

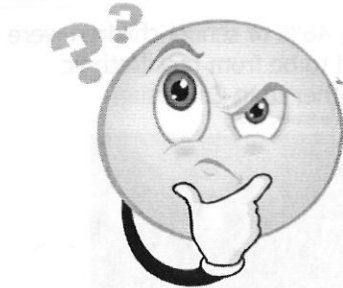
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# ***Improve Your Teaching Through Cultural Awareness and Connection***

Society of Health and Physical Educators  
National Convention and Exposition  
March 19, 2015



## Who Are You?



## Typical Response

- My name is (insert name). I am a \_\_\_\_\_ at (insert name of school).

Is this "who you are" or "what you are?"

## Teacher Demographics

(Carjuzaa & Abercrombie, 2008)

- Caucasian (87%)
- Female (74%)
- Middle class
- Monolingual



## Population Demographics – Wisconsin, 2000-2010

- Hispanic, +74%
- Biracial or Multiracial, +53%
- Asian, +45%
- African American, +17%
- American Indian, +10%
- Caucasian, +1%



## Population Demographics – Washington, 2000-2010

- Hispanic, +71%
- Asian, +49%
- Biracial or Multiracial, +41%
- African American, +24%
- Caucasian, +5%
- American Indian, +4%



## Population Demographics – Oregon, 2000-2012

- Hispanic, +63%
- Asian, +39%
- Biracial or Multiracial, +33%
- African American, +22%
- American Indian, +6%
- Caucasian, +5%



## Population Demographics – Idaho, 2000-2010

- African American, +82%
- Hispanic, +73%
- Asian, +59%
- Biracial or Multiracial, +47%
- Caucasian, +16%
- American Indian, +11%



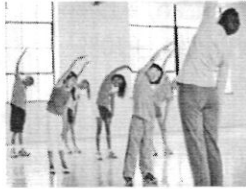
## National Student Demographic Projection

- By 2020, 46% of school children were expected to be from racial/ethnic groups other than Caucasian  
(Banks & McGee-Banks, 2007)



## Current National Student Demographic

- 50.3% of public school children were of a race other than Caucasian in fall, 2014  
(Krogstad & Fry, 2014)



## Importance of Cultural Awareness

- Teachers' attitudes toward students comes from the teachers' backgrounds and who they are
- To strategically approach diversity issues in the classroom, teachers must begin with an exploration of their own beliefs.  
(Breese, 2008)

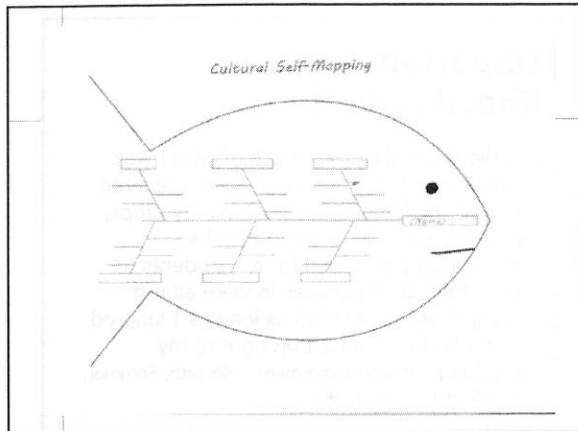
## Importance of Cultural Awareness

- Consciously, we teach what we know;  
Subconsciously, we teach who we are  
(Hamachek, 1994)



## Cultural Self-Mapping

- List on the bones of the fish (next slide), things that have made you into the person you are today
  - Examples: family, friends, teachers, schools attended, jobs, interests, qualities
- Add more bones to existing branches; add more branches of bones



## Examination of Attitudes

- Think about your attitudes toward human differences and responses to experiences with diversity
- How has your cultural self influenced your attitudes and responses?



## How Have Your Attitudes Influenced your Teaching?

- Think about instances when your attitudes influenced your teaching or
- How might your attitudes influence your teaching?



