

Cultural Awareness & Cross-Cultural Communication

Continuing the
conversation...Part 2



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Objective of Workshop

- To continue the conversation about cultural diversity and cross-cultural communication
- To learn about the diverse children and families within our classrooms and schools and implement a child-centered, multicultural classroom
- To develop authentic, culturally sensitive activities for family engagement

Objective...cont...

Participants will engage in:

- Readings
- Individual and small group activities
- Video clips
- Hands-on classroom activities
- Family engagement activities



Poem: I Dream A World

By Langston Hughes



4 Areas of Focus

Self Awareness - Understanding your self and identifying your personal biases .

Background knowledge - Broaden your knowledge regarding diverse groups.

Classroom Activities - Facilitating multicultural activities that make connections to all children .

Family Engagement - Authentic ways to involve and engage all families as active participants in their child's education.



PARAMETERS FOR WORKSHOP

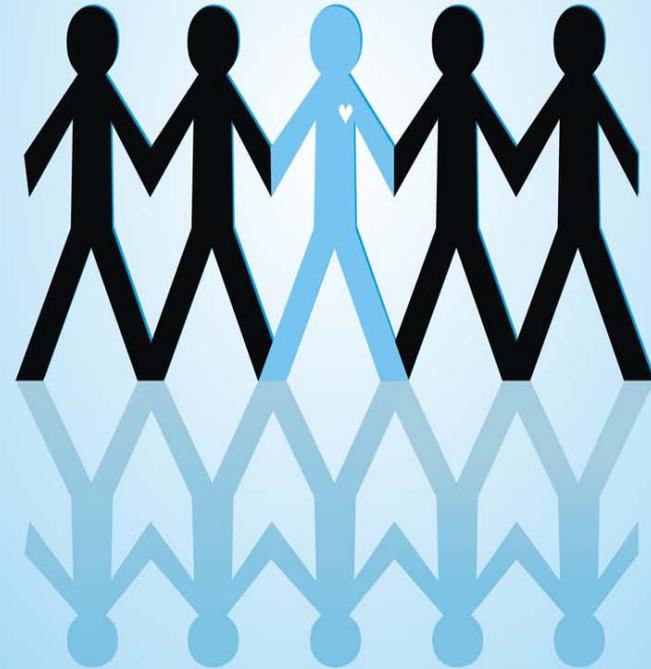
Respect all opinions and people.

Agree to disagree.

Maintain a safe environment to openly express ideas, thoughts and feelings.

Be confidential.

Keep it Real!



Be Yourself!

First in the United States



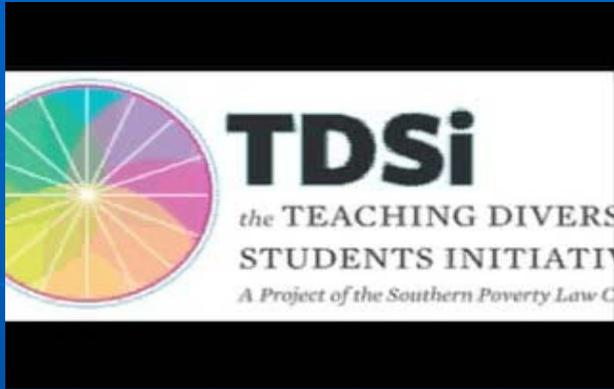
- Who was the first of your family in the United States?
- Are there any family stories about their roots?
- Are there any stories about their early history in the United States?

Coming to NJ



- Where else in America did your family live before coming to New Jersey?
- Why did your family come to New Jersey?
- Why did they leave where they were?

Video Clips

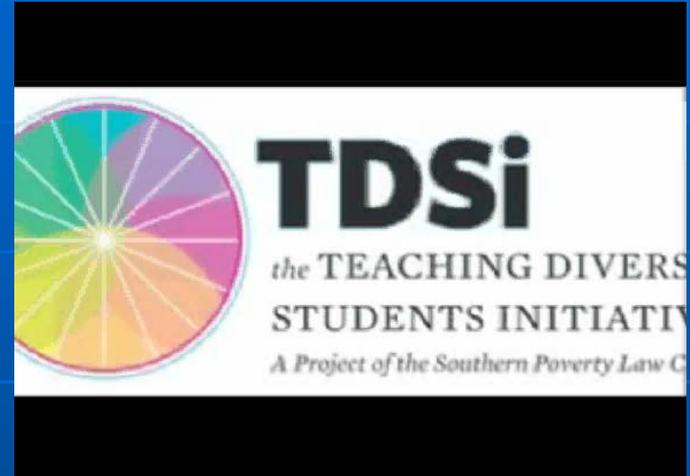
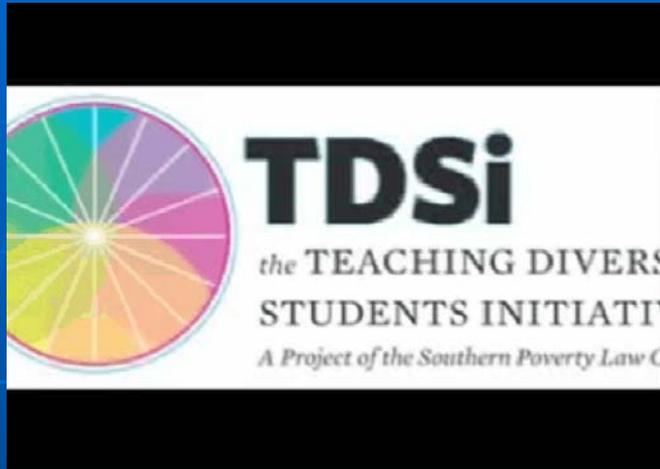


