



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.*



A. 為什麼歸屬感對學習很重要

B. 家庭如何幫助青少年承擔學業風險，增進青少年的歸屬感

C. 如何幫助華裔青少年面對種族差異

D. 如果有問題可以去哪裡提問？如何連接學校資源？

Q & A

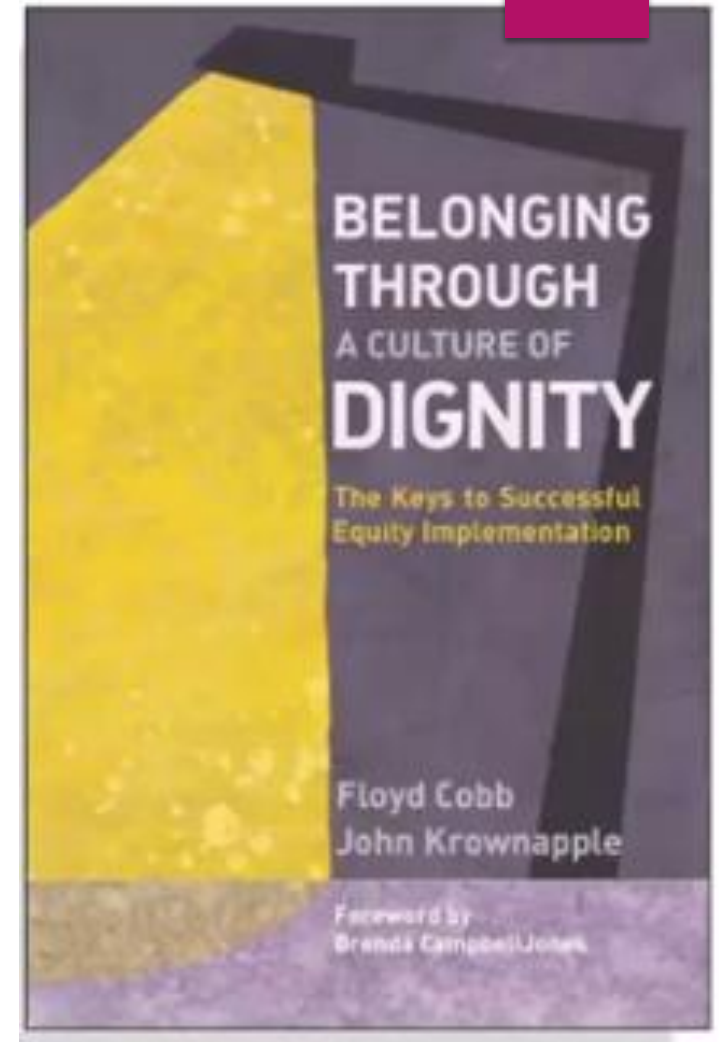
POLL : 小調研

- ▶ 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?)

