


KEY CONCEPTS


Culture reflects belief systems, behavioral practices and the products of such beliefs and practices among groups of people.

- Widespread
- Evident across generations
- Generally viewed as adaptive for those who hold such beliefs or practices



KEY CONCEPTS


- Important cultural elements include the dimensions of race and ethnicity, gender, and social/economic status.
- Language and immigration issues
- Elements of culture are not separate from the larger cultural context



KEY CONCEPTS

Equity reflects fairness and impartiality.

- Application of policies and practices to provide equal access to opportunity
- May involve over-compensating in some cases to remedy past exclusionary practices



KEY CONCEPTS

- Equitable programming:
 - Includes and reflects the communities served.
 - Seeks to reduce social and academic disparities between groups.
 - Challenges stereotypes and inequities.
 - Draws upon the input and decision-making of participants and their families and communities.




ACTIVITY: GUESS WHO

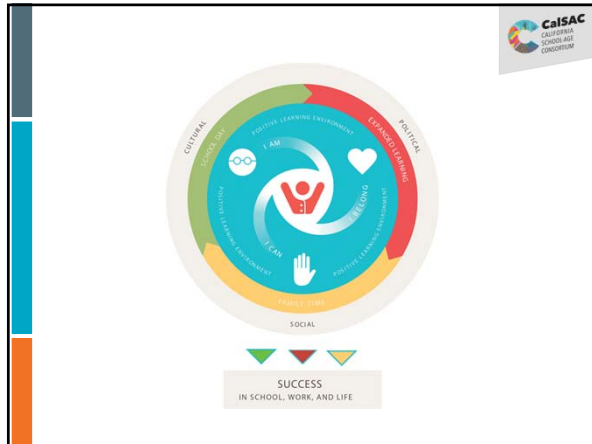
- Write things most people may not know already about you.




KEY CONCEPTS

- Out-of-school time programs support character building and social-emotional skills including self-awareness and social awareness
- These skills help prepare children and youth for success in academic, work and overall life outcomes.





ACTIVITY: WHO AM I

Create a visual representation of your multiple cultural identities.

- Use the size of your writing to indicate the level of impact in your life. (Larger = greater impact, Smaller = less impact)
- On the back of the paper, write words or phrases to describe the impact of these various cultural identities. (e.g., discrimination, pride, privilege, and perseverance)
- Do NOT vary the size of the writing on the back of the paper.

ACTIVITY: STEP INTO YOUR IDENTITY

If you identify with the term:

- Step forward according to your level of identification.
- Identification varies in degree.
- If you do not feel safe in the group to disclose your identity, keep in line with the others.

ACTIVITY: LEVELS OF ENGAGEMENT

- Three sections (a) **tolerance for**, (b) **acceptance of**, and (c) **embracing cultural diversity and equity**.
- Define the term and give examples of what this looks like in programs.

Term/Phrase	Define	Examples
Tolerance for		
Acceptance of		
Embracing cultural diversity and equity		

LEVELS OF ENGAGEMENT

Tolerate

- To put up with
- To endure
- To minimally engage
- To comply with a process or procedure
- To get used to by repeated exposure

LEVELS OF ENGAGEMENT

Accept


- To show positive regard for
- To passively engage
- To show resignation for
- To be reactive
- To conform



LEVELS OF ENGAGEMENT

Embrace

- To take up willingly and eagerly
- To be proactive
- To be actively engaged
- To empower
- To adapt or change
- To understand cultural diversity is natural, beneficial and to be expected
- To seek the challenge of finding harmony in diversity



TODAY'S OBJECTIVES

By the end of this module, participants will:

- Understand how culture impacts and shapes individuals;
- Develop their self-awareness by examining their cultural identities and how these identities may impact their interactions with others;
- Develop their social awareness by understanding how individuals from diverse backgrounds relate to one another.



ADVOCACY OPPORTUNITIES

- **Gain tools and resources** to protect and advance policies that support out-of-school time programs
- Join us at the **CA Afterschool Challenge** in May at the State Capitol



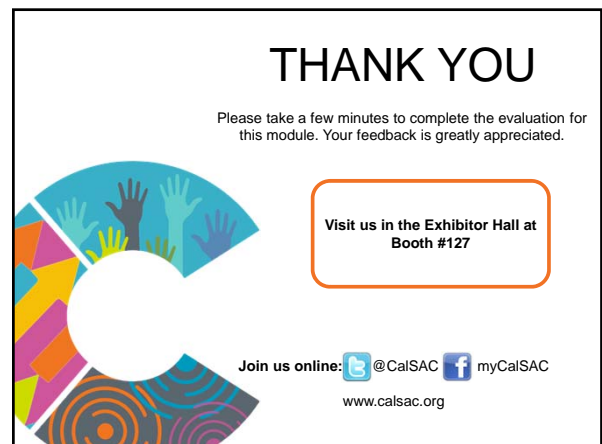
LEADERSHIP OPPORTUNITIES

- **3-Day Leadership Intensive Retreats:** regional, fee-based management and leadership trainings.
- **Leadership Development Institute (LDI) Fellowships:** year-long, cohort based fellowships aimed at increasing the leadership capacity of the OST field.
 - LDI for Emerging Leaders of Color
 - LDI 360*/365



TRAINING OPPORTUNITIES



- **Specialized Training Projects:** Dig more deeply into STEM, SEL and other important topics through our specialized professional development programs.
- **eLearning:** FREE online, self-paced, modules available for our most popular topics
- **Apply to be a CalSAC Trainer!** Do you enjoy leading trainings? Join our Trainer Network!



THANK YOU

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.

Visit us in the Exhibitor Hall at Booth #127

Join us online:  @CalSAC  myCalSAC
www.calsac.org

3.6.1a

Guess Who Handout

1. My favorite comfort food is _____

2. My all-time favorite movie is _____

3. My dream vacation would involve _____

4. The most attractive person in the world is _____

5. The person I most admire is _____

6. The last book I read was _____

7. If I were granted one wish it would be _____

8. My favorite color is _____

9. My favorite past-time is _____

3.6.1b

Levels of Engagement Handout

Tolerate

- to put up with
- to endure
- to minimally engage
- to comply with a process or procedure
- to get used to by repeated exposure

Accept

- to show positive regard for
- to passively engage
- to show resignation for
- reactive
- to conform

Embrace

- to take up willingly and eagerly
- proactive
- active engagement
- to empower
- to adapt or change
- understands that diversity and therefore cultural diversity is natural, beneficial, and to be expected
- seeks the challenge of finding harmony in diversity