

## We're All in this Together

This activity illustrates world interdependence. Students are shown a group of seemingly unconnected objects. Each item represents interdependence between the world and their personal lives. During this activity, students come to realize this concept.

**Step 1.** One day prior to the activity, the teacher will bring to class the indicated items or post pictures of the indicated items. Students are to look at the items and decide the common denominator of them all.

**Step 2.** Divide the students into groups of 3-5 students. Each group works together to come up with the common denominator for the group of items.

**Step 3.** On the overhead, record the responses of the groups. Then lead the students into a discussion of personal life/world interdependence.

**Step 4.** Give each group an equal number of items and have them record how each item specifically represents the concept of personal life/world interdependence.

**Step 5.** Have each group report their ideas to the class.

**Step 6.** Present the world issues of ecology, population explosion, scarcity of natural resources, hunger, trade, and world economic system, international division of labor, security, and violence. Match these issues with the items and discuss the meaning of each issue in the world and how that related to their daily life.

**Additional Activity:** Have students bring in another piece of realia from everyday life which represents world interdependence and explain the connection.

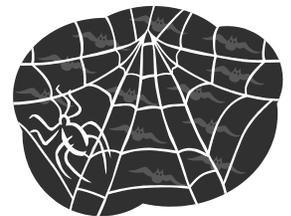
## The Web

1. Divide into groups of four.
2. Fill in the innermost circle of the web with four global issues that are important to your group.
3. In the next circle, give one way in which each issue affects your lives.
4. In the next circle, give one way in which the issue affects your community.
5. In the outermost circle, give one way in which each issue affects the world.

What can world governments do to solve these problems?

What can people in your community do to solve these problems?

What can YOU do to solve these problems?



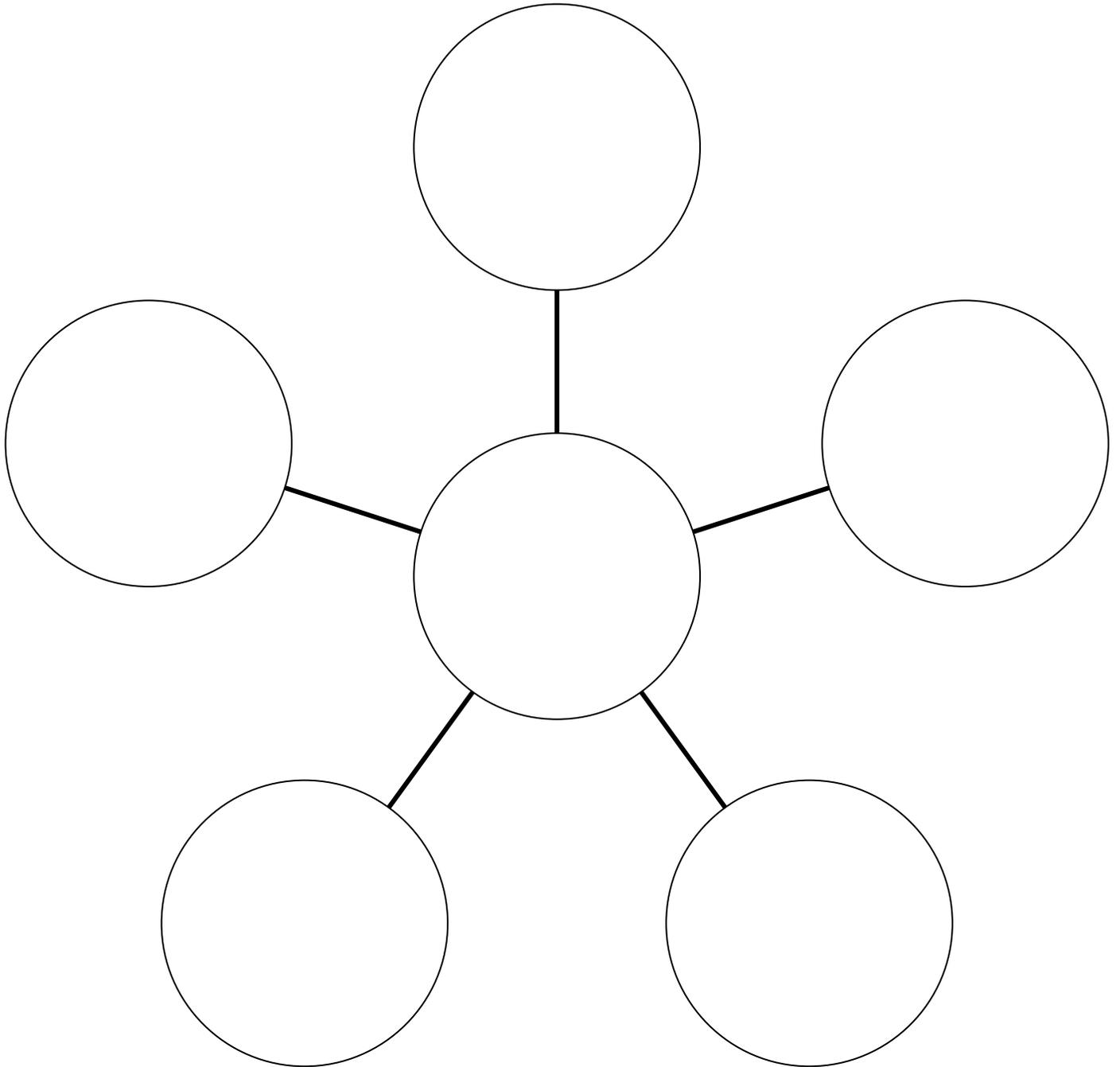
(Activities adapted from anonymous sources)

