

How to Be an Effective Ally to Adult Students

What does it mean and how do we do it well?

What do we mean by allyship?

To *act* in solidarity. An ally is a person who acts in solidarity with a marginalized group that they are not part of.

“5 Tips for Being an Ally” by Franchesca Ramsey

1. Understand your privileges.
2. Listen.
3. Speak up but not over.
4. When you make a mistake, apologize, commit to changing your behavior, and move forward.
5. Ally is a verb. It requires action.

If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.

Lilla Watson, aboriginal leader

Contributors



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Supporting Muslims In and Out of the Classroom



- Action for Boston Community Development, Mattapan, MA
- 80% Haitian students. Other students come from Cape Verde, Dominican Republic, Honduras, and Puerto Rico

Listening Isn't Just about Ears

- Know about the cultures and traditions of your students.
 - When is Ramadan?
 - What might be your students' observations of dietary law or restrictions on music?
- Have relationships with Muslims and Muslim organizations outside of school.
- Check in with students about their safety.



Check Your Biases

- Think about how negative portrayals of Muslims are affecting how you and your students think about and interact with Muslims.
- Distinguish, and help your students distinguish, between religious and cultural practices.
- www.enjoingood.org for resources on common misconceptions and other information.



“Normalize” Islam and Muslims



Break-time crochet lesson

- Talk about religions with equal respect. Acknowledge religions that are not in the room.
- Use stories and images of Muslims in class.
- Allow time and space for students to talk about things that are important to them.

English for action

*In partnership with United Way of RI
Presenter: Cristina Cabrera*



English for Action: The Organization

- ❑ **Mission** is to create transformative learning communities inside and outside the classroom **in order to effect meaningful and community-based social change through language learning, community building and leadership development.**
- ❑ Based on **popular education** developed by Brazilian educator **Paulo Freire.**
- ❑ An approach to education where participants and educators are co-learners who **critically reflect on the issues of their community** and **then take action to change them.**
- ❑ EFA develops **learner leadership** by training learners with varying English levels to participate in the **Action Committee**. The AC engages in community organizing, delivers KYR workshops, and provides training of trainers.

How We Learn From Each Other

- Content and education is not neutral.
- Content comes from our own experiences as class participants/ learners.
- We enter in dialogue.
- We pose problems. We ask questions.
 - *What do you see? How do you feel?*
 - *Is there a problem? What is the problem?*
 - *Do you know of anyone who has/had this problem?*
 - *How would you start solving this problem?*



How We Learn From Each Other

- We reflect
- We take action
- We create
community-based
& community-led
transformation



