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Durham Technical Community College
EDU 131 Child, Family, and Community

“Common Cultural Issues that Arise in an Elementary School Classroom”

Description of Module

Child, Family and Community is a course in the Early Childhood Program, Teacher Associate Concentration. This course, prepares individuals who have a desire to work in the early childhood or school age profession. Throughout the course, students are prepared to understand relationships between families, programs for children and schools, and the community. When students complete the course they have been given the opportunity to demonstrate their understanding of effective strategies for working with diverse families through utilizing community resources.

The book used in this course is Home, School and Community Relations, by Carol Gestwicki. This text effectively covers a wide range of information relevant to students interested in working in the field of early childhood and elementary education.

For the purposes of this module, students will be exploring Chapter 15, “Working with Families from Diverse Backgrounds”. This information will be explored in one, two-hour and forty-five minute class meeting. Topics covered will include understanding the rationale for teacher diversity, role diversity plays in establishing partnerships with families, and strategies for dealing with cultural conflict. These topics will be infused through video, lecture, role play, and a cooperative group assignment.

Objectives

- Discuss the importance for recognizing culture in the classroom.
- Describe and practice specific strategies for teachers working with families.
- Identify strategies of resolving cultural conflicts among students.
- Develop a developmentally appropriate action plan for designing culturally sensitive classroom.

Methodology

Audio Visual

Students will be shown a video at the beginning of session. The video will expose students to common misconceptions regarding cultural diversity.
Length of video: 22 minutes

Lecture

Students will read chapter 15 “Working with Families from Diverse Backgrounds”, prior to the presentation of this course module. The lecture

will review the content of the chapter. Topics outlined in the objectives will be discussed. Students will have the opportunity to dialogue with the instructor regarding each topic.

Assignment(s)

To further enhance students' knowledge, students will have the opportunity to engage in four scenarios related to cultural diversity in the elementary school classroom. The instructor will role play issues that commonly arise to demonstrate to the students appropriate and inappropriate strategies for dealing with these issues.

Students will then engage in a cooperative group activity. The activity will provide students with the opportunity to design a possible scenario with a parent, child, or co-worker based upon information provide by the instructor. Students will then be asked to share the strategies they created to handle the scenarios.

Assessment

To assess the students' understanding of the lesson, each student will be given the task to create a classroom that is culturally friendly. Students will be given a classroom layout. They will have to design the classroom to meet the cultural needs of various students. This will be an in-class assignment.

As a long term project, students will have to create a "Classroom Celebrations Brochure". The students will choose a culture different than theirs and note three celebrations of school age children from their culture.

Evaluation

The evaluation of the students' understanding of what we covered during the module will be based on successfully completing the "Classroom Celebrations Brochure". The brochure will be evaluated using the attached rubric.

RESOURCES

Gestwicki, Carol (2007). *Home, School, and Community Relations* (6th ed.). Clifton Park, NY, Thomson, Delmar Learning.

Videos

Them and Us. Learning Seed Videos. 1 22 minutes program (2007)

Making A Brochure : "Classroom Celebrations Brochure"

Teacher Name: **Ms. Lewis**

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.