The road is paved with education

Embracing Young Males of Color in the School Domain

If is the blackest thing that you can do

Outside of the school setting, the ideas presented in chapter 7 mainly address memorizing within the classroom as well as building positive teaching and learning environments. Understanding how the components in educational settings contribute to the racialized barriers that exist in this setting goes on to present the concept of color in looking at these school lives. I also present these common mistakes and narrow ways of thinking or teaching that are often repeated.

Embracing young males of color communizes the practice of men's defensiveness, dehumanizing, dehumanizing their achievements and helping them correct their mistakes.
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As we learn from research on the development of physical and emotional intelligence, the role of vision and color in our understanding of the world is crucial. The color green, for example, is often associated with growth and vitality. When we see the color green, we are reminded of the freshness and renewal of nature. This is not coincidental, as our brains have evolved to respond to colors in ways that influence our emotional state and behavior.

In the context of education, the use of color in the classroom can have a profound impact on student learning. Color can be used to create a stimulating and engaging learning environment, but it is important to use color in a way that is inclusive and accessible to all students. This means avoiding the use of colors that may be culturally or personally meaningful to only certain groups of students.

For instance, the color red may be associated with danger or urgency, which could be problematic in a classroom setting where students are learning to manage their emotions. In contrast, the color blue is often associated with calmness and tranquility, which can be helpful in creating a peaceful and welcoming learning environment.

Furthermore, the use of color in education should be guided by the principles of universal design for learning (UDL), which aims to create an inclusive learning environment for all students. This means considering the diverse needs and experiences of students, and using color in a way that is accessible to all.

In summary, the use of color in education can have a significant impact on student learning. By using color in a way that is inclusive and mindful of diverse cultural and personal experiences, we can create a learning environment that is welcoming and supportive for all students.
When teachers fail to understand a student's unique experience of color, students' behavior often goes unaddressed and can result in a cycle of punishment and reinforcement. The lack of effective intervention can lead to increased alienation and disengagement. The cumulative impact of these experiences can create profound feelings of distrust and disempowerment, which may lead to profound academic and social disengagement.

Addressing racial justice requires educators to move beyond traditional disciplinarian practices and to adopt strategies that foster a sense of belonging and empowerment. By creating equitable learning environments that prioritize cultural responsiveness and anti-racist pedagogies, educators can help to dismantle systemic barriers and support the holistic development of all students.
occur on a larger scale. For example, there is a lack of resources and support for students of color, which can lead to lower achievement and increased dropout rates. This creates a cycle of disadvantage, where students of color are less likely to succeed in school, which in turn limits their opportunities for future success. This cycle is perpetuated by systemic racism and bias in education systems.

In addition to these systemic issues, there are also individual factors that contribute to the achievement gap. For example, students of color may face more challenges in a classroom setting, such as a lack of access to resources or support from school staff. This can lead to feelings of isolation and disengagement, which can further impact their academic performance.

The blame game, or the idea that students of color are responsible for their own academic performance, is a common narrative in education. However, this narrative is often based on the assumption that students of color are inherently less capable or less motivated. In reality, students of color face a range of systemic and cultural barriers that make it more difficult for them to succeed in school.

We must work to dismantle these narratives and recognize the systemic issues that contribute to the achievement gap. This requires a commitment to equity and inclusion in education, and a recognition of the role that systemic racism plays in shaping education outcomes. By addressing these issues, we can work towards creating a more equitable and just education system for all students.
In some instances, the act of removal can be a cultural shock for teachers. They may feel that by employing the act of removal, they are taking away power from the students. This can lead to a power struggle that can be difficult to resolve. It is important for teachers to recognize the potential for power dynamics and to work towards creating a classroom environment where all students feel valued and included.

The Act of Removal

As a response to their everyday oppression, students turn to their academic achievements as a means of power. This is a strategic move to gain control over their lives by seeking education and academic success. This can be seen in the way students approach their studies, often excelling in their work to prove their worth and to challenge the power dynamics present in society. This can be a way for students to reclaim their power and to assert their independence.

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Chapter 2

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Helping students discover their inner thoughts and emotions may involve more than just expres-}

sing their feelings. Understanding the impact of their emotions on their learning is crucial. It's important to create a safe and supportive environment where students feel comfortable expressing their thoughts and feelings. This can be achieved through open and honest conversations, where students are encouraged to share their experiences and feelings. By doing so, students can develop a deeper understanding of themselves and their emotional responses.

Despite varying student responses to the act of emotional sharing, it's important to create a supportive and nurturing environment. This can be achieved by fostering a sense of community and belonging, where students feel valued and respected for their unique perspectives. By creating an environment where students feel safe to express themselves, they can develop a deeper understanding of their own emotions and how they impact their learning.

In conclusion, emotional sharing is an integral part of the learning process. It allows students to express themselves freely, which can lead to a deeper understanding of their own emotions and how they impact their learning. By creating a supportive and nurturing environment, we can help students develop a deeper understanding of themselves and their emotional responses.
Reference for young males of color.

more and classroom techniques that seem to catch the students.

space not only incorporates the acts of removal but also other compo
colors needed to have in order to excel in the school environment. This
next chapter I address more specifically the space that young males of
accepting each others' respectful voices, distinctions, and voices. In the
This form of humanism is rooted upon all participatory recognition and
learning communities, where youth and adults are positioned literally.
The act of removal gives negative and exclusionary the chance to
meaningful relationships based on honesty, trust, and mutual respect.

We provide multiple cases which showcase various human stories, and continue to build
in me and connect on a more humanistic level. From this, we are able
impress and defend some of my narrative's role to see themselves
present stories that I face an echo by echoing stories. My voyage
dropout from high school and from my graduation from college is the
leave the sound from my mind with the police as a reminder to my near
Some of the personal stories that I have shared with my own mind.

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One way to make our humanizing known is by telling students some

reference for young males of color.