

Module 2: Valuing Each Child and Family

Handout 3

Does Your Program Have...?

Children start developing their attitudes about others and themselves by the age of two. Providers can have a positive influence on those attitudes. Your program should include multicultural, non-stereotyping materials and activities that will:

- Support each child’s sense of self and family
- Engage children in the acceptance and appreciation of differences and similarities in people, and
- Help children better understand beliefs and customs different from their own.

There are many types of learning materials that can help increase children’s awareness of other people and help them be more comfortable with their own identity. Look for materials that appropriately portray diversity. Eliminate stereotyped images and stories.

	None	Some	A lot
Books, pictures and materials accurately depicting men, women, and children of different family structures, ages, abilities, skin colors, , and occupations living their daily lives and solving problems within the children’s community/culture?			
Puzzles, pictures, and toys representing their culture and traditional male and female roles as well as depicting various abilities, and non-traditional male and female occupations?			
Music from their culture?			
Pictures representing their families within the context of current everyday life?			
Dramatic play materials encouraging a variety of gender play and role playing of persons in various communities or with differing abilities?			
Male and female dolls representing their own races and cultures as well as a diversity of abilities?			
Opportunities for children to experience their home language, their tribal language (in Native American programs), and English in spoken, song, or written form, including Braille and sign language?			
Traditional healthy foods for snack, meals, and special celebrations?			
Activities to promote self-respect and cultural identity?			
Activities to represent all cultures and languages of the children in your program, relying on the families as the experts in the cultures represented?			

Module 2: Valuing Each Child and Family

Does Your Program Have...?

	None	Some	A lot
Books, pictures and materials accurately depicting men, women, and children of different family structures, races, cultures, ages, abilities, and occupations living their daily lives and solving problems?			
Puzzles, pictures, and toys representing various cultures, abilities, and non-traditional male and female occupations?			
Music from various cultures?			
Pictures representing a diversity of cultures and gender roles within the context of current everyday life?			
Dramatic play materials encouraging a variety of gender play and role playing of persons in various cultures or with differing abilities?			
Male and female dolls representing a diversity of race, cultures, and abilities?			
Opportunities for children to experience a variety of languages in spoken, song, or written form, including Braille and sign language?			
Foods of various cultures for snack, meals, and special celebrations?			
Activities to promote understanding and celebration of diversity?			
Activities to represent all cultures and languages of the children in your program, relying on the families as the experts in the cultures represented?			

 Choose two things that you can add to your classroom to promote cultural *identity*:

 Choose two things that you can add to your classroom to promote cultural *diversity*: