



Youth Advisory Panel

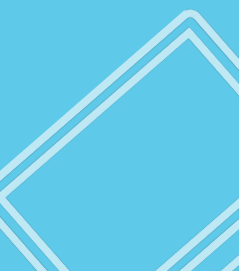
Design Sprint 2022

*Insights & Perspectives from youth at BUILD.org
engaged in exploring Culturally Responsive
and Sustaining Education in Math*



What Is The Youth Advisory Panel (YAP)?

- The Youth Advisory Panel is an extension of the BUILD program that engages a small group of 16–24-year-old youths to generate **ideas, solutions & recommendations for education funders, practitioners and solution providers** to help inform their policies, practices, program design & funding priorities.
- This design sprint focused on Culturally Responsive and Sustaining Education, specifically in Math education was in service of The Gates Foundation
 - Through participating in a unique and dynamic community, YAP members share stories about their lived experience. These insights support broader movements within education reform.





Cultural Responsive and Sustaining Education & Identity

**Design Sprint Overview – Culturally Responsive and Sustaining Education (CRSE)
with a focus on Identity and in a Math context**

Culturally Relevant and Sustaining Education (CRSE) & Math

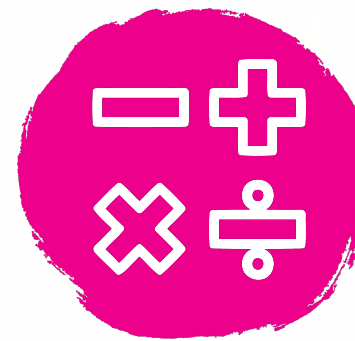
Guiding Objectives

YAP Members will generate insights on **two areas**: a **culturally responsive**, anti-racist, decolonized **education system**, and their **experiences with Math** in school. For each subject, YAP Members will be asked to elaborate on their answers & share how to design or promote a more positive experience in both areas.



Objective 1: Cultural Relevancy in Education

- How do your classes reflect your own life and culture?
- What aspects of your life show up in what you are learning?
- What aspects of your life do you wish were incorporated into your curriculum?
- What opportunities do you have in school to reflect on your own life?
- What opportunities do you have in school to reflect on the community you live within?



Objective 1: Math Experience

- How would you describe your experience in Math class?
- What did you like about your math classes, what didn't you like?
- How was math class relevant to your life when you were in school?
- How is math relevant to your life now?
- When did Math become relevant to you? And why?
- How do you want to feel in a math classroom?

CRSE Background Context

For this design sprint, Culturally Responsive and Sustaining Education is defined to have the following elements.

1. Academic Skills and Concepts



Culturally relevant educators use **constructivist methods to develop bridges connecting students' cultural references to academic skills and concepts**. Culturally relevant educators build on the knowledges and cultural assets students bring with them into the classroom; the culturally relevant classroom is inclusive of all students.

2. Critical Reflection

Culturally relevant educators engage students in **critical reflection about their own lives and societies**. In the classroom, culturally relevant educators use inclusive curricula and activities to support analysis of all the cultures represented.



3. Cultural Competence



Culturally relevant educators **facilitate students' cultural competence**. The culturally relevant classroom is a place where students both learn about their own and others' cultures, and also develop pride in their own and others' cultures.

4. Critique of Discourses of Power

Culturally relevant educators **explicitly unmask and unmake oppressive systems through the critique of discourses of power**. Culturally relevant educators work not only in the classroom but also in the active pursuit of social justice for all members of society.



The Design Sprint Summary

In order to foster dynamic discussion, personal introspection, and to let youth propose ideas on how to transform math, the Youth Advisors participated in a multi-week design sprint where we utilize various participatory action research tactics. YAP sprints are a blend of workshops, discussion forums and semi-structured interviews.

To collect data and generate insights, we used the following methods:

- Youth participate in weekly 90-minute Zoom Sessions for group discussion and reflection
- The group utilizes Jamboards & Padlet to brainstorm
- Individuals post weekly reflection videos (Flipgrid)
- Youth complete Google Classroom Assignments



To share insights, we used the following methods:

- Facilitators record sessions, take notes and re-watch the sessions to better capture insights, narratives and opinions
- Facilitators take note of assignments and pull data to share



Cultural Responsive and Sustaining Education & Identity

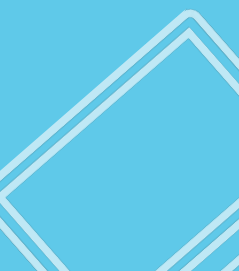
YAP Student Members Reflections – Culturally Responsive and Sustaining Education (CRSE)

What Is CRSE?

- What IS CRSE? Youth needed to break down various components of the terms “culturally responsive and sustaining education.”
 - What is culture? What is MY culture? In what ways is my environment RESPONSIVE to this culture? In what ways do I feel celebrated within these environments?
- Youth first considered their own identities and the various elements that shape who they are and their perspective on life.

Before you click forward, reflect on what pieces of your identity are most meaningful to you.

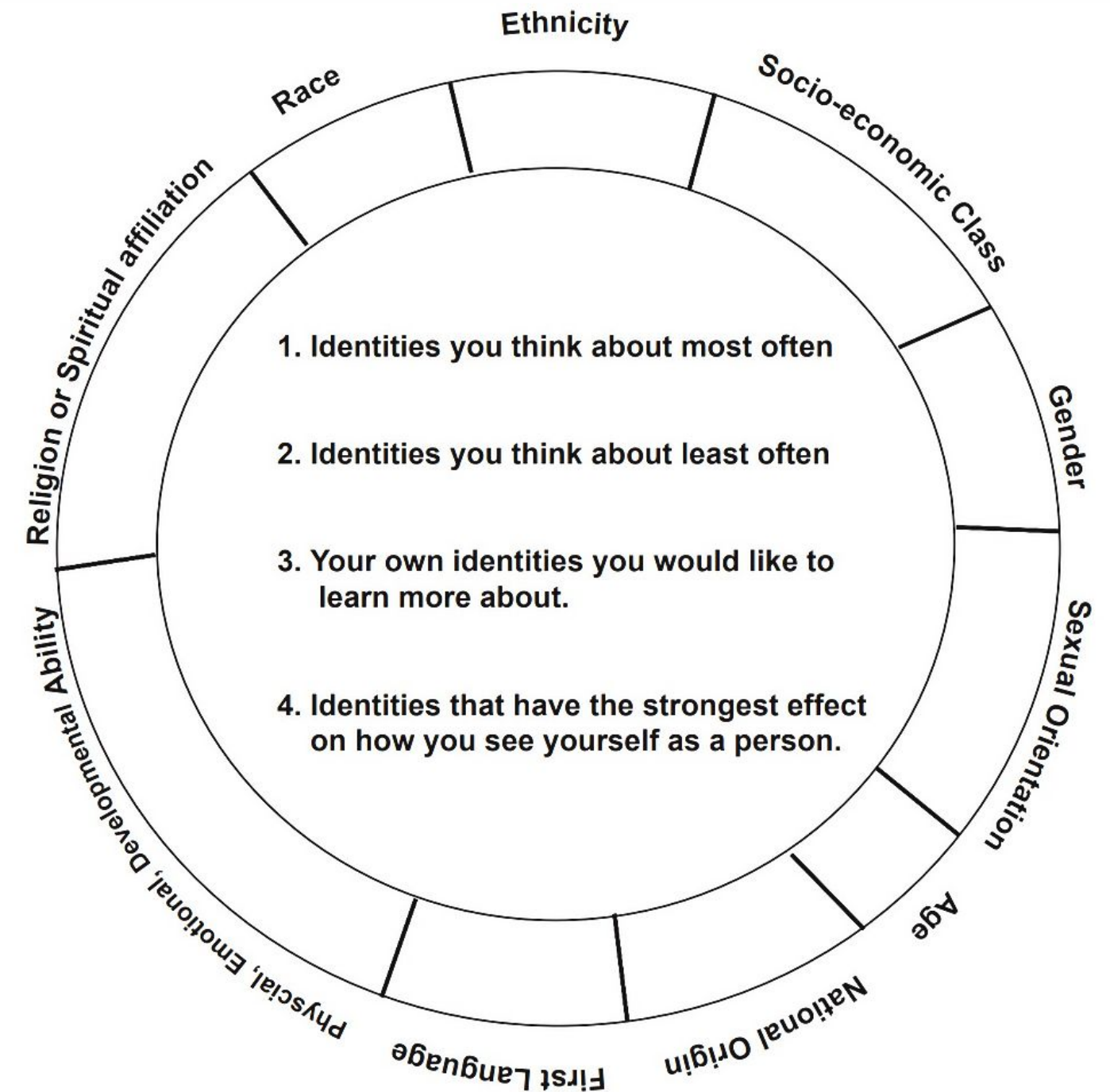
- *What do you think others notice about you first?*
- *In what ways did your school honor and uplift different aspects of your identity?*



Students Reflect on Culture & Identity

YAP Members were asked to complete the **Social and Personal Identity Wheels**. This activity encouraged students to anonymously identify social identities and reflect on the various ways those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. It also allowed students to understand WHAT holistic parts make up their identities and culture.

As youth worked through this and discussed, they discovered many elements of themselves they hadn't considered as key pieces of their identity before.

