

# Cultural Teaching / Learning Concept

The teaching / learning concept that I believe gains cultural traction and produces overall success for the student in their academic journey. Consist of the using 3 things:

- **Appreciative Inquiry** (Attachment A)
- **Transformative Learning** (Attachment B)
- **DEED Process** (Attachment C)

I use the concept of **Appreciative Inquiry** and take the positive attributes of the students and use for engagement. (Students like to talk and interact w/ each other, so I develop teams or partnerships to facilitate this attribute and obtain, grow, and intensify engagement with subject matter). In addition, I apply **Transformative Learning**, I provide the environment for the student to express their current experience and knowledge, then I following this by adding different / new information for the student to process, internalize, and use for success connected to the subject matter. Finally, I administer the **DEED process** so that the student can have ownership of the subject matter for future use.

2023  
ALLAN HANCOCK COLLEGE  
CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

Submitted By: Dr. Sherman Vernon

Date: 1/10/24

Color of Text

Course Process Before →           

( Course Name, Section, Department:  
Public Safety Training, FT 379 A, PSTC )

( Resources for information on courses:  
CurricuNet, Syllabus, & Current Instructor of Record )

Modifications by Dr. Vernon After →           

**Syllabus**

Dr. Vernon developed this course at the request of PSTC Dean (Mr. Mitch McCann)

Dr. Vernon developed the course syllabus from scratch. This course and process has been maintained, operated, and successful up through the Spring 2023 semester. (See attached course syllabus).

**Course Units**

3

3

**Textbooks**  
**Reading / Assigned**

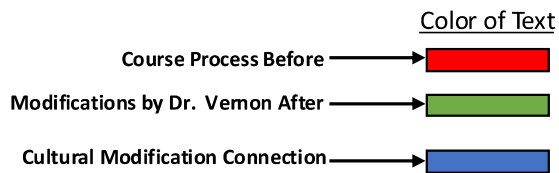
None

Review YouTube Nutrition video and read nutrition articles on diet and healthy eating processes. (Purpose: Nutrition Presentations)

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## Instruction Method

Type: Lecture & Lab

Instructor Process:

None

Type: Lecture & Lab

Instructor Process:

***Transformative Learning:*** is when an individual takes previous experiences and beliefs, combine them with new information to create an adjusted understanding and internal transformation (change) for future use and action in current situations. (see attachment B)

***DEED:*** A teaching process that Defines, Explains, Examples, & Demonstrates, info and concepts for students to own for personal understanding and application. (see attachment C)

**Balancing Integrated and Individualized Cultural Frameworks:** Teaching and learning models that place individualized instruction at the end of one spectrum and integrated learning on the other. A “culturally integrated framework” encompasses teaching and learning that are interconnected, mutual, and reflective.

## Assignments

None

Students are required to attend class every day for the purpose of learning, understanding, and operating fitness techniques and job operations applicable to Fire Fighting, Law Enforcement, & Emergency Medical Services operations and support. Culminating in passing a Fitness Obstacle Course.

This process is used to enhance the fitness ability & operations understanding that cadets must have prior to obtaining a position in one of the public safety departments. It is also used to support the development, maintenance, and or improvement of the physical / mental health for each student that participates for living life.

In addition, Students are required to write (2) essays for credit  
Midterm- MLA Style : Final – APA Style

They must also pass a Fitness Obstacle Course .

**Curriculum and the Connection to Culture Why it matters:** The course curriculum instructor process connects the student to the fitness culture, a key aspect of life.

## Activities

None

A.) Students are required to attend class every day for the purpose of gaining optimal public safety fitness, operations, and nutrition awareness & knowledge .

B.) Each Student is required to establish a cardio and endurance baseline and show progression throughout semester. Students are required to work on a fitness team. They are to talk too, learn, & understand each other. Most important, support team members throughout the semester course in the areas of course attendance, execution of fitness techniques, nutrition awareness, essay writing and passing Fitness Obstacle Course.

***Appreciative Inquiry:*** Give focus and attention to the positive aspects (student like to talk to each other) & motivate learning through enhancing and nurturing the positive [team work]. (see attachment C)

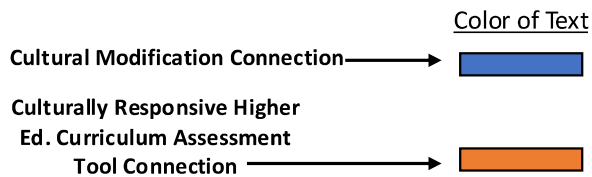
**Enhancing Motivation to Learn**

**The Motivational Framework:** The activities above engage the students & motivate learning & effect living.

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Continued

## Instruction Method

### Balancing Integrated and Individualized Cultural Frameworks:

Teaching and learning models that place individualized instruction at the end of one spectrum and integrated learning on the other. A “culturally integrated framework” encompasses teaching and learning that are interconnected, mutual, and reflective.

