



Thursday, 28 November Session Plan

Session 1: "We are in this Together" (08:30 - 10:00)

Connecting Activity 1 - Common Ground

Here are several prompts for the anchor charts, designed to uncover diverse and engaging topics that can spark conversations among participants:

1. **Favorite Season:** If you love autumn for its colors.
2. **Music Lovers:** If jazz music speaks to your soul.
3. **Early Birds:** If you're energized by sunrise.
4. **Bookworms:** If you can't put down a good mystery novel.
5. **Movie Buffs:** If you never miss a sci-fi blockbuster.
6. **Outdoor Enthusiasts:** If hiking trails are your happy place.
7. **Art Admirers:** If you're moved by modern art.
8. **Tech Geeks:** If the latest gadgets excite you.
9. **Fitness Fans:** If you start your day with a workout.
10. **Foodies:** If you love experimenting with new recipes.
11. **Travel Bugs:** If you dream of cities you've yet to visit.
12. **Pet Owners:** If pets are part of your family.

Session 2: Understanding Bias and Prejudice

20 Microaggression Scenarios

1. **General Contexts:**
 - "You're so articulate for your age." - Said to a young new employee at a company meeting.
 - "You should teach us some of those dances from your culture!" - At a company cultural day, said to an employee of Latin American heritage.
 - "That's so gay." - Overheard in a conversation among students in a high school.
 - "You're Asian, can you help me with this math problem?" - In a university study group.
 - "You're pretty for a dark-skinned girl." - Said at a beauty salon.

2. Local Context (Uzbekistan and Asia):

- "Your English is so good, did you learn it here?" - Asked to a local Uzbek staff member at an international school.
- "Are you the interpreter or another parent?" - To an Asian parent attending a school meeting.
- "Oh, I expected you to wear traditional clothes!" - To a Central Asian teacher on a cultural day.
- "You guys must be used to the harsh winter, right?" - Assuming all Central Asians are accustomed to extreme cold.
- "It's great you're working; women usually stay home in your culture, don't they?" - Said to a Tajik female staff member.

3. International School Specific:

- "All you Americans think alike." - A statement made by a local staff member in frustration during a staff meeting.
- "Don't worry, the Western staff will lead this project." - Assuming only Western staff can handle important school initiatives.
- "We assumed you'd handle the multicultural festival since you're from there." - To a Hispanic teacher, assuming interest and expertise based solely on ethnicity.
- "This part of the curriculum might be too challenging for students from your region." - A remark made by a senior teacher during curriculum planning.
- "We can't rely on her feedback; English isn't her first language." - Dismissing a non-native English-speaking teacher's contribution in a meeting.

4. Teacher and Staff Interaction:

- "Just stick to English; your accent is too hard to understand when you're upset." - During a heated discussion with a teacher whose first language is not English.
- "You're the diversity hire, aren't you?" - A snide comment made to a teacher of color.
- "Shouldn't you be covering your hair?" - To a Muslim female teacher not wearing a hijab.
- "You're not like what I expected from a Latin American." - Commenting on a teacher's professional demeanor.
- "Surely you can't afford this on your salary, can you?" - To a South Asian teacher by a colleague referring to an expensive leisure activity.

Activity Directions:

- Participants are assigned to one of 20 anchor charts spread around the room, each containing one microaggression scenario.
- Discuss why the scenario is problematic and how it could impact individuals.
- Brainstorm strategies for creating a more inclusive environment.
- Share insights and strategies with the whole group to build a comprehensive understanding and action plan.

Session 3: "DEIB is Not All About LGBTQ+" (1:00 - 2:30)

Title: Interactive Q&A Session

Instructions for Participants:

1. **Ask Questions:** Feel free to raise any questions you may have about today's discussions or DEIB concepts.
2. **Share Insights:** This is your opportunity to provide feedback or share your own experiences related to DEIB initiatives at our school.
3. **Engage Actively:** We encourage open dialogue. Please be respectful and considerate of all viewpoints.
4. **Think Broadly:** Consider how the concepts discussed today can be implemented or improved within our school context.

