



## **Sudbury School Committee**

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Once you are settled, please complete  
the Conflict Style Questionnaire.



We Acknowledge the indigenous people who first occupied all of what is now called North & South America.

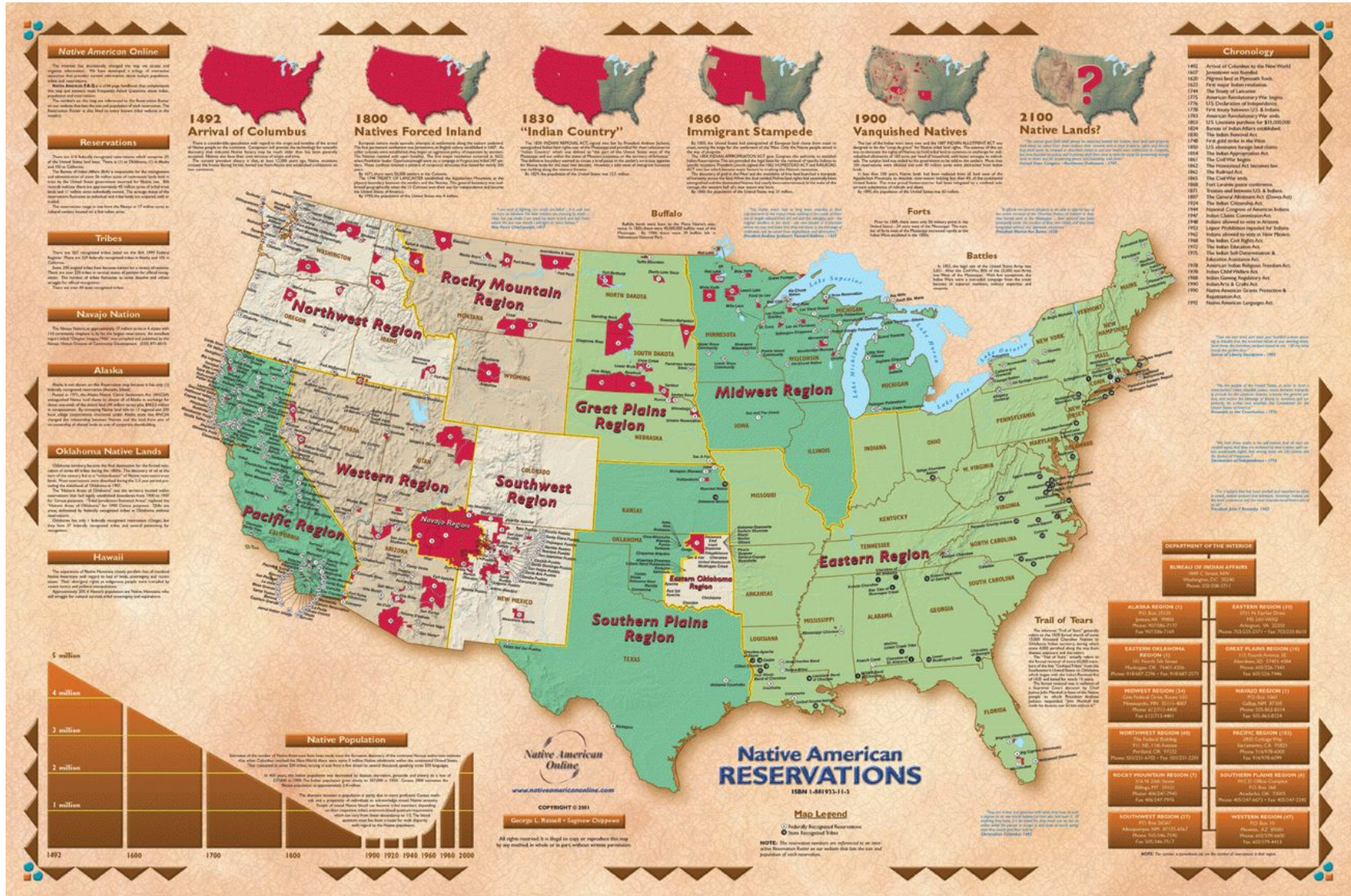
Some still live on their original land, some were relocated, some were enslaved across the ocean, and many, if not all, were victims of genocide.

