



Supporting Cultural Diversity

Culture reflects a person's knowledge, beliefs, experiences, values, attitudes, language, and ethnicity.

Focus on Cultural Responsiveness in These Four Areas

Curriculum and Activities	Toys, Books and Materials	Family Relationships and Involvement	Values, Beliefs, and Attitudes
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Curriculum and Activities

- Use activities that reflect the different cultural backgrounds of the children and families in your program and local community.
- Use daily routines as opportunities to teach and practice friendship skills.

Toys, Books and Materials

- Use toys and materials that reflect a balance of genders, ages, ethnicity and abilities.
- Use collaborative toys that require two or more children to play together. (board games, wagons, balls, puppets).

Family Relationships and Involvement

- Greet families by name, have everyday conversations.
- Encourage families to visit, and have potluck events.
- Invite families to share their culture and traditions in a way that is comfortable for them.

Values, Beliefs, and Attitudes

- Recognize, respect, and value the unique qualities, abilities, and potential for each child.
- Use inclusive language and avoid stereotyping.

Cultural responsiveness is not a one time special event or an exploration of exotic cultures — it should be a part of your daily routine and curriculum.

Make It Meaningful

Link to something children are familiar with in their everyday world. Explore the different types of houses people live in within your community and across the world. Share the different types of bread or vegetables eaten by different cultures. Point out similarities and differences.

Questions to Ask Yourself

Take a moment to reflect.

What activities can I use to help children understand the variety of people in our community and world?

Are there ways that I unintentionally discriminate through words or actions?

Do I have expectations that girls will be quieter or more well-behaved?

Do I encourage and expect boys to play more in the block area than girls?

Do my comments about older people focus on illness and disability rather than healthy, active living and respect for wisdom and learning?

Do I use terms that could be offensive e.g., "Sit Indian style?"

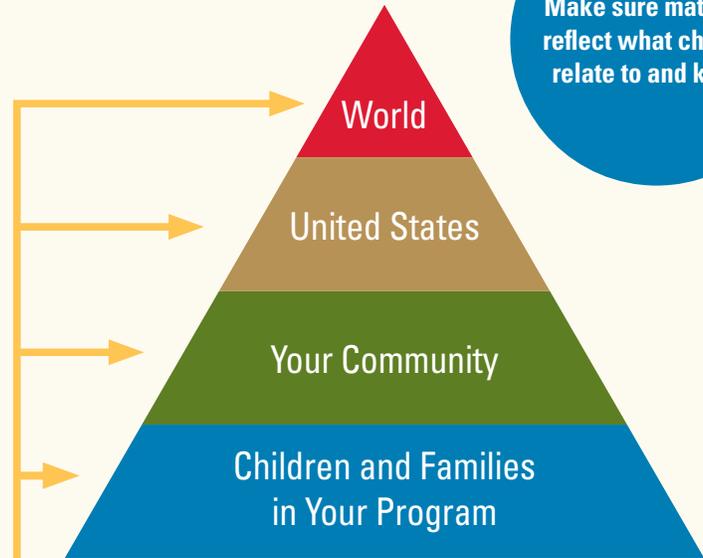
How would I help a child who regularly shows prejudice through words or actions?



CULTURALLY RESPONSIVE CURRICULUM

Build a Culturally Responsive Program

- Show people of different ages in a variety of activities. (e.g., an older person with a walker, but also an older person jogging.)
- Show people of different races in both historical and contemporary settings. (e.g., African tribal dress, but also contemporary dress. Latino physician instead of Latino man with a sombrero taking a siesta under a cactus.)
- Include images that show different life styles and configurations that reflect the children in your program. (e.g., two parent homes, single parent homes, two parents of the same gender, homes with grandparents.)



Make sure materials reflect what children relate to and know.

Begin here. Link first to what children know. Build up to expand their knowledge and understanding.

Art

A variety of colored paper, markers, crayons, paint and clay that can be used for different skin tones and activities. Materials for bead making, carving, basket making. Famous paintings, prints, photos and sculptures from local artists and other cultures.

Pretend Play

A balance of dolls of different races, genders and abilities. Dolls should represent both historic and contemporary examples. Equipment for dolls representing certain disabilities. Ethnic clothing, play money from different countries, fabrics or blankets from different cultures, cooking and eating utensils from various ethnic groups. Puppets representing different cultures.

Blocks

Block people of different cultures, genders, ages, and abilities. Photos showing examples of different types of homes and structures.

Science

Photos of plants and animals from other parts of the world. Cloth and plant dyes used by native cultures. Spices used by different cultures for sensory exploration.

Music

Instruments, music, folksongs, and dances from different countries. Music activities are great activities for building relationships and learning English and other languages. The repetitive nature of songs allows children to become familiar with new words and phrases.

Eating and Cooking

Ethnic foods are a regular part of meals and snacks. Fruits and vegetables to taste and explore.

Books and Display

Many books showing people of different races, ages, abilities, and gender in non-stereotyping roles. Photos and posters of families, local community events and U.S. and global points of interest.

Math and Manipulatives

Puzzles reflecting different animals and places. Coins and money from other countries to sort and classify. Tools for measuring and counting. Native blankets and fabrics for studying patterns.



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