

Ice breaker

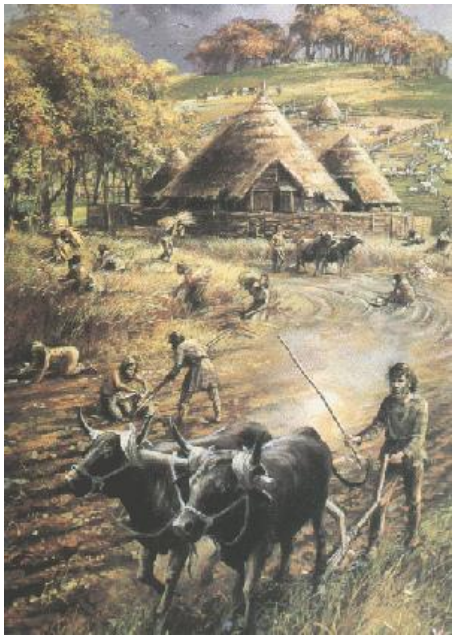
*What is your first reaction when someone says the word culture?

Personal Culture

*If someone asked what you consider to be the culture you are a part of what would you say?

What is culture?

- * The word ***culture***, from the Latin *colo, -ere*, with its root meaning "to cultivate".
- * Culture refers to the universal human capacity to classify, and communicate their experiences symbolically.

