

Cultural Awareness and Cross-Cultural Communication Module – Part 1

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Agenda

Objective: For participants to engage in readings, individual and small group activities to increase their level of consciousness pertaining to diversity, racial and cultural awareness and cross-cultural communication. This module also includes hands-on activities that teachers can implement with their students to build community and foster cultural appreciation within the classroom and activities to facilitate family engagement.

Welcome and Logistics

Introducing the Topic

Poem: Human Family by Maya Angelou

Review of Statistics

Activity: Circles of our Multicultural Selves

Video Clips & Partner & Small Group Sharing

Discussion: Stereotypes & ways to foster cross-cultural communication

Shared Reading: If She Only Knew Me

Discussion: What is culture?

Reading Assignments & Key findings

Film: LoqueeshashleyFranklinJoseBrown

Discussion

Closure

Human Family
By Maya Angelou

I note the obvious differences
in the human family.

Some of us are serious,
some thrive on comedy.

Some declare their lives are lived
as true profundity,
and others claim they really live
the real reality.

The variety of our skin tones
can confuse, bemuse, delight,
brown and pink and beige and purple,
tan and blue and white.

I've sailed upon the seven seas
and stopped in every land,
I've seen the wonders of the world
not yet one common man.

I know ten thousand women
called Jane and Mary Jane,
but I've not seen any two
who really were the same.

Mirror twins are different
although their features jibe,
and lovers think quite different thoughts
while lying side by side.

We love and lose in China,
we weep on England's moors,
and laugh and moan in Guinea,
and thrive on Spanish shores.

We seek success in Finland,
are born and die in Maine.

In minor ways we differ,
in major we're the same.

I note the obvious differences
between each sort and type,
but we are more alike, my friends,
than we are unlike.

We are more alike, my friends,
than we are unlike.

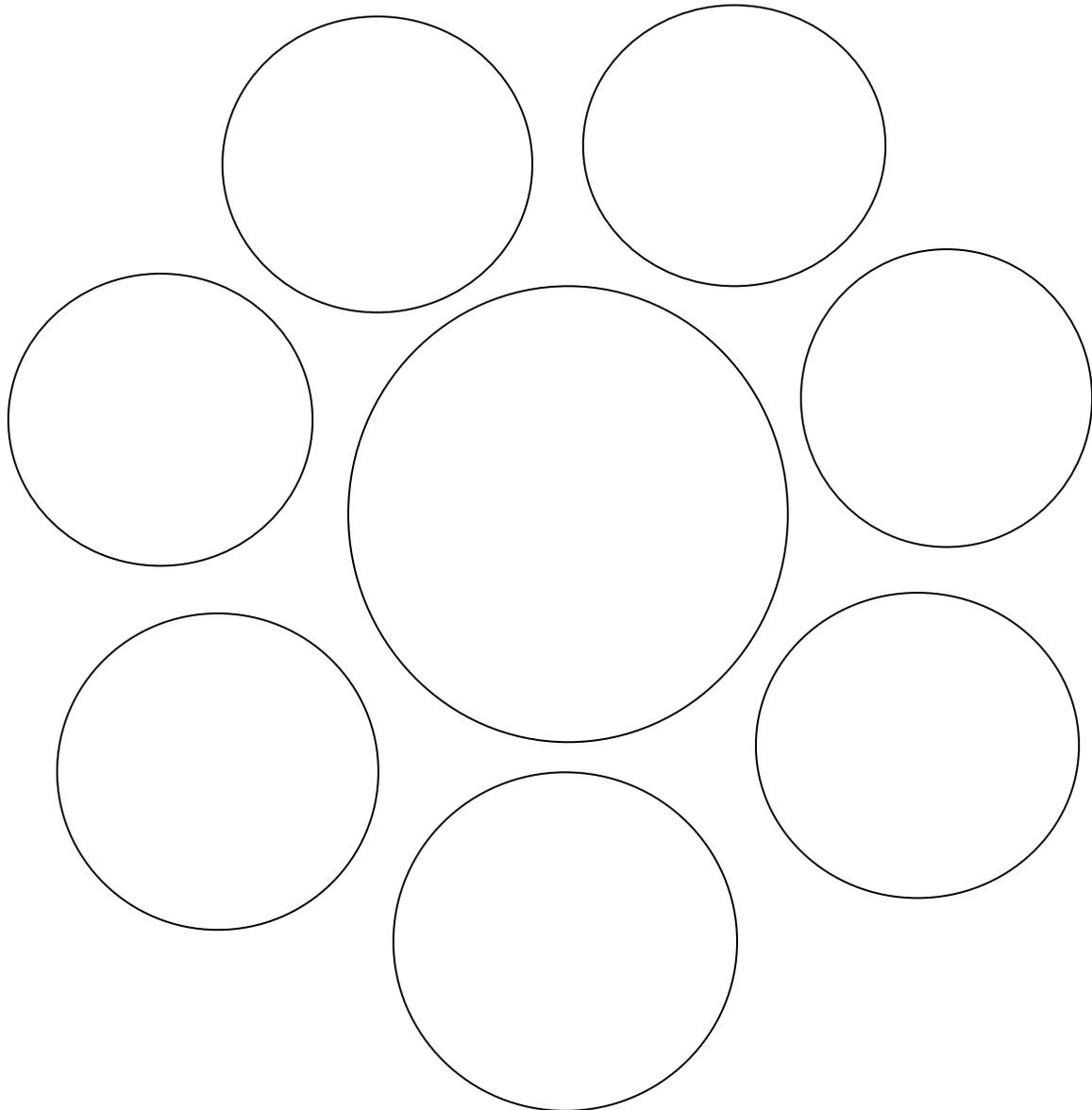
We are more alike, my friends,
than we are unlike.

