



THE WELLS COLLECTIVE

# Teaching, Loving and Believing in Black Girls

## Steps for institutions to show love for Black Girls

1. Listen to and center the voices of Black girls.
2. Name how white supremacy and implicit bias work in your classroom, school, or organization.
3. Create a plan to dismantle white supremacy and check implicit biases.

## Teaching, Loving and Believing in Black Girls Additional Reading

Click the links to access the resources

### Articles.

- [School Discipline for girls differs by race and hue](#)
- [America is punishing Black girls for doing the things White girls do all the time](#)
- [10 Examples that Highlight the School to prison pipeline is Disastrous for Black girls, too](#)
- [Baltimore schools punish Black girls more frequently, study finds](#)
- [African American Girls and the School to Prison Pipeline: Who are our sisters' keepers?](#)
- [School reform & dropout prevention: Addressing disparities for African American Girls](#)
- [Florida school threatens to expel student over "natural hair"](#)
- [Florida teen faces felony charges for science experiment](#)
- [Black Girls Matter: Pushed out, overpoliced, and underprotected \(Pages 16-22\)](#)
- [Our Girls, Our Future Report](#)
- [The Data Proves that School Segregation is Getting Worse](#)
- [Black kids are way more likely to be punished in school than white kids, study finds](#)
- [Civil Rights Data Collection Data Snapshot: School Discipline](#)

### Books.

- [Pushout by Monique Morris](#)
- [We Want To Do More Than Survive by Dr. Bettina Love](#)
- [Why Are All the Black Kids Sitting Together in the Cafeteria by Beverly Tatum](#)
- [For White Folks Who Teach in the Hood and the Rest of Y'all Too by Christopher Emdin](#)

## Black Culture vs white culture

Please click the pictures to access pdf handouts

Source: **Courageous Conversations about Race**

### NINE INTERRELATED DIMENSIONS OF BLACK AMERICAN CULTURE

DIMENSION	DESCRIPTION
Spirituality	An approach that views life as essentially vitalistic rather than mechanistic, with the conviction that immaterial forces influence people's everyday lives
Harmony	The notion that one's fate is interrelated with other elements in the scheme of things, such that humankind and nature are harmoniously conjoined
Movement	An emphasis on the interweaving of rhythm, percussiveness, music, and dance as central to psychological health
Verve	A propensity for relatively high levels of stimulation and for action that is energetic and lively
Affect	An emphasis on emotions and feelings together with a special sensitivity to emotional cues and a tendency to be emotionally expressive
Communalism	A commitment to social connectedness, which includes an awareness that social bonds and responsibilities transcend individual privileges
Expressive Individualism	The cultivation of a distinctive personality and a proclivity for spontaneous and genuine personal expression
Oral Tradition	A preference for oral and auditory modes of communication in which both speaking and listening are treated as performances and in which oral virtuosity — the ability to use alliterative, metaphorical, colorful, graphic forms of spoken language — is emphasized and cultivated
Social Time Perspective	An orientation toward time as passing through a social space rather than a material one, in which time is seen as recurring, personal, and phenomenological

SOURCE: JAMES E. HALL, LEARNING WHILE BLACK: CREATING EDUCATIONAL EXCELLENCE FOR AFRICAN AMERICAN CHILDREN, P. 118

### SOME ASPECTS AND ASSUMPTIONS OF WHITE CULTURE IN THE UNITED STATES

While different individuals might not practice or accept all of these traits, they are common characteristics of most U.S. White people most of the time.

