



FAMILY'S ROLES IN HELPING TEENS BELONG IN SCHOOL

DAPHNE TU, MARCH 15, 2021, NHS

Land Acknowledgment

- ▶ *"I would like to acknowledge that we are on the traditional land of the first people of Seattle, Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Puyallup, Suquamish, Snoqualmie, Tulalip and Muckleshoot nations.*



OBJECTIVES

A. Why belonging matters to learning

B. How families help students embrace academic risks that help teens succeed

C. Setting your teens up to flourish and thrive facing racial differences

Where to go with questions

Resources; Q & A

POLL : 小調研

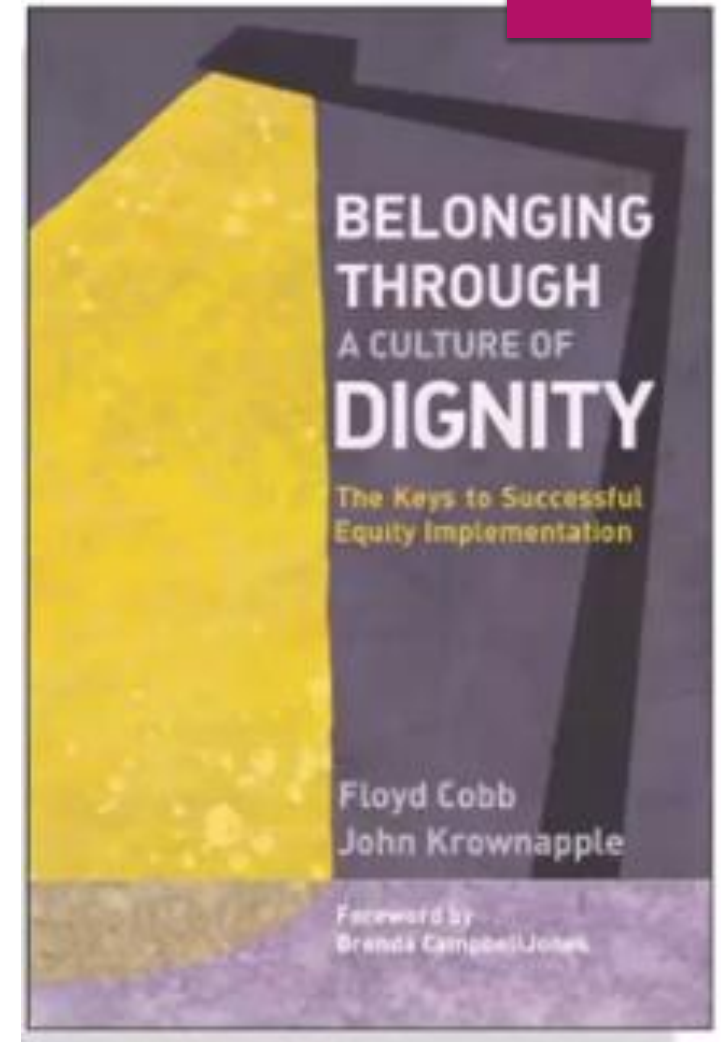
- ▶ 1. 美國出生的孩子
- ▶ 2. 非美國出生的孩子
- ▶ 3. 從小學開始就在貝爾維尤學區接受教育
- ▶ 4. 不是從小學開始就在貝爾維尤學區接受教育
- ▶ 您最關注哪個主題 (A歸屬感, B學業風險, C種族差異?)

