

CULTURAL SENSITIVITY

Presentation for

2022 Safe Schools Conference

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Steven Pangelinan
SCCE Social Service Supervisor

GROUND RULES

- When answering questions or making a comment, **RAISE YOUR HAND** to be acknowledged.
- Give **RESPECT** to the person speaking by giving them your attention and waiting for your turn to speak
- **THERE ARE NO RIGHT OR WRONG ANSWERS**

SCHOOL CLIMATE CULTURE & ENGAGEMENT PROJECT (SCCE)

FORMERLY KNOWN AS THE PFC OUTREACH PROGRAM

Consist of Social Workers and Community Program Aides who work with At-Risk & Migrant students and families on issues that affect a students' education

- **Goal** – To bring more cultural awareness & sensitivity to the participants.
- **Objectives** – Building your capacity and skills on cultural sensitivity & awareness will improve your ability to work with students and families from diverse cultures.
- **Disclaimer** – WE ARE NOT EXPERTS ON CULTURE. However, in our line of work, our experience comes from working with a variety cultures

THE ROLE OF THE SCHOOL CLIMATE CULTURE & ENGAGEMENT PROJECT

- ***Address Referrals*** – On issues such as: Attendance, Behavioral, Interpreter/ Translator, Medical, Registration, School-Parent Conferences, and Support Services. We conduct home visits and become the extension of the school out to the homes. We also conduct home assessments to help determine what supports the family needs.
- ***Connect Families to Community Resources*** – **Advocate** or assist them in accessing services and benefits
- ***Conduct Parent Information Workshops***- In order to get relevant information out to parents.

10 PROJECT (HOME BASED) SSO TEAMS PROVIDING SERVICE TO ALL GDOE SCHOOLS

DLPES	FES	WES	VSABMS	JFKHS
MachES UES FBLGMS SSHS	AsTES AsTMS	OHS	MAUES LES	TamES LBJES CBMES
CHBPES	LPUMS	JQSMES	AIJMS	SHS
GWHS MULES	THS AdES, PCLES, BPCES, JMGES, JPTAS	JRMS AHES	CLTES OCPES	TalES, IES, IMS, OMS, MASES, MMMES, HSTES, JPTAS



ADMINISTERED BY THE GDOE- FEDERAL PROGRAMS
DIVISION & FUNDED BY THE U.S.ED CONSOLIDATED
GRANT TO THE OUTLYING AREAS

WHAT IS CULTURE

- **Culture** - is the Beliefs, **Customs**, **Way of thinking** and Behaviors shared by a group of people at a **given point in time**.

VALUES

- **Values are the things that you believe are important in the way you live and work.**

