

# [Diversity ch 5 learning about culture, language, and fairness](https://assignbuster.com/diversity-ch-5-learning-about-culture-language-fairness/)

[](https://assignbuster.com/)[Environment](https://assignbuster.com/essay-subjects/environment/), [Air](https://assignbuster.com/essay-subjects/environment/air/)

A word about CultureSurface culture:   
Artifacts   
Costumes   
Foods   
Holidays

Deep Culture:   
Language   
Values   
Extended family relationships   
Migration   
Work(who does what and where)   
Housing arrangements   
Community connection   
Intergenerational relationships   
Health care   
recreation   
gender role   
Ideas about education   
Role of children   
Religion   
Historic events   
Showing emotions

Cultural groupRelated strongly to his or her ethnicity   
reflects the place of origin and cultural background of the person's ancestors ONDIVERSITY CH 5 LEARNING ABOUT CULTURE, LANGUAGE, & FAIRNESS SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder NowCultural identity3 dimensions;   
1. how culture groups to which we belong tries to shape the way we live   
2. how we learn to name, describe, and feel about our particular ethnic/ cultural group membership.   
3. play as we mature and establish an adult life and family is the decisions we make about what specific elements of our cultural socialization we chose to continue, to modify, or to reject.   
Identifies how we life our other social identitiesWhat is dominant culture? Doesn't necessarily mean the culture of the majority.   
The culture of the people who hold the social, political and economic power in the society.   
Connected to the history of the country.   
Mainstream: Many people use this to describe this cultural image. Children's early experiences and understandings of cultureFormation of a child's cultural identity begins at birth.   
Infants and toddlers absorb the ways their family's culture touches, the tone of voice used to express pleasure or displeasure.   
-Children become aware of society's attitudes toward their family's cultural way of being.   
-Children struggle with cultural continuity and discontinuity.   
-Children start forming attitudes about other cultural ways of living.   
-Children begin to use cultural/ ethnic terms and try to sort out what they mean. Create a culturally consistent and respectful program.-Early childhood practices has tended to promote children's independence, autonomy, and initiative.   
-Many early childhood teachers make a practice of acknowledging individual children for their efforts and achievements as a motivation technique.   
-Early childhood practice tends to focus on individual " rights"   
-Early childhood teachers typically expect that a child will speak directly to them in the eye, ask questions freely, and freely express thoughts or desires. Use what you learn to individualize your curriculum. DAP is individualized in physical emotional, and social cognitive areas.   
Adapt to each home child's culture that takes compromise. Create a third space between school and homeThird space means when two parties do things different ways, neither party simply gives up its ideas; instead, both parties seek a new way, a compromise that incorporates what it is important to everyone.   
Finding space in Early Childhood context means creating a learning community that accommodates the ideas and approaches of both the staff and each family. Attend to differences between the early childhood and home culture-Early childhood practice has tended to promote children's independence, autonomy, and initiative   
-Many early childhood teachers make a practice of acknowledging individual children for their efforts and achievements as a motivation technique.   
- Early childhood practice tends to focus on individual " rights"   
-Early childhood teachers typically expect that a child will speak directly to them, look them in the eye, ask questions freely, and freely express thoughts or desires. Supporting children from different linguistic backgrounds.-Hang welcoming signs in all languages, label classrooms materials.   
-Provide home language books, stories, and songs on tape.   
- Learn key words and phrase in each child's home language   
-Regularly invite family members who speak the child's home language to your classroom.   
-Make sure you intentionally promote the inclusion of children who are English language learners.   
-plan part of each day when English language learners are supported in their home language. Make cultural sameness and difference realPrinciples for planning activities:   
-Connect cultural activities to concrete, daily life experiences.   
-be intentional about including the cultural life of all families in your activities.   
-Explore the similarities that exist among people across all their differences.   
-Avoid the editorial " we" when talking with children about cultural practices.   
-Avoid singling out one child or only a few children in your program whose cultural backgrounds differ from the rest.   
-Always begin by exploring the cultural similarities and differences among the children. families, and staff in your program. Then expand to cultural groups beyond your classroom. The many people in our families-Borrow and take photographs of all the people who live with each child and any others seen by the child as part of the family.   
- Make a class book about " our families" for children to take home to share.   
-create a family shelf for families to take turns displaying objects they use in daily life and on special days.   
- Read children's books about families that are reflective of the ethnic/cultural groups in your class.   
-tell person doll stories.