English for Action: Freirian Popular Education in the Classroom



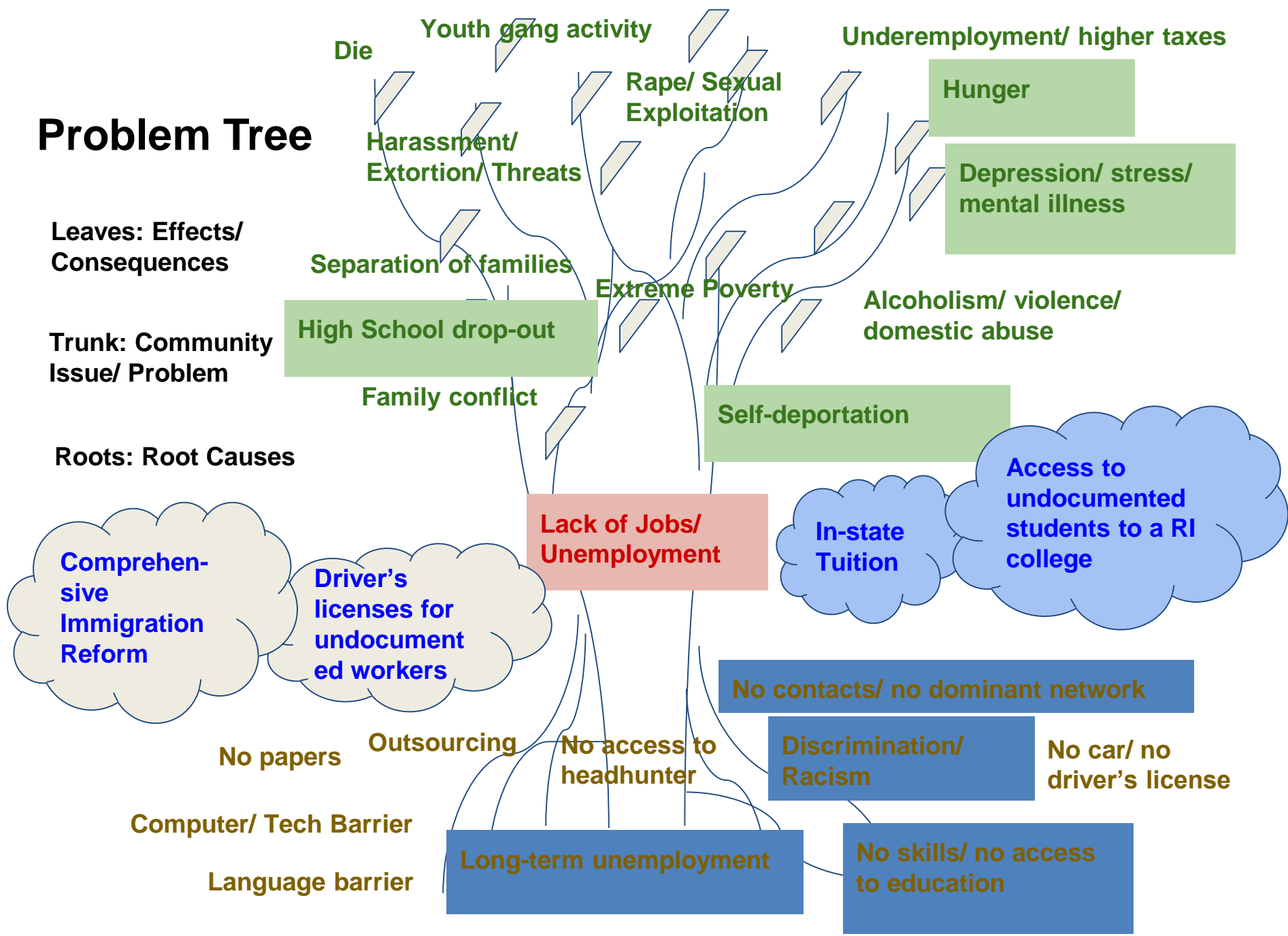
#	Freirian Principle	Explanation	Pop Ed Tools
1	Education is not neutral	Education is either designed to maintain the status quo, imposing on the people the values and culture of the dominant class or education is designed to liberate people, helping them to become critical, creative, free, and active	-Problem Tree -Power Analysis -Theater of the Oppressed -Codes
2	Content comes from the participants	People will act on the issues on which they have strong feelings. Education that starts by identifying the issues that people speak about with excitement, hope, fear, or anger will have greater success in reaching those involved.	-Sick Tree -Caracol -Theater of the Oppressed -Brainstorming -Collective Writing -Community Mapping
3	Dialogue	No one has all the answers! Each person has different answers based on his or her own experiences. To discover valid solutions everyone needs to be both a learner and a teacher. Education must be a mutual learning process.	-Codes -Debates -Role Plays -Forum Theater -Peer Interviews -Class Discussions
4	Problem-posing education	Participants are thinking, creative people with the capacity for action. A facilitator can help participants learn by providing a framework for thinking and creativity. By posing questions instead of lecturing, a facilitator engages the participants in an active way.	-Codes -Problem Tree -Forum Theater -Pop Scenarios -Power Analysis
5	Reflection/ Action	By continually engaging in a cycle of reflection and action, a group can celebrate their successes, analyze critically their reality, mistakes, and failures—and use this information to act again. This allows a group to become more capable of effectively transforming their daily life.	-Power Analysis -Socio-Dramas -Collective Action Plans -Collective Strategy -LEA (Language Experience Approach)
6	Transformation	Education should work to transform the quality of each person's life, the environment, the community, the whole society. This is not an individualistic academic exercise, but a dynamic process in which education and action are interwoven.	-Collective Visioning -Changing the Story -Moving the Money -Collective Action -Systems Change

