

## TRANSCRIPTION

**Collective:** *That's All Folx!*

**Erin:** In *That's All Folx*, we're looking at our latest TV binges as a test lab for identifying and examining problematic social interactions.

**Katy:** I'm Katy, and I use she and hers as my pronouns.

**Erin:** I'm Erin, and my pronouns are she, hers, and hers.

**Noelle:** I'm Noelle, and my pronouns are she and her.

**Erin:** And we are three Graduate Assistants at the Midwest & Plains Equity Assistance Center, a project under the Great Lakes Equity Assistance Center. Welcome to *That's All Folx*.

**Erin:** Okay. So, I think for the finale, we want to just have some time and space to talk through what it has been like for each of us to be a part of this project, in creating this podcast. And what we've learned about ourselves, or throughout the process. So, do either of you want to start?

**Noelle:** Yeah. So, I think initially my thoughts are that this process has highlighted the areas that I need to grow my critical consciousness. And has also made very evident to me the topics that I am most comfortable with and gravitate towards, which I think is mostly race-related. But like, in doing the *Pose* episode, I realized how much I didn't know about the transgender community, especially the, the transgender community of Color. So, I think those are my initial thoughts.

**Erin:** Yeah. I think I want to piggyback on that because I just...so when we filmed *Real World*—and this happened with *Pose*—but when we filmed *Real World*, I naturally

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gravitated to a conversation I was comfortable in, which is talking about the ways in which whiteness is upheld.

**Noelle:** To note, too, is like, we are asking teachers to be uncomfortable in their classrooms—but how uncomfortable did we allow ourselves to get in this process?

**Katy:** Yeah, I think that's exactly kind of what I was...as I've been reflecting on this at first. I've really enjoyed this process, and I think like working...and see, this is something like I want to reflect on, because I feel like working with the two of you has really pushed me. And I think also we've created this kind of space that allows us to challenge each other, you know? And I think that that is something that, that, is a part of that critical reflexivity. And because I think like it...when it, you know, when I was thinking of a show to bring to you guys, it was very surface-level, you know? And then the questions that, that you would ask, or the questions that our Center would ask us as, as we're going through the process, really made me think about like, "Gosh, these choices that I'm making. You know, there's, there's a purpose behind them." And I don't know. I mean, I, I wish that this space, the space that we've created and using, kind of the shows to, to start talking about this, I wish that other people could kind of create that space, too. Because I think they would be able to address some of the issues, like you said Noelle, about being uncomfortable in a classroom. Like, how do you work through that? How can you be supported while you do that?

**Erin:** We as teachers and educators engage in this work that is, can be like, you know, it necessitates vulnerability and authenticity. It can be painful. It can...I mean, being a part of this podcast team stirred up a lot of feelings and emotions and discomfort for me. I view that as a positive, but not everybody does. And so how can there be this simultaneous thing going on of teachers and educators navigating a negotiating all of the things they already have to do within their job and profession, and also holding this type of space and work at the center of what they do.

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- Noelle:** But I think a lot of the equity work in schools, and this might be a myopic view of mine, but a lot of the equity work in our schools happen at the surface level in fostering that space for “being uncomfortable is so important for teachers.”
- Erin:** If we as educators don't sit with the discomfort to unlearn the ways in which we are perpetuating inequities, we are forcing our students and families to sit in discomfort every day.
- Noelle:** Oh.
- Erin:** I just never thought about it like that.
- Noelle:** So, I think that there are two main takeaways for this episode, then. And one is, I think we've mentioned this many times before, is that being uncomfortable is important for teachers and growing critical consciousness. But then the second takeaway is our reflection of how we should have pushed ourselves more to do that in this podcast process.
- Katy:** As we wrap up *That's All Folx*, I want to thank Noelle and Erin for, for working with me on this project. It's been probably one of the most challenging, and also one of the most rewarding things that, that I put together. And I want to thank the Center for the opportunity that they've given us. I couldn't have asked for something better during a pandemic to bring me closer to the people that I work with, and to bring me closer to my scholarship, and learning about things, and pushing me to get outside of my comfort zone, and acknowledge and talk about things as a teacher that have come up, in difficult, difficult and challenging ways. So really, thank you. Thank you both.

**Noelle:** Thanks Katy, that was beautiful and heartfelt. But we hope that this series has inspired other people to be able to see examples of different...to be able to critique media, and then implement those ideas and those lessons in the classroom.

**Erin:** Yeah, and I think...we just want to finish by saying that...a thank you to the teachers, because we see you and, you know, all of us are connected to education in some way. And we know that teachers have so much on their plate. But we hope the main takeaway from this process is: at the core of everything we do should be how we reflect on ourselves, and reflect on our...who we are, and how that shows up in the classroom so that we can serve our students and be equitable in everything that we're doing.

**Noelle:** So that's the series, right?

**Erin:** That's All Folx!

**Katy:** That's All Folx!

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