

# RESPECT STARTS HERE: *LISTEN, LEARN, AND ACT*

---

Bringing tough conversations into the classroom to listen,  
understand and build empathy



**Young Women's Preparatory Network**  
*educating future leaders*

# Introductions

- Diana O'Connor
  - Teacher Librarian
  - Irma Lerma Rangel Young Women's Leadership School, Dallas, TX
  - [do2552@dallasisd.org](mailto:do2552@dallasisd.org)
- Karla Stack
  - Chief Program Officer
  - Young Women's Preparatory Network Dallas, TX
  - [kstack@ywprep.org](mailto:kstack@ywprep.org)

# Year 3: Respect Starts Here

## Young Women's Preparatory Network Schools

- Irma Lerma Rangel Young Women's Leadership School (2015-16)
  - 72% Hispanic
  - 16% African American
  - 8% White
  - 4% Asian/ Native American
  - 74% Low SES
  - 85% First generation college students
- Young Women's Leadership Academy at Fort Worth (2015-16)
  - 57% Hispanic
  - 30% African American
  - 5% White
  - 2% Asian
  - 61% Low SES
- Young Women's Leadership Academy at Arnold, Grand Prairie, TX (2015-16)
  - 74% Hispanic
  - 15% African American
  - 8% White
  - 3% Asian
  - 81% Low SES
  - 80% First generation college students

# How Respect Starts Here began

- Dallas Faces Race: November 2014
- Current climate of confrontation and overt discrimination forces us to [examine racism](#) and cultural bias. “Teachers ... function as caretakers, truth-seekers and advocates of justice.”
- Rangel alumnae report incidents of institutional bias and discrimination on college campuses
- Teaching students to understand the impact of injustice is critical step toward creating change – essence of our core values at Rangel

# Mission

Our mission is to establish a **year-round program** that generates **empathy** and a passion for **equity** within our schools. We will bring together students in a **safe environment** to discuss issues of social justice, educating students on the implications of bias in our society with a focus on race, gender, identity, class, religion, disability and immigration. Through open discussion and narratives, we will emphasize empathy for those from all different backgrounds. The significance of this program will continue to grow through **a leadership model**, entrusting our students and faculty to lead other schools in this effort. With this we strive to empower the school populations to find creative ways to promote equity in their communities and beyond.

# Respect Starts Here

listen learn act





***“My poster shows how respect and compassion only starts with one person and can spread from there” -Rangel Student***

MY VOICE HAS POWER!

I AM

MY LANGUAGE



MORE THAN THE EYES GOLD

Si SE

PUEDE

RULES

TALENTED, SPECIAL, ORIGINAL

ANIME

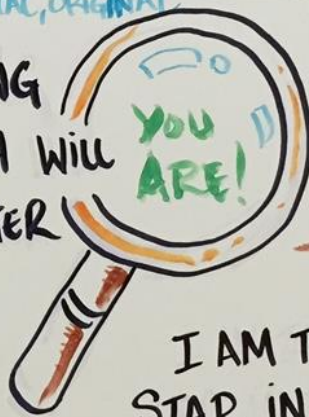


EVERY DAY I CREATE MYSELF

WHO HAS THE POWER?

I HAVE THE POWER!

I AM SEARCHING FOR THAT WHICH WILL MAKE ME BETTER



RESPECT PERSONALITY

I AM THAT STAR IN THE SKY

# PRIDE

I WAKE UP TO TOAST



RESPECT EARTH



RESPECT THE DIFFERENT

ACCEPTANCE

MY HOME



RESPECT OTHER PEOPLE

COSPLAY

DON'T JUDGE UNDER THE MASK

P.O.C.

I WANT TO GO FURTHER

EMOTIONS

A SENTENCE...

BE NICE TO PEOPLE

WORTHY SATISFIED

# Next Steps

## Leadership Team

5 students,  
2 community representatives,  
3 parents,  
2 YWPN staff,  
Rangel Advisory Council member,  
Rangel teacher,  
Program developer

## Teacher Training

- [Border Crossers](#)
- [Journeyman, Ink](#)
- [Interaction Institute for Social Change](#)
- [Safe Conversations](#)
- [Responsive Classroom](#)

## Collaborative Community Partnerships

- 29 Pieces
- Journeyman, Ink
- Emerging Teachers Institute
- Relationships First
- House of Shine
- Embody Love Movement

## Student Workshops

- 29 Pieces
- Journeyman, Ink
- Safe Conversations
- House of Shine
- Embody Love Movement



