

Becoming **Culturally Competent** with Diverse **YoungCanLit**

Presented by Helen Kubiw, *CanLit for LittleCanadians*



Books used to teach and increase awareness about

grief

acceptance

multiculturalism

equity

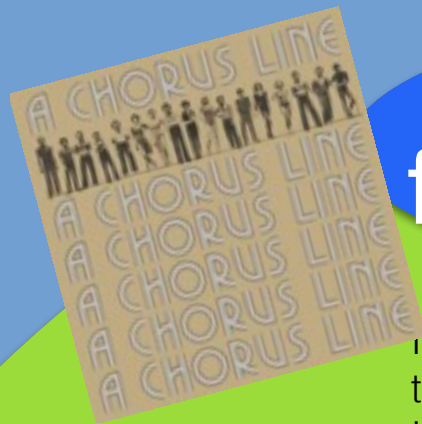
tolerance

fairness

social justice

diversity





Nothing from the musical "A Chorus Line"

I'm so excited because I'm gonna go
to the High School of Performing Arts!
I mean, I was dying to be a serious actress.
Anyway, it's the first day acting class-
and we're in the auditorium and the teacher,
Mr. Karp puts us up on the stage with
our legs around everybody,
one in back of the other and he says:
"Okay... we're going to do improvisations.
Now, you're on a bobsled and it's snowing out.
And it's cold... Okay... GO!"
Ev'ry day for a week we would try to
Feel the motion, feel the motion
Down the hill.
Ev'ry day for a week we would try to
Hear the wind rush, hear the wind rush,
Feel the chill.
And I dug right down to the bottom of my soul
To see what I had inside.
Yes, I dug right down to the bottom of my soul
And I tried, I tried.
And everybody's goin'
"Whoooooosh, whoooooosh ...
I feel the snow... I feel the cold...
I feel the air."

And Mr. Karp turns to me and he says,
"Okay, Morales. What did you feel?"
And I said..."Nothing,
I'm feeling nothing,"
And he says "Nothing
Could get a girl transferred."
They all felt something,
But I felt nothing
Except the feeling
That this bullsh*t was absurd!
But I said to myself, "Hey, it's only the first week.
Maybe it's genetic.
They don't have bobsleds in San Juan!"



Cultural competence

begins with

practising tolerance and awareness
of different cultures

BUT

it's more than just that



Cultural competence

entails

- **recognizing** the differences among students and families from different cultural groups
- **responding** to those differences positively
- **interacting** effectively in a range of cultural environments

(Lindsey, Robins, & Terrell, 2003)



Differences

- **culture** (= shared traditions, beliefs, customs, history, folklore, and institutions of a group of people)
- **language**
- **race and ethnicity, nationalities, religions**
- other aspects of individual identity including
 - **gender identities and sexualities**
 - **capacities and abilities**
 - **families' home lives**



youngCanLit

*literature for young readers
by Canadian authors and illustrators*



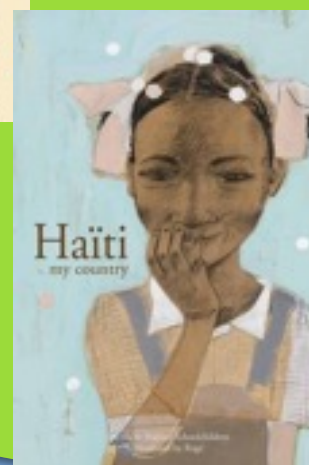
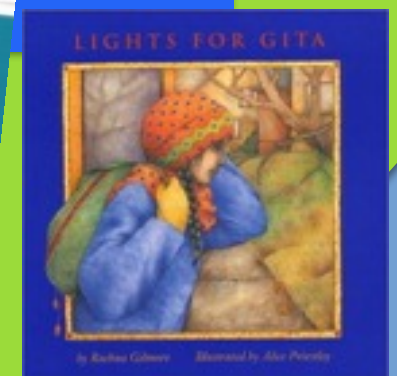
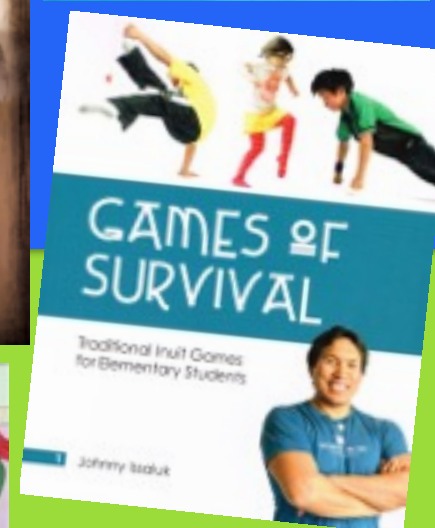
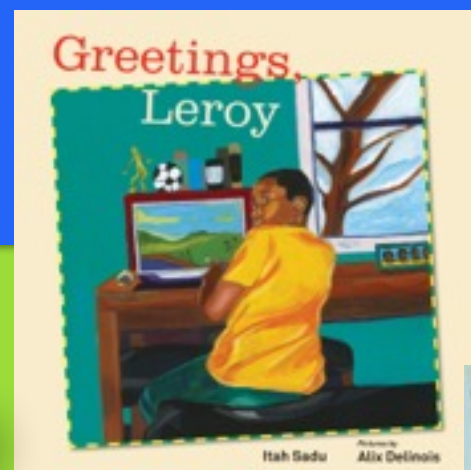
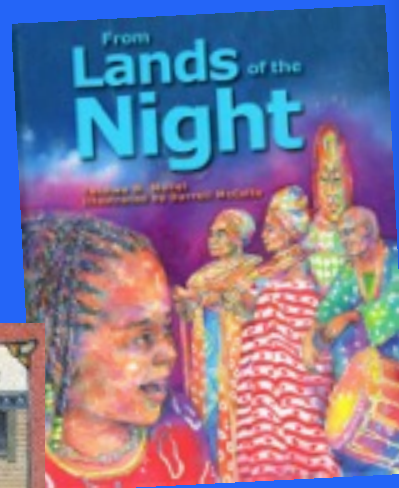
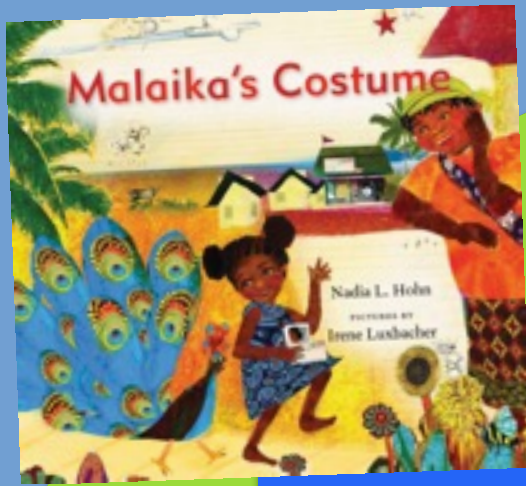
provides means for
recognizing different cultures
and other aspects of identity
so that we may understand and honour them



