



Leader Certification

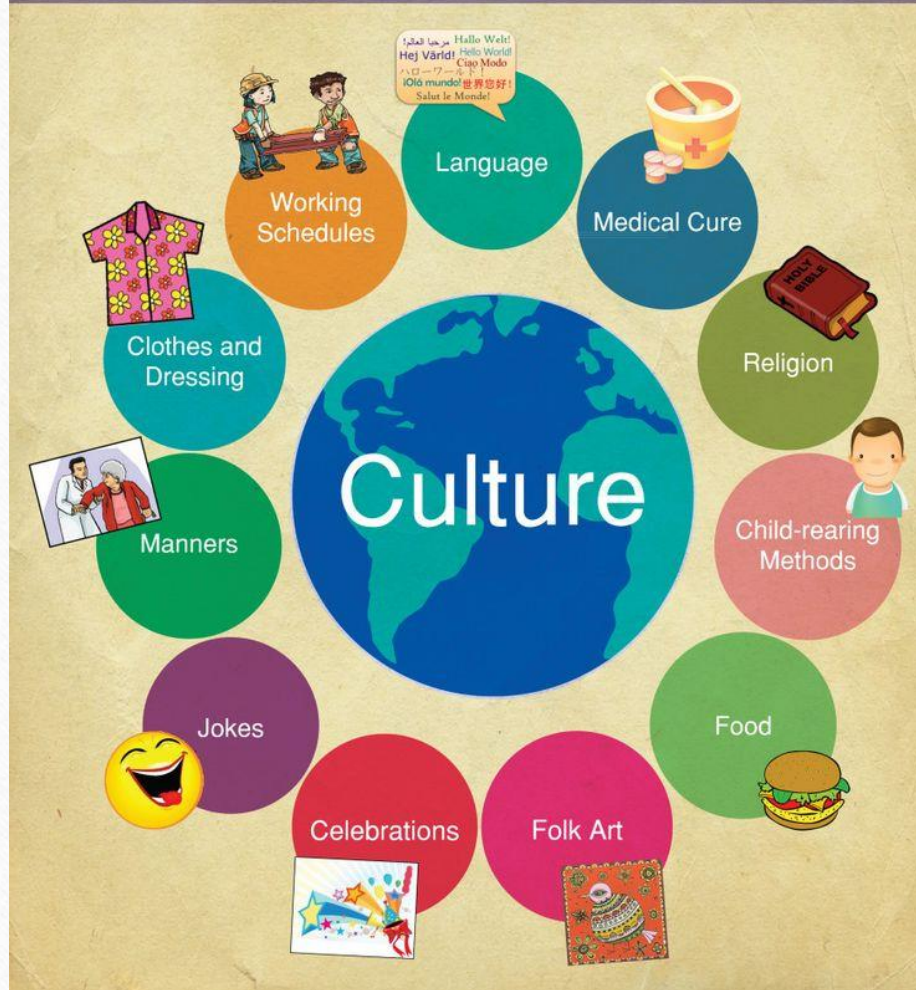
Chapter Four: Cultural Awareness

Cultural Awareness Objectives

- Be able to explain how the ethnic demographics of Minnesota have shifted over the past 25 years and how they continue to change.
- Understand how race and class inequalities have major impacts on human development, learning, health, and outdoor/nature exposure.
- Gain access to tools to explore and understand the cultural groups in your own community.



WHAT IS CULTURE?



“A lot of different flowers make a bouquet.”
- Muslim origin

Project
Get Outdoors

BAFABAFA Activity



Instructions

- Each participant will receive a description of a planet.
- You'll get 10 minutes to form cultural groups and familiarize yourselves with cultural norms and styles.
- Get to know each other as members of the culture and think and talk about how you will interact when you're out in the community.
- You'll get another 10 minutes to wander around the room and interact with others based on the descriptions of the planets you received.
- Then we'll debrief on the experience.



What's the point?

- The way you learn to communicate from your experience and background seems natural to you and others' ways seem odd.
- Don't make assumptions! Pay attention, listen, watch and ask questions to understand other people's styles.
- It is difficult to communicate with people from different backgrounds. Be understanding. **It can be hard for people from cultures different from the dominant culture to participate.**



“Namaste...

The teacher in me recognizes the teacher in you.”

- Ancient greeting of India





Minnesota State Demographic Center

Minnesota Now, Then, When... An Overview of Demographic Change

**Prepared for the Capitol Preservation Commission
Subcommittee on Art, April 2015**

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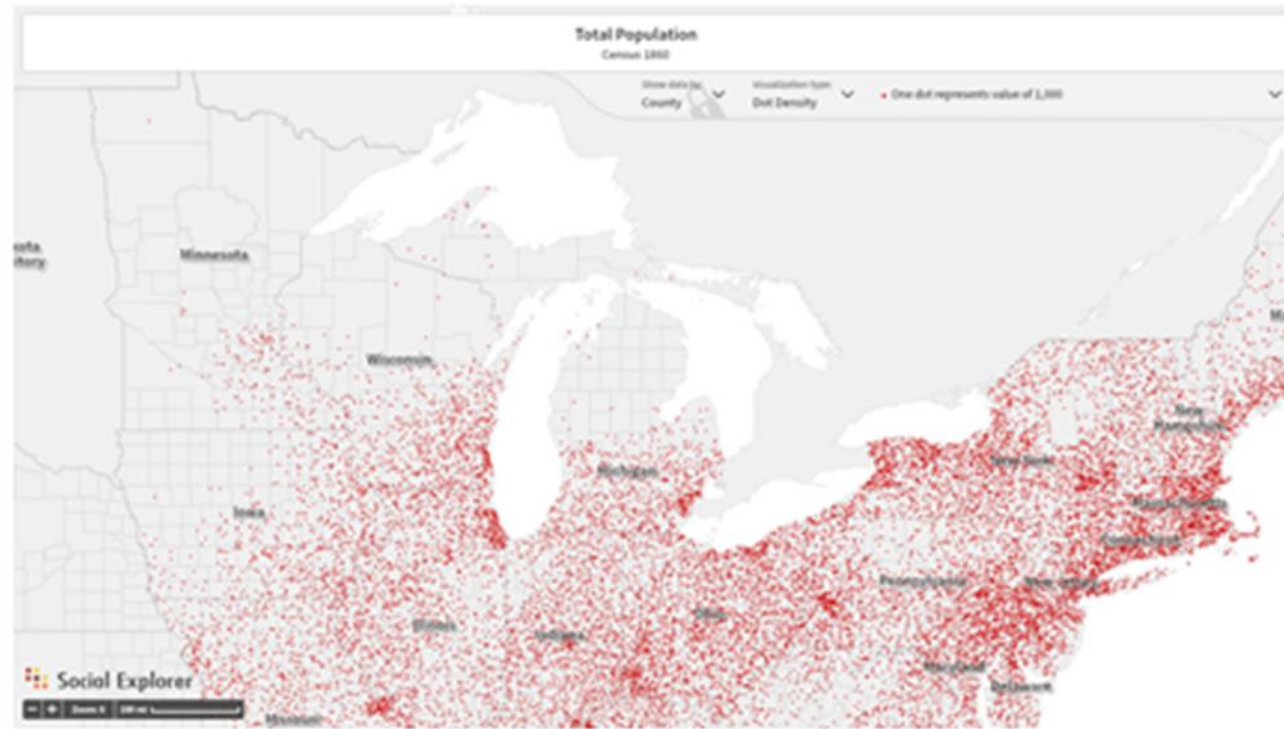