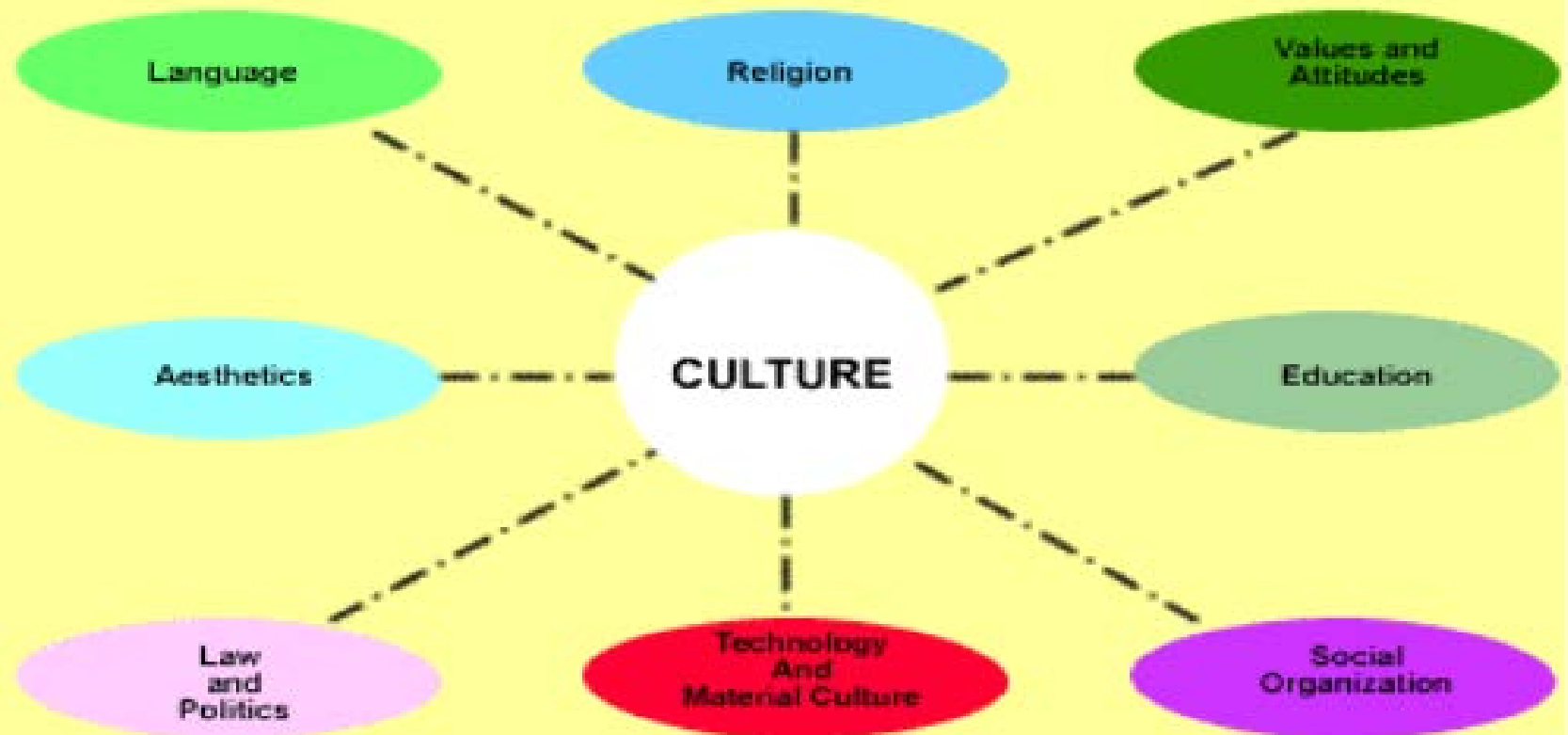


Culture

- * The knowledge, language, values, customs, and material objects that are passed from person to person and from one generation to the next in a human group or society