## Selected Items from We're All in this Together

1. **aerosol can** – individual effect on world ozone layer (ecology)
2. **insecticide bottle** – individual effect of using substances which could harm world ecology (ecology)
3. **birth control pills** – individual effect on the world population explosion (scarcity of natural resources, hunger)
4. **water glass** – regional and world pollution effect on our personal drinking water (ecology)
5. **imported clothing item** – effect of cheap labor of developing countries on individual, cheaper prices and possible loss of domestic jobs (international division of labor)
6. **dollar bill** – effect of value of the dollar on the world economic system (world economic system)
7. **gas can** – individual effects on the world by depleting non-renewable resource, world effect on individual by level of price of gas. (scarcity of natural resources)
8. **savings account book** – amount of individual savings affects borrowing capacity of banks and world effect on individual by fluctuating interest rates and inflation (world economic system)
9. **wheat** – individual effect on world by choice of kind of protein used to sustain oneself and world effect on individual of population explosion causing hunger, higher food prices. limiting choices or violence. (hunger, security of natural resources and violence)
10. **Japanese calculator** – world effect on individual by lower prices for these goods and loss of domestic jobs (international division of labor, trade)
11. **ream of paper** – individual on world by using up natural resources unwisely, world on individual by population explosion overtaking needed forest lands (scarcity of natural resources, ecology)
12. **Olympic symbol** – world on individual by world politics and violence affecting a whole life of personal training (security and violence)
13. **beefsteak** – individual on world by overconsumption of protein affecting world food needs as they become critical affecting individual food choices because of price and availability (hunger)
14. **credit card** – world on individual by level of interest rates (world economic system)
15. **model car** – individual on world by consumption of gas through choice of car model, world on individual by price of gas affecting car usage and choice. Also cheap labor in other countries affecting car prices and automotive jobs domestically.



# Cultural Molecule



## A Cultural Journey

Culture is not just something that someone else has. All of us have a cultural, ethnic and linguistic heritage that influences our current beliefs, values and behaviors. To learn a little more about your own heritage, take this simple cultural journey.

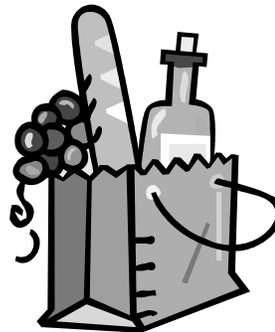
### Origins

1. When you think about your roots, what country(ies) other than the United States do you identify as a place of origin for you or your family?
2. Have you ever heard any stories about how your family or your ancestors came to the United States? Briefly, what was the story?
3. Are there any foods that you or someone else prepares that are traditional for your country(ies) or origin? What are they?
4. Are there any celebrations, ceremonies, rituals, holidays that your family continues to celebrate that reflect your country(ies) of origin? What are they? How are they celebrated?
5. Do you or anyone in your family speak a language other than English because of your origins? If so, what language?

### Beliefs, Biases, and Behaviors

1. Have you ever heard anyone make a negative comment about people from your country(ies) of origin? If so, what was it?
2. As you were growing up, do you remember discovering that your family did anything differently from other families that you were exposed because of your culture, religion, or ethnicity that seemed unusual to you? What was it? Why did it seem unusual?
3. Have you ever felt shocked, upset, or appalled by something that you saw when you were traveling in another part of the world? If so, what was it? How did it make you feel? Pick some descriptive words to explain your feelings. How did you react? In retrospect, how do you wish you would have reacted?

Lynch, E.W. & Hanson, M.J. (1992). *Developing Cross-cultural Competence*. Baltimore: Paul H. Brookes Publishing.



## Cultural Awareness

- Is for everyone
- Is an inclusive approach
- Helps each person understand and respect one's own culture
- Transfers this understanding and respect to other cultures
- Is the beginning of self-respect and acceptance of diversity

## Culture Shapes

- The way we think (cognition)
- The way we interact (behavior)
- The way we communicate (language)
- The way we transmit knowledge to the next generation (education)

