



Culturally Responsive Teaching 1-Day Lesson PowerPoint

The following sample is a 1-Day lesson PowerPoint from the Educators Rising Curriculum. Each lesson can be taught across 1 day of instruction, 3 days of instruction, or 5 days of instruction with a day of instruction designed to fit in a 50 to 60 minute time frame. This is the PowerPoint that would be used for a 1-day implementation framework.

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Notes for teacher:

Insert notes here with an overarching description of lesson topic.

Reminder:

Note that many of the notes refer to "**Teacher notes for students.**" We want you to teach and express yourself, so you do not have to say the notes verbatim but be sure that the central idea is communicated.

When you see "**Notes for teacher**", this means these are notes the teacher should keep in mind but do not need to be verbalized to their students.

Lesson:

Educators Rising Cross-cutting Theme(s) Alignment :

- Cultural Competence
- Fairness, Equity and Diversity
- Reflective Practice
- Ethics

- Collaboration
- Social Justice and Advocacy
- Self-efficacy

Educators Rising Standard(s) Alignment:

- I: Understanding the Profession
- II: Learning About Students
- III: Building Content Knowledge
- IV: Engaging in Responsive Planning
- V: Implementing Instruction
- VI: Using Assessments and Data
- VII: Engaging in Reflective Practice

SAMPLE

Guided Notes Worksheet



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A screenshot of a worksheet titled 'Culturally Responsive Teaching Guided Notes'. It contains two sections with questions and empty boxes for answers. Section 1 asks 'What is CR? What is the goal of culturally responsive teaching?' and Section 2 asks 'What are common characteristics of culturally responsive teaching? Name 3-4 common characteristics.'

Culturally Responsive Teaching
Guided Notes

Section 1: What is Culturally Responsive Teaching?

1. What is CR? What is the goal of culturally responsive teaching?

Section 2: What are common characteristics of culturally responsive teaching? Name 3-4 common characteristics.

Any time you see this icon:



This lets you know you have a section on your worksheet to take notes.

But feel free to jot anything down that you feel is helpful!

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Notes for teacher:

Throughout the lesson, students will be asked to jot down notes based on the information presented from the slide. This worksheet should have previously been provided to students. Give students a few minutes to pull up the worksheet so they will be ready when they encounter the first slide that requires them to take notes. There is a screenshot of what the worksheet will look like on this slide for them to reference if they do not already have it open or available.

The red clipboard icon will be at the top corner of the slides where students need to take notes. There are notes that will also remind you to reference the icon to get students used to looking at their notes during this section.

Stress that they do not need to write lengthy notes. These are just meant to be quick takeaways. You can point to key information from the slides to give students an example of what you mean by "quick takeaways". In the first slide with the icon on the lesson, you will see an example you can use.

Rising educators will be able to:

- **Answer and Explain:**
 - Why should a student's interests, skills, and cultural background inform instruction?
 - How can you integrate cross-curricular, real world, and global connections into instruction effectively?



Lesson Objectives



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Common misconceptions

- Culturally responsive teaching is mostly about understanding race.
- Talking about other cultures makes learning culturally responsive.
- All students learn the same and teachers just adjust for learning levels.

Academic language

- Culturally responsive teaching
- Lesson delivery
- Bias

Tips

- The teacher leader should be explicit about instructional choices and explain

how choices can be made to make learning culturally relevant.

Notes for teacher:

Typically, objectives give clear statements on what will be learned but the focus is for students to understand what outcome we hope to have by the end of the session and in their own words explain to others what the key takeaways should be. Therefore, the lesson objectives can also be considered “guiding questions or essential questions”. You can read through these questions and let students know this is the order of how the lesson will be conducted.

Teachers will return to this slide at the end of the session and restate these questions so students can reflect on how well they can now answer the questions.

Teacher notes to students:

Essential questions to keep in mind:

- How do the choices I make as a teacher impact student success?
- Why is it important to learn about students' backgrounds, interests, motivations and stages of development (i.e. social, emotional, cognitive) when developing cultural competence?
- What is the importance of designing student-centered instruction that responds to learner input, engages interests, encourages exploration and values students as individuals?

Think about these questions as we go through the lesson. You can also jot some notes down to reflect on the impact this can have on your students or what impact this could have had on you as a student.

Reflection



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What does the word
“culture”
mean to you?