### Power, Privilege, and Multiple Perspectives

1. Highlights non-dominant populations, their strengths, and assets.
3. Does not communicate negativity or hostility toward people of marginalized backgrounds, including women, indigenous people, 2nd language learners/speakers, or people of color.
4. Presents alternate points of view on the same controversial issue or topic, including viewpoints produced by minoritized people/communities.

## Assignments

### Curriculum and the Connection to Culture

**Why it matters:** The course curriculum instructor process connects the student to the fitness culture, a key aspect of life.

### Diversity Portal

2. Contains culturally-affirming references to different ethnic and cultural traditions, languages, beliefs, names, and dress.
3. Portrays diverse cultures, ethnicities, histories, and nationalities without stereotypes, generalizations, and assumptions.
6. Contains multi-generational viewpoints and perspectives that bridge generational divides and lead to greater understanding between age groups.

## Activities

### Enhancing Motivation to Learn

**The Motivational Framework:** The activities above engage the students & motivate learning & effect living.

### Accuracy of Portrayals

12. Illustrates that problems faced by people of color or women are not resolved through the benevolent intervention of a white person or male.

Culturally Responsive Higher Education Curriculum Assessment Tool Connection

Color of Text



Course Name, Section, Department: Public Safety Training, FT 379 A, PSTC

Resources for information on courses: CurricuNet, Syllabus, & Current Instructor of Record

Instruction Method

Assignments

Activities

Power, Privilege, and Multiple Perspectives

Diversity Portal

Accuracy of Portrayals

1. Highlights non-dominant populations, their strengths, and assets. [The students are required to learning & understand fitness techniques and basic operations applicable to public safety departments (Fire, Law Enforcement, & EMS). Culminating in passing a Fitness Obstacle Course. In addition, they are instructed to identify positive attributes of their lives and useable in their quest to work in public safety.] Example: use of time management, discipline, & organization. These are positive attributes that can enhance the effect of the fitness & nutrition training being taught to enhance life and occupation. This is a form of Appreciative Inquiry (see Attachment A)

3. Does not communicate negativity or hostility toward people of marginalized backgrounds, including women, indigenous people 2nd language learners/speakers, or people of color. [A key component of this class is in the introduction, the professor expresses and give high priority to "No Judging!!" & Team work. In this course some students can be apprehensive to participation, due to low fitness level]

2. Contains culturally-affirming references to different ethnic and cultural traditions, languages, beliefs, names, and dress. [In this class we have different cultures that come to this class to learn, understand, & work for public safety. Students are required to work as team members in fitness, operations, & nutrition awareness.[Each student is encouraged to add what ever they feel comfortable in adding through representing their culture, society, and background].

3. Portrays diverse cultures, ethnicities, histories, and nationalities without stereotypes, generalizations, and assumptions.[The students are required to write two essays. The first one is "Why did they take this class". The second one is "What dept. will you choose & how has this course affected your life". The expression in this assignment allows the student to gain personal relevance that fits with their culture & background to the support the main subject of public safety.]

12. Illustrates that problems faced by people of color or women are not resolved through the benevolent intervention of a white person or male. This course is very new, I am still studying trends on information for this inquiry.

[This course started in Spring 2023. It has been developed for those students that suffer from low fitness ability and awareness of the public safety department they have chosen. In this course they will be taught to identify, connect, and execute the techniques and instructions of fitness and basic operations of Fire, Law Enforcement, & EMS.

They operate in these techniques and instruction through the arena of a team. The team arena supports the achievement of their goals. The objective is for the student to bring supportive knowledge & encouragement that would represent their background to the team arena to help each member].

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Culturally Responsive Higher  
Education Curriculum →  
Assessment Tool Connection

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Continued

## Instruction Method

### Power, Privilege, & Multiple Perspectives (cont.)

4. *Presents alternate points of view on the same controversial issue or topic, including viewpoints produced by minoritized people/communities.* [In this class, there is interaction between students, through their teams that allows the expression of different perspectives. In this course the teams have to put together a final written essay. In this assignment each student has a express a connection to the things they have learned from team members, course instruction, and interaction. They are required to connect this information to their personal background, experiences, & history.

Why Final Essay?

The essay allows the student to execute written expression on the internal thoughts and ideas they possess for participating in the Public Safety work environment. This course will provide each student with information on Fire, Law Enforcement (LE), & EMS. This course provides the student an arena to express their view of public safety and not feel threatened or ashamed.