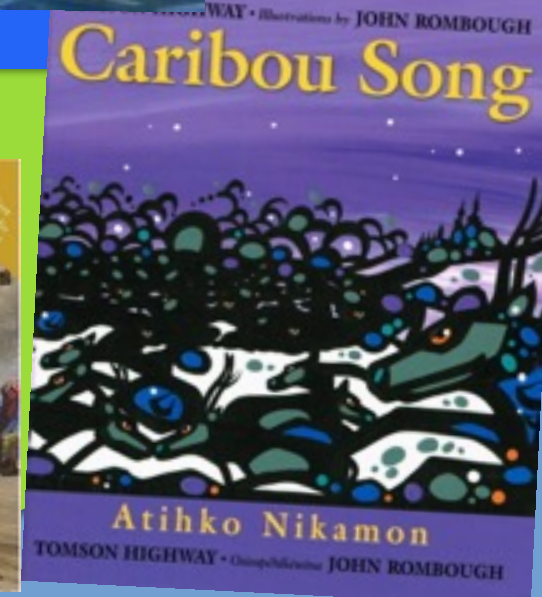
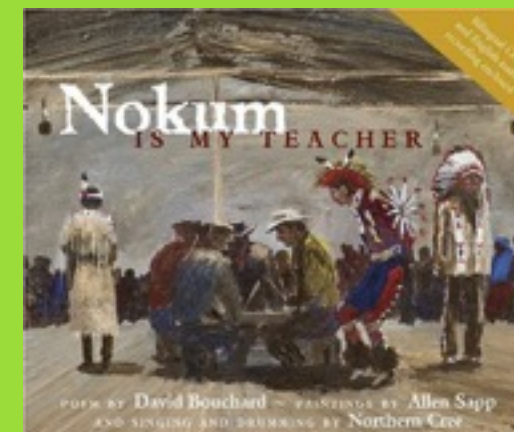
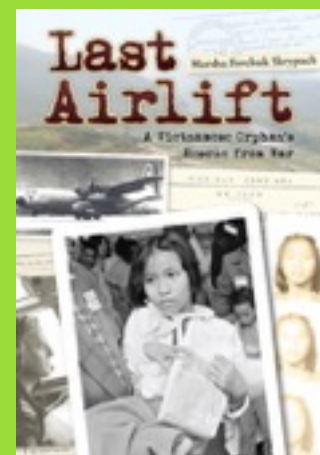
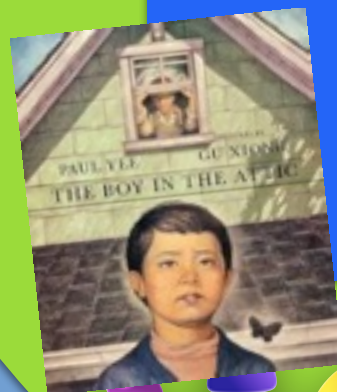
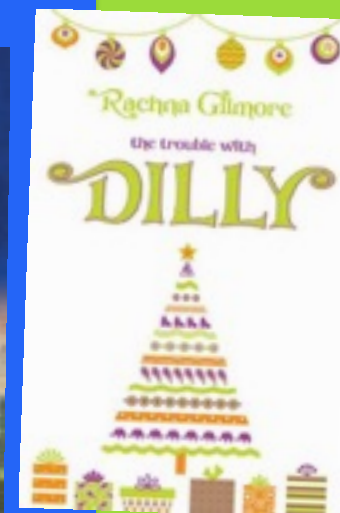
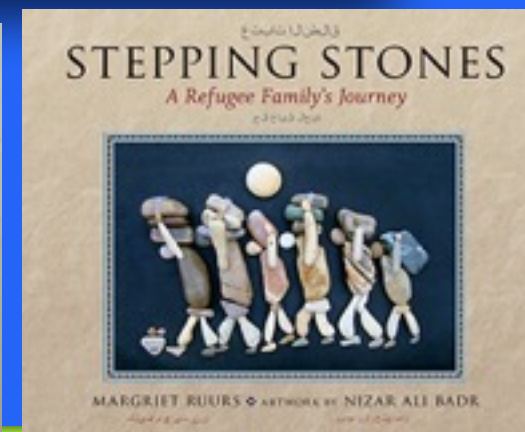
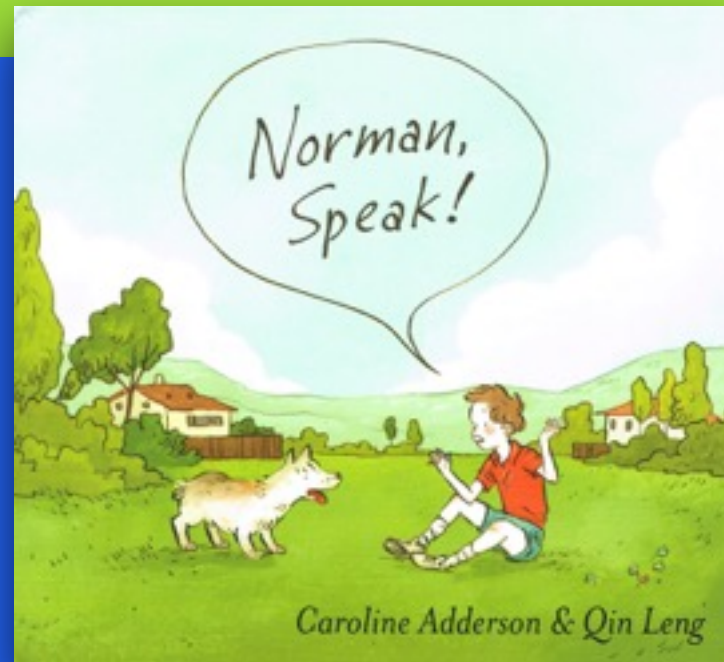
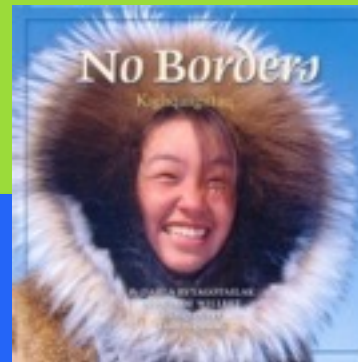
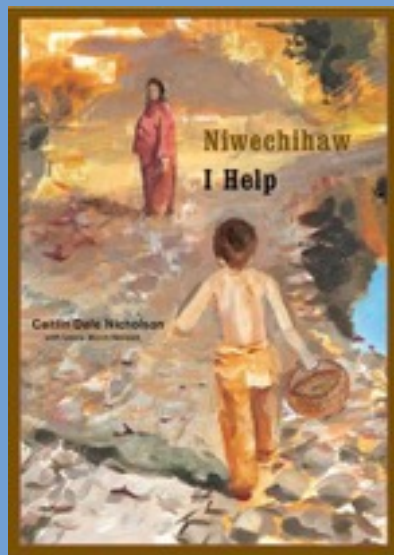
It helps create mirrors and sliding glass doors,
rather than windows.



