

## WHAT ARE YOUR PERSONAL VALUES AND BIASES?

This self-questionnaire will help assess your ability and willingness to understand the cultural behavior of others.

- How do I identify myself ethnically?
- What cultural experiences have influenced my personal attitudes, values, and biases toward people similar to and different from me?
- How does my racial and cultural heritage affect my definitions of what is considered normal or abnormal behavior?
- What educational, consultative, or training experiences have I participated in to improve my understanding and effectiveness in working with culturally different populations?
- What are the limits of my cultural competency?
- Who is available and competent to assist me in developing or improving my culturally competent teaching skills?
- What are my stereotypical reactions to colleagues who are different from me?
- If I have the same cultural heritage as another colleague, do I recognize that though we have a common culture, we may differ due to other human dimensions and life experiences?
- Can I cite examples of how a lesson or teaching style may or may not be appropriate for a specific population?
- Can I describe at least one traditional theory of personal development for a cultural population that does not relate to at least one other cultural population?
- What are five multicultural experiences I've participated in within the past year?
- What experiences or activities did I plan in the last three months to help me contradict my negative stereotypes and preconceived notions about people who are different from me?
- What aspects of spirituality relate to ethical and unethical behavior?

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- What religious and spiritual leaders provide guidance to the various multicultural populations that I serve?
- Have I moved from being culturally unaware to being aware and sensitive to my cultural heritage and to valuing and respecting others' cultural differences?
- Am I aware of how my cultural background and experiences, attitudes, values, and biases influence my cognitive, emotional, and physical behaviors?

From *Ethics in a Multicultural Context* (Pack-Brown and Williams, 2003).

## ARE YOU CULTURALLY COMPETENT TO TEACH CHARACTER EDUCATION?

This exercise will assess your effectiveness in promoting culturally intentional education regarding ethical thinking. For each statement, rate yourself on a scale of:

**1 = very well   2 = well   3 = fairly well   4 = not at all**

1. \_\_\_ I use culturally sensitive verbal and nonverbal teaching behaviors when discussing ethical thinking.
2. \_\_\_ When teaching ethical lessons, I'm sensitive to issues of oppression, sexism, heterosexism, elitism, racism, and other "isms."
3. \_\_\_ I consult with multicultural experts to broaden my understanding and expertise about character education within a multicultural context.
4. \_\_\_ I develop professional relationships with educators, administrators, and staff from cultural backgrounds different from my own and discuss with them character education within a multicultural context.
5. \_\_\_ I meet with experts knowledgeable about my students' cultures and discuss cultural patterns, norms, beliefs, and how they might arise in class.
6. \_\_\_ I have training and expertise in the cultural competencies espoused by my professional association, and I know how to apply them to lessons on ethical thinking and decision making.
7. \_\_\_ I cultivate friendships with people from other cultures and engage them in meaningful conversations about their experiences.
8. \_\_\_ I participate in self-awareness opportunities (workshops and conferences) that address ethical issues of different races, ethnicities, and cultures.
9. \_\_\_ I recognize characteristics or situations where my cultural, personal, or ethical beliefs require assistance, and I monitor my methods and approaches to ensure they're appropriate to different cultures.
10. \_\_\_ I read about the culture, sociology, history, and politics of my student populations.
11. \_\_\_ I personally get to know my students and their families.
12. \_\_\_ I personally engage with my students and their communities through lunch-time interactions, home visits, community centers, or cultural events.

After completing the exercise, circle the areas that need work and explore ways to improve your cultural teaching competence in the future.

Adapted from Sue & Sue (1999) and *Ethics in a Multicultural Context* (Pack-Brown and Williams, 2003).

**CHARACTER COUNTS!**