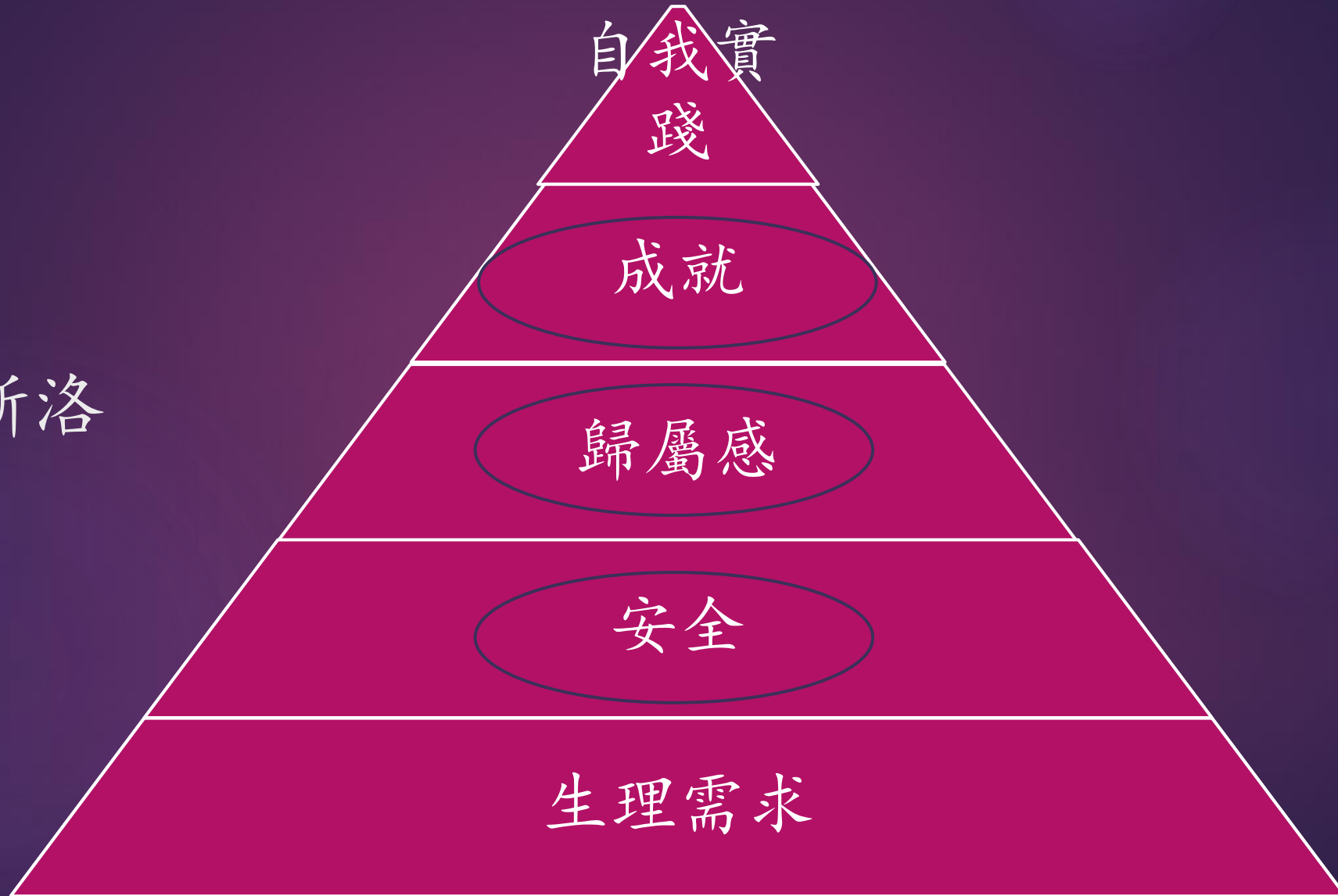
多元性和包容性

- ▶ “多元性不是個要邁向的遠景，而是要認識和認可的現實
- ▶ 包容性是指在一個社區環境中，每個人都享有平等的價值，和擁有內在**尊嚴**
- ▶ 包容性促進並維持**歸屬感**；它肯定了每個成員的才能，觀念，背景和生活方式。”

