

PLANNING PROGRAMS TO BREAK DOWN CULTURAL BARRIERS

Attachments

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AFRICAN AMERICAN CULTURE

1. Expressiveness (in language, emotion, and gestures)
2. Strong kinship bonds, extended family networks, and connection to others in their ethnic group/community
3. Connection with heritage and history is strong
4. Informality, and flexibility to adjust to various conditions/situations
5. Collective orientation (value of group effort for the common interest)
6. Strong oral language tradition; humor and imagery in language
7. High-context communication (nonverbal cues, gestures, and expressions)
8. Religious, spiritual orientation; visible ties religious organizations
9. Extended family provides authoritarian child-rearing practices/guidance
10. Respect for the elderly and their role in the family
11. More oriented to situation than time; time is flexible
12. Use of Ebonics and use of slang in some subgroups
13. Ability to navigate between two cultures, high assimilation in some subgroups
14. Motion, body language, and touch are all valued
15. Education as a means to a better life
16. Value of African American colleges and universities
17. Direct eye contact when speaking, less eye contact when listening
18. Independent, competitive, and achievement oriented (pride in overcoming obstacles and barriers to success)
19. Importance of music (for communication, self expression, spirituality)
20. Communicating with passion, expression, spontaneity, and animation

Note: Cultural norms are intended as general guides--not absolutes for all members of an ethnic group. Sources include: (Davis, G. & Rimm, S., 1997) (Dresser, N., 1996) (Education Alliance at Brown University, 2002) (Lynch, E. & Hanson M., 1997) (McPhatter, A., 1997) (Murphy, E. & Nesby, T., 2002) (Nash, K., 1999) (Pearson, M., 1995) (Robinson, L., 1998) (Sparks, S., 2000) (Srebalus, D. & Brown, D., 2001) (Ting-Toomey, S., 1999) (Vasquez, J., 1990).

Unit 2, Lesson 1, Attachment 1

ASIAN AMERICAN CULTURE

1. "We" over "I"--support for the group has higher value than the individual
2. Use of self-control, self-denial, and self-discipline
3. Cooperation, non-confrontation, and reconciliation are valued
4. Formality and rules of conduct
5. Direct physical contact (particularly between men and women) should be avoided; public displays of affection are not acceptable
6. Dedication to the extended family, one's company or work, and community
7. Honor/status given to position, gender, age, education, financial status
8. Achievement and goal oriented, diligent, and persistent
9. Spiritualistic, humanistic, and often believe in fate
10. Contemplative, circular thinking (never making decisions in haste)
11. Tradition and conformity to the group are valued
12. Family solidarity, responsibility, and harmony
13. Traditional hierarchical family roles, children are extension of parents
14. Parent provides authority, expects unquestioning obedience
15. Mutual interdependence within the family unit and community
16. Hierarchy, role rigidity, status defined by ascription (i.e. birthright inheritance, family name, age, sex)
17. Emotionally controlled, modest, and stoic
18. Indirect and nonverbal communication used, often implied meanings
19. May avoid eye contact as a mark of respect to authority figures
21. High value placed on education, reverence/status given to teachers

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Unit 2, Lesson 1, Attachment 2

HISPANIC/LATINO CULTURE

1. Personal and interpersonal relationships highly valued and come first
2. Strong extended family system more pronounced than other ethnic groups
3. Commitment to the Spanish language
4. Direct physical contact expected, affectionate hugging and kissing on the cheek are acceptable for both the same sex and opposite sex
5. Relaxed with time
6. Strong religious beliefs (primarily Catholicism)
7. Value cooperation--not competition
8. Courtesy, sensitivity, and formality in relationships
9. Collective orientation, group identity
10. Interdependence of the group, and loyalty to the family
11. Saving face, use of indirect communication
12. Tendency toward more traditionally defined family structure (father as head of house) and more defined sex roles
13. May use both the father and mother's surname
14. More overt respect for the elderly
15. Subgroups of highly educated and very affluent
16. Subgroups of extremely poor (for example, migrant farmers)
17. Past orientation, listens to experience
18. Independence/development of early skills not pushed in young children
19. High-context (nonverbal communication, gestures, and expressions)
20. Females may have restricted freedom (chaperones, group dating, etc.)

