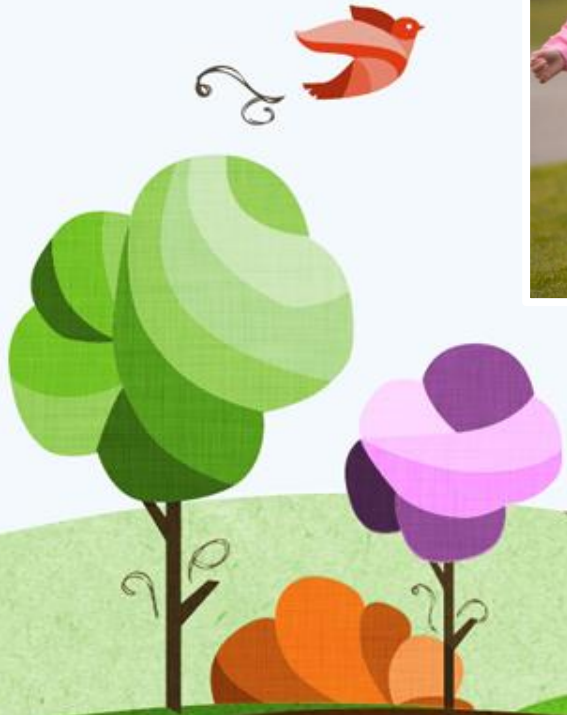




Authentic Strategies for the Culturally Inclusive Early Childhood Classroom





Environment is a very powerful tool that can be used as a knowledge building instrument.

-Derman-Sparks

Multicultural Material Sources

- Collected or bought over a period of time
- Introduce multicultural materials that reflect culture of the children in classroom, community, and outside world
- Throughout each interest area of the room

Visual Classroom Elements

- Picture postcards, posters, real life posted displays including photos of children and their families in their natural element.
- Posters of art/ artifacts in art area.
- Posters of buildings/ environments in block area,
- Pictures of people, families, ethnic foods in dramatic area.

Art Area*

- Skin colored markers, multicultural craft paper, skin tone papers, collage materials from different cultures, scraps of imported cloth, origami papers, rice papers, dry gourds, coconut shells, red clay, feathers, raffia, sea shells, dry fish scales, and coral rocks.

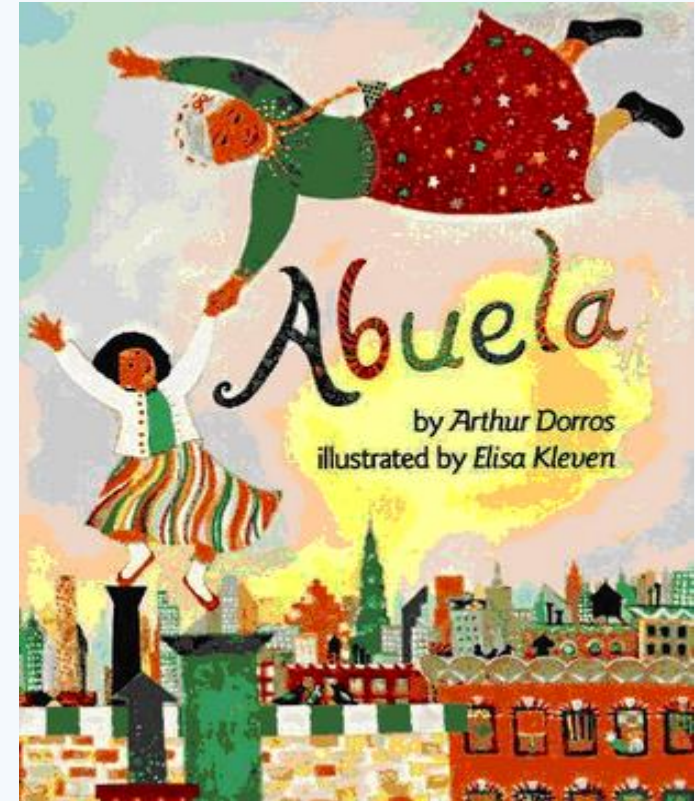
[*https://www.pinterest.com/explore/multicultural-crafts/](https://www.pinterest.com/explore/multicultural-crafts/)

