

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: 11/15/2023

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Color of Text

Course Process Before →

(Course Name, Section, Department:
Health Education & Wellness, HE 100
Kinesiology)

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

Modifications by Dr. Vernon After →

Syllabus

Dr. Vernon took over the course in 2012, at the time there was no syllabus or course description / guidance given to Dr. Vernon.

Dr. Vernon developed the course syllabus from scratch. This course and process has been maintained, operated, and successful up through the Fall 2021 semester. ([See attached course syllabus](#)).

Course Units

3

3

Textbooks
Reading / Assigned

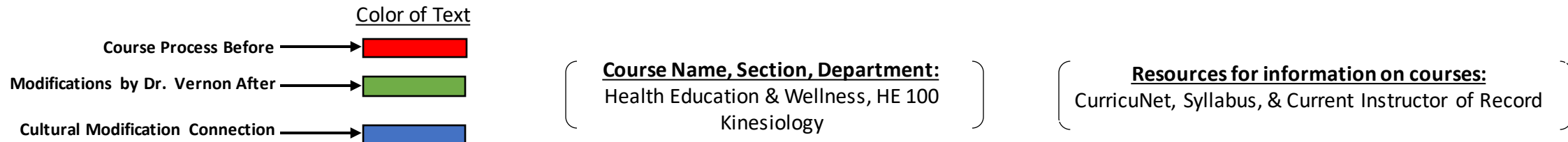
None

Mindfulness Edition. HEALTH - THE BASICS
[R.J. Donatelle 13th Ed]

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Instruction Method

Type: LectureInstructor Process:
LectureType: LectureInstructor 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 individuated 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

Student will be required to learn Health & Wellness information

Students are required to attend class every day for the purpose of learning, understanding, and operating health & wellness knowledge and techniques applicable to living. Culminating in passing 12-14 Health Ed Course Performance Blocks. [I referred to chapter test as Performance Blocks and Group Study Sessions as Practice sessions to reduce the anxiety of learning and testing]

This process is used to enhance the understanding, knowledge growth, maintenance, improvement, and application of personal health & wellness for life.

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

Students have to pass a final comprehensive Performance Block.

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

Activities

None

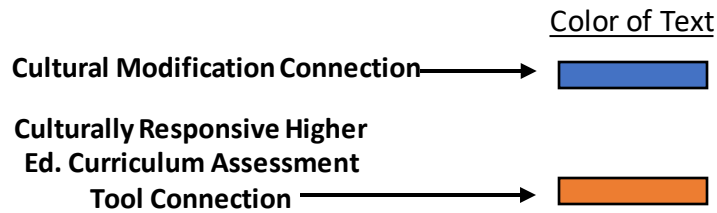
A.) Students are required to attend class every day for the purpose of gaining optimal knowledge and techniques of health & wellness.

B.) Each Student is required to complete chapter study sheets and additional questions of inquiry about subject matter in the chapter. Students work on study sheets in groups. They are to talk to one another, learn, & understand each other. Most important, support team members throughout the semester course in the areas of health & wellness applicable to the course chapters.

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 [group study sessions]. (see attachment C)

Enhancing Motivation to Learn

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



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Kinesiology

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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:
Health Education & Wellness, HE 100
Kinesiology

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Continued

Instruction Method

Power, Privilege, and Multiple Perspectives

1. Highlights non-dominate populations, their strengths, and assets. [The students are required to learn, understand, and operating health & wellness techniques for the positive growth & maintenance of life. Culminating in passing a comprehensive performance block. In addition, they are instructed to identify areas of use in their lives and establish positive life long processes of good living.] Example: Understanding positive, nutrition, dealing w/ distress, incorporating some exercise, participating in positive relationships, and work environments. These are positive attributes that can enhance the effects of positive participation in society while enhancing life and occupation. This is a form of **Transformative Learning**(see Attachment B)

3. Does not communicate negativity or hostility toward people of marginalized backgrounds, including women, indigenous people 2nd language learners/speakers, or people of color. [The professor expresses and give high priority to “No Judging!!” & Team work. In this course some students can be apprehensive to participation, due to different ideas of health]

Assignments

Diversity Portal

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 together to learn and understand health & wellness. Students are required to do class work in study groups .[Each student is encouraged to add what ever they feel comfortable in adding through representing their culture, society, and background during the operation of the study group].