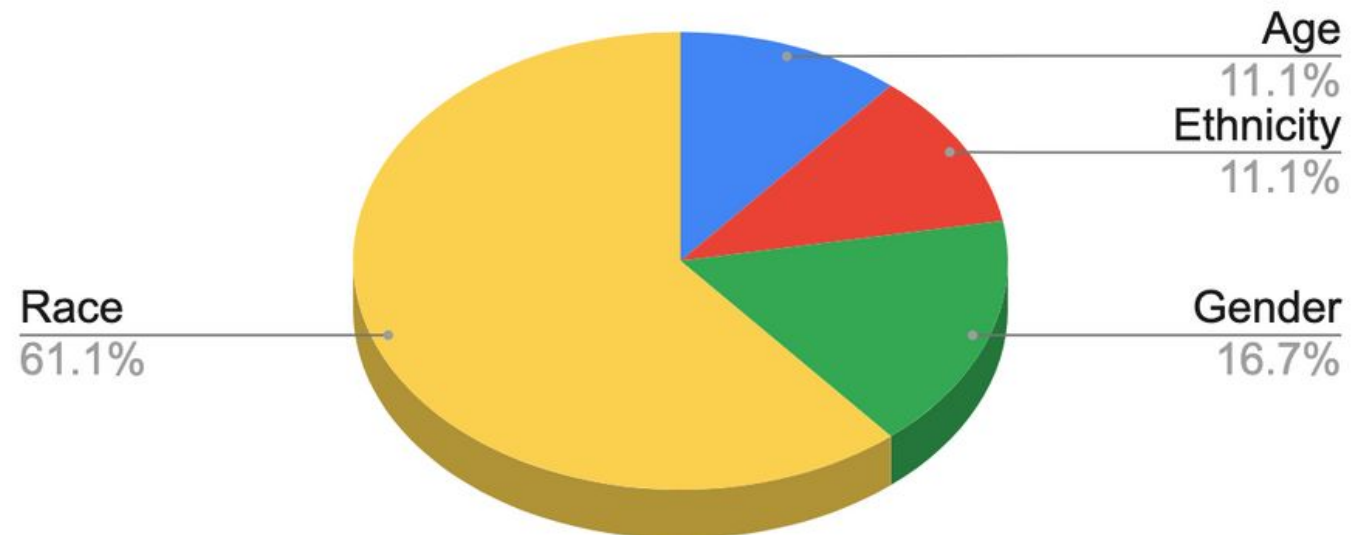


Source: <https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>



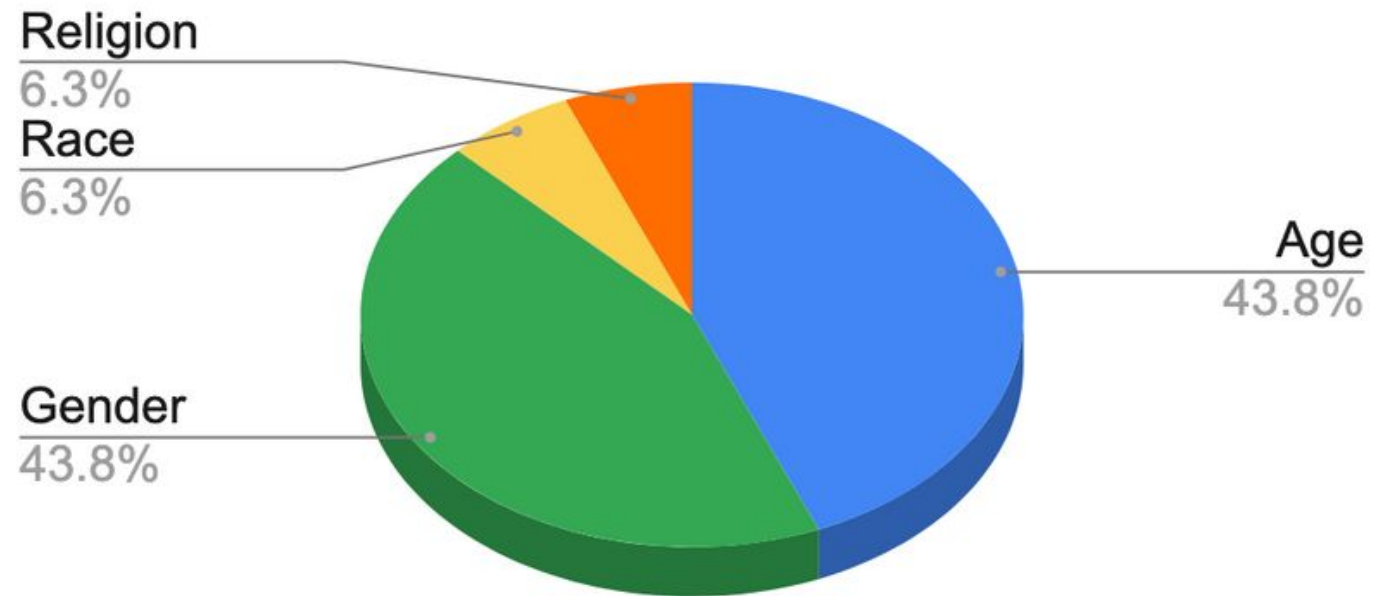
Student Perspective on Identity

What part of your identity do you think people first notice about you?



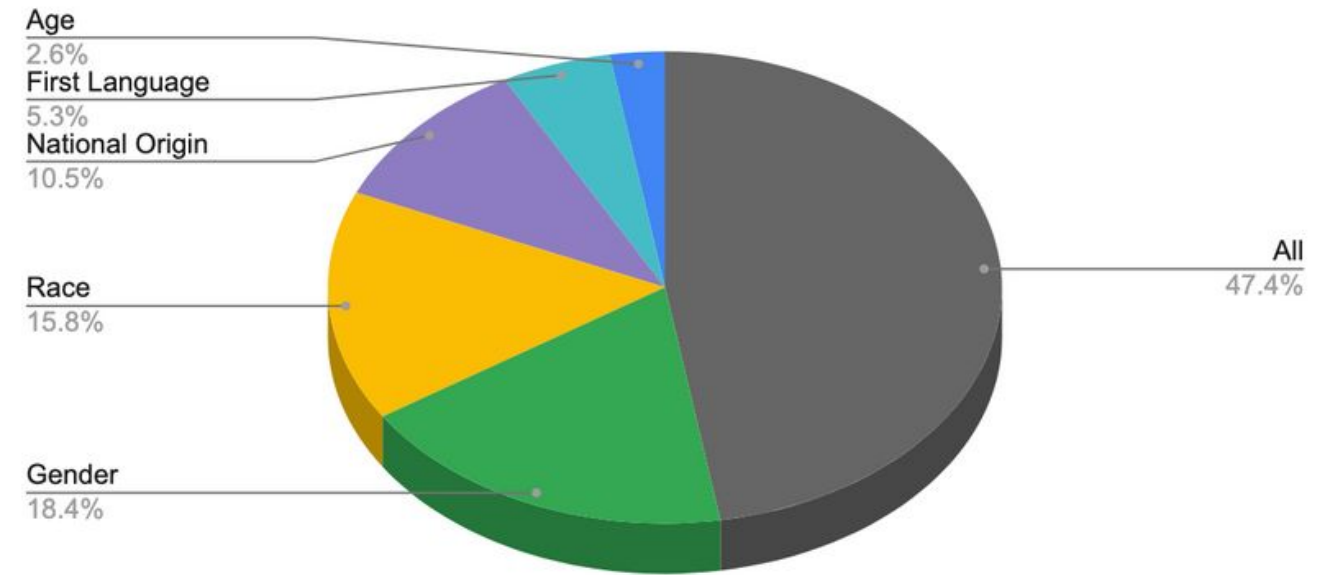
Students feel that others immediately notice their Race and Gender.

What part of other people's identities do you notice first?



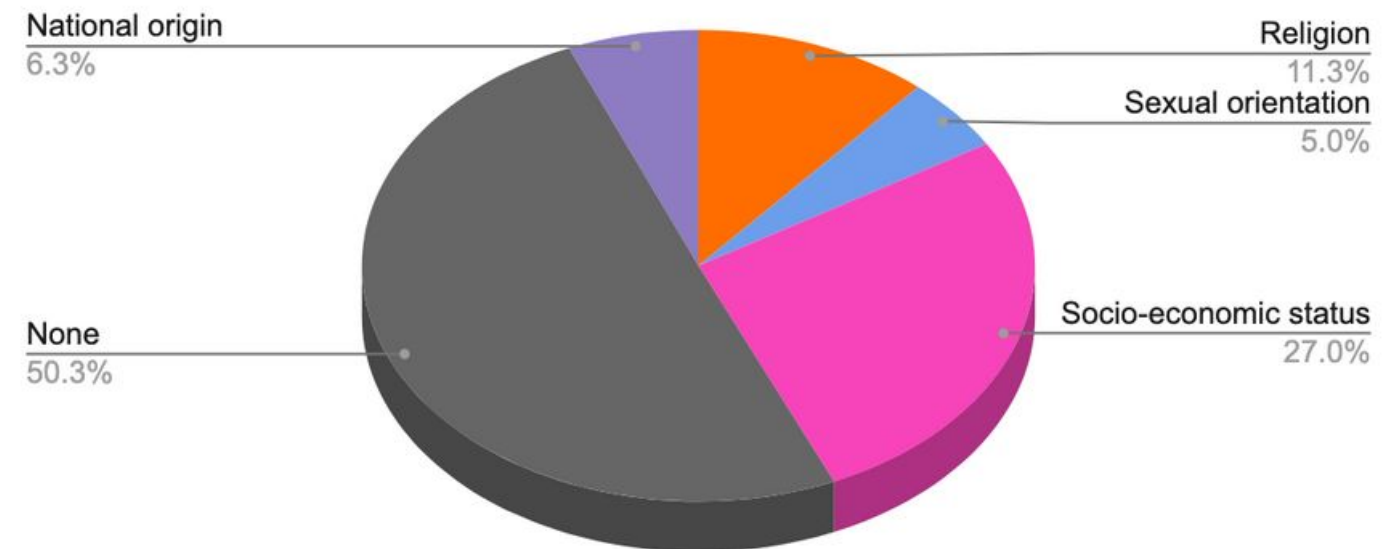
Students notice both Age and Gender first in others.

