

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 a 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.