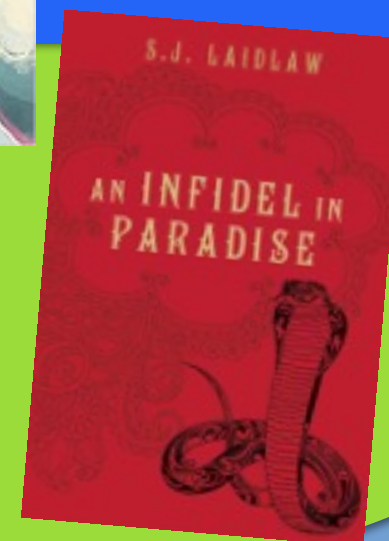
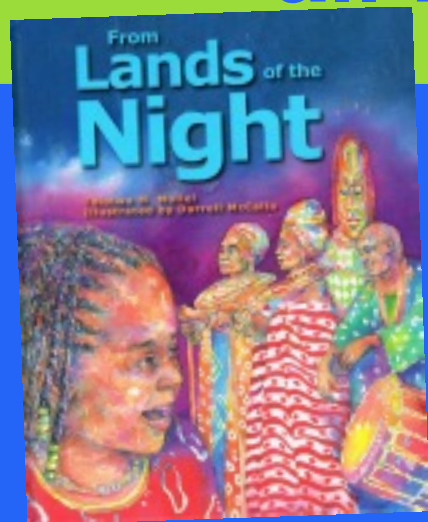
understanding and honouring all cultures