<b>RUGGED INDIVIDUALISM</b> <ul style="list-style-type: none"> <li>Self-reliance</li> <li>Individual is primary unit</li> <li>Independence and autonomy highly valued and rewarded</li> <li>Individuals assumed to be in control of their environment — "You get what you deserve"</li> </ul>	<b>HOLIDAYS</b> <ul style="list-style-type: none"> <li>Based on Christian religions</li> <li>Based on white history and male leaders</li> </ul>	<b>TIME</b> <ul style="list-style-type: none"> <li>Adherence to rigid time schedules</li> <li>Time viewed as a commodity</li> </ul>
<b>COMPETITION</b> <ul style="list-style-type: none"> <li>Win at all costs</li> <li>Winner-loser dichotomy</li> <li>Action oriented</li> <li>Master and control nature</li> <li>Must always "do something" about a situation</li> <li>Aggressiveness and extroversion</li> <li>Decision-making</li> <li>Majority rules (when whites have power)</li> <li>Hierarchical</li> </ul>	<b>HISTORY</b> <ul style="list-style-type: none"> <li>Based on northern European immigrants' experiences in the United States</li> <li>Heavy focus on the British Empire</li> <li>Primacy of Western (Greek, Roman) and Judeo-Christian tradition</li> </ul>	<b>FUTURE ORIENTATION</b> <ul style="list-style-type: none"> <li>Future is focus</li> <li>Delayed gratification</li> <li>Progress is always best</li> <li>"Tomorrow will be better."</li> </ul>
<b>JUSTICE</b> <ul style="list-style-type: none"> <li>Based on English common law</li> <li>Protect property and entitlements</li> <li>Legal contracts</li> </ul>	<b>PROTESTANT WORK ETHIC</b> <ul style="list-style-type: none"> <li>Hard work is the key to success</li> <li>Work before play</li> <li>"If you didn't sweat your goals, you didn't work hard enough."</li> </ul>	<b>FAMILY STRUCTURE</b> <ul style="list-style-type: none"> <li>Nuclear family (father, mother, 2-3 children) is the ideal social unit</li> <li>Husband is breadwinner and head of household</li> <li>Wife is homemaker and subordinate to husband</li> <li>Children should have own rooms, be independent</li> </ul>
<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>The King's English rules</li> <li>Written tradition</li> <li>Avoid conflict, sarcasm</li> <li>Don't show emotion</li> <li>Don't discuss personal life</li> <li>Be polite</li> </ul>	<b>EMPHASIS ON SCIENTIFIC METHOD</b> <ul style="list-style-type: none"> <li>Objective, rational, linear thinking</li> <li>Cause-and-effect relationships</li> <li>Quantitative emphasis</li> </ul>	<b>AESTHETICS</b> <ul style="list-style-type: none"> <li>Based on European culture</li> <li>Women's beauty based on blonde, thin— Barbie doll</li> <li>Men's attractiveness based on economic status, power, intellect</li> <li>Stoic and platonic, "Island is best"</li> </ul>
	<b>STATUS, POWER AND AUTHORITY</b> <ul style="list-style-type: none"> <li>Wealth = worth</li> <li>Heavy value on ownership of goods, space, property</li> <li>Your job is who you are</li> <li>Respect authority</li> </ul>	<b>RELIGION</b> <ul style="list-style-type: none"> <li>Christianity is the norm</li> <li>Anything other than Judeo-Christian tradition is foreign</li> <li>No tolerance for deviation from single God concept</li> </ul>

SOURCE: JAMES E. HALL, LEARNING WHILE BLACK: CREATING EDUCATIONAL EXCELLENCE FOR AFRICAN AMERICAN CHILDREN, P. 118

SOURCE: COURAGEOUS CONVERSATIONS ABOUT RACE: A FIELD GUIDE FOR FACILITATING ETHNICITY IN SCHOOLS, SECOND EDITION, THOUSAND OAKS, CA

For more resources, visit [thewellscollective.com](http://thewellscollective.com)



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# Teaching, Loving and Believing in Black Girls

## Key Data Points regarding Black girls in schools

1. Black girls are 7x more likely than their white peers to be suspended.
2. Black girls are 3x more likely to be referred to juvenile court than their white and Latinx peers.

Data referenced in Monique Morris' TED talk: 'Why Black girls are targeted for punishment at school- and how to change that'  
Summary of discipline data for girls in U.S. public schools: An analysis from the 2015-2016 U.S. department of education office for civil rights data  
Collection National Black Women's Justice Institute, Misha N. Inniss-Thompson

## Working toward anti-racism by creating an action plan

Because failing to plan is planning to fail

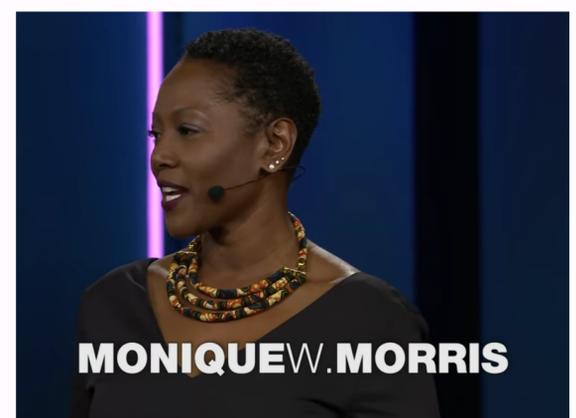
### Considerations for teachers and administrators.

- How can you build authentic relationships with your Black girl students?
- How are Black women and girls represented within your course curriculum?
- What steps can you take to address the implicit biases that you hold in regard to Black girls and women?
- How will you lead a more diverse and equitable life?
- What questions need to be asked of Black girl students? Who should be asking those questions?
- What systems need to be evaluated for bias (curriculum, professional development, discipline)? Who can evaluate those systems?
- Who might you be able to work with to create accountability regarding better outcomes for Black girls?

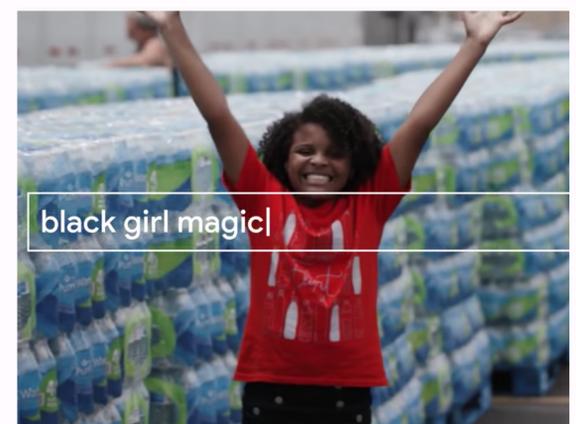
## Videos from the session

Please click the pictures to access the videos

TED Talk by Monique Morris



Black girl magic video by google



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