## Cultural Proficiency Continuum (Cross, 1989; Lindsey, Robins, & Terrell, 1999)

- Cultural Destructiveness
  - Deny the existence of, discredit, or purge cultures different than one's own
- Cultural Incapacity
  - Elevating the superiority of one's own culture and suppressing cultures that are different

## Cultural Proficiency Continuum

- Cultural Blindness
  - Refusing to recognize differences among cultures; acting as if differences do not exist
- Cultural Pre-competence
  - Recognizing that not being familiar and experienced with other cultures limits one's ability to effectively interact with them

## Cultural Proficiency Continuum

- Cultural Competence
  - Interacting with other cultures in ways that recognize and value their differences, expand one's knowledge and resources, adapt one's relational behavior
- Cultural Proficiency
  - Honoring differences, seeing diversity as a benefit, interacting knowledgeably and respectfully among other cultures

## Adjusting Attitudes to Improve Teaching

- On an index card, list a few attitudes you need to improve
- Exchange cards
- Write suggestions for the attitudes listed on the card you selected
- Share ideas



## Importance of Knowing Self

- "I did not realize how much of who I was would impact my teaching...I soon realized that all my lessons, my posters, my props, my kids' journals, and the bins I so meticulously arranged for my students to keep their class supplies in were all just parts of an empty shell as long as I ignored who I was and what I brought to my teaching." (Student comment) (Merseeth, Sommer, & Dickstein, 2008, p. 96)

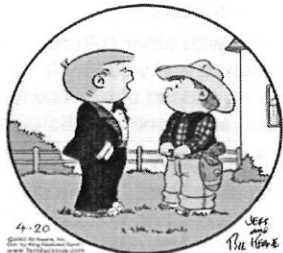
## Cultural Connection?



## Culturally Responsive Teaching (Gay, 2010)

- Developing a cultural knowledge base
  - Being familiar with students' cultural background and their personal background
- Designing culturally relevant curricula
  - Formal, symbolic, societal

## Societal Curriculum



4-20  
"... And I'll be an Indian. With a casino."

## Culturally Responsive Teaching

- Building a cultural caring learning community
  - Showing respect, different learning preferences, high expectations
- Cross-cultural communications
  - Verbal: terminology and patterns
  - Non-verbal

## Culturally Responsive Teaching

- Cultural congruity in instruction
  - Connecting content to students' background (pedagogical bridge)
  - Gibson, Hastie, & Martin (2008); Ingram (2006)
    - Academic performance increased
    - Students' interest in school increased
      - Students' creativity and involvement increased
    - Discipline problems decreased

## Cultural Congruity

- Examples of pedagogical bridges
  - Culturally-relevant examples
  - Place activity within a cultural context
  - Select activities from students' cultures
  - Cultural contributions to topic

## Cultural Congruity

- Brainstorm activities that might be taught in physical education
- List categories of diversity



## Cultural Congruity

- Make a student
  - Draw the outline of a person
  - Name, clothes, features
- Select an activity; delete from list
- Select a specific type of gender, race/ethnicity, and location diversity
  - List the diversity specifics inside your student's body

## Cultural Congruity

- On left side of paper, outside student's body
  - Activity you are teaching
  - How you will connect that activity to your student's background using two pedagogical bridges?

## Cultural Congruity

- Examples of pedagogical bridges
  - Culturally-relevant examples
  - Place activity within a cultural context
  - Select activities from students' cultures
  - Cultural contributions to topic

## Cultural Congruity

- Select another activity\*
  - Delete from list
  - Write it on right side of student's body
- Groups exchange students
- On right side of paper, outside student's body
  - How you will connect that activity to your student's background

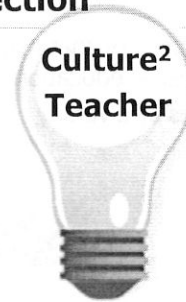
## Cultural Congruity

- Use the other two pedagogical bridges to connect content to the student's background or
- Try to connect content using all four pedagogical bridges

## Closure

- You must know who you are as a person
- Who you are determines your attitudes and responses which influence your teaching
- As a teacher, need to be responsive to the cultures of your students

## Cultural Awareness and Connection



## Thank You!

- Dan Timm, Ed.D.  
Faculty Associate  
Department of Kinesiology  
2000 Observatory Drive  
University of Wisconsin  
Madison, Wisconsin 53706-1189  
608-262-7714  
dtimm@education.wisc.edu