Problem Tree

Leaves: Effects/
Consequences

Trunk: Community
Issue/ Problem

Roots: Root Causes



Questions and sharing

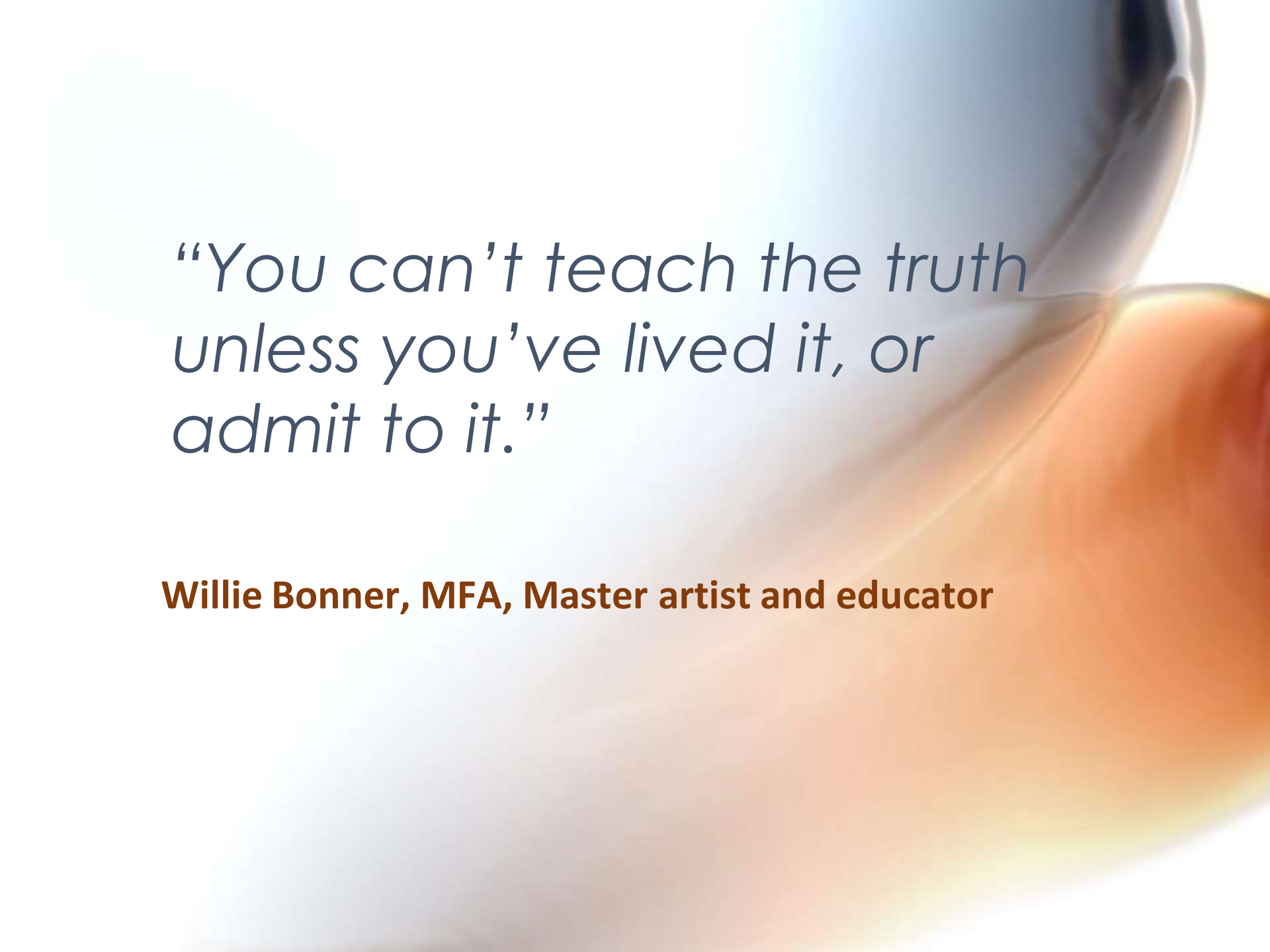


Christy Schramski and Kathy Budway

**ABECC - Adult Basic Education for College and Career,
Pima Community College
*Tucson, AZ***

Acknowledgement of Colleagues:

- MaryAnn Phininzy, former AmeriCorps Coordinator
- Mireya Escamilla, Civics and Student Leadership Asst. Coordinator
- Civics team members: Ana Chavarin, Xail Hernandez, Ellen Swanson, Mari Guillen
- Student Leaders and AmeriCorps members



*“You can’t teach the truth
unless you’ve lived it, or
admit to it.”*

Willie Bonner, MFA, Master artist and educator

Allyship

1. Allies on the institutional level

Microaggressions

- From Students
- From Teachers
- From Colleagues

2. Allies in the classroom

3. Allies throughout the school

Microaggression

A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group.