What part of your identity are you most comfortable sharing with other people?



Students feel comfortable sharing all of their identities, as well as, their Race and Gender.

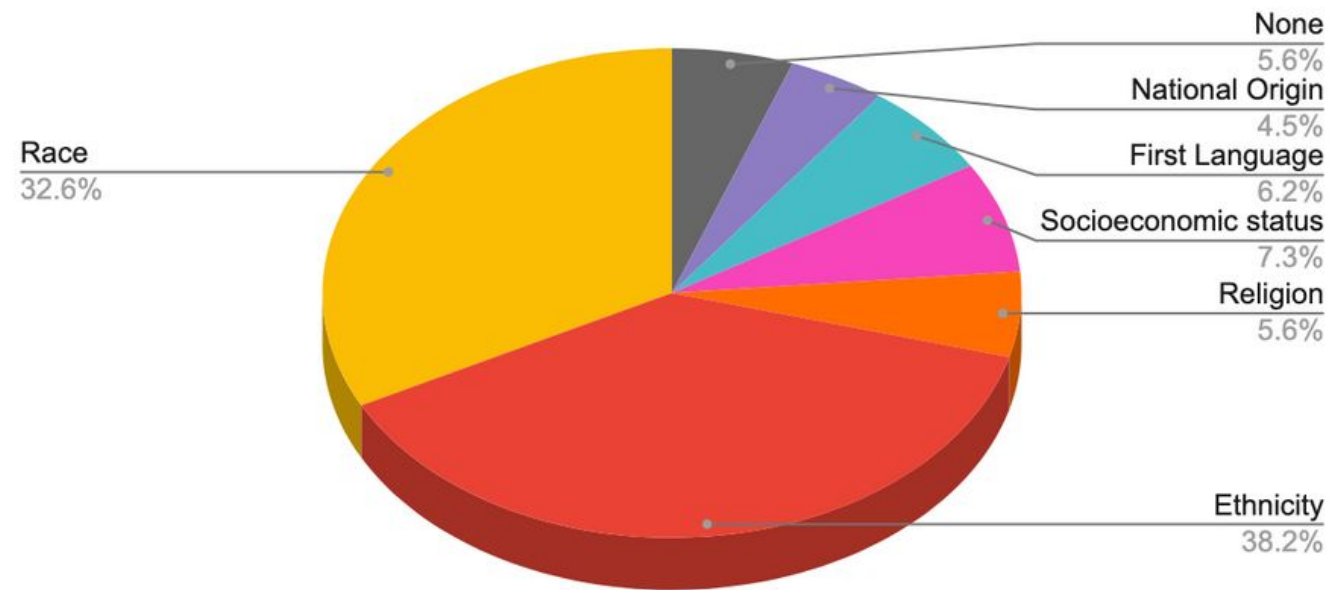
What part of your identity are you least comfortable sharing with other people?



Students feel the least comfortable sharing their Socio-economic status and Religion.

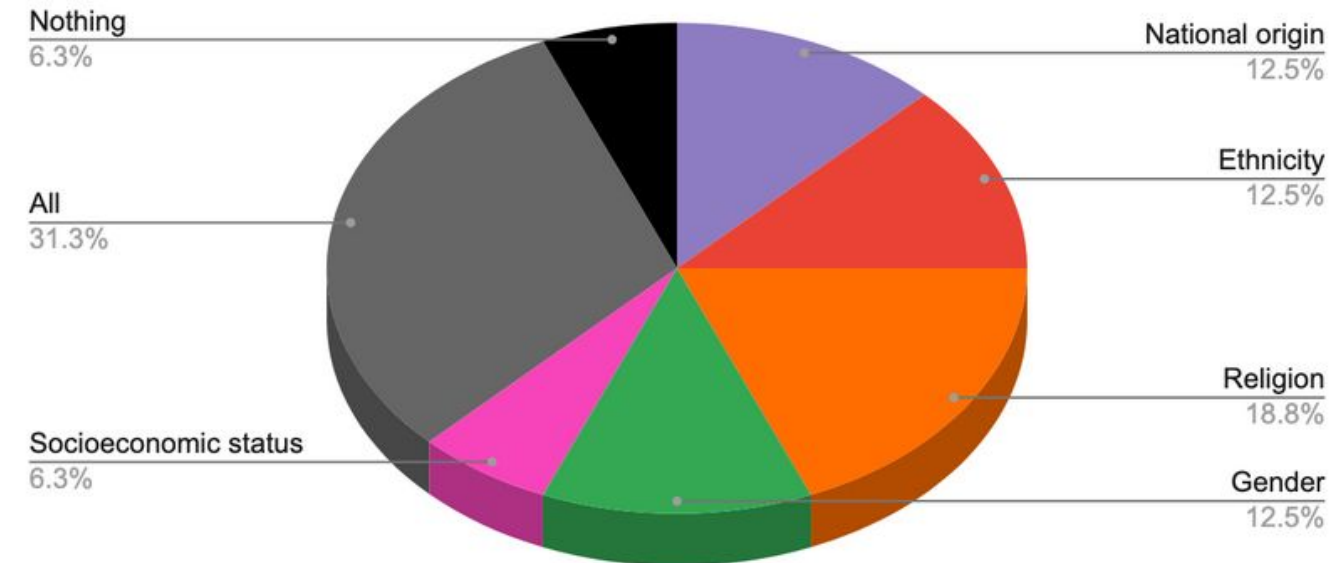
Student Perspective on Identity

What part of your identity are you most proud of?



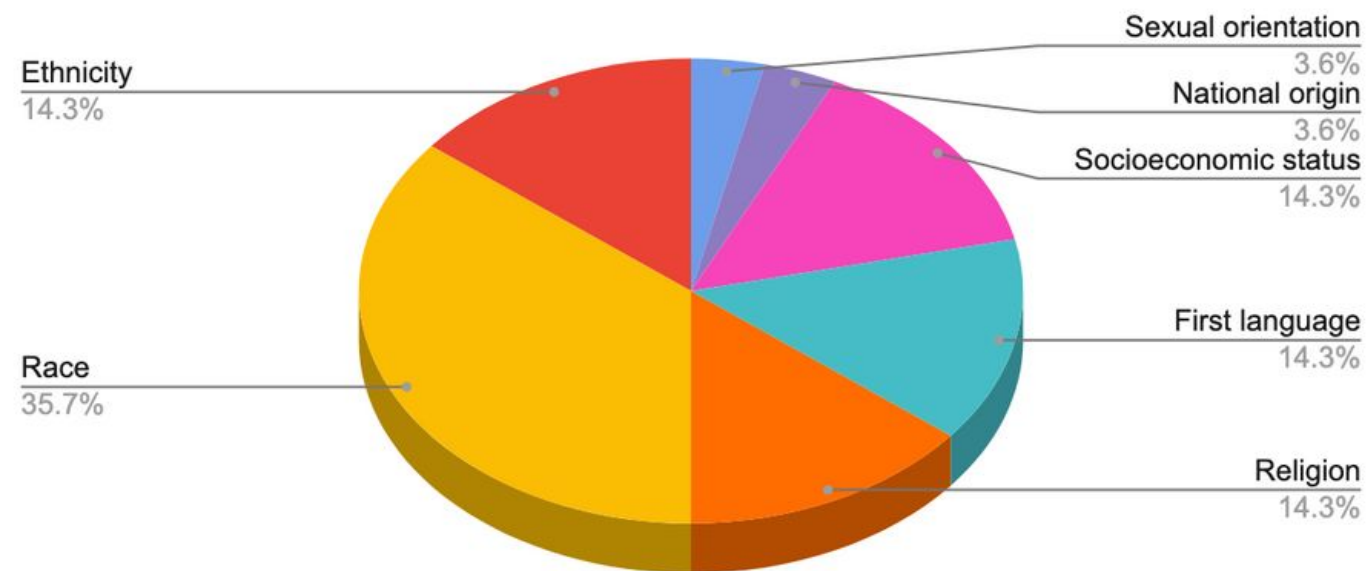
Students feel most proud of their Ethnicity and Race.

What part of your identity is the most important to you?



