

21
BLACK, BROWN, YELLOW, GREEN OR WHITE.....

Different or the Same?

BONNIE TEEPLES

SHARON TAKAHASHE

OBJECTIVE: To increase awareness of cultural diversity issues.

Introduction: In the course description, it was written that the United States is a "Melting Pot" for many different cultures. In talking with Sharon Takahashe, who has taken the Cultural Competency Training Course, I was corrected. A "melting Pot" sounds like all come together and eventually lose individuality and take on the flavors of each other. Much like a stew. Sharon noted that it is important to think of the US as a "Salad Bowl". Where all come together and retain individual flavors that compliment each other. That all retain individuality, customs, traditions, in essence: Retain Culture.

SUGGESTED LESSON DEVELOPMENT

Bonding Exercise:

Oregon Facts and Figures:

What does Cultural Diversity mean to you?(Discussion with class members.) What does the phrase "cultural diversity" mean to you? Is it important for each of us to be aware of other's feelings and the individual differences within our communities, organization, or group? Of course it is! Cultural diversity refers to the mixing and blending of many different people from different cultures who are involved in a like activity or setting. In today's society it is very important to be aware of who is around you and your surroundings, and to be sensitive to what you may say or do that may be offensive. Differences may be related to race, gender, ethnic background, age, lifestyle, dress, religion, political beliefs, dietary practices, or any issue that makes us an individual.

In some settings, it is illegal to identify a particular characteristic specific to an individual or group. Inappropriate discussion or actions can subject a person to legal action if the behavior is considered offensive. Respect for others is as important as respect for self.

Differences and Similarities:

Have you ever noticed how many of us are drawn to people just like ourselves? When we are at a gathering of many people we seem to gravitate to those who are nearest to us in race, gender or age.

This is a human characteristic. It is comfortable, it keeps us in our comfort zone. The problem with this is that we may miss out on wonderful opportunities that come from seeking out those who are different from us in all the ways mentioned.

Usually we are distrustful of that which we do not understand. This lesson can by no means clear up all misunderstanding, but it can help us take a look at that which is “different” and see the similarities and also see that differences are helpful to society. Ethnic background, skin color, gender, and the way we dress tell us only a small part of who that person is. When we limit ourselves to those who are “just like us” we limit ourselves in knowledge and understanding.

Discussion: Why are we uncomfortable with being in a group of diverse racial, ethnic, and/or cultural backgrounds?

- Prejudices
- fears
- stereotyping
- other?

These are learned behaviors that can interfere with healthy communication and trust between individuals. In order to overcome these behaviors it is necessary to identify our own problem areas. Do I tend to use stereotypes? Do I think for instance that **all** southerners eat fried okra? Do I think that **all** Midwesterners are farmers? Do I think that **all** women are nurturing mothers? We can overcome our tendency to use stereotypes if we make ourselves aware of what we are doing and make a conscious effort to change. What thoughts come into our minds when we see a certain skin color, or find out someone we know is gay, or hear someone’s accent? Do we always have the same thoughts and reaction? Do we always have the same reaction before we have the opportunity to get to know that individual? Each time we recognize one of our stereotypes, we need to push it aside and consciously look at the individual as an individual.

It is important that we spend time with people that are “different” from us. Learn about their backgrounds, their history, their customs and traditions. Get beneath the surface of the differences and see what similarities we have.

Similarities Exercise:

Similarities

Objectives: To focus on people's similarities and begin to build bridges.

To understand that although we differ in many ways, we all have many fundamental things in common.

Time: 30 minutes

Materials: Pencil and paper for each participant.

Directions: Ask participants to find someone in the room whom they don't know and who looks very different from them in terms of age, gender, size, race, ethnicity.

Have them introduce themselves to each other and talk about themselves.

Ask the partners to find as many things as possible that they share in common. Allow about 15 minutes for this exercise.

Discuss: How did you feel discussing yourself with your partner?

Were there any surprises?

What did you learn from this exercise?

Summary: Learning to understand Cultural Diversity is not only about our differences, but about our similarities as well; where we connect and what we share.

When we look below the surface differences, often we find that we have much more in common than we expect with people who appear to be totally different from us in race, gender, ethnicity, age, sexual orientation, etc. The surface differences may prevent us from going any deeper.

CULTURAL DIVERSITY

Many differences we see in cultures are customs, rituals, and traditions. Traditions play a very important part in day to day life. Time honored traditions give us a sense of who we are, and who we were. Groups of people create their own customs and traditions to give a sense of unity to the group. This is true even today. We see gangs that develop their own traditions and rituals. Human beings want to belong, to fit in, to be accepted by our peers. Following traditions and customs is a way of achieving this.

Many old traditions have been lost, or the original meanings have been lost or changed. Young people sometimes pull away from their culture because the traditions and customs seem old or old fashioned to them. Older traditions make way for new ones. This isn't all bad if it brings a continued sense of continuity to the people.

Note to Teacher/leader: The purpose of the next portion of the lesson is to foster understanding of and with cultural divergent groups. The information included in this packet is an example only and is not intended to be used in your own presentations. Each leader/teacher should study the cultures in your own area and choose two or three to present to your groups. You may wish to research the traditions and cultures yourself, or you may wish to invite someone from that cultural background to speak.

For this part of the presentation we will address four different cultures and only one part of their tradition, custom, ritual, or folklore.

English Folklore and Legends:

On October 31st, the eve of All Saints Day, the people of England celebrate Hallowe'en, or All Hallows (meaning hallowed or holy) Eve.

In ancient Britain, this date was the pre-Christian eve of the New Year and Celtic Harvest Festival, when the souls of the dead were thought to revisit their homes to eat and drink. People left refreshments on the table and unlocked their doors before retiring for the night, then bells were rung, fires lit to guide the returning souls back to earth and animals were brought in for the winter.

After Hallowe'en became a Christian Festival, supernatural associations continued to thrive. It was believed that witches were abroad and that it was possible for certain people to perform magic and summon up spirits. Torches (made from cabbage stalks and bundles of dried heather dipped in grease) were carried and spells were chanted, in the hope that souls condemned to purgatory would find some relief.

Hallowe'en was also a time for rituals and divination, when nuts were roasted by young women and apple pips scattered on hot coals - the behavior of the pips indicating the temperament of their future spouses. Fortunes were told with apples and cabbages; children bobbed for apples in tubs of water; girls combed their hair three times before a mirror in the hope of seeing their future husbands; and lanterns were made from swedes and turnips (gouged out to form a face with a grinning mouth), then kept alight from dusk until dawn.

Hallowe'en was also a time for making mischief - many parts of England still recognize this date as Mischief Night - when children would knock on doors demanding a treat (Trick or Treat) and people would disguise themselves as witches, ghosts, kelpies and spunkies, in order to obtain food and money from nervous householders. In certain parts of England youths still play pranks on their neighbors by hiding garden ornaments, whitewashing walls and ringing doorbells in the dead of night.

Hallowe'en, like many other ancient festivals, has always provided an excellent excuse for eating and drinking! At one time, Mash o' Nine Sorts, with a ring concealed within, would be served to unmarried guests - whoever found it would next be married. Then of course, Toffee Apples are still extremely popular and Hallowe'en Cakes are sometimes still baked in the North of England (Cake Day).

"Cakin Night" was a fore runner of the American "Trick or Treat" tradition carried out in Northern England during Hallowe'en. Children would tour their neighborhoods dressed in costumes and masks singing "Cake, Cake, Copper, Copper". They were given a piece of cake if the adults guessed their identity, or a few pennies (copper) if the guess was wrong. (Information taken from about.com- English culture)

German Festivals: In the United States, the fourth Thursday in November has been set aside to celebrate "Thanksgiving". It represents the Pilgrims' giving thanks to the Almighty for the land and a bounteous harvest. It was a celebration of brotherhood, as the first Thanksgiving was celebrated with the American Indians, honoring them for their help and friendship. It opens the winter holiday season.

Harvest celebrations have been held in the Old World since long before the Pilgrims came to America. Since the Reformation, Sept. 29th has been considered the end of the Harvest season. "Erntedankfest" is celebrated on the first Sunday in October. There is a special church service, and wonderful displays of fruit and vegetables, grain and breads are set up before the altar as symbols of gratitude to God. After the service the produce is usually given to the needy.

The end of the harvest is a time of lively celebrations. The "Erntefests" are celebrations for the harvest of locally grown produce, from grapes to grains. Many have their origins in Pagan rituals. The traditional celebration time is early October, on the Sunday after the first full moon that occurs nearest the autumnal equinox. In America, we call it the "Harvest Moon".

