Voices of Diversity

Exploring Multicultural Identities in Independent Schools

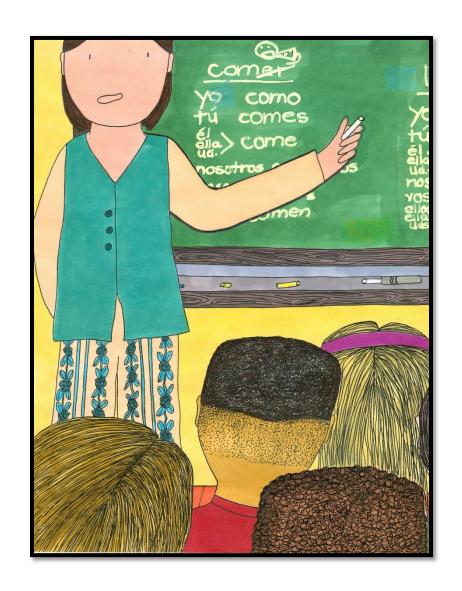


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An overview...

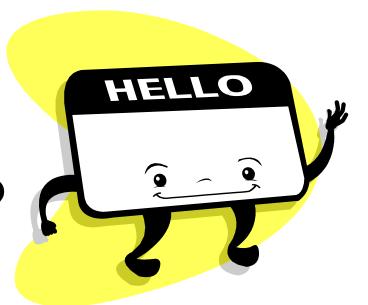






Introductions...

1. What's in a name?





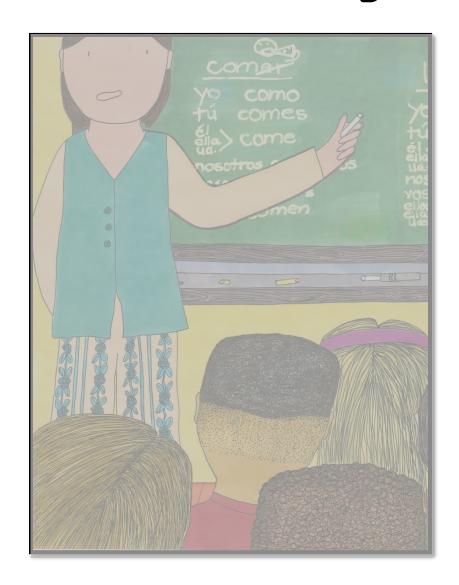
2. "One thing you wouldn't know about me just by looking..."



Some challenges...









Step Inside: Perceive, Know about, Care about

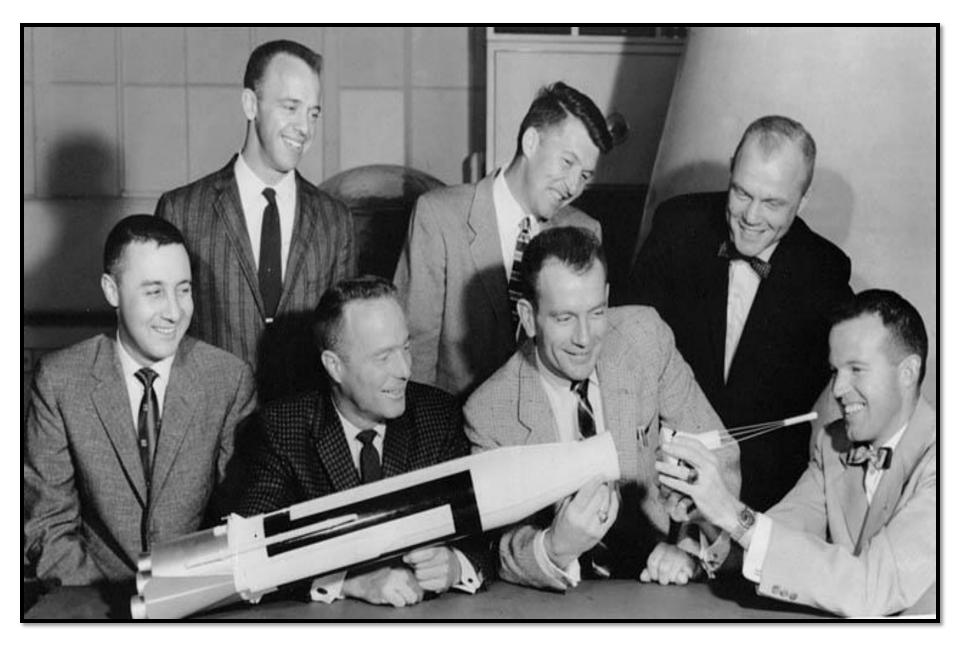
A routine for getting inside viewpoints

Three core questions guide students in this routine:

