## Culturally Responsive Teaching Strategies

<table>
<thead>
<tr>
<th>Strategy Type</th>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>Getting to Know Students</td>
<td>Self Portrait</td>
<td>Ask students to create a quick self-portrait or a picture of what home means to them. Use these pictures to support students in getting to know one another. Challenge students to find commonalities or themes across the class or tables.</td>
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<td>Puzzling</td>
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<td>Engage students in the Cultures and Puzzles activity <em>(see document in Drive)</em>. By completing this activity students will realize how other’s work differently, and how these differences strengthen a classroom.</td>
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<tr>
<td>All About Me BINGO</td>
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<td>Use an online BINGO card generator to create a card containing different attributes (4 siblings, from a different country, can bake a cheesecake, etc.). Challenge students to explore the classroom and find one student who fulfills each square. That student will sign that square. This activity will help your students get to know the people around them even better. Instructors are encouraged to participate with students.</td>
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<td>Personal Artifact</td>
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<td>Invite students to bring in a keepsake, symbol, or picture that represents something close to their heart and/or culture. Students can share these in small groups to gain a deeper understanding of the community of learners they are a part of.</td>
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<td>Quick Assessment</td>
<td>Exit Slip</td>
<td>Pose a question to students and have them write their answer quickly on a small piece of paper. These could be general or content specific.</td>
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<td></td>
<td></td>
<td>• “What is one new thing you now know?”</td>
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<td></td>
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<td>• “What are you now wondering about?”</td>
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<tr>
<td>Activity</td>
<td>Description</td>
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<td>3-2-1</td>
<td>In between class activities or at the end of a session ask students to pause and fill out a quick sheet of paper. They should answer the following questions in relation to course content. The questions can be exchanged to fit your course needs. What are 3 things they have observed, 2 things they can infer, and 1 question they now have?</td>
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<td>Think-Pair-Share</td>
<td>At any point during the lesson ask students a question regarding the content or skills explored. Rather than ask students for answers directly, give them the opportunity to first think on their own, then discuss their ideas with a partner, and finally share out with the class in pairs.</td>
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<td>Talking Points</td>
<td>Ask students to take down 10-15 key points from course readings as homework. These can be reactions, key ideas, or questions, and be collected on occasion for a pop quiz like grade. Students should use these notes to support class discussion.</td>
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<td>Final Assessments</td>
<td>Tell Someone! Students will share their new understanding on any topic with a local researcher, political, community leader or other individual. When a topic is locally relevant, it can be especially powerful for students to share their opinions with community members, using evidence to support their ideas.</td>
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<td>Map It Out Challenge students to create a graphic organizer, map, or diagram that illustrates their current understanding of the content on large blank paper. Share these images with the class by holding a gallery where students can view and discuss the work of their peers.</td>
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<td>Research Extension At the end of a unit/chapter, individually or in small groups, challenge students to think of one thing they still want to learn more about, related to the lesson/unit. Students will engage in mini research projects based</td>
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<td>Make It Art</td>
<td>Assign students to transform their understanding of a book, research topic, course content, or more into an artistic representation. This could be through a piece of visual art, movie, music, play, or dance. Student’s exploration of the topic through art will demonstrate their understanding and can extend it beyond the course content.</td>
<td>on that inquiry. These can be presented to the rest of the class through mini PowerPoints, written reports, demonstrations, or student created posters.</td>
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