DIVERSITY AND INCLUSION

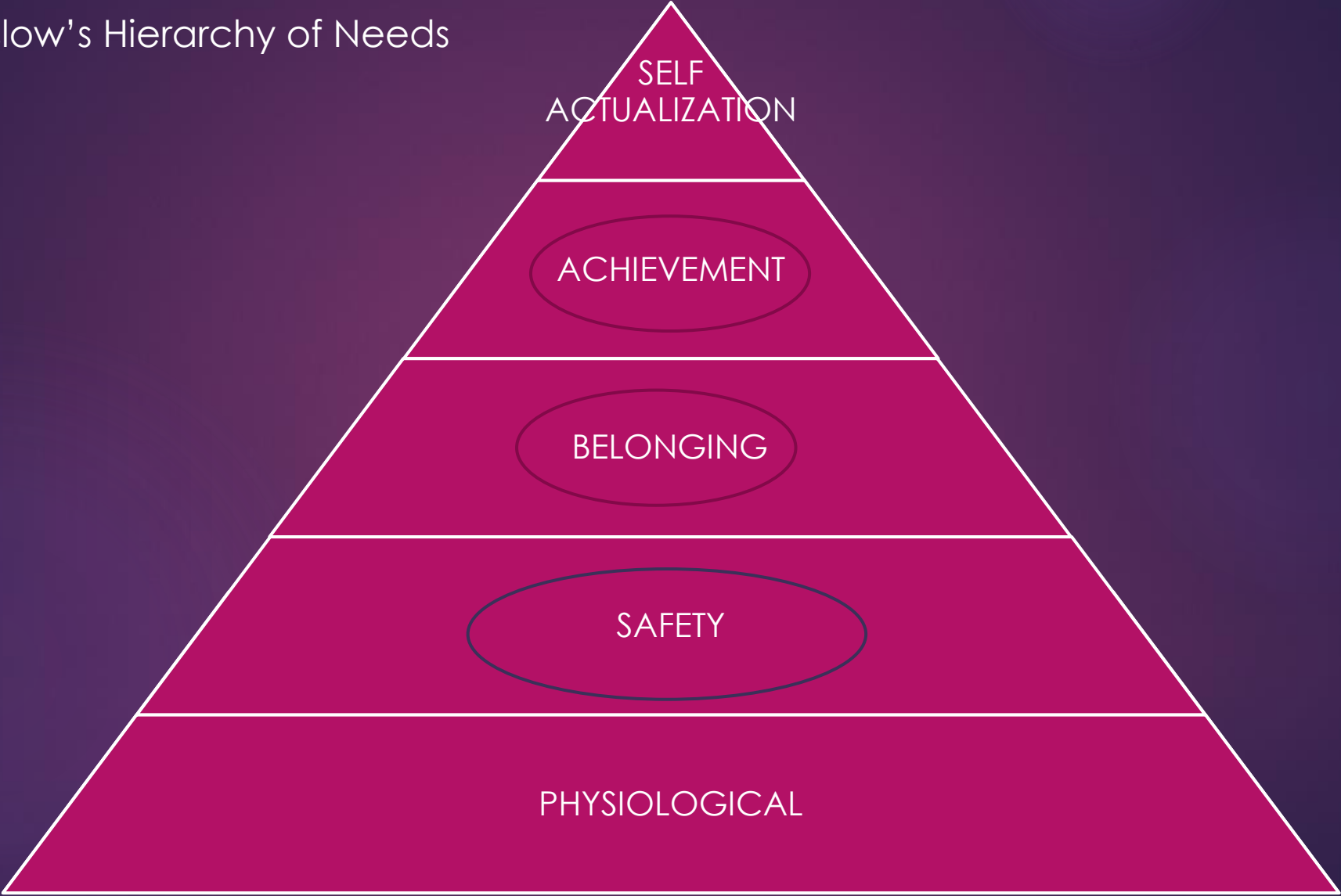
- Diversity is not a vision to move toward but a reality to recognize and acknowledge.
- Inclusion is engagement within a community where equal worth and inherent dignity of each person is honored.
- An inclusive community promotes and sustains a sense of belonging; it affirms the talents, beliefs, backgrounds, and ways of living of its members.”