- What can the person perceive?
- What might the person know about or believe?
- What might the person care about?

http://www.visiblethinkingpz.org

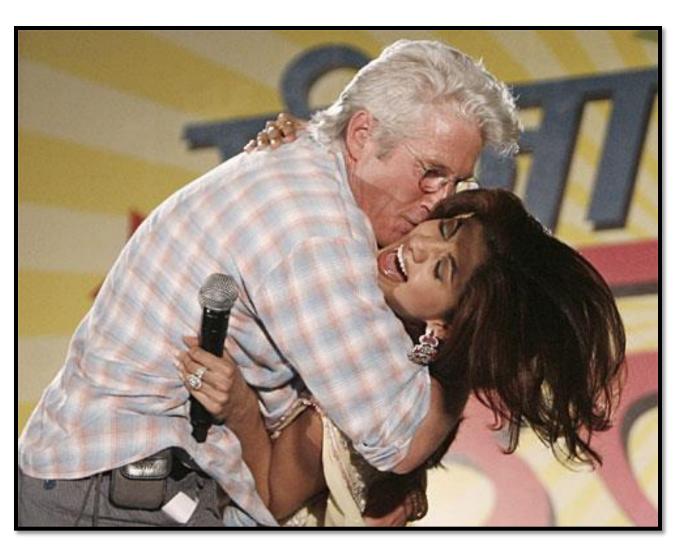




The seven original Mercury astronauts used parachute pieces to make hats and clothes during a 1960 training exercise in the Nevada desert.

Multicultural faux pas #1:

In entertainment



Multicultural faux pas #2: In politics....







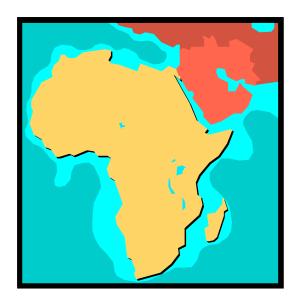
Multicultural faux pas #3: During wartime...



Multicultural faux pas #4: In business...







Multicultural faux pas #4: In schools...



Multicultural faux pas #5: "Tell us all about..."





And so the pendulum swings the other way...





n the way to Grandma's house, Red Riding Hood was accosted by a wolf, who asked her what was in her basket. She replied, "Some healthful snacks for my grandmother, who is certainly capable of taking care of herself as a mature adult."

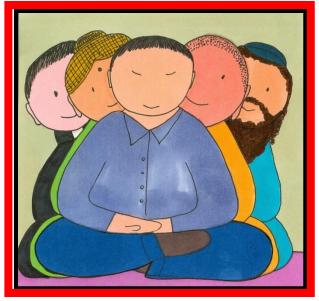
The wolf said, "You know, my dear, it isn't safe for a little girl to walk through these woods alone."

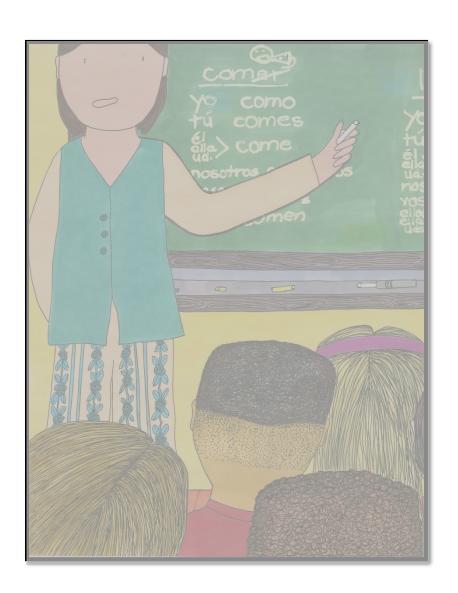
Red Riding Hood said, "I find your sexist

remark offensive in the extreme, but I will ignore it because of your traditional status as an outcast from society, the stress of which has caused you to develop your own, entirely valid, worldview. Now, if you'll excuse me, I must be on my way."