**EQUALITY**



**EQUITY**

# What We Learned about Teacher PD

- **It all comes down to the teacher**
- Creating Safe Space
  - Teacher as Facilitator
  - Refraining from personal opinions
  - Guaranteeing that all points of view are heard
- Use outside professionals
- Temper expectations
- Allow for all emotions: fear and rejection, denial, hostility, hurt, ignorance, withdrawal
- White privilege – White Fragility
  - Concept of privilege– [video](#)
  - White teacher shutdown
- Teachers want tools, modeled lessons, how-tos
- Need ongoing, collaborative, trusted PD with feedback loop
- No one has provided this kind of training in our professional experience
- Teach and re-teach Implicit Bias
  - *Teaching Tolerance PD*
  - *Project Implicit*
- Conflict is real
- Seeking commitment to change

## Teaching Tolerance: Perspectives for a Diverse America



TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

## Anti-Defamation League: Anti-Bias Curriculum

ADL®

## Facing History and Ourselves



# Program Summary

## Introductory Lessons

- How We Say; What We Say: Building a Classroom Culture of Respect
- The Power of Story: Empathy and Understanding
- How We Decide: 'Us vs. Them' Understanding Labels & Identifications

## Summer Reading Lessons

- Year 1: **Empathy**
  - Race
  - Culture
  - Disability
  - Gender Identity
- Year 2: **Discrimination**
  - Culture
  - Race
  - Criminal Justice
  - Transgender
- Year 3: **Immigration**
  - Finding Acceptance
  - Culture
  - Religion
  - Classism

## General Lessons & Current Events

- Race:
  - *Science of Race- Does it Exist?*
  - *Respecting Other's Cultures and Traditions*
  - *Celebrate You!*
- Gender
  - *History of Gender Bias*
  - *Gender Bias in the Media*
  - *Importance of Education: Women's Education*
- Immigration
  - *The History of Immigration in the US*
  - *Immigration Around World*
  - *The Immigrant Experience*
  - *The Ugly Truth of Immigration*
    - *Human Trafficking*
    - *Drug Trafficking*
- Current Events
  - *Fake News*
  - *Post-Election*

# Other RSH Lessons: Adapt to current events and topics of discrimination

## Post Election

Students' response to election results created need for time for discussion

Importance of facilitated discussion without teacher input

Incorporated practice of Mindfulness

Immigration lawyer speaker and LULAC sponsored Immigrants Rights meeting for parents

Teaching Tolerance [resources](#) and [report](#)

## Fake News

- Subsequent lessons in power point format with extensive Notes, handouts provided.
- Fake News lessons developed based on findings from [Stanford University's Study: Evaluating Information: The Cornerstone of Civic Online reasoning](#)
- Many lesson plans already created for Fake News lessons

## Gender Issues

- MS focused on Gender Equity in Education and HS focused on Gender pay gap, and final HS lesson was on transgender issues
- HS Lessons all adapted from ADL lessons
- MS lessons adapted from UN Global Goals lesson
- Both lessons focus on discussion, challenging the norm, researching issues, getting the facts, recommending changes, raising awareness