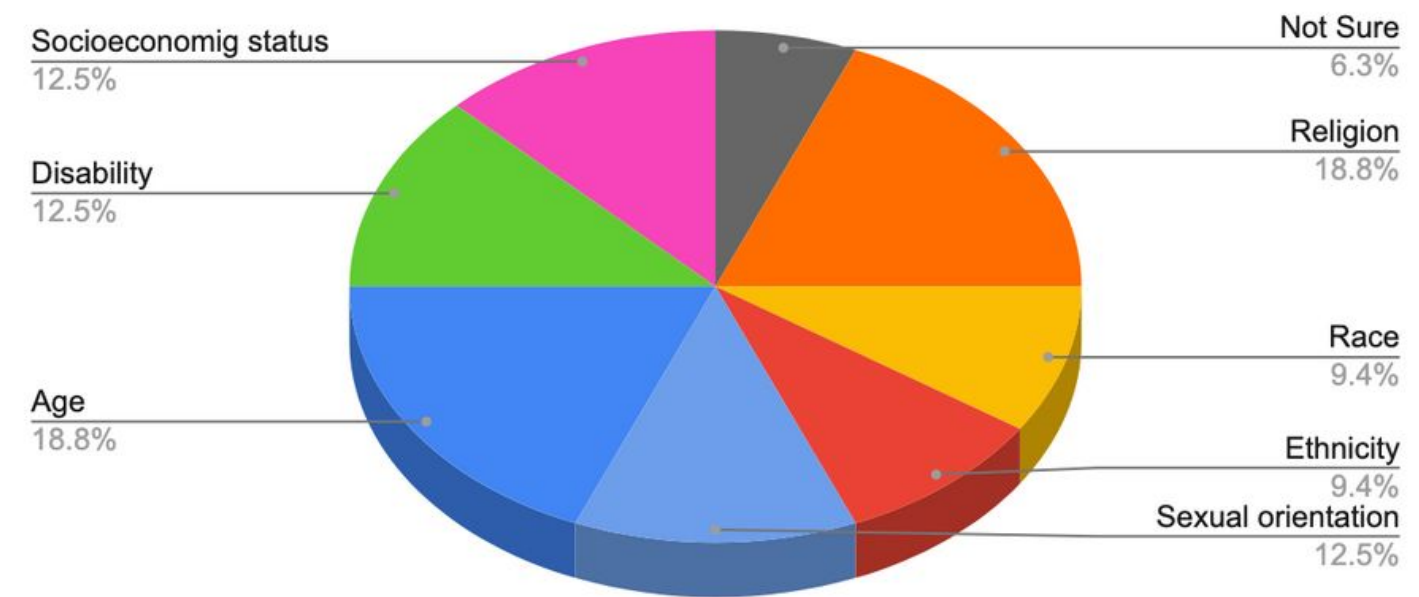
Students feel that All of their identities are important to them. Religion Ethnicity, National origin and Gender are next of importance.

What part of your identity did you struggle the most with growing up?



Students struggled the most with their Race, and Ethnicity, Socioeconomic status when growing up.

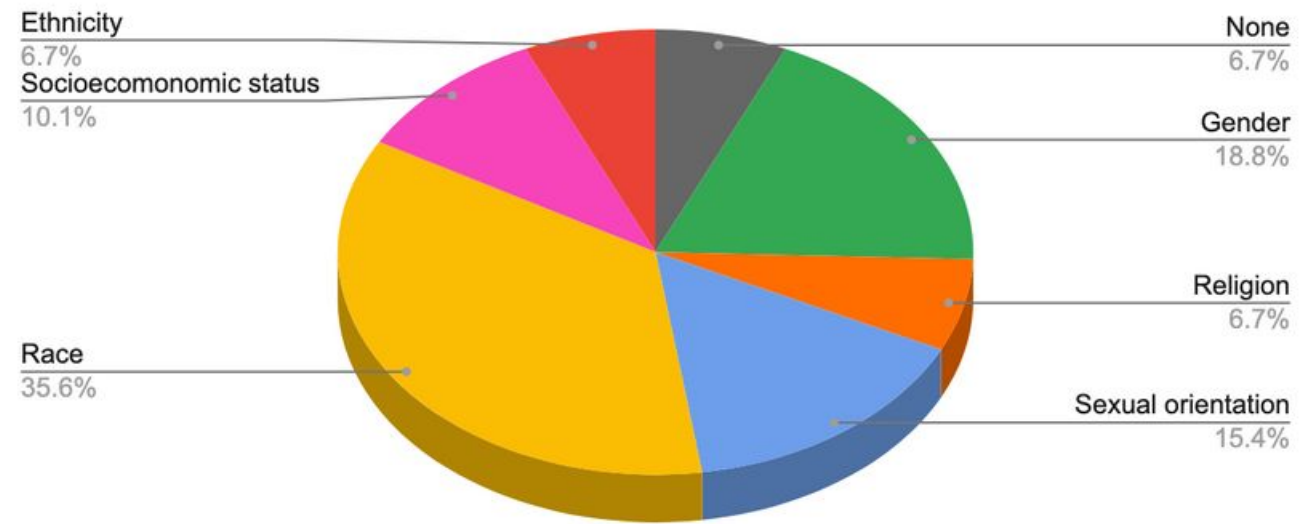
What part of your identity is least important to you?



Students were understandably split on this topic, with most identifying Religion and Age as least important to them.

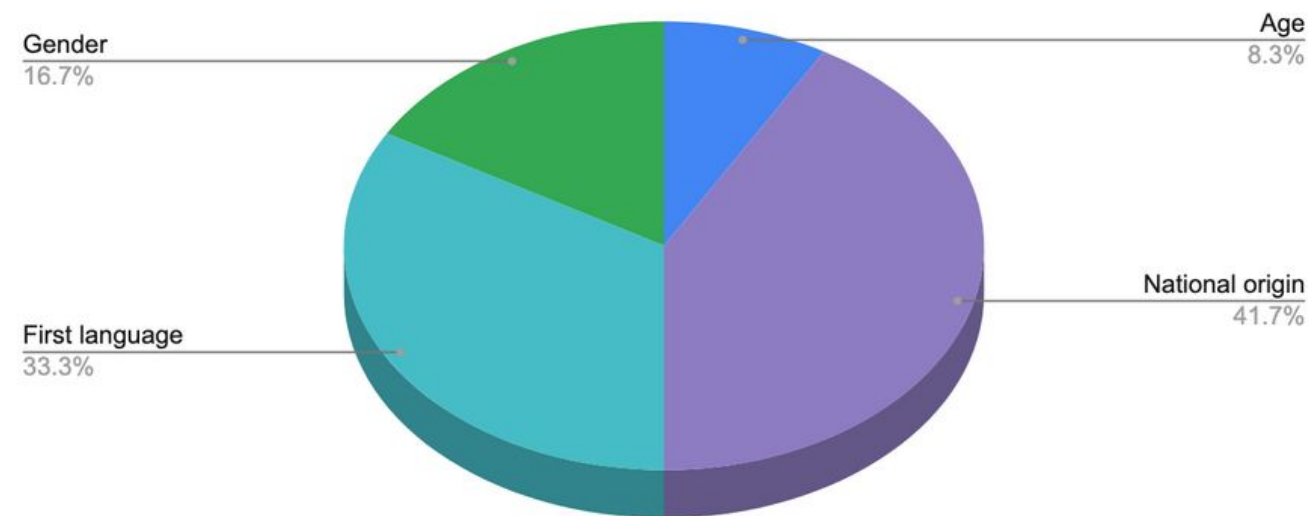
Student Perspective on Identity

What part of your identity do you feel you face oppression for most often?



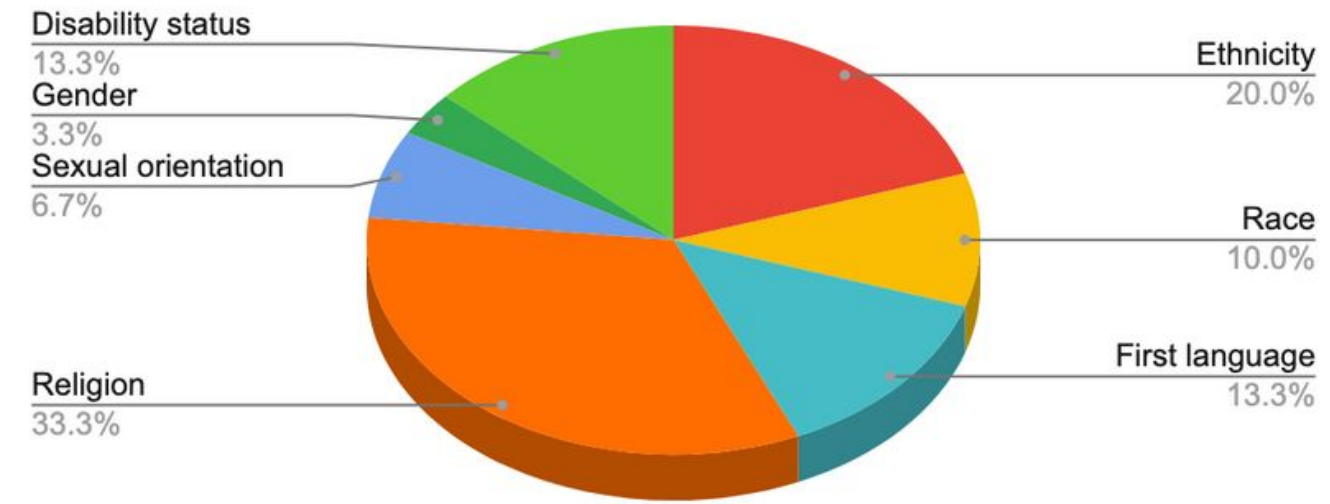
Students feel that they face the most oppression for their Race and Gender.

