Cultural Responsiveness: An Inclusive Approach for Youth Programs

Your Facilitators Today Are...

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School’s Out Washington

In Preparation...

• Folder Contents
• Restroom location
• Take care of yourself (eat, drink, stretch, etc.)
• Be an engaged learner
  • Silence cell phones
  • Lean in
In Preparation (cont’d)

• Check in with yourself
• Breathe
• Take a moment in our break space if you start to feel too challenged or emotionally triggered

Building Community: Youth Exploring & Celebrating Cultures

Discuss…

Your reactions to this video

OR

When you were young, what opportunities did you have to learn about other cultures and/or share about your cultures?
Objectives

Participants will:

• Build greater self-awareness of their own identity, culture, and privilege, and analyze how those elements impact their relationships with youth, colleagues, and families.

• Learn skills to recognize and challenge bias and exclusion in programs.

• Explore ways to provide intentional, culturally responsive opportunities for young people to discover, express, and celebrate their own and each other’s identities and cultures in the program.

This workshop will not...

• Give you all the “answers”

• Teach you about every single culture or identity that may be represented in your programs

• Provide a curriculum for culture responsiveness

• Be the last time you have to think about cultural responsiveness

Agenda

• Welcome & Introductions
• Definitions and Framework for Cultural Responsiveness
• Know Yourself, Know Your Youth
• Creating Safe & Inclusive Spaces
  • Recognizing & Challenging Bias
• Culturally Responsive Programming
  • Considerations for choosing content/activities
  • Resources
• Implementation & Next Steps
• Closing Reflection & Evaluation
Cultural Responsiveness

Group Agreements

I agree to...
- Speak from your experience
- Take risks
- Honor the complexity of this work
- Trust each other's learning process
- Move in, move out
- Maintain confidentiality

Suggestions for Constructive Dialogue

- "Can you say what you mean by...?"
- "I'd like to share another perspective on that."
- "Your comment or statement made me feel..."
- "In my experience thinking about this, it has been useful to..."
- "Yes, and..."

Why are we here?

Why are culturally responsive principles and practices important to the Education & ELO fields?
Yes, and….

- Helps Close the Achievement Gap: Understanding our cultural lens, biases, and the cultures of the youth we work with allows us to create spaces and experiences where ALL youth have the same opportunities to experience a sense of belonging and to learn effectively.
- Reduce minoritized students’ stress from stereotype threat and microaggression
- Help you connect with the youth you work with on their terms.

Framework for Cultural Responsiveness

“Culture encompasses the evolving identities, beliefs, and practices derived from the intersection of one’s national origin, religion, language, sexual orientation, socioeconomic class, age, gender identity, race/ethnicity, and physical/developmental ability.”

Washington State Quality Standards for Afterschool & Youth Development Programs
What is Cultural Competence and Culturally Responsive Programming?

*Cultural Competency:
Cultural competency requires holding and practicing a set of congruent behaviors, attitudes, and policies that enable effective interactions with youth within a cross-cultural framework.

**Culturally Responsive Programming:
"Because children's family and community backgrounds are core to who they are, how they learn, and what they may need from after school activities, successful programs are ones which are supportive, accessible, and responsive to the different aspects of their lives and identities. Such programs have staff who are sensitive to participants' backgrounds, materials which reflect diverse cultures, languages and experiences; and ties to young people's family and community resources. In addition, these programs recognize and respect diverse customs and traditions and do not tolerate bias or discrimination."


**California Tomorrow. Addressing Equity and Diversity: Tools for Change in Afterschool and Youth Programs. Introduction to Toolkit.

Framework for Cultural Responsiveness

1. Know yourself
2. Know your Youth
3. Provide Safe, Inclusive, & Welcoming Space
4. Provide Culturally Responsive Content & Activities

Know Yourself, Know Your Youth
Starting with Self - Table Talks

• Why is it important to know yourself?

• What are some challenges when we are not self-aware or if we don’t know or understand our cultural identities?