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Notes for teacher:

The goal of this activity is just to get a gauge of what students think about culture. Often, the word culture is associated with music, language, and traditions. The hope is that with this lesson, students can be more open to engaging all the variations of culture and identity in their classroom.

Teacher notes for students:

We are fortunate to be in a melting pot and to have access to information on other cultures. In your classrooms, the culture will be shaped by your lessons, environment, your identity, and your students' identities. Making space to share commonalities, differences, and the stories of others does not have to be something you go out of your way to do, it can instead become common practice in your teaching.

You may have some understanding of culture now, and the hope is to take this understanding, broaden its definition, and add pedagogical research that will inform your teaching practice and support your students. We all may have

different definitions of culture and some aspects may resonate with us differently. The hope is to consider how these aspects of culture inform your students' learning as well.

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Reflection



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What are some challenges students might face when attempting to fit into your school culture?



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Notes for teacher:

The goal of this reflection is to point out that though we may not notice it at first, most places we congregate in have a culture that is influenced by the people, place, and outside influence of things like media, organizations, even proximity to higher institutes of learning.

Teacher notes for students:

Think about your first day of school or if you've moved to different schools, your experience as a transfer student. What are some challenges you faced when trying to make friends? Getting along with your teachers? Understanding the rules for the classroom, and for the school? Knowing how to get around to your classes, the cafeteria, etc.? What about making friends?

Though we may not realize it at first, each place has its own culture. This culture is created by the interactions of different people, the location, influence from media, etc. Most people want to make friends and fit in easily. Others may want to go against the grain in some ways. Whatever the case, we

acknowledge the different customs, language, guidelines that each place has.

If someone were to come to your school, what might they struggle with? How do you think this could impact their learning?

SAMPLE

The slide features a light blue background on the left and a darker blue background on the right. The title 'What is Culturally Responsive Teaching?' is written in white on the right. A red clipboard icon is in the top right corner. Three light purple rounded rectangles on the left contain icons and text. The first rectangle has a network icon and text about a research-backed approach. The second has a stack of books icon and text about linking classroom and outside experiences. The third has a teacher at a whiteboard icon and text about supporting diverse students. The Educators Rising Curriculum logo is at the bottom right.

Culturally responsive teaching is a research backed approach grounded in linking lived experiences of students based on cultural characteristics, experiences and perspectives with academic knowledge.

These links help students access rigorous content and make future connections to what they learn in the classroom with their lives outside of the classroom.

The **goal** is to better support ethnically diverse students and increase diverse perspectives within academic content.

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Notes for teacher:

There is quite a bit of text on this slide. Let students know to jot down the main ideas of this slide. Focus on explaining that this is a research backed approach that aims to support student success by creating stronger links to their lived experiences. To make things easier, the bolded section in the first bullet encompasses the key information for students.

Teacher notes for students:

Culturally responsive teaching does not inherently cancel traditional teaching methods and texts. Instead, it works to enhance these materials with additional perspectives and draws students further into their learning by making the content relevant to their lived experiences.

There is a lot of text on this slide but focus on the first bullet so we can create a shared understanding of what culturally responsive teaching is.

Reference:

Educators Team at Understood. (n.d.). *Culturally responsive teaching: What you need to know*. Understood. <https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching>

SAMPLE

What Stands Out?



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An exit poll of those who voted for the president in November 2020 that surveyed voters on their race presented the results as follows:

Race	President
White	65%
Latino	13%
Black	12%
Something Else	6%
Asian	3%

*Referenced from the CNN 2020 Exit Poll Results (Nov. 2020)

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Teacher notes for students:

This was taken from the November 2020 Exit Poll on CNN. While polls like these are common, many, particularly in the Native community spoke out on the classification of “something else” on media sites and social media. To classify a group of people that have existed in this country since before it’s creation as “something else” demonstrates the danger of not only categorizing a group of people but limiting the diversity within that group and not recognizing the impact these communities have. Such a blunder was able to pass through national news and highlights the importance of increasing awareness to different communities and identities that make up this country and make up our classroom populations. Though the error was corrected, it is imperative that we continue to hold such large sites accountable and ourselves as teachers accountable to showcase the richness in diversity that exists and the history that precedes it.

The omission of other cultures, lack of representation, and lack of awareness of the cultures that make up our classrooms creates missed opportunities to

honor student experience and integrate learning practices that are not only familiar to students but are effective learning tools that are reinforced in their homes as well. Though we take news sources as authority, consider how those in authority still have biases that may limit their awareness of others and could lead to something like this example.