What part of your identity do you feel you receive privilege for most often?



Students feel they have the most privilege due to their National Origin, and First Language.

Which one of your own identities would you like to learn more about?

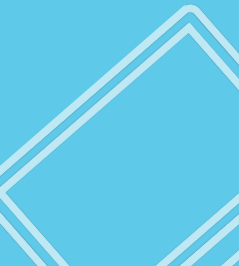


Students are interested in learning about various parts of their culture and identity. It's important to note that many students wanted to learn more about Religion and Ethnicity.

Why is Identity Important?

Youth value real-world experiences in the classroom. When educators elevate multiple aspects of identity, students feel more comfortable, more excited and ultimately more engaged in classroom environments and in their learning.

BUILD.org designs programs aimed to help students identify their personal strengths. We believe that we are stronger together, uplifting each other in community. It's essential that we take time in learning environments to build a foundation of mutual trust and respect, which means giving time to understanding more about ourselves and our peers through identity exploration.



CRSE Key Insights



Educator Behavior Affects Students

Teachers' availability, communication, & personal self-identification directly impacts how students view their education experience.



Personal & Cultural Identification

The majority of students appreciated spaces where they could personally & culturally identify with one another & the teacher.



CRSE Promotes Better Learning

Students made direct correlations between CRSE and culturally-responsive school systems, noting positive experiences when the environment was affirming of their identities.



Negative Cultural Representation

Students reflected on feeling their culture was represented negatively in history. As this sprint was conducted with predominantly BIPOC youth, there was a clear consensus that the history taught in several classes did not honor students' cultures.

CRSE Key Insights



Supportive Teaching

Students appreciate out-of-the-box education experiences and teaching that validate their individuality and need for different methods of instruction.



Feelings Of Alienation

The lack of discussion around immigration status can cause students to feel alienated from peers.



Personal Identification Retention

Students found it easier to reflect back on courses where they related or felt seen, immediately remembering the material that they personally identified with.



Lack Of Representation in Education

50% of students felt like their culture wasn't represented in class including learning materials.

Student Reflections on CRSE

Educator Behavior Affects Students

Teachers' availability, communication, & personal self-identification directly impacts how students view their education experience. Some students noted no experiences relevant to CRSE, stating that they felt no personal connection with their teacher nor felt that any effort was made to develop their culture or identity.

"In thinking about your classes in high school, describe a time you felt like you could relate to a teacher? Why?"

- "Teachers' gender/ethnicity shows up in how they teach"
- "Math teacher - Similar backgrounds (Immigrated from Africa)"
- "Teacher was Dominican and shared her culture (created personal connections) -- Dominican movies and authors"
- "Advisory teacher - Personal interests (music, food) & same nationality"
- "Teacher was younger and shared childhood stories (created a personal connection)"
- "My Spanish teacher because he is from Spain and I'm Dominican so we share our history."



Student Reflections on CRSE

Personal Identification Retention

Students found it easier to reflect back on these courses, immediately remembering the material that they personally identified with.

What kind of books did you read in high school? Who were the characters?

What were their lives about?

- "Santeria authors (local, community)"
- "Native Son (Richard Wright)"
- "Living up the Street (Gary Soto)"
- "Bigger"
- "Arab-American Biography"
- "Junot Diaz (author)"
- "El 'lazarillo de tormes'"



Some students noted that space and opportunities like these **have never been made available to them**, especially in schools centered around STEM. While students valued the personal connections that they made, there was a distinctive absence of space being made on the topic of CRSE. It was many of our students from STEM-focused schools that struggled to see the value of CRSE in Math.

Student Reflections on CRSE

CRSE Promotes Better Learning

Students made direct correlations between CRSE and culturally-responsive school systems. The lack of discussion around immigration status can cause students to feel alienated from peers. Students appreciate out-of-the-box education experiences and teaching that validate their individuality and need for different methods of instruction.

What parts of your life, identity or culture do you wish were incorporated into your curriculum?

- "No talk about culture or being Caribbean. My sister told me there's an African American history book & I didn't know there was one until she told me about it. I never learned about being from around the world."
- "I wish we had talked about culture because it would have built trust between students/teachers leading to higher levels of engagement in the classroom when talking about personal experiences."
- "Updated stereotypes - people had misconceptions of me and my background based on where I came from"
- "Asking students at the beginning of the school year about their background & dividing school months to focus on different continents & focusing more on the cultures of students in the class while also learning about different cultures that are not in that class."



Student Reflections on CRSE

Negative Cultural Representation

Students reflected on feeling their culture was represented negatively in history. 50% of students noted that they did not feel their own culture was represented in class.

What do you remember learning about in your history classes?

- 44% of students mentioned war
- 33% of students mentioned slavery and genocide
- One student reflected on only learning her culture in English class (the Harlem Renaissance)
- Many students reported remembering either nothing or very little from history class.



This theme was first introduced in our Design Sprint on Assessments where we asked students to engage in a Social Media Scavenger Hunt defining success and education. Many students **noted a noticeable lack of representation of people that looked like them**; going on to note that they only saw their culture in education when talking about “slavery and genocide”.

Student Reflections on CRSE

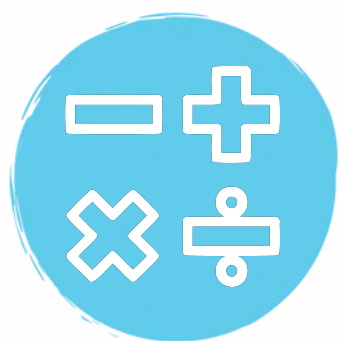
Supportive Teaching

Students appreciate out-of-the-box education experiences and teaching that validate their individuality and need for different methods of instruction.

When did you discover your favorite subject? How & Why?

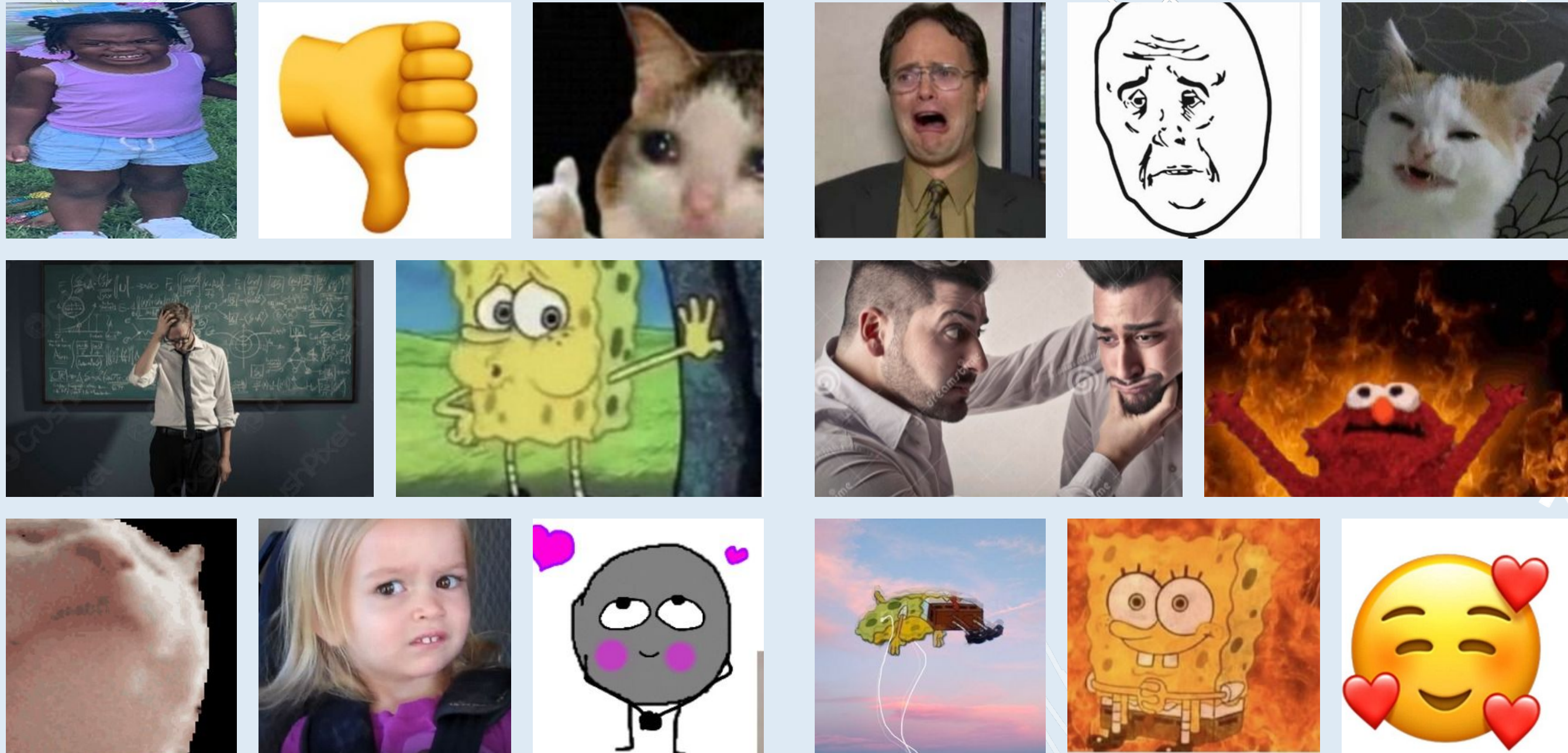
- “Math - Gave passes for students each semester to extend tests if they weren't ready to take it”
- “One time we did a balloon drop and sometimes we would just sit outside and do math work just to change the environment and you could see kids have more interest.”
- “We didn't just have Cape Verdean teachers, but teachers of all races at school made sure to hire diversely. Everyone had one person they could go to. I was close to the principal since I got to be involved in the interview process which consisted of students, parentes, teachers, and staff (<15 people). The Principal we hired was always around, danced in hallways, and gave snacks to students he found in the hallways.”