+ Key considerations when thinking about immigrants in MN

- We are (nearly) all immigrants
- Immigrants have significant positive economic impact in Minnesota
- Demographics (especially aging) of our population will increase labor shortages
 - Immigrants are an essential part of the solution
- Populations of color (including immigrants and their children) are revitalizing many communities, driving population growth statewide



MN in 1860 Census: Each dot = 1,000 people

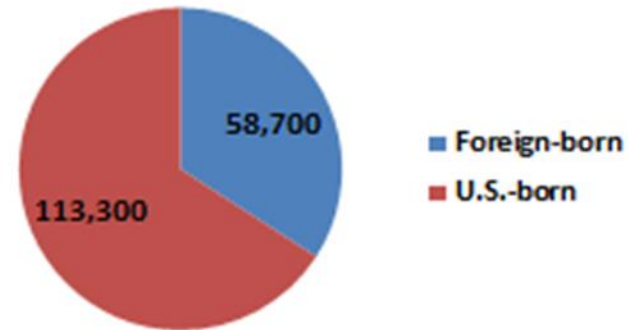


Source: U.S. Census via Social Explorer.



MN in 1860 Census

- The population was very young
 - 86% of the population was under age 40
 - 51% of the population was under age 20
- One-third of the population was foreign-born (an immigrant)



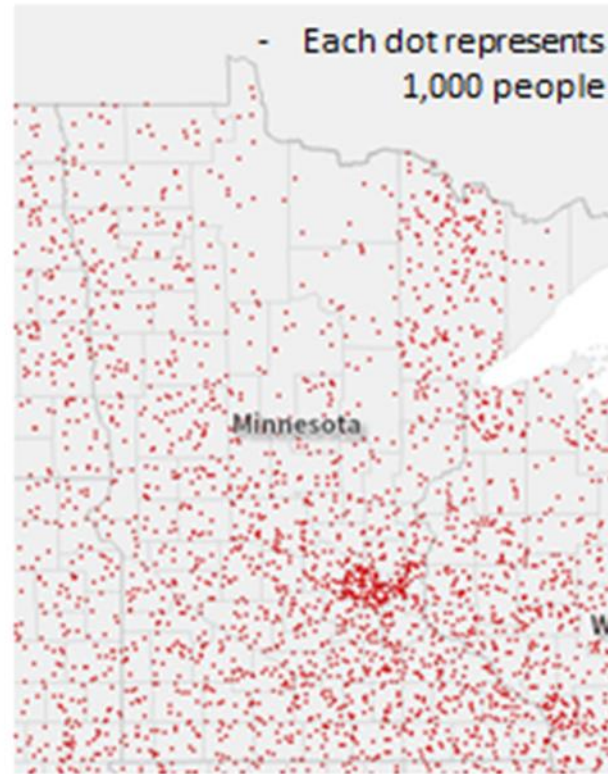
Source: U.S. Census via Social Explorer.



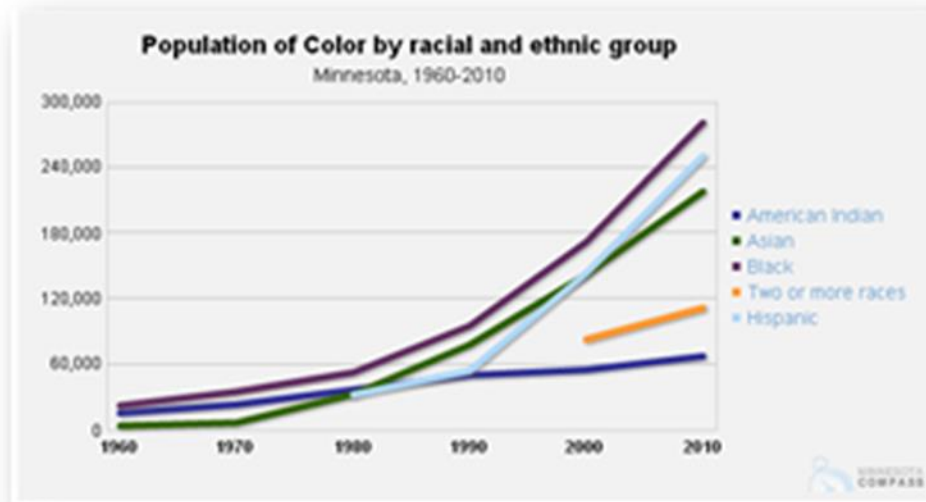
MN in 1910 Census

- Total population statewide of 2,076,000
 - 156,000 farms statewide
- More than 1/4th of population was foreign-born
 - Of these immigrants, 22% were from Sweden, 20% from Germany, & 19% from Norway

Source: U.S. Census via Social Explorer.