– Floyd Cobb & John Krownapple, *Belonging Through a Culture of Dignity*

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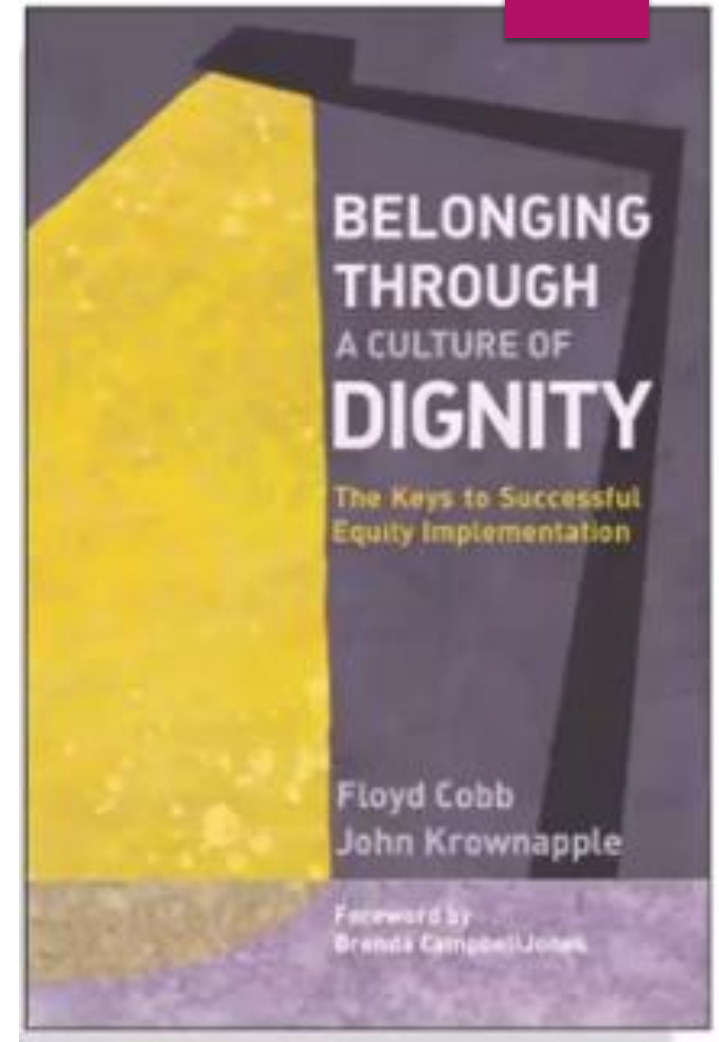


Maslow's Hierarchy of Needs



BELONGING

- ▶ A streetlight analogy- “Did You Lose the Keys Here?’ ‘No, But the Light Is Much Better Here” Implementation maybe somewhere not in the spotlight-belonging and dignity have been in the darkness
- ▶ When people feel that they belong, they aren’t distracted and worried about being treated as a stereotype
- ▶ The extent to which people feel personally appreciated, validate, accepted and treated fairly



BENEFITS OF FEELING CONNECTED FOR TEENS

DIRECT

- ▶ Better grades
- ▶ Higher test scores
- ▶ Engaged in school
- ▶ Attend school more regularly

INDIRECT

- ▶ Decreased pressure/stress
- ▶ Decreased smoke cigarettes, drinking, sexual activities, involved in violence
- ▶ Be injured from drinking, using illegal substances
- ▶ Have emotional distress, or other mental health issues
- ▶ Consider or attempt suicide

- ▶ https://www.cdc.gov/healthyyouth/protective/pdf/connectedness_parents.pdf

DIGNITY

- ▶ Dignity is our inherent value and worth as human beings. Everyone was born with it
 - ▶ Dignity is an internal state of peace that comes with the recognition and acceptance of the value and vulnerability of all living things
-
- ▶ - Floyd Cobb & John Krownapple, *Belonging Through a Culture of Dignity*

- ▶ Being mistreated cost dignity
- ▶ Numbing-e.g. who cares, hide, avoidance
- ▶ Hopelessness, or mobilizing to fight back