Let's talk about us!







The Cultural Iceberg

Surface Culture

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

Deep Culture

Communication Styles and Rules

facial expressions gestures eye contact
personal space touching
body language tone of voice
handling and displaying of emotion
conversational patterns in different social situations

Notions of:

courtesy and manners friendship leadership cleanliness modesty beauty

Concepts of:

self time past and future fairness and justice roles related to age, sex, class, family, etc.

Attitudes toward:

elders adolescents dependents rule expectations work authority cooperation vs. competition relationships with animals age sin death

Approaches to:

religion courtship marriage raising children decision-making problem-solving

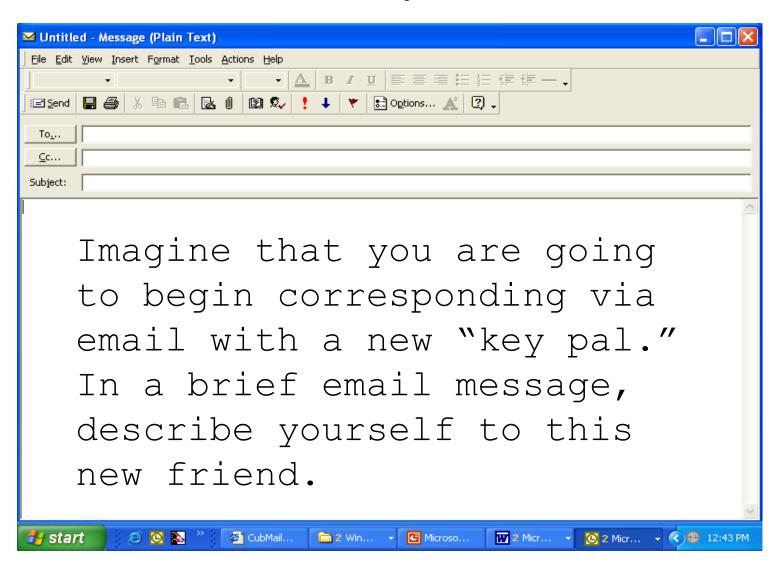
What's in your...



invisible knapsack?

McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack. *Peace and Freedom* (July/August), pp. 10-12.