+ Populations of Color have grown dramatically since 1990



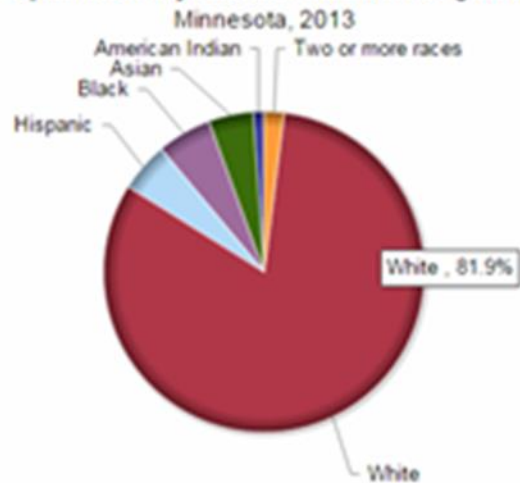
- Since 1990, Asian and Black residents tripled, and Hispanic residents quadrupled in MN

Source: U.S. Census via mississippi



MN today by race/ethnicity (Hispanics removed from all other race groups)

Population by racial and ethnic group



- 82% White
- 6% Black
- 5% Hispanic
- 5% Asian
- 2% Multiracial
- 1% American Indian

Source: U.S. Census via mississippi.org



+ Percent of MN young people who are “children of immigrants”



Under age 20, it's 1 in 6



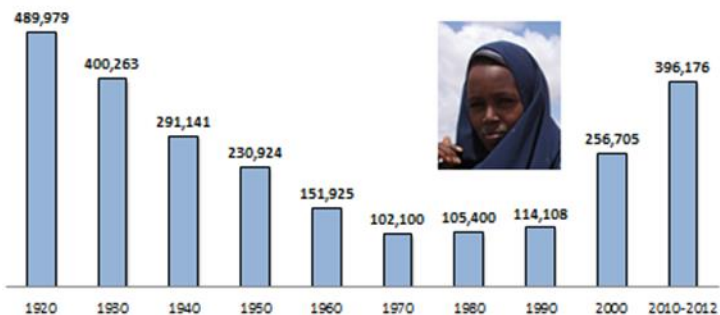
Under age 5, it's 1 in 5

“Children of immigrants” are foreign-born themselves, or have one or two foreign-born parents

Source: mnstats.org



Number of foreign-born in Minnesota, 1920-2012

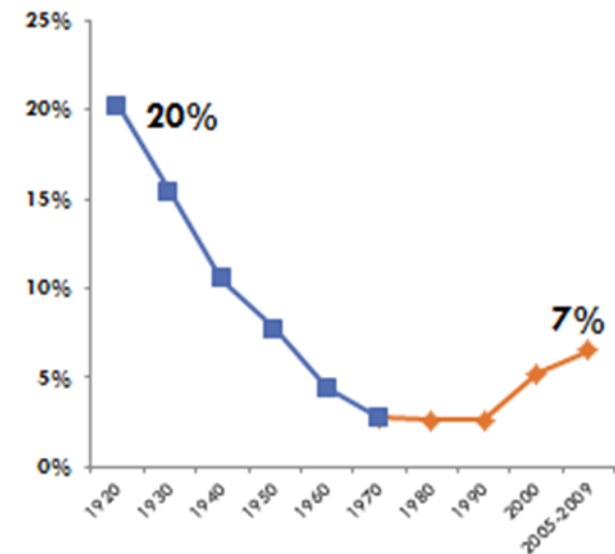


Source: P2010 version of U.S. Census Bureau's Decennial Census and 2010-2012 American Community Survey, Minnesota. By US Data Demographic Center.



International immigration has increased in recent years, but pales in comparison to the early 1900s

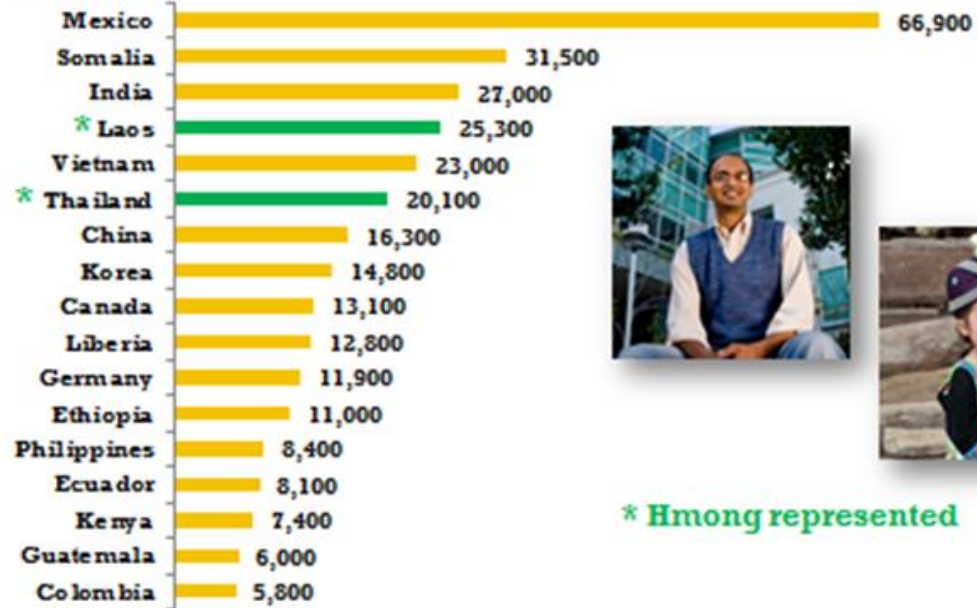
Percent Foreign-Born, Minnesota, 1920-2009



Source: U.S. Census Bureau



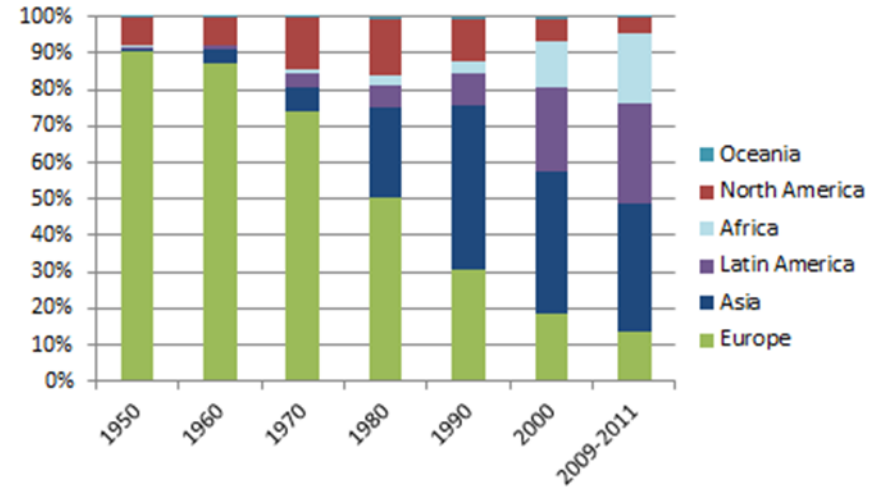
+ MN foreign-born populations: Largest groups by country of birth, 2013