# We Acknowledge the Many Massachusetts Nations Who Lived on This Land





# We Acknowledge the role of the United States Played in the Genocide of First Nations





# Session Objectives

- Understand our personal and institutional barriers to talking about race, racism and other "isms"
- Develop strategies for having challenging conversations about race, ethnicity, identity, etc.
- Practice the strategies

# Hello!

## Please introduce yourself!

Name

Pronoun

Professional Role

One work experience you have outside of Sudbury Public Schools that others do not know about





# Guidelines for Creating a Supportive and Safe Learning Environment

1. Respect confidentiality, no attributions
2. Be willing to “try stuff on”
3. Okay to disagree; not okay to blame, shame, attack (self or others)
4. Ground events/communications in personal experience, using “I” statements
5. Practice “both/and” thinking
6. Be aware of intent vs. impact
7. Pay attention to process and content
8. Stay engaged

# Assumptions

## We (Your Instructors) Make

- ▷ We are here because we care about kids.
- ▷ We all already have a lot on our plate with competing demands.
- ▷ Your instructors come with experience, and you know your students and community best.
- ▷ We are all at different places in our understanding of race, ethnicity, and culture. This is a process and takes time.





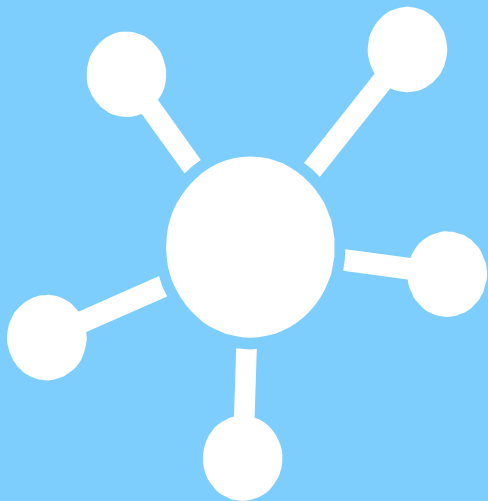
# Guiding Principles

- ▷ Learning and change happen in a space that is safe and challenging, where people can speak honestly, accept each other's learning curve, and recognize that no one is the expert.
- ▷ It is important to understand the process of self-reflection and be honest about our own biases.
- ▷ We are all individuals AND members of different identity groups, both of which influence our perspectives and life experiences.
- ▷ The opportunity gap is real, and through intentional actions and relationship building it can be narrowed.



# Guiding Principles (continued)

- ▷ In a supportive environment all students can experience academic and social success.
- ▷ It is essential to use Multicultural, Culturally Relevant and Anti-racist teaching practices that affirm the cultures of all students in order to foster academic and social success.
- ▷ Allies need allies to be effective on the challenging “journey” of being anti-racist educators.
- ▷ Teaching and learning are not neutral acts.



# Identity Molecule

List some ways in which you identify.

