

## Multicultural Concept Curriculum Ideas

### General Activities

- Demonstrations/Presentations by parents or grandparents, i.e., cooking, sewing, dancing, singing, stories.
- Count or recite the alphabet in a child's home language.
- Learning about a child's home country.
- Use multicultural dolls, books, and art materials in the classroom.
- Field trips to ethnic grocery stores, third world craft stores, ethnic neighborhoods, neighborhood community centers, ethnic museums, cultural centers, multicultural celebrations, street fairs, plays, puppet shows, and museum exhibits.
- Establish a 'sister' relationship with an early childhood education program with a population different than your own, with a child care center in another part of the state, or a program in another country. Exchange photographs, artwork, and letters.
- Invite visitors from other communities to your classroom.
- Establish holiday/celebration policies with input from all the families served by your program. Include a Holiday Practices Improvement Plan that parents can respond to.
- Explore the use of wheelchairs, hearing aids, Braille, crutches and other assistive devices.
- Explore the wide range of family types.

### Activity Areas

Display pictures of various cultures, especially those represented in the classroom.

Science: globes, maps, weather from other parts of the world.

Books: wide selection about people of varying cultures, ages, and abilities.

Software: demonstrating various cultures.

Music: multicultural instruments, recorded music (CDs/tapes) from different cultures and songs sung in different languages.

Dolls, blocks, puppets, flannel board: representing various cultures; play people in the block area; doll sized wheel chair.

Puzzles: of the world/countries/cultural settings.

Dramatic play: foods and cookware from various cultures (i.e. stir fry; wok); clothing from various countries (sari, serape, lederhosen).

### Lesson Plan Themes

**All Kinds of Families Are for Caring and Sharing** using handmade puppets and or pictures from books and magazines to put together different family constellations. Objective: To know that family situations vary; To understand that there is no one right way to be a family; To celebrate all kinds of families.

**Bodies Are Different** using videos, pictures, books, or visitors with disabilities to describe life with a disability. Objectives: To learn accurate information about people with disabilities; To understand that a person with a disability is different in one respect but similar in many ways to all people; To develop positive images of what people with disabilities can, as opposed to can't, do.

**Baby Pictures** using baby picture displays. Objectives: Recognize and celebrate one's own physical features; feel special and unique.

**Cultural Communities** using photos, brochures, flyers, menus, posters, and newspapers, to create a community book of each culture represented in the classroom. Objectives: Recognize one's own cultural dress; Recognize one's own cultural foods; Recognize one's own home language; Identify with one's own culture.

**Who Am I? Board Game** using a handmade board game that reflects each culture represented in the classroom. Objectives: Identify one's own culture; Identify one's own cultural traditions and customs; Accept one's cultural identity.

**Cultural Dances** using dance demonstrations/performances of each culture represented in the classroom. Objectives: Recognize and celebrate cultural dress; Identify one's own cultural traditions and customs; Appreciate one's own cultural heritage.

**Cultural Feast** using a potluck meal of foods representing each culture in the classroom. Objectives: Recognize and celebrate one's own diet and style of eating; Identify with one's culture; Share one's own cultural experience with others.

**Cultural Ways Feeling Box** using a feeling box or bag filled with materials representing children's home cultures. Objectives: Identify one's own culture's artifacts; Appreciate one's own culture.

**Cultural Calendar** using a handmade calendar that includes families' holidays and celebrations of each child in the classroom. Objectives: Recognize one's own family's celebrations; Accept one's own cultural identity; Experience an opportunity to contribute to classroom life.

**Fables, Morals, and Proverbs** using a collection of fables, morals, or proverbs from the cultures of children in the classroom. Objectives: Promote identification with one's own culture; Foster connections between families and schools; Promote values of children's home culture.

**Face Puzzles** using face puzzles made from photographs of each child in the classroom. Objectives: Recognize and celebrate one's own physical features; Recognize one's beauty; Experience self-worth.

**Family Foods** using recipes of family favorites from children in the classroom. Objectives: Recognize and celebrate one's own diet and style of eating; Identify with one's own culture; Share one's own culture with others.

**Famous People** using posters of famous people from each culture represented in the classroom. Objectives: Learn about role models within one's culture; Set high expectations for oneself; Identify with one's own culture

**It's Me!** using mirrors to help children draw pictures of their own faces. Objectives: Recognize and celebrate one's own physical features; Recognize one's own beauty; Experience dignity and pride.