Down through the ages, people all over Germany have marked the end of the planting, growing and harvest time with festivals. They often include dances, parades, feasting, pageants and games. The name of the festivities, and also the ways of celebration vary by region. The type and time of harvest is a key factor in the celebration. The wine growing areas celebrate "Winzer Fest". It is celebrated with cider, old and new wines, dancing and food. This celebration takes place after the grapes have all been picked. In the Alpine grain growing regions, the harvest is brought to the barns on big wagons pulled by decorated oxen. On the top of a wagon may be a figure made of the grain sheaves and fashioned in the shape of a human or animal. The last sheaves are left in the fields so that the next harvest may also be plentiful, and for animals to glean.

The "Erntedanktag," meaning "Harvest-Thanksgiving-Day, is an official holiday. It is celebrated in market places, churches and homes. The German countries observe a political separation of church and state, but public displays of religious holiday traditions are part of the local culture. They are accepted, expected and enjoyed by the entire community.

Native American Food: Food plays a key role in both the social and religious aspects of life for many Native American cultures. It is an important part of many religious ceremonies and other celebrations. Everyday hospitality often includes serving food to guests and is taken very seriously.

It is hard to put a name to "Traditional" Native American foods, because as cultures change so do food habits. The availability of animal and plant life in the area the tribe lived in was reflected in their "traditional" diet. Some tribes were hunters, some were gatherers, some were a combination of the two ways of life, and still others were fishers.

Fry bread is a food staple in many Native American cultures, although it is believed that it has only been a part of their lives since white flour was introduced to the diet 50-100 years ago.

Recipes:

Pumpkin Fry Bread

2 cups self rising flour, plus 1-2 cups for kneading

2 cups cooked, mashed fresh pumpkin or 1 16 oz. can pumpkin

1 TBLS. warm milk or water

3/4 cup brown or white sugar

Oil or shortening for frying.

Place 2 cups of flour in a large mixing bowl. In another bowl combine pumpkin, warm milk and sugar. Make a well in the flour and pour in pumpkin mixture. Flour hands and gradually mix the flour and pumpkin mixture in to a smooth dough. Divide into 20 portions. With each portion, pat into a smooth round about 4" in diameter and about 1/2 inch thick. Heat oil to 350 F. and carefully lower portions of the dough into the oil. Fry 4-5 minutes, about 2 minutes on each side. Drain and serve while hot. Serve with butter, honey, or syrup. Recipe should make about 20 pieces of fry bread.

Whole wheat Fry Bread

1 tsp. dry yeast

1 cup lukewarm water

2 tbsp. syrup

2 tbsp. vegetable oil

1 egg, well beaten

1 1/2 cups all purpose flour

1 cup whole wheat flour

1/4 cup nonfat dry milk

1/4 tsp. salt

Oil, 1-2 inches deep, in a heavy skillet

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In a medium bowl, dissolve yeast in warm water. Add syrup, 2 tbsps. oil, and beaten egg to yeast mixture. Using a whisk or fork, mix well. In a separate bowl, blend flours, dry milk, and salt. Add to yeast mixture. Mix. Turn onto a floured surface and knead for 2-3 minutes, until ingredients are well blended. Cover and let rise about 30 minutes. Punch down. Flour hands and divide dough into 12 portions. Form into 1 1/2 inch balls. Pat or roll each ball into a 5 inch circle on a floured surface. Make a hole in the center of each flattened piece with a knife. Heat oil to 350 F. Gently place a few portions of the dough in the skillet, keeping them separate. Fry until golden brown, turning once with tongs. Place on paper towels to drain.

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Inside, children are given 'aguinaldos', bags filled with cookies, candies, and very small toys. Although the processions and songs are quite solemn and religious in nature, the Posadas traditionally end in celebration, with food, drink, dance and the breaking of the piñata. The piñatas are also filled with candy and fruit. Adults enjoy a fruit drink, often mixed with brandy or rum. This occurs for nine nights, representing the nine months that Mary carried her unborn child, Jesus.