## Elements of Surface Culture

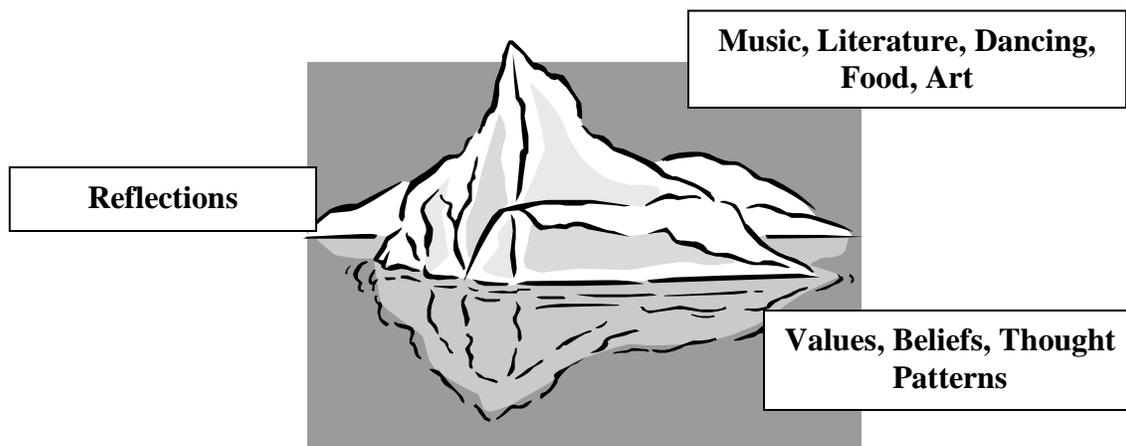
1. **Food** (food and culinary contributions)
2. **Holidays** (patriotic holidays, religious observances, and personal rites)
3. **Arts** (music, visual and performing arts, and drama)
4. **Folklore** (folk tales, legends, and oral history)
5. **History** (historical and humanitarian contributions, social and political movements)
6. **Personalities** (historical, contemporary, and local figures)

## Elements of Deep Culture

1. **Ceremony** (what a person is to say and do on particular occasions)
2. **Courtship & Marriage** (attitudes toward dating, marriage, and raising a family)
3. **Esthetics** (the beautiful things of culture: literature, music, dance, art, architecture, and how they are enjoyed)
4. **Ethics** (how a person learns and practices honesty, fair play, principles, moral thought etc.)
5. **Family Ties** (how a person feels toward his or her family, friends, classmates, roommates, and others)
6. **Health & Medicine** (how a person reacts to sickness, death, soundness of mind and body, medicine, etc.)
7. **Folk Myths** (attitudes toward heroes, traditional stories, legendary characters, superstitions, etc.)
8. **Gesture & Kinesics** (forms of nonverbal communication or reinforced speech, such as the use of the eyes, the hands, and the body)

9. **Grooming & Presence** (the cultural differences in personal behavior and appearance, such as laughter, smile, voice quality, gait, poise, hair style, cosmetics, dress, etc.)
10. **Ownership** (attitudes toward ownership of property, individual rights, loyalties, beliefs, etc.)
11. **Precedence** (what are accepted manners toward older persons, peers, and younger persons)
12. **Rewards & Privileges** (attitudes toward motivation, merit, achievement, service, social position, etc.)
13. **Rights & Duties** (attitudes toward personal obligations, voting, taxes, military service, legal rights, personal demands, etc.)
14. **Religion** (attitudes toward the divine and the supernatural and how they affect a person's thoughts and actions)
15. **Sex Roles** (how a person views, understands, and relates to members of the opposite sex and what deviations are allowed and expected)
16. **Space & Proxemics** (attitudes toward self and land; the accepted distances between individuals within a culture)
17. **Subsistence** (attitudes about providing for oneself, the young, and the old, and who protects whom)
18. **Taboos** (attitudes and beliefs about doing things against culturally accepted patterns)
19. **Concepts of Time** (attitudes toward being early, on time, or late)
20. **Values** (attitudes toward freedom, education, cleanliness, cruelty, crime, etc.)

Gonzales, Frank. *Mexican American Culture in the Bilingual Education Classroom*. Unpublished doctoral dissertation, The University of Texas at Austin, 1978.



### **Cultural Awareness**

- My way is the only way
- I know their way, but my way is better
  - My way and their way
    - Our way

## Cultural Mirrors



What aspects of an international visitor's daily interaction with North Americans have been the most difficult for him/her to understand, accept and adjust to? The following topics were found to be discussed most frequently by the international visitors involved in inter-cultural training. (Information provided by the Washington International Center in Washington D.C.)

Activity: Divide the students into groups. Students will read the visitors' impressions of North Americans. They then comment on their impressions from a North American point of view.

1. **Pace of Life** The North American is on the go, racing the clock from dawn to dusk, obviously in pursuit of something which seems just beyond his/her grasp.
2. **Friendship** North Americans come on too strong, too soon by being informal and approachable and then fail to follow-up with the implicitly promised friendship.
3. **Emotional Expressiveness** According to the standards of the Latin Americans the North Americans are "hombres de hielo" (men of ice) because they stand far apart when talking, they greet without any feeling, and generally display a cold, distant demeanor as they race about. Yet the visitors from Asia see the North American displaying emotions and conducting himself impulsively.
4. **Individualism and Freedom** North America has a lot of liberty – maybe too much- for there are many social problems. Liberty is used in the wrong way, as when certain groups use it against the government. All forces should go in the same direction to develop the country. But, in North American society individual freedom, the right of each person to "do his own thing" seems excessive.
5. **Self-reliance and the Family** There's a general sense of chaos in North American family life and in particular a lack of discipline in raising children. There is a neglect of the child's "existence" brought on by the need to quickly disentangle him/her from the protective web of the family. In doing so, North Americans let a child do anything and tell him/her only after he/she has done something wrong. This is confusing to the child. We tell a child what is right and wrong before he/she does anything. There's no sense of interdependence between members of a family.
6. **Informality and Morality** North Americans are shocking in the way that they dress. Girls go "nearly naked" on the street and "show more than they should." "There's disorder in the way people dress, especially in "high places like the Capitol, the Kennedy Center, and at school." There seems to be a lack of discipline in dress, manner, and morality. It is very difficult to be a visitor in North America because of the informality – "if only I know what is expected in different social situations."
7. **Crime** North Americans have everything in terms of material goods but lack peace of mind. It seems that they live in tension and nervousness. One has to be announced at apartment buildings and there are heavy chain locks on all doors.

