

# *How to Teach Caring? 50 Instructional Strategies*

*Teaching Certificate I - Final Project*

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# *Background/ Guiding Questions*

- ⊕ How to change/affect individuals' behaviors that are based on core beliefs?
- ⊕ How to make unobservable behaviors/ attitudes explicit?
- ⊕ How to discuss difficult and uncomfortable subjects?
- ⊕ How to make people care about individuals toward whom they have fundamental resistance?

# *Purpose of the Project*

- ⊕ To create a collection of practical, research-based strategies for teaching multicultural content, especially related to the pedagogy of caring.

# *Key Concepts*

- ⊕ Caring and Human Dimensions
  - ⊕ Two of the six core components of Significant Learning (Fink, 2003)
  - ⊕ “Caring interpersonal relationships are characterized by patience, persistence, facilitation, validation, and empowerment for the participants” (Gay, 2000)
- ⊕ Diversity

# *Method*

- ⊕ Literature Review
- ⊕ Course Materials from KSP 220W, F06-Spr 07
- ⊕ Student Feedback

# *Philosophical Approach*

## ⊕ The Transformation Approach

- ⊕ This type of instruction involves critical thinking and involves a consideration of diversity as a basic premise (Banks, 1999).

## ⊕ The Social Action Approach

- ⊕ Students are not only instructed to understand and question social issues, but to also do something about important about it. (Banks, 1999).

# *Ideas*

1. Classroom scenarios/critical incidents in teaching with questions.
2. Critical discussion on relevant current newspaper articles.
3. Clinical experience in a diverse setting.
4. Develop multicultural activities and materials for your content area.
5. Debates.
6. Attitude inventories.
7. Have students sign up for a free newsletter.

8. Classroom video cases.
9. National/international message boards.
10. Service Learning -- Have students work with individuals that they feel uncomfortable with.
11. Analyze one's own culture and identify the commonalities and individualities of people.
12. Have students create questions for discussion.
13. Have students research a diversity group.
14. Use cooperative groups for discussions, examples:
  - a) Group investigation model
  - b) Jigsaw model
  - c) Team games model
  - d) Think-pair-share
  - e) Three-step-interview
  - f) Round-Robin-brainstorming
  - g) Three-minute interview

h) Numbered heads

i) Team Pair Solo

j) Circle the Sage

k) Partners

l) Find someone who...

15. Use vicarious teaching and role playing.

16. Show and discuss multicultural videos.

17. Engage students in a book club.

18. Invite guest speakers.

19. Have students research the contributions of individuals from a diversity group.

20. Engage students in perspective-taking through scenarios.

21. Have students identify stereotypes and prejudice in media.
22. Have students document examples of oppression in an everyday life context.
23. Have students interview a person from a diverse background.
24. “Walk the Line” -- Have students share instances when they faced prejudice, discrimination and intolerance.
25. Show pictures of individuals and have students share their thoughts/assumptions.
26. Have students share experiences of being “the other” or “marginalized”.
27. Share statistics of the impact of oppression on people of diversity.

28. Model tolerant behavior in class.
29. Provide students with opportunities to get to know each other and the unique features of each student in class.
30. Expose students to a foreign language experiment.
31. Have students define key concepts such as prejudice, oppression, intolerance, diversity, injustice, etc.
32. Provide students with opportunities for reflecting on the cultural norms of the community they grew up in.
33. Discuss the benefits of tolerance and mutual understanding.

35. Have students explore and discover the hidden forms of injustice.
36. Move away from good intentions to action.
37. Focus on understanding through empathy and perspective taking.
38. Have students find examples of the five types of knowledge (Banks, 2001):
  - a) Personal/cultural
  - b) Popular
  - c) Mainstream academic
  - d) Transformative academic
  - e) School

39. Have students explore their cultural identities (their membership in microcultures, concept map).
40. Have students express their thoughts about diversity through art.
41. Have students engage in an e-mail correspondence with a group of students from an urban classroom.
42. Have students tutor students representing diversity.
43. Have students attend cultural events put up by diversity groups.
44. Have students analyze their feelings and thoughts.

45. Have students reflect on their own schooling experiences.
46. Finish sentences... e.g. A time I felt responsible/A time I listened effectively (focuses on actions taken).
47. Have a group of people from a diversity group come and share how they feel when facing oppression.
48. Share poems addressing intolerance.
49. Discuss strategies for creating a safe space for students, “a home away from home”.
50. Analyze the concept of caring -- what does it mean to each student?

**Thank you!**