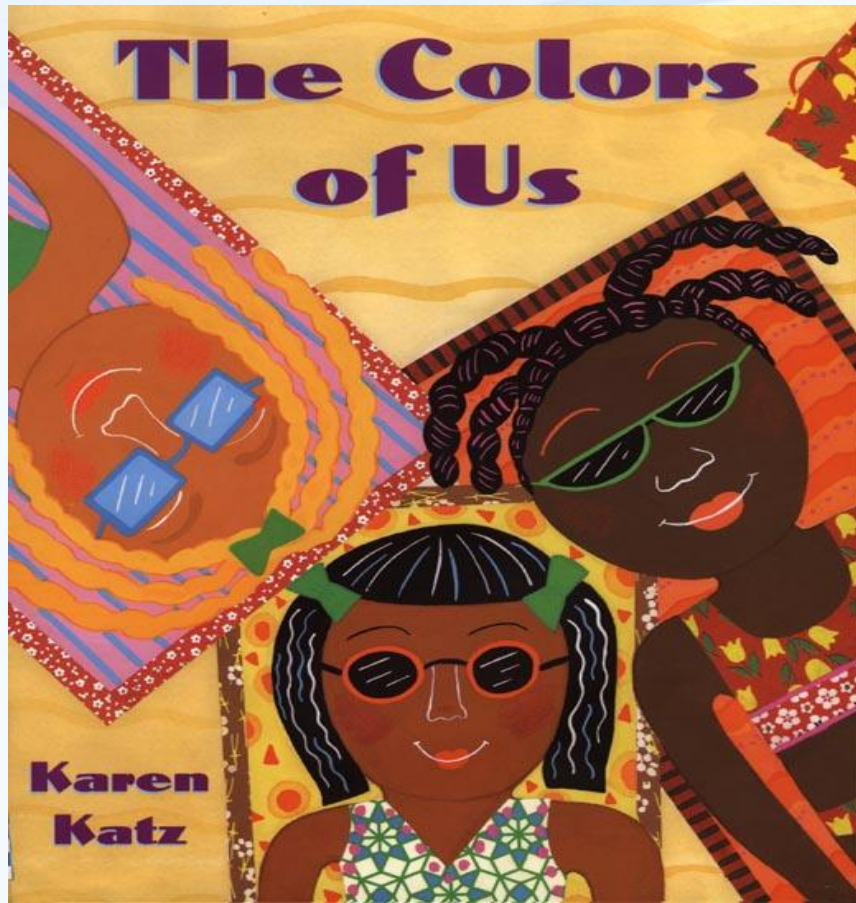
Book Area

- Books on diversity, ethnicity, different lifestyles, alphabet and counting books of other cultures
- Journals, magazines, newspapers in different languages
- Books made by classroom children about themselves and their families
- Books with story tapes including ethnic background music.

The Importance of Culturally Relevant Literature

- Research suggests that children's literature plays a role in identity formation; helping children gain a sense of personal identity (Vandergrift, 1980) and influencing the ways children view themselves and others in the world around them (Chall et al., 1979).
- If students of color are to develop a positive self-image, they must see reflections of themselves depicted positively in written and visual texts (Hurley, 2005).

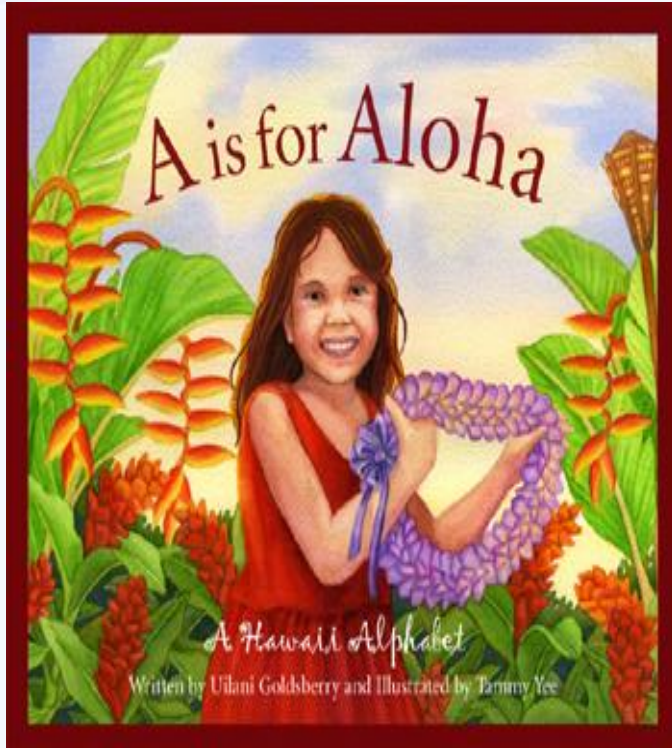




“Literature represents one of the most powerful vehicles through which children assimilate their cultural heritage.”

-Bruno Bettelheim

Book Resources



- 50 Multicultural Books Every Child Should Know
 - <http://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=42>
- 27 Multicultural Books for Kids
 - <http://www.notimeforflashcards.com/2013/07/27-multicultural-books-for-kids.html>
- Multicultural Books for Preschool
 - <https://www.pinterest.com/delynnz/multicultural-books-for-preschool/>

Music & Movement

- Folk songs, ethnic music, vocal music, instrumental music from all over the world.
- Songs with simple words and melodies from other cultures.
- Songs that encourage differences, acceptance and cooperation.
- Drums, horns, conch shells, maracas, gourds, tambourines, marimba, & wooden flutes.

House Area

- Depict men and women in a variety of work roles and traditional rolls.
- Represent various family compositions, lifestyles, and family incomes.
- Varieties of bags, baskets, fake foods from different countries and different eating and cooking utensils.
- Multiracial dolls, clothing, shoes, hats, scarves, belts, rugs, mats from different cultures.

Manipulatives

- Puzzles, board games, multi-ethnic, non-sexist puzzles, and other home made activities.
- Sets of graduated wooden dolls for sequencing and foreign coins, shells, dried beans, ethnic fabric squares for sorting activities.
- Sets of family and community helper figures and materials that depict diversity in race, ethnicity, gender, physical abilities and occupations.

Persona Dolls*



* Story Telling with Persona Dolls By Julie Rotondo Bisson: http://www.teachingforchange.org/wp-content/uploads/2012/08/ec_personadolls_english.pdf

Persona Dolls vs. Other Dolls

- A dramatic play doll that lives in the "house area" of the classroom is a doll whose name, age, identity, family, and even gender can change at any time a child in the classroom desires it. This allows the children to role play, experiment with, and act out real life incidents that they experience.
- A persona doll is like another member of the the classroom. A persona doll's name, birth date, family, likes, dislikes, etc. remain as constant as those characteristics do for real children in the classroom and whose life experiences unfold just like the real children's in the classroom. These ingredients help the children connect to the dolls and make them and the stories they tell much more powerful.

Connecting Class, Home, & Community Life

- Ask parents/guardians about their professions, home materials, where they shop, recreational activities, holidays they celebrate, rituals, etc.
- Know communities/neighborhoods where children are from and inject elements of those communities/neighborhoods into your programs
- Ask families/guardians to bring one item from home that you can place in your care setting



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