8. **Tipping** One of the disadvantages to living in the U.S. is giving the tip; it makes me feel uncomfortable. Why don't you pay proper salaries? How can one show genuine appreciation for service rendered since the tip is more or less automatic?
9. **Teacher-Student Relations** The students' demeanor is disrespectful towards his/her teacher. There seems to be no difference between teacher and students. The classroom is open, and one can criticize the teacher.
10. **Lack of Knowledge about Foreign Countries and Cultures** North Americans ask what kinds of houses we live in and if we drink Coke; they seem to think we are still throwing spears. There seems to be a general lack of knowledge of and interest in foreign countries and cultures. This is particularly apparent in the general absence of international news in the American press.

## **Ethnocentrism**

Belief in the inherent superiority of one's own group and culture

*—Random House*

Can stifle effective communication across cultures, blocking the exchange of ideas and skills among people

## **Culture is a bias.**

It establishes the foundation from which we make judgments, form opinions, and formalize decisions

## **Ways to Counteract Stereotypes**

- Emphasize similarities as well as differences.
- Don't let single traditions define an entire culture.
- Point out diversity within a world culture.
- Teach diversity within the United States.
- Learn about other cultures.
- Understand different perspectives
- Look for the positive.
- Accept differences.

## **Create a Feeling of Self-worth**

### **Belonging**

#### **Class Survey**

Give each child in the class a survey question to ask every other child in the class. These questions may include the following: favorite color, favorite music group, favorite T.V. show or movie, favorite food etc. After the student asks all of his classmates, he/she makes a graph of the answers to share with the rest of the class. This activity makes students realize that there are many similarities as well as differences within the group.



### **My Gift**

Each student has an imaginary gift box. Each person decides what gift he/she will give to the group. Upon opening the imaginary box, each student will tell what his/her gift is. Gifts may include kind words, a smile, a helping hand etc.



### **Our Class Mural**

On a piece of butcher paper, have the students create a class mural by writing their names, drawing a picture of themselves (digital pictures could be used instead of drawing) and drawing things that are important to them. As the class participates in activities, pictures and thoughts could be added to the drawing.



## **Power**

### **Power in the Classroom**

Students need to be given responsibilities whenever possible. These responsibilities could include passing or picking up papers, helping to clean up, getting supplies for their group etc. They also need to be given choices in assignments whenever possible.

### **Service to Others**

Students feel that they are valuable when they can help others. In your classroom, develop some service projects in which your students can participate. Research has shown many positive results from service to others.

### **My Purpose**

For students to have self-worth, they must have a purpose or passion in life. Have students complete the following statements. In a group, each student draws one of these statements and then completes it for the group.

I am passionate about---

I wish that I could---

Something good that I have done is---

I can help solve a problem in my school by---

I can help solve a problem in my family by---

Three things I like best about me are---

I can be a good citizen by---

I can help others by---

If I could be a superhero I would be \_\_\_\_\_ because-----



## Self-respect

### Teacher Ideas to Enhance Self-worth in the Classroom

- Make your teaching student-centered
- Give encouragement to students
- Create a warm and accepting classroom for all students
- Provide opportunities for all students to experience success
- Highlight each student's strengths
- Help students to be realistic in their self-evaluation
- Urge students to work for improvement not perfection

(Adapted from a workshop on self-concept)

**SUCCESS**

### Name Acrostic

Have the students write their name and positive adjectives or skills they possess beginning with the first letters in their names. Younger students could draw rather than write. Example

P-patient A-a good listener T-talks to everyone

### Positive TP

Pass a roll of toilet paper around the class. Students take as many sheets as they wish. The students then need to write or draw something positive about themselves on each sheet. Upon completing this task, students share what they have written or drawn.

(Adapted from Shirley Rothell)



### Ticket out of the Door

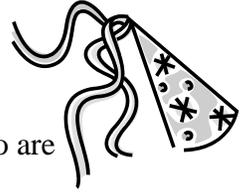
Before students leave the classroom at the end of the day, have each child share one of their successes that day or what they have learned that day. This gives each child a sense of accomplishment.

### Encouragement

Encouragement helps students believe in themselves. It focuses on effort and identifies talents, assets, and strengths. First use a T chart to have students define what encouragement looks like and sounds like. Then give each student a sheet of paper with encouragement written at the top. Papers are taped to the back of each student. Each student writes a word of encouragement to every other student. If the child is too young to write, pictures may be drawn. This activity makes student feel good about themselves.



## Heroes



### Who Would You Invite?

You are having a party to honor the five most important people in your life. Who are these five most important people and how have they been important in your life?

### Yarn Activity

Students discuss what makes people heroes and who some of the heroes of today are. The teacher begins this activity by saying who his/her hero is and why. He/she then tosses the ball of yarn to another student who says his/her hero and why. This process continues until all of the students have participated.



