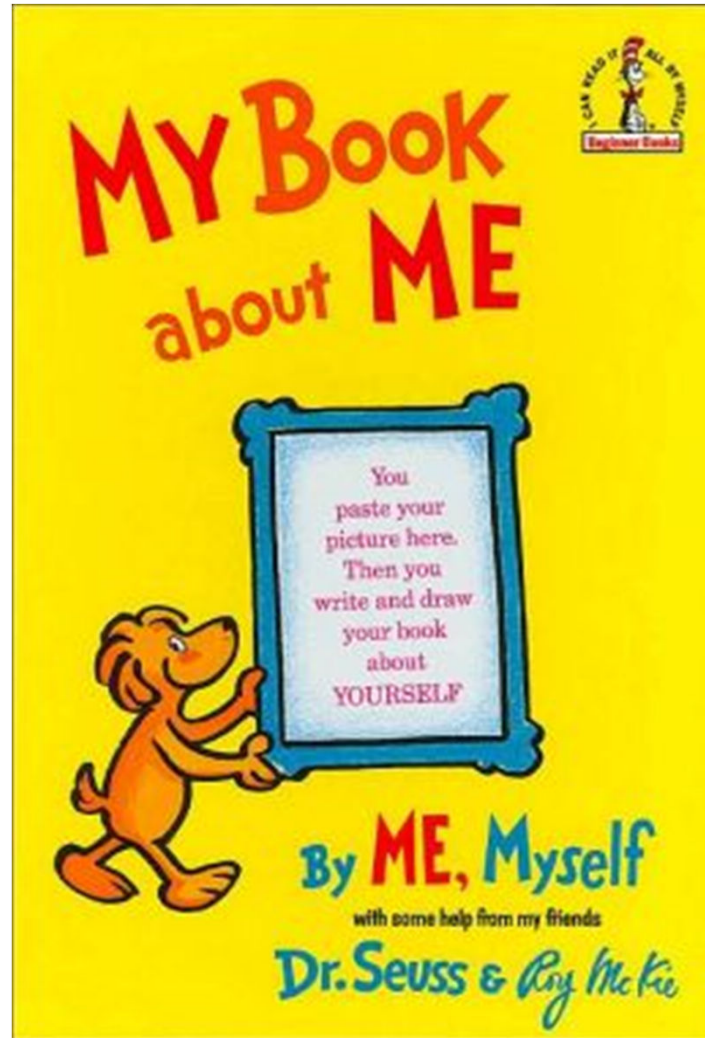


Culture and Diversity: “Starts With YOU”

szívesen látott bem-vindo 환영받는, 인기 있는
Welcome She:kon
Bienvenue vítaný welkom
Yin Dee 歡迎される
teretunud
ευπρόσδεκτος willkommen
Swaagatam Kolipaio
受歡迎的 dobrodošiel BIENVENIDO
Dobrodošli mile widziany
binevenit disambut baik tervetullut
välkommen
Chào mung benvenuto

Introductions



Objective:

- Discuss what it means to be *diverse* and have *diversity*?
Introduce additional terms in relation to diversity.
- Analyze our selves and ask...Do I know myself?
- We will train on becoming and continually growing into the “Cultural / Diverse You”.

Now getting to know you?

- Complete the form “Personal Assessment of Culture.”
 - Assess your own culture.



Jelly Bean Test

- Everyone will come up to the front and gather their favorite jelly bean.
- Do not eat it, please.
- Be ready to discuss.



Yellow

- Not usually outspoken
- Usually smart and innovative, artistic
- Hard workers
- Exciting to be with—will try anything if it's safe
- Look at things with perspective and respect others' opinion
- Spiritual aspects important

Black or White

- Highly structured and organized
- If given an assignment, how many pages, etc.
- Always want to know the rules
- Neat and organized—can't deal with sloppy, unorganized people

Orange

- Cheerful and good-natured
- Have the ability to get along with almost anyone
- Friendly and have a ready smile
- Do not like to be left alone
- Enjoys life and inspired others to reach their potential

Pink or Red

- Courageous and has lots of energy
- Smiles much of the time
- If others are not smiling, will ask what the is the problem
- Genuinely care about people and become involved
- Highly influenced by others—share joy, sadness and grief
- Make decisions with feelings, act on impulses of heart
- Spend great deal of time on phone, texting, listening to others

Blue or Purple

- Flirty and passionate, highly creative and excitable
- Visionaries and have lots of new ideas
- Short attention span—high standards for them and others
- Procrastinators who thrive on chaos, enjoying the challenges of different problems
- Questioning—why it must be done a certain way, why it can't be done differently

Green

- Love recognition—THEY SHOULD STAND
- Seen as leaders and in highly visible positions
- Decisive, directed and focused
- Respect authority and recognition
- Love black and white jelly beans—they will organize their projects for them.