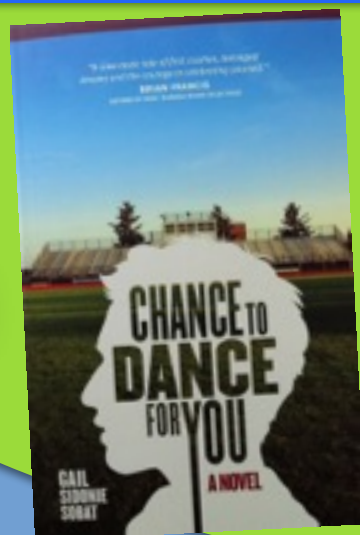
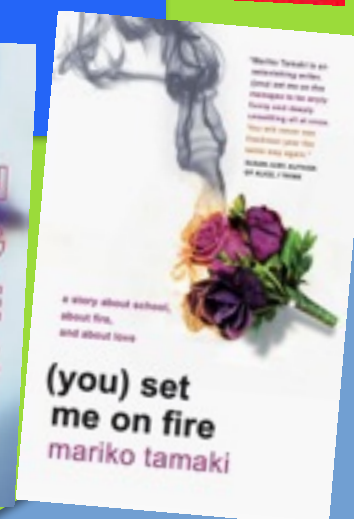
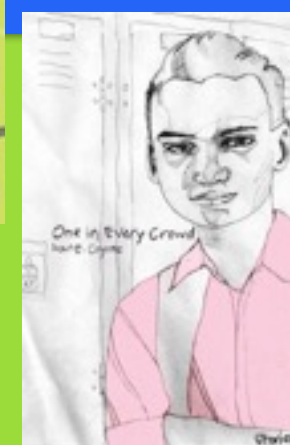
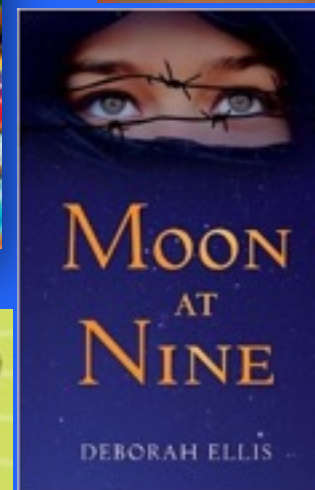
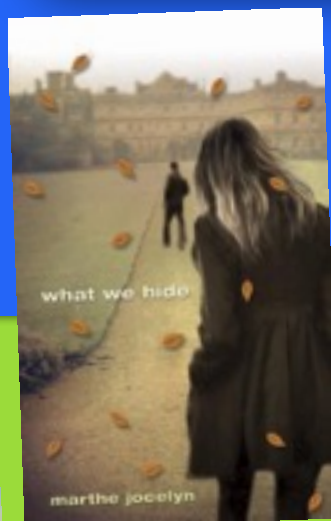
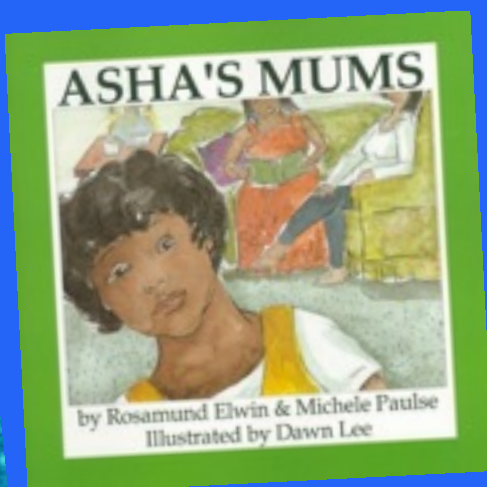