## Stereotype Activities

### The Jock / The Geek

1. Create a chart with the headings “The Jock” “The Geek”.
2. Students list adjectives and expectations that describe these two categories.
3. Students come up with classmates that don’t fit these descriptions.
4. Students create a class definition of stereotyping.
5. Students write about a time that they have been stereotyped.

### The Name Game

Do these famous characters seem different when they change names? How? Why?

Michael Mouse-----Mickey J. Fox

Stephen Wonder-----Stevie Spielberg

Barbara Doll-----First Lady Barbie Bush

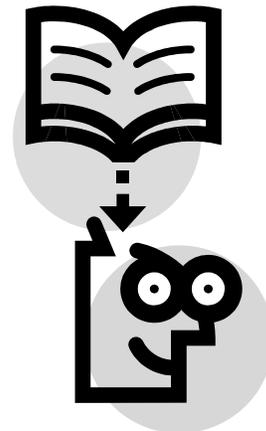
Bill Shakespeare-----Buffalo William

Have the students come up with their own list.

### **For Children to Know, to Care, to Act---**

### **Knowing – Cognitive**

- Literature
- Read About Different Cultures
- Tap Global Information Sources
- Classroom-to-Classroom Collaboration
- Student Travel
- Look at Different Perspectives
- Similarities / Differences
- Develop Critical Thinking Skills



### **Look at Different Perspectives**

Have the students consider some issue from a variety of perspectives such as looking at the world from the perspective of a child, a teenager, a businessman, a humanitarian, a cow, a farmer etc.

### **Similarities / Differences**

This activity is designed to discover likenesses and differences among classmates. Divide students into groups of four. Each student needs a marker of a different color, and a large piece of newspaper. One member of the group will draw the following diagram in front of him/her. Students need to discuss and find four things they all like or all dislike. These things need to be written in the center square. Then each student needs to find four things about himself/herself that is different from the other members of the group. These need to be written in his/her section of the diagram. At the completion of this activity, each group may present its findings.

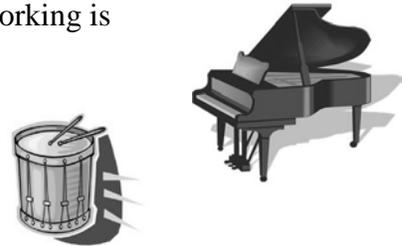
### **Critical Thinking Skills**

#### **Venn Diagram Verb Activity**

A student will work with a partner using a Venn Diagram. One of the ovals is labeled I, the other oval is labeled with your partner's name, and the intersecting area is labeled we. From a list of verbs, write the things that you do alone, conjugating the verb correctly. Comparing with a partner, write the things only your partner does, and then the things you both do, conjugating the verbs in the third person singular and the first person plural.

#### **Forced Choice Metaphors**

1. The musical instrument that describes my manner of working is  
piano – tuba – flute – drum
2. The animal that describes me when I am in a group is  
lion – deer – fox – dove
3. The thing that describes my personality is  
fire – rain – mountain – river



#### **Compare and Contrast**

Compare and contrast the similarities and differences between an aspect of the target culture and the student's culture.

#### **Categories**

Divide the students into pairs. Each pair of students writes sixteen vocabulary words from units they have studied. They mix up the vocabulary words and leave them on the desk. When the teacher gives a signal, the pair moves to the next desk and then has the task of putting the cards written by his classmates into categories. This activity continues until the teacher wishes to stop or when all of the words on all of the desks have been categorized. The teacher may then discuss the various ways the students categorized the words.

## **Caring – Affective**

- Show-n-Tell
- Cultural Quilt
- Cultural Fair Project
- C. P. R.
- Rice Bags
- Japan – Chairs
- Cooperative Learning Activities
- Group Activities



### **“Show and Tell”**

This is an excellent communicative activity for the beginning of the year. It works very well in second, third, and even fourth year classes. Students bring things to share with the class. They talk for a set amount of time such as two or three minutes or a designated number of sentences. To aid class comprehension, students may write on the board any new words. Other students are held accountable by being required to take notes or a quiz that is given at the end of the presentations. I do this activity once a week for five weeks. Students learn about each other as well as learning some practical language as they practice speaking. I also learn a great deal about my students which makes it much easier to develop relationships with them.

1. What’s in a bag? Students bring five objects that represent them.
2. Family presentation – Students bring a picture of their family or a made up family and tell about them (may use ser and estar).
3. Adjectives – Students draw pictures of different emotions and then describe when they feel these emotions.
4. Can you guess? Students give clues, and their classmates guess what object they have in their sack.
5. My favorite place – Students bring a picture of their favorite place and describe where it is and why it is their favorite.

### **Cultural Quilt**

Students create a cultural quilt to create a sense of pride in one’s own culture. Teachers give students a piece of 6 x 6 colored cotton material. Teachers instruct students to depict their culture by drawing, sewing, and painting on the quilt square. Teachers should encourage students to use their creativity. Teachers may then sew the quilt squares together, or for the less talented teachers, super glue on a white sheet works very well. Students may explain their quilt squares to the class.