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 “Reaching the goal & how has this course affected their lives”. The expression in this assignment allows the student to gain personal relevance that fits with their culture & background to the main subject of health & wellness (positive living).]

Activities

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. In this AHC course, the participation of minorities is estimated at 60% hispanic, 30% white, and less than that is 5% black or women of any race. [HED 100 course attendance sheets]

[This information has been visible in this course since 2012. The students that suffer from a low understanding of positive health & wellness are taught to identify, connect, and execute the techniques and instructions of HED 100 for the benefit of their life and occupational journey. They compare their understanding and learning with others through the arena of a study group. The study group supports the receiving and learning of the health & wellness information. The study group allows the student to express information that will represent their background in an open forum].

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Culturally Responsive Higher
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 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 study groups, which allows the expression of different perspectives. In this course the study groups have to work together to provide supportive research, expression, and answers to 12-14 Health Ed Course Performance Blocks (the different chapters in the book). Next, the each student gets an opportunity to verbally express an answer to a question and their reason for it during an open question & answer session. These two aspects of learning are referred to as our practice sessions. This is the course time when each student has a voice and a chance to use it through a lens that each student has acquired through their history and experiences.

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 in study groups with students unknown to each other. They are required to learn, understand, and operate the Health & Wellness techniques. In operating the study groups it allows the older students to speak to previous experiences 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

Not Aware of / Not able to secure previous documentation

Health Education is designed to help students assess their health status and use those assessments to change behaviors that contribute to unhealthy lifestyles. Students are provided with a broad foundation of knowledge dealing with mental health, stress management, fitness, diet and weight control, prevention and control of communicable and non – communicable diseases, drugs and alcohol, first aide, cancer prevention & control, and community health services

Rules- 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) in room while class is in session. Additional rules and requirements for positive class efficiency and effectiveness may be added by instructor as needed.

Behavior- Be Respectful, Attentive, Collaborative, & Responsive.

Attendance- Attendance is an absolute MUST!!! Be in seats and ready to take roll no later than 6:35p. (Notify instructor by e-mail if you cannot attend prior to absence)

Grading Policies

Not Aware of / Not able to secure previous documentation

Grading- Attendance / Participation = 300 pts:
Performance Block = 400pts:

Mid Term essay = 50pts & Final Essay = 50pts

Letter grades will be established by combining the Performance Block, A/P, & essay scores on a percentage scale.

100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 & Below=F

Outcomes / Learning Goals

Not Aware of / Not able to secure previous documentation

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.