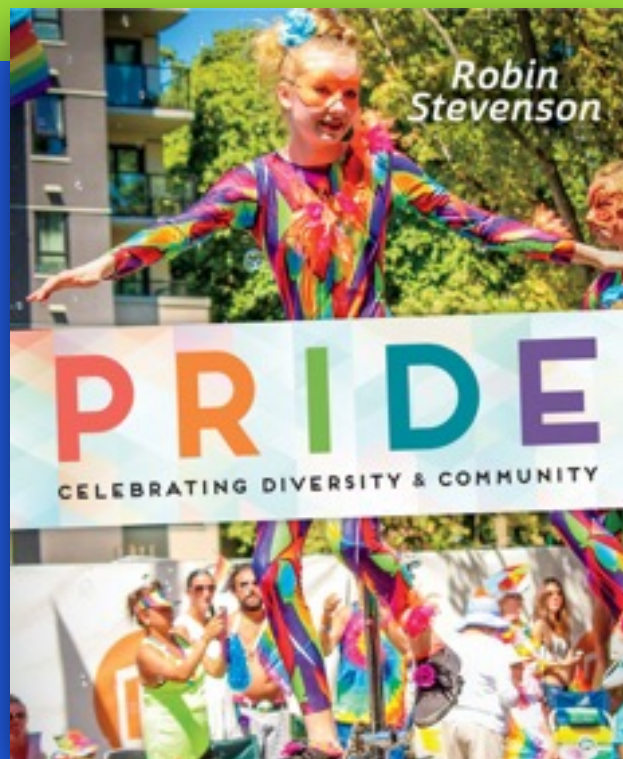
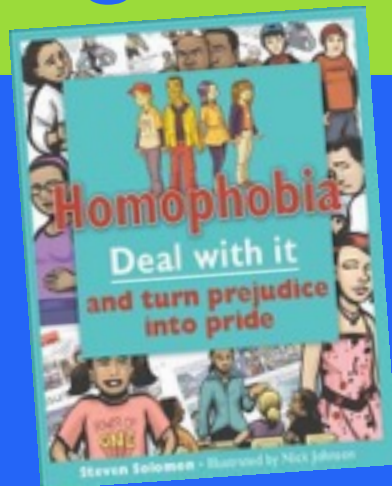
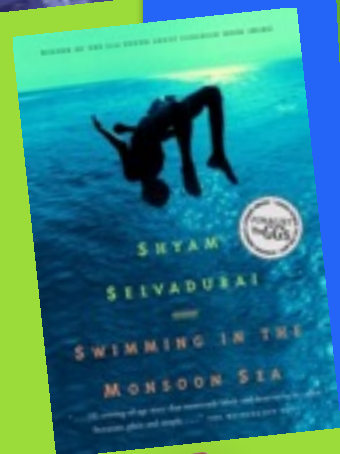
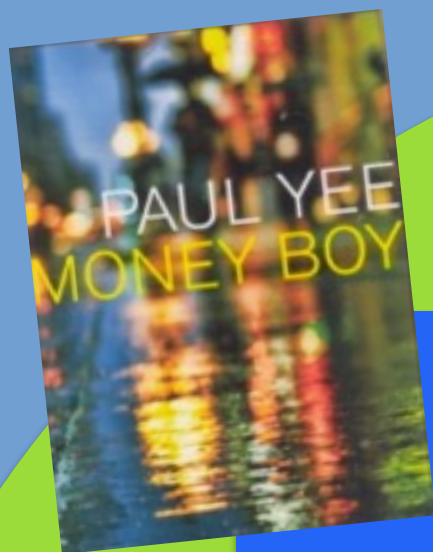
understanding and honouring all languages