## Assignments

### Diversity Portal (cont.)

6. *Contains multi-generational viewpoints and perspectives that bridge generational divides and lead to greater understanding between age groups.* [ In this course the students age range is 18-36. They are placed on team with students unknown to each other. They are required to learn, understand, and operate Fire, LE, & EMS fitness techniques and department operations. In operating this way it allows the older students to speak to pervious experience that will give some insight to the younger and vice-versa].

This course requires writing assignments: a mid-term & final. The student gets to express why they have come to this course and the things that have helped them establish and reach their goals.



This helps to reinforce the goal and own / respect the work that has to be put in for their personal success.

## Activities

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Modifications by Dr. Vernon After	→							

## Classroom Environment

None

This class will utilize various types of equipment in conjunction with your body being the main source of equipment through movement.

Additional equipment used will be body balls, jump ropes, cardio machines, free weights and other physical fitness equipment as needed. The class will consist of warm-up, muscle strengthening using your body and other equipment, core strengthening, (abs & back) flexibility, and cool down. Support and instruction will be provided throughout the semester

We will also use fire fighting, law enforcement, and emergency medical services equipment, tools, situations, for understanding the necessary knowledge and physical requirements for public safety occupations..

No use of phone, tablet, or electronic devices (unless approved by instructor in advance), No use of Foul Language, No fighting, No eating or drinking (except for water or sports drinks) in gym or fitness room while class is in session. Additional rules and requirements for positive class efficiency and effectiveness may be added by instructor as needed. You are required to be Respectful, Attentive, Collaborative, & Responsive.

## Grading Policies

None

Attendance / Participation = 20 pts per class session:

Essay = 50pts per essay

Letter grades will be established on a % scale.

100-90=A;

89-80=B;

79-70=C;

69-60=D;

59- lower=F

## Outcomes / Learning Goals

None

### Initial

1. Provide certified training & instruction
2. Enrolled Students learn the environment of organized and structured exercise.
3. Positive fellowship & physical participation.

### Intermediate

1. Learn / maintain how to use personal abilities for successful participation in diverse arena.
2. Gain new or maintain positive understanding & working knowledge of organized exercise.

### Long Term

1. Combine personal abilities with learned or enhanced knowledge of strength and flexibility exercise.
2. Then apply transformative learning for positive use in future fitness participation.

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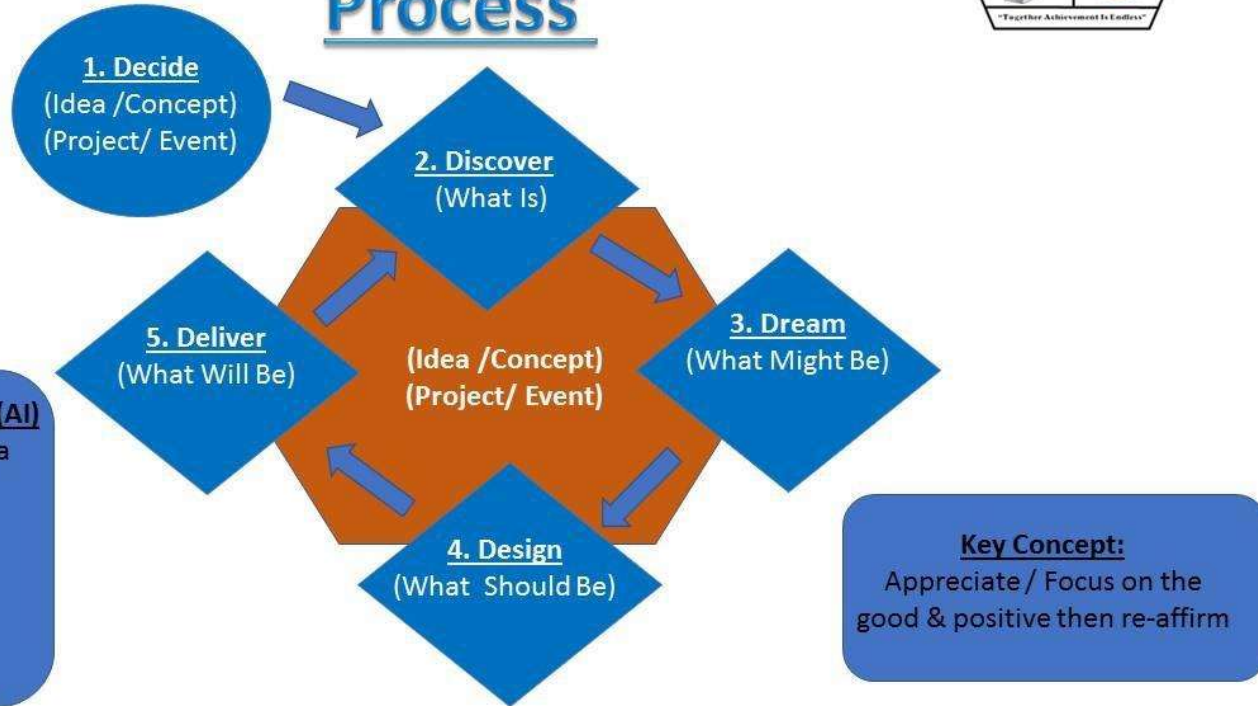
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*S. Vernon*  
S. Vernon  
2/2017  
Diagram AIP- 1

