Concepts addressed:
Diversity and Exceptional Needs, and Supporting the Learning Environment: Students as Divers Learners: Cultural sensitivity and responsiveness to gender and equity issues

Students should refer to:


Specifically, students should review:

I. Cultural differences
   A. Physical Characteristics
   B. Discipline Experiences
      1. Little to no experience with positive guidance
      2. Respect for authority
   C. Strong Oral Tradition - Storytelling
   D. Expression of Feelings
      1. Permitted
      2. Not permitted
   E. Learning Styles
      1. Group Orientation
      2. Visual
      3. Relational Learning
      4. Independent

II. Gender Differences
   A. Stereotypes
      1. Abilities and Careers
      2. Dress
   B. Assertiveness
   C. Responses to Discipline

III. Teacher’s awareness of own response to cultural and gender differences
   A. Becoming culturally sensitive
   B. Awareness of gender bias in the classroom
   C. Responding Using Anti-bias Communication
      1. Equal communication with boys & girls
      2. Using extended wait time to call on girls
      3. Vary responses to questions/discussions
         a. Verbal Individual Response
         b. Written Individual Response – Teacher summarized
         c. Verbal Small Group Discussion and Group Response
4. Praising and Positive Reinforcement
D. Responding Using Culturally Sensitive Communication

IV. Communication Effects in the Classroom
II. A. Cultural differences
   A. Physical Characteristics – Counter with Anti-bias Activities, Discussion, and Experiences
   B. Discipline Experiences
      1. Little to no experience with positive guidance – Use firm guidance, positively reinforce responses
      2. Respect for authority – Consider adding title to teacher’s name
   C. Strong Oral Tradition – Storytelling
      1. Use teachable moments to connect with tradition
      2. Use stories as a form of communication
   D. Expression of Feelings
      1. Permitted
         a. Consoling & identify feelings
         b. Active problem solving with identification of feelings
         c. Label feelings & guide expression
      2. Not permitted
         a. Console without identification of feelings
         b. Active problem solving
         c. Identify and discuss feelings in a private conversation away from others
   E. Learning Styles
      1. Group Orientation – Avoid calling on individuals for response
      2. Visual – Use visual organizers and aids
      3. Relational Learning – Use more small groups and pair learning
      4. Independent – Use discussion with individual responses
   F. Mirror Parent-Teacher Communication with that that is used in classroom.

II. Gender Differences
   A. Stereotypes
      1. Abilities and Careers
         a. Counter with Anti-Biased Experiences and Activities
         b. Model Anti-Biased Thinking
      2. Dress
         a. Counter with Anti-Biased Experiences and Activities
         b. Model Anti-Biased Thinking
   B. Assertiveness
      1. Recognize that boys may be more assertive that girls & equal responses accordingly.
      2. Girls often respond in the form of questions rather than making a statement about something.
   C. Responses to Discipline
      1. Be sensitive to individual children when disciplining and respond accordingly
      2. Consider disciplining in private vs. public discipline (i.e. 1:1 vocal tone vs. classroom tone).