Math Experiences In School

YAP Student Members Reflections



How Students Feel About Math

YAP Members responded with gifs/memes on their feelings toward math.

Before you click forward, reflect on which gif you most relate to when you think about Math.

Students Visualize Math Learning

Meditation & Visualization Exercise

YAP students were led through a **meditation & visualization of themselves in a math class**. Students were given 10 minutes to write down their answers then discussed amongst the larger group.

Students were able to **identify key themes that supported their math learning** like **visual aids** (math instructional posters & motivational material), as well as, the **feeling & atmosphere**, whether positive or negative that the teacher elicited through both their **teaching style & speed**.

The majority of students noted feeling **confused and overwhelmed with the material**, but fearful of asking for help due to distant relationships with their teachers. It's important to note that these feelings were present for those who both liked and disliked math.





Student Math Visualizations

In Classroom Example Story

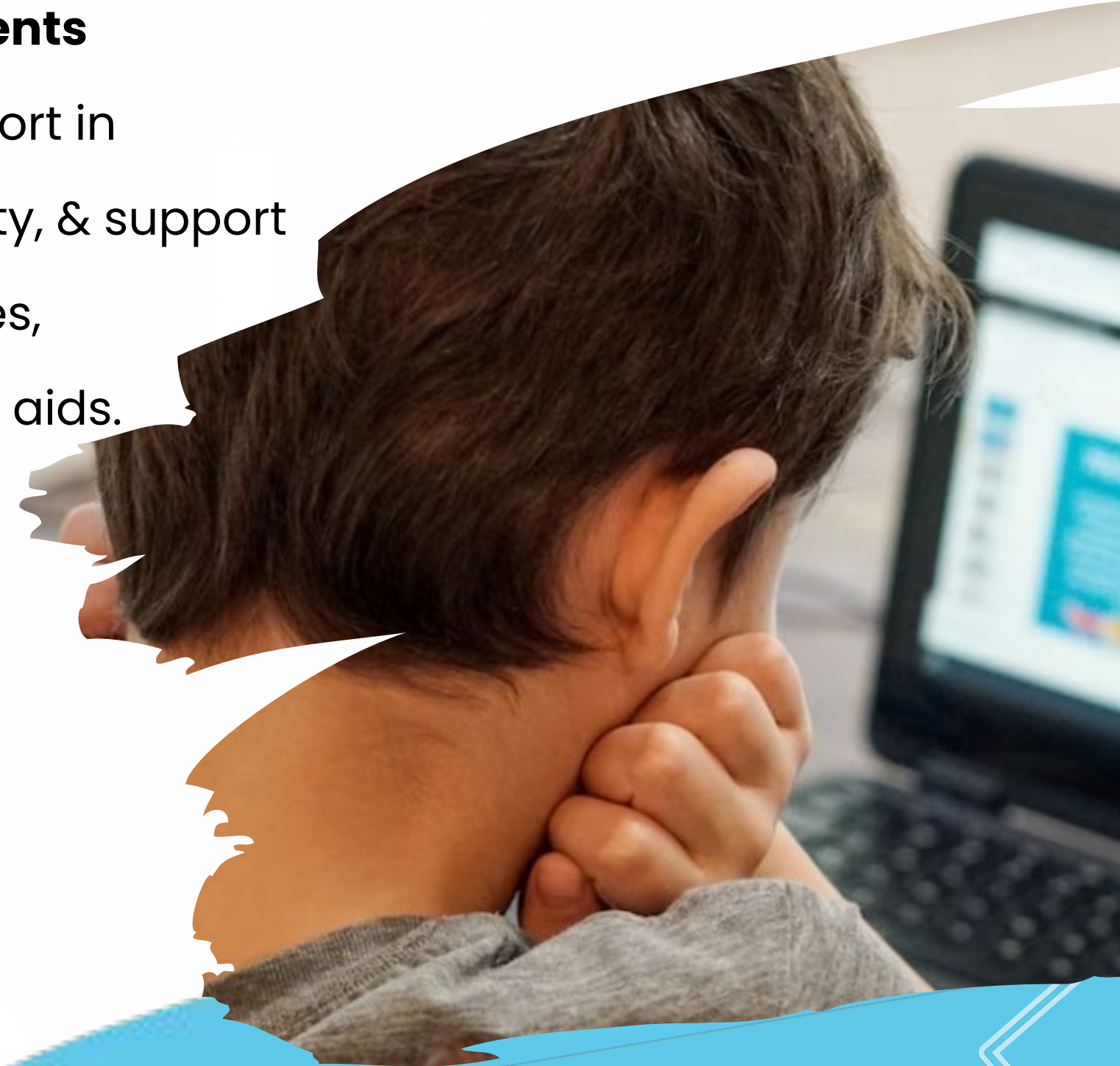
Because I am a junior in a class where the students are younger than me so I'm also feeling embarrassed in a way, but I see students also studying and catching up on work and some of them are my friends as well so that's comforting. I lose my focus and see some posters of mathematical engineering formulas I used to study and it just reminds me how it is just equations, so with practice I know I can get this math as well. For now, I am reviewing my practice test. As I'm making progress on understanding the work, I want my peers to know not to interrupt me.

I see myself in my Engineering class asking my teacher, Mr. Perez (my three-year engineering teacher), for help on my calculus review for our final. I went to him because I know I learn better with his teaching. I feel stressed because I don't understand the math but I'm also beginning to feel relieved because he is not adding to the stress.

The Impact of Covid-19 & Virtual Learning

It's important to note the **absence of the positive indicators students identified with standard virtual learning**. Students need more effort in engagement in order to increase feelings of security, comfortability, & support when learning virtually e.g. frequent check-ins, icebreaker activities, peer-to-peer breakout rooms, & the presence of on-screen visual aids.

"I see a fifty-five inch TV across where I am, a huge bean bag that takes up almost half the room & a bed right below where I'm laying. My teacher is a white, middle-aged man with green eyes & light brown hair. I call him Paul. I'm feeling lonely, awkward & shy. I'm by myself in a room looking at a screen full of students & just seeing my teacher's face. Unfortunately, having school like this on my senior year of high school was something I never imagined. At least the work isn't too bad. I'm learning about Statistics which is a topic I find interesting."



Math Key Insights



Interactive Learning & Direct Support

Students need teachers who will engage them in interactive learning and reach out to them when they're struggling with Math concepts.



Examples Help Learning

Students appreciate teachers who take the time to teach math lessons with examples.



Comfort In Familiarity

Students feel the most comfort with teachers they have known for a longer period of time.



Empowerment Leads To Success

Students want to feel confident, calm, and empowered to succeed in math class.



Different Ways To Do Coursework

For many students, math coursework is done either independently or with support from older siblings.

Student Reflections on Math

Interactive Learning & Direct Support, Pt 1

Students need teachers who will engage them in interactive learning & reach out to them when they're struggling with Math concepts. Many students noted feelings of embarrassment surrounding asking for help, especially when instructors did not make time for questions available during teaching.

What is around you?

- "Other students were doing a test around me while I slept and skipped the test completely leaving the pages blank. I was feeling completely down about myself, I felt like that was the worst I had ever felt in regards to my relationship with math. I wanted to let my teacher and my peers know that I really wanted to try and learn instead of slugging around but no one was putting in the effort to try and teach me."

What do you want your teachers/peers to know?

- "This was the first and almost last time that I actually understood what was going on. I had precalc in 11th grade which was competency based and we had to figure it out ourselves and the class had two teachers. I felt that they would only help their favorites in the class so I wouldn't want to be in the class especially since it was my last class of the day."

Student Reflections on Math

Interactive Learning & Direct Support, Pt 2

Students need teachers who will engage them in interactive learning & reach out to them when they're struggling with Math concepts. Many students noted feelings of embarrassment surrounding asking for help, especially when instructors did not make time for questions available during teaching.

What do you want your teachers/peers to know?

- "I see myself struggling and asking for help outside of my class and cheating on homework assignments. Although it was difficult to be in the class, I tried to catch up with learning. I would also be at home awake at 1 or 2 am watching YouTube videos and NAH academy videos in order to understand my next lessons' assignment and being prepared if called on"

What did you like about your math classes, what didn't you like?