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

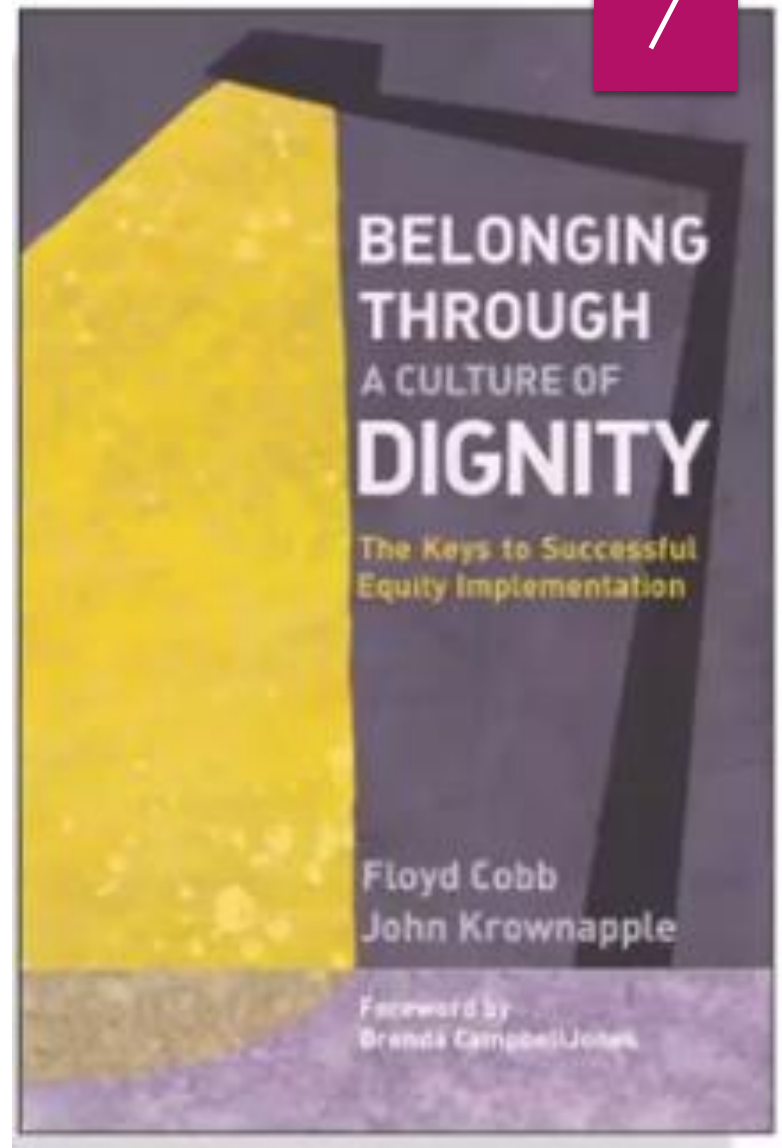


馬斯洛



歸屬感

- ▶ 路燈故事，”您在這裡丟了鑰匙嗎？不，但是這裡的光要好得多”。
- ▶ 實施/執行一些選擇，可能不在聚光燈下。
- ▶ 當人們感到歸屬感時，他們不會心煩意亂，也不擔心被視為刻板印象
- ▶ 尊嚴，對個人的欣賞，確認，接受和公平對待的程度，帶出最好的歸屬感，



青少年在學校社區有歸屬感的好處

直接

- ▶ 更好的參與學校
- ▶ 更高的學業成績
- ▶ 更規律地上學

間接

- ▶ 減少壓力, 菸, 酒, 性行為
- ▶ 減少涉及暴力, 喝酒, 使用違禁藥物而受傷
- ▶ 減少情緒困擾或其他精神健康問題
- ▶ 減少考慮或企圖自殺

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

尊嚴

- ▶ 尊嚴是我們作為人類的固有地價值
- ▶ 每個人都天生的有尊嚴, 是一種內部和平狀態, 包括肯定對自己的價值 (value/worth), 和接受自己的脆弱性 (vulnerability)
- ▶ 天賦人權