## Respect Starts Here: [HS Lesson 2 - Race](#)

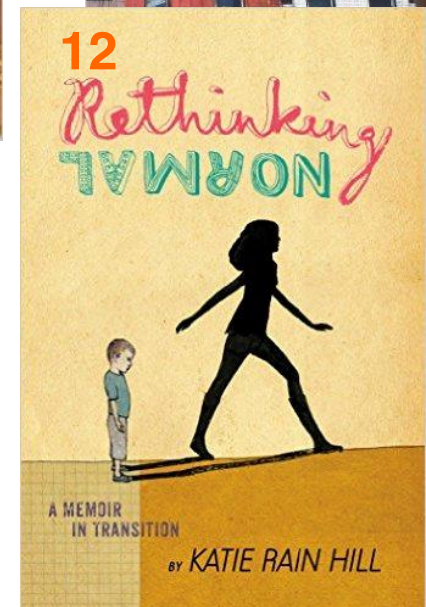
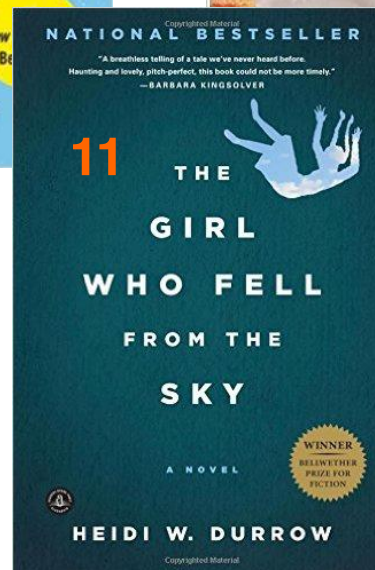
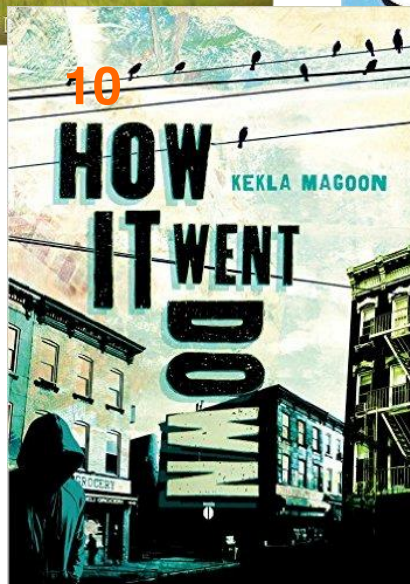
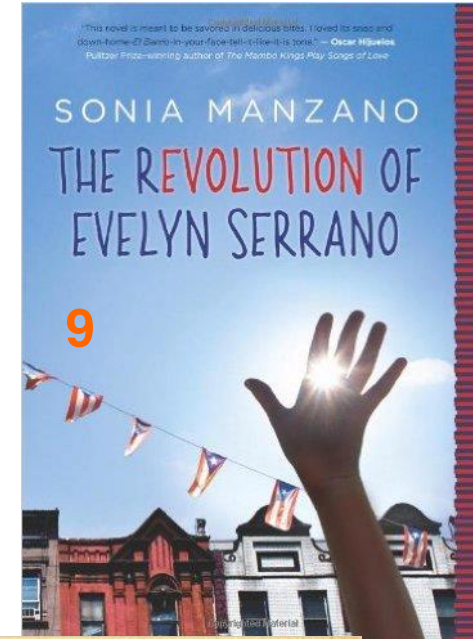
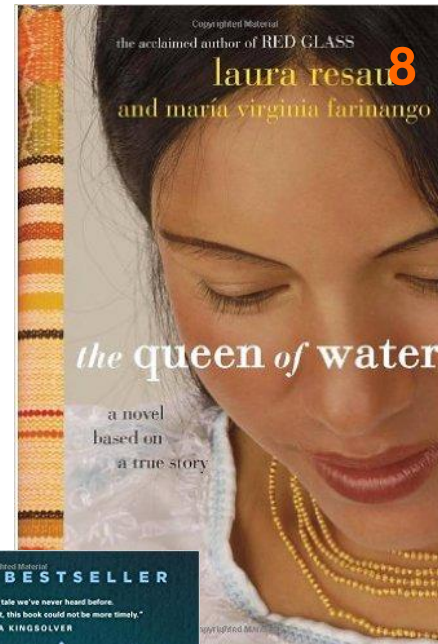
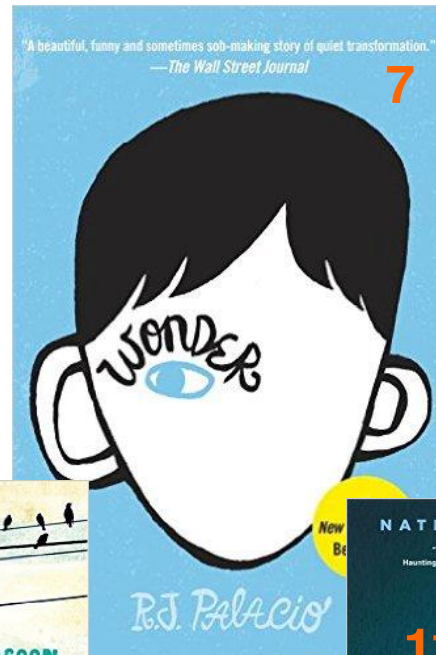
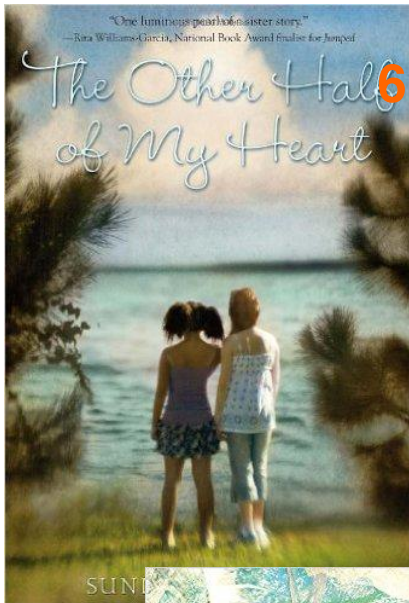