J-SMOOV™

# Appreciative Inquiry Process



**Appreciative Inquiry (AI)**  
Is accomplished in a  
5 step process

1. Decide
2. Discover
3. Dream
4. Design
5. Deliver

Watkins, J. & Mohr, B. (2001). *Appreciative inquiry: Change at the speed of imagination*. San Francisco: Jossey-Bass.



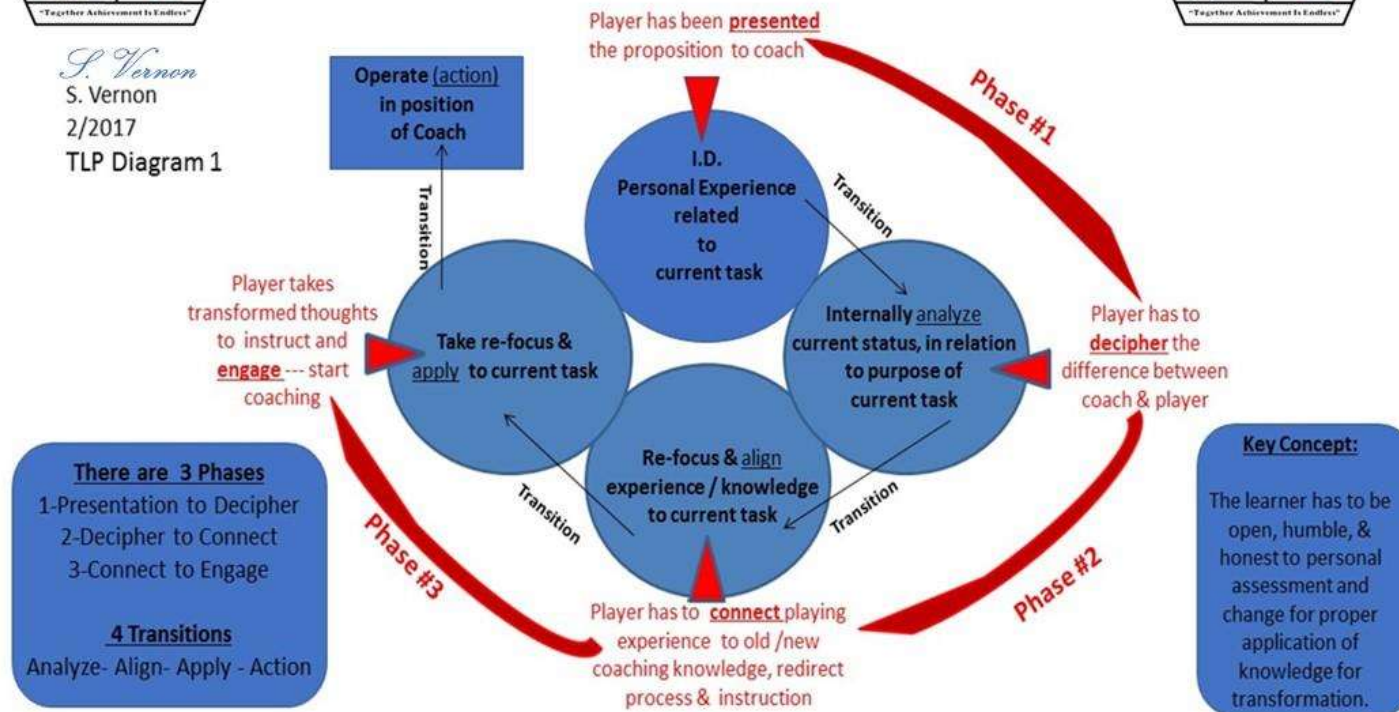
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*S. Vernon*  
S. Vernon  
2/2017  
TLP Diagram 1

J-SMOOV™  
**Transformative Learning Process**  
An athletic player learning to become an athletic coach





J-SMOOV™  
**DEED**  
"A Process for Teaching"



Deed

(n) A legal document that transfers property giving ownership (Webster, 2002)

In teaching we DEED information and concepts to students, to own for their personal use throughout their life. When ownership takes place from the student there is a manifestation of care, respect, maintenance, & growth. Now that ownership is in place participation, energy, and effort increase.



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2/2000  
DTP Diagram 1

