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Reflection of Chapter 11

3 The chapter begins with a very reflective question that should be addressed: “List 3 to 5
1 specific concerns you have about becoming a multicultural educator (317). This was a great
2 place for me to start. I been thinking about becoming a Multicultural instructor since the start of
2 this course and Ive always wondered how Im going to apply my acumen from this course to my
1 own classroom. My concerns are how am I going to make my classroom and material culturally
3 inclusive how will I know if my students feel accepted in the class based on culture status and
2 other factors and how can I include other cultures without excluding others!

2 When it comes to make the material in my classroom being culturally accepting including
3 multicultural lenses shouldn’t be too hard. I am a Communication arts and Literature educator so
0 my field is writing and literature. I can bring in authors from other cultures and backgrounds into
1 the curriculum I can also carry a classroom library filled with many different books and genres
1 capture different student interests as well as apply different cultures throughout the contents of
0 my library. I have already started this process by buying many books that present LGBT+
1 characters, focus on race in fictional worlds, featuring African Americans, and deal with
3 addiction mental illness and suicide. My next leap is to getting literature with more women,
2 native Americans, Asian groups, spanish and Hispanic groups, and religious groups. This will
1 allow students to have resources to read about their own cultures as well as learning about others
0 in fictional and nonfictional ways.

2 Finding way to ensure acceptances of all students within my classroom based on their
7 cultures ethnicities group affiliations personalities social classes statuses and so on seems to be a
1 tougher feat. I could start with having safe zone training but that, to me, seems like such an easy
1 path. I need to show my students that I have an understanding of them as individuals and I need
2 to show my own struggles, and experiences with culture and the like. I think if they knows I have
2 studied and have some knowledge of who they are as people they will feel more comfortable,
1 and appreciated in my classroom. I think having studnts learn about other important people
2 whom they can look up to that fall under there identities, they will be more engaged with my
1 class and ready to participate knowing they are included with the conversations academically
2 personally and culturally,

2 Lastly having an extensive inclusion of cultures that doesnt exclude others might be the
0 hardest of them all to achieve. I need to spend equal amounts of time with each culture or else
1 I'm giving other cultures fewer time from their respected recognition. I think the biggest way to
1 include all identities into my classroom without unintentionally missing one or giving one fewer
0 time than another is to have writing assignments that the students can include themselves into the
2 paper in multiple ways, from cultural aspects, to identity aspects, and anything in between.

0 My goal as an educator is to make sure all of my students feel they are included as an
1 individual student in more aspects than just academic. I want to have a place where they are free
1 to be whom they are without judgement or fear. My students won't only be a large part of my
2 classroom, but a part of the curriculum as well. I have many hopes and dreams for myself my
5 classroom my curriculum and lessons and my students in the future and I cant weight to see if
1 they all get accomplished affectively.