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

- ▶ 被錯誤對待-損失尊嚴
- ▶ 麻木-例如 “誰在乎”，躲藏，迴避，絕望或動員反擊

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

外層：

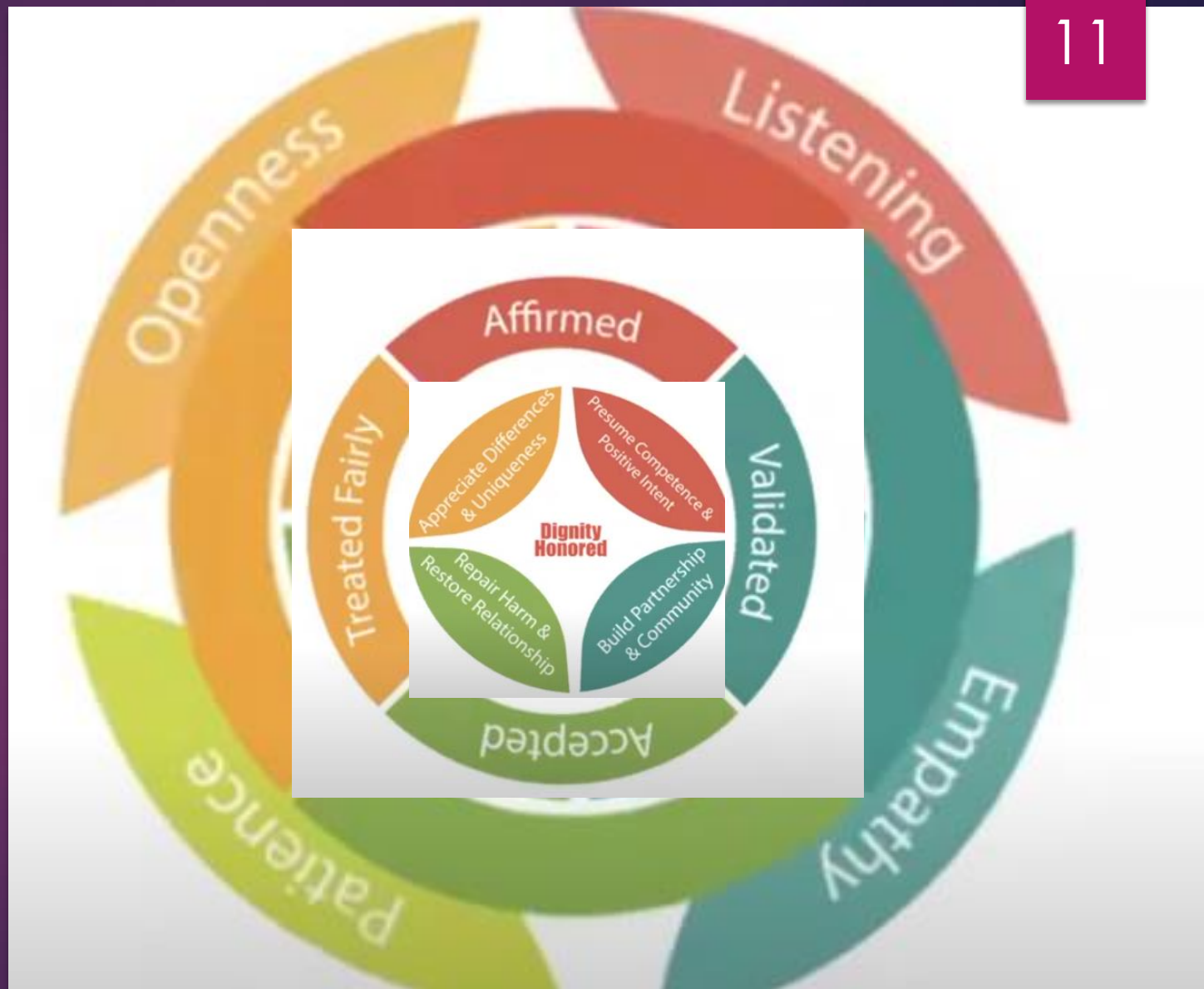
傾聽，開放性，耐心，同理心

中層：

被接受，被認可，被肯定，被公平對待

內層：

了解差異和獨特性，
修復傷害並恢復關係，
具備能力和積極意圖，
和社區建立夥伴關係



學習和了解各種多元文化的重要性

- “來自少數群體文化的學生可能會感到壓力，要放棄自己的文化信仰和規範，以便融入主流文化。但是，這可能會干擾他們的情緒和認知發展，並導致在學校表現不佳。”

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

- “那些來自不同文化群體的學生，已經獲得學術成就的，對來自其他文化背景的學生相對而言，將不太傾向於形成刻板印象。”

~Etta R. Hollins, *Culture in School Learning*

A.

B. 家庭如何幫助青少年承擔學業風險，增進青少年的歸屬感

C.

D.

學業風險-定義

- ▶ 學業風險的承擔是：學生需要面對選擇課內課外活動的成功概率
- ▶ 伴隨著反饋或對反饋的期望
- ▶ 它由學習者評估學習活動的熟悉和不熟悉的結果
- ▶ 學習者根據所學內容的可能收益和後果選擇參與，例如，學什麼課，專業，社交活動，領導活動等。

承擔學術風險的好處

- ▶ 良好的風險=成長機會
- ▶ 良好的風險可以增加領導能力
- ▶ 良好的風險會增加處理新的，困難的或複雜問題的能力
- ▶ 良好的風險可以擴展創造力，而不是二元化
- ▶ 良好的風險容許錯誤





家長支持-承擔學業風險

- ▶ 樹立好榜樣
- ▶ 鼓勵並請注意小成功
- ▶ 提供出路（例如，嘗試一個學期）
- ▶ “同儕”彼此切磋的同伴
- ▶ 設定明確的目標-(學習和樂趣)，而不是完美
- ▶ 鼓勵青少年與您，老師，輔導和其他學校工作人員公開談論他/她的想法，需求和擔憂/恐懼

- ▶ 通過參加學校會議，並閱讀學校發送給家庭的信息，來了解並熟悉學校的重點。然後，在家中支持這些重點信息
- ▶ 與您的青少年分享：您自己的歸屬感，並徵求您的青少年學校的經歷
- ▶ 不停地讓青少年們知道：學校，家人和同學關心他們的學習，並關心他們本人

- ▶ 1. 對自己講：“像我一樣，這個人也要在他的生活中尋找快樂。”
- ▶ 2. 對自己講：“像我一樣，這個人也正在逃避生活中的痛苦。”
- ▶ 3. 對自己講：“像我一樣，這個人也曾經經過悲傷孤獨絕望。”
- ▶ 4. 對自己講：“像我一樣，這個人也在尋找滿足他們的需要。”
- ▶ 5. 對自己講：“像我一樣，這個人目前正在學習面對人生。”

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

A.

