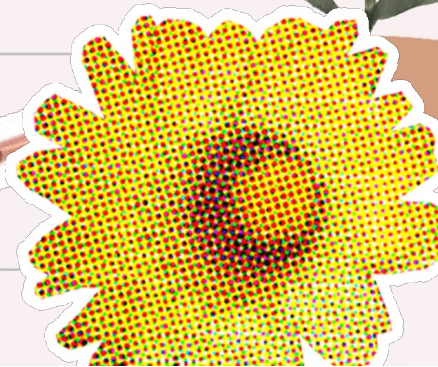
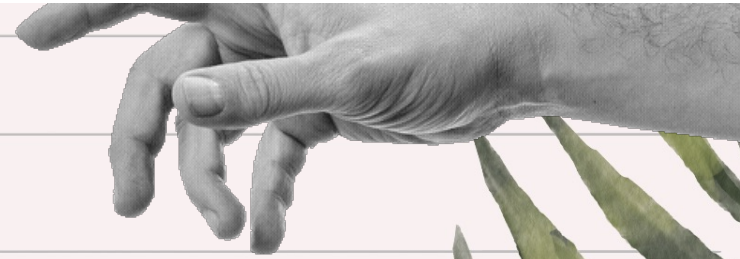


Intro To Urban Education

CLASS SLIDE DECK





Warm-Up

September 30, 2024

Make a guess? How did we get here?



Children and Youth Experiencing Homelessness in Minneapolis

During the 2022-23 School Year (July 1, 2022-June 30, 2023)

3,386

identified children and youth experienced homelessness in Minneapolis

2,461

were enrolled in Minneapolis Public Schools

7%

of MPS enrolled students experienced homelessness at some point during the year

Who are our children and youth experiencing homelessness?

Race/Ethnicity	HHM%	MPS%
Asian	2	5
Black	56	31
Hispanic	22	19
Native American	12	5
White	9	40

Age/Grade	%
Preschool	19
K-2	23
3-5	21
6-8	17
9-12+	20

MPS enrolled	HHM%	MPS%
English Learners	20	18
Special Education	23	17

Location when identified	%
Doubled-up	57
Shelters	26
Hotel/unsheltered	16

Minneapolis Public Schools (MPS) - 2022-23 School Year Report



Warm-Up



October 1, 2024

The Placebo Effect:

When is the placebo effect helpful? Explain how.

When is the placebo effect harmful? Explain how.



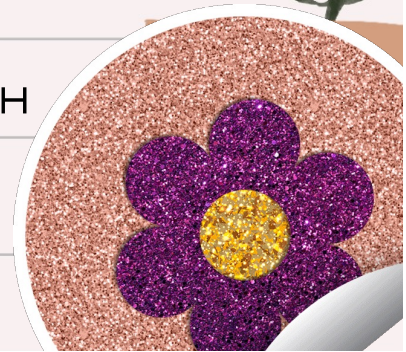
SEPTEMBER 30

2023

Announcements

BEACON'S INTERNSHIPS STARTING IN OCTOBER

- TUTORS IN MATH, SCIENCE, AND ENGLISH NEEDED
(TWICE A WEEK AFTER SCHOOL (2 HOURS))
- CAMDEN JUNIOR STAFF, HELP WITH AFTER
SCHOOL ACTIVITIES.
- OLSON MIDDLE SCHOOL JUNIOR STAFF, HELP WITH
AFTER SCHOOL ACTIVITIES.



The Schedule

REGULAR SCHEDULE

<u>Grade 11 & 12</u>	<u>Second Lunch</u>
Zero Hour	7:35 - 8:25
Breakfast for All	7:55 - 8:25
Period 1	8:30 - 9:18
Period 2	9:23 - 10:11
T/Th: Announcements M/W/F: Morning Check In + Period 3	10:16 - 11:08
Period 4	11:15 - 12:01
Second Lunch	12:01 - 12:31
Period 5	12:36 - 1:24
Period 6	1:29 - 2:17
Period 7	2:22 - 3:10

Camden High School Bell Schedule 2024-2025



**SEPTEMBER 30
2024**

Agenda

ESSENTIAL QUESTION:

WHAT ARE THE DIFFERENT FORMS OF RACISM AND OPPRESSION?

