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| Tahirah Gibson | [DISCUSSING RACE AND RACISM](https://youtu.be/RTWc3uQkiaE)Tahirah Gibson5th Grade Lead Teacher | Edward Brooke Charter School - RoslindaleVideo URL: <https://youtu.be/RTWc3uQkiaE>  |

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| Learn more about this video and Tahirah’s culturally responsive teaching (CRT) journey: |
| **What are you proud of and excited to share from this video? Why do you think this is a strong example of culturally responsive teaching?** | *I am proud to share how my class is experiencing first impressions and assumptions, and realizing how this can relate to race and racism. They did not realize that judging someone based off of how they look is how racism can basically work since racism is built off of judging someone based on their skin color.* |
| **What does culturally responsive teaching and/or anti-racist teaching mean to you?** | *Being culturally responsive means that we understand that the weight of the moment needs to be felt by everyone, not just folks of color. It is so important that we understand how we show up to be culturally responsive and understand the impact it has on students. We need to know that our voices and experiences are respected and honored as truth. We have a huge choice to conform or resist, to perpetuate, or defy, and we can choose to use the instrument of education to empower our students by including culturally responsive teaching!* |
| **What advice would you give to another educator who wants to develop their CRT skills?** | *Some advice I would give to another educator who wants to develop their CRT skills is to be authentic and genuine. Students always notice if you are invested in sharing your insight and research with them and indulge into deep conversations surrounding race/racism. They also notice if you want to include them into discussions and hear all thoughts, not just a selective few. Leave the floor open for all thoughts to be shared whether it’s virtually in a chat, collab board from nearpod, or in person and taking the time to call on many students. We want to get away from only offering the restricted history that’s used to being taught and take the time to be culturally responsive, always.* |