BELIEFS

- **Beliefs are what is accepted or considered to be true.**

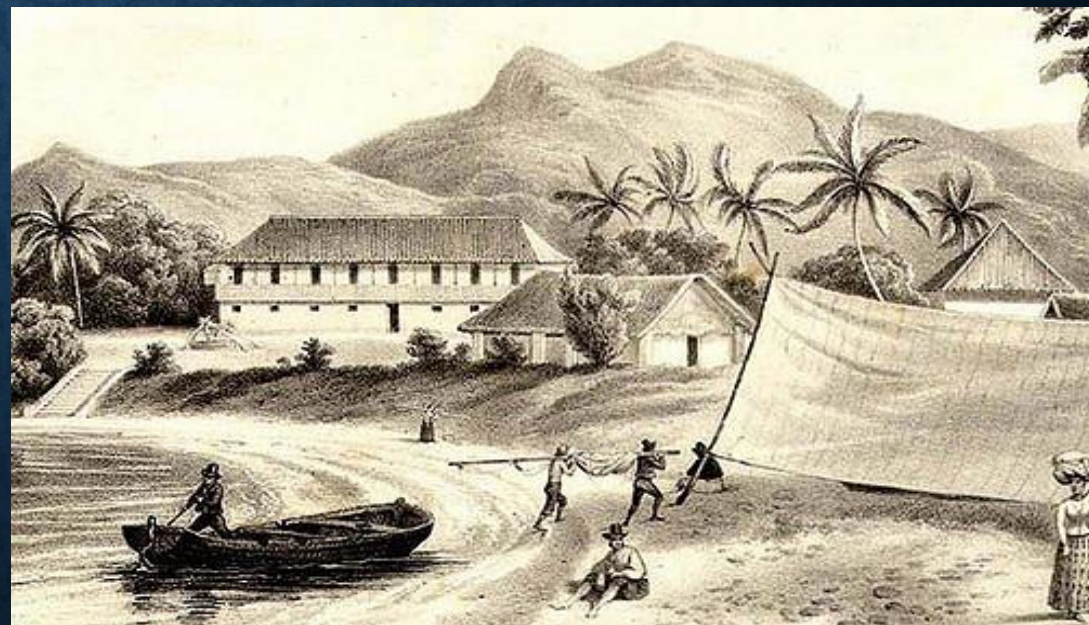
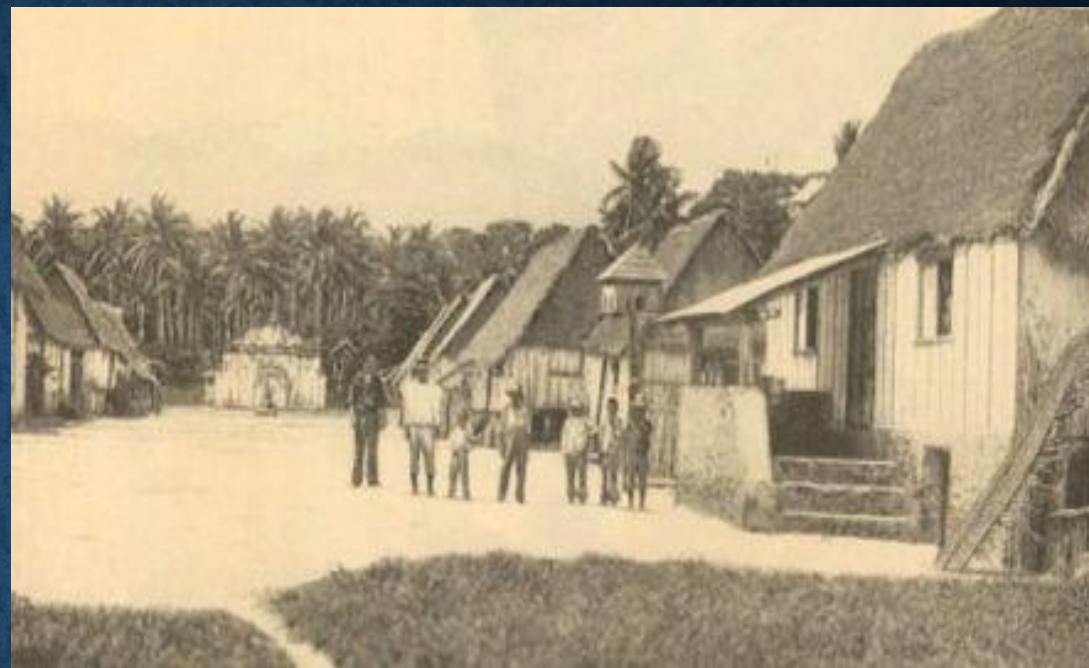
BEHAVIORS

- **Behavior is defined simply as the way one acts or conducts oneself especially towards others. Or the way an individual responds to a situation.**