In your classroom, the goal is to get to know and celebrate your students' cultures as well as uplift the cultures of others that give our country diversity and those that might not exist in our country but that we can still learn from.

Reference:

CNN. (2020). *CNN exit polls*. Retrieved from <https://www.cnn.com/election/2020/exit-polls/president/national-results>

SAMPLE

Creates a learning environment that **reflects** diversity, experience, and student perspectives.

Raises the level of rigor for all learners and often hooks students into the content by including relevant background knowledge.

Honors students' experience leading to stronger relationships with the content and their teacher.

Increases students' awareness of other perspectives.

Supports the integration of **social-emotional learning**.

Supports **critical thinking** in students.

What Are Common Characteristics of Culturally Responsive Teaching?

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Notes for teacher:

Again, consider highlighting just a few of the bullet points mentioned on this slide. Students should just be jotting down key ideas, so they do not need to write everything down from this slide.

Teacher notes for students:

This practice is very student centered and highlights the ideas, perspectives, and identities that students bring with them as individuals instead of limiting their "student" identity to just what they learn at school. Culturally responsive teaching also does not just stop at acknowledging this background knowledge. It actively uses this information to create more engaging lessons, gives a platform for students to be teachers as well, and increases the level of rigor and critical thinking for students because now, they can use additional learning tools and strengths to make sense of the content.

Consider the following question:

What powerful decisions do teachers make to be culturally responsive? As we

go through the rest of the lesson, think about this question and how you as a teacher could create a culturally responsive learning environment.

SAMPLE



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Notes for teacher:

Students bring their own knowledge and experiences into the classroom every day. Incorporating culturally responsive teaching, helps teachers and students extend the notion of expertise beyond the classroom and encourages active contributions from students in their learning. The typical presentation of this model is the iceberg. You can reference this terminology to drive home the point so that students themselves embody this concept. What you see at first may not be enough to get to know your student and it will take time to get to know them, their background, and incorporating their identities into the classroom community. Student experience should not be reduced to a single story.

Teacher notes for students:

This is an illustration that represents all the lower surface details students may bring into the classroom. You may often see this model represented as an

iceberg. The metaphor being that what you see on the surface may not be the whole truth. Think back to the lesson on bias and consider that students may come into the classroom with certain reservations or preconceived notions that may influence how much they want to share or are willing to open up to. Students are multi-dimensional, and this is yet another reason why relationship building is so important. Students and adults need an environment that they feel safe in and trust that their identities will not be minimized. Think about this picture or the iceberg as you continue your internship and go into your own classroom.

Reference:

Hall, Edward. (1976). *Beyond Culture*. Anchor Books.

SAMPLE

- Actively identify students' strengths and interests.
- Be explicit about goals and make sure students can identify what they will get out of a lesson.
- Connect lesson topics to students' cultures or cultures they may not have been exposed to.
- Give your students opportunities to teach you.



Culturally Responsive Teaching: How Do I Do It?



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Notes for teacher:

Students should take note of at least one bullet point that they identify with or would like to implement in their classroom.

Teacher notes for students:

Ask yourself these questions:

- How can content be taught in a culturally responsive manner?
- What will make my teaching culturally responsive?

You can also think through presentation of your lessons and integrate small techniques every day to support your culturally responsive classroom. These techniques can include student-led discussions, think-pair-share, cooperative learning seating, and more. The following slides will go over a few additional steps you can take in more detail. Think of this slide as the summary or overarching breakdown of how to implement culturally responsive teaching.

Though the next few slides do not have the red clipboard, you are free to jot down anything that jumps out at you or that you may want to implement in your future classroom.

SAMPLE

- What students see, hear, and experience everyday will impact their learning.
- Consider changing the seating to create more collaborative groupings.
- Display student work around your classroom.
- Add posters about relevant figures in your subject from different backgrounds and/or different impacts on the content.



Be Intentional About Your Environment



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Teacher notes for students:

Consider the two photos. The traditional classroom may look like rows of desks where the teacher stands at the front and goes over content. Though this is often what our classrooms look like, think about how to make your space more collaborative for students. Changing the seating arrangements so students are grouped or adding additional seating spaces that are not just desks helps give students choice in their classroom. The addition of helpful posters with pictures of a variety of leaders as well as visuals to support English language learners or those who learn better by associating a visual to a term can help showcase leaders in your students' communities as well as lets your classroom work for you. Adding student work also gives more ownership of the learning space to your students and echoes the thought that they and their work is the focus of the environment.