Turn and Talk:

Share ways that teachers can learn about their students' culture, background and interests.

Discuss activities that enable students to make personal connections using a project-based approach.

Video Clips

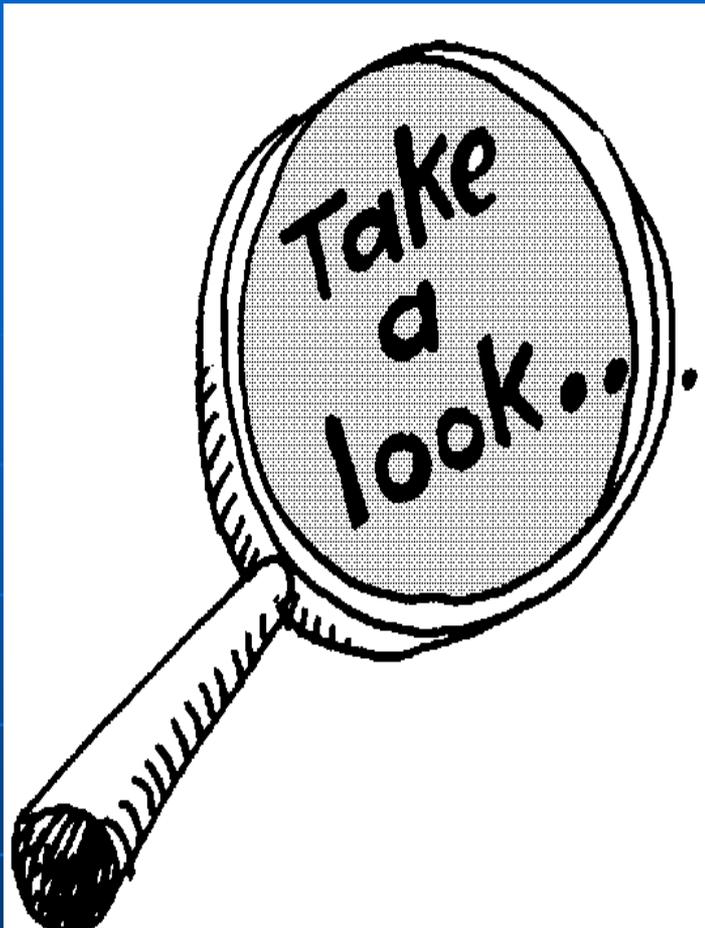


Small Group Discussion:

Share 1-2 examples of instructional behaviors that are reflective of culturally diverse practices.

What does culturally relevant pedagogy look like in the classroom?





A multicultural classroom takes a look at children and families through multiple lenses.

Incorporate activities in the classroom that create opportunities for children and adults to learn about one another to develop cultural awareness and sensitivity.

Questions to Consider?

Who is and should be included under the multicultural umbrella?



Does he like to role play?



What linguistic supports can benefit English Language Learners?



What is he curious about?



What books make a personal connection?



What do workers do in her community?



Questions To Consider:

"Who" is in your classroom?