Runyowa, Simba, (2015). "Microaggressions Matter," The Atlantic

From Students

“Oh, that’s why you’re so smart. Your husband is German.”

“Why do you speak English so well?”

“Can I touch your hair?”

From Colleagues

“...the look on her face!”

“Are you here to take the test?”

“You’re so articulate.”

From Teachers

“You’re the smartest black student I’ve ever had.”

Disregarding religious traditions or their details (Ex. Impacts of fasting).

Directing students into career pathways based on racial/cultural stereotypes.

How to be an ally when confronting microaggression

- Always allow the person to whom the microaggression is directed to speak first.
- Ask the person if he/she is okay with the statement.
- Address the issue directly: “I’m not comfortable with that statement” - explain why.

How to be an ally when confronting microaggression

- Understand the difference between intention and impact.
- Be aware of your own assumptions.
- Be aware of how colorblindness can make students feel.

Building allyship in the classroom

The impact of teaching inclusive, true history and the dispelling of stereotypes

Testimony from an advanced ESL writing class from Shoreline Community College, Seattle, WA

View the film ***Who Paved the Way*** at:

<https://vimeo.com/40630589>

Before Studying African American History



JASON: My stereotype about African Americans was negative.



AMAR: The media shows you that black people are gangsters and they carry guns.



JANE: My white real estate agent told me [that finding] a location without black people was the most important factor.



MILA: When I came here, I couldn't understand blacks. I thought, "Why are they talking about racism too much?"

After Studying African American History



ALEX (studied the prison system): I was shocked when I was doing research.



ASTER: Black people contributed to America. [They] are doctors, scientists, professors. I was so surprised.



JACKIE (studied black wall street): What [black people] have done—they never talk about in history.



SARINA: If you want to live in the U.S. or study in the U.S., I think [you] must study the history of African Americans.

Kathy Budway is the Civics and Student Leadership Coordinator for Pima College Adult Basic Education in Tucson, AZ.

Explore *The Change Agent's* issue on *Race*

Talking about Race — Issue #42 — Extras

Handout #4: Research Projects

Follow up on one of these topics or develop your own topic

Research projects

In the left column are some of the things students in the film studied to learn about black history. In the right column, develop some questions about these topics. What would you like to know more about? Research them. As you research, perhaps you will uncover something else you want to learn about.

Black Wall Street	
Tuskegee Armen	
Medical experiments on black people	
Mass incarceration	
Doctors and inventors	

Connect to the Present

How does the topic you researched connect to present-day issues? What does it help you understand about current events?

Resources for studying Black Wall Street:

