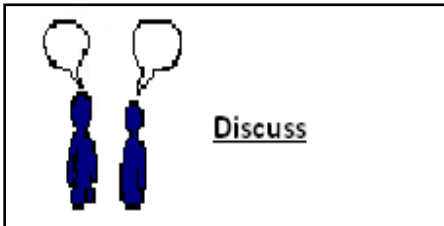


Latino/Hispanic/Spanish Latino Cultural Awareness

Latino/Hispanic/Spanish Latino is commonly used to describe Hispanics. However, Latino people come from Latin America. Spanish people are from Spain. Hispanic people descend from countries where Spanish is spoken. US Hispanic Population account for 56% of the Nations growth in the past decade. Hispanics of Mexican, Puerto Rican and Cuban origin or descent, remain the nation's three largest Hispanic country-of-origin groups, according to the 2010 U.S. Census. However, while the relative position of these groups has remained unchanged since 2000, the next four Hispanic sub-groups—Salvadorans, Dominicans, Guatemalans and Colombians—grew faster during the decade. 13 % of Utah's population is characterized as Hispanic. Hispanic is not considered a race but a people of various races and ethnic origin (European, African and Native American). In most Latin cultures, skin color is variable. Within the same family one sibling could be considered white and another black.

Ask: What are some other Hispanic characteristics that you have observed?

1. Hispanic families are a very close, important social unit.
2. Family is a source of support and pride, but also the primary means of economic and social stability.
3. A firm handshake is common as a greeting and for leaving.
4. A hug and light kiss on a cheek are common between close friends and family.
5. Informal conversations are usually loud and full of animated gestures and body language.
6. Physical distance when holding a conversation is relatively close.
7. Information is passed mostly by word of mouth, so grocery stores, churches and the post office are good places to advertise programs.
8. Hispanic culture values attention to present companions over punctuality in appointments.



To work effectively with any ethnic group, educators need to be aware of values in their own culture, as well as sensitive to differences in other cultures. One way to explore cultural values is to think in terms of cultural assumptions. Such assumptions are based on core values commonly held by members of the same culture and which condition certain ways of thinking and acting.

Ask: What are some of the traditional core values of Hispanics relative to self and family?

1. Family is all-important.
2. Family structures are hierarchal and patriarchal. Extended families are the norm.
3. Older siblings take care of younger siblings.
4. Family loyalty is very strong.
5. Children often participate in the family work, and preferred activities involve all family members.
6. When a family obligation conflicts with a work obligation, the family usually takes precedence.

7. Independence is not encouraged; the welfare of the group is of primary importance.
8. Parents soon learn about the importance of education in the U.S. and are interested in their children doing well in school.



These self and family core values may influence how Extension develops programs to serve Hispanic populations. When planning programs specifically for Hispanic populations consider the following:

1. Assess the needs and assets of the specific community you want to reach.
2. Plan efforts that build on group experience rather than individual effort.
3. Use cooperative rather than competitive activities.
4. Offer and promote youth programs emphasizing family values, cultural heritage, teamwork, group learning, and success in school. Expect that parents may bring children to parent activities and that older children may bring younger children to youth activities.
5. Consider programs that involve the whole family. Promote programs in ways that inform males involved in family decision-making.



Ask: What are some of the traditional core values that Hispanics have relating to others?

1. Communication patterns are likely to be indirect.
2. Sometimes intermediaries are used to convey messages, particularly in the case of bad news.
3. When asked their opinion, people might be likely to tell you what they think you want to hear rather than what they actually believe.
4. Formal titles are often used; status and authority are shown deference.
5. Looking down while being addressed by someone in authority is a sign of respect.
6. Teachers are considered to be authorities and knowledgeable experts.
7. People tend to avoid behavior that sets them apart from others.
8. Some residents are undocumented and are therefore uncomfortable when questioned by authority figures.



These core values relating to others may influence how Extension develops programs to serve Hispanic populations. When planning programs specifically for Hispanic populations consider the following:

1. Be sensitive to role and status issues.
2. Use formal names and proper titles when addressing or referring to adults (not just first names).
3. Expect to be seen as an authority figure in learning situations.
4. Don't call on a specific person to answer a question in a group-ask everyone the same question instead.
5. Don't expect children (or even some adults) to "look you in the eye."
6. Avoid introducing yourself or your program as being affiliated with the federal or state government.
7. Take time to get to know the people.
8. Hire bilingual, bicultural program staff and support them well.

9. Use indirect methods of collecting data, such as end-of-activity de-briefing sessions, listening posts, dialogue and reflection. Ensure anonymity if paper-and-pencil instruments are used.
10. Focus groups often work well in some situations.



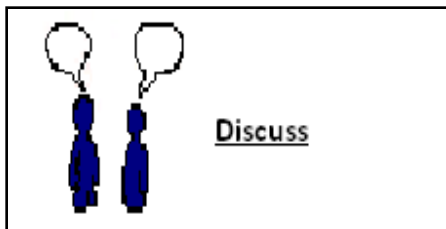
Ask: What are some of the traditional core values that Hispanics have relating to change?

1. Value is placed on stability, continuity, and harmony.
2. Change is often thought to be brought about through fate or nature and assessed in a historical context, not managed by people.
3. The supernatural may be part of everyday life.
4. Behavioral motivators may be spiritual. Group decisions involve consulting with important family members, agreeing with authorities, or conforming to the group. Leadership is vested in authority and status.
5. Respect, honor, and trust are important considerations.
6. Survival depends more on knowing how to deal with particular people than in fitting comfortably into a smooth-running organization.



These core values relating to change may influence how Extension develops programs to serve Hispanic populations. When planning programs specifically for Hispanic populations consider the following:

1. Focus early programming efforts on shared values to help build cooperation and mutual trust.
2. Collaborate with other agencies and organizations. Involve respected leaders at key points in the process.
3. Recognize that it will take time to build trust levels and that change is likely to occur in small increments.
4. Don't be overly concerned if initial efforts don't reach a "critical mass" or attendance is erratic-revise your definition of participation.
5. Incorporate opportunities for assessment from the very beginning of the program.
6. Make mindful decisions, and be attentive to each aspect of the programming process.



Ask: What are some of the traditional core values that Hispanics have relating to learning activities they may engage in?

1. One works primarily to satisfy immediate needs.
2. Any accumulated wealth is shared rather than saved.
3. Time is indefinite and incidental-things are done as they need to be done and take as much time as they need.
4. Volunteer efforts tend to be informal and spontaneous.
5. Emphasis is on living in the present, taking each day as it comes, rather than planning for the future or thinking in the long-term.
6. People are used to doing many things at the same time (polychromic)-clerks may wait on more than one customer at a time; serious discussion may occur amid loud music and lots of varied activity.



Explain

These core values relating to activities engaged in may influence how Extension develops programs to serve Hispanic populations. When planning programs specifically for Hispanic populations consider the following:

1. Be flexible and responsive. Work "in tune" with group momentum.
2. Try activities that occur simultaneously; play Latino music before or during activities to create a lively, welcoming atmosphere. Offer ethnic foods as refreshments.
3. Build opportunities to observe or record behavior into the learning activities.
4. Avoid firm timelines and due dates.
5. Realize that other activities may take precedence over learning.
6. Extend personal invitations to potential volunteers.
7. Initially recruit for short-term assignments only.