### **Cultural Fair Project**

1. Your project should reflect:
  - A. How your topic is related to your family, your culture, or your community.
  - B. New learning which resulted from this assignment.

2. Your project should speak for itself. Anyone looking at it should be able to tell what you are trying to say and the purpose of your project. The title should reflect an accurate statement of the project.
3. Your project should be colorful, clear and neatly done. Make your project simple and enjoyable for your audience to look at. Printing should be large enough to be easily read. Use stencils or some other method such as a computer to make clear title letters. Labels with clear explanations should describe the meaning of different objects in your display. Check your spelling. Make sure you tell your audience what you have made especially for your project.
4. Your project should be inexpensive. Materials for your project should not cost you or your parents a lot of money.
5. Your project should not be too complicated. Talk with your teacher before you start your project. Make sure you are clear about what you want to do. Don't try to cover too broad an area. It's better to be clear and complete than be too general and broad.
6. Make the project sturdy enough to stand on its own.
7. The type of project:
  - A. Individual project is one in which you do all the work yourself.
  - B. Team project can be done by only two students who share the same cultural background or same interest. Each partner must do an equal share of the work.

### **C.P.R. Cultural Participation and Research**

In order to learn a language, it is important for the student to learn the culture of the people who speak it. The following culture activities are designed to give student credit for trying some new experiences in the target culture.

These culture activities offer many ways for parents to participate in the learning process. We thank you in advance for your help and support in these activities. Each student is required to earn 30 points.

Students need to show evidence of their work by an oral report, dance or song to be presented to the class. It might be a scrapbook, an art project, poetry, a display, or a video. Students should consider those projects that best suit their talents and interests. This project is designed to be an interesting way to learn about the culture while studying the language. The following will be taken into consideration when assigning points:

- Educational value
- Time invested in the project
- Effort and neatness
- Quality of work

#### **Music---**

- learn and present a traditional dance (20)
- memorize and sing a traditional song from the target language (15)

#### **Art---**

- research ancient art and create a display (30)
- reproduce a famous painting (20)
- create an original piece of art showing the target language influence (30)
- paint a mural depicting the target language culture. (20-30)

**History or Geography---**

- research and create a display depicting the target language culture (30)
- make a map of the target language countries (15)

**Cooking---**

- research and create a display about foods from the target language countries including recipes (samples may be brought to the class) (20)

**Holiday Celebrations---**

- create a display about traditional holiday celebrations (20)

**Making Movies---**

- video tape interviews with people from the target language (30)

**Sports---**

- make a display describing popular sports in the target country (15)

**Creative Writing---**

- write and illustrate a collection of poetry pertaining to life in the target country (30)
- write and illustrate a children's book depicting life the target country (30)

**News---**

- create a display of news articles about the target language countries (20)

Adapted from Suzanne Charlton – University of California

**Cooperative Learning and Group Strategies****Jigsaw**

This is an excellent way for students to read information and share with each other what they learn. The teacher divides the information to be read into three, four or five parts. The class is divided into study teams of three, four, five students depending upon how many parts the reading is divided into. Each person is assigned a part of the reading. After the student reads that part and determines what he/she considers important, all students who have read that same part join together to discuss the important aspects. Each student then returns to his/her study group and shares the important points from his/her reading.

**Talking Tokens**

Students are each given two or three tokens that they must use during the class period. I propose a topic for discussion. It can be as simple as family or as difficult as environmental issues. Every time a student shares, he/she must give up a token. After all tokens are gone, the student can no longer talk. To receive full participation points, the student must get rid of all his/her tokens.

**Think/Pair/Share**

Students listen while the teacher asks a question. They are given time to think about an answer, discuss responses with their study buddy, and finally given the opportunity to share with the class.

### **Use of Projects**

Throughout the year, incorporate projects to add interest. They provide a hands-on approach, allow for student creativity, are easily adapted to different levels, can be assessed by rubrics, and may incorporate cultural information.

### **Four Corners**

Given four choices or ideas, students go to the corner labeled with their choice and discuss their reasons for going there. For example, a teacher may use the seasons, and students go to the corner labeled with the season they like best and discuss why.

### **Numbered Heads Together**

This small group activity is excellent for review of verb conjugation. Organize the class into groups of five and give each student a number of one to five. The teacher gives the class a verb to conjugate. The students get their heads together to make sure each student knows the conjugation of the verb. The teacher then randomly calls a number, and students with that number stand up. Then each student must give a form of conjugation of that verb.

### **Inside-Outside Circle**

This activity is a great way to review vocabulary. The teacher forms the class into concentric circles: an inside circle facing outward and an outside circle facing inward with each student having a partner. Each student has an index card with a vocabulary word to be reviewed written on it. After 15 seconds, the teacher calls change, and the outer circle moves one person to the right and shares their vocabulary words. This process continues until students have their original partners.

### **Total Class Review**

On a single review sheet, I list all the questions that students should know how to respond to in the target language. Each student is given a copy. To begin the activity, each student answers one or two questions. After 15 seconds, I give a signal and the student passes the paper to the next student. The next student may correct a question and answer another question. This process continues until the student has his original paper. That student may then finish answering the questions and correcting any question on the paper. I usually give two to three minutes. Two students give me a number between one and the number of students in the class, each student a different number. From my class sheet, I take the papers from the students whose names correspond to the numbers. I grade the review sheets, and all students in the class get the higher grade between the two papers.