Facilitator Notes:

- Encourage shy participants by directly asking for their opinions.
- Keep the session dynamic by alternating between different types of feedback (verbal, written on post-its, etc.).
- Summarize key points from the discussion to ensure clarity and collective understanding.

Session 4: "Navigating Discomfort in DEIB Conversations" (3:00 - 4:30)

Group Activity: Scenario Role-play

Language Barriers:

- Scenario: A new teacher from the U.S. struggles to communicate effectively with local administrative staff, leading to misunderstandings.

Cultural Misunderstandings:

- Scenario: During a cultural heritage celebration, a well-intentioned comment by a Western teacher about traditional Uzbek clothing is perceived as stereotypical.

Gender Dynamics in Leadership:

- Scenario: A local female staff member feels overlooked in a strategic planning meeting predominantly led by expatriate male colleagues.

Religious Sensitivities:

- Scenario: A Muslim teacher is scheduled to lead an important workshop during Ramadan but finds there are no accommodations for her to break her fast.

Inclusion in School Activities:

- Scenario: An expatriate parent questions why non-Christian holidays are not being observed at the school with the same emphasis as Christmas.

Handling Special Education Needs:

- Scenario: A local parent expresses concerns that their child with special needs is not receiving adequate support, feeling the school's policies favor expatriate students.

Response to Racism:

- Scenario: A student makes a racially insensitive remark to another student, and the teacher must address it immediately and effectively.

Curriculum Relevance:

- Scenario: Local staff members feel that the curriculum is too Western-centric and lacks relevance to the Uzbek context.

Staff Salary Negotiations:

- Scenario: Local staff feel their salaries are not equitable compared to expatriate staff, especially given the cost of living adjustments.

Parent-Teacher Meetings:

- Scenario: A local teacher feels disrespected by expatriate parents during conferences, perceiving a lack of trust in their professional abilities.

Expatriate Staff Integration:

- Scenario: New Western staff members feel isolated and struggle to integrate into the local community, impacting their teaching effectiveness.

Professional Development Opportunities:

- Scenario: A talented local teacher is repeatedly passed over for professional development opportunities that are typically awarded to Western colleagues.

Accommodating Dietary Needs:

- Scenario: School events continually fail to consider the dietary restrictions of various cultures, leading to feelings of exclusion.

Dealing with Homogeneity:

- Scenario: The school's leadership team, predominantly white and male, is criticized for not reflecting the diversity of the school community.

Promoting Gender Equality:

- Scenario: During a school assembly, topics on gender equality are handled in a way that some staff and students find patronizing.

Inclusive Decision Making:

- Scenario: Important school policy changes are made without involving local staff in the decision-making process, causing resentment.

Bias in Classroom Management:

- Scenario: A local teacher notices that an expatriate teacher seems to discipline local students more harshly than their expatriate counterparts.

Cultural Appropriation vs. Appreciation:

- Scenario: A discussion in a social studies class leads to a debate between students about the line between cultural appropriation and appreciation.

Navigating Political Sensitivities:

- Scenario: A staff member unintentionally offends a colleague by discussing sensitive political issues related to the colleague's home country.

Building Trust Across Cultures:

- Scenario: A team-building retreat is planned, but the activities chosen highlight cultural divides rather than building unity.

Cultural Celebration Missteps A staff member organizes a cultural day but only includes Western holidays, overlooking local and other international celebrations.

Language Barriers in Communication During a parent-teacher meeting, a teacher uses complex English terms that non-native speaking parents don't understand, leading to confusion.

Handling Religious Sensitivities A teacher schedules a major exam on a significant religious holiday for some students, causing distress and complaints from parents.

Assumptions in Classroom Discussions A history teacher assumes none of the students know about the Silk Road because it's not part of Western curriculums.

Inappropriate Jokes During a staff get-together, a teacher jokes about another teacher's accent, making her uncomfortable.

Bias in Student Leadership Selections A student council advisor picks candidates for a leadership retreat, overlooking equally qualified students from non-Western backgrounds.