- "In the classes I liked, I liked it because the teachers would make sure we understood before we moved to the next topic. In the classes I didn't like, the teachers basically made us figure out what was going on by ourselves and that would make me give up because I had no idea what was going on"

Student Reflections on Math

Comfort In Familiarity

Students feel the most comfort with teachers they have known for a longer period of time.

What are you feeling? Who is your teacher? What is around you?

- “Mr.Kelly was my teacher. I had him for two years. It felt good. I was ready to learn.”
- “I see myself in my engineering class asking my teacher Mr Perez, my three year engineering teacher for help on my calculus review for our final. I went to him because I know I learn better with his teaching. I feel stressed because I don’t understand the math but I’m also beginning to feel relieved because he is not adding to the stress. I am a junior, in a class where the students are younger than me so I’m also feeling embarrassed in a way.”



Student Reflections on Math

Different Ways To Do Coursework

For many students, math coursework is done either independently or with support from older siblings.

Was math discussed in your household? If so, how often?

What did you talk about? What were you doing?

- "I had to learn how to do things on my own. My mom said school was for me to do by myself which is ironic because she said I have to help my brother."
- "Everything I know about math is because the school teaches me, we never talk about math at home."
- "In my household we often discussed basic math, starting in 1st grad and ending in 2nd grade, because I was "independent enough to do my own homework"... many times we ended up in a fight because everyone had a different opinion."

How did your family help support your learning/development in math?

- "In the Dominican Republic I would go to my dad for help, but when I came to the US, I didn't go to him because he only knew basic math."
- "My brother studied a lot and he used to teach me the different methods when I was studying math."
- "My parents were too busy raising us and providing for us, so they didn't have time to help us with school subjects."

Student Reflections on Math

Examples Help Learning

Students appreciate teachers who take the time to teach math lessons with examples.

What are you feeling?

- “I feel happy, it was the first math class where I actually felt like I understood what was going on. Even if we didn’t understand Mr. Connolly would stop class and actually answer questions with other similar examples so we could move on to the next topic actually understanding what was going on. Mr. Connolly would also sit in front of us and we would ask him questions about what was going on or just having regular conversation.”

Who is your teacher?

- “My teacher is Mr. Lipari who has made it mandatory to have a productive day no matter the energy given from the students. Sometimes making up different situations in order to make the students understand more and perhaps encourage them”



Student Reflections on Math

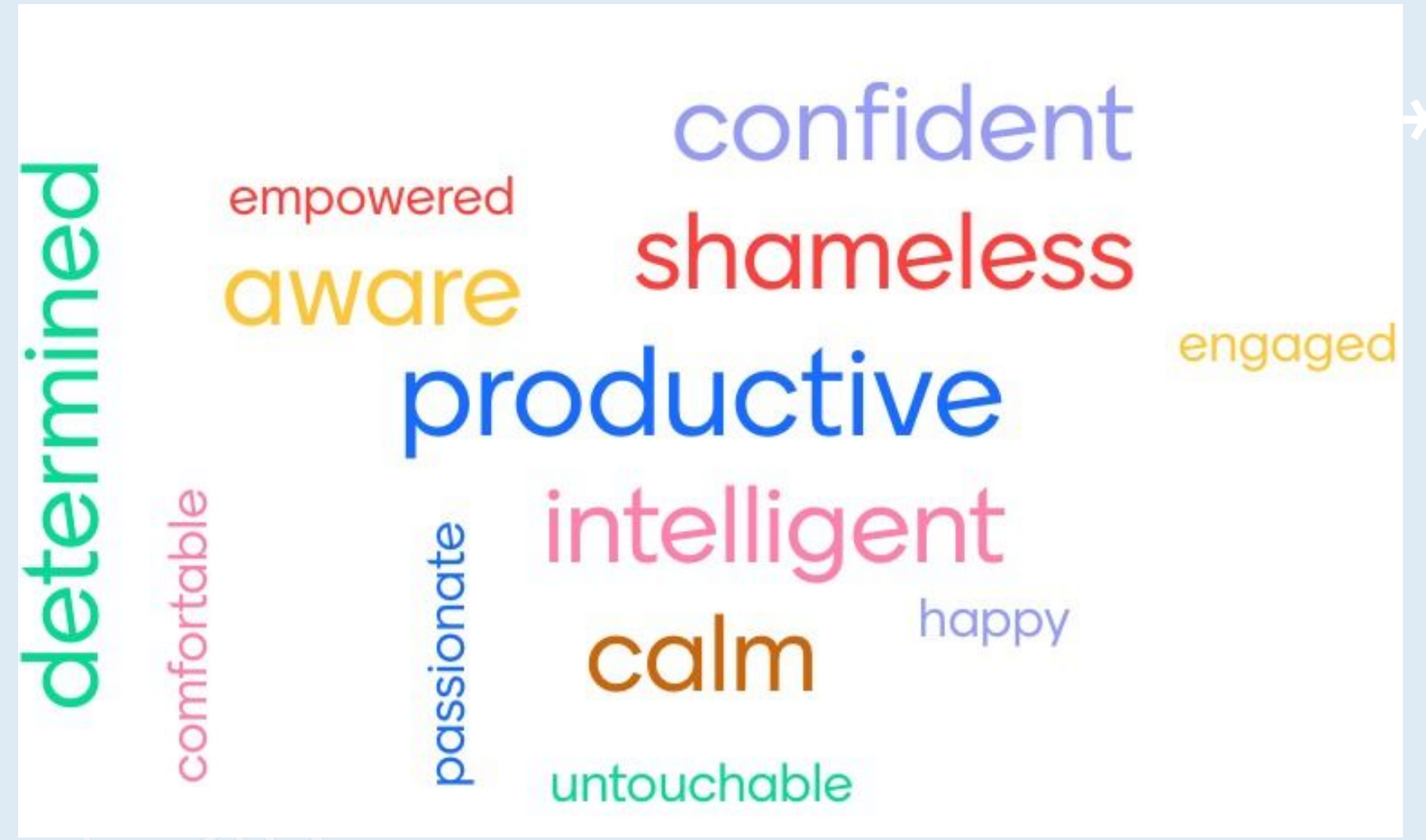
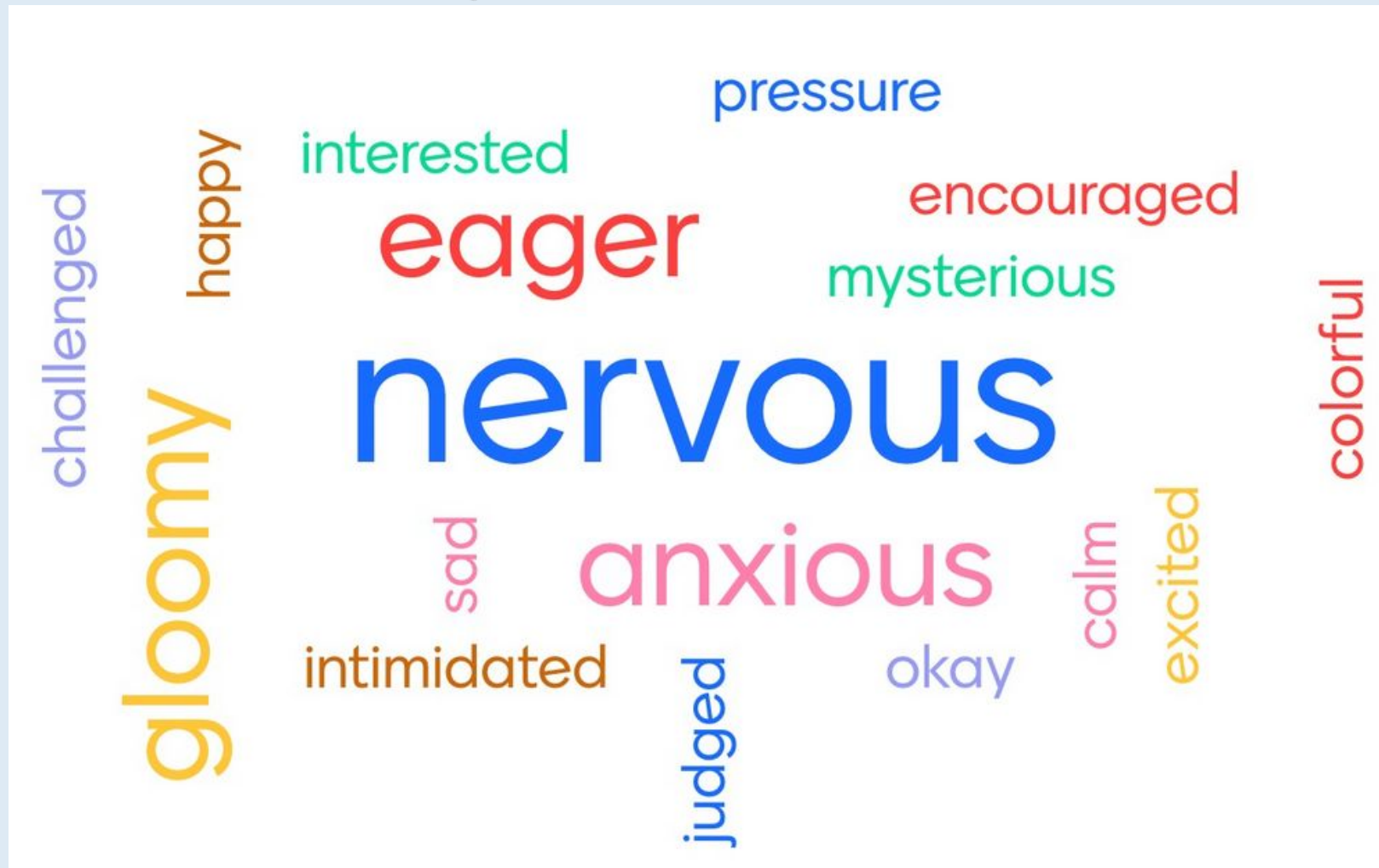
Empowerment Leads To Success

Students want to feel confident, calm, & empowered to succeed in math class. Many students reported high levels of anxiety on the topic of assessments in Math.

