

Module

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## MODULE 1: UNDERSTANDING CULTURE AND CULTURAL RESPONSIVENESS

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Academy 1: Appreciating Culture and Cultural Responsiveness



**NCCREST**

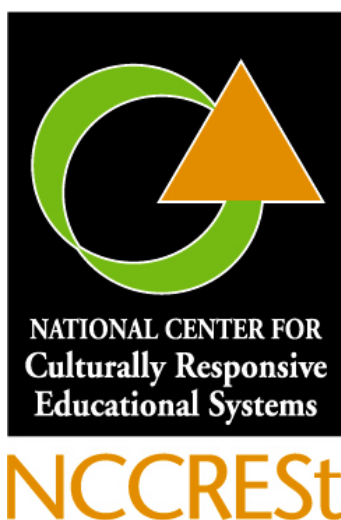
# Participant Handouts

NATIONAL CENTER FOR CULTURALLY RESPONSIVE  
EDUCATIONAL SYSTEMS



# Participant Handouts

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## Academy 1: Appreciating Culture and Cultural Responsiveness

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We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. You will find the version of this academy on the Table of Contents page. Please check our web site regularly -- [www.NCCRESt.org](http://www.NCCRESt.org) – to find new versions and addenda to this academy.

Module 1: Understanding Culture and Cultural Responsiveness

Academy 1: Appreciating Culture and Cultural Responsiveness – version 1 (2005)

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## Academy Abstract:

In this academy we explore cultural responsiveness as it applies to educators and education. In education, cultural responsiveness involves creating equitable opportunities for all students.

## Academy Outcomes:

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Review your own cultural beliefs and behaviors so you can broaden your cultural responsiveness to other people’s (students’) cultures
- Understand the impact of culture on individuals and systems- why does it matter
- Develop a diversity perspective- understanding the developmental process of becoming a culturally responsive educator
- Understand the development of a culturally responsive perspective and pedagogy
- Understand what happens when we are NOT culturally responsive

## Academy Agenda:

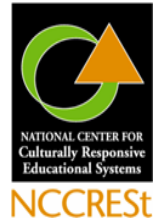
Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

ACADEMY OVERVIEW .....	10 MINUTES
LECTURETTE: WHAT IS CULTURAL RESPONSIVENESS? .....	35 MINUTES
BREAK.....	10 MINUTES
LECTURETTE: DIGGING DEEPER.....	50 MINUTES
LECTURETTE: MAKING A COMMITMENT.....	5 MINUTES
ACTIVITY: GROUND RULES .....	15 MINUTES
LECTURETTE: PRACTICES, PEOPLE, AND POLICIES.....	15 MINUTES
BREAK.....	10 MINUTES
LECTURETTE: BECOMING CULTURALLY RESPONSIVE.....	20 MINUTES
ACTIVITY: HOW DO YOU BECOME CULTURALLY RESPONSIVE?.....	20 MINUTES
BREAK.....	10 MINUTES
LECTURETTE: DIMENSIONS OF CULTURE.....	15 MINUTES
ACTIVITY: COMFORT ZONE.....	25 MINUTES
BREAK.....	10 MINUTES
LECTURETTE: DISPROPORTIONALITY .....	25 MINUTES
ACTIVITY: DISTRICT-WIDE DISPROPORTIONALITY .....	20 MINUTES
THINGS TO REMEMBER.....	5 MINUTES
OUTCOMES REVIEW.....	10 MINUTES
TOTAL: .....	4:55

## GROUND RULES

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### Academy 1: Appreciating Culture and Cultural Responsiveness



This activity establishes academy ground rules for participant and facilitator conduct. Since race, ethnicity, and culture are sensitive and potentially conflicting topics to discuss, this activity generates rules that will govern how participants can discuss the topics with comfort and without fear of negative reactions.