Gender Roles in School Activities During sports day arrangements, boys and girls are given different types of sports activities, reinforcing traditional gender roles.

Misunderstanding Cultural Norms A new Western teacher reprimands a local student for not making eye contact when speaking, not realizing it's a sign of respect in the student's culture.

Exclusion in Decision Making Local staff are not included in the planning committee for an international event aimed at global inclusivity.

Overlooking Dietary Restrictions The cafeteria plans a menu for an international food day without consulting about dietary restrictions of various cultures, leading to complaints.

Assumptions about Technical Skills A project leader bypasses local teachers for a new tech initiative, assuming they are not tech-savvy.

Stereotyping by Nationality During a debate, a teacher comments that a student from Central Asia probably knows a lot about geopolitical issues, based on stereotypes.

Disregarding Professional Expertise A local educator with extensive experience is consistently overlooked for leadership and training opportunities in favor of Western colleagues.

Handling Feedback A local staff member's suggestion during a meeting is quickly dismissed without discussion, whereas similar suggestions from expat staff are praised and considered.

Cultural Appropriation For a school play, Western staff insist on using traditional Uzbek costumes in a way that misrepresents the culture.

Inclusion in Extracurriculars An expat-run drama club exclusively selects plays from Western theater, ignoring the rich local dramatic tradition.

Parental Involvement Issues Invitations for a parent meeting are only sent out in English, which many local parents cannot read, leading to low attendance from the local community.

Cultural Bias in Curriculum A curriculum review ignores significant local history and focuses primarily on European and American histories.

Inappropriate Comments A teacher comments on a student's traditional attire being "unusual" in front of the class, making the student feel alienated.

Microaggressions in Staff Interaction A local staff member is told, "You're not like other Uzbeks; you're so open-minded!"

Peer Exclusion International students form cliques that exclude local students, claiming language barriers for not integrating.

Mishandling Cultural Symbols Cultural symbols are used as mere decorations in a school event without understanding their deep significance.

Ignorance of Local Events The school calendar overlooks important national holidays of Uzbekistan, scheduling important school events on those days.

Visibility in School Media School promotional materials predominantly feature Western students and staff, with little representation of local or other international demographics.

Mentoring Biases Mentoring programs pair up mostly Western mentors with Western mentees, leaving out local and other international staff and students.

Diversity in School Leadership Discussions about diversity in leadership ignore the potential of local staff, focusing only on gender and Western ethnic diversity.

Incorrect Assumptions A teacher assumes a quiet Central Asian student needs help with English, not realizing the student is just shy.

Sensitive Content Handling A literature teacher handles a book containing racial themes insensitively, offending students of color.

Recognition of Non-Western Festivals The school fails to recognize or celebrate significant non-Western festivals, despite having a significant number of students who observe these festivals.

Response to Cultural Questions In a geography class, a teacher dismissively answers a student's question about Uzbekistan's geography, suggesting it's not as important as other countries discussed.

Equity in Resource Allocation Resources for language support are disproportionately allocated to Western languages, with local languages receiving minimal support.

Cultural Insensitivity During a cultural exchange program, local customs are portrayed in a stereotypical and simplistic manner.

Tokenism in Events Local staff and students feel they are only included in school photos or events to "show" diversity rather than being genuinely integrated.

Unbalanced School Exchange Programs School exchange programs prioritize Western countries, with little effort to engage with schools in Central Asia or non-Western countries.

Handling of Personal Data A local staff's personal data is mishandled, leading to privacy concerns, especially concerning their religious and ethnic background.

Professional Development Inequities Professional development opportunities are tailored to Western educational standards, ignoring the context and needs of local educators.

Misrepresentation in Literature School literature courses focus heavily on Western authors, neglecting Central Asian and other non-Western authors.

Dismissal of Local Expertise Local experts are rarely invited as guest speakers or contributors to school events, whereas Western experts are regularly featured.

Cultural Misunderstandings A school policy on uniforms fails to consider traditional dress practices of local students, leading to conflicts and feelings of disrespect.

Inequitable Treatment of Staff Local staff are often given less favorable working hours and conditions compared to their Western counterparts.