Adapted from *Facing History and Ourselves: The Impact of Identity*

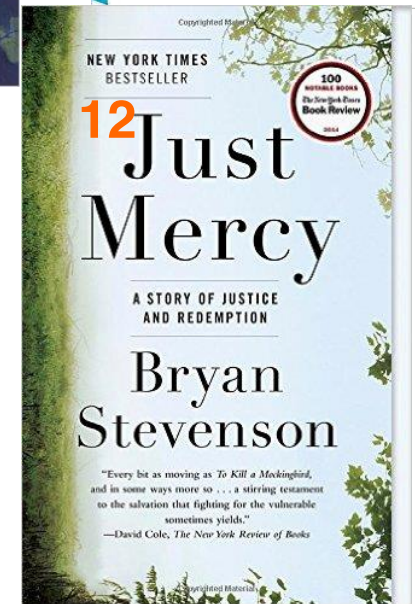
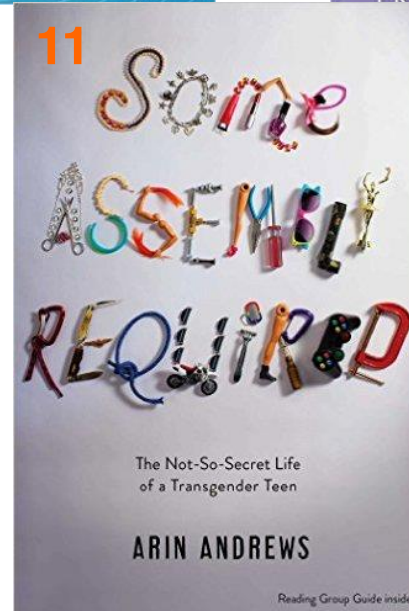
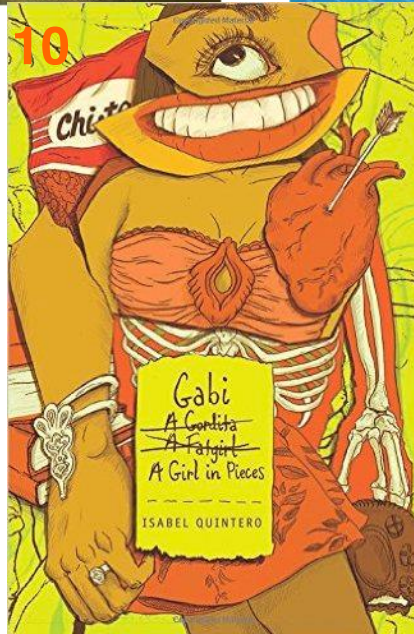
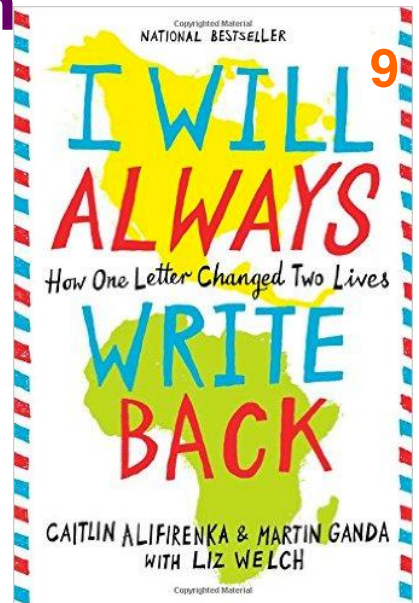
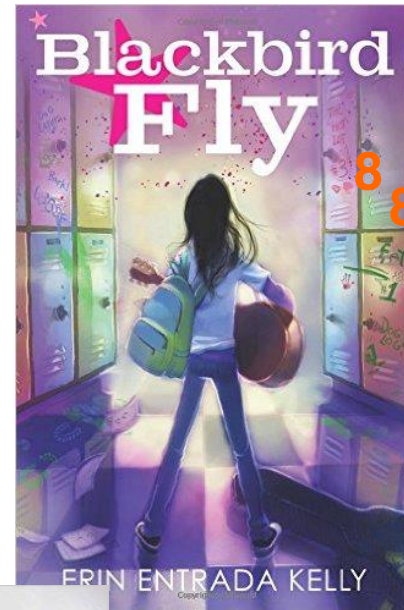
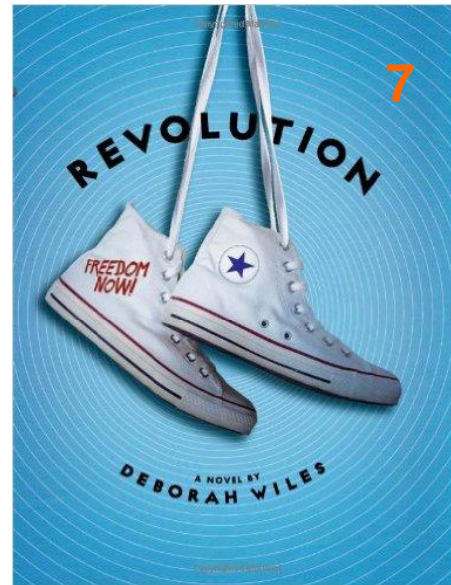
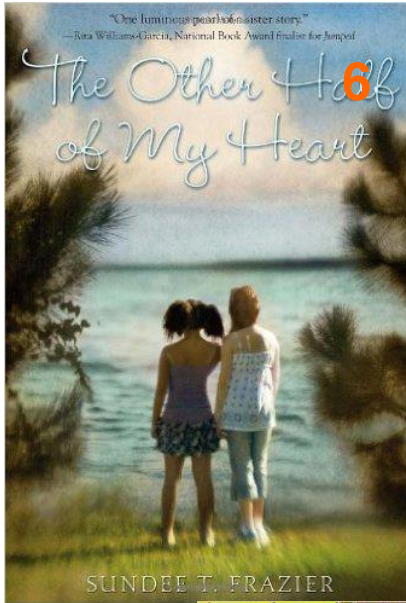
# Summer Reading Year 1: Grade Level