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Unit 2, Lesson 1, Attachment 3

NATIVE AMERICAN CULTURE

1. Individuality--approximately 550 tribes in the United States
2. Value cooperation--not competition
3. Avoidance of conflict, non-interference
4. Horizontal decision making, group consensus
5. Respect for nature and human's place within
6. Group life is primary, collective orientation
7. Respects elders, experts, and those with spiritual powers
8. Introverted, avoids ridicule or criticism of others if possible
9. Accepts "what is," holistic approach to life
10. Emphasizes responsibility for the family and tribal community
11. Seeks harmony and values privacy
12. Observes how others "behave," emphasis on how others "behave" and not on what they say
13. Incorporates supportive non-family or other helpers into family network
14. Native languages still used and taught in many tribal communities
15. Use nonverbal communication (gestures, expressions, body language)
16. Interconnectedness of all things, living and nonliving
17. Emphasis on preserving a natural balance, both in nature and life
18. Self-sufficient at an earlier age than other ethnic groups
19. Living in the here and now, time is flexible, actions are controlled and influenced by cultural traditions rather than linear time systems
20. Oral history, songs and dances, ceremonial activities, and reservation communities are all important aspects of Native American life

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Unit 2, Lesson 1, Attachment 4

AFRICAN AMERICAN LEARNING STYLES

- ⇒ Movement and kinesthetic abilities highly developed
- ⇒ Value imagination and humor
- ⇒ Ability to express feelings and emotions, both verbally and nonverbally; strong oral language tradition
- ⇒ Richness of imagery in informal language
- ⇒ Experience with independent action and self-sufficiency
- ⇒ Physical action orientation (learn by doing)
- ⇒ Learn quickly through hands-on experience, manipulative materials, and multiple stimuli
- ⇒ People oriented (focus on people rather than objects)
- ⇒ Resourcefulness, unique problem solving abilities
- ⇒ Tend to view things in their entirety--not in separate pieces
- ⇒ Preference for the oral mode of presentation in learning
- ⇒ Use of inferences, may approximate time/space/number
- ⇒ Alert, curious, good retention and use of ideas
- ⇒ Ability to navigate between two cultures, some subgroups have high assimilation to mainstream learning styles

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Unit 2, Lesson 1, Attachment 5

ASIAN AMERICAN LEARNING STYLES

- ⇒ High achievement motivation
- ⇒ Use of intuition in learning and problem solving preferred
- ⇒ High degree of self-discipline, self-motivation, self-control
- ⇒ High level of concentration and persistence on academics
- ⇒ Possible language barriers in some subgroups
- ⇒ Disagreeing with, arguing with, or challenging the teacher is not an option; this has to do with respect
- ⇒ Attitude toward discipline as guidance
- ⇒ Modest, minimal body contact preferred
- ⇒ Respects others, ability to listen and follow directions
- ⇒ Excellent problem-solving ability (female Asians have higher math scores than any other female ethnic group)
- ⇒ Indirect and nonverbal communication used, attitudes unfavorable to participate in discussion groups
- ⇒ Keen awareness of environment
- ⇒ Strong valuing of conformity may inhibit creative thinking

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Unit 2, Lesson 1, Attachment 6

HISPANIC/LATINO LEARNING STYLES

- ⇒ Large supportive extended family; the learning process benefits by involving the extended family often
- ⇒ Value cooperative group learning--not competitive learning
- ⇒ Most communicate fluently in native language (Spanish) within the family and ethnic community
- ⇒ If not bilingual, possible language barriers may arise without the assistance of a translator
- ⇒ Less independent and more modest
- ⇒ Children have unusual maturity/responsibility for their age
- ⇒ Youth initiate and maintain meaningful interaction and communication with adults (adults may also take the lead)
- ⇒ More affectionate and physically closer to others in class, conversation, asking questions, and all learning activities
- ⇒ Use intuitive reasoning (making inferences) naturally
- ⇒ Experience with giving advice and judgments in disputes
- ⇒ Eagerness to try out new ideas and work collaboratively
- ⇒ Value history, oral tradition, and visual/kinesthetic learning

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Unit 2, Lesson 1, Attachment 7

NATIVE AMERICAN LEARNING STYLES

- ⇒ Oral traditions give value to creating stories, poems, and recalling legends; good at storytelling
- ⇒ Value cooperation--not competition; work well and communicate effectively in groups
- ⇒ Learn holistically; beginning with an overview or "big picture," and moving to the particulars
- ⇒ Trial-and-error learning by private (not public) experiences
- ⇒ Developed visual/spatial abilities, highly visual learners
- ⇒ Value life experiences in traditional learning
- ⇒ Value design and create symbols to communicate, often exhibit visual art talent
- ⇒ Often exhibit performing arts talent
- ⇒ Intuitive ability valued and well developed
- ⇒ Seeks harmony in nature and life, are good mediators
- ⇒ Excellent memory, long attention span, deductive thinkers
- ⇒ High use of nonverbal communication
- ⇒ Accept responsibility and discipline of leadership

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Unit 2, Lesson 1, Attachment 8