

Facilitator's Guide

Title: **Healthy Balance: Perspectives in the Classroom**

Overview: Traditional practices in education have often promoted a single perspective regarding ways of knowing, communicating, and being. However, we have come to realize that each of these is influenced by culture. The purpose of this activity is to learn how sociocultural experience influences healthy habits through activities and analysis of cultural styles.

Objectives: **Participants will:**

- Gain an understanding of the implications of sociocultural context for teaching and learning and the achievement of equity.
- Examine teaching assumptions and practice from a multicultural perspective.
- Explore specific multicultural perspectives in mathematics and science, and their implications for promoting equity.
- Identify specific strategies for using students' cultural knowledge and experience as a basis for achieving success.

Time Frame: 2 - 4 hours (The text in the toolkit stated 2-3 hours for each collegial group meeting. How many group meetings for this guide?)

Preparation Requirement/Materials Needed: See Section 3.7

- Equipment
 - Overhead projector, newsprint, pens
- Transparency:
 - Toward Changed Practice: Model Diagram
- Handouts:
 - Toward Changed Practice: Learning Template—includes the article “Multicultural Context a Key Factor in Teaching”
- Background Reading:
 - Toward Changed Practice: A Model and Strategy for Deep Understanding

Program Outline (Sequencing):

- Review the adult learning model **Toward Changed Practice: A Model and Strategy for Deep Understanding** by displaying the transparency, **Model Diagram**. Refer to the model under the subheading Phase Descriptions for an explanation of each phase.
- Pass out **Toward Changed Practice: Learning Template**. Give participants a few minutes to read the template.
- Pass out the article “Multicultural Context a Key Factor in Teaching” and have participants read and reflect using **Toward Changed Practice: Learning Template**.

- Divide participants into groups of 4-5 members. Each group will need a space, portion of a room, or individual break-out room for a small-group meeting and presentations.
- Reconvene the large group. Allow one strategy to be presented from each small group.

Follow-up Activities from Toolkit:

- 3.4 Style: Mapping Preferences in Learning (p. 41)
- 3.5 Providing Multiple Abilities With Multiple Options (p. 57)
- 3.6 From Abstraction to Meaning: making Sense Our of Pi (p. 69)