activity #1

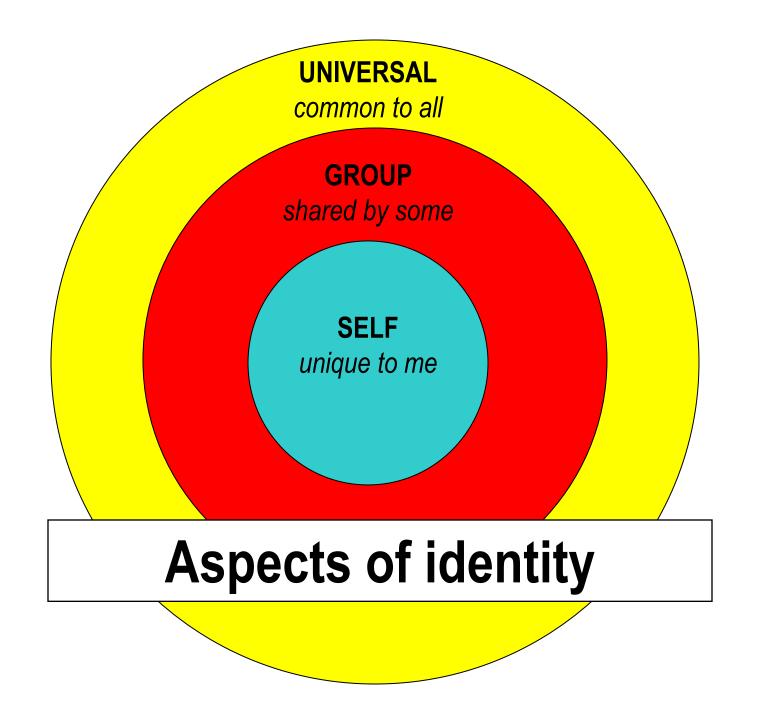


activity #2

- Race
- Ethnicity
- ☐ Gender
- ☐ Age
- Physical Abilities
- Religion
- Language



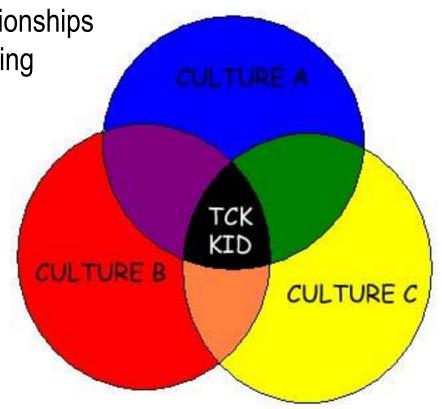
- Socioeconomic status
- Sexual orientation
- Learning Abilities/Styles



Third-culture kids

"A third culture kid is a person who has spent a significant part of his or her developmental years outside their parents' culture.

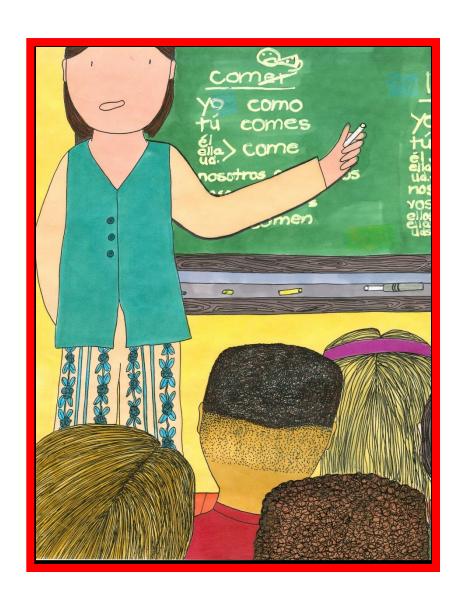
The third culture kid builds relationships to all the cultures, while not having full ownership in any. Although elements from each culture are assimilated into the third culture kid's life experience, the sense of belonging is in relationship to others of the same background, other TCKs.".

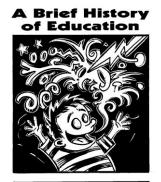


What about the classroom?















"banking concept of education"





Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.

multicultural approaches

The Contributions Approach

popular heroes, holidays, foods, festivals, performances, celebrations



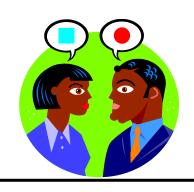
The Additive Approach



themes are added; curriculum is not changed, but rather expanded

The Transformation Approach

The structure of the curriculum is changed to allow for a variety of viewpoints



The Social Action Approach

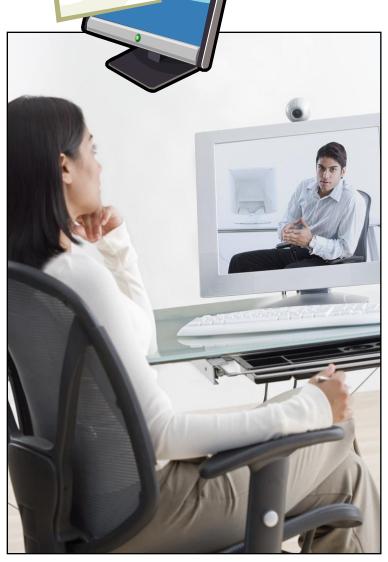


students are encouraged to give opinions, make decisions and take action

Banks, J. A., & Banks, C. A. (2003). *Multicultural education: Issues and perspectives*. New York: John Wiley & Sons, Inc.