# YOU SOUP Recipe

by its pronounced **METRO**sexual.com







# Bead Activity

Blue: Multi-Racial

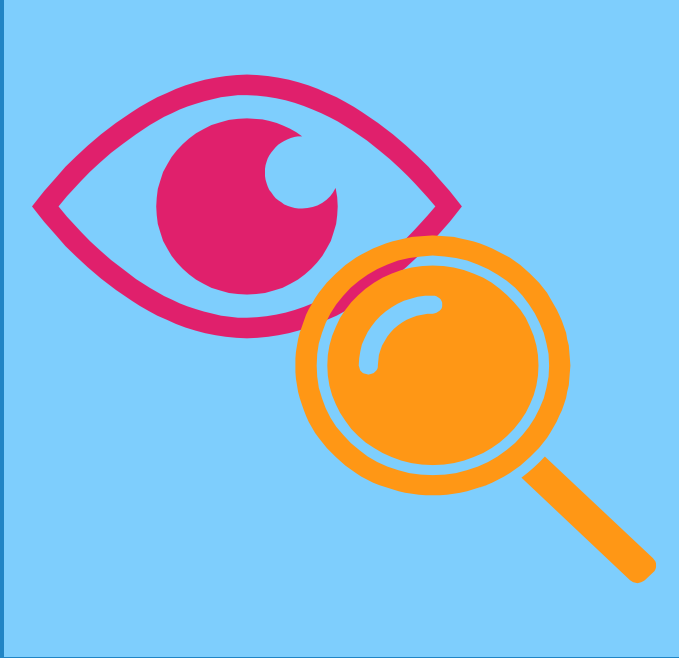
White: White

Black: African-American/Black

Yellow: Native American

Purple: Latinx/Hispanic

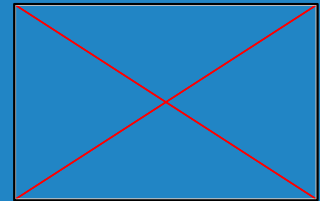
Orange: Asian/Pacific Islander



# Taking On Identities

We will be taking on various identities; the objective is to reflect on ourselves and our own feelings.

If you are uncomfortable sharing, silent reflection and listening is fine!

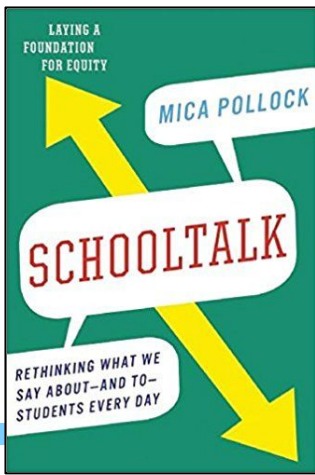




# I Remember...

What are some of your earliest race-based and other “difference” memories?





# From Schooltalk

By Mica Pollock



*In a recent study, psychologists Rebecca Hetey and Jennifer Eberhardt found that people shown evidence of extreme racial disparities in incarceration became more likely to support the punitive policies creating such disparities. As Hetey and Eberhardt noted, “Many legal advocates and social activists assume that bombarding the public with images and statistics documenting the plight of minorities will motivate people to fight inequality. Our results call this assumption into question...Perhaps motivating the public to work toward an equal society requires something more than the evidence of inequality itself.*





# The Race for the American Dream







# What's Your Conflict Style?



A

### **Avoider**

Ignore conflict

Postpone dealing with conflict or pretend it doesn't exist

May even avoid contact with the other person

Withdraw from heated discussions

Change the topic

Believe that refraining from engaging in conflict helps maintain happiness

D

### **Accommodator**

Let others get their way

Put aside their own wants/needs

Give in to preserve the relationship or avoid a conflict

B

### **Competitor**

Want to get their way at all costs

Escalate quickly

Believe in win/lose tactics

Stand their ground and don't concede

Believe that if you stand firm, others will weaken

E

### **Collaborator**

Believe in talking it out no matter how difficult the conversation

Solicit all available information and points of view

Work to find a solution that all parties view as beneficial

Believe that win/win solutions are possible

C

### **Compromiser**

Give to get

Seek quick solutions on a middle ground

Think that getting something is better than getting nothing

Bargain or trade

# Moving Toward a Learning Conversation

- Invite the other person into the conversation
- Listen to the other person with genuine CURIOSITY: inquire to learn; ask open-ended questions
- Check for understanding
- Acknowledge the other person's feelings; acknowledgement does NOT mean that you agree
- Tell your own story
- Problem solve together







# VCR Model

by Dr. Ken Hardy

**Validate**

Always validate  
it is possible

**Challenge**

The challenge  
message is

V  
T

**Request**

Make a “request”  
that gives the  
person some  
concrete steps to  
respond to the  
challenge. What  
could they do  
differently?



# Strategies

Read through the handout

Circle strategies you are already using

Check those that you would consider using



## Scenario Work

Select a scenario.

Work in groups of at least three people: two to role play, one to observe.

Role play the scenario, keeping in mind our guidelines and strategies.

When finished, the observer can share what worked and what could be improved. Discuss.

Trade roles and repeat for another scenario!



# Final Steps

On an index card:

What are your suggested next steps?

What questions do you still have (or was newly created)?