Human dignity is only capable of withstanding chronic mistreatment for so long before our minds must cope through NUMBING, HOPELESSNESS, or MOBILIZING to fight back against injustices that we face. As Asian Americans, we have withheld our emotions for so long that we have forgotten that ANGER is the emotional language of LIBERATION.
@asiansformentalhealth

Outer Layer:

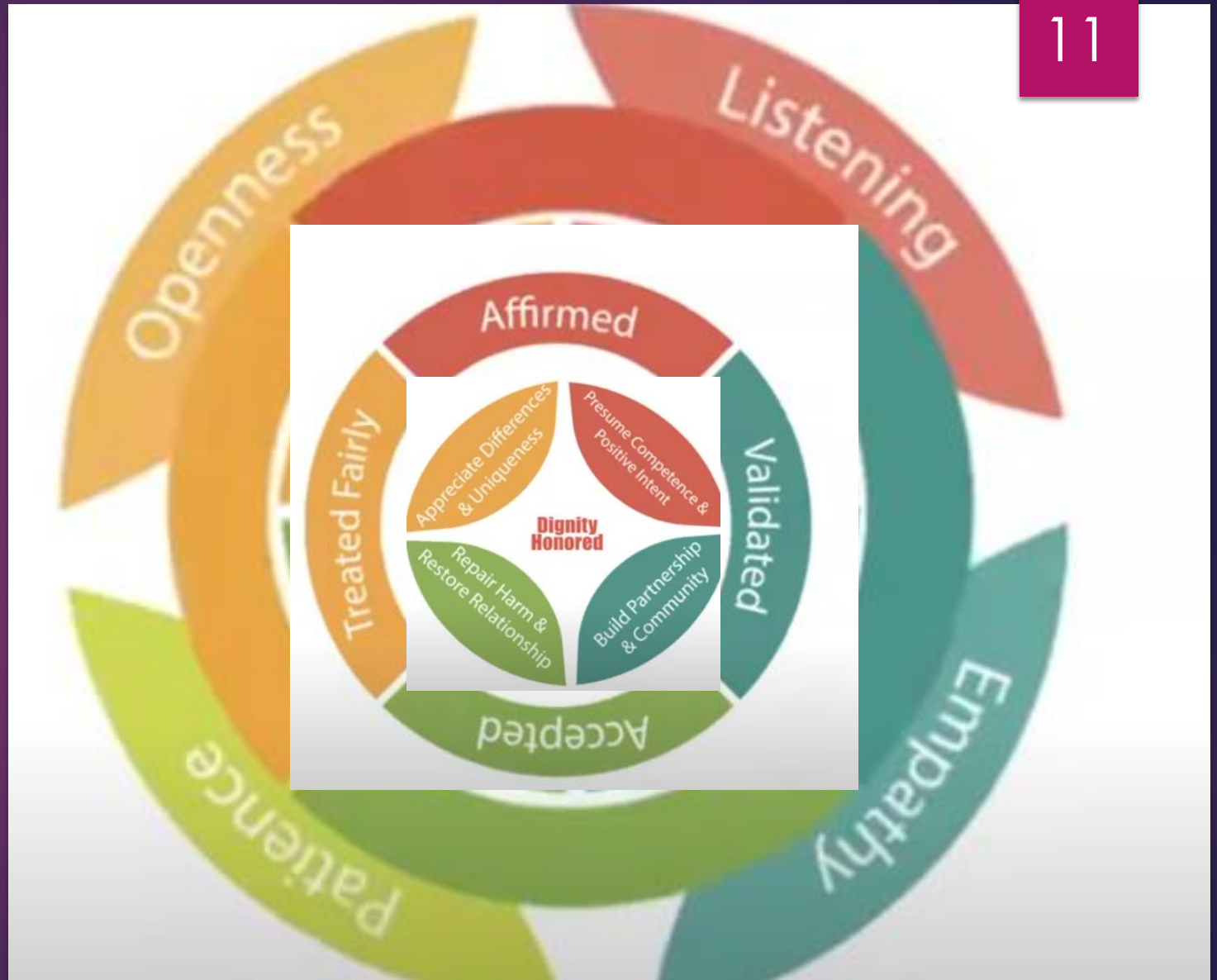
Listening
Openness
Patience
Empathy

Middle Layer:

Accepted
Validated
Affirmed
Treated Fairly

Inner Layer:

Appreciate differences & uniqueness
Repair harm & restore relationship
Presume Competence & positive intent
Build partnership & community



Importance of learning from, with, and about a variety of cultures

“Students from minority* cultures may feel pressured to disavow themselves of their cultural beliefs and norms in order to assimilate into the majority culture. This, however, can interfere with their emotional and cognitive development and result in school failure.”

~Rosa Hernandez Sheets, *Racial and Ethnic Identity in School Practices*

“Students from cultural groups who are experiencing academic success will be less inclined to form stereotypes about students from other cultures.” ~Etta R. Hollins, *Culture in School Learning*

OBJECTIVE

A.

B. How families help students embrace academic risks that help teens succeed

C.

D.

DEFINITION – ACADEMIC RISK TAKING

- ▶ Academic risk taking is the student selection of school achievement tasks that vary in probability of success
- ▶ It accompanies by feedback or the expectation of feedback
- ▶ It consists of learners assessing familiar and unfamiliar outcomes of a learning activity
- ▶ The learners choose to become involved based on possible benefits and consequences of what is being learned e.g classes, major, social activities, leadership activities, etc.

BENEFITS OF EMBRACING ACADEMIC RISKS

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- ▶ Good risk = growth opportunity
- ▶ Good risk expands leadership
- ▶ Good risk increases ideas and actions that are new, difficult, or complicated
- ▶ Good risk stretches creativity and not binary
- ▶ Good risk allows mistakes



**Are Your
Students Taking
Risks in Their
Learning?**

PARENTAL SUPPORT IN EMBRACING ACADEMIC RISKS

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- ▶ Modeling-walk the walk alongside with your teen
- ▶ Encourage and notice small success
- ▶ Provide a way out (e.g. try it for a semester)
- ▶ “Near Peer”
- ▶ Set clear goals-learning and fun, not perfection
- ▶ Encourage teens to talk openly with you, teachers, counselors, and other school staff about his/her ideas, needs, and worries/fears

OTHER PARENTAL SUPPORT

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- ▶ Learn about and familiar with what school is focusing, by attending school meetings, and reading information the school sends home. Then, support these expectations at home
- ▶ Share with your teen about your own experience in belonging, and solicit your teen's experiences
- ▶ Reassure that adults and peers in the school and at home care about their learning as well as about them as individuals

PRACTICE FOR PARENTS-

Breathe For Change

- ▶ 1. Repeat to yourself: "Just like me, this person is seeking some happiness for their life."
- ▶ 2. Repeat to yourself: "Just like me, this person is trying to avoid suffering in their life."
- ▶ 3. Repeat to yourself: "Just like me, this person has known sadness, loneliness, and despair."
- ▶ 4. Repeat to yourself: "Just like me, this person is seeking to fulfill their needs."
- ▶ 5. Repeat to yourself: "Just like me, this person is learning about life."

Adult Weekly Commitment Calendar

Today, I commit to	being of service to someone by...	being of service to myself by...	being grateful for...	 I am Safe.  Keep Breathing. I can handle this. <small>www.ConsciousDiscipline.com</small>
Monday				___ I did it! ___ OOPS, I'll do it differently tomorrow.
Tuesday				___ I did it! ___ OOPS, I'll do it differently tomorrow.
Wednesday				___ I did it! ___ OOPS, I'll do it differently tomorrow.
Thursday				___ I did it! ___ OOPS, I'll do it differently tomorrow.
Friday				___ I did it! ___ OOPS, I'll do it differently tomorrow.
Saturday				___ I did it! ___ OOPS, I'll do it differently tomorrow.
Sunday				___ I did it! ___ OOPS, I'll do it differently tomorrow.

