Language Matters- Embracing Inclusive Language and Terminology

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About Me

GROUND RULES

- Listen Respectfully
- Be Present
- Speak From Your Truth
- Honor Confidentiality
- Share Air Time
- Take Each Other's Words As Gifts
- Be Open
- Enjoy the Learning

Where We Are Headed
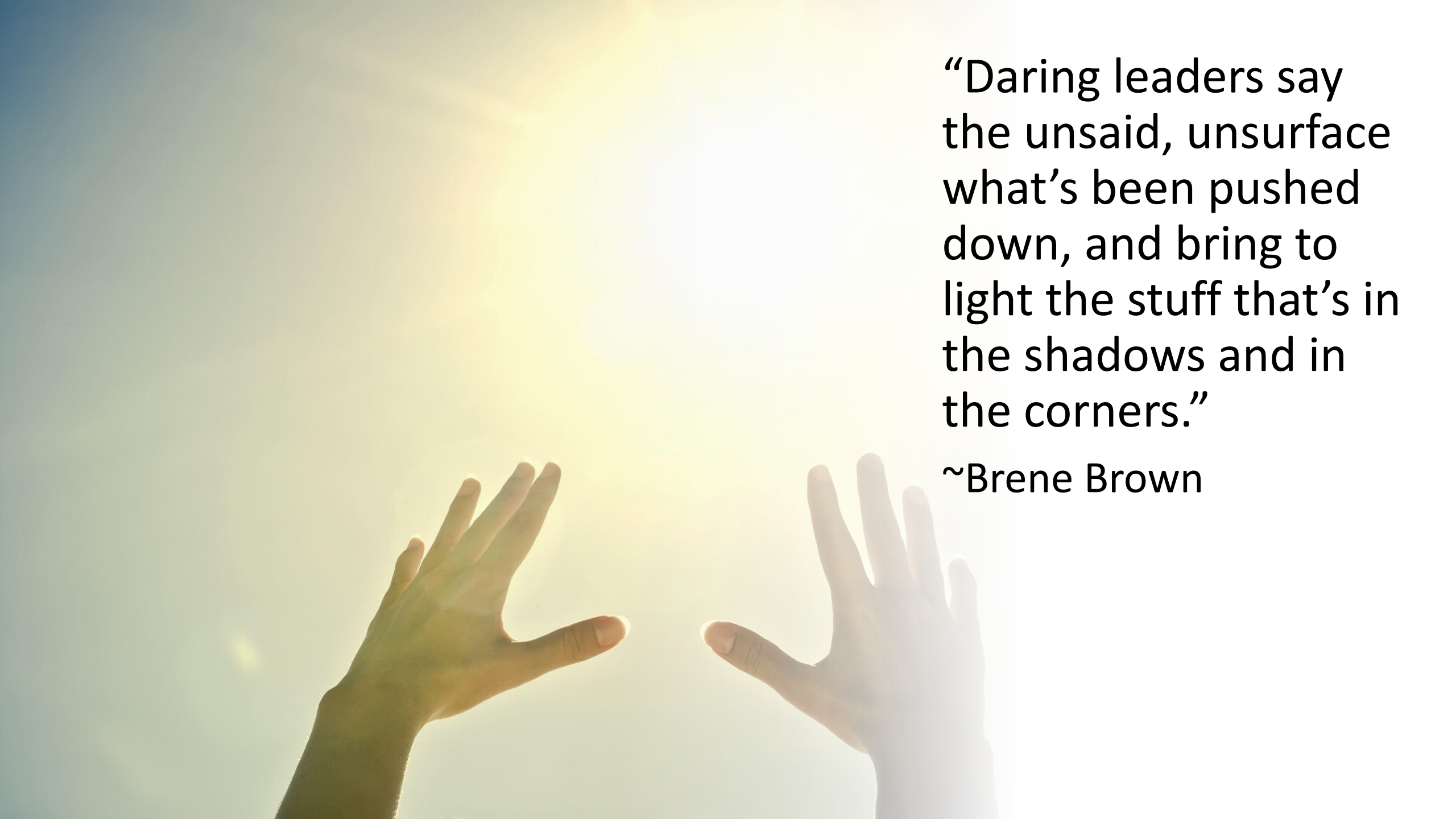

Name Activity → Allyship → Person First Language → Identity First Language → Violent Language → Gender Inclusive Language → Language Focused on Race → Practice

"Daring leaders say the unsaid, unsurface what's been pushed down, and bring to light the stuff that's in the shadows and in the corners."

~Brene Brown

Language Matters

Why is Inclusive Language Important?

- Valued

- Respected

- Heard

- Acknowledged

- Empowered

- Promotes Opportunities

- Combats Bias

What's in a Name

- Share the origin story of your name if you know it. If you don't know the story of your name, share a story that you might have heard from someone else or if you have had the chance to name someone, share that story.

- What feelings or thoughts come up as you both share your story and listen to the stories of others?

HELLO MY NAME IS

PRONOUNCING STUDENT NAMES

HOW DO YOU HANDLE STUDENT NAMES YOU CAN'T PRONOUNCE?

1 "But I can't say that name."

Be humble. Ask for help. We ask our students all the time to do things they think they can't do. Model what you want them to do when they get to something they think they can't do. Ask for help, practice, repeat.

