CULTURALLY RESPONSIVE YOUTH WORK 18 HR -SESSION 1 HANDOUT

Setting Ground Rules

1. First and foremost, apply the work to yourself and your own situation.

2. Be present

3. Conflict and tension will be acknowledged and used to further group learning.

4. Listen to understand – NOT to respond.

5. Respect confidentiality – what’s said/done here stays here.

6. Assume good intent of everyone in the room, while acknowledging and making space for the different impacts our words and actions may have.

7. Be open to new thinking from yourself and others.
CULTURALLY RESPONSIVE YOUTH WORK 18 HR - SESSION 1 HANDOUT

Program Outcomes

1. Become aware of their own cultural identities

2. Apply cultural and youth development models to youth work

3. Recognize the value of learning about the context and cultures of the young people with whom they work.

4. Identify and develop skills and resources for building intercultural relationships.

5. Assess current programming and create next steps for making youth/student programming more inclusive and empowering.

6. Develop a personal commitment to ongoing intercultural development
Three Principles of Intercultural Theory

1. Subjective Culture—Build awareness of one’s own cultural identity and of the cultural dimensions all cultural groups possess.

2. Interaction Analysis—Identify relevant cultural differences in language use, nonverbal behavior, communication styles, cognitive styles and cultural values. This knowledge will assist in predicting misunderstandings when we communicate with young people and their families from differing cultures.

3. Adaptation Strategies—Learn about intercultural development and commit to ongoing development in one’s ability to experience cultural difference in order to make mutual adaptations when interacting with youth and families of other cultures.
A Youth Development Model

The Problem-Focused Approach:
- Prevention and intervention as the method of working with youth.
- Focuses on a problem.

The Developmental Approach:
- Prepare and promote as the method of working with youth.
- Focuses on supports and opportunities.
- Youth seen as resources.

Basic Youth Needs

- Feel a sense of safety and structure.
- Experience active participation, group membership, and belonging.
- Develop self-worth through meaningful contribution.
- Experiment to discover self, gain independence and gain control over one’s life.
- Develop significant quality relationships with peers and at least one adult.
- Discuss conflicting values and form their own.
- Feel pride of competence and mastery.
- Expand their capacity to enjoy life and know that success is possible.

Ecological Model


(Based on The Ecology of Human Development originally created by Dr. Urie Bronfenbrenner)
Definitions of Culture

- It is important to understand that we can think about culture on many levels, e.g. ethnic or national culture, regional culture, rural or urban culture, organizational or workplace culture, family culture, etc. Joseph Mestenhauser “defines culture as more than traits, values, customs, artifacts, and institutions. It is also a way of being thinking, organizing knowledge, reasoning, problem solving, valuing past, present, and future relating to others” (2008).

- Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values” (Hofstede, 1991).

- Milton Bennett (1998) also makes a distinction between culture with a big “C” (Culture) as dance, food, lecture, classical music, cultural systems; these are cultural institutions among groups of people. It is the objective culture associated with institutions of culture. These are observable from the outside. This makes you more knowledgeable, but not more competent. Bennett then talks about culture with a small “c” (culture) and defines this as the subjective behaviors and values within a culture; these are ways in which people engage and categories that determine how people within a group will behave. This is what makes us competent in relating and communicating across cultures.
Circles of Cultural Identity

Directions:
1. Write your name in the center circle.
2. In the smaller circles write the dimensions of your identity or the groups with which you identify.
   Example: female, athlete, Jewish, Asian American

Answer the following questions on the back:
1. Can you write about time when you felt very proud to be a member of that group or dimension?
2. Can you write about a painful experience resulting from membership in a group or dimension?
3. Complete the sentence: "I am (a/an)______________ but I am NOT (a/an)______________.

Developed by Juan Moreno, University of Minnesota Extension Service Office of Diversity and Inclusion.
CULTURALLY RESPONSIVE YOUTH WORK 18 HR -SESSION 1 HANDOUT

Reflection

We can often identify some of our cultural influences by recalling some of the traditions that took place on a regular basis. These traditions may be limited to family, but also might include frequent community events, shared holidays, and other celebrations. Use the guide below to help explore some of those cultural influences in your own life.

I remember as a child my family would often ____________________________________________________ during the celebration/holiday time of ______________________________. We would often serve __________________________ prepared by _______________________________ and we would all share __________________________. The community in which I lived frequently ______________________________ during __________________________, and I would sometimes be ______________________________ surprised that ______________________________.

During my teenage years, I would enjoy ______________________________ with ______________________________.

Speaking of my friends, my closest were ______________________________. I was raised primarily by my __________________________ and from what I know of their background, I know that ______________________________. Some of my most significant influences on my life came from ______________________________.

Some important values that I learned growing up are ______________________________. I __________________________ those values today.

School was ______________________________ for me. I remember being proud of ______________________________.

As a child, I remember looking forward to ______________________________. Some of my best memories come from ______________________________.

The most important piece of my identity, if I were to write a book about my life, would emphasize ______________________________.

Adapted from Nehrwr Abdul-Wahid of One Ummah Consulting, www.oneummahconsulting.com
CULTURALLY RESPONSIVE YOUTH WORK 18 HR -SESSION 1 HANDOUT

Journal

- Identify basic frameworks for youth development and three principles of intercultural theory
- Generate a learning community
- Recognize elements of cultural self

1. How does this apply to me personally?

2. How does this apply to me in my work with youth?