In small groups, discuss the following questions: What would it take to feel safe talking, sharing, and participating in the academy? Include in your dialogue how a safe, culturally responsive, and interactive learning environment can be created through body language, words and language, physical arrangement, and instructional design. Record suggestions in the spaces provided below:



## THE COMPLEXITY OF CULTURAL GROUPS

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### Academy 1: Appreciating Culture and Cultural Responsiveness

Fred is a 65 year old African American male who was born in the South during segregation. His parents had seven children and were poor farmers in a rural area. He completed school to fifth grade and has continued to farm in the same area as his extended family. He has been married for 45 years and has four children and twelve grandchildren. Fred likes to hunt and fish and attends the local Baptist church.

LaShonda is 21 years old and has her own apartment in the same housing project in which she grew up. She and her three brothers were raised by their mother who struggled to keep them clothed and fed by juggling minimum wage jobs and state benefits. LaShonda knows very little about her father other than that he is a white man who had a short relationship with her mother. LaShonda dropped out of high school at 15 when she had the first of her two children. Two of her brothers are currently in prison as is the father of her youngest child. LaShonda is working on her GED, and hopes to go to nursing school someday.

Shamala is 43 years old and immigrated to the United States from Africa five years ago to escape the military regime in his country. He owned his own newspaper at home but now works two jobs and shares an apartment with three others while saving money to bring his wife and children to join him in the United States. Shamala dreams of opening his own business and having his children go to college. He has become a citizen of the United States.

Sarah is a 28 year old African American female born in an east coast city and raised by her mother who taught at the local elementary school, and her father who worked for the United States Postal Service. Sarah is an only child. She graduated with honors from high school and received a scholarship to a prestigious law school. She currently works as a corporate attorney with a nationally known law firm in a major metropolitan area. Sarah loves live music and theatre, and is a practicing Buddhist.

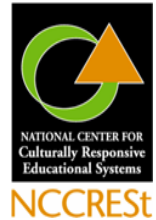
Raheem is 32, black, and was raised in a fast-paced, urban city. His parents were members of the Black Panther movement and joined the Nation of Islam after he was born. His parents are well known activists and civil rights leaders. He graduated college with a major in political science and Black studies. He is currently working on his Ph.D. in political science while teaching at a community college in the African-American studies department. His dissertation topic is "The Use of Racial Profiling by Urban Police Departments."

Fred, LaShonda, Shamala, Sarah and Raheem may appear to share a racial heritage, but other cultural factors have influenced their values, beliefs, and behaviors in ways that leave minimal similarities between them. Think about how their political, career, family, religious, economic and other life experiences have shaped their identities and values beyond their membership in the demographic group "African American."

## RESIST STEREOTYPING

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### Academy 1: Appreciating Culture and Cultural Responsiveness



A stereotype is defined as a generalized belief about members of a cultural group.

In the space provided below, list as many stereotypes as you can think of including both “positive” and “negative” examples (Asians are good at math, gay men have an eye for fashion, blondes are dumb, Blacks are natural athletes, women are emotional). Next, circle all the groups that you belong to, regardless of whether the stereotype is true for you.

## VIGNETTES

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### Academy 1: Appreciating Culture and Cultural Responsiveness

#### Mrs. Jones' Frustration

Mrs. Jones was frustrated. In her first year of teaching she had two students with special needs placed in her high school science classroom for part of each day. It was difficult enough to keep up with lesson planning, and modifying the lessons for her two additional students was a heavy burden. In addition, Mrs. Jones did not feel the school had an adequate support system in place to help new or struggling teachers. Mrs. Jones was not certified in special education, and she did not know instructional strategies that would effectively convey information to the special needs children. As a result, she typically paired the two together and had them work on simple worksheets to pass the time.

#### Watershed

This event took place in an ethnically diverse urban seventh-grade classroom with a majority of Filipino American students. The students were preparing for a field trip to a salmon hatchery in a nearby town. The discussion centered on the habitat needs of the salmon from egg to adult and how natural conditions differed from those in a hatchery. When Ms. Cooper, a European American teacher, used the term *watershed*, two soft dings were heard. The teacher immediately wrote *watershed* on the blackboard and asked children to define the term. She did not move on to the next topic until everyone understood *watershed*.