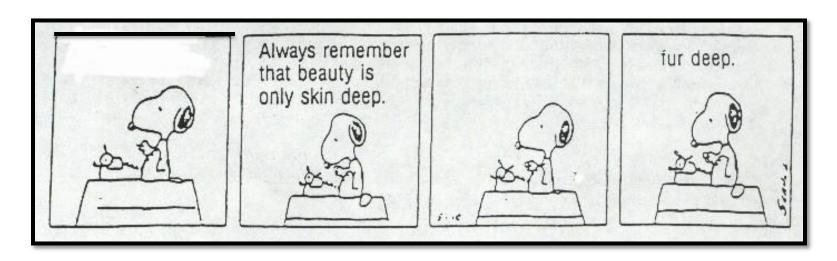




Communicating and collaborating with teams of people across cultural, geographic and language boundaries



Beauty is...







...windows and mirrors...



Stiles, E. (1988). Listening for all Voices, Summit, NJ.

CULTURES

Interact with cultural competence and understanding

Learners use the language to investigate, explain, and reflect on the relationship between the **practices** and **perspectives** of the cultures studied.









CULTURES

Interact with cultural competence and understanding

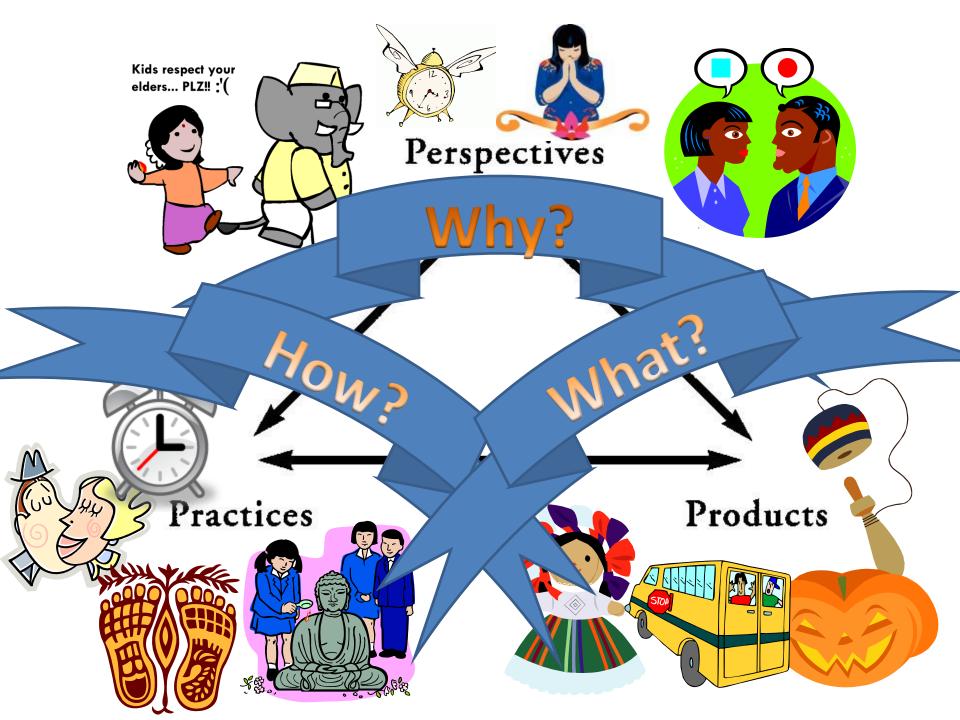
Learners use the language to investigate, explain, and reflect on the relationship between the **products** and **perspectives** of the cultures studied.











> Examples of cultural practices

Patterns of behavior accepted by society

Social interaction in a specific cultural context

- Personal, small group, or societal
- What to do when and where
- How to interact
- They may be things such as:
 - rites of passage

the use of formal and informal language

- the social "pecking order"
- the use of personal space
- when to embrace or shake hands



→ Examples of cultural products

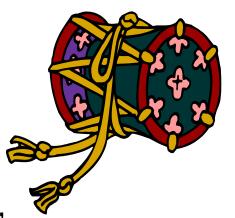
Concrete aspects of daily life
 Tools, foods, laws, games, etc.