Appreciative Learning



S. Vernon

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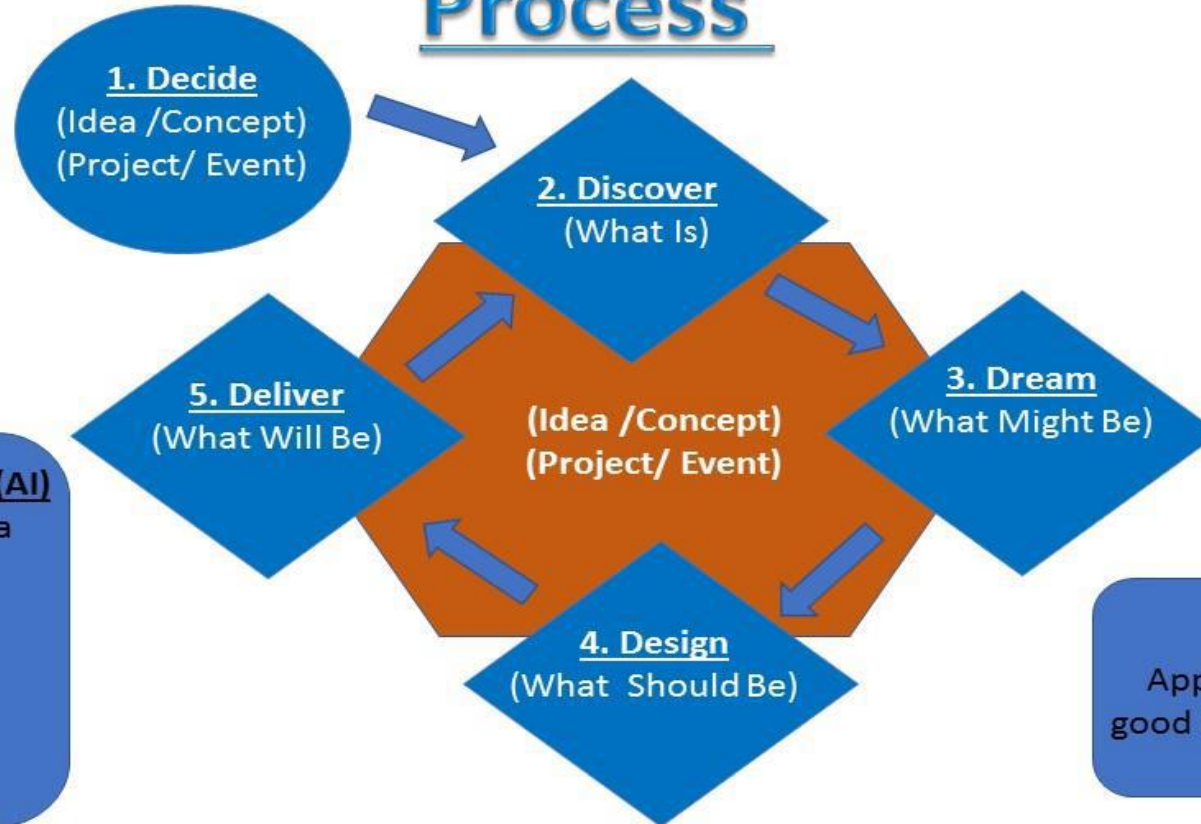
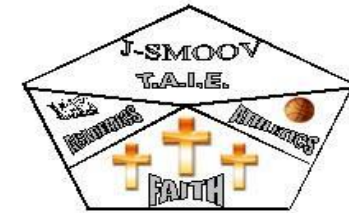
2/2017

