Mainstream Culture and the Classroom
Have your Phones Out if you have the Data!

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Links:
http://eldstrategies.com/affectivefilter.html (More information about Krashen and the affective filter)

https://www.qc.cuny.edu/Academics/Centers/Democratic/Documents/Handbook%20for%20Facilitating%20Difficult%20Conversations2.pdf (Resources and Links from a website from the City University of New York on how to handle difficult dialogues)

Two resources for Current events and leveled article readers:
www.newsela.com (More focus on current events and the news)

www.readworks.org (More focus on specific topics of reading)

www.softschools.com (great resources for all subject areas for certain school ages)


www.polleverywhere.com (This is the survey tool I used in my presentation)

https://docs.google.com/forms/d/e/1FAIpQLSfYqJYga80YYyM2oi7yYd5fHkeLtcLZknCsyB3p7cuXsqG14g/viewform?entry.1749901367=Yes+I+agree&entry.1718201036 (The google form I created for my survey. I'll leave it open for a while before I delete it)
Acknowledgements

- Thank you to my boss, Kim Olson, Laura Smith-Hill, everyone at LSS, all the attendees, and a special thanks to everyone who took the time to fill out my survey.
Starting Point

- **Questions**: “Where is the line for certain issues of American culture?”
  - “Is it respectful to discuss these possibly controversial topics with our students?”
  - “How would a survey look for English Learners (Els) in examining their knowledge of the United States and its controversial issues that can possibly divide people?”
  - “What do the teachers think?”
  - “What do we do now that we have an idea of what we think as a group?”
  - **Curriculum first!**
Talking Points

1. Polarization
2. Respect of other cultures
3. American cultural topics whether unique or common
4. News
Where are you from?

- North Dakota
- South Dakota
- Minnesota
- Wisconsin
- Michigan
- Ohio
- Indiana
- Iowa
- Illinois
- Missouri
- Kansas

Somewhere warm :)

Somewhere else

Start the presentation to activate live content
If you see this message in presentation mode, install the add-in or get help at PollEv.com/app
What do you hope to get out of this presentation?
How do you feel about public speaking?

Rate your comfortability level for each:

4- No, not ok
3- Unsure
2- Yeah, I'm ok with it
5- Extremely ok

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Rate your comfortability level for each:

4- No, not ok
3- Unsure
2- Yeah, I'm ok with it
1- Extreme comfort

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How much money do you make?

Rate your comfortability level for each:

4- No, not ok
3- Unsure
2- Yeah, I'm ok with it
1- No不适

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Rate your comfortability level for each:

4- No, not ok
2- Yeah, I'm ok with it
3- Unsure
5- Extremely uncomfortable

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Rate your comfortability level for each:

4- No, not ok
3- Unsure
2- Yeah, I'm ok with it
1- Extremely uncomfortable

Start the presentation to activate live content.
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Religion

Rate your comfortability level for each

4- No, not ok

2- Yeah, I'm ok with it

3- Unsure

5- Extremely uncomfortable

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Divorce

Rate your comfortability level for each:

1. 4- No, not ok
2. 2- Yeah, I'm ok with it
3. 3- Unsure
4. 5- Extreme

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Have you heard of the Affective Filter before?

Yes
No
Sounds Familiar
Unsure

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Affective Filter

- Theoretical/Psychological Construct
- Barrier that stops traffic
- Emotional vs Logical Brain
- Resources to help
Read more about the Affective Filter

- Here is my source:
  - [http://eldstrategies.com/affectivefilter.html](http://eldstrategies.com/affectivefilter.html)
- Stephen Krashen
- Input Hypothesis \( i +1 \)
- Acquisition and Learning
- Monitor Hypothesis
- Natural Order Hypothesis
- Affective Filter!
Memorize the number 319 You'll need it for later

Ok

Don't worry, he'll repeat it

Start the presentation to activate live content
If you see this message in presentation mode, install the add-in or get help at PollEv.com/app
Memorize this number 3849765 you'll need it for later

OK

Don't worry, he'll repeat it

Start the presentation to activate live content
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<table>
<thead>
<tr>
<th>Healthy and not healthy foods picture cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Pear" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Cheese" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Banana" /></td>
</tr>
</tbody>
</table>

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Radio Lab Story
Break Out into Groups
Roughly 5 minutes

- How can we help combat the affective filter?
- Group Answers:

- How do we help students with the balance between the emotional and logical brain?
- Group Answers:
How do educators and the public view topics such as Marriage and Gender Roles, Age and Health, Violence, Politics and the Media, Religion, and Race Relations?