HOW DOES AN OPPRESSIVE AND ANTI-OPPRESSIVE EDUCATION IMPACT
THE PRACTICE OF TEACHING AND LEARNING?

1

REVIEW THEE POINT

2

PERSONAL DICTIONARY:
EXTERNAL OPPRESSION

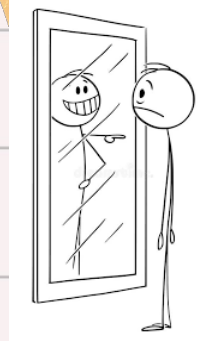


Thee Point

THERE DIFFERENT FORMS OF RACISM AND OPPRESSION
THAT IMPACT OUR LIVES AND HARM OUR MINDS



Racism and oppression appear in
the rules of society (policies)



People can be racist and
oppressive toward themselves



Anti-oppression protects people
from harmful rules

Summative: Anti- Oppression Classroom Case Study Paper

Implicit Bias

- Is a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors
- A widely held, simplified, and essentialist belief about a specific group (race & ethnicity, language, socioeconomic status, sex, and so forth).
- A pre-judgment of a person, based on a group with which she/he may be associated.
- Tended to be set and oversimplified images or ideas.



Socioeconomic Status

- The position of an individual or group on the socioeconomic scale, which is determined by a combination of social and economic factors such as:
 - a. Income
 - b. Amount and kind of education
 - c. Type and prestige of occupation
 - d. Place of residence
 - e. In some societies or parts of society—ethnic origin or religious background.
- Examinations of socioeconomic status often reveal inequities in access to resources, as well as issues related to privilege, power, and control.

Socioeconomic status refers to a person's position in the social hierarchy, as determined by a combination of economic and social factors.

CATEGORIES

SES is usually broken into three categories:

1. **High socioeconomic status** (often correlating with upper-class)
2. **Middle socioeconomic status** (often correlating with middle-class)
3. **Low socioeconomic status** (often correlating with working-class and poor)

CONTRIBUTING FACTORS

- 1 Income level
- 2 Education level
- 3 Occupation
- 4 Family and social support
- 5 Wealth
- 6 Access to good nutrition

Structural Racism

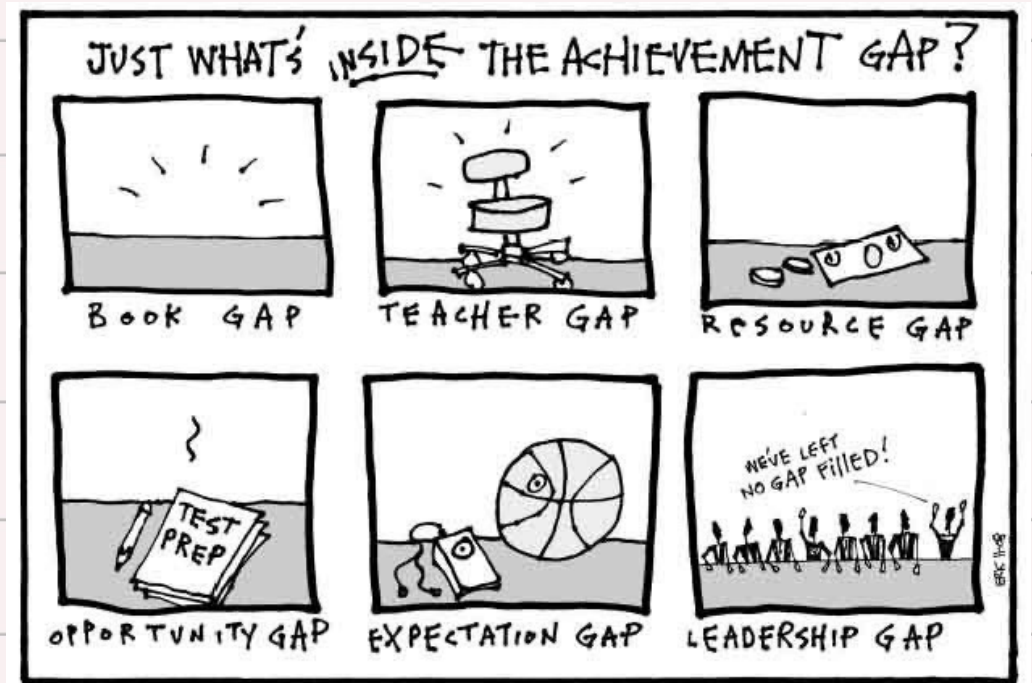
- Structural racism refers to conditions that limit opportunities, resources, power, and well-being of individuals and populations based on race/ethnicity and other statuses.
- Policies, practices and norms created to maintain white supremacy are forms of structural racism.
- Segregation, poor educational systems that have created barriers to wealth accumulation, upward mobility, and lack of health insurance



