Building My Beloved Community

Puanani Burgess
I was THAT Kid!

Ronnie Tiffany-Kinder & Jennifer Padua
Have you ever heard someone say...

“I was that student who always excelled at everything.”
“I was that student who was always picked last at recess time.”
“I was that student who didn’t speak English.”
“I was that student whose parents were overly involved at my school.”
At one time in school, you most likely felt your experiences were unique in some way. Easily, you can finish this statement, “I was that student who……”
Significant events in your elementary education may influence you as a learner and as a teacher.
Social Identity Theory

• A person’s concept of self is influenced by the people and the groups that they belong to (Turner & Tajfel, 1979).

• In addition to adults and peers influencing our individual learning, cultural beliefs and attitudes also impact how instruction and learning take place.
I was THAT Kid!

Make a list of up to 25 positive and negative events in your elementary years.

Miss Honda was my favorite third grade teacher.

My best friends were Rona, Kellie, and Adrienne.

I won an award for reading the most books.

During music time in kindergarten, I always wanted to play the cymbals but never had the chance to.

I couldn’t find my brother after school (4th grade).
As you think of your events consider.....

Why those events are important?

What happened during that moment that keeps you holding onto the past? Do you think these memories are shaping your present-day decisions?

What were any social, cultural, or environmental factors that may have contributed to these events?

How have those events have shaped your thinking today?
Create a Positive/Negative Graph

1. Draw a pictograph in the form of a timeline and create sections for each grade level.
2. Create a ranking chart for your positive events using +1, +2, +3, +4, +5.
3. Create a ranking chart for your negative events using -1, -2, -3, -4, -5.
Joy's Positive & Negative Graph

Grade 1
- Brother born
- Dad died

Grade 2
- Brother came home 6 months later
- First big science project: taking care of silk worms

Grade 3
- Great case of chicken pox had to miss school
- Best friend moved to Florida

Grade 4
- Chosen to represent school in state spelling bee
- Made new best friends

Grade 5
- Art poster chosen for Kona coffee festival
- Big Island

Grade 6
- Went to Elementary in Grandma's neighborhood
- Kindergarten teacher on first day school left class never came back

INTASC
- Domain 1a
- Domain 1b
- Domain 2a
- Domain 2b
- Domain 3a
- Domain 4a
- Domain 5a
- Domain 6a

Notes:
- INTASC #7
- INTASC #10
- INTASC #12
- INTASC #15
Ranking Events on Positive/Negative Graph

1. Look at your brainstorm list and then start plotting the events according to the grade of when it happened on your timeline.

2. Think, if the event was a positive experience, how would you rank this experience from +1 to +5. Then insert the information above the timeline.

3. Think, if the event was a negative experience, how would you rank this experience from -1 to -5. Then insert the information below the timeline.

4. Add images and short phrases for each event.
Small Group Sharing

We categorize objects/events in order to understand and identify them (McLeod, S.A., 2008).

In pairs or triads, share your positive-negative pictograph.

Were there any similar experiences?
• What differences were there, if any?
• What did you learn from each other?
Takeaways and Wonderings

What experiences continue to have an impact on you? Why so?

If these experiences did not happen, would you be in a different mindset or person today?

What do you wonder about these experiences now that you have reflected?
Let’s Hear From Our Customers

Mahalo to our Students!
Providing Customer service today

Our customers have changed!
Providing Customer service today

Our customers have changed!

Higher Expectations
Less Patient
Providing Customer service today

Our customers have changed!

Use technology & social media

Can be violent
Conflict Management Styles

Different perspectives

Unity Exercise
What is Perception?

• Generally, each of us experiences a different reality: the world appears different to each of us.

• Different perceptions, or different views of the world, can influence our communication with others.

• Failing to understand the other person’s point of view can lead to communication and relational problems.

  • Important to understand what other people’s perceptions are AND why they see things the way they do.
What is Perception?

• We make sense of the world by attaching meaning to our experiences
• We attach meaning to our experiences through the perception process:
  • Selection
  • Organization
  • Interpretation
  • Negotiation
Perception Process:
Selection

• We attend to some stimuli and ignore other stimuli
• We pay attention to:
  • Intense stimuli
  • Repetitious stimuli
  • Changes in stimuli
• Our motives also determine what information we select from the environment
Perception Process: Organization

• Categorizing information in some meaningful way
• Classifying information into schemes:
  • Appearance
  • Social roles
  • Interaction style
  • Psychological traits
  • Group membership
Perception Process: Interpretation

- Making sense of what we experience
- Factors affecting the way we interpret an event:
  - Involvement with other person
  - Personal experience
  - Assumptions about human behavior
  - Attitudes, expectations, knowledge
  - Self-concept
  - Relational satisfaction
Perception Process: Negotiation