Identifying Diversity — Circles of our Multicultural Selves

How do you identify yourself?

Objective: For participants to recognize the diversity that exists within self and individuals.

- Write your name in the center circle
- In the smaller circles, write down 7 groups with which you identify
- Put a star next to the group with which you most closely identify at this point in your life.
- Is there a time you ever felt **included** or **excluded** as a member of one of these groups?



Video Clips

(From the TDSI - Teaching Diverse Students Initiative)

<http://www.tolerance.org/tdsi/>

Cultural Awareness & Cross Cultural Communication - PART 1

Dr. Sonia Nieto; University of Massachusetts at Amherst

- ◆ Talks about the importance of viewing students from as asset vs. deficit perspective.)

Dr. Jim Scheurich; Texas A & M University

- ◆ Talks about the prevalence of institutional racism

Dr. Linda Darling-Hammond; Stanford University

- ◆ Talks about the issues of the color line

Dr. Kris Gutierrez; UCLA

- ◆ Talks about understanding cultural practices (1 & 2)

Cultural Awareness & Cross Cultural Communication - PART 2

Dr. Robert Slavin; John Hopkins University

- ◆ Talks about the importance of discussing race.

Dr. Geneva Gay; University of Washington

- ◆ Talks about the core features of a people
- ◆ Talks about culture being a group phenomenon

Dr. Dorothy Strickland; Rutgers University

- ◆ Talks about the importance of learning about your student's background.
- ◆ Talks about the importance of understanding cultural context

Reading Assignments

Objective: These selected readings will help to broaden background knowledge regarding race, culture and diversity. The information will serve as a springboard for discussions about cultural awareness, cross-cultural communication and the connection to education, student achievement and family engagement.

- a. I don't think I'm Biased by Pat Clark
 - b. White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh
 - c. Excerpts from: Developing Cross-Cultural Competence - A Guide for Working with Children and Their Families by Eleanor W. Lynch & Marci J. Hanson
- Break into small groups to discuss each article.
 - Chart the key points of each article.
 - Participants will share their individual reactions and reflections to each article and the implications it has to their work in education.
 - Elicit from participants ways that the knowledge gained from the articles can be translated into specific enhancements or changes in their work with children and families.

Video Viewing Guide: Loqueesha Ashley Franklin Jose Brown (2001)

Produced by Harmony Image Productions

An experimental documentary about children in Philadelphia; with Poetry by Ursula Rucker

Directed by Nadine Patterson

<p>Who is Loqueesha? List 5 aspects about her.</p>	<p>What are Loqueesha's strengths?</p>
<p>Describe her community.</p>	<p>What activities will create personal & cultural connections for Loqueesha?</p>

Background Readings:

- Courageous Conversations About Race - A field guide for achieving equity in schools. By Glenn Eric Singleton & Curtis Linton
- Developing Cross-Cultural Competence - A Guide for Working With Children and Their Families (Excerpts) By Eleanor W. Lynch & Marci J. Hanson
- Getting it Right for Young Children from Diverse Backgrounds. By Linda Espinosa
- How To Teach Students Who Don't Look Like You. By Bonnie M. Davis
- I Don't think I'm Biased by Pat Clark (published in Teaching Tolerance Magazine)
- Motivating Black Males to Succeed By Baruti Kafele
- Other People's Children - Cultural Conflict in the Classroom. By Lisa Delpit
- White Privilege: Unpacking the Invisible Knapsack. By Peggy McIntosh (*Article included in module.*)
- White Privilege And Male Privilege: A Personal Account Of Coming To See Correspondences Through Work In Women's Studies. By Peggy McIntosh, Center of Research on Women, Wellesley College