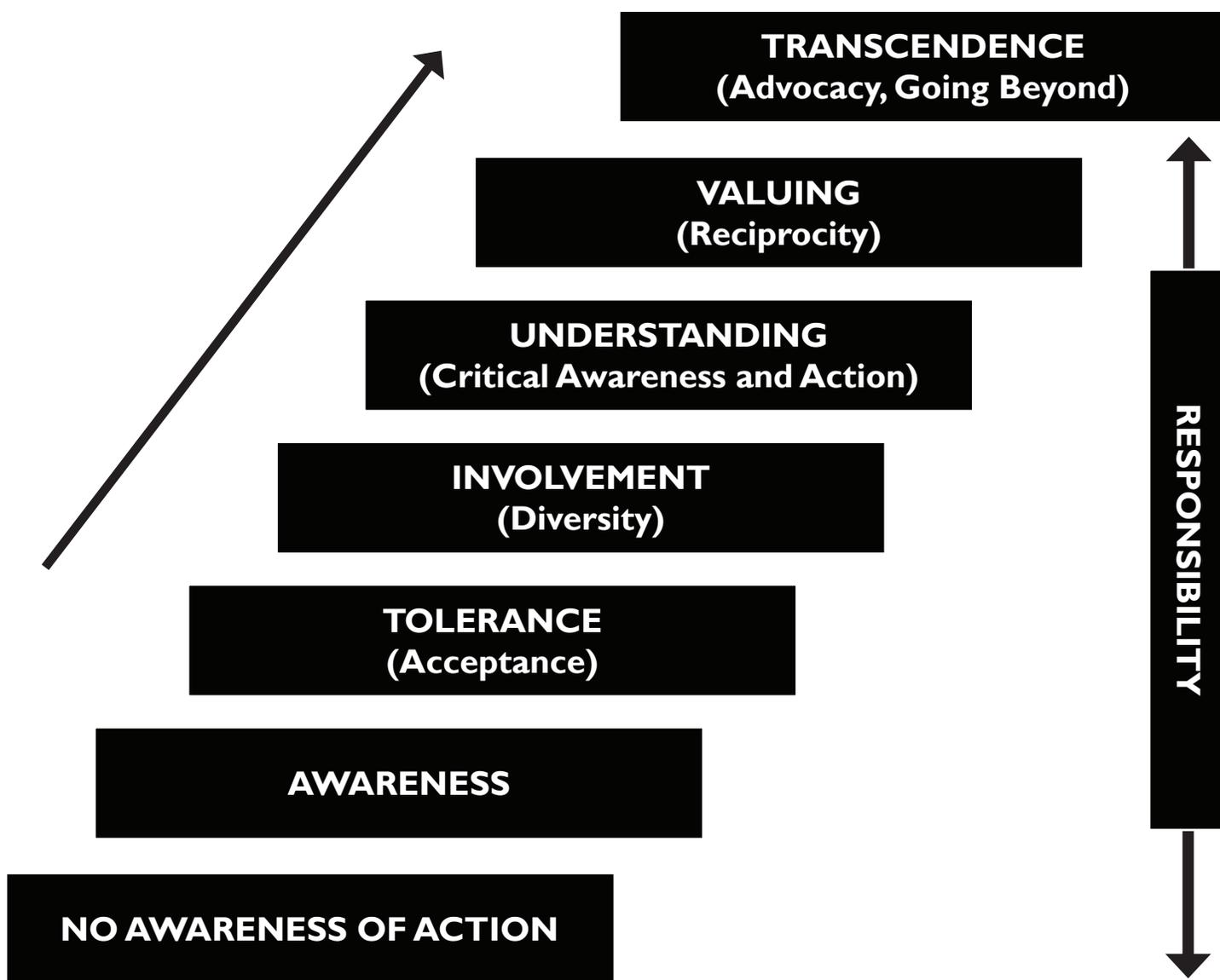




Multicultural
Council of
Saskatchewan

Cultural Awareness and Levels of Action Continuum



Taken from Saskatchewan Education. (1995). Physical Education: A Curriculum Guide for the Elementary Level. Regina, SK: Saskatchewan Education.

Level O: No Awareness or Action

Students at Level O are unaware of the values and cultural ways of groups other than their own. Discrimination and racism may characterize relations with other groups and individuals. Teachers at this level do not consider exposure to other cultures to be a priority in their teaching. Diversity of experience in cultural matters is not valued.

Level I: Awareness

Students and teachers at Level I have some knowledge of other cultures, universal rights, and the ways that other people live, work and play. They have some knowledge of the games and physical culture of other people. There is little, if any, variation in the curriculum from traditional western forms of activities.

Level II: Tolerance (Acceptance)

Students and teachers at Level II show an acceptance of other cultures. Teachers operating at this level begin to include activities of visible aspects from other countries, which are not mainstream. Assimilation is a governing value in the curriculum. Human and material resources of the community are used in a one-way relationship.

Level III: Involvement (Diversity)

Students and teachers at Level III openly welcome the opportunity to teach and learn about other cultures. Knowledge of other cultures is generated through a much broader and diverse curriculum; the experiences and values of students, teachers and the broader community are all introduced and explored. Activities are much more diverse.

Level IV: Understanding (Critical Awareness and Action)

At Level IV students and teachers recognize the need to place cultural understanding as a high priority in their curriculum. There is considerable freedom to explore and develop topics in depth; integration with other school subjects is emphasized.

Level V: Valuing (Reciprocity)

At this level both students and teachers come to value other cultures as important as their own. Curriculum boundaries are broadened so that many activities and events from the community are included in the curriculum. Activities occur frequently in community settings as well as in the school; participation in community events and festivities is common.

Level VI: Transcendence (Advocacy, Going Beyond)

At Level VI major links between the school curriculum and the broader community education and recreation programs are forged. Service becomes a priority. Students assume much more responsibility in the governance of their affairs. Teachers become strong advocates for youth and youth culture. Intergenerational activities are more frequent. Authentic dialogue among students and between students and adults is the norm. Emphasis is on growth and transformation. The ethic of social justice permeates the curriculum. Programs are consistent with Article 31 of the United Nations Convention on the Rights of the Child.

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