2 "I give them a nickname."

"It is endearing/easier/faster." (<--to you) Names carry our family values, cultures and dreams. Immigrant and students of color most often have names misprounced. It can make students feel invisible. It can feel like a micro aggression or a racial superiority message. Imagine if you went to a business meeting and the entire time they called you by the wrong name. By the end of the meeting, how would you feel? Then you go to the next meeting, and they give you a different name you have to hear over and over. Our students have at least 4-7 teachers. To hear their names mispronounced that many times a day is difficult. Imagine if that many teachers also thought they had the right to RENAME you?

3 "They tell me it is ok or to call them ___."

There can be several reasons for this. First, they see YOU are uncomfortable and they are trying to make YOU feel more at ease. Since you are the adult, they are trying to respect you. In addition, this is often because they have given up after hearing no one even trying to say their name correctly. How to solve? Privately as an individual or as a whole class project, have them record themselves saying their name slowly a few times. Practice then try, try and try again.

4 "I just give them 'the American' version of their name."

See number 1 -3 combined. Our families took time to pick names important to THEM.

They say if you put someone in a huge crowd with a lot of noise and call their name, the person will hear it over any other clatter. Our names are the first words off our mother's lips to us. They ARE our identity.

NAMES MATTER

Let's learn to say our students' name correctly.
Let's respect all cultures, languages and families.

@leadingells

Allyship

Allyship means you're doing the hard work to actively support *people* from marginalized groups—often those with whom you have relationships or who are in your sphere of influence.

https://www.catalyst.org/2021/10/14/allyship-advocacy-questions-answered/#:~:text=Allyship%20means%20you're%20doing,%2Dmakers%20and%20decision%2Dmaking.

ALLIES =
ACTION

Person-First Language

into the Americans with Disabilities Act in 1990 and the Individuals with Disabilities Act in 1997

- Emphasizes the person before the identity or disability

- "We condemn attempts to label us as "victims," a term that implies defeat, and we are only occasionally "patients," a term that implies passivity, helplessness, and dependence upon the

Identity First Language

- Some feel that person first language suggests that their identity may be a negative component of who they
  - Many in the autism and Deaf and hard of hearing communities prefer an identity first approach
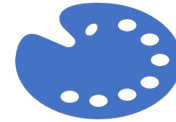
Key Takeaways

Be Curious   Be Flexible   Be Creative   Be Respectful

Avoiding Violent Communication

- Bullet points
- Shoot me an email
- Take a stab at it
- Roll with the punches
- Target audience
- When push comes to shove
- Take your best shot
- Execute a plan
- Blown away
- Bang for your buck
- Time to bring out the big guns

Gender Inclusive Language

- Preferred may assume an identity is a preference
- Avoid the binary
  - Brothers and sister- sibling
  - Mom and dad- caregiver, guardian, parent
  - Husband and wife- partner, spouse
  - Opposite sex- Different sex

When greeting others

Avoid:

ladies   **gentlemen**   **ma'am**   **sir**   **girls**   **guys**   etc.

Consider using instead:

"Thanks, **friends**. Have a great night."

"Good morning, **folks**!"

"Hi, **everyone**!"

"And for **you**?"

"Can I get you **all** something?"

Why?

Shifting to gender-inclusive language respects and acknowledges the gender identities of all people and removes assumption.

Be mindful of language

Job Descriptions

Are you a rockstar developer with superhero problem-solving skills, ready to join our dynamic team? We're seeking a tech winner who can bring innovative solutions to life and a coding ninja who thrives under pressure. If you have a passion for excellence and a talent for overcoming challenges, we want you!

Gender Decoding Resources

- https://gender-decoder.katmatfield.com/

- https://capd.mit.edu/resources/gender-decoder/

Language Focused on Race

Avoid appearance descriptions

Be clear when using words like underrepresented, marginalized, and minoritized

Don't use race or ethnicity as a noun

Avoid assumptions on a person's identity

Asian and Pacific Islander are not interchangeable

Black and African American are not interchangeable

Latina/o/x/e and Hispanic are not interchangeable

Things to Consider

- Language evolves over time

- What language is accepted in society

- English Language Learners

- Allyship is not policing language, but being open to considering others and making changes in our communication

- Everyone makes mistakes

- Ask questions for clarification and understanding

- Progress not perfection

LET'S PRACTICE

Determine if the italicized words or phrases need to be changed and if so, write out an alternative.

1. What are your *preferred* pronouns?
2. There are a lot of *Asians* in the cafeteria today.
3. I am *inspired* by all of the *disabled people* who play a sport.
4. Did you catch the name of *that girl* with the *brown skin* who was just here?
5. We are looking for a candidate that can demonstrate *his* abilities to meet the challenges of the job.
6. I love your friend! She is my new *spirit animal*.
7. My heart breaks when I volunteer with the *homeless.*
8. I got my laundry done and packed for vacation. I feel like I *killed two birds with one stone* today.
9. Our community service project focused on *at risk youth*.
10. One of my coworkers *suffers from* depression.

Resources

NCAA Guidance on Inclusive Language
https://ncaaorg.s3.amazonaws.com/inclusion/bestprac/NCAAINC_GuideInclusiveLanguage.pdf

Linguistic Society of America DEI Resources

https://www.lsadc.org/dei

THANK YOU

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