* Hmong represented

Source: 2013 State Demographic Center tabulation of IPED version of 2013 American Community Survey

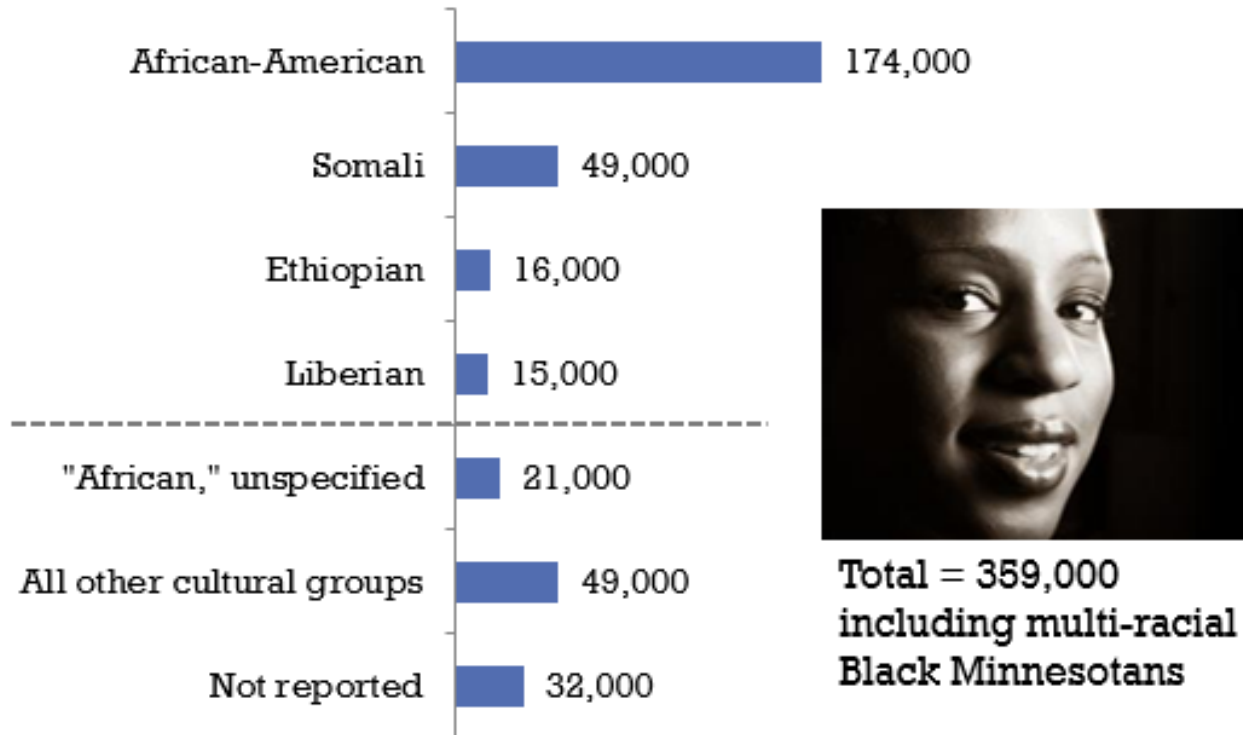
+ Our foreign-born population is becoming increasingly diverse



Source: IPED version of U.S. Census Bureau's Decennial Censuses and 2010-2012 American Community Survey, tabulated by MN State Demographic Center



+ Largest cultural groups reported by Black Minnesotans



Source: 2013 American Community Survey, IPUMS. Cultural groups identified by ancestry and birthplace.



+ Largest cultural groups reported by Asian Minnesotans



**Total = 293,000
including multi-racial
Asian Minnesotans**

Source: 2014 American Community Survey



+ Largest cultural groups reported by Hispanic/Latino Minnesotans



Source: 2014 American Community Survey, IPUMS



Afghan	456
Albanian	394
Alsatian	111
American	184,265
Arab:	26,192
Egyptian	3,575
Iraqi	1,073
Jordanian	256
Lebanese	9,134
Moroccan	967
Palestinian	2,247
Syrian	2,323
Arab	3,113
Other Arab	3,721
Armenian	1,134
Assyrian/Chaldean/Syriac	50
Australian	1,163
Austrian	16,549
Basque	269
Belgian	15,413
Brazilian	1,686
British	16,216
Bulgarian	2,146
Cajun	150
Canadian	8,537
Carpatho Rusyn	188
Celtic	827
Croatian	9,352
Cypriot	0
Czech	94,342
Czechoslovakian	11,009
Danish	67,299
Dutch	93,143
Eastern European	6,166
English	289,898
Estonian	337
European	68,719
Finnish	101,406
French (except Basque)	173,603
French Canadian	52,700
German	1,819,989
German Russian	690
Greek	10,557
Guyanese	2,851
Hungarian	13,716
Icelandic	5,151
Iranian	3,537
Irish	568,522

Israeli	663
Italian	133,754
Latvian	2,979
Lithuanian	5,389
Luxemburger	4,482
Macedonian	233
Maltese	175
New Zealander	233
Northern European	11,348
Norwegian	629,799
Pennsylvania German	1,794
Polish	247,418
Portuguese	3,580
Romanian	6,114
Russian	41,421
Scandinavian	83,084
Scotch-Irish	24,967
Scottish	65,158
Serbian	6,915
Slavic	2,915
Slovak	7,335
Slovene	8,947
Soviet Union	0
Subsaharan African:	140,264
Cape Verdean	0
Ethiopian	20,408
Ghanaian	1,164
Kenyan	4,579
Liberian	11,378
Nigerian	7,498
Senegalese	213
Sierra Leonean	244
Somali	56,676
South African	1,262
Sudanese	2,700
Ugandan	750
Zimbabwean	376
African	30,036
Other Subsaharan African	6,759

Swedish	440,188
Swiss	19,877
Turkish	1,029
Ukrainian	18,293
Welsh	21,362
West Indian (except Hispanic groups):	7,907
Bahamian	642
Barbadian	48
Belizean	51
Bermudan	47
British West Indian	244
Dutch West Indian	48
Haitian	1,515
Jamaican	3,028
Trinidadian and Tobagonian	664
U.S. Virgin Islander	374
West Indian	1,089
Other West Indian	303
Yugoslavian	4,768
Other groups	947,195
Unclassified or not reported	753,142

Minnesotans by ancestry, 2015



Visit: mn.gov/demography



Minnesota State Demographic Center

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Immigration & Language

Immigrants born in Mexico, Somalia, Laos, India and numerous other places across the globe now call Minnesota home. Explore their characteristics and languages below.