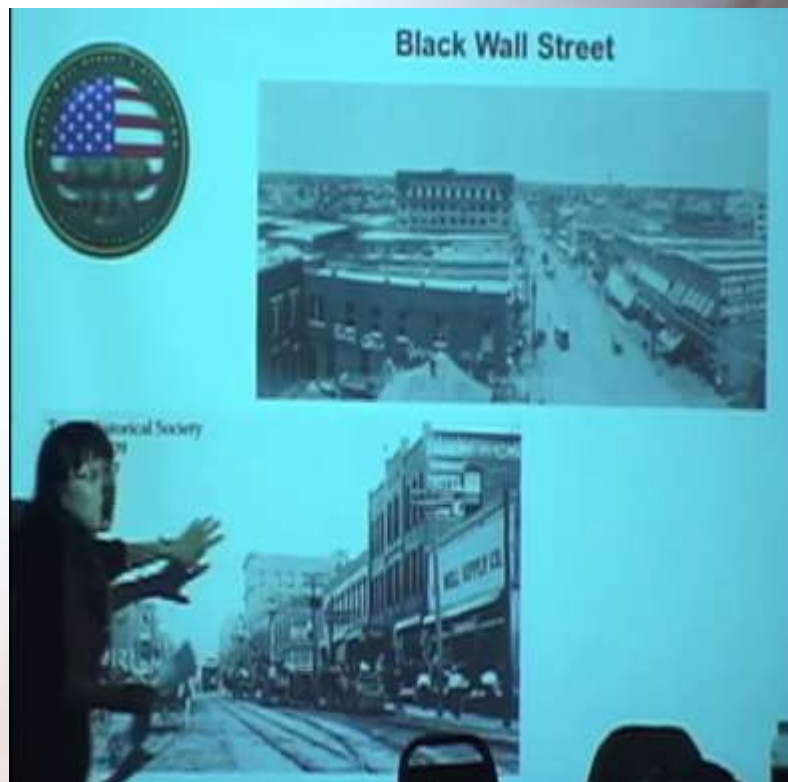
"Black Wall Street" is the name given to a thriving black community in Tulsa, Oklahoma. In the early 1900s, this community was violently decimated by white race rioters.

RELATED FILMS: Documentaries - On Youtube: "Black Wall Street, Little Africa, Tulsa, Oklahoma"; feature film: "Rosewood" (just set in Tulsa Oklahoma but depicts one of many U.S. race riots where a false accusation was used as an excuse to destroy a successful black community); from the history channel (available on Youtube): "The Night Tulsa Burned."

READING: *Magic City* - a novel by Jewell Parker Rhodes; *Death in a Promised Land*, a non-fiction account of the Tulsa riots by Scott Ellsworth.

INTERNET RESOURCES: If you google Black Wall Street you will find many links, but here is one that students found to be helpful as a starting point: <blackwallstreet.fileservs.com>.

Subscribe at <changeagent.nelrc.org> The Change Agent — March 2016 5



Student research and presentations

changeagent.nelrc.org/issues

School-wide Civic Engagement

- *Documentary films: Screenings and discussion*
- *In-class Digital Stories*
- *Participation in community events: YWCA's Stand Against Racism*
- *Student leadership activities*

School-wide Civic Engagement

Under Arpaio screening and center-wide discussion with students/instructors.



School-wide Civic Engagement

Barrios and Barriers screening and center-wide discussion with students/instructors, PCC leadership. (Coincided with National Day of Service)



School-wide Civic Engagement

What is America to me?

In-class Digital Stories Institute with beginning level ESL students



School-wide Civic Engagement

Stand Against Racism

- ***Allyship 101*** by Ana Sofia Moreno of *Arizona Serves* (an AmeriCorps Program)
- YWCA-sponsored national event

Questions and sharing



RI Adult Education practitioners organized

Sophie Tan, United Way of RI

Immigration + Adult Education meetings

- Conversation to compare experiences and gauge interest in organizing
- Presentation by immigration lawyer and representative from Learning Community Charter School
- PD workshop for instructors

Collaborative effort of Mimi Budnick, Lisa Clark, Janet Isserlis

RI Adult Education practitioners organized

Incorporating KYR Material in the Adult Ed Classroom

Model lesson plan by Cristina Cabrera, English for Action

- Bill of Rights matching activity
- CHIRLA Know Your Rights video:
https://www.youtube.com/watch?v=5_Z_Z5tSsUs
- Role plays
- Reflection & problem posing
- Summarize dos & don'ts
- Reflection & wrap up
- Immigration lawyer for learner questions

RI Adult Education practitioners organized

Incorporating KYR Material in the Adult Ed Classroom

HOUSE

I Can.... Ask for translation
Ask for a search warrant - under door
Stay inside
Ask for an arrest warrant // or window
Ask for identification

I want.....

Stay calm
Remember my rights
Phone number of lawyer at hand
Call my attorney

I don't.....

Don't open door
Don't sign
Don't put your fingerprint on any doc

WORKPLACE

I can....

Give my name only
Remain silent
I can show my Rights card

I want.....

Make a plan for my family
Memorize phone numbers (atty, family)
Practice! Practice! Practice!

I don't.....