Starting with Self

• Explore and confront biases that influence your value system. Reconcile your negative feelings towards any cultural, language, or ethnic group.

Source: "Balancing Diversity in Schools: Culturally Responsiveness" (Richards, Brown, and Forde, 2007) and "Preparing Culturally Responsive Teachers" (Jackson and Lucas, 2002)

• Self-awareness must include deliberate reflection on our implicit biases, which can negatively affect student engagement and academic performance.

Source: "Is Social-Emotional Learning Really Going to Work for Students of Color?" (Simmons, 2017)

• "We need educators to reflect on their own power and privilege and how that shows up in the classroom [or program] and how that may inadvertently cause violence to students," she [Dena Simmons] explains. "We also need to ask them to consider what identity and what baggage they might be bringing into the classroom [or program]."

Source: "Why Don’t Students Take Social-Emotional Learning Home?" (Zakrzewski, 2016)

Cultural Identification Exercise

Pick from one of the following cultural identity categories to explore in our next activity:

• Race/Ethnicity
• Gender
• Nationality
• Class
• Ability
• Religion

Note: Choose a cultural identity that you will be comfortable sharing and discussing with a partner
### Cultural Lenses Part I

<table>
<thead>
<tr>
<th>My Cultural Lens – Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Group</td>
</tr>
<tr>
<td>Identify One Value of this Identity Group (Principles &amp; Beliefs)</td>
</tr>
<tr>
<td>Identify One Norm (Typical Behavior that Supports or exemplifies the value)</td>
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### Cultural Lenses Part II

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### Cultural Lenses Exercise

Share your cultural lens with your partner.

Discuss:

- How could understanding differences in our cultural values and norms effect the ways in which we engage or work with each other?
- What do you need to consider when relating to diverse cultural identities, particularly when identities may be marginalized or privileged?
Know Your Youth

• Why is it important for you and your youth to learn about each other’s cultural values, beliefs, and norms?

• How do we move from being reactive or responding to youth needs in the moment to being proactively inclusive of all youth?

Safe & Inclusive Spaces: Recognizing & Challenging Bias

Biases

Bias: Prejudice in favor or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Unconscious Bias: Also known as implicit bias, unconscious bias refers to our attitudes, perceptions and stereotypes that influence our understanding, actions, and behavior when interacting with various identities. These preferences, which can be for or against groups, are developed through an exposure to stereotypes and misinformation informed by our upbringing and life experiences. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness.

• Our Language
• Materials & Space
• Differential Treatment
• Who is represented? Who gets attention? Who is rewarded? Who is punished?
Addressing Bias

1. Start with yourself
   - Identify areas of growth and learning
   - Utilize the Cultural Identification Exercise Grid
   - Utilize handout “Personal Self-Assessment of Anti-Bias Behavior”
   - Learn about the history of marginalized populations in the U.S.

2. Consider your space/environment/programming
   - Examine visual cues, physical layout of space, etc.
   - Review materials including books, posters, supplies, etc.
   - Consider what norms, identities, and values are represented (or not represented) in your materials, space, and activities

3. Challenge bias in others
   - Give and receive feedback on explicit and implicit bias
   - See it, address it

Check your Space

Visualize, Draw, or Write a Description about the space where you serve young people:

- What is on the walls?
- Who is represented and who is missing, in relation to the youth served?
- Are materials accessible for different heights and abilities?
- How are youth greeted?
- How are youth cultures represented in the meals/snacks served?
- How are youth cultures represented in the music?

Debrief

1) What are you doing well? What are your strengths?
2) What opportunities for improvement stood out to you?
Microaggressions: everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

Derald Wing Sue, Ph.D.

- Often automatic and stereotypical
- Can be subtle remarks or actions
- Might be presented politely or unintentionally, but has negative impact
- Can be insensitive behaviors or comments

Microaggressions: examples of microaggressions you’ve seen or heard?