### **Acting – Social**

- Building Celebration
- Welcome Program
- International Club
- Kids Care
- Paperclips
- Interview the Community
- Dealing with World Conflict
- Conflict Resolution



### **Say Hello to the World**

Students draw a paper with one of the following countries on it. The class then gets in concentric circles. The students move in opposite directions in the circles until the teacher says stop. They then greet the person opposite them according to the country they selected.

- Japan – bowing
- Hispanic countries – abrazo
- Bolivia – handshake, half hug, handshake
- African Tribe – hands placed on shoulders, pull earlobes, return hands to shoulders, say “yeh”
- France – close friends kiss on both cheeks
- U.S. - handshake



### **Building Celebration**

Teachers set aside a block of time (a week) to promote the use and to highlight the importance of global education. Students will choose projects and/or activities in which to participate to accumulate a predetermined number of points for a grade. The teachers work together to determine a list of projects and/or activities that will increase students’ awareness of other cultures and the need for global education.

### **Welcome Program**

The school or classroom can develop a Welcome Program for new students. Students who are part of the Welcome Program greet new students, show them around the school, help them understand the rules and procedures, and become their “buddy” for at least a week.

### **International Club**

Students join together to learn more about other cultures. They accomplish this goal by inviting speakers from other cultures to their monthly meetings, attending cultural events in the community, reading about other cultures etc.

### **Kids Care**

Go to the following web site to find ways that kids can perform acts of service to show that they care about the community, nation, and the world -- [www.kidscare.org](http://www.kidscare.org)

### **Paperclips**

Whitwell Middle School in rural Tennessee is the setting for this documentary about an extraordinary experiment in Holocaust education. Struggling to grasp the concept of six-million Holocaust victims, the students decide to collect six-million paper clips to better understand the extent of this crime against humanity. The film details how the students met Holocaust survivors from around the world and how the experience transformed them and their community.



## **Interview the Community**

For this research project, students interview community residents about their culture. They gather information about the history, traditions, language, crafts and recipes living in the area. From these interviews, the students will write stories touching on all aspects of life from the various cultural perspectives.

## **Dealing with World Conflict**

- Identify places in the world that are at war with each other.
- Assign each war or conflict to a group of youth and explain that they are mediators.
- Each group forms two teams, one representing each side of the conflict.
- Research the conflict.
- Each side state the conflict and 2 or 3 solutions.
- Have the sides work together to come up with one solution satisfying to both sides.

## **Conflict Resolution**

1. Listen to the other person.
2. Take time to deal with emotions.
3. Be clear about my needs and opinions by using “I” messages.
4. Brainstorm ideas to resolve conflict.
5. Improve my problem solving skills.
6. Expect gradual improvements.
7. Be sincere.
8. Care for the person even though we’re in conflict.

## **Culturally Responsive Teaching**

Culturally Responsive Teaching is what we do, but more importantly it’s how we think. The following are five culturally responsive teaching methods that affect the teacher and the students:

- Self-awareness
- Developing a Cultural Lens
- Create the Space
- Cultural Knowledge
- Sustain the Space

**Self-awareness** – unpacking my life-world versus my students’ life-world It asks us to think about, and to get our students to think about, who we are, how we think others view us, and our life-world experiences that have brought us to think and be this way.

### **Assumptions Activity**

The first day of school have students “assume” things about you and each other. You create the list. Then reveal to each other the reality.

### **Me in a Box/Bag**

Have the students put things in a box or bag that displays who they are.



**Developing a Cultural lens** – CRT teachers must be able to construct and reconstruct the curriculum. However, you can't do any of these unless you are consciously thinking about it or you have purpose to do so.

### **Curriculum Lens Strategy**

- Listen to the group of teachers you hang out with everyday, how do they talk about student?
- Listen to your friends when you go out tonight talk about other people
- Listen to yourself make references to other people
- Deliberately ask someone, “Why did you say that about him?”
- Deliberately think about how the curriculum is “speaking” to our students
- Pretend there's a Lens that you're looking through (CRT lens) when you write curriculum

### **The Sunglasses Story**

Imagine, if you will, that in your own country, from the time of the first people, today, and far into the future, everyone that was ever born or will be born was born with two legs, two arms, two eyes, a nose, a mouth and a pair of sunglasses. The color of the lenses in the sunglasses is yellow. No one has ever thought it strange that the sunglasses are there because they've always been there and they are part of the human body. Everyone has them.

Take the yellow sunglasses off and look at them. What makes them yellow are the values, attitudes, ideas, beliefs, and assumptions that all people in your country have in common. Everything that they have seen, learned or experienced (past, present and future) has entered into the brain through the yellow lenses. Everything has been filtered and interpreted through all these values and ideas that have made the lenses yellow. The yellow lenses thus represent your attitudes, beliefs, values, and cultural background.

Thousands of miles away in another country, from the time of the first people, today, and far into the future, everyone that was ever born or will be born was born with two legs, two arms, two eyes, a nose, a mouth, and a pair of sunglasses. The color of the lenses in their sunglasses is blue. No one has ever thought it strange that the sunglasses are there because they've always been there and they are part of the human body. Everyone has them. Everything that the people see, learn, and experience is filtered through their blue lenses.