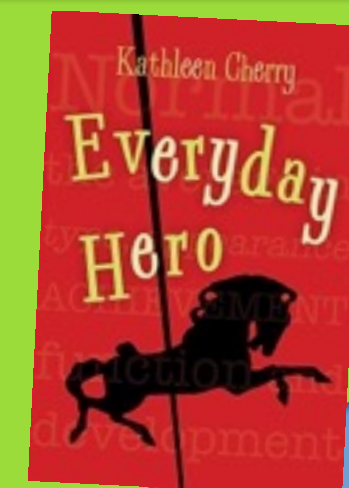
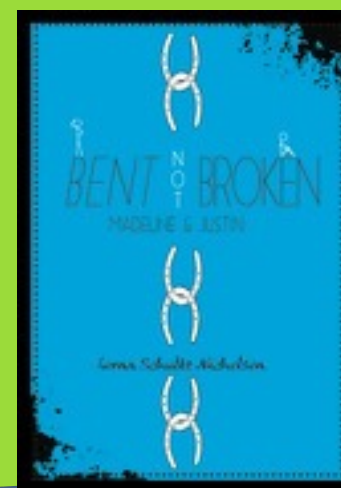
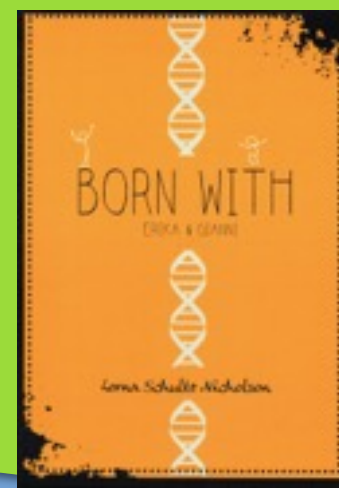
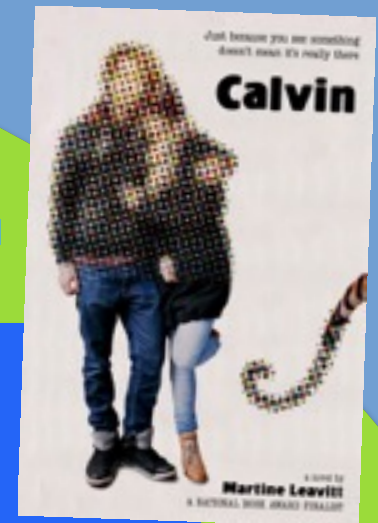
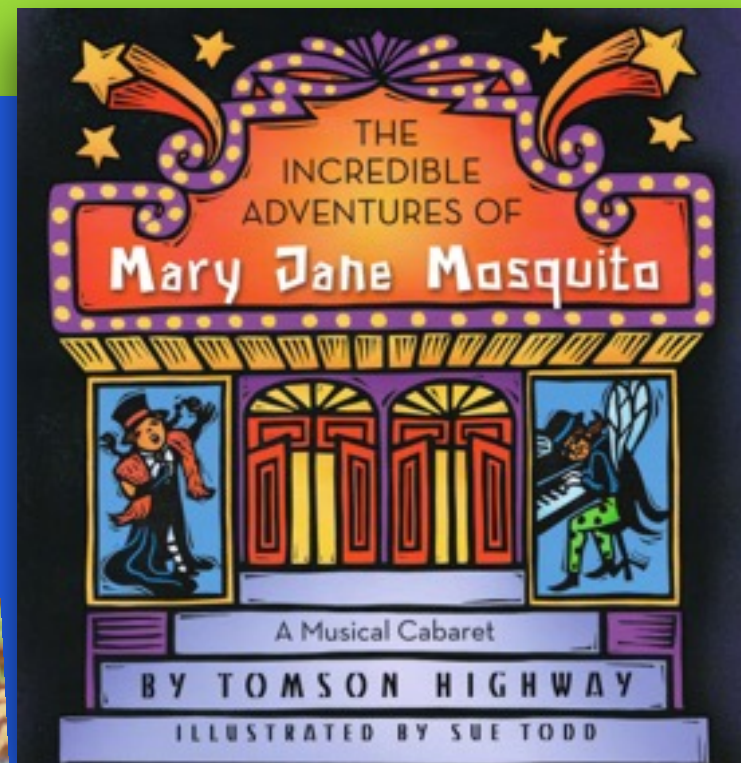
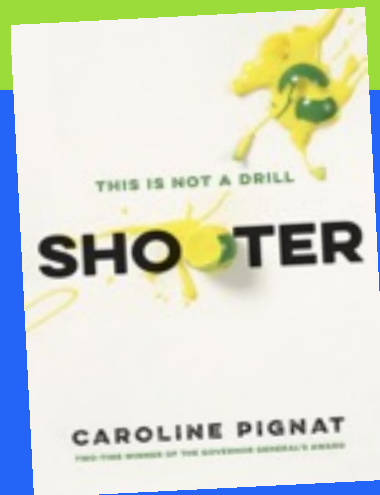
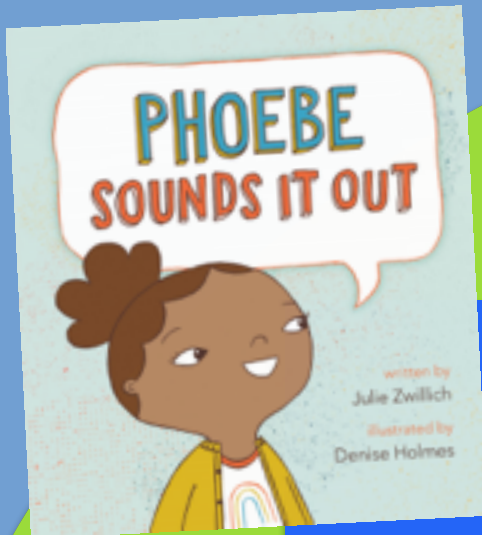
understanding and honouring all races and ethnicities