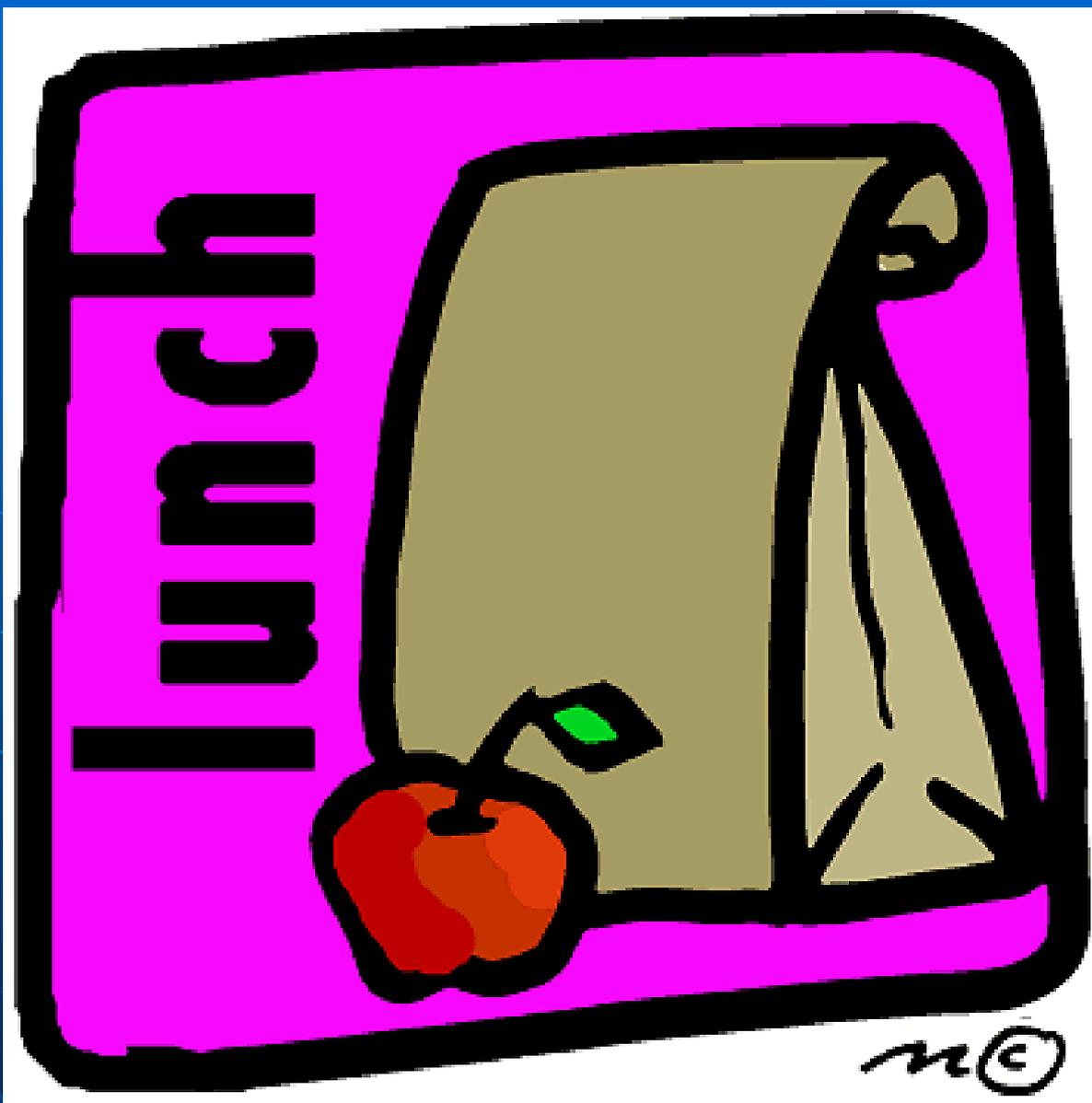
What is important to him/her?

What are their interests?

What are their gifts and talents?

Whom do they live with?

What does their community look like?



Special person in your life

Think of a person that was important, special or significant to you in your childhood. Take a few minutes and try to recall the person using as many senses as possible - what they looked like, the landscape where they lived, the smells, foods, region, etc. Form an image in your mind - now we are going to recreate a representation of the person through visual or literary means.

Using paper, pencils, crayons, markers, create a visual or literary reflection of that person — you can draw them, their house or apartment/ setting — landscape (colors of their environment) or create a literary reflection — through a rap, poem, list of words, etc.

What multicultural activities can be incorporated into the early childhood classroom?

In small groups brainstorm activities for each center. Record your responses to the chart for each center.

