

APPENDIX V – 114

CULTURALLY RESPONSIVE PRACTICES: MODULE II

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ENDURING UNDERSTANDING

- *Culture exerts a powerful influence on teaching and learning*
- *There are a number of strategies we can employ to create culturally responsive learning environments in our schools*

NORMS

- **Equity of voice**
- **Active listening**
- **Respect for all perspectives**
- **Safety and confidentiality**
- **Respectful use of technology**

PRACTICE TIME

- Groups of 6 to 8 seated per/table.
- Each group has been given a deck of cards and rules to the new game we're going to try.
- Each group should read the rules and practice a few games until everyone understands how to play the game.
- You will have approximately 10 minutes—
Keep score!!!

TOURNAMENT TIME

- When a game is completed, the player with the most tricks moves clockwise
- The player with the fewest tricks moves counter clockwise
- If there is a tie, the person whose first name is alphabetically first wins and moves.



WRAP UP AND RETURN



BARNGA

- 1. What did you feel during the practice round?**
- 2. What did you feel during the first round when silence was required?**
- 3. What emotions did you experience when you started changing partners?**
- 4. What did you think about your tablemates?**
- 5. What did you think about yourself?**

HUMAN NATURE

- Whenever we learn a standard set of rules we tend to feel they are the only correct set of rules.
- In intercultural situations, we make unwarranted assumptions.
- When people behave differently from our expectations, we tend to assume they are stupid and ignorant, or dishonest.
- Very few people consider the possibility that different people may have different rules.

WHAT IS CULTURE?

"Culture" refers to a group or community which shares common experiences that shape the way its members understand the world.

CULTURAL CONNECTIONS

- Culture is one of the most powerful forces in our world. It's central to what we see, how we make sense of our world, and how we express ourselves.



BELIEFS ABOUT WORKING WITH DIVERSE STUDENTS:

- Returning to our previous session
- Reconsidering “Information for Discussion”
- Connect, Extend, Challenge

PROCESSING

Connect: Write down how the ideas and information you have just consider connects to ideas you already know.

Extend: Think about how your ideas have broadened, deepened, or expanded as a result of the new learning experience.

Challenge: Consider ideas that still seem challenging.

Share the thinking: After responding to the prompts work with partners or in groups to discuss the three parts of the routine

CONNECTIONS BETWEEN THE TWO

- In cross-cultural situations, students from widely accepted cultures tend to see their ways of communicating, thinking and acting as the norm and all others as different.
- Some students from underrepresented cultures may give up easily rather than explain their views.
- Some students from underrepresented cultures may be too embarrassed to communicate in different ways.

CULTURALLY RESPONSIVE SCHOOLS

5 Strategies to Start the Year Right!

1. Reflect on your own beliefs and challenge yourself to move beyond fixed ideas.
2. Welcome students by name as they enter the classroom (Learn to correctly pronounce students' names).

CULTURALLY RESPONSIVE SCHOOLS

5 Strategies to Start the Year Right!

3. Ensure that literature and instructional material reflect racial, ethnic, and cultural diversity.

4. Seek multiple perspectives

- “That’s one idea. Does anyone else have another?”
- “That was one way to solve the problem. Who did it another way?”

CULTURALLY RESPONSIVE SCHOOLS

5 Strategies to Start the Year Right!

5. Use students' real life experiences to connect school learning to students' lives.

“What events or situations occur in your family or neighborhood that require some knowledge of _____?”

How does knowing about _____ benefit your interactions in your family, neighborhood, or school?”

How does not knowing about _____ impede your interactions in your family, neighborhood, or school?”

PERSONAL REFLECTION:

- 1. How might awareness and understanding of one's own cultural identity promote effective teaching and learning?**
- 2. How might awareness and understanding of the cultural identity of students promote effective teaching and learning?**
- 3. How can educators establish culturally conscious learning environments to ensure the implementation of multicultural and culturally responsive instruction?**