- Perception involves other people
- When your perception differs from someone else’s, you can:
  - Hang on to your own point of view and refuse to consider the other person’s: *BOO!!!*
  - Try to negotiate with each other to create some common ground: *BETTER!!!*
Influences on Perception

• **Physiology**
  • We perceive the world in a unique way because of our own body factors (e.g., senses, age, health)

• **Culture**
  • Every culture has its own way of viewing the world

• **Social Roles**
  • How we think is partly a function of our roles in society (e.g., gender, occupation)

• **Self-concept**
  • How we view ourselves influences how we see the world and interact with others
Perception Checking

• What is it?
  • A tool to help you understand others accurately; leads to more accurate perceptions (understanding what people mean, and, possibly, why they think/feel the way they do)

• Why is it useful?
  • Does not assume that your first interpretation of another person’s behavior is correct
  • Minimizes defensiveness
  • Clarifies ambiguous messages
  • Helps create mutual understanding
Perception Checking

- Elements of a complete perception checking statement:
  - A description of the behavior you noticed
    - “You haven’t been talking much the past couple of days.”
  - At least two possible interpretations of the behavior
    - “I’m wondering if I did something to upset you, or if maybe something is going on at work.”
  - A request for clarification about how to interpret the behavior
    - “What’s going on?”
“We don’t see things as THEY are, we see things as WE are.”
Tell us about the (complaining) person.

You are their friend/parent. What is the backstory about why they are upset and rightfully so!
When the other person is defensive

1. Realize it.
2. Give positive feedback to help the person slowly deactivate the wall.
   "You have good reason to be upset, you should have heard from us."
   "You have been through a lot."
   "You have done a lot of work to apply for college."
When We begin to feel defensive.

1. Realize it
2. Self-talk yourself out of it.

“What this person is saying is not true...they’re having a bad day.

“What can I learn from this?

“I made a mistake that can be fixed.”

“This person is not mad at me, just the situation.”
https://www.youtube.com/watch?v=oQtArj5U5I4
Dealing With the Irate Customer
Hacks for Handling Difficult Students

Hack:
a tip, trick, or efficient method for doing or managing something;
a clever solution to a tricky problem.

Suggest hacks for your group’s situation.
Conflict Management Styles

- **Accommodating**
  - I lose, You win

- **Competing**
  - I win, You lose

- **Avoiding**
  - I zig, You zag

- **Compromiser**
  - You bend, I bend

- **Collaborating**
  - I win, You win

High Importance

Low Importance

Goal

Relationship
The Turtle
Avoiding Style

• Withdraws.
• Does not achieve goals or strengthen relationships.

Good when:
• It doesn’t really matter.
• We need time to get information.
• Others can resolve the conflict.

Disadvantage: Conflict remains unresolved.

The Turtle
Avoiding Style
The Teddy Bear Accommodating Style

• Sacrifices goals for relationships.
• Want to be accepted and liked.

Good when:
• Maintaining relationships is more important.
• Changes are not important to you.

Disadvantage: Other take advantage of you.
The Shark Competing Style

• Overwhelms, intimidates or forces others to accept their way.
• Sacrifices relationships for goal.

Good when...
• Conflict resolution is urgent (crisis).
• Unpopular decision needed.

Disadvantage: Results in hostility and resentment.

The Shark Competing Style
The Fox Compromising Style

• Compromises.
• Sacrifice part of their goals and relationships.

Good when:
• People have strong interest in different solutions.
• There are no clear or simple solutions.

Disadvantage: Create less than ideal outcome.
The Owl
Collaborating Style

- Values goals & relationships.
- Takes a problem solving approach.

Good when...
- Maintaining relationships is important.
- Learning and trying to merge different perspectives.

Disadvantage: Takes a great deal of time and effort.
Ask Yourself

How important is...
• Keeping the relationship?
• Solving the problem?

Do you...
• Have time?
• Have position or power?
Apologizing doesn't always mean you are wrong...

Sometimes it means you value your relationships more than your ego.
Building My Beloved Community - Practicing the Aloha Response

**To Borrow**

**REFERENCE**

- Credentials
- Ideas
- Needs
- Policies
- Arguments
- Values
- Culture
- Religion
- Political Parties
- Heritage
- Agendas
- Environment
- Belongings

**WIN competition**

**RELEVANCE**

**To Be**

**REVERENCE**

**I am**

- Culture
- Values
- Ideas
- Belonging

**Aloha**

**TRUST connection**
Building My Beloved Community

• Practicing the Aloha Response Group, Pono Shim

Mahalo!
Joyce Yamada, yamadajo@hawaii.edu
UHMC Faculty & Staff Development Coordinator/ Associate Professor
(808) 984-3663