Blocks

Art

Discovery

Cooking

Outdoors

Dramatic Play

Library

Sand and Water

Music and Movement

Technology



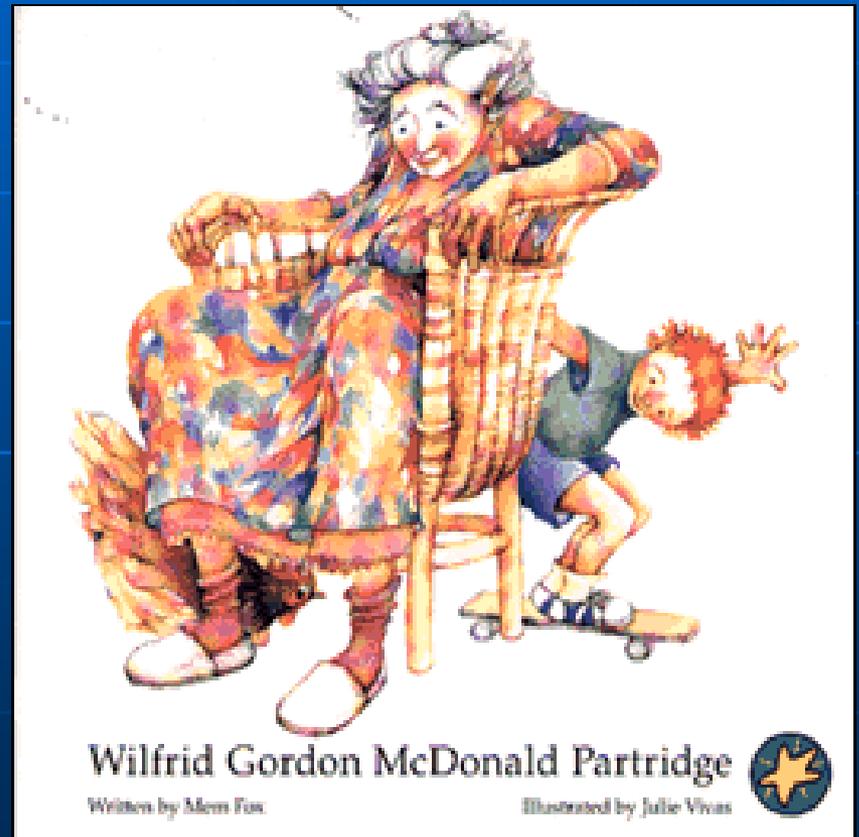
What multicultural activities can make connections with families?

- Bring in an artifact that tells us something about you and your family. The teacher and families each share its significance to them.
- Families can record lullabies, songs, books on tape, stories - oral and written; play diverse instruments, etc.
- Using literature as the foundation, provide opportunities for families and children to jointly construct a response to books.

Family Project (example)

- Families are encouraged to share a special memory with their child from growing up. The parent will illustrate their story (draw, color, paint, collage) and write about the memory. The children then share their families story at the morning meeting. The teacher can compile their stories into a big book of family memories.

Extension of Literature



Family Engagement

- Things to consider
- What is in place to make all families feel welcome?
- What families are you not reaching?
- How do you know?
- How can you make a connection to them?
- What are their needs in particular to come to meetings/workshops? Child care, transportation, daytime or evening meetings, translation



Community Outreach

What community & faith-based organizations exist within your community?

What services do they provide?

How is information communicated to families?

How do parents access these services?

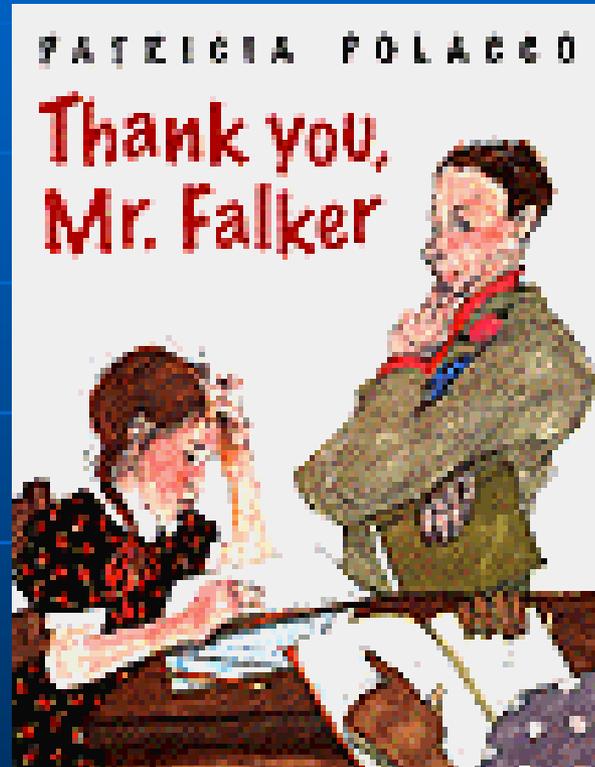
Professional Learning Communities

- Continue the conversation in your school
...Next Steps

Establish small learning communities within schools, private provider settings and Head Start centers to:

- Turnkey this workshop.
- Broaden background knowledge via selected readings and discussions.
- Facilitate group activities and projects that foster cross-cultural communication.
- Develop activities for family engagement.

Shared Reading





"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

Maya Angelou

We can change the world.



The children are our future!

Contact Information

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