► PARENTAL SUPPORT-
Conscious Discipline

OBJECTIVE

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A.

B.

C. Setting your teens up to flourish and thrive facing racial differences

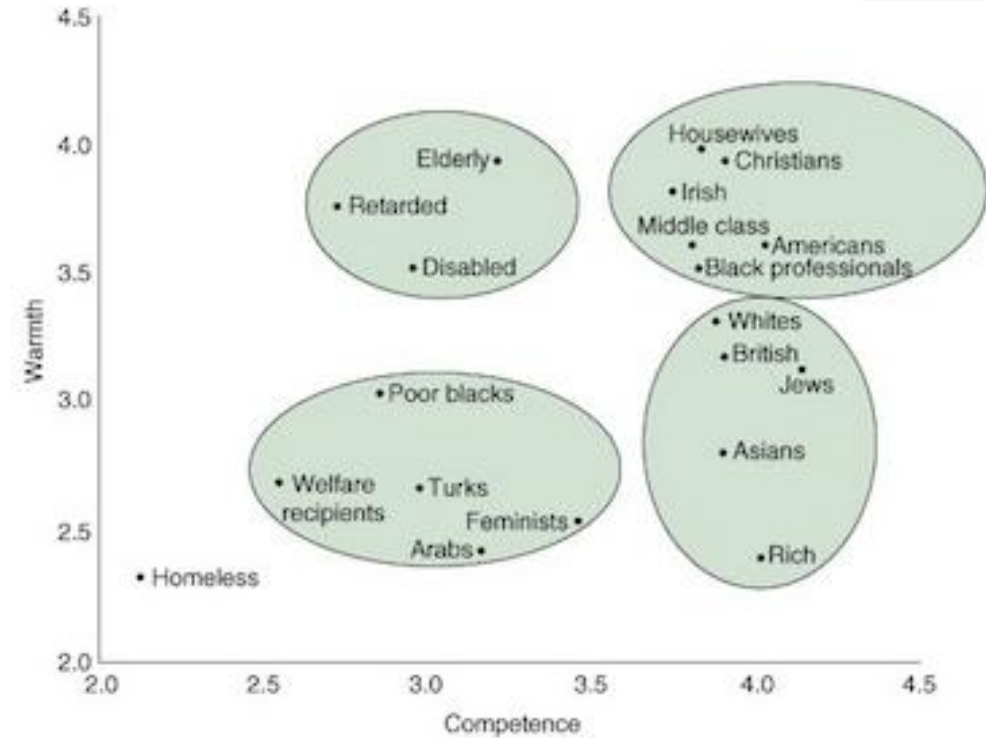
D.

Q & A

BEING HUMAN

- ▶ We care deeply about our in-groups
- ▶ We are excluding people who are not in-groups
- ▶ Poor, homeless, immigrants

- ▶ https://greatergood.berkeley.edu/article/item/what_does_prejudice_reveal_about_what_it_means_to_be_human
- ▶ <https://www.fiskelab.org/>



Warmth × competence map, in a representative sample survey of American adults. Source: *The Fiske Lab*



Bias of all types

1. STEREOTYPES HURT EVERYONE
2. PREJUDICE IS UNFAIR
3. WE CAN FIGHT PREJUDICE-AND PEOPLE CAN CHANGE

How not to be racist when treated with racist

- ▶ Applying an anti-racist lens to ourselves
- ▶ Acknowledging the limits of our awareness as parents
- ▶ Engaging in continual and lifelong learning in our family to address racism in our home and community
- ▶ Embracing a strengths-based, student- and healing-centered approach

▶ https://greatergood.berkeley.edu/article/item/resources_to_support_anti_racist_learning