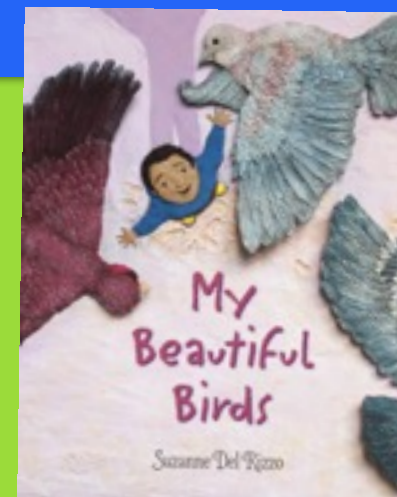
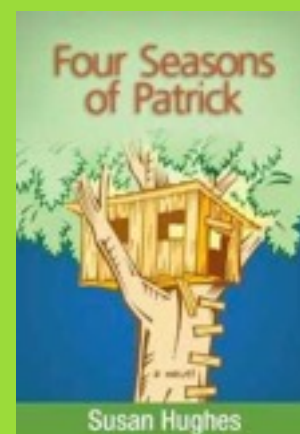
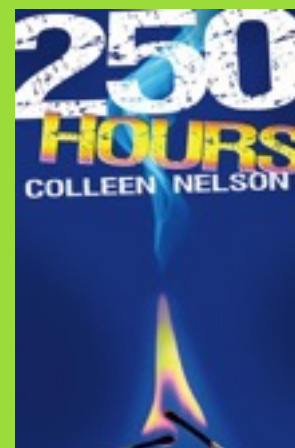
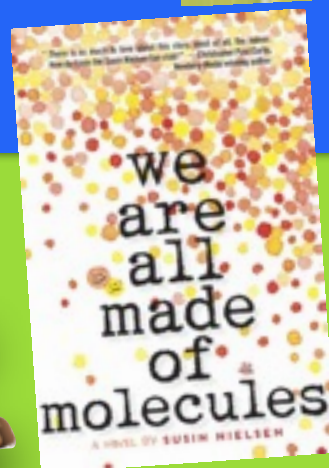
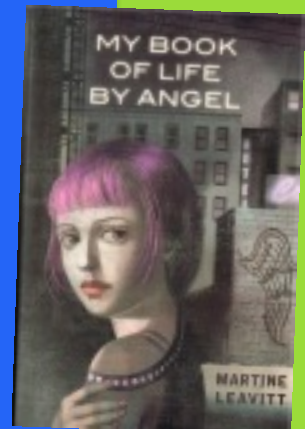
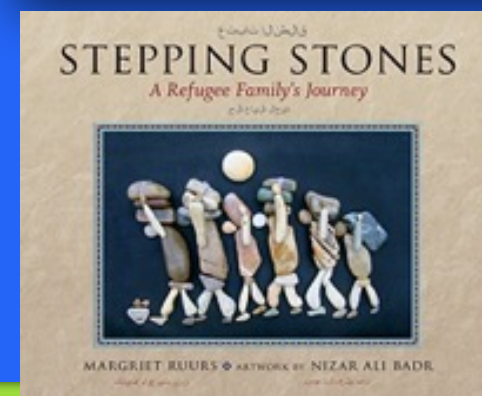
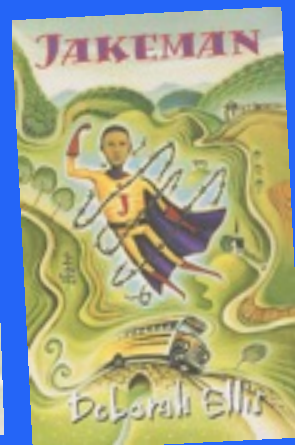
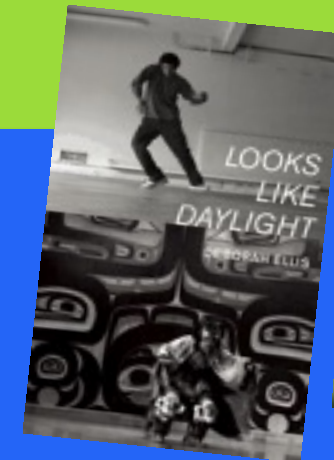
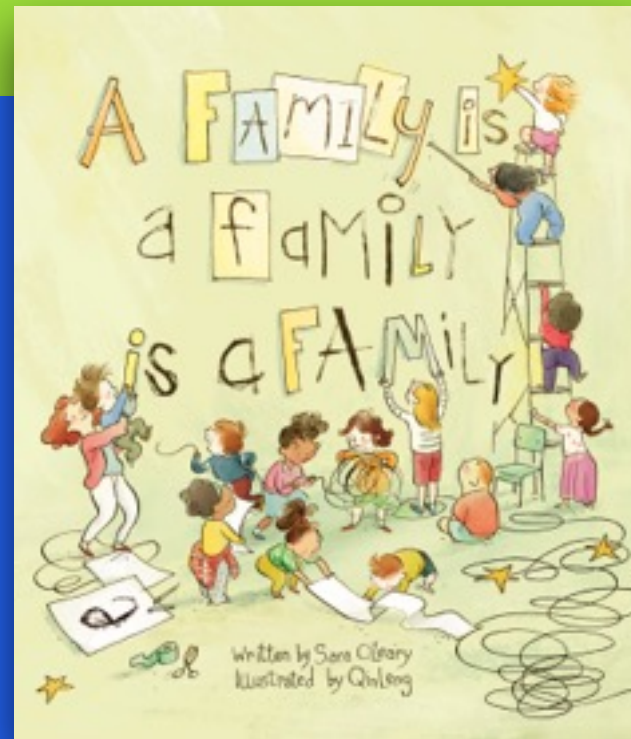
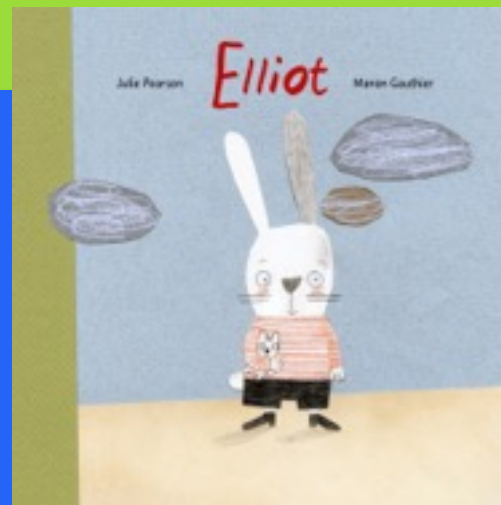
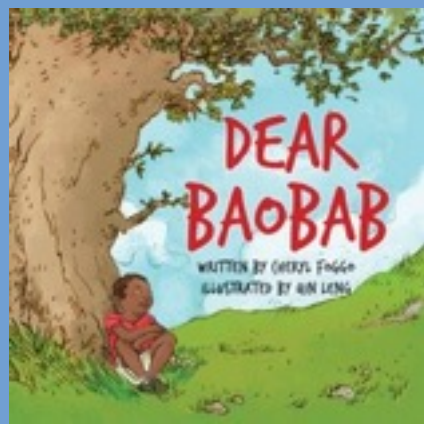
understanding and honouring all gender identities and sexualities