~~Don't~~ Carry documents real or fake
I don't want to say how or when I entered the country
I don't want to run
I don't want to say which country I am from

CAR

I can.....

Ask why I am being stopped
Remain silent
Ask for lawyer

I want.....

Remain inside
Keep door closed
Keep window closed or a little open

I don't ~~don't~~ want my car searched

I don't want to say where I am from
I don't want to give documentation

RI Adult Education practitioners organized

Action steps from Immigration + Adult Ed meetings

- Google Group to share resources and updates
- Communication with RI Dept of Education (RIDE) about data gathering
- Drafting of field-wide statement of support for immigrant learners
- Idea for train-the-trainer workshops to share accurate information with service providers

FOR K-12 EDUCATORS AND YOUTH-SERVING
PROFESSIONALS

TRAINING ON IMMIGRANT RIGHTS & LEGAL QUESTIONS

- + Understand the rights of your students and families.
- + Learn about immigration resources in Rhode Island.
- + Get information about changes in immigration policy and its implications for our families, schools, and communities.
- + Learn how to prepare for interactions with ICE and other immigration enforcement entities

Workshop content is targeted to K-12 Educators and
Youth-Serving Professionals.

Panelists include:

Sarah Friedman, Co-Executive Director, The Learning Community
Deborah Gonzalez, Director, RWU School of Law Immigration Law Clinic
Patricia Martinez, Chief of Human Capital & Community Development, CF School District
Bruno Sukys, Dorcas International Institute
Jennifer Wood, Executive Director, RI Center for Justice

WORKSHOP WILL BE MONDAY, SEPTEMBER 25TH FROM 4:30-6PM

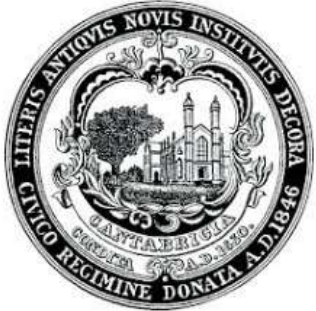
WORKSHOP WILL BE HELD AT
The Learning Community, 21 Lincoln Ave, Central Falls, RI 02863

Please RSVP at this link – <http://bit.ly/2smODE1>

For planning purposes, let us know how many in your party (no name or identification required), and up to three pressing questions on immigration related topics.

Questions? Contact Amy Greer amy.greer@gmail.com

**Lisa Gimbel,
Community Learning Center**



Massachusetts

- City of Cambridge Department of Human Services Programs
- Mission: "The Community Learning Center helps adults improve their lives and increase their community participation through free educational programs and services."



White supremacy operates at all levels.

Classrooms

Our programs

Our communities

The USA



We can do work at all levels!



Organizational Networks

Developing the Field

Operations



Organizational Networks



City
Departments



Small
organizations



Networks
of
teachers



Funders

Developing the Field



Supervision
and
Professional
Development

A circular inset image showing a table with three columns: Communication Goals, Vocabulary, and Examples. The table lists various goals and examples for different levels of proficiency.

	Communication Goals	Vocabulary	Examples
1. Beginning	<ul style="list-style-type: none">• Interact with others• Identify and describe people• Express personal information• Provide personal information	<ul style="list-style-type: none">• Greet or be greeted• Identify objects or people• Describe people• Express personal information	<ul style="list-style-type: none">• Greet or be greeted• Identify objects or people• Describe people• Express personal information
2. Developing	<ul style="list-style-type: none">• Express personal information• Express personal information• Express personal information• Express personal information	<ul style="list-style-type: none">• Greet or be greeted• Identify objects or people• Describe people• Express personal information	<ul style="list-style-type: none">• Greet or be greeted• Identify objects or people• Describe people• Express personal information
3. Proficient	<ul style="list-style-type: none">• Express personal information• Express personal information• Express personal information• Express personal information	<ul style="list-style-type: none">• Greet or be greeted• Identify objects or people• Describe people• Express personal information	<ul style="list-style-type: none">• Greet or be greeted• Identify objects or people• Describe people• Express personal information