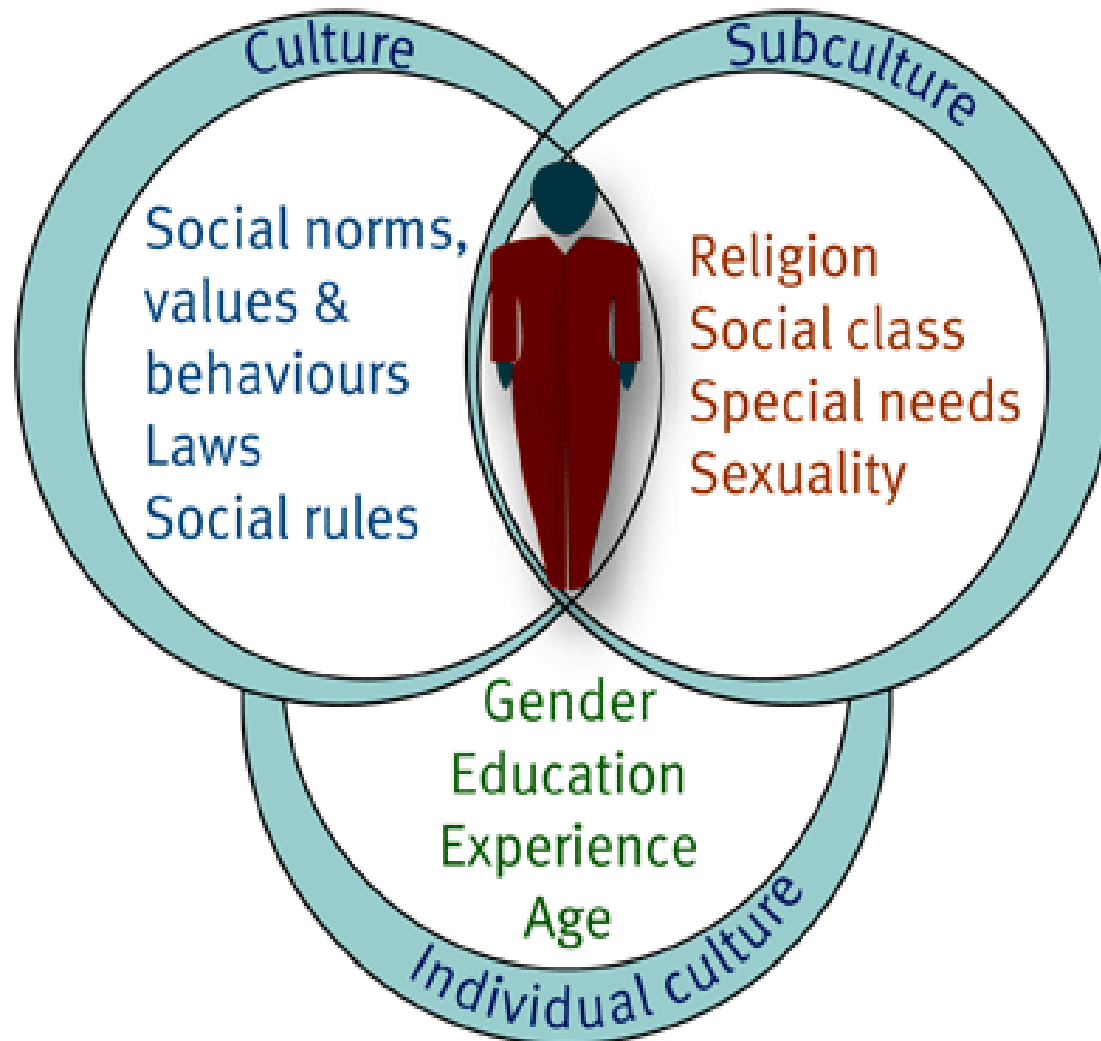


Culture



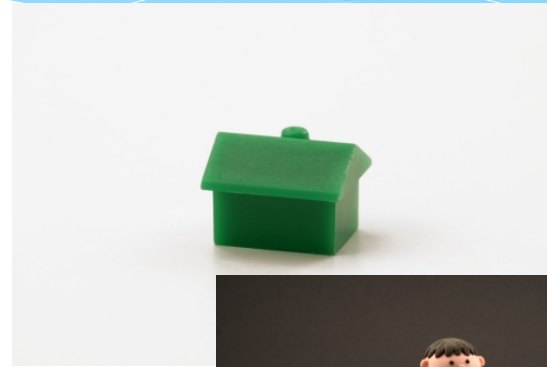
A Cultural Framework (Terpstra and Sarathy 2000)

Cultural groups



Cultural Universals

*Customs and practices that occur across all societies



Components of Culture

- * Symbols/Artifacts

- * Anything that meaningfully represents something else

- * Language

- * A set of symbols that expresses ideas and enable people to think and communicate with one another

- * Values

- * Collective ideas about what is right or wrong, good or bad, and desirable or undesirable in a particular culture

- * Norms

- * Established rules of behavior or standards of conduct

Language

*How does language change as culture changes?

West Coast

*What are the norms on the West Coast?

Family norms

Small group

- *What are your family norms?
- *How are family norms influenced by other generations?
- *Sometimes norms are shaped by doing opposite of unhealthy

Reflection

- * Why is culture important?
- * What effects on Social/Emotional Development

Who Am I?

Small group discussion

- * Now that we have talked about types of culture
- * What cultural groups do you feel you belong to?

Sorting People



http://www.pbs.org/race/002_SortingPeople/002_00-home.htm

Reflective Activity

- *What traditions does your family practice during the winter holiday season? How might those traditions reflect values and/or culture?

Favorite recipe

- * What is your favorite recipe?
- * Where did you get it?
Family/Friend/Cookbook
- * Why is your favorite?
- * How does it reflect your culture?

Family Recipes

- * Have each child bring a fairly simple recipe from home with a personal story about recipe
- * Use recipes for weekly baking
- * Write stories/draw pictures about process
- * Put all recipes in a book for children to take home
- * Read book *Everybody Bakes Bread*

Skin-Color Match-Ups

- * Set out a number of nylon knee-high stockings in various shades, tan, black, white, pink, yellow, and red. Encourage children to try them on their hands and arms or their legs and feet. Ask questions to help the children increase their awareness of skin color. For example, "Can you find a stocking that is the same color as your skin?" Or "What color is that stocking you have on your arm?" Ask the children to "Try the _____ stocking. Is it lighter or darker than your own skin?" Tell the children no one's skin color is really white, pink, yellow, or red. Emphasize that skin-color differences are interesting and desirable.

Hair Comparison Activity

- * Ask parents to give you a tiny bit of hair from each child. If parents cannot do this, use photographs of different hairstyles and hair-care products for the children to use, explore, and talk about. If parents do give you the hair, paste the hair from each child on a 3" x 5" index card, put them in a box, and ask the children to identify each bit of hair. Talk about how hair has texture