



Teaching for Tolerance: Strategies for Multicultural Classrooms

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Session Overview & Objectives

1. *Establish the importance of **needs-based education** in **multicultural** classrooms.*
2. ***Model a strategy** targeted to meeting students' need for belonging and self-esteem.*

Why is this topic important to me?

Maryland



















Why is this topic important for us all?

“The Transformative Power of Education: Universal Values and Civic Renewal”

2) Inclusion and participation of all learners

The inclusion and participation of all learners in the educational process is essential to creating a supportive learning environment that meets the needs of all learners. This includes ensuring that every pupil and student has access to appropriate educational opportunities and resources. This is regardless of ethnic origin, class, gender, disability, religion, learning styles and language.

To promote a culture of inclusion and respect for others, it is important to value the diversity of learners; to use differentiated teaching to meet the individual needs of all learners, taking into account differences in learning styles, abilities and cultural backgrounds; to provide opportunities for learners to address, challenge and overcome prejudices and stereotypes...

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

(Council of Europe, 2023)



What is culture?

What is
multiculturalism?

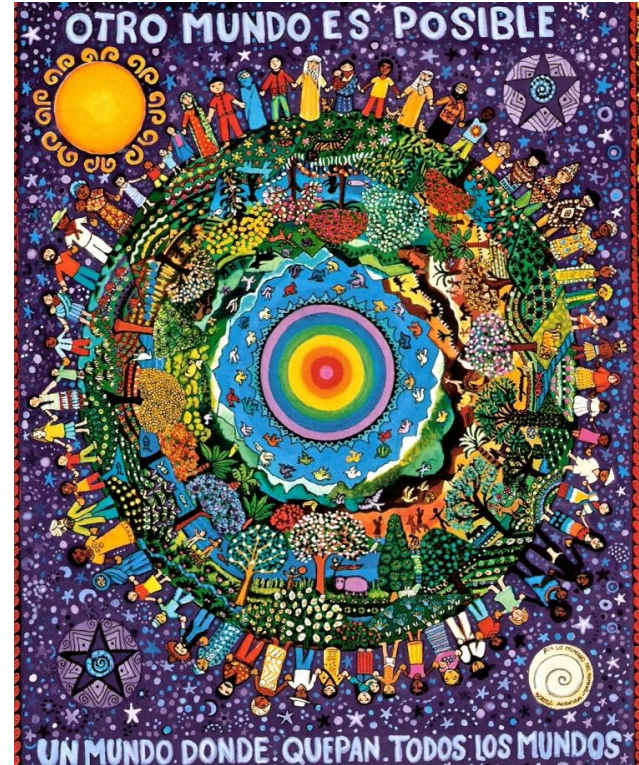
What is culture?

“Culture consists of the beliefs, values, and goals that guide daily life for a group of people.”



What is multiculturalism?

“Multiculturalism is the idea that distinct identities and cultural groups should be acknowledged, preserved, and supported.”



(Beatriz Aurora)

Maslow's Hierarchy of Needs



(Desmet & Fokkinga, 2020)

How is this relevant to teaching?
(As a teacher, what part(s) of the period to you find yourself focusing on?)

The importance of esteem and social needs



Activity 1: Story Stitch

Warm-Up: Story Stitch

Our Stories Have Power



Directions:

- Work with a partner.
- Take a card and read the prompt.
- Think about your story.
- Share with your partner.
- Ask questions.
- Share as a class.

Activity 2: “I’m From” Poems

Where are you from?



Simon Kneebone, 2016

“Where I’m From” Poetry



Where I'm From

I am from clothespins,
From Clorox and carbon tetrachloride.
I am from the dirt under the black porch
(Black, glistening it tasted like beets.)
I am from the forsythia bush, the Dutch elm whose long gone limbs I
remember as if they were my own.

I'm from fudge and eyeglasses,
From Imogene and Alafair.
I'm from the know-it-alls and the pass-it-ons,
From perk up and pipe down.
I'm from He restoreth my soul with a cottonball lamb
And ten verses I can say myself.

I'm from Aretmus and Billie's Branch,
Fried corn and strong coffee.
From the finger my grandfather lost to the auger
To the eye my father shut to keep his sight.

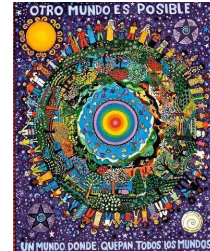
Under my bed was a dress box spilling old pictures,
A sift of lost faces to drift beneath my dreams.
I am from those moments – snapped before I budded—leaf-fall
from the family tree.

George Ella Lyons

“Where I’m From” by Ms. Mahmassani

*I am from my hiking boots,
from wooden garlic smashers and
hummingbird feeders
I am from “the city of clustered spires”
quiet, peaceful
sounds like summer thunderstorms,
smells like toasted marshmallows
I am from my mother’s garden,
full of flowers to pick, never finished
I am from getting lost in novels*

*and searching for treasures on the beach,
from Klondike and Bill, Selwa and Khoder.
I’m from 4th of July fireworks and iftar dinners of Ramadan.
I’m from “Yella habibi, eat some more”
and “You’re my shining star.”
I’m from Frederick, by way of Kentucky and Beirut.
from baklava and Thanksgiving turkey
I’m from an Ocean City conch shell
the melodies of my sister’s voice
the trail into the woods behind my parents’ house,
a world where all worlds fit.*





1. What details did you love about your partners' poems? What do you want to know more about?
2. Are there any similarities in our poems? What ideas, customs, or values do we share?
3. Would this activity work for your students? How would you modify it? Scaffolds? Extensions?



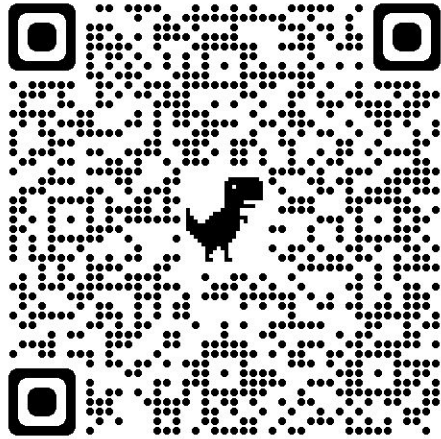
Reflection and Q&A

1. What from today will be useful to your teaching practice?
2. What other challenges or questions related to this topic still need to be addressed?

Thank you for your time and your participation!

References and resources

This presentation:



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Poem Template

References and Resources

The I am From Project and *original author George Ella Lyon's personal website.*

8 Powerful Habits to Build a Multicultural Classroom

Story Stitch card game

Desmet, P., & Fokkinga, S. (2020). Beyond Maslow's Pyramid: Introducing a Typology of Thirteen Fundamental Needs for Human-Centered Design. Multimodal Technologies and Interaction, 4(3), 38. MDPI AG. Retrieved from

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