- Having discussions about cultural differences, diversity, tolerance, and acceptance can be difficult sometimes.
- In these instances, it is crucial to be forthright and honest about the topic.
- In the past, sometimes diversity has been taught as a "non-issue" or something to ignore, i.e., "we don't see color."
- Instead of ignoring our differences, they should be seen, validated, and celebrated.



Discuss Honestly



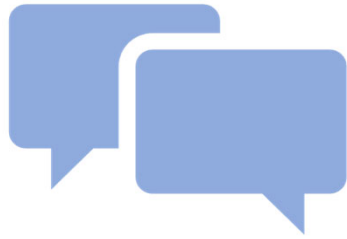
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Notes for teacher:

Equity Alert! - In your classroom, when you discuss different cultures, bias, equity, etc., these can be challenging conversations. Sometimes, people gloss over differences with the notion that "everyone is the same" to make people feel more comfortable. But, when looking at these hard topics, our differences are what should be celebrated. Students' own experiences should not be erased; there should be equity despite our differences instead of getting rid of our differences for equity.

As a class, discuss the following questions:

- Why is it not helpful to say, "You don't see color?"
- How can we help make students comfortable talking about diversity?



Classroom Discussion



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Notes for teacher:

As a class, discuss the following questions:

- Why is it not helpful to say, "You don't see color?"
- How can we help make students comfortable talking about diversity?



Get to Know Your Students: Surveys



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- Surveys help collect qualitative information about your students and can help find commonalities between students and between you and students.
- Consider hosting a “get to know you” scavenger hunt or allow students to share their answers with their classmates.



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Notes for teacher:

The following slide includes examples of survey questions you can ask students that they may or may not have seen before. The purpose of these examples is to showcase how games can be used to conduct surveys and how questions can be changed to learn new things from students who may or may not have had to complete these types of surveys in the past.

Teacher notes for students:

Surveys are a great way to gather qualitative data from your students. This is a great activity for the first week of school as it lets you get to know your students, lets them get to know each other, and it provides for opportunities to define your classroom management style. Students will be learning about each other and about you as well. You'll get to see how they work together and can introduce classroom norms during such a collaborative activity that will support your classroom management.

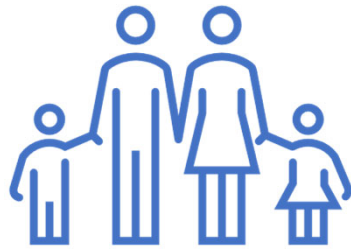
This can be tricky if your students have known each other for years, so

creating opportunities share about the person they don't know about, you, can also be helpful. Consider adding game opportunities to create a different survey experience for students that are accustomed to filling out a written survey every year. Games can seem intimidating to some first-year teachers, but it gives you an opportunity to work with your students to set cultural norms in your classroom that can be reinforced through additional activities throughout the year. Norms like assume positive intent, one person speaks at a time, perseverance, 3 second rule (think before you speak), etc., can be practiced during a game and it can support community development.

Games also let your students work with each other, perhaps in ways that they haven't in the past.

SAMPLE

- Engage families as active partners in their students' academic goals.
- Regularly communicate through email and the phone to bridge the gap between home and school and have meaningful conversations.
- Invite families to school events.



Get to Know the Families



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Teacher notes for students:

It's important to consider how you are communicating with the families of your students. For example, consider making materials that are more inclusive of languages spoken in the home. Some parents may be hesitant to attend school events or parent teacher conferences because of possible language barriers. Consider how you can involve staff members that can translate in such school events.

Being aware of the learning that happens at home can also help you support your students. For example, you may learn through regular communication that a student does not have access to reading materials at home. This could prompt you to let this student check out more books at the school library or from your classroom library to take home. Seeing your investment can help strengthen your relationship with your students because you are getting to see different sides of them and get to know them better. Families may also feel more trust towards you leading to more honest conversations about student progress, support for you, and more investment in student learning.



Make It Relevant: Text Selection



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- Many of the texts taught in school are often told from a limited perspective.
- Intentional text selection allows students to see themselves reflected in their learning and broaden their social awareness.
- Validates the diversity in your students' lived experiences, identities, and cultures.



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Teacher notes to students:

Consider: What powerful decisions do teachers make to be culturally responsive?