Materials
and
curriculum

Professional Development

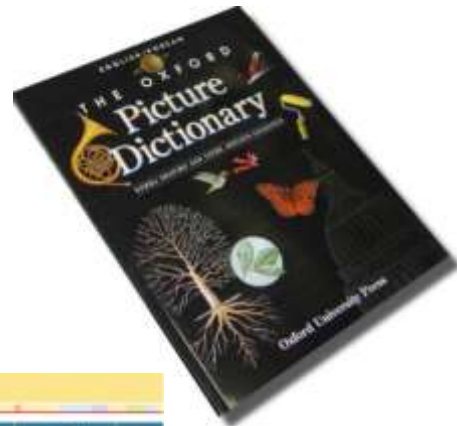
- Create opportunities for staff to learn *how* to be allies better.
 - 1:1 supervision
 - In your organization
 - In your region
 - Across the field



*Note: You don't have to do this perfectly!!

Materials and curriculum

- Textbook **publishers** request **feedback** from practitioners before going to print. Give it!
- **Write** the Scope and Sequence for your program.
- **Share** good curriculum widely. This field needs it!
- Influence your programs' **textbook** purchases.
- Have students write for the *Change Agent*.



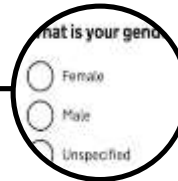
UNIT	UNIT OBJECTIVES	SKILLS	UNIT DATES
1	<ul style="list-style-type: none"> Identify the main idea and supporting details of a text. Identify the main idea and supporting details of a text. Identify the main idea and supporting details of a text. Identify the main idea and supporting details of a text. Identify the main idea and supporting details of a text. 	<ul style="list-style-type: none"> Identify the main idea and supporting details of a text. Identify the main idea and supporting details of a text. Identify the main idea and supporting details of a text. Identify the main idea and supporting details of a text. Identify the main idea and supporting details of a text. 	
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Operations



Procedures



Forms



Physical
Space



Hiring
Processes



Program
Development

Make sure all staff know the **procedures** if ICE or Police come to your English program or request information.

This includes full time and part time workers, receptionists, administrators, custodians, advisors, bookkeepers, etc.



We can make sure forms have safe options for all students.

What is your gender?

- ☐ Female
- ☐ Male
- ☐ Unspecified

SSN: _____ ☐ Not Provided

We can have our **physical spaces** meet all students needs.



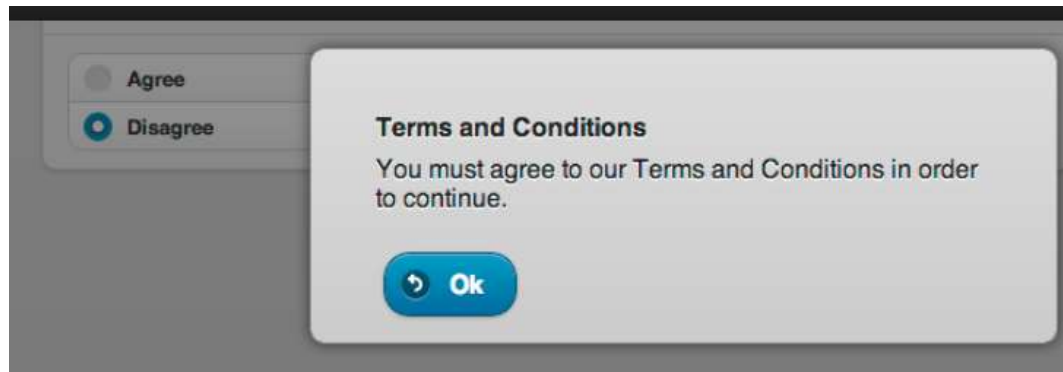
Push for student input at all levels of the program, including curriculum, program growth, calendars, etc.. Respond to it!





Hiring

Does the staff look like
the student body?



Terms and Conditions:

- Low pay
- Part time work
- No benefits
- 33 weeks a year

Master's Degree

REQUIRED

We need to do this work at all levels
in every context. Identify your privilege
and USE it. Ally is a verb!



Organizational Networks

Developing the Field

Operations



Questions and sharing



What can we do to support and grow this work?

The Change Agent is available in print (individual or bulk subscriptions), and online, where selected articles are available in audio.



changeagent.nelrc.org

Thank you!

An archive of this webinar, along with referenced resources, will be available on

www.nelrc.org