

Diversity ch 5 learning about culture, language, and fairness

[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

ON DIVERSITY CH 5 LEARNING ABOUT CULTURE, LANGUAGE, & FAIRNESS
SPECIFICALLY FOR YOU FOR ONLY \$13.90/PAGE Order Now Cultural identity 3
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 live our other social identities What 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 culture Formation 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 home. Third 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 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.

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-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.