Students are not in static environments, they are exposed to news, media, and others' ideas. Though a current topic in the news may seem too difficult to talk about, it is important to know that your students may be impacted by this topic in their day to day lives. Take this time to learn more and integrate lessons on topics relevant to students outside of the classroom. Bring in voices from communities that reflect your students' communities. The hope is that your relationship building efforts have awarded you with insight into the lives of your students.

It is also important to note what your environment is fostering. The example listed is text selection. Consider how the materials you have in your classroom are representative of your students and others. Seeing and reading about leaders from your community can be extremely powerful. Conduct a text audit

in your class library and school library to ensure your and other students have access to diverse voices in their learning environment.

SAMPLE

- Though you may have a traditional lesson format, consider adding a range of activities to deliver the content in new and interesting ways.
- While you do not need to do this for ALL your activities and for each lesson, adding games, videos, and other manipulatives can help increase your students' engagement as well as respond to a variety of learning needs.



Diversify Delivery



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Teacher notes to students:

Much like the last example, it is important to integrate different learning styles passed down through culture. How students learn at home may be at odds with how they need to learn at school. While it may seem like an impossible task to include every learning style, the goal is not to overwhelm you or your students. Adding questions and allowing students to teach from their experience can help in the lesson crafting without overtaking the new concept being introduced nor the new problem-solving skill.

Culturally responsive teaching is incorporated at all stages lesson planning. It begins when you start to review and refine your curriculum. It goes into your lesson plans, and even assessments. Consider incorporating different media and books that add new voices to a discussion or grow the discussion by giving more context to figures and traditions that are already known. Consider adding games to your lessons or incorporate additional group strategies to encourage your students working with each other.

Dinner Party: What is Needed to Host Either One?



Dinner Party A:
You make individual
meals.

versus

Dinner Part B:
Buffet or Potluck.



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Notes for teacher:

This is a visual wrap up of the content. There are two dinner parties presented. The first is depicting what it might mean for teachers if they tried to tailor their instruction so much that they had to create individual learning plans for each and every student. The second depicts a teacher that is incorporating culturally responsive teaching into the classroom. While they do need to tailor some of the lessons to meet student needs in a specific way, they can also work with students to make those distinctions and provide space for students to bring in their own learning, or dishes, to share with others and improve their learning experience overall.

Teacher notes for students:

There are two dinner parties presented. What is needed to host either one, A or B? How does this relate to incorporating culturally responsive teaching into your classroom?

Dinner Party A:

You make individual meals. This is a lot of juggling, potential mistakes may have happened, and at the end you are stressed, and guests may opt to try something not curated JUST for them.

Dinner Part B:

Buffet or Potluck. Guests choose what is best for them and what will satisfy them. They also get to share their favorite dishes and show off their cooking skills.

The first is depicting what it might mean for teachers if they tried to tailor their instruction so much that they had to create individual learning plans for each and every student. The second depicts a teacher that is incorporating culturally responsive teaching into the classroom. While they do need to tailor some of the lessons to meet student needs in a specific way, they can also work with students to make those distinctions and provide space for students to bring in their own learning, or dishes, to share with others and improve their learning experience overall.

You can vary what the explanation is for students or use similar language to the one in the teacher notes.

SAMPLE

Fill in the blanks:

When I hear "culturally responsive teaching" I think about _____.

I can make my classroom more inclusive by _____.

Culturally responsive teaching is important because _____.

Day 1: Formative Assessment



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Notes for teacher:

Have these questions printed on a pre-made exit ticket with enough room for students' answers. Students may also write on the back of the paper if they need more room.

Rising educators will be able to:

- **Answer and Explain:**
 - Why should a student's interests, skills, and cultural background inform instruction?
 - How can you integrate cross-curricular, real world, and global connections into instruction effectively?



Revisit:
Lesson
Objectives



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Teacher notes for students:

Essential questions to keep in mind:

- How do the choices I make as a teacher impact student success?
- Why is it important to learn about students' backgrounds, interests, motivations and stages of development (i.e. social, emotional, cognitive) when developing cultural competence?
- What is the importance of designing student-centered instruction that responds to learner input, engages interests, encourages exploration and values students as individuals?

The focus of this lesson has been primarily on getting to know your students, identify strengths, and opening your classroom to diverse perspectives, discussions, and ideas. It also incorporated ways to shape your classroom and included different activities to start creating a culturally responsive teaching environment. We encourage you to continue exploring how culturally

responsive teaching can support student learning, particularly in increasing critical thinking and rigor in your lessons.

SAMPLE

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