B.

C. 如何幫助華裔青少年面對種族差異

D.

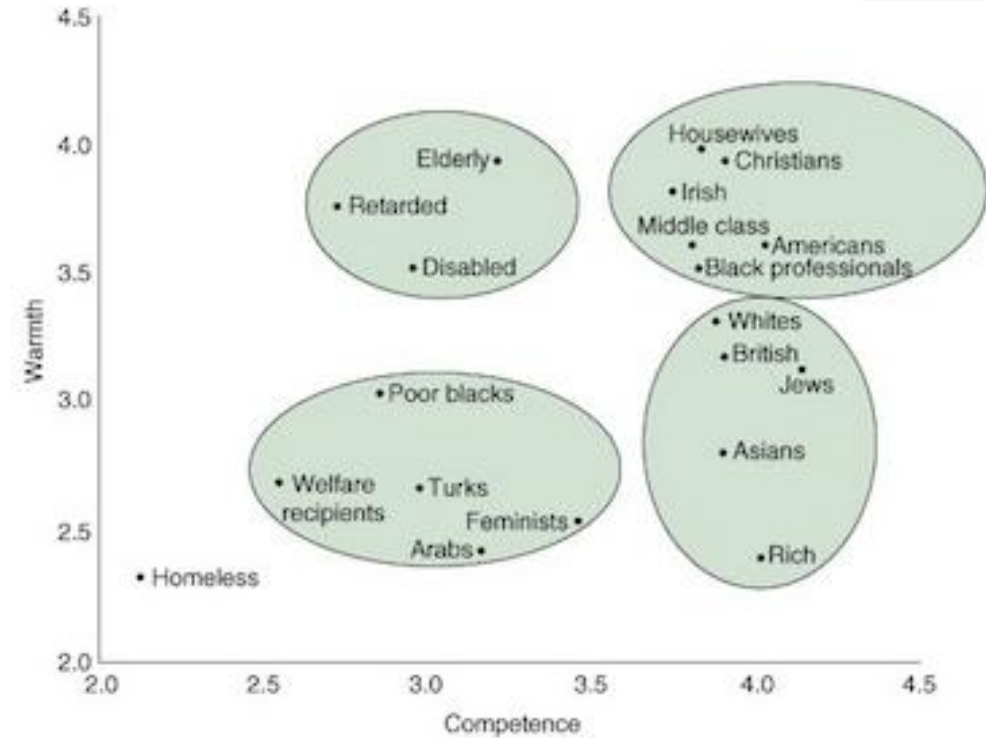
Q & A

BEING HUMAN

- ▶ 我們非常關心我們的同文同種
- ▶ 我們將不同文同種的人排除在外
- ▶ 貧窮，無家可歸，移民

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

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



偏見

1. 刻板模式化傷害所有人
2. 偏見是不公平的
- 3 我們可以對抗刻板模式化；
人 可以 改變

VIDEO

家長支持-不以種族偏見來應對種族偏見

- ▶ 家長自己不要有種族歧視的偏見
- ▶ 家長承認我們作為父母對種族了解的局限性
- ▶ 家長在家中不斷的學習如何解決家庭和社區中的種族差異問題
- ▶ 以長處 (strengths) 為基礎，以學生和康復為中心的學習與發展方法

家長支持-種族差異話題

- ▶ 研究表明，父母不應該忽略種族差異，而應該積極主動地與孩子交談
- ▶ 父母可以告訴孩子認識和談論種族差異是可以的，同時仍然要傳達種族偏見是錯誤的
- ▶ 通過參與和促進提高自我意識和社會意識的做法，認識到潛在偏見是反種族歧視教育的障礙
- ▶ 加深同理心，同情心和關係技巧，旨在建立信任並彌合差異

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

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 Ibañez
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!