Also important is the 'nacimientos' (nativity scenes). Usually made of clay, and often filling entire rooms, they are handed down generation to generation. On Christmas Eve, known as 'La Noche Buena' (The Good Night), the Infant Jesus is placed into the manger, an act of great honor. Misa del Gallo (Mass of the Cock) is attended, then more celebration with fireworks, whistles, and bells. A traditional dinner would include tamales, 'posole' (soup), a mixed fruit salad, and chilies. Also served is red snapper, sweet bizcochos (cookies), empanadas, chestnut cake, wine, hot chocolate, and candied pumpkin. Some homes will serve roast turkey.

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(Information taken from about.com- Mexico and central America- holidays and legends)

Take time to share cultural or family traditions from the class.

Summary:

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Number of people who heard the lesson FCE _____ NON-FCE _____
Study Group comments (BE BRIEF!!!) i.e. liked, disliked, was the
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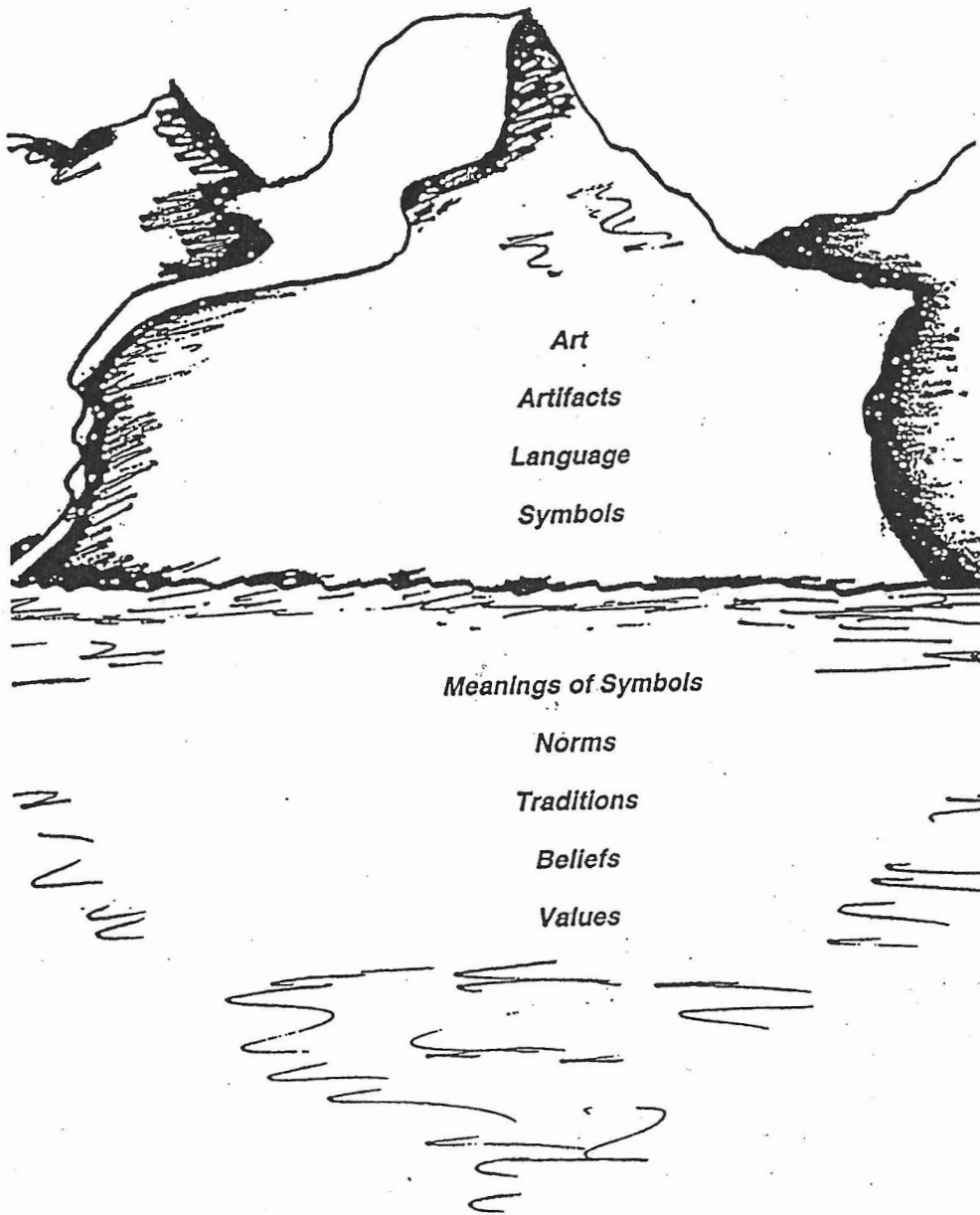
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Number of people who heard the lesson FCE _____ NON-FCE _____
Study Group comments (BE BRIEF!!!) i.e. liked, disliked, was the
information useful, will share with others

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Culture Is



Universal Human Needs

Definitions

◆ **Culture**

learned and shared values, beliefs, and behaviors of a group of interacting people.