**Language Books** using handmade books, language posters or audio tapes of the home languages of each culture represented in the classroom. Objectives: Recognize and celebrate one's own home language; Use one's own home language; Experience dignity and pride; Experience an opportunity to contribute to classroom life.

**Language Sounds** using tape recordings of children's home language. Objectives: Recognize and celebrate one's own home language; Use one's own home language; Experience dignity and pride.

**Listen to Our Elders** using visits by children's family members emphasizing respect. Objectives: Learn about role models within one's own culture; Appreciate one's own cultural heritage; Feel special and unique.

**My Family Comes from . . .** using handmade books to record history and culture of each child in the classroom. Objectives: Identify one's own culture; Recognize the concept of homelands; Identify with one's own culture.

**My Family** using a poster of children's family members; photos and/or drawings. Objectives: Recognize and celebrate one's own family; Experience self-worth.

**My Homeland** using a globe or world map and methods for identifying home countries of each child in the classroom. Objectives: Recognize the concept of homelands; Appreciate one's own cultural heritage.

**Name Game** using the meanings of the names of each child in the classroom. Objectives: Recognize and celebrate one's own name; Identify the meaning of one's own name.

**Self-Portrait** using photo enlargements of each child in the classroom as models for art project. Objectives: Recognize and celebrate one's own physical features; Recognize one's own beauty; Experience dignity and pride.

**Sing My Songs** using recorded and written music from each culture represented in the classroom. Objectives: Identify with one's own culture; Share one's own culture with others; Experience an opportunity to contribute to classroom life.

**I'm Special Book** using a handmade book filled with family information. Objective: Help children feel good about themselves and notice how each of the children in the class is special.

**Sock Puppets** using materials to make sock puppets in the child's image. Objectives: Give children an opportunity to make a three-dimensional object to represent themselves; Gain skills in verbal self-expression.

**People Paper Dolls** using a camera to take full-length pictures of each child to turn into paper dolls. Objectives: Experience positive, respectful interactions with people who are different; Recognize that our class and community are made up of many different types of people.

**Family Photos** using photos of children and of their parents to create a matching card game. Objective: Recognize ways people grow and change.

**Sound Choice** using a cassette tape recorder and cassette tapes to record children's voices. Objectives: Recognize that human differences make people unique and special; Appreciate people who are different.

**Daily Life and Celebrations** using magazine pictures of people performing various activities to create a handmade matching game. Objectives: Learn about similarities and differences; Learn about the cultures of the other children in the class

**Each of Us is Important and Special** using handmade placemats decorated with pictures of children's favorite things. Objectives: To experience the classroom as a friendly and welcoming place; To feel a sense of belonging as unique and important members of a group.

### Books That Connect Children to Their Home Culture

- *Sari Games*, by Naina Gandhi (Andre Deutsch Ltd., 1990)
- *Cornrows*, by Camille Yarbrough (Geoghegan, 1992)
- *Two Pairs of Shoes*, by Ester Sanderson (Pemmican, 1998)
- *On Mother's Lap*, by Ann Herbert Scott (Clarion books, 1992)
- *Giving Thanks: A Native American Good Morning Message*, by Chief Jake Swamp (Lee and Low, 1997)
- *Soul Looks Back in Wonder*, by Tom Feelings (Puffin: reprint edition, 1999)
- *Our People*, by Angela Shelf Medearis (McGraw hill, 2003)
- *Brown Angels*, by Walter Dean Myers (HarperCollins Juvenile Books, 1993)
- *Families: Poems Celebrating the African American Experience*, selected by Dorothy S. Strickland and Michael R. Strickland (Boyd's Mills Press, 1994)
- *Daydreamers*, by Tom Feelings (E.P. Dutton: reprint edition, 1993)
- *Mama, Do You Love Me?* By Barbara M. Jooisse (Chronicle books, 1998)
- *Thirteen Moons on Turtle's Back*, by Joseph Bruchac and Jonathan London (Paper Star: reprint edition, 1997)
- *Lee Ann: The Story of a Vietnamese-American Girl*, by Tricia Brown (Putnam, 1999)
- *Daniel's Dog*, by Jo Ellen Bogart (Scholastic Paperbacks, 1992)
- *Pueblo Boy Growing Up in Two Worlds*, by Marcia Keegan (Puffin: reprint edition, 1997)
- *New Shoes for Sylvia*, by Johanna Hurwitz (Mulberry Books, 1999)