USUALLY 75% OF GROUP IS ACCURATE

Developing a Common Language

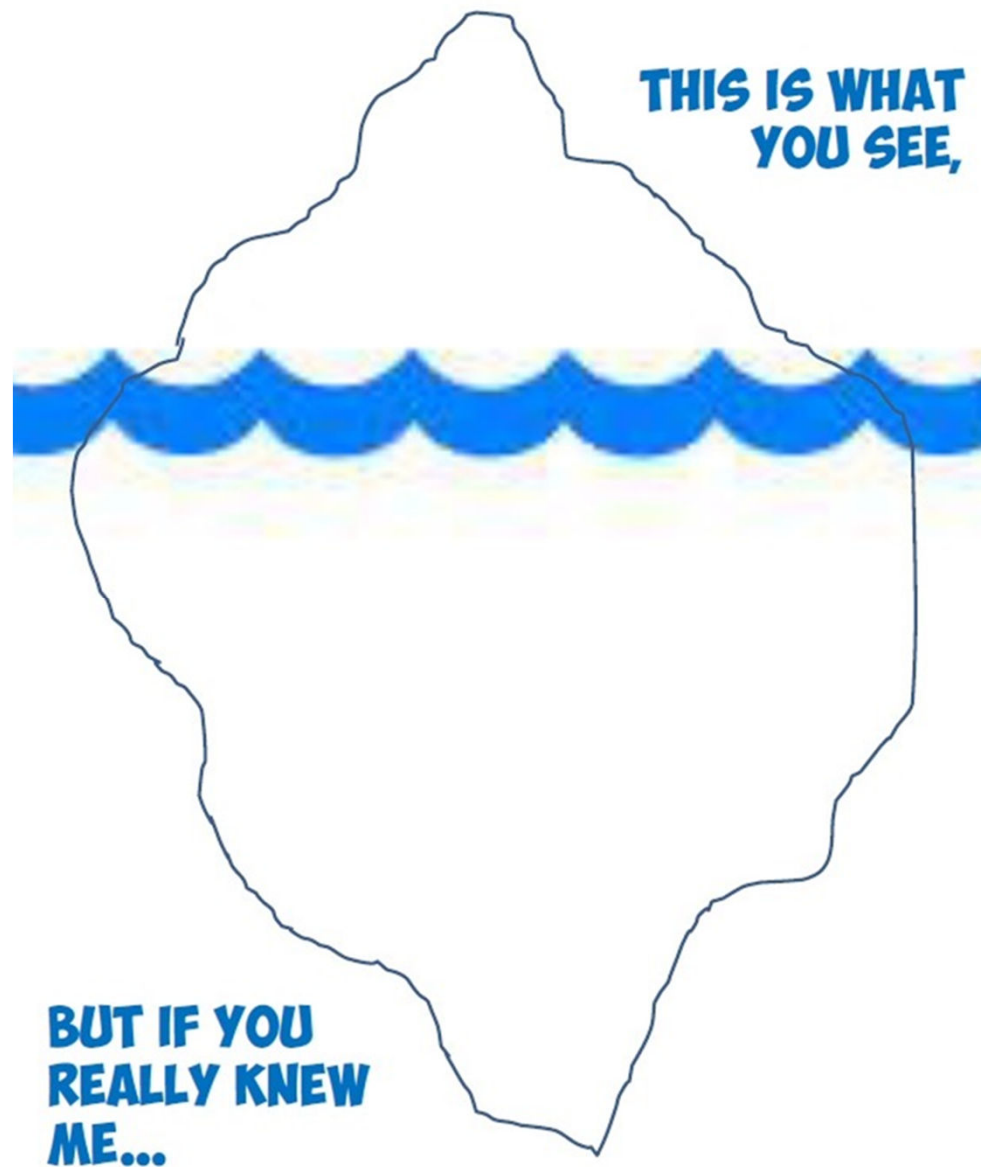
- Diversity -
 - : the conditions of having or being composed of differing elements
 - : variety
 - : the inclusion of different types of people (as people of different races or cultures) in a group or organization.
- Culture- the patterns of daily life learned consciously or unconsciously by a group of people
- Bias — An outlook. Preference for an individual or group or a prejudice against a group.

- Prejudice – prejudging or making a decision about a person or group of people without sufficient knowledge.
- Stereotypes – generalizations about a person or group of people with regard for individual differences.

Pieces of Me



Iceberg



First Impressions – How Do You Feel Now

This activity is another way to introduce the idea of culture through an experiential, participatory activity.

Read the script and show your Oscar performance. Say hello to others in the group the way it is stated.

Looking forward worksheet!



Post Survey



Diversity and Professionalism

- Remember even though we have some similarities, we do have differences, but as the professional we must know our differences and not let this interfere with work.
- The other party may not have the same thoughts as you do being cautious about speaking, but remember two wrongs do not make right.
- When uncomfortable provide additional assistance.
- Flee or Fight

Get to Know Your Families

START WITH:

- Gather the necessary information.
- Integrating families as valuable partners in your classroom.
- Involve families as a source of information about the child.
- Engage the families in the planning for their child.

What do you do?

Strong Family – Teacher Relationships foster culturally sensitive care.

Initiate Multicultural Education

- In the beginning it is not easy to plan multicultural, as you remember that everyone is different.
- It is tough as some of us do not live in the communities our families live in.
- Start reading articles and books from different races, ethnicity, and religious group.

All teaching should be multicultural

- Place student at the center of teaching
- Promote human rights and respect culture
- Believe all students can
- Build on life histories and experiences of student groups
- Understand what racism, sexism, and discrimination is.

All education is for all students not just English language learners.

Engage Students

- Be passionate about your material
- Connect to the issues they care about outside school
- Give choices
- Make learning social
- Show your pride
- Provide role models.

Summary

- Knowing and recognizing one's own culture, allows you to be open and accepting of other perspectives.
- Cultures evolve and change frequently; Collecting information is an ongoing process.
- We are all responsible for informing ourselves about the culture(s) of the families we serve.
- Teachers that focus on teaching in a culturally sensitive manner, rather than teaching culture, provide cultural consistency in a positive manner in their classroom.

Remember



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Thank You