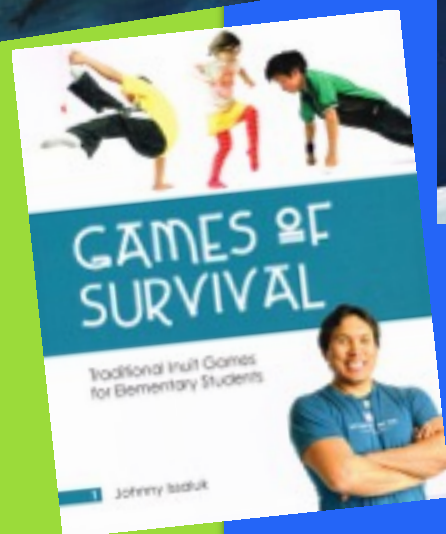
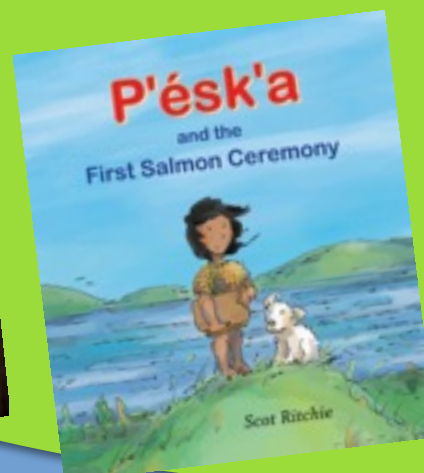
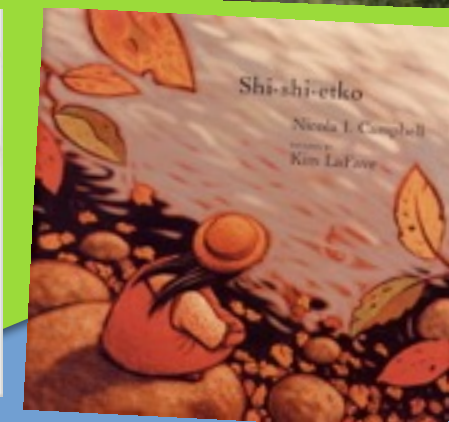
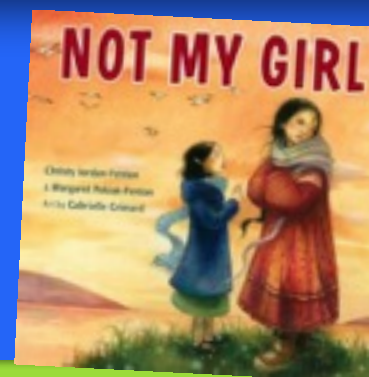
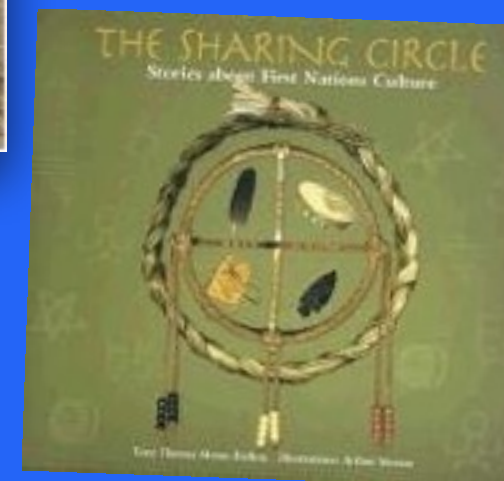
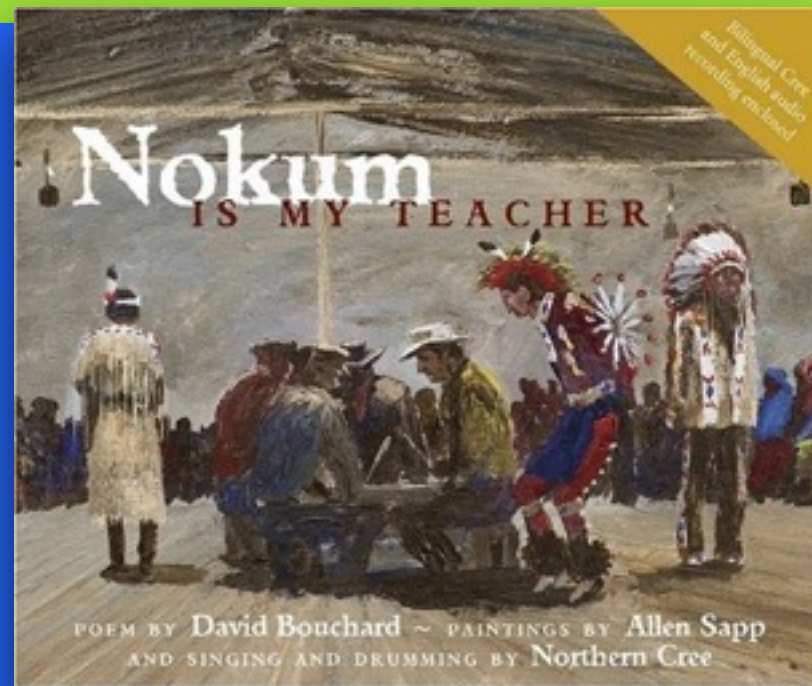
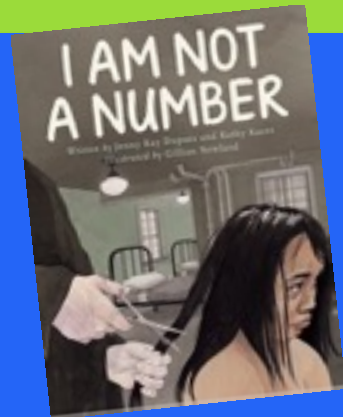
valuing different capacities and abilities



respecting differences in families' home lives



promoting greater understanding of Aboriginal ways of knowing and being



References:

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and
for supporting youngCanLit



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