### Culturally Relevant Concept Books

- *The Path of Quiet Elk*, by Virginia A. Stroud (Dial, 1996)
- *Antler, Bear, Canoe: A Northwoods Alphabet Year*, by Betsy Bowen (Houghton Mifflin, 2000)
- *A Prairie Alphabet*, by Jo Bannatyne-Cugnet and Yvette Moore (Tundra Books, 1994)
- *Coconut Mon*, by Linda Milstein (William Morrow, 1995)
- *Can't Sit Still*, by Karen E. Lotz (Puffin: reprint edition, 1998)
- *Where Did You Get Your Moccasins?* By Bernelda Wheeler (Peguis Publishers Ltd., 1995)

### Books in Which the Main Character is a Child of Color

- *Bright Eyes, Brown Skin*, by Sheryl Willis Hudson and Bernette G. Ford (Jus Us Books, 1990)
- *Tomas and the Library, Lady*, by Pat Mora (Dragonfly, 2000)
- *I want to Be*, by Thylas Moss (Puffin: reprint edition, 1998)
- *How Many Stars is the Sky?* by Lenny Hort (William Morrow, 1991)
- *Tar Beach*, by Faith Ringgold (Crown Publishers, 1991)
- *Just Us Women*, by Jeannette Caines (Bt Bound, 1999)
- *Tell Me a Story, Mama*, by Angela Johnson (Bt Bound, 1999)
- *Cherries and Cherry Pits*, by Vera B. Williams (Mulberry Books, 1991)
- *Bet You Can't*, by Penny Dale (Lippincott, Williams, and Wilkins Publishers, 1988)
- *What Mary Jo Shared*, by Janice May Udry (Harcourt, Brace and Company, 1997)
- *A Chair for My Mother*, by Vera B. Williams (Scott Foresman, 1984)
- *Jamaica Tag-Along*, by Juanita Havill (Houghton Mifflin, 1989)

### Books That Show Each Child is Special

- *Arthur's Nose*, by Marc T. Brown.
- *I Wish I Could Fly*, by Ron Maris.
- *I Wish I were A Butterfly*, by James Howe.
- *You Look Ridiculous Said the Rhinoceros to the Hippopotamus*, by Bernard Waber.

### Books About Differences

- *Why Am I Different?* By Norma Simon
- *Chester's Way*, by Kevin Henkes
- *Friends*, by Helme Heine
- *He's My Brother*, by Joe Lasker
- *Nick Joins In*, by Joe Lasker
- *People*, by Peter Spier
- *Bellybuttons Are Navels*, by mark Schoen
- *Black Is Brown Is Tan*, by Arnold Adoff
- *Night Ride*, by Bernie and Mati Karlin
- *Step Into the Night*, by Joanne Ryder
- *Families Are Different*, by Nina Pellegrini
- *All Kinds of Families*, by Norma Simon
- *Daddy's Roommate*, by Michael Wilhoite
- *Families*, by Meredith Tax
- *Families: A Celebration of Diversity, Commitment, and Love*, by Aylette Jenness
- *Jafta's Mother*, by Hugh Lewin
- *My Mother's House, My Daddy's House*, by C. B. Christiansen
- *The Terrible Thing That Happened At Our House*, by Marge Blaine
- *Two Places to Sleep*, by Joan Schuchman
- *Your Family, My Family*, by Joan Drescher
- *Howie Helps Himself*, by Joan Fassler
- *Someone Special Just Like You*, by Tricia Brown
- *About Handicaps*, by Sara B. Stein
- *Friends in the Park*, by Rochelle Bunnett
- *The Girl Who wouldn't Talk*, by Cheryl and James Goldfelder
- *Grandma's Wheelchair*, by Lorraine Henriod
- *Mama Zooms*, by Jane Cowen-Fletcher
- *My Friend Leslie: The Story of a Handicapped Child*, by Maxine Rosenberg
- *Our Brother Has Down's Syndrome*, by Cairo Jasmine
- *Through Grandpa's Eyes*, by Patricia MacLachlan