## Books share common theme about

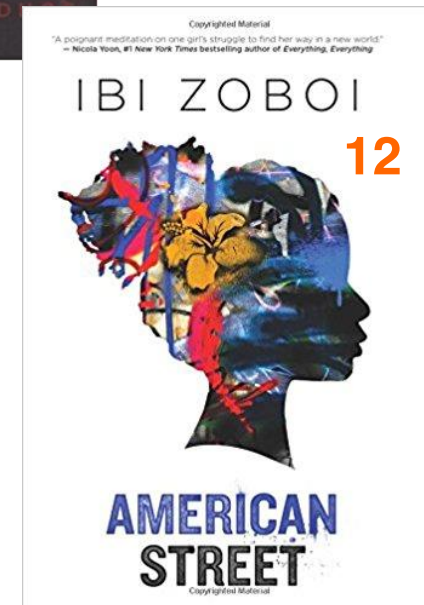
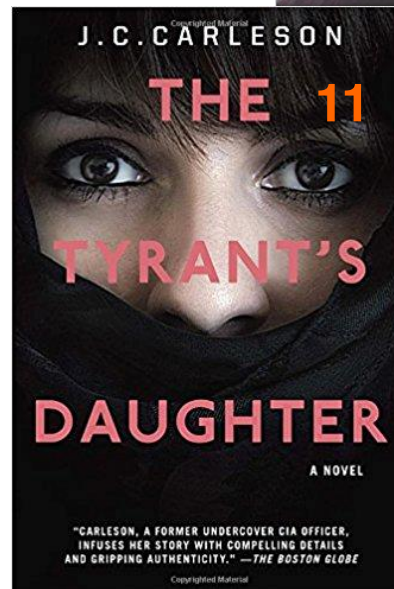
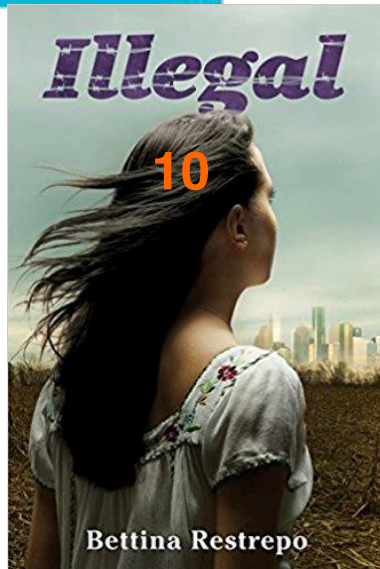
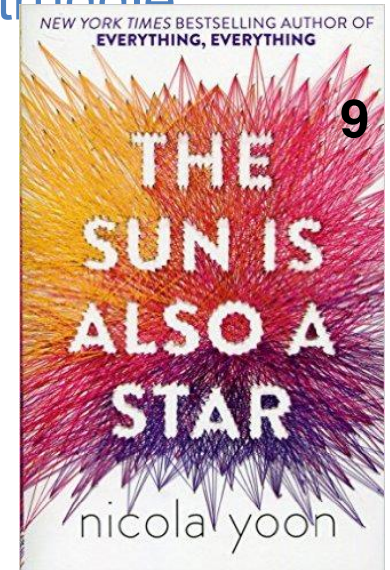
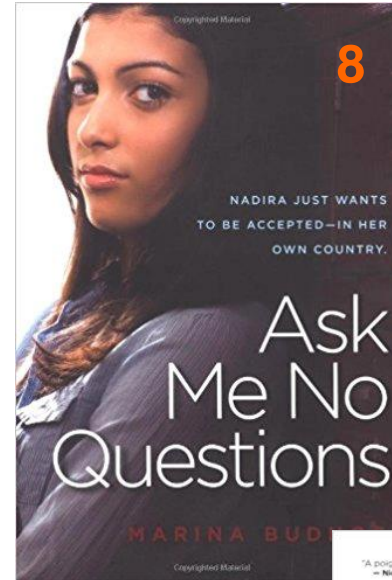
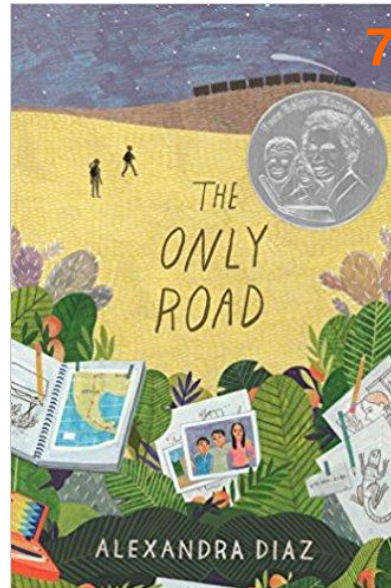
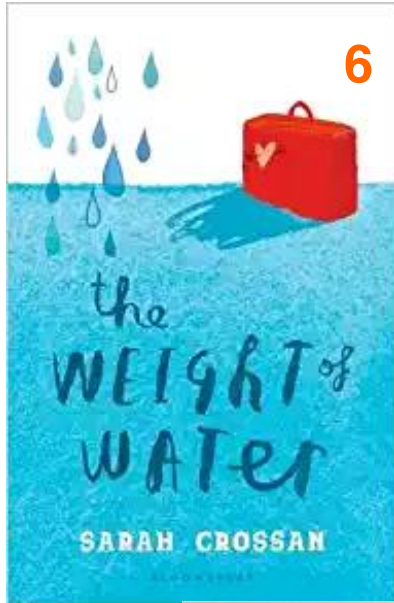
### empathy



# Summer Reading Year 2: Personal stories of encountering and conquering **discrimination**



# Summer Reading Year 3: **Immigration** – stories to dispel fear and ignorance, and create understanding about the struggle



# Lessons Learned

- Building a safe space for discussion in the classroom
- Teachers need training, modeling, commitment
- Advisory class time is traditionally unstructured
- What should the ideal program look like?
- Development time for curriculum and programming
- Public school constraints
  - Less flexibility with scheduling and classes
  - Curriculum outside of standardized testing and time allotment
- Parent involvement
- More opportunities and focus on student action
- How can we make this replicable for other campuses?
- Fundraising

# Evaluation – Are We Making Any Difference?

- How do we measure emotional growth?
- What tools are available?
- What exactly are we measuring?
- How do we measure a change in school culture?
- Positive Signs:
  - Respect Starts Here is growing part of everyone's vocabulary
  - HS students requested re-visit of Voice is Power workshop in response to national and state increased hostility toward immigration
  - Students calling out discriminatory behavior – on campus, in news
- What happens if we don't try?
  - We already know that answer...



Diana O'Connor  
Teacher Librarian

Irma Lerma Rangel Young Women's Leadership School  
[do2552@dallasisd.org](mailto:do2552@dallasisd.org)  
972-749-5215

Karla Stack  
Chief Program Officer

Young Women's Preparatory Network  
[kstack@dallasisd.org](mailto:kstack@dallasisd.org)  
214-824-1400