Middle/Upper School
Dilemmas, Bodies, Independence

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NYSAIS Gender and Sexuality Competencies
in K-12 Conference
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Middle School Needs...of students
Let’s Call them out...

Implications?
Middle School Needs
...of adults
The Data on Teacher Workforce

___% are women, ___% are men (apologies for Census Bureau binary!)

___% are White, ___% are African American,

The average age of a lower & middle school teacher is ____

Implications?

SOURCE: Deloitte/Census Bureau
Resistance in the Middle School

“Let’s keep them young.”
“We’re not a lower/upper school.”
“Isn’t that book too mature for 6th/7th/8th graders?”
“Isn’t that text above the reading/math level of 6th/7th/8th graders?”
“If we talk about sexuality, won’t they start having sex?”
IF PEOPLE TALKED TO OTHER PROFESSIONALS THE WAY THEY TALK TO TEACHERS

by SHANNON REED

“Ah, a zookeeper. So, you just babysit the animals all day?”
IF PEOPLE TALKED TO OTHER PROFESSIONALS THE WAY THEY TALK TO TEACHERS

by SHANNON REED

“My colon never acts this way at home. Are you sure you’re reading the colonoscopy results correctly? Did you ever think that maybe you just don’t like my colon?”
IF PEOPLE TALKED TO OTHER PROFESSIONALS THE WAY THEY TALK TO TEACHERS

by SHANNON REED

“I’d love to just play with actuary statistics all day. That would be so fun! I bet you don’t even feel like you’re at work!”
IF PEOPLE TALKED TO OTHER PROFESSIONALS 
The way they talk to teachers

by SHANNON REED

“You’re a sanitation worker, huh? I hated my garbage collectors when I was growing up. One of them once yelled at me when I stood directly in front of their truck and kept it from completing its appointed rounds, and ever since then I’ve just loathed all of them, everywhere.”
Where is your focus? Are you an octopus, trying to tackle all four at once?

Rosetta Eun Ryong Lee, Seattle Girls’ School
Building your Equity Team
Considerations

Who are the stakeholders? Parents? Admin? Students? Alums?

How will you establish feasible goals and timelines?
Curriculum Models

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Ethics & Sexuality Unit

- 6-week unit
- 8th grade
- Co-taught by Science teacher & Ethics teacher
- Curriculum planning
- Parent letter in advance

Who will teach this unit?

- Gender balance
- Sexuality balance
- Training
- Compensation

Logistics
QSA’s, GSA’s, Affinity Groups

What has worked for you?
What are the obstacles?
Why do this work (clarify your rationale for students and administrators)?
Parent Education

What needs to be done?
Who will you bring in?
Why do this work (clarify your rationale for parents)?
Activity:
Gender/Diversity Goal in Action
Methodology

Design Thinking in Education

In fields of design, there exists a vocabulary, shared mindset, and toolkit of strategies for understanding challenges and building innovative solutions. Education can benefit from adapting these practices to pedagogy, classroom and school design, and policy development.

Explore more online at: tll.gse.harvard.edu/design-thinking

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Design Thinking

What is Design Thinking?

Design Thinking is an approach.

First and foremost, Design Thinking is a mindset and approach to learning, collaboration, and problem solving. Traditional academic teaching and learning is typically analytical and focused. Design Thinking encourages learners to take an inquiry stance, think divergently, and develop reflexivity. The approach affirms empathy, curiosity, constructiveness, and continuous iteration.

Design Thinking is a process.

The design process is a structured approach to identifying challenges, gathering information, generating potential solutions, refining ideas, and testing solutions. The process is circular by nature and demands iteration. Each stage in the process should be revisited and invoked throughout a learning experience to encourage experimentation, solution feasibility, and reflection. (Ineta, 2014)

Learners moving through a design cycle exhibit higher-order thinking skills than those in more traditional learning activities. (Razzouk, 2012)
Design Thinking

What does it look like?

Design Thinking is active.

Design-based projects and curricula empower cross-disciplinary teams to explore new ideas, visit relevant people and places, and build and test physical solutions. Design Thinking enables highly collaborative activities in and outside the classroom. Students are directly engaged in information gathering, knowledge generation, communication, and presentation.

Design Thinking is versatile.

Design Thinking remains equally impactful at the activity, project, course, or program scale. The design process can be employed in its entirety over several months or as a component of another methodology. Design Thinking can be explored directly as an approach or in pursuit of other academic or collaborative work. The process also works well with external subjects or internally within the classroom setting. (Welsh, 2013)
Design Thinking

1. Hasso Plattner Institute of Design at Stanford
Step 1: **Empathize**

- **Goal:** Discover non-obvious, non-judgemental, human-centered insights.
- Choose a partner.
- **Interview your partner** about a problem they are facing related to gender or diversity at their school. **Take notes.**
- Timeframe: 2 mins per person
Step 2: Define

- Goal: Understand multiple needs and synthesize into a single problem statement.
- **POV madlibs**
- Timeframe: 5 mins
- Use your own notebook. Work on your own.
Step 3: Ideate

- Goal: To develop over 20 ideas from your well-crafted problem statement.
- Brainstorming with rules
- Timeframe: 5 mins
- Use your own notebook. Work on your own.
Reminder:
What Design Thinking Looks Like

1. Hasso Plattner Institute of Design at Stanford

visit d.school
Step 4: Prototype

- Goal: Create a visual representation of an idea that can be reviewed by others
- Draw it/List it/Caption it
- Timeframe: 5 mins
- Use a piece of paper and markers. Work on your own.
Step 5: **Test**

- **Goal:** Real world testing with a range of users
- **Speed dating**
- **Timeframe:** 12 mins, 4 min per pair share (3 rounds)
- **Take notes on your feedback!**
Gender/Diversity Goal in Action

Debrief with original partner. Debrief as a large group.
Q&A
Thank You!

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