#### You Have to Speak Up!

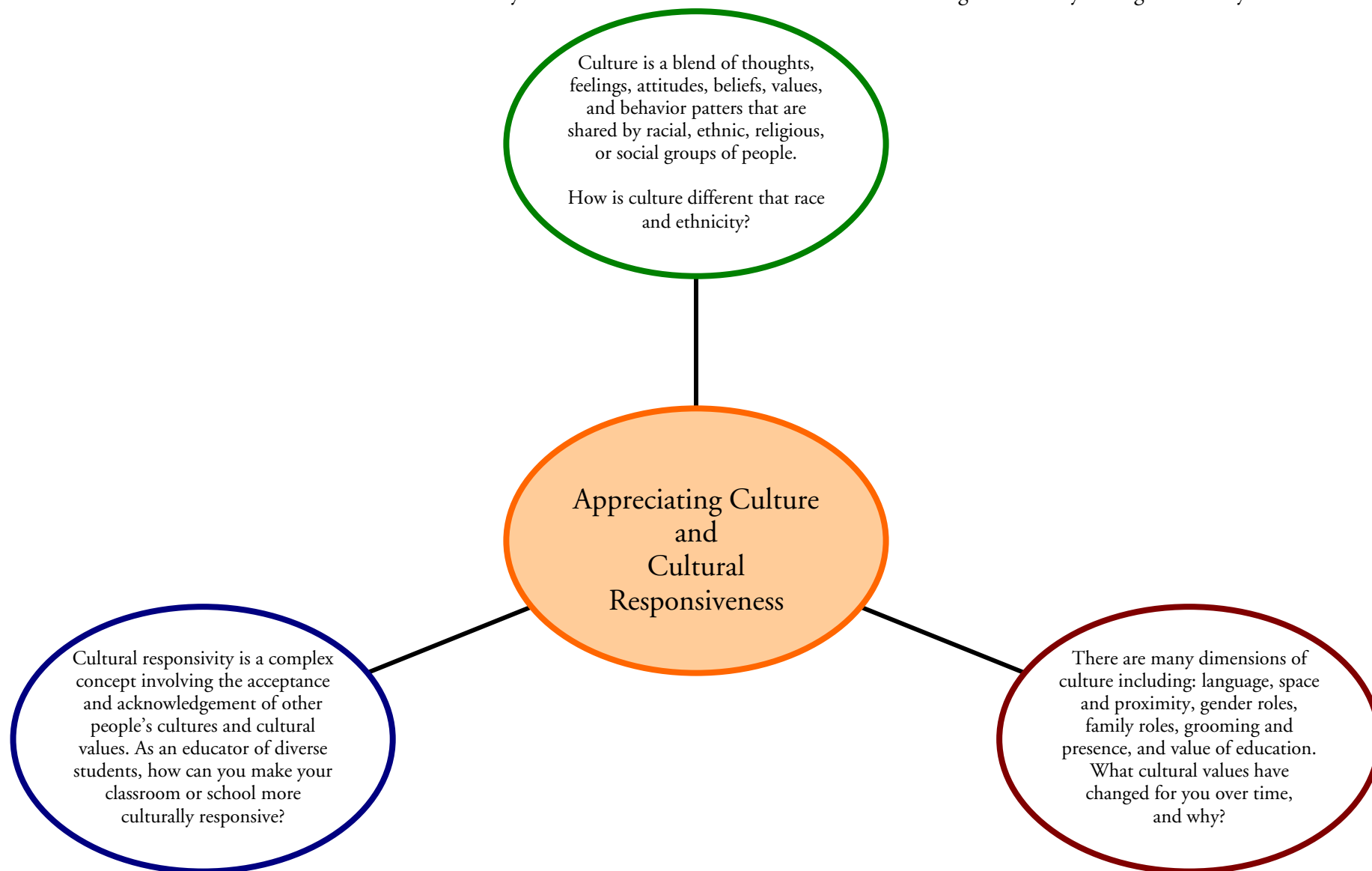
This event took place in a first-grade summer school classroom in an urban setting. The twenty children in this six-week program with a focus on improving literacy and language skills included eight African Americans, six Chinese Americans, four Mexican Americans, and two European Americans. The majority of the children attended other neighborhood schools during the school year. The incident took place during a calendar activity, a daily morning ritual. Individual children were asked to classify the weather as sunny, cloudy, or rainy and to announce the date a day of the week. When the correct answer was given, the teacher places a sun, cloud, or raindrop symbol and new date (number) in the appropriate placeholder on the calendar chart. The twenty children sat on the rug. The teacher drew a name from a cup full of Popsicle sticks with each child's name written on a stick. Winnie, a Chinese American girl, was chosen. The teacher pointed to the calendar, "What is today?" Winnie smiled stood up, and responded correctly, but softly. "Speak up," the teacher reminded, "You have to speak up," then, added in a loud voice, "Winnie, if you refuse to speak up, we will have to call on someone else." The teacher waited a short time and then called on someone else. Winnie sat down quietly, dropping her head.