A traveler who wants to go to that far-away land may have enough sense to realize that to learn about the country and the people more thoroughly he will have to acquire some blue sunglasses so that he can “see.” When the traveler arrives, he wears the blue sunglasses, stays for two months, and feels he really is learning about the values, attitudes, and beliefs of the people. He actually “sees” wearing their sunglasses. He comes home to his own country and declares that he is now an “expert” on that country and that the culture is green.



**Create the Space** – scaffold, set-up, define the classroom learning environment. With purpose teachers should scaffold, set-up, and/or define what the physical and emotional learning environment will sound like, look like, and feel like throughout the academic year.

### **“Y” Chart**

Students feel more ownership in a classroom where they take part in setting the rules. The “Y” Chart achieves this goal, The teacher indicates that he/she wants **respect, support, and safety** in the classroom, and the students determine how to meet these objectives. Divide the students into groups of three or four. Each group has three post-it notes. On one post-it note, they write something that **sounds like respect**. On the second post-it note, they write something that **looks like support**, and on the third post-it note they write something that **feels like safety**. Then each group posts its notes on the “Y” Chart (see below) at the front of the room and explains its reasoning. From these notes and class discussion, the class determines the rules that will facilitate their learning.



## **Creating a Classroom Community**

### **Important Components**

- Belonging – all students need to feel included.
- Each student is valued as a unique individual.

### **Classroom Traditions**

- Fifteen minutes a night
  - encourage students to study for 15 minutes each night.
- Music
  - play to initiate certain activities such as beginning class
  - play Baroque music during tests
  - play music during group work
- Peppermints for tests
- “Homefun” (Quantum Teaching)
- Brain breaks – every 15 minutes
  - share with a partner
  - stand and share
  - change activity
  - show an example
  - use visuals
  - tell a story or anecdote



### **Brave Conversations**

- Asks us to “go there” when discussion of culture, identity, and race emerge in our classrooms
- Asks us to talk about race, culture, and identity in our classrooms

- Asks us to expect that conversations about race, culture, and community will happen in our classrooms---we have to be ready when they happen

**Cultural Knowledge** – having it, or learning where to go get it. Cultural knowledge is the knowledge we have of our students’ cultures. It is helping students to recognize and honor their own cultural beliefs and practices while acquiring access to the wider culture.

### **Cultural Fair Project**

(Explanation under affective activities earlier in handout)

### **Cultural Quilt Project**

(Explanation under affective activities earlier in handout)

**Sustaining the Space** – strategies to keep culturally responsiveness alive in your school and classroom.

### **Questions that Sustain the Space**

- If you’ve been successful getting your students to think about their culture and other cultures, how can you get them to pass it on?
- If we’ve walked into the CRT epiphany, how can we get other teachers to do the same?
- How could you lead a CRT workshop?
- How can you lead your team in an analysis of the curriculum for cultural relevance?

Adapted from a SDE presentation at the National DI Conference by Dr. Ignacio IV Lopez

## **Strategies to Build Global Competencies**

**Investigate the World** – Globally competent students ask and explore critical questions and “researchable” problems that are globally significant.

**Weigh Perspectives** – Globally competent students recognize that they have a particular perspective and that others may or may not share it. They can compare and contrast their perspective with others, and integrate their own and others’ viewpoints to construct a new one.

**Communicate Ideas** – Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors and that they may perceive different meanings from the same information. They can effectively communicate with diverse audiences. Globally competent students are proficient in English as well as in at least one other world language.

**Take Action** – Globally competent students can envision and weigh options for action based on evidence and insight, and they show courage to act and reflect on their actions.

**Apply Disciplinary and Interdisciplinary Expertise** – Globally competent students learn to use the tools and methods of inquiry of the disciplines. They understand the interconnectedness of the issue and its broad themes.

## The ABCs for Cultural Education

- A** is for **Awareness** of those around us.  
**B** is for **Beauty** of all people.  
**C** is for **Caring** about each other.  
**D** is for **Dignity** that we all possess  
**E** is for **Ethnicity** of which we should be proud.  
**F** is for **Feelings**, important to all of us.  
**G** is for **Giving** of ourselves.  
**H** is for **Hope** for a better tomorrow.  
**I** is for **Integrity**, our standards tell so much about us.  
**J** is for **Jointly** working together.  
**K** is for **Knowledge** which erases ignorance.  
**L** is for **Love** to be shared.  
**M** is for **Mankind**, his entire human race.  
**N** is for **Nobody** is unimportant.  
**O** is for **Optimism** which enhances everyone's life.  
**P** is for **Progress** made toward understanding.  
**Q** is for **Questions** that will produce positive answers.  
**R** is for **Respect** for oneself and others.  
**S** is for **Self-worth** which we should never be without.  
**T** is for **Tolerance** toward others.  
**U** is for **Understanding** different cultures.  
**V** is for **Values** learned along the way.  
**W** is for **Wealth** gained by sharing our diversity.  
**X** is for **X-ray** vision that helps us see the good in others.  
**Y** is for **You**. Make your life what you want it to be, forward and upward.  
**Z** is for **Zeal** to appreciate a multicultural world.