[Key Findings](#)

[Featured Data](#)

[Featured Reports](#)

[Other Resources](#)

[FAQ](#)

Key Findings

- In 1920, about 1 in 5 Minnesotans was foreign-born; today about 1 in 14 are. (2010-2012).



+ Other Resources

- Report: “The Economic Contributions of Immigrants in Minnesota,” 2013 (Search for title)
- Data Website: Minnesota Compass
<http://www.mncompass.org/immigration/>
- Green Card Voices: Personal, recorded stories of immigrants in Minnesota
<http://www.greencardvoices.com/>



Immigrant Stories & Immersion videos

The Take-Away:

- These are REAL families and children and members of our communities.
- Oftentimes have fled harsh environments and treatment before coming here.
- Seeking the same things we all want; safety, acceptance, good education, wellbeing, happiness.
- Facing perpetual struggles against poverty and equality due to systemic racism/inequality.
- Living with discrimination and oftentimes bullying.
- How can we provide more welcoming and safe environments for these, and all youth?



New Immigrants & Refugees

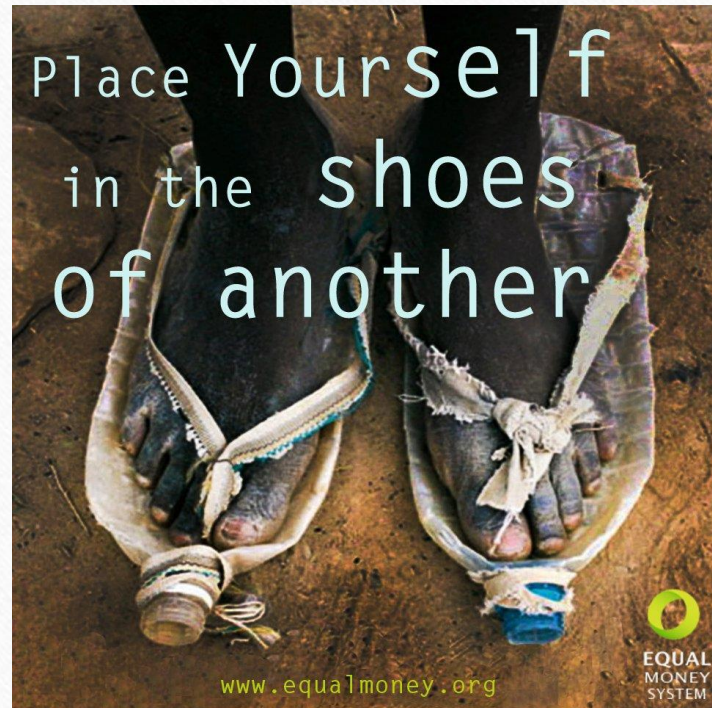
What is the Refugee Experience Like Before Resettlement?

In addition to the trauma of war or persecution, separation from family and homeland, losses of loved ones and a familiar life, refugees may also have to deal with poverty and a lack of control over their lives, living between moments of crisis and boredom, anticipation and hopelessness. In situations of lengthy displacement, refugee children may be born and raised in exile knowing little beyond life in a refugee camp.

Refuge Children in US Schools: A Toolkit for Teachers and School Personnel
Toolkit 4: Refugee and Immigrant Youth & Bullying: Frequently Asked Questions
<http://www.brycs.org/documents/upload/bullying.pdf>



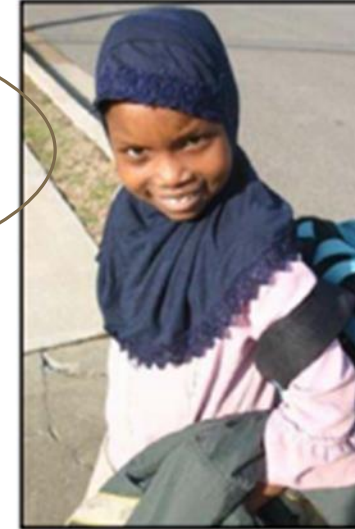
Can you imagine?



4. What additional, unique factors from refugee/immigrant youths' past contribute to bullying?

Many refugee children spend years in refugee camps where they develop strong survival skills, including the ability to fight back when attacked. It can take time to teach refugee youth new skills for responding appropriately to threats, or perceived threats, in their new environment. A refugee resettlement program coordinator who works in an urban school district pointed out that sometimes refugee youth *think* they are being attacked and respond accordingly, even in situations where American-born students are just "playing games" or interacting as they typically would with each other.¹¹

Service providers need to also look at the attitudes that foreign-born youth bring to the U.S. Many foreign-born youth have deeply-rooted opinions of particular groups that may differ significantly from commonly held stereotypes in the U.S. It is important for teachers to learn as much as they can about underlining ethnic, religious, or other conflicts that may be affecting how bullying plays out in their classrooms.



BRYCS Photo/ Claudia Gilmore

Refuge Children in US Schools: A Toolkit for Teachers and School Personnel
Toolkit 4: Refugee and Immigrant Youth & Bullying: Frequently Asked Questions
<http://www.brycs.org/documents/upload/bullying.pdf>



7. What role does acculturation or immigrant generational status play in bullying?

Many people who have worked with refugee or immigrant children in the schools have witnessed newer arrivals being made fun of by students from the same country of origin that have been in the U.S. longer. For example,



BRYCS Photo/ CSS Anchorage

sometimes more acculturated students call newer arrivals "FOB," which stands for "Fresh Off the Boat." Yet again, few studies in the bullying literature have taken a look at this phenomenon and the studies that do exist have conflicting findings.¹⁸ One study shows that students who are more acculturated are more targeted by their peers,¹⁹ another study found that first generation youth (less acculturated) are more targeted,²⁰ and a third study found that acculturation level did not affect students' victimization rates at all.²¹

Service providers report that many refugee/immigrant youth try to acculturate as quickly as possible in order to "fit in" with their peers and to avoid being bullied. It is important for parents to recognize this because many youth do not mean to reject their native culture, but find it important to dress or act "American" for these reasons.

