

Session 1: General Welcome/Sleeter & Grant's Approaches to Multicultural Education

I. General Welcome (15 minutes)

- a. Brief overview of sessions that attendees will be a part of
- b. Icebreaker game: What do you think Multicultural Education is?
 - i. Ask five people what they think multicultural education is. Write it down and compare it with your ideas on multicultural education.
 - ii. Common responses to this question: Different or the same as yours?

- c. Sleeter & Grant's Five Approaches to Multicultural Education (2009)

II. Teaching the Exceptional and Culturally Different (20 minutes)

- a. Overview of approach: Table 2.1 (Sleeter & Grant, 2009, p. 44)
- b. *A Nation at Risk* and *No Child Left Behind*
 - i. Preparing all children for the future
- c. Moving past deficiency orientation way of thinking and into difference orientation
 - i. Use what students already bring to the table and build upon that knowledge
 - ii. Focus on what students already have, not on what they lack
- d. Recommended practices and examples from Sleeter & Grant (p.69-72, 2009)
 - i. Program structure, curriculum content, instructional process and parental involvement
- e. Activity: Discuss with those around you how you can use this approach in your classroom. What are the pros and cons?

III. Human Relations (20 minutes)

- a. Overview of approach: Table 3.1 (Sleeter & Grant, 2009, p. 86)
- b. Theories behind Human Relations
 - i. Development of Prejudice Within Individuals
 - How to change those prejudices/stereotypes (brief: more in later session)
 - ii. Development of Prejudice and Hostility Between Groups
 - Reference group theory (Sherif and Sherif, 1966)
 - iii. Self-Concept Theory
 - How do members of different groups view themselves?
- c. Strategies and an Example from Sleeter & Grant (p. 112-3, 2009)
 - i. Provide accurate cognitive information, use group process, experiences and role playing, include service learning projects, and teach social skills
- d. Activity: Discuss with those around you how you can use this approach in your classroom. What are the pros and cons?

IV. Single-Group Studies (20 minutes)

- a. Overview of approach: Table 4.1 (Sleeter & Grant, 2009, p. 123)
- b. Are we really a "neutral" teaching society?
- c. Stages of Identity Development
- d. Recommended practices
 - i. Curriculum, instructional strategies and implementation
- e. An Example from Sleeter & Grant (p. 151-3, 2009)

- f. Activity: Discuss with those around you how you can use this approach in your classroom. What are the pros and cons?

V. Multicultural Education (20 minutes)

- a. Overview of approach: Table 5.1 (Sleeter & Grant, 2009, p. 164)
- b. Multicultural Education by Nieto (2004); (brief: more in later session)
- c. Recommended Practices
 - i. Curriculum, instruction, assessment of learning, home/community-school relations and other school wide issues
- d. An Example from Sleeter & Grant (p. 185-7, 2009)
- e. Activity: Discuss with those around you how you can use this approach in your classroom. What are the pros and cons?

VI. Multicultural Social Justice Education (20 minutes)

- a. Overview of approach: Table 6.1 (Sleeter & Grant, 2009, p. 199)
- b. Identity and democracy
 - i. Murrell's (2002, p. 52-4) "framework for learning that places students and their developing identities at the center" (Sleeter & Grant, p. 209, 2009)
- c. Similarities and differences between multicultural social justice education approach and other four approaches
 - i. Sleeter & Grant's (2009) choice of approach is multicultural social justice education
- d. Recommended practices
 - i. Practicing democracy, analyzing one's own life, developing social action skills, and coalescing
- e. An Example from Sleeter & Grant (p. 218-21, 2009)
- f. Activity: Discuss with those around you how you can use this approach in your classroom. What are the pros and cons?

VII. Question and Answer Period (5 minutes)

References

Murrell, P.C., Jr. (2002) *African-centered pedagogy*. Albany, NY:SUNY Press.

National Commission on Excellence in Education (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: US Government Printing Office.

Nieto, S. (2004). Multicultural education and school reform. In *Affirming diversity: the sociopolitical context of multicultural education* (pp. 344-365).

Sherif, M., & Sherif, C. W. (1966). *Groups in harmony and tension*. New York:Octagon.

Sleeter, C. E., & Grant, C. A. (eds). (2009). *Making choices for multicultural education: Five approaches to race, class, and gender, sixth edition*. John Wiley & Sons, Inc.