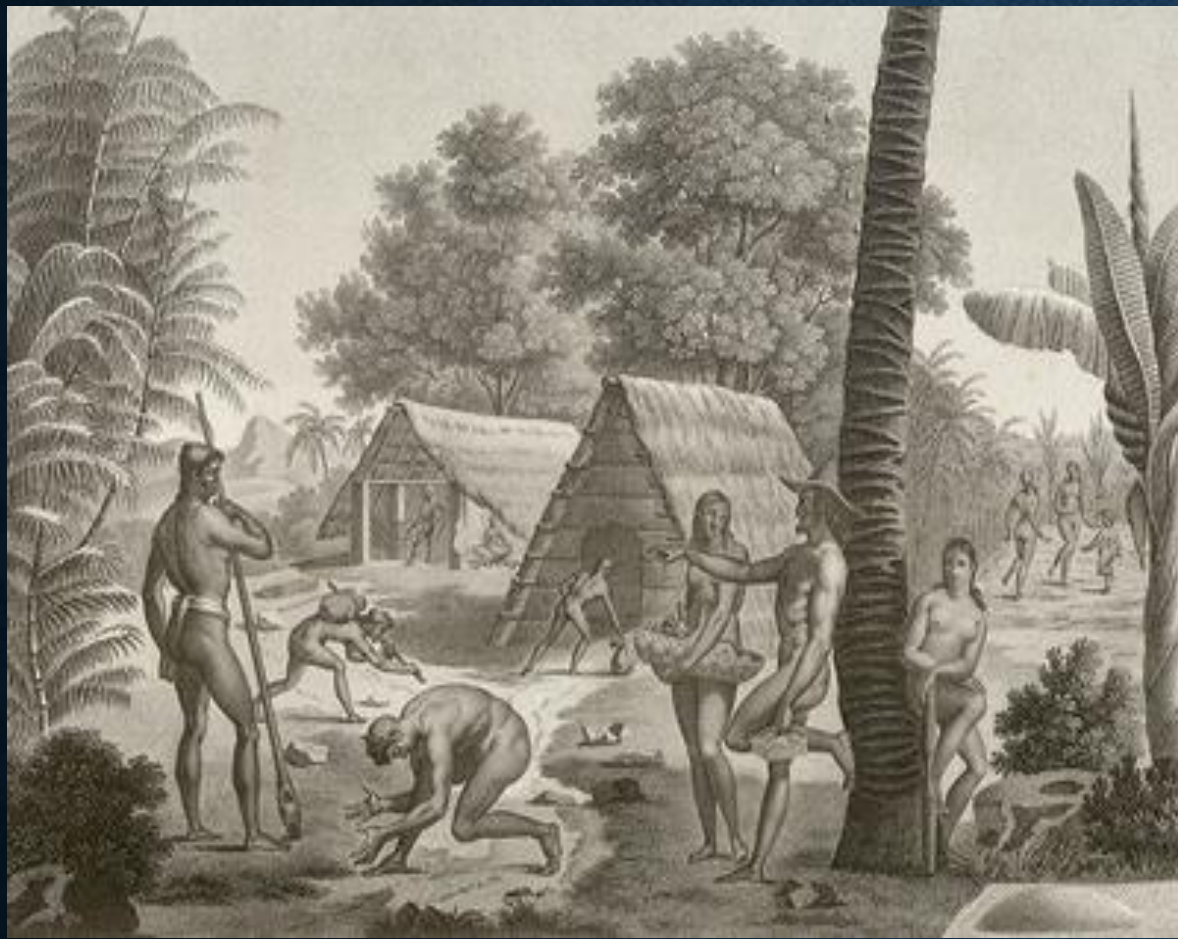
CHAMORRO CULTURE PAST TO PRESENT

(PRE-CONTACT TO CURRENT)









CHAMORU COUNTING SYSTEM

1

maisa

uno

one

2

hugua

dos

two

3

tato

tres

three

4

fatfat

kuarto

four

5

lalima

sinko

five

6

guagunum

sais

six

7

fafiti

siete

seven

8

guagualu

ocho

eight

9

sasigua

nuebe

nine

10

maonot

dies

ten

QUESTION AND ANSWER

- The most important thing is to take care of my immediate family first before my extended family
- The most important thing is to take care of my extended family first before my immediate family
- Going to Sunday service is important in my culture
- I make sure my children show respect to their elders during every visit
- It is ok to discipline other people's children if they are close to you (family or friends).
- It is ok to discipline other people's children who you don't know
- I believe that corporal punishment (spanking, pinching, etc) is okay when disciplining my own children
- I believe that I can discipline my child effectively by just talking to them.
- I believe the male in the family should be in charge of money and for providing for the family
- I believe the female in the family should be in charge of money and for providing for the family
- I believe that both parents should share the responsibility for the money and for providing for the family

CULTURES - GROUPS OF PEOPLE (SHARE)