Refuge Children in US Schools: A Toolkit for Teachers and School Personnel
Toolkit 4: Refugee and Immigrant Youth & Bullying: Frequently Asked Questions
<http://www.brycs.org/documents/upload/bullying.pdf>



Anti-Immigration Sentiment

- “Absolutely. The crime rate has increased since I moved to the twin cities in 97 and moved back to Rochester in 03. When you read the Olmsted County court records in the paper at least half if not more are not American names.”
- “I have seen what has happened on the East Coast specifically in the Washington DC metro area. Whole neighborhoods have become Hispanic. Shopping areas in formerly all whites’ areas have become little Latin Americans.”
- “If you come to America, please speak the language (English)! Before we know it, English will not be the native language anymore.”
- “Our health care is so expensive and many immigrants get free care at Olmsted County Public Health. My workplace has spent time and money to give English classes to those that can’t speak English, while the rest of us did not even receive a raise the last 2 years.”

2006 Olmsted County Racial Attitudes & Actions Survey

<http://www.diversitycouncil.org/race-survey>



- “In certain areas, housing cost have gone down, crime has increased, violent crime seems to be in the media more, group fights seem to happen more, immigrant groups are involved, fighting in the high schools usually involve these groups.”
-

- “There are too many in welfare, and are draining the channel in food shelf down to almost nothing some months. Need to have special teachers to teach the children. Need to learn English and use it daily. Need to look for jobs and work them when they have a job. Just because they can make more on welfare than working is not right for it is taking away from people who can't work for illness etc.”



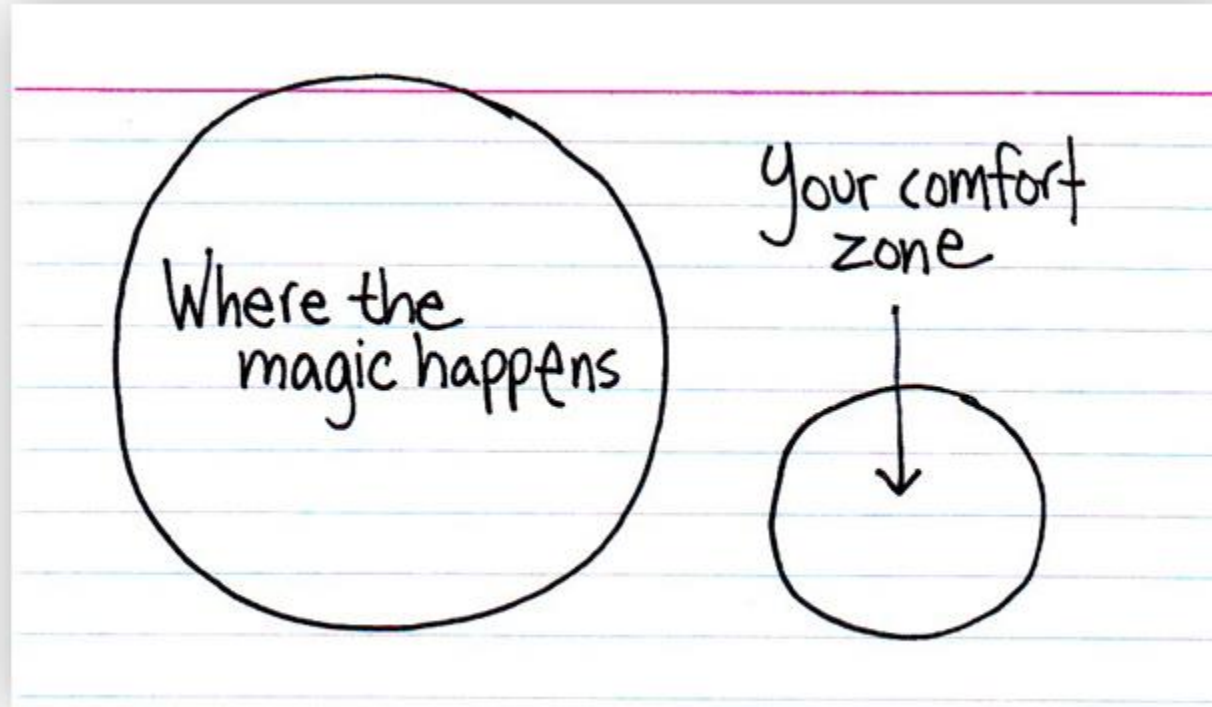
Other Findings

- 80% said **NONE** of 3 closest friends of another race
- 78% said **NONE** of 3 closest co-workers of another race
- 75% said **NONE** of 3 closest neighbors of another race
- 50% said daily interactions include **NO ONE** of another race

2006 Olmsted County Racial Attitudes & Actions Survey
<http://www.diversitycouncil.org/race-survey>



Be mindful about getting to know others!



What is Systemic/Structural Inequality?



Minnesota example: Eden Prairie Public Schools boundary change in 2010

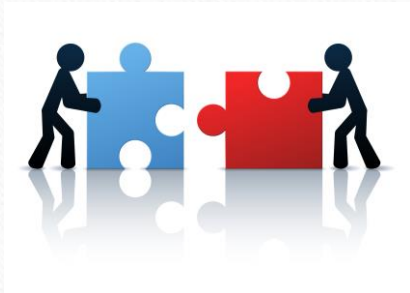
Institutional racism is the network of institutional structures, policies, and practices that create advantages and benefits for whites, and discrimination, oppression and disadvantage for people of color.