Tangible and intangible
 Paintings, monuments, work of literature, an oral tale,
 a system of education

Inventions and innovations
 Foods, gadgets, forms of transportation, processes, etc.

Aesthetic expressions
 Music, literature, art, etc.







> Examples of cultural perspectives

- Traditional ideas, attitudes, and values
- Underlying beliefs or values that justify a product or practice
- What individuals think or do from their own particular points of view
- World view, belief system
- The *perspectives* of a culture are often difficult to articulate for one's own culture
- They are even more difficult to articulate for another culture







recordar



Perspectives

celebrar

el ciclo de la vida



Products

calaveras



Setting up an ofrenda

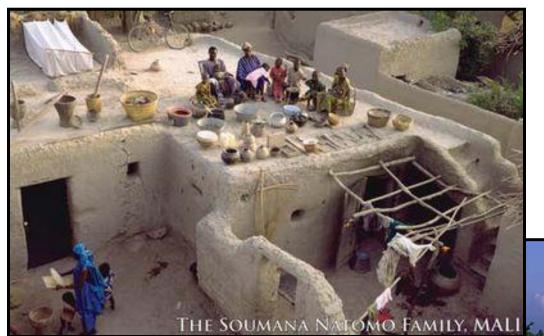
visiting the cemetery



alfeñiques



cempasúchil



Material World

www.menzelphoto.com









Toy Stories



http://www.gabrielegalimberti.com

Infographics

BODY LANGUAGEAROUND THE WORLD

HEAD

Nodding your head generally means agreement or approval.



But Bulgarians and Greeks, for example, are known for their unusual manner of saying yes and no: Nodding up and down signifies a negative.

EYES



Good eye contact is expected in the West. Strong eye contact is most notable in Spain, Greece, and Arab countries.



Finns and Japanese are embarrassed by another's stare, and seek eye contact only at the beginning of a conversation.

EARS

The Portuguese tug their earlobes to indicate tasty food, but in Italy this gesture has sexual connotations,



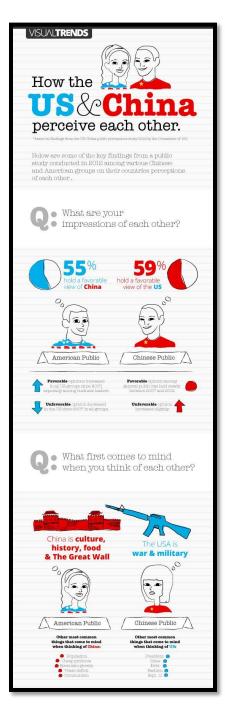
...and in Spain it means someone is not paying for their drinks.

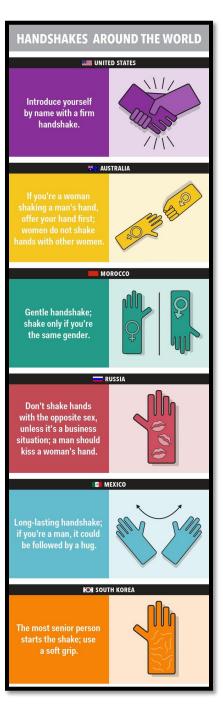
NOSE

A hearty nose blow into a handkerchief is typical in the West, while public nose blowing is frowned upon by