RACIAL TALK

- ▶ Instead of trying to ignore race, research suggests that parents should be more pro-active in talking to their children
- ▶ Parents can tell their kids it's OK to recognize and talk about racial differences, while still communicating that it's wrong to hold racial prejudices
- ▶ Acknowledging implicit bias as a barrier in anti-racist education by engaging in and promoting practices that enhance self-awareness and social awareness
- ▶ Deepening empathy, compassion, and relationship skills designed to build trust and bridge differences

RESOURCES WITHIN NHS

Upcoming Teen Events
on Zoom from 4-5pm for ages 14-21 with YouthForce

Jan	01/07: Summer Healthcare Program Info Session 01/14: Leadership 101 01/20: Resume Review Session 01/21: Job Search Workshop
Feb	02/11: Communication Skills 02/17: Resume Review Session 02/18: Job Search Workshop 02/24: Finances with Key Bank - Spending & Saving
Mar	03/11: Self Discovery - Passion & Career 03/17: Resume Review Session 03/18: Job Search Workshop 03/24: Careers in Retail & Customer Service
Apr	04/14: Virtual Resource Fair (3:30-5pm) 04/20: Resume Review Session 04/21: Job Search Workshop 04/22: Interview Skills Workshop

YOUNG EXECUTIVES OF COLOR (YEOC)

YEOC is a **free** nine-month college pipeline program hosted by the UW Foster School of Business. Students attend sessions one Saturday **every month** on the UW campus.

Sessions Include

- College Preparation
- Powerful Mentorship
- Professional Development
- Business Lectures
- Professional Networking Opportunities

Apply Now
tinyurl.com/YEOCApp

Contact
Damariz Ildíez
YEOC Program Manager
yeocuw@uw.edu
foster.washington.edu/diversity

FOSTER SCHOOL OF BUSINESS

Student Last Name	Email	Appointment Booking
A – CR	Carolyn Edwards	Link
CU – HU	Heather Erickson	Link
HUA – LIM	Nicole Anderson	Link
LIN – PA	Tania Maxfield	Link
PE – TAN	Karen Schulz	Link
TAR – Z	Emilie Bosone	Link

- ▶ 1. NHS [Weekly Principal Newsletter](#)
- ▶ 2. [NHS counselor website](#)
- ▶ 3. [NHS weekly bulletin](#)
- ▶ 4. [WANIC program video. 2021 summer WANIC program](#) (Weekdays Tuesday June 29 to Friday July 16)
- ▶ 5. ParentVue
- ▶ 6. [NHS clubs and activities](#)

OTHER RESOURCES

- ▶ Family Resources Centering Race, Justice and Equity: <https://www.tcsatl.org/blog/family-resources-centering-race-justice-equity/>
- ▶ 29 Books for Kids About Racism, Inequality & Injustice in America: <https://www.google.com/amp/s/redtri.com/books-for-kids-about-racism-inequality-justice/amp/>
- ▶ This Author Compiled the Ultimate List of Diverse Reads for Teens & Tweens: <https://redtri.com/melissa-hart-better-with-books-reading-with-tweens-and-teens/>
- ▶ 27 Kids Books That Feature Diverse Characters: <https://redtri.com/diverse-kids-books/>
- ▶ https://ggie.berkeley.edu/school-challenges/anti-racist-resources-for-educators/?_ga=2.217367126.1720922886.1614204503-1303216158.1612205841#tab__2
- ▶ 10 Ways Parents Can Fight for Social Justice, Today & Every Day: <https://www.google.com/amp/s/redtri.com/strategies-for-social-justice-parenting/amp/>
- ▶ Race, Class, and Parenting: 7 Strategies for Raising Sensitive, Confident and Loving Kids: https://www.amazon.com/Race-Class-Parenting-Strategies-Sensitive-ebook/dp/B075SLLZ2W/ref=nodl_?tag=?tag=redtric-20
- ▶ Belonging Thorough a Culture of Dignity (book): <https://bookshop.org/books/belonging-through-a-culture-of-dignity-the-keys-to-successful-equity-implementation/9781950089024>

Thank you for coming!

PLEASE FILL OUT SURVEY COMING YOUR WAY!