- What groups do we belong to?
 - Nationality
 - Ethnicity
 - Religion
 - Geography – Groups of Island
 - Language

CULTURAL/SUBCULTURAL DIFFERENCES (SHARING EXAMPLES)

Community:
Public

Religion

Language

Family/Home

School

Friends

Work

WORD ASSOCIATION ACTIVITY

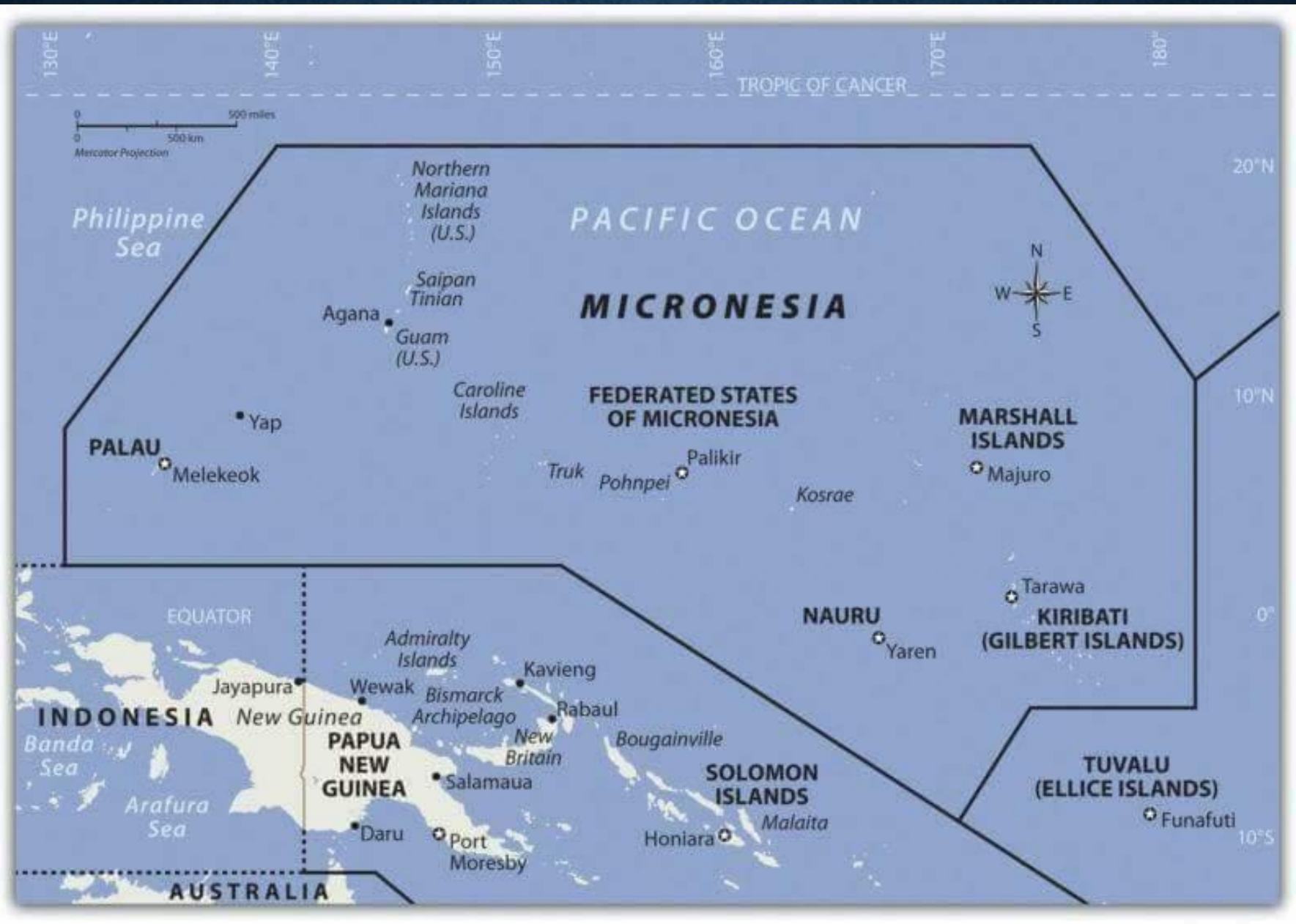
- The first word that comes to mind when you see the following:
- CHAMORU
- FILIPINO
- PALAUAN
- CHUUKESSE

STEREOTYPES

- A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
- **STEREOTYPES ARE NOT ALWAYS TRUE!**
- As **PROFESSIONALS** we cannot use stereotypes when dealing with parents or students. Every family, individual is different.