(Austin-Carter, Brown, Deligiorgis, Dixon-Eberhardt, & Sheets, 2000)

## OUTCOMES REVIEW

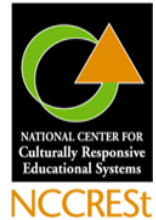
### Academy 1: Appreciating Culture and Cultural Responsiveness

These are the outcomes we've covered in this academy. Choose one or two and brainstorm the knowledge and skills you've gained today.



## FACILITATOR EVALUATION

### Academy 1: Appreciating Culture and Cultural Responsiveness



Please answer the following questions to let us know how you feel the academy went and to help us improve future academies.

1. What is your profession?
2. What professions were represented by the academy participants?
3. How many participants attended the academy?
4. How long did the academy take to complete?
5. Provided is a list of the activities and lecturettes. Please circle the rating you feel best suits the activity or lecturette. A rating of 1 = very poor, a rating of 5 = excellent.

Activity: Ground Rules

1                      2                      3                      4                      5

Lecturette: Race, Ethnicity, and Culture

1                      2                      3                      4                      5

Activity: U.S. Census

1                      2                      3                      4                      5

Lecturette: Dimensions of Culture

1                      2                      3                      4                      5

Lecturette: Why Does Culture Matter?

1                      2                      3                      4                      5

Lecturette: Digging Deeper and Taking Action

1                      2                      3                      4                      5

Activity: Define Cultural Responsibility

1                      2                      3                      4                      5

Lecturette : How Do We Become Culturally Responsive ?

1                      2                      3                      4                      5

Activity : Vignettes

1                      2                      3                      4                      5

6. Which parts of the academy went quickly? Were there parts that ran over the time limit? If so, why do you think this occurred?

7. How did you learn about the academy? Would you lead another academy?
8. Please list suggestions for new topics as well as possible additions or deletions from this module.
9. Please list any changes that you feel should be made to the activities or lecturettes of this academy.
10. Please write any additional comments you want the module developers to hear.

Thank you for your feedback! Your suggestions will improve experience of future facilitators and academy participants. Please fax this form to the National Center for Culturally Responsive Educational Systems at (480) 965-4942.

# Academy Evaluation

## Understanding Culture Academy 1: Appreciating Culture and Cultural Responsivity

### I am a

- General Ed Teacher
- Administrator
- Special Ed Teacher
- Parent
- Paraprofessional
- Other

\_\_\_\_\_

### I am affiliated with a(n):

- Elementary School
- Middle School
- Secondary School

If I were on the next academy planning team, I would ...

Please let us know how useful you found the topics and activities:

#### Activity 1: Ground Rules

Poor 1 2 3 4 Great 5

#### Activity 2: U.S. Census

Poor 1 2 3 4 Great 5

#### Activity 3: Define Cultural Responsivity

Poor 1 2 3 4 Great 5

#### Activity 4: Vignettes

Poor 1 2 3 4 Great 5

#### Self Evaluation

Poor 1 2 3 4 Great 5

Three things I learned that made me go... AH HA!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

As a result of my participation in this academy, I am going to ...





