

# ***Connected and Respected***

## **CRESEL Cultural Adaptation Process**

### **Cultural Adaptation Process**

1. Develop a committee.
2. Determine the format of the product.
3. Conduct preliminary adaptations prior to implementation.
4. Collect adaptations during the implementation.

### **Areas to Consider**

#### **Culturally Relevant Materials**

*AK Cultural Standard: (C) A culturally-responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them.*

- What modifications need to be made for the curriculum materials to be culturally relevant?
- What songs could be used that would be more reflective of the community?
- What talking object would be familiar to the community?
- How do the handouts need to be modified to be more reflective of the community?
- What culturally relevant books could be used?
- How do the role-play scenarios need to be modified?
- What local images, metaphors or symbols could be included in the lessons?
- How can the community music and dance be included in lessons?

#### **Opportunities to integrate Alaska Native language**

*AK Cultural Standard: (C) A culturally-responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.*

- Which words in the curriculum could be translated into the community language?
- Which concept should be translated?
- How could the stories and role-plays be translated into the community language?

#### **Cultural Understanding of Curriculum Concepts**

*AK Cultural Standard: (C) A culturally-responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.*

- How does the community culture understand the curriculum concepts (i.e. conflict resolution, anger, eye contact, etc)?
- Where is the community understanding aligned with the curriculum and where are points of disagreement?
- Where are community cultural values represented in the curriculum?
- How can traditional values be integrated into lessons?

## **Role of Elders/Community Cultural Partners**

*AK Cultural Standard: (A) A Culturally-responsive school fosters the on-going participation of Elders in all aspects of the schooling process.*

- What role could Elders play in lessons to reinforce the cultural understanding?
- How could community tribal partners be involved in lesson?
- What stories from Elders could be infused in lessons?

## **Cultural Extension and Infusion Activities**

*AK Cultural Standard: (C) A culturally -responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.*

- What cultural extension activities can be added to the “Extension and Infusion Ideas” section after each lesson?
- How are the lesson concepts reflected in subsistence activities?

## **Family Connections**

*AK Cultural Standard: (D) Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.*

- What activities can be developed to help families understand the concepts in each lesson?
- How can schools and teachers best engage families in learning about Connected and Respected?
- How can Connected and Respected be integrated into family nights, conferences, and other regularly scheduled family events?