EXAMPLES

DIFFERENT CULTURES ON GUAM



ENROLLMENT BREAKDOWN BY ETHNICITY SY18-19 (TOTAL 28,270)

- **CHAMORRO** – DOE Population = 12,956 (46%)
- **FILIPINO** – DOE Population = 6,143 (22%)
- **CHUUKESSE** – DOE Population = 5,481 (19%)
- **POHNPEIAN** – DOE Population = 983 (3%)
- **BELAUAN** – DOE Population = 540 (2%)
- **YAPESE** – DOE Population = 467 (2%)
- **MARSHALLESE** – DOE Population = 107 (0.4%)



LANGUAGE BARRIER (SOME ALREADY EXIST – AND SOME WE CREATE OURSELVES)

- Limited English Proficiency (LEP) - English as a Second Language (ESL)
- Speaking to a Kindergartner vs. speaking to a High Schooler (Level of understanding)
- Speaking to a person new to Guam vs. someone here for a longer period of time or their entire life
- Non Verbal Communication



Inifresi

Ginen I mas takhelo'gi Hinasso-ku,
I mas takhalom gi Kurason-hu yan
I mas figo' na Nina'siñâ-hu,
Hu ufresen maisa yu' para bai hu
Prutehi yan Difende I Hinengge,
I Kottura, i Lengguahi, I Aire,
I Hanom yan i tano' Chamoru,
ni' Irensiâ-ku Direcho ginen as Yu'os Tâta.
Este hu Atfitma gi hilo' i bipblia
yan i banderâ-hu, I banderan Guâhan.

...In English...

From the inner-most recesses of my mind,
From deep within my heart,
And with all my might,
This I offer.
To protect and defend
The Beliefs
The Culture
The Language
The Air
The Water and The Land of the CHamoru.
My heritage come directly from God,
This I affirm on the Bible and my Flag
- The Flag of Guahan.

Chuukese

Seni unusen ekukin non Mokurei

Seni epinonen non ngasangasei,

Me ai pochokum Meinisin,

Iei Ua pon

Pwe upue Tumunu me epeti

Ekkewe nukunuk

ewe eeruni

ewe kapas (fos)

ewe asepuwan

ewe saat me ewe puun an chen Chuuk

Ai kewe eeruni Meinisin a feito seni Kot

Iei popun wa pon non ei pukepin me

Fan ai ei finaik,

Ewe finaikan Chuuk

Tagalog

Mula sa kaibuturan ng aking puso't isipan

Buong lakas at kapangyarihan kong iniaalay

Na aking poprotekhan at pangangalagaan

Ang Paniniwala

Ang Kultura

Ang Lenguage

Ang Yamang Kalikasan

Ang Lupain ng Chamorro

Na minana mula sa Diyos na kaitasan

Aking ipinagtitiyay sa harap ng Bibliya at

watawat ng Guahan.

CONCLUSION

- Individual **Cultures** (values, beliefs and behaviors) **are all DIFFERENT, and are constantly CHANGING / EVOLVING.**
- As **PROFESSIONALS**, we must acknowledge our biases, and understand that we cannot use stereotypes when we work with parents/students.
- **RESPECT** the individual.
- Be mindful of your tone, and of who you are speaking to (**language barrier/ age**).

**AS SCHOOL EMPLOYEES, WE NEED
TO UNDERSTAND THAT EACH
CHILD AND THEIR FAMILIES COME
FROM DIFFERENT BACKGROUNDS
AND CULTURES. THE BEST WAY
TO BE CULTURALLY SENSITIVE IS
TO RESPECT EACH INDIVIDUAL.**

QUESTIONS