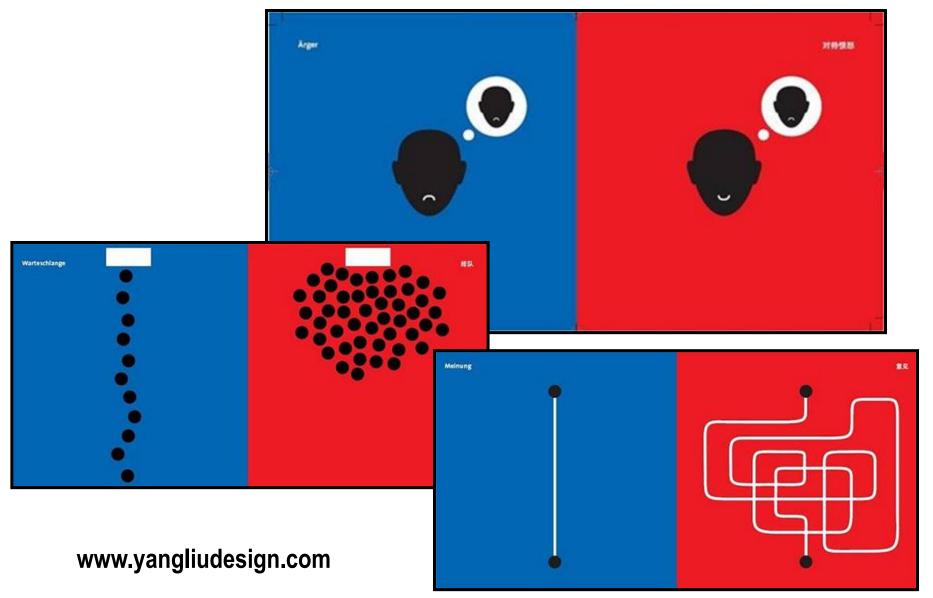


Tapping your nose means "confidential" in England, but "watch out" in Italy.

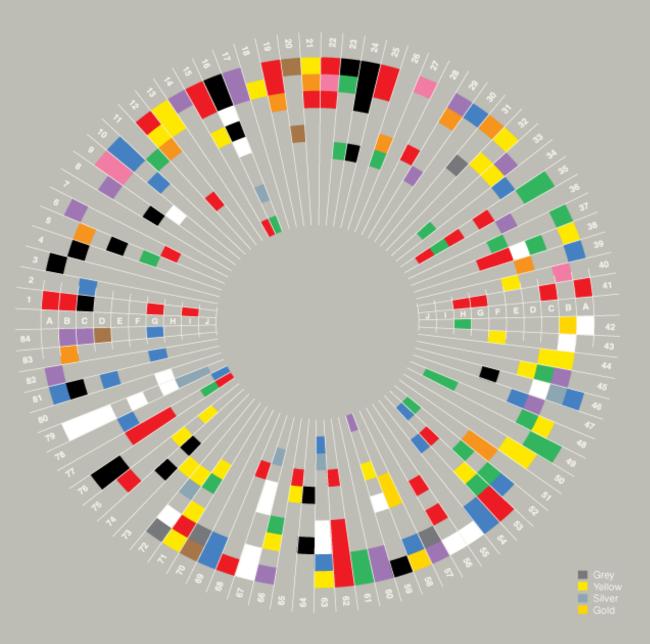




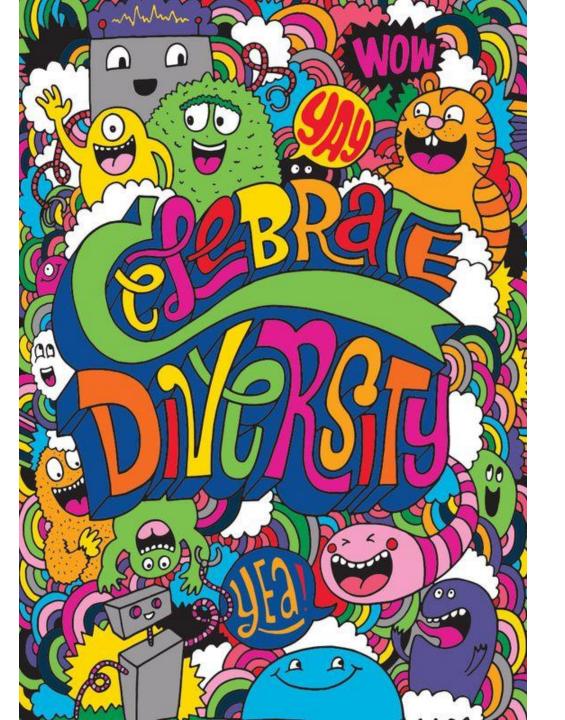
East Meets West-Yang Liu



Colours In Culture



Investigate...
Communicate...
Celebrate!



Questions? Comments?



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