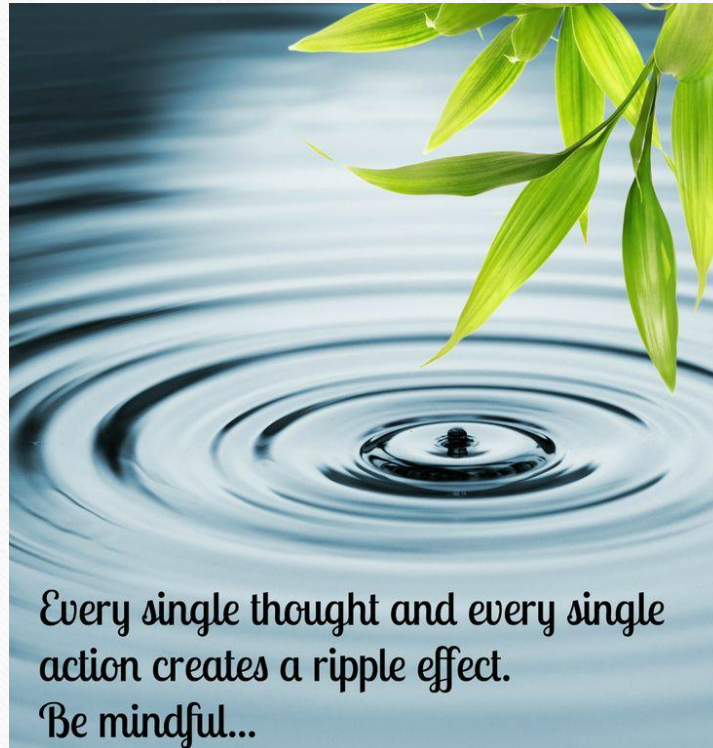
Rooted deep in US history...

- New Deal and Aid to Dependent Children in 1930's...The children of poor African American women were commonly barred or removed from ADC rolls under "suitable work" or "employable mother" rules. The same standards were not applied to white mothers- where staying home with children was socially valued.
- 1930's...Under the Old-Age Insurance Provisions Act, the majority of professions covered were occupations for whites. Occupations filled mostly by African Americans (domestic work, seasonal labor, farm labor) were excluded.
- Post WWII, Practices like "redlining" began- which marked a red line on a map where primarily people of color lived to delineate the area where banks would not invest (Brown, 1999).
- The practice of "redlining" exacerbated the already-existing housing disparities between many white communities and communities of color.





Side Effects of Racism



Every single thought and every single
action creates a ripple effect.
Be mindful...



What can we do?

- Know your own story. What is your culture? Find the universal threads that connect us.
- Reflect on your own personal biases, stereotypes and misperceptions about children of color and immigrant children.
- Work to identify and address inequalities and discriminatory practices. This includes acknowledging that systemic inequalities exist (perpetuated by government and program policies that discriminate).
- Focus on the strengths, not deficits of children of color and immigrant children.
- Use cultural resources of families to build relationships. Learn about each other. Ask questions.
- Strive toward developing an inclusive work force that reflects the people we serve.





Imagine a World Without Hate™

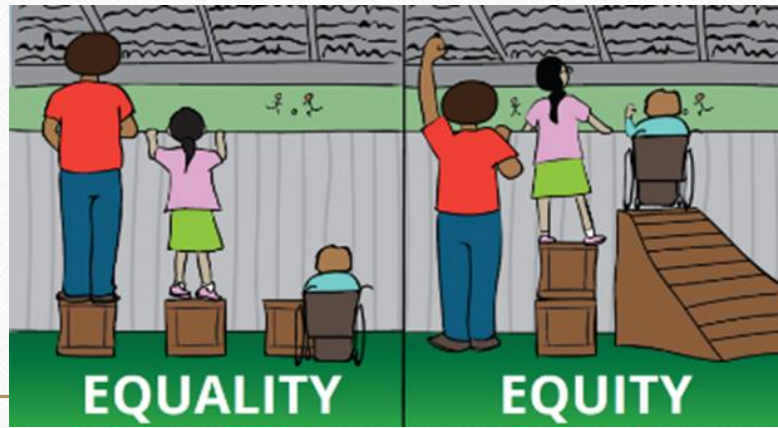
PERSONAL SELF-ASSESSMENT OF ANTI-BIAS BEHAVIOR



Provided by: ADL's
[Education Division](#),
A WORLD OF
DIFFERENCE®
Institute

Directions: Using the rating scale of NEVER to ALWAYS, assess yourself for each item by placing an "X" on the appropriate place along each continuum. When you have completed the checklist, review your responses to identify areas in need of improvement. Create specific goals to address the areas in which you would like to improve.

8.50 x 11.00 in



“Disparities in who has access to and who uses outdoor recreation and learning environments matters... Getting kids and families of color and immigrant children and families out into nature is increasingly important as our state’s demographics diversify.”

- Cathy Jorden,
Associate Professor
Division of General Pediatrics and Adolescent Health
University of Minnesota, Twin Cities



What about Class Inequalities?

- Research shows that low-income ethnic areas typically have significantly less access to parks than high-income white areas.
- Large disparities in access to parks that promote structured and unstructured play in intimate and natural settings, further marginalizing low-income neighborhoods

“Access to Parks for Youth as an Environmental Justice Issue: Access Inequalities and Possible Solutions”, Alessandro Rigolon and Travis L. Flohr 2014.

Who is Getting Outdoors?

- In 2007, 98% of visitors to Minnesota state parks were white.
- March 2014 Met Council Study, *Regional Park Use Among Select Communities of Color*, took a look at diversifying park visitation. Suggestions from a diverse cross-section of area residents included;
 - Increase awareness about parks and recreation opportunities to communities of color
 - Address safety concerns
 - Develop more communal gathering spaces within parks
 - Create park ambassadors, program activities and events to help connect people of color with our parks



Getting to Know Your Neighborhood

- Project GO strives to engage low-income and minority youth with the outdoors.
- Through purposeful program planning, you can offer programs that are welcoming and attractive to ALL audiences.
- The first step is to get to know who is in your neighborhood or community.
- Turn to the worksheet in Chapter 4, handout 4.
- This worksheet will help you inventory who is in your neighborhood or community so that you can better develop and target your programs to engage low-income and minority families.
- We will take 10 minutes to work on filling out your worksheet based on your site location or, if you don't have a site, try to think of the community or neighborhood where you live right now.



— DID YOU KNOW? —
50%
of Americans
DON'T KNOW
their neighbors.

— *Trulia, 2013*



WHY NEIGHBORS DON'T KNOW THEIR NEIGHBORS



Where to find site-specific demographic information?

Access data from the US Census at <https://mn.gov/admin/demography/> and click on:

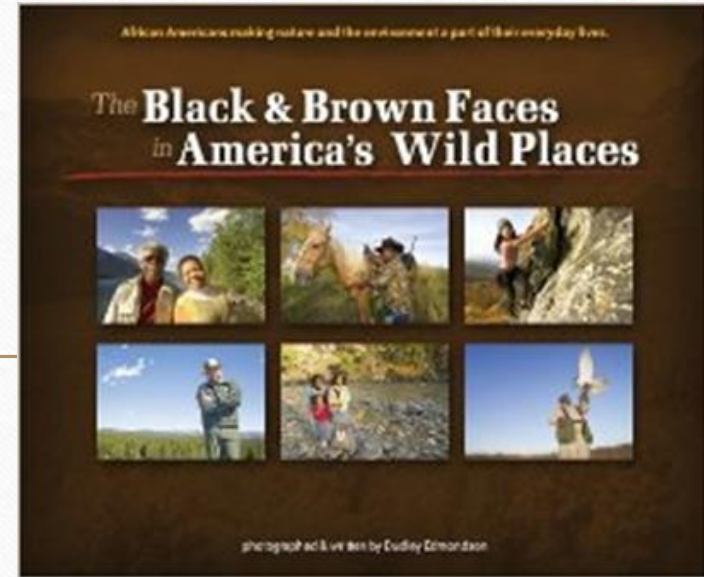
- Data by place
- Community facts tool
- Search by zip code
- Age/Race



Meet Lynnea

(from “*Black & Brown Faces in America’s Wild Places*”)

- Born and raised in north Minneapolis.
- Participated in outdoor activities since birth.
- Remembers being a toddler in a pack on her fathers’ back while he was hiking and cross-country skiing.
- Oftentimes people would see her father and become immediately intimidated because of his dark skin.
- “For African Americans, the key to experiencing nature is to be able to do so in a place we feel safe and welcome...especially in smaller towns and rural areas.”



Outdoor Work Force Development for Minorities

- Conservation Corps of Minnesota & Iowa – see brochure in Chapter four, handout 5
- Minnesota Department of Natural Resources – summer internships
- US Department of Interior (National Park Services, Fish and Wildlife Service)
- Children and Nature Network - Young Leaders Program
- REI
- Sierra Club
- Afro Outdoors
- Audubon Society



Together we can...

- Develop a more culturally inclusive setting for children during out of school time.
- Break the mold that outdoor, nature-based recreation is a privileged activity reserved only for white people or people with money.
- Facilitate ways of connecting ALL kids to nature in order to reduce the mental and physical health disparities that exist among communities of color.



Lessons Learned

✓ Get to know the families you serve. Talk with them or send home a survey to find out their interests and to address their fears and concerns.



Lessons Learned



✓ Learn about the cultural customs and traditions of your families and be considerate of different traditions and beliefs.



Lessons Learned



✓ Consider how your site is able to work with children who have physical or emotional limitations. What is your policy for adapting programs?



Resources

- ***Access to Parks for Youth as an Environmental Justice Issue: Access Inequalities and Possible Solutions***, Alessandro Rigolon and Travis L. Flohr 2014.

- ***A Guide to Cultural Awareness in Minnesota; American Indian Cultural Guide***, Minnesota Department of Health and Human Services.
- ***Cultural Backgrounder Resource Sheets***, Bridging Refuge Youth & Children's Services.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/refugee-families/cul-backgrounders.html>
 - Bhutanese Cultural Backgrounder
 - Burmese Cultural Backgrounder
 - Indigenous Mexican Cultures Backgrounder
 - Iraqi Cultural Backgrounder
 - Somali Cultural Backgrounder
- ***Field Guide to Hmong Culture***, Madison Children's Museum, 2004.



- ***Minnesota Now, Then, When... Changing Demographics***, power point prepared by Minnesota State Demographer 's Office 2016.
 - ***Refugee Children in US Schools: A Toolkit for Teachers and School Personnel***, Bridging Youth & Children's Services. <http://www.brycs.org/documents/upload/bullying.pdf>
-
- ***Regional Park Use Among Select Communities of Color***, Met Council Study 2014. <https://metro council.org/Parks/Publications-And-Resources/PARK-USE-REPORTS/Park-Use-Among-Communities-of-Color-2014.aspx>
 - ***Self Assessment of Anti-bias Behavior***, Anti-Defamation League, 2007. www.adl.org/education
 - ***Who is Getting Outdoors? Mainly the White and Well Off***, U of MN Extension Service Youth Development and Insight blog post 2014. http://blog-youth-development-insight.extension.umn.edu/2014/09/who-is-getting-outdoors-mainly-white_17.html
 - ***Youth with Special Needs: Making 4-H More Accessible***, University of CA Extension. <http://celosangeles.ucdavis.edu/files/96637.pdf>



Recommended Viewing

- *Black and Brown Faces in America's Wild Places*, Dudley Edmondson, 2006.

- *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*, Carolyn Finney, 2014.
- *Cultural Awareness Resource Page*, Project GO website. www.mnprojectgo.org/cultural-awareness
- *Getting to Know Your Neighbors; Worth the Effort*, Wisconsin Public Radio 2011.
<http://www.npr.org/2011/04/19/135546453/getting-to-know-your-neighbors-worth-the-time>
- *Green Card Voices* <http://greencardvoices.com>
- *Hmong Cultural Center* website. <http://www.hmongcc.org/>
- *Inclusive 4-H Resources LGBTQ*, Oregon State University Extension.
<http://oregon.4h.oregonstate.edu/info/staff/inclusive/lgbtq>
- *Outdoor Afro* <http://www.outdoorafro.com/>



- ***Race: The Power of Illusion***, 3-part documentary series. https://www.youtube.com/watch?v=B7_YHur3G9g

- ***Rochester Diversity Council*** resources <http://www.diversitycouncil.org/rise>
- State of Minnesota Demographer's Office <http://www.mn.gov/demography>
- U of MN Office of Equity and Diversity – ***training resources***
<https://diversity.umn.edu/workshopsandtrainings>
- ***White Privilege and Child Welfare***, University of Minnesota School of Social Work
https://www.google.com/#q=white+privilege+u+of+mn+social+work&*



The End

