



# Character Education Resource Center *News You Can Use*

June 2020

George Floyd, Minneapolis ; Ahmaud Arbery, Brunswick; Breonna Taylor, Louisville;  
Sean Reed, Indianapolis; Tony McDade, Tallahassee.

**REST IN PEACE**

## **SEL Strategies for Processing Events**

There is no right way to feel after learning of and/or witnessing traumatic and racially motivated events. Below are a few suggestions as to how you can help yourself and others.

**Journal:** Journaling can help bring awareness to the current moment and to your breath. Here are a few prompts you can utilize:

- What am I observing in the news?
- How are these events making me feel?
- How are these events impacting my family, friends, and community?

**Discuss:** A great way to organize your thoughts and/or gain different perspectives on a subject is to discuss the topic at hand with educators, caregivers, family members, and friends. Here are a few discussion prompts:

- Why are these events occurring?
- How are these events impacting my family, friends, and community?
- How will these events affect the future?

**Break Time:** Sometimes, to practice mindfulness, it is important to remove yourself from conversations with others both online and in-person. News coverage of recent events show up all over television news stations, internet sites, and social media applications. Take some time to turn off your electronic devices and social media accounts.

<https://newsela.com/search/articles/>

## **Resources**

## **Instruction**

## **Strategies**

[Anti-Racist Resource Topics from Greater Good](#)

The psychological roots of racism

How to overcome bias in yourself

Confronting racism

Reducing bias in criminal justice

Building bridges

Resources for parents and educators

[https://greatergood.berkeley.edu/article/item/antiracist\\_resources\\_from\\_greater\\_good](https://greatergood.berkeley.edu/article/item/antiracist_resources_from_greater_good)

# Resources to Support Anti-Racist Learning

Education Practices for Teachers and Students

[https://ggie.berkeley.edu/school-challenges/anti-racist-resources-for-educators/-tab\\_2](https://ggie.berkeley.edu/school-challenges/anti-racist-resources-for-educators/-tab_2)

Reflecting on George Floyd's Death and Police Violence Towards Black Americans (edited)  
This teaching idea is a guide for teachers to begin conversations with their students. Such conversations are always difficult for teachers to facilitate, and distance learning presents added challenges to teaching sensitive material.

- 1). Start with yourself
- 2). Prepare for teaching
- 3). Create space for student reflection
- 4). Go Deeper: Learn about the history of police violence toward Black Americans
- 5). Go Deeper: Reflect on protests today
- 6). Raise students' voices

<https://www.facinghistory.org>

Resources for Discussing Police Violence, Race, and Racism with Students (edited) Evie Blad,  
July 11, 2016, Education Week

There are resources teachers can use to frame discussions and to help anticipate what their students, particularly students of color, may be experiencing. Here is a sampling:

- Check out this [TED Talk](#) by commentator Jay Smooth, "How I Learned to Stop Worrying and Love Discussing Race"
- From the [Today Show](#), an age-specific guide for discussing shootings with children.
- 2016 Teacher of the Year Finalist Nate Bowling has compiled a "[Syllabus for students when dealing with law enforcement.](#)"
- Teaching Tolerance, a project of the Southern Poverty Law Center compiled these [resources](#) on teaching about race, racism, and police violence.
- [#FergusonSyllabus](#) crowd sourced on Twitter at the time of the Brown shooting, includes suggested reading for teachers and students about issues that are relevant to recent events.
- Character.org has a round-up of [activities and articles for teaching about race.](#)

## Talking to Kids About Race

Here's what the experts had to say about raising an antiracist child.

- Be prepared to talk about race-based events and the emotions that they bring out
- Watch for statements that link race with value judgements
- Help your kids recognize the harm of a racist idea
- Update your home library
- Introduce diversity to different aspects of your life
- Don't make talking about race a one-time event
- Don't pretend to have all the answers

## Six Truths About Racism That White Teachers Must Know

Educators must be willing to look at these hard truths, not averting our gaze from the most difficult ones, to understand how each impacts students of color and to seek ways to eliminate these racist practices from schools.

- 1). White privilege is not only real but also impacts students of color every day.
- 2). Systemic racism is so entrenched in our society that it is codified by tacit agreement in school.
- 3). The toxic relationship between police and people of color has deep roots that affect students of color daily.
- 4). Microaggressions based on race are an insidious fact of life for students of color.
- 5). While racism impacts all people of color, young African American males students are specific targets.
- 6). Educators must honestly assess their own biases.

[Larry Ferlazzo](#), June 5, 2020 (edited)

<https://larryferlazzo.edublogs.org/>

# How to Build a Culturally Responsive Classroom

Culturally responsive teaching is a set of intentional teaching methods, lesson plans, activities, and attitudes that include students from diverse backgrounds equally.

To build more culturally responsive classrooms is to showcase diversity through all aspects of the learning.

Promoting diversity through the learning materials in your classroom shows that you are aware of who is in your room.

Build a culturally responsive classroom (by) highlighting holidays and special events consistently.

Help students feel connected is to include their perspectives and values in the learning experience.

Be careful not to put students on the spot in uncomfortable situations.

Build a more culturally responsive classroom (by) eliminating cultural comparisons.

Building a culturally responsive classroom can cause amazing growth in student learning, positive student behavior, and classroom community.

Tanya G. Marshall February 4, 2019  
<https://www.teachervision.com/>

In this month's STEM Next newsletter, "We Grieve and We Commit," Ron Ottinger, the Executive Director, writes:

*Today I make the following commitments on behalf of STEM Next to stand up for justice.*

*We commit to listen and learn.*

*We commit to take action.*

*We commit to hold ourselves accountable for change*

*We need to step up and make this the moment where we are the change.*

For those of you who do not know Ron, he served for fourteen years as National Associate Director of the non-profit AVID Center. He was elected to three terms on the San Diego City Schools' Board of Education from 1992-2004, during a period of major reform of the school system and was the longest running board president.



We are a resource center which means that we are here to meet your needs and interests in the character education of children and youth. Please reach out to us if we can assist you in any way.

Our Motto: If we don't have it, we can get it or create it.

What do you think of this month's NUCU? We'd love to hear your **thoughts, questions** and **feedback**: [character@sandiego.edu](mailto:character@sandiego.edu)

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