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

Key Concept:
 Appreciate / Focus on the
 good & positive then re-affirm

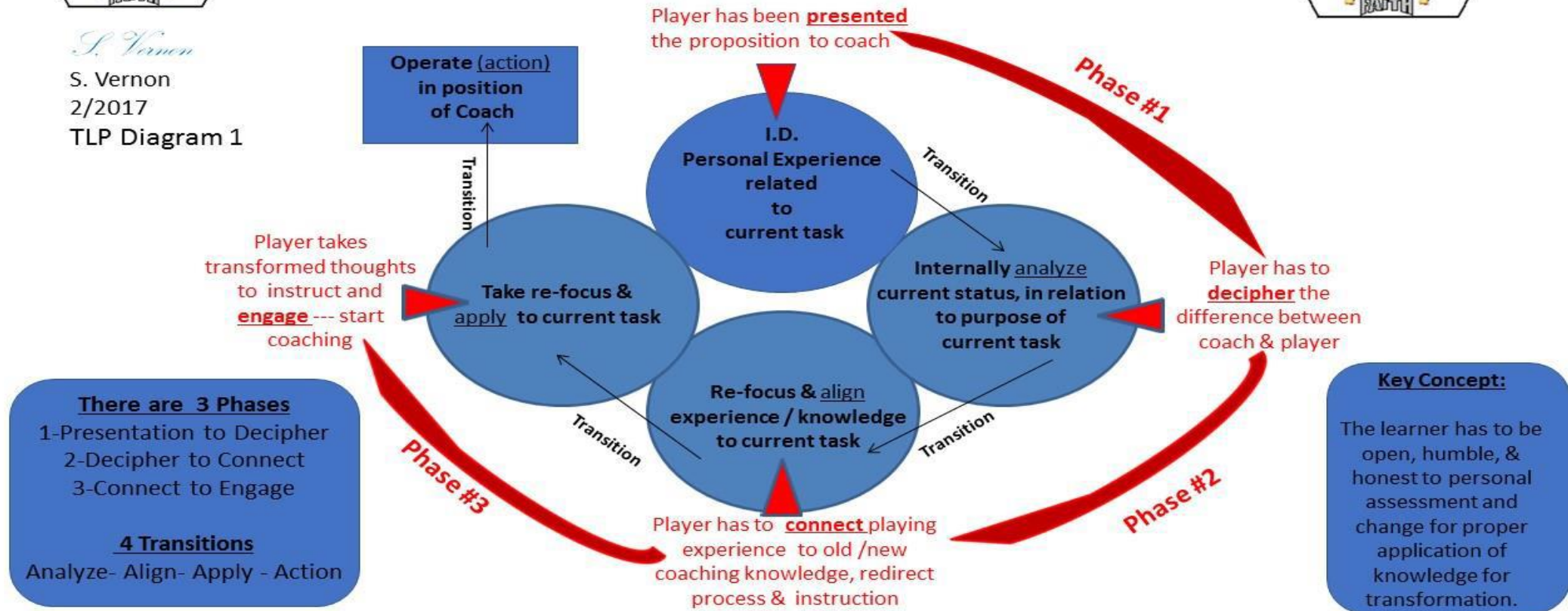
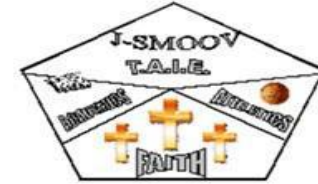
Transformative Learning



S. Vernon

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2/2017
TLP Diagram 1

Transformative Learning Process An athletic player learning to become an athletic coach



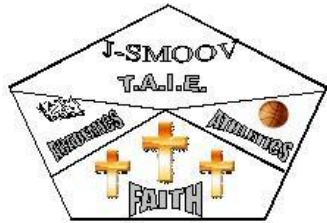
There are 3 Phases
1-Presentation to Decipher
2-Decipher to Connect
3-Connect to Engage

4 Transitions
Analyze- Align- Apply - Action

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D.E.E.D. Process



J-SMOOV™
DEED
“A Process for Teaching”



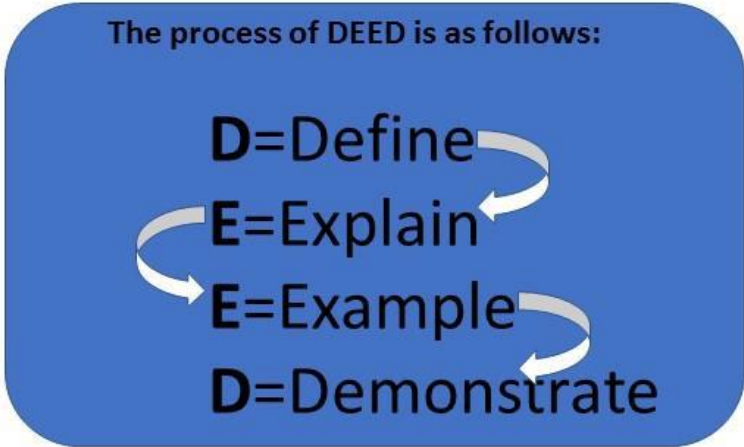
Deed

(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.



S. Vernon
S. Vernon
2/2000
DTP Diagram 1



Key Objectives:
DEEDing will create understanding, connection, and ownership