◆ **Race**

a group of people who have a definite combination of physical characteristics such as skin color, stature, facial features, texture of body hair which distinguish the group from other groups of people.

◆ **Ethnic Group**

a group whose members believe themselves to have a common origin and to share important parts of a common culture. They participate in shared activities that relate to the common culture and origin.

◆ **Prejudice**

an adverse judgment formed without knowledge of the facts.

◆ **Racism**

belief in the superiority of one's own racial group.

Power + Prejudice = Racism

◆ **Ethnocentrism**

belief in the superiority of one's own ethnic group.

◆ **Stereotype**

an oversimplified fixed opinion or belief about a person or group, that is applied to everyone in that group. Is usually based on little or no experience with the group.

◆ **Cultural Generalization**

tendency of a majority of people in a cultural group to hold certain values and beliefs, and to engage in certain patterns of behavior.

◆ **Intercultural Communication**

the study of theory and practice of face to face interaction between people whose cultures are significantly different from one another.

***OSU Extension Volunteer
Cultural Competency Training Evaluation***

1. Please list three new ideas that you are taking with you from this workshop.

1. _____

2. _____

3. _____

2. Please list two things that you plan to do differently as a result of this workshop.

1. _____

2. _____

3. How new was this information for you? (*Circle one*)

All new

Some was new

None of it was new

4. How would you describe your learning style? (*Circle one*)

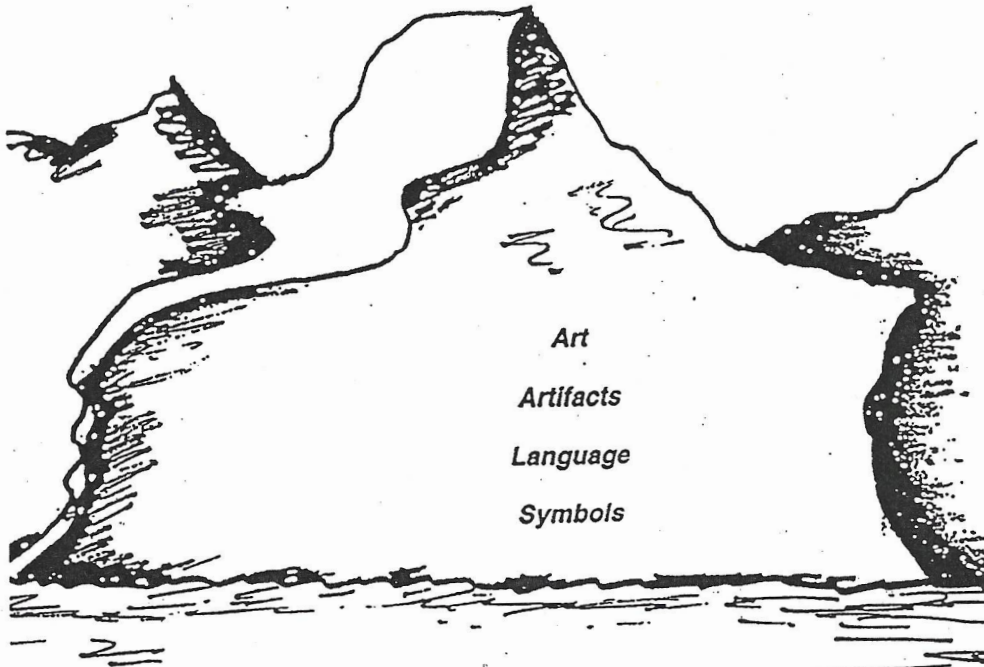
Prefer Experiencing actively

Prefer lecture

Prefer a combination of the two

5. Comments about the presenter

Culture Is



Art
Artifacts
Language
Symbols

Meanings of Symbols

Norms

Traditions

Beliefs

Values

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