How do you want to feel in your math classrooms?

- “I want to feel like I am untouchable and shameless. ...I would also like to feel shameless for asking questions and feeling embarrassed for being the only one.”
- “I want to feel confident when I'm in my math class. I wish I wasn't shy so I can answer the questions without overthinking my answers might be wrong.”
- “I want to feel intelligent” *This thought resonated with most students.
- “I want to feel empowered and aware of what I am going to learn throughout the year/course.”





Students Reflect on Math

In the left box, students were asked to answer, "How do you feel in your math classrooms?" with a feeling. In the right box, students were asked to answer, "How do you WANT to feel in your math classrooms?"

Student Reflections on Math

Empowerment Leads To Success

Students want to feel confident, calm, & empowered to succeed in math class. Many students reported high levels of anxiety on the topic of assessments in Math. As you consider the perspectives youth shared in this report, consider your role in supporting the growth and development of the students you engage with.

What is your role in ensuring students feel productive, effective, intelligent and shameless in the classroom?

- ***If you're an educator, in what ways did you uplift the student's identity, sense of self-worth, help them establish a shared authority?***
- ***If you are a product developer, have you done an equity assessment of your product, ensuring that there is diversity of identity represented and that you are using culturally affirming language?***
- ***As a school leader, do you ensure that the teachers you hire believe in the student's ability to succeed?***

"I do inventory for my mom's new candle business. I see how much she's spent and balance out how much profit she's making."

"My dad learned math through playing poker which I always think is funny because I learned math first at home playing cards"

"I used math when I first start to do groceries when I was 9 years old, because my grandma always said "No te dejes engañar" so I had to sum and subtract."

Math Family Relevancy

While students struggled to draw immediate connections to math and family, through discussion we learned that **many students associate math to real-life financial skills like running a family business**, calculating sale percentages when grocery shopping, home maintenance, and sending money to family in other countries. It's also important to note that for many students, **the burden of helping younger siblings with homework while balancing their own homework** can be heavy, especially when they are the oldest with no older sibling available to help them.

Quality Dimensions of CRSE for Curriculum Materials

After several sessions discussing identity, principles of culturally relevant education and student's experiences in Math, the youth were given the opportunity to advise or suggest solutions that would enable them to better learn and better engage in the math classroom.

The next slide contains [three identified dimensions of quality](#) for advancing **Culturally Responsive and Sustaining Education (CRSE)**. The dimensions identify core attributes of CRSE in relation to the academic and social and emotional content and skills students should learn, as well as the processes and conditions for supporting student learning. Students divided into three teams to explore ideas for solutions.

The outcomes are designed to describe what success looks like for each dimension in relation to what students experience and learn.



CRSE DoQ for Curriculum Materials



West Coast

Centers Diverse Perspectives

Culturally responsive and sustaining education is inclusive of diverse representations of cultures, histories, lived experiences, and world views of people. Deliberate efforts are made to center the perspectives of those who have been historically underserved or marginalized.



East Coast AM

Create & Sustain Asset-Based Learning Relationships

Educators create asset-based relationships with communities they serve co-constructing learning materials, experiences, and environments that reflect the shared values of the community. Deliberate efforts are made to leverage the perspectives of those who have been historically



East Coast PM

Develops Student Consciousness & Abilities To Take Action For Justice

Grounded in with work of Freire, critical consciousness is defined as one' ability to recognize & take action against systems of inequality. The idea of politically neutral curriculum or pedagogy is anti-ethical to a culturally responsive & sustaining education.





YAP Student Solutions

The following ideas are generated by youth to increase and advance communities where students feel seen, respected and valued as a result of a structural focus on Culturally Responsive and Sustaining Education. Students spent roughly 2 sessions preparing solutions, so these ideas are in the beginning stages of ideation.

Student Solution 1

Based On "Centers Diverse Perspectives"

- Learn more about the immigrations acts implemented that prevented certain groups of people from entering
- Poetry, music, and art gets affected by the winning side
- Learn about other people's points of view on the American dream.
- Learn more about the area we are in and how it changed over time and how different cultures affected it.
- Creating activities that create safe spaces and intimate relationships between students and themselves
- Building personalized classroom & empowering each other
- Making sure everyone is on the same page before moving on
- Changing the curriculum to include everyone
- Having a golden rule like "Speak your own truth"



Student Solution 2

Based On "Create & Sustain Asset-Based Learning Relationships"

- In the beginning of the year students do a project about themselves and share it with the class
- Teachers will learn about the students dreams, interests, and culture when they do this project will start to implement this in the classroom.
- Teachers periodically incorporate these skills and cultures into the lessons.
- Ask students what they feel is important to them in their culture so that they can compare and contrast with other students cultures and find things that are similar or things that they didn't know a specific culture did.
- Administrators can have the cafeteria serve different cultural foods once a week



Student Solution 3

Based On "Develops Student Consciousness & Abilities To Take Action For Justice"

- Becoming more involved in the community by communicating to other members in your neighborhood and discussing the common issues in the area. Based on the information shared they can come to a solution.
- Being more active in neighborhood associations
- Discussing with local representatives and going on peaceful protest at local departments and offices to make sure people's voices are heard.
- Holding sessions that educates community members on gender equality and self identity.
- Revaluating school funds by prioritizing wants and needs.
- Diversity In Public schools with Multicultural Days



Student Q&A Responses – Part 1

DoQ 1: CENTERS DIVERSE PERSPECTIVES

After Student Presentations, we opened the floor up to our partners to propose questions to our YAP cohorts. **Based on student responses to questions, there are several other themes and ideas about CRSE and the noted Dimensions of Quality.**

- Students sometimes worry that their classmates can be **one-minded and dismissive**.
- While students appreciate space being made to share and open up, **they don't feel comfortable with forced spaces**. Students need time to develop a relationship before sharing out.
- Students feel that their parents are open-minded and would encourage CRSE.
- Students firmly believe that classmates from other cultures will be interested in learning more about them and the culture (and/or country they come from).
- Students believe that **learning about other cultures diffuses negative stereotypes and "single-story" narratives**.
- On the topic of how to teach CRSE, some students prefer that teachers bring in guest speakers while others prefer if teachers allowed students to create a space amongst themselves first. **All agreed that instructors teaching CRSE would make them feel valued.**

Student Q&A Responses – Part 2

DoQ 2 : CREATE AND SUSTAIN ASSET-BASED LEARNING PARTNERSHIPS

- Students were split when it came to whether or not their parents would support CRSE.
- Students identified that because of their generation, **they feel that culturally-responsive teaching will be well-received.**
- Some students noted that teaching about different religions in school could **dispel negative stereotypes and create a more open-minded student body.**
- On the topic of how to teach CRSE, students had a multitude of suggestions like poems, songs, and student presentations.
- Students identified that when there is a lack of a relationship between a student and a teacher, it is most likely due to the student feeling that they and the teacher share no commonalities or shared interests.
- Students **want teachers to try to teach CRSE**, even if they make mistakes because it will make them better teachers and create better students in the future.





Student Q&A Responses – Part 3

DoQ 3 : DEVELOPS STUDENT CRITICAL CONSCIOUSNESS AND ABILITIES TO TAKE ACTION FOR JUSTICE

- On the topic of how to teach CRE, one student noted that she was given books by Black authors and then given the narrative of the authors (e.g. not paid for work, not properly buried), which created an **awareness of the lack of representation and the existence of power structures**.
- Another student noted that at her school for students newly arrived in the U.S., talking about other cultures helped with her learning English.
- Most **students get their news on social media** (e.g. Youtube, Facebook, Instagram).
- One student noted starting a “Student Voice Action” newsletter on Instagram and suggested it as a way for schools to engage students.
- Students noted that their **family as well as the diversity of their schools played a role in shaping who they are**.
- Students were split when it came to whether or not their parents would support CRE, but they all agreed on the importance of it in their own lives.



Our hope is that these insights support your efforts to create inclusive, thriving classroom and school communities where students are engaged, connected and growing!

If you are interested in learning more about the Youth Advisory Program, BUILD's entrepreneurship program or how we support teachers, check out build.org or email the Director of Pathways, Cindy Pineda at cpineda@build.org
[www.build.org](https://build.org) | <https://build.org/youth-advisory-panel-youth-design-fellowship/>