Explanation of Survey

Google Form

Results
Marriage and Gender Roles

[Pie chart showing the distribution of responses to questions about marriage and gender roles.]
Age and Health
Violence
Politics and the Media
Religion

American Culture and the Classroom Research Study

- Yes, of course
- Yes, depending on the context
- Only if the students are old enough
- Only if a student brings up the topic
- No, never and this is not relevant to education
- Unsure
- Other

Pie chart showing distribution of responses.
Race Relations

Race Relations
American Culture and the Classroom Research Study

- Yes, of course: 77
- Yes, depending on the context: 74
- Only if the students are old enough: 18
- Unsure: 16
- Only if a student brings up the topic: 1
- This is not relevant to education: 1
- Other: 1

Total: 162
Interpretation and Possible Paths Forward

- Very open-minded group of people being surveyed
- Echo-Chamber?
- Time limit?
- The most polarizing topics:
  - Politics
  - The Media
  - Religion
  - Race Relations
- Survey Size?
Interpretation and Possible Paths Forward

Talk with Sociology Professor

Change of Focus

Diversity training?

Are we responsible for these topics in our classes?

Should only students bring them up?

What are the best methods for approaching student questions?
Great Resource

- Reflect Back
- Take the issue off the student
- Reflection Time
- Foster Understanding
- The Five Minute Rule
- Fishbowl Exercise
Group and/or Partner Session

✧ Scenario 1
✧ An intermediate or higher level group of English Learners are reading using resources such as www.newsela.com, articles from www.readworks.com, or possibly from local, state, or national papers you have picked out for class.
✧ One student notices an article talking about pro-choice and pro-life groups in the United States (You missed that section when you found the perfect article earlier)
✧ What do you do?

✧ Reflect Back
✧ Take the issue off the student
✧ Reflection Time
✧ Foster Understanding
✧ The Five Minute Rule
✧ Fishbowl Exercise
✧ Something else?
Group and/or Partner Session

- Scenario 2
- Middle School or Elementary School
- Scenario:
  Rachel is a new girl at school and you have yet to meet her parents. Today you are working on family trees so all your students draw their family trees and pictures of themselves with their parent, parents, guardian, or guardians. Rachel is sitting in a group when one of the table mates blurts out “Teacher, Rachel did the assignment wrong, she forgot her Dad. There are two mommies.”
- What do you do?

- Reflect Back
- Take the issue off the student
- Reflection Time
- Foster Understanding
- The Five Minute Rule
- Fishbowl Exercise
- Something else?
Group and/or Partner Session

- Scenario 3
  - Students come to class and seem to be sad. You ask one student what is wrong and they say they are worried because of a mass shooting that has recently happened. Many had been on their phones checking the news.
  - What do you do?

- Reflect Back
  - Take the issue off the student
  - Reflection Time
  - Foster Understanding
  - The Five Minute Rule
  - Fishbowl Exercise
  - Something else?
Group and/or Partner Session

- Scenario 4
  - You are teaching a class and have a new student. This is class for English Learners. The new student tells you in her introduction to the class that she is Christian. She brought bibles with her to give to the class.
  - You talk with her and tell her this is not ok at your school.
  - Later on in class, you notice the same student holding out a bible while talking with another student. They are beginning to disrupt the class.
  - What do you do?
- Reflect Back
  - Take the issue off the student
  - Reflection Time
  - Foster Understanding
  - The Five Minute Rule
  - Fishbowl Exercise
  - Something else?
Which methods or ideas were most useful to you today?

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What was something that just didn't work today?

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Thank You!

MY FAVORITE PART OF THIS PRESENTATION?

THE END
Contact Information

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