- Where are you from?
- Show surprise when a feminine woman turns out to be a lesbian.
- You’ll get it when you’re older.
- Are you off your meds?
- To person of color: Why are you so angry?
- To Asian person: You must be good at math.
- You'll get it when you're older.
- Raising your voice when talking to a blind person.
- Using “you guys” to refer to a group.
- Only having pork options for Muslim students.
- Are you a man or a woman?
- I’m not a racist, I have black friends.
- Men and women have equal opportunities for achievement.
- Female doctor mistaken for a nurse.
- Can I touch your hair?
- When I look at you, I don’t see color.
- Don’t you get hot wearing that thing on your head?
- When I look at you, I don’t see color.
Cultural Responsiveness

Challenging Biases

<table>
<thead>
<tr>
<th>With Youth/People you don't know or you only see once (Redirect Approach)</th>
<th>With Youth/People you know or see regularly (Direct Approach)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breathe.</strong></td>
<td><strong>Breathe.</strong></td>
</tr>
<tr>
<td><strong>Model using appropriate or more responsive language and behavior</strong> (e.g. someone says, “That’s retarded.” – You reply saying, “Yes, that really was ridiculous.”)</td>
<td><strong>Name it &amp; Give Information</strong></td>
</tr>
<tr>
<td><strong>Emphasize language or community expectations for your space</strong> (e.g. boy says to a girl, “Shouldn’t you be in art, not coding?”) Respond with “In this program, everyone is encouraged to try coding, not just boys.”</td>
<td><strong>Give a Direction or Suggest Alternatives</strong></td>
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Challenging a Bias

1. **Take a Moment. Be aware of your emotions. Breathe.** It takes courage and presence to challenge bias and microaggressions.
2. **Name It & Give Information** Name the bias and/or microaggression. Name your feeling. Tell them about the underlying assumption(s) and/or impact.
3. **Give a Direction or Suggest Alternatives** Share ideas for how they should proceed moving forward. Provide a resource so they can learn more. Share alternate language for them to use.
Accepting a Challenge

Breathe
• Take a breath. Ask a question to clarify, not to argue.

Listen Carefully
• Understand what it was you said or did that they are trying to call your attention to.

Thank Them
• Do this genuinely. It probably wasn’t easy or comfortable for them to tell you something you said/did was biased.

Take Action
• This may take some reflection first.
• Do what you can: apologize, help change a policy, better educate yourself, or spend additional time thinking further about what was said.

Challenging Bias/Accepting a Challenge

In pairs:
• Each person picks a microaggression or bias they have seen or heard that they want to practice challenging.
• One person pretends to have said or committed the microaggression and will follow the steps of accepting a challenge.
• The second person follows the steps for challenging bias.
• Rotate so everyone has an opportunity to both challenge bias and accept the challenge.

Examples of Microaggressions

What are examples of microaggressions you’ve seen or heard?

- Where are you from?
- Are you off your meds?
- Are you a man or a woman?
- You’re not really Jewish, are you?
- You can’t be Jewish and gay.
- You don’t look like a ‘real’ Indian.
- You’re not really British, are you?
- You’re not really Asian, are you?
- You’re not really black, are you?
- Can I touch your hair?
- I’m not a racist, I have black friends.
- Only having pork options for Muslim students
- Raising your voice when talking to a blind person
- Men and women have equal opportunities for achievement.
- Female doctor mistaken for a nurse
- ‘You guys’ to refer to a group
- To person of color: Why are you so angry?
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- Show surprise when a feminine woman turns out to be a lesbian.
- You’ll get it when you’re older
- Don’t you get hot wearing that thing on your head?
- When I look at you, I don’t see color
1. How was it to practice naming the bias and impact?
2. As a receiver, how did you show your partner that you heard and understood what they shared?
3. How might you support colleagues and youth in utilizing this framework for challenging bias?

Culturally Responsive Programming

1. Know yourself
2. Know your Youth
3. Provide Safe, Inclusive, & Welcoming Space
4. Provide Culturally Responsive Content & Activities
Considerations for Culturally Responsive Content

Purpose
- What is the purpose of the content or activity? What are you actually hoping to achieve?

