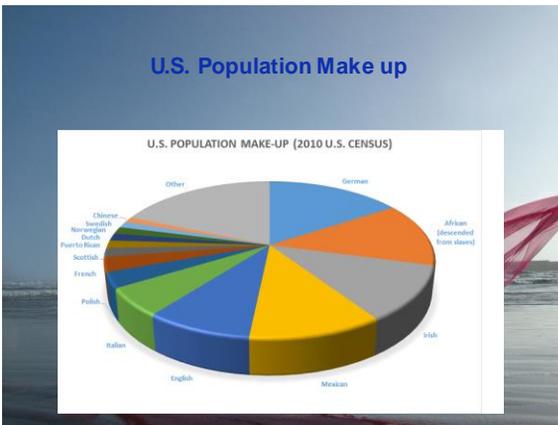




Workshop Overview

- The purpose of the presentation is to review literature on , educational equity, acceptance and diversity as a means to create a more inclusive school climate.
- The objectives are to engage and discuss strategies for educators to promoting social acceptance.
- After completing the literature review educators will be able to:
- Understand the significance of treating student's home language as an asset.
- Create learning opportunities that encourage ways of using the student's language to maximize student learning opportunities.
- Distinguish between acceptance and tolerance
- Recognize personal language bias
- Design classroom lessons in teaching acceptance



Impersonator vs. Educator

- What does diversity look like in the classroom?
- How do teachers modeling respect and cross cultural understanding?
- Describe how you provide opportunities for a variety of achievers?

Literature Review

- **Teaching teachers to teach peace: A reflective pre-service case study**

study Bartlett, T. A. (2008). *Teaching teachers to teach peace: A reflective pre-service case study* (Order No. M859631). Available from ProQuest Dissertations & Theses Global. (8918347). Retrieved from <https://search-proquest-com/contemporary-p-hoc/nlx.ez/doi/doi.ee/9/1/853/477/acc/ord/0-358/12>

- In Canada the need for peace education curricula grew of demand the wake of increasing national diversity and global instability. Teaching and training in peace education- proved to be a positive instrument.
- Researchers found teaching about peace has the ability to provide significant recourses that teachers and students needed to rectify inequalities in their own communities, by allowing for peace minded individuals and inspired educators to travel around the globe, reduce the pervasiveness of violence.
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Literature Review

- **Peace education: How did we get it and what does it mean?**
- Overview** University of Alberta (Canada), ProQuest Dissertations Publishing, 1990. MM60360.
- The issues of peace education from—militarization, structural violence, human rights, cultural solidarity, environmental care, and personal peace like the issues faced by the World Commission on Environment and Development.
 - They stem from our world views which reflected in our attitudes and values. It is the task of peace education
 - Peace education gives educators a new lense to view question many of the underlying assumptions that create our world view and through that enquiry, discover how the issues of peace education might be caused by the way we view the world. But before we explore those issues.

How to use Culture and Language

- Discussion Questions
- Reflection Questions



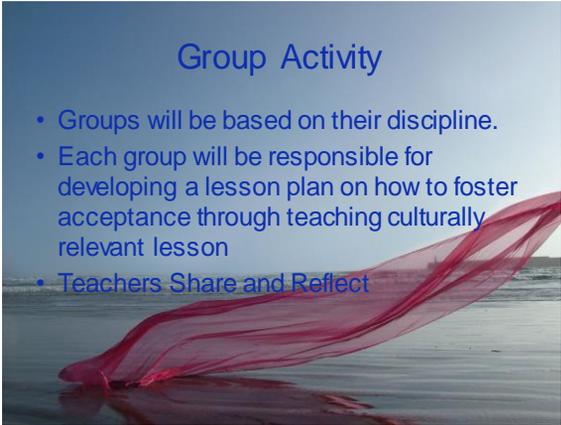
Culturally Responsive Techniques

- Reflections
- Break out into Groups
- The cultural tools that schools need so that they can use language in a variety of ways to maximize student learning.
- Language can be a learning opportunity for all students. By training teachers to accept students with different languages and use their language in a positive, reinforcing way, it will help students feel valued.
- They can pull on their prior knowledge to understand contextual reading, vocabulary and connect with the assignments from different perspectives. After reading the video, the teachers complete



Group Activity

- Groups will be based on their discipline.
- Each group will be responsible for developing a lesson plan on how to foster acceptance through teaching culturally relevant lesson
- Teachers Share and Reflect



Closing Remarks

- The workshop was intended to facilitate an awareness of how great an impact it would be for teachers to learn how to work together, develop new ideas and plan strategies to create a culturally relevant and acceptance spirit throughout the school.
- Be a Champion
- <https://www.youtube.com/watch?v=SFnM7HhKdkg>