### Resources

- *Roots & Wings*, by Stacey York (Redleaf Press, 2003).
- *Kaleidoscope: A Multicultural Approach for the Primary School Classroom*, Yvonne De Gaetano, Leslie R. Williams, and Dinah Volk (Merrill Prentice hall, 1998).
- *Children and Books: African American Story Books and Activities for All Children (vol. 1)*, Patricia Buerke Moll (Hampton Mae Institute, 1991).
- *The Affective Curriculum: Teaching the Anti-Bias Approach to Young Children*, by Nadia Saderman Hall and Valerie Rhomberg (Nelson Canada, 1995).
- *Creative Resources for the Anti-Bias Classroom*, by Nadia Saderman Hall (Delmar, 1999).
- *Kids Like Us: Using persona Dolls in the Classroom*, by Trisha Whitney (Redleaf Press, 1999).
- *Start Seeing Diversity*, by Ellen Wolpert (Redleaf Press, 1999).
- *That's Not Fair: A Teacher's Guide to Activism with Young Children*, by Ann Pelo and Fran Davidson (Redleaf Press, 2000).
- *Linking Up! Using Music, Movement, and Language Arts to Promote Caring, Cooperation, and Communication*, by Sarah Pirtle (Educators for Social Responsibility, 1998).
- *A Kid's Guide to Social Action*, by Barbara Lewis (Free Spirit, 1991).
- *A Kid's Guide to Service Projects*, by Barbara Lewis and Pamela Espeland (Free Spirit, 1995).
- *Celebrate! An Anti-Bias Guide to Enjoying Holidays in Early Childhood Programs*, by Julie Bisson (Redleaf Press, 1997).
- *We Are Many, We Are One*, by Colleen McDonald (Unitarian Universalist Association, 1996).

## **Professional Development Opportunities**

To find classes listed below look in the Professional Development Catalog or call 651-641-3549 to ask about upcoming classes.

### **PITC: Module IV, Lesson 10: Supporting Culturally Diverse Families**

Infant and toddler care that is in harmony with a child's home culture provides consistency and security. Differences in culture can lead to different ways of looking at things. This class will help you provide culturally sensitive care to each child and family. Learners will respect parents' choices and goals for their children. Learners will respect and support cultural and linguistic differences and diverse family structures.

### **Between Two Mirrors: What Does It Mean to be Bicultural?**

Living between two cultures is like standing between two mirrors that reflect differently. What is beautiful or admirable in one is ridiculous or shocking in the other. Whether you deal with bicultural people are bicultural yourself, you'll come away with a better understanding of this 'dynamic in-between-ness.' Exploratory exercises and a simple art and/or drama experience.

### **What Prejudice Does to People**

Even if we try to resist, we can be powerfully affected when society says people like us are good or bad, ugly or beautiful, important or unimportant. What happens in the minds, hearts and lives of prejudiced people and the *victims* of prejudice? Through true stories, group discussion and the landmark film, *A Class Divided*, we'll explore the sensitive issue of prejudice and how it affects ordinary people.

### **Intergenerational Care**

What a wonderful combination - small children and seniors! They both prosper from intergenerational interactions on a daily basis. Come find out "what do they do together"?

### **Celebrate Me, Celebrate My Family**

Families are as diverse as they have ever been—are you prepared to deal effectively with the families in your care? Your interactions with children are essential in helping them feel welcome and nurtured. In this class, we will discuss serving children from many different kinds of families—biracial families, single-parent families, parents/kids with disabilities, gay and lesbian parents, grandparents raising kids, etc.—through real-life examples, practical ideas, and humor. Also, you will get ideas for how to gather information about families in your care.

### **Cultural Issues in the Classroom (and Beyond) NEW**

When families and school personnel come from many cultures, differences in behaviors and values can cause frustration and confusion as people work at cross-purposes. By exploring different views of respect, body language, classroom communication, the student/teacher relationship and more, this lively, hands-on training shines a light on culture clash and promotes happier outcomes.

### **Bridging Cultures in School-age Care and Education**

Why should early child care professionals consider the role of culture? In this workshop we will discuss “why” each of us does things in a certain way and why other people might do them differently. Understanding these differences and what's behind them can help us bridge them, making your job easier. Participants will recognize contrasting cultural patterns in the care and education of young children, reflect on personal values and values implicit in program practices, expand definitions of culturally responsive care and education and consider new ways to promote equity in child care and education.

### **PITC: Module IV, Lesson 11: Culture, Development, and Learning**

A caregiving environment that is in harmony with the home culture provides children with learning that enables them to be vital members of their culture. This class will help you develop a deeper appreciation of culture as a process that empowers the individual. Class learning objectives: 1. Respects the family's role as primary educator. 2.

Acknowledges the varying structures and cultures of children's families