Perspective
- Which perspective is the content coming from? Dominant culture? Your culture? Only one particular group?
- How does the content or activity invite or make space for multiple perspectives?

People
- How can you explore and learn about other cultures and identities in respectful and inclusive ways?
- How does the content help participants deepen their understanding and/or gain skills for building stronger relationships with others?

Analyzing & Evaluating Activities through a Culturally Responsive Lens

We conducted a Google search with some key terms including: cultural identity, culturally responsive activities for youth, activities to explore race and ethnicity, etc. and included activities that commonly take place in youth programs.

We will analyze the activities using the Considerations for Culturally Responsive Content.

Note: These activities are neither endorsed nor discouraged by SOWA. These are a sampling of activities to invite discussion and analysis.

Analyzing & Evaluating “Culturally Responsive” Activities

For each activity:
- Try to identify the purpose or intent of the activity
- Look for bias
- Who is represented? Who is missing (particularly in terms of youth in your program)?

Take notes on the analysis rubric:
- What cultural values/norms are reflected or reinforced?
- In what ways might the activity be exclusive or reinforce dominant culture or identities?
- What adaptations might you make to meet the cultural and identity needs of the youth you work with, including marginalized identities?
- How could you deepen or extend the activity?
Large Group Debrief: Station 1
Circle Time

Large Group Debrief: Station 2
Cultural Food Fair

Large Group Debrief: Station 3
Three Ball Soccer
Cultural Responsiveness

Large Group Debrief: Station 4

Potato Activity

Large Group Debrief: Station 5

Station 5:
Form B Reflection

Cultural Responsiveness Standards & Resources
**Cultural Responsiveness**

**ELO Space**

Washington State Youth Program Quality Standards

- The program provides an inclusive, welcoming, and respectful environment for all children, youth, and families.
- Staff know and understand cultures of participating youth in their programs and are responsive to individual youth needs, recognizing their special interests, feelings, abilities, and cultures.
- Youth have intentional opportunities to explore, share, and celebrate each other's heritage and culture in their program.

Core Competencies for Afterschool & Youth Development Professionals

- Understand diversity within and across cultures and provide an inclusive, welcoming, and respectful environment where all children, youth, and families can take pride in their cultural identities, beliefs, and practices.

See Handout: PQA Form B Program Self-Assessment for Cultural Responsiveness

**School Space**

5 Dimensions of Teaching & Learning (CEL 5D)

- Instructional materials (e.g. texts, resources, etc) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant.
- Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking

Motivational Framework for Culturally Responsive Teaching – Seattle Public Schools

- Housed under SPS Department of Racial Equity Advancement, whose mission is “to maximize culturally responsive instruction & leadership to transform educational opportunities, access and outcomes for every student, in every classroom, everyday.”
- Framework is based on four areas: Inclusion (Respect and Connectedness), Attitude (Personal Choice and Relevance), Competence (Authenticity and Effectiveness) and Meaning (Challenge and Engagement)

See Handout: The Motivational Framework for Culturally Responsive Teaching

**Resources**

  ✓ Cultural Competency & Responsiveness Form B Self-Assessment (handout)
- WA State Core Competencies – [https://www.schoolsoutwashington.org/pages/core-competencies](https://www.schoolsoutwashington.org/pages/core-competencies)
- Enhancing Cultural Competence in Out-of-School Time Programs ✓ Research-to-Results (handout)
- Anti-Defamation League – [www.adl.org](http://www.adl.org)
  ✓ Personal self-assessment of anti-bias behavior (handout)
- Cultures Connecting – [www.culturesconnecting.com](http://www.culturesconnecting.com)
- Teaching Tolerance – [www.tolerance.org](http://www.tolerance.org)
Implementation

What steps will you take...
• to increase your self-awareness?
• to get to know your youth more?
• to make your space more inclusive?
• to increase inclusion and responsiveness in your program or workspace?