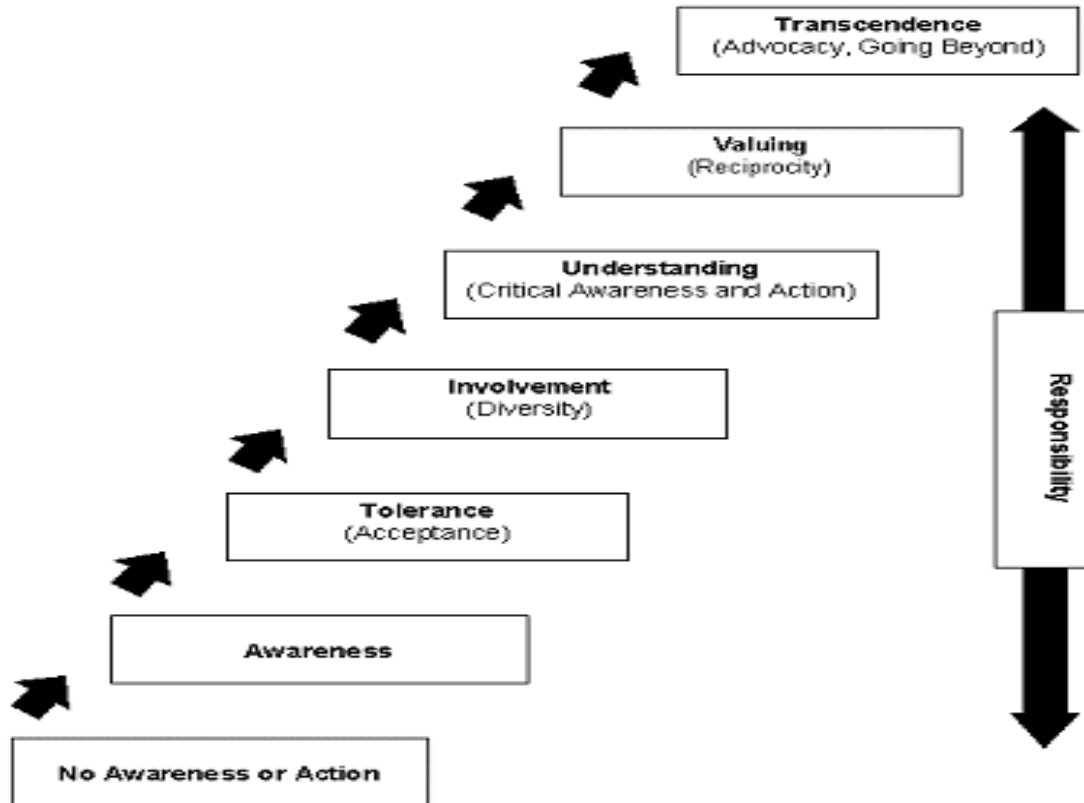


## Cultural Awareness and Levels of Action Continuum

Cultural Awareness and Levels of Action Continuum in the Physical Education Setting



### Level 0: No Awareness or Action

Individuals, organizations, and communities at Level 0 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. Individuals, organizations, and communities at this level do not consider exposure to other cultures to be a priority. Diversity of experience in cultural matters is not valued.

### Level I: Awareness

Individuals, organizations, and communities 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 planning and activities from traditional western forms.

**Level II: Tolerance (Acceptance)**

Individuals, organizations, and communities at Level II show an acceptance of other cultures. Individuals, organizations, and communities 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 plans and activities. Human and material resources of the community are used in a one-way relationship.

**Level III: Involvement (Diversity)**

Individuals, organizations, and communities at Level III openly welcome the opportunity to learn about other cultures. Knowledge of other cultures is generated through a much broader and diverse range of activities; the experiences and values of Individuals, organizations, and communities, are all introduced and explored.

**Level IV: Understanding (Critical Awareness and Action)**

At Level IV Individuals, organizations, and communities recognize the need to place cultural understanding as a high priority in their plans and activities. There is considerable freedom to explore and develop topics in depth; integration with other partners is emphasized.

**Level V: Valuing (Reciprocity)**

At this level, individuals, organizations, and communities come to value other cultures as important as their own. Goals and objectives are broadened so that many activities and events from the community are included. Activities occur frequently in community settings; participation in community events and issues is common.

**Level VI: Transcendence (Advocacy, Going Beyond)**

At Level VI major links between individuals and organizations and the broader community are forged. Service becomes a priority. Individuals, organizations, and communities assume much more responsibility and become strong advocates for diversity, inclusion and equity. Authentic dialogue is the norm. Emphasis is on growth and transformation. The ethic of social justice permeates plans and activities. Individuals, organizations, and communities recognize the historic and current injustices on personal and systemic levels. They engage in activities to make privileges and disadvantages visible and work to question and eliminate power imbalances.

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