Opportunity Gap

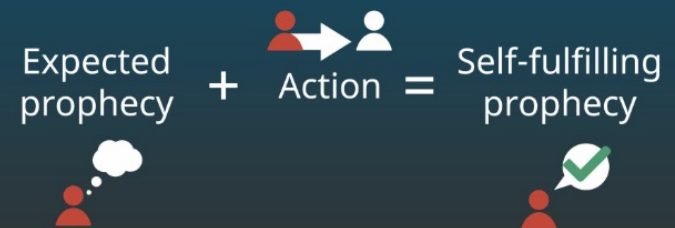
"Opportunity gap" refers to the fact that the arbitrary circumstances in which people are born—such as their race, ethnicity, ZIP code, and socioeconomic status—determine their opportunities in life, rather than all people having the chance to achieve to the best of their potential.

"Opportunity gap" draws attention to the conditions and obstacles that young students face throughout their educational careers. It therefore accurately places responsibility on an inequitable system that is not providing the opportunities for all kids to thrive and succeed.



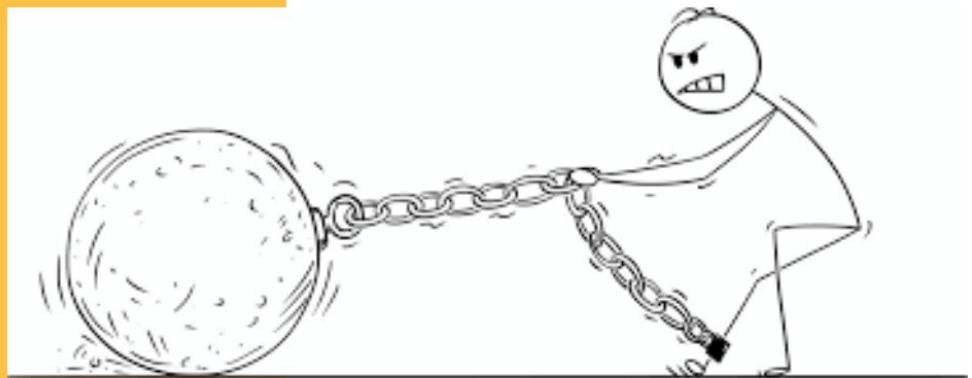
Self – Fulfilling Prophecy

- A self-fulfilling prophecy is a sociological term used to describe a prediction that causes itself to become true.
- The process by which a person's expectations about someone can lead to that someone behaving in ways that confirm the expectations.
- There are two types of self-fulfilling prophecies:
 - a. Self-imposed prophecies occur when your own expectations influence your actions.
 - b. Other-imposed prophecies occur when others' expectations influence your behavior. All opinions you value can cause this prophecy.



Stereotype Threat

When awareness of and identification with stereotypes (such as that philosophy is for white males) results in heightened anxiety, performance disparities, and reduced interest.



Internalized Oppression

Internalizing and acting out (often unintentionally) the constant messages that you and your group are inferior to the dominant group and thus deserving of your lower position

- Believing that dominant group members are more qualified for and deserving of their positions
- Seeking the approval of and spending most of your time with members of the dominant group
- Behaving in ways that please the dominant group and do not challenge the legitimacy of its position (i.e., "the model minority" discourse)
- Silently enduring micro-aggressions (everyday slights, insults, and insensitivities) from the dominant group in order to avoid penalty
- Having low expectations for yourself and others associated with your group
- Believing that your struggles with social institutions (such as education, employment, health care) are the result of your (or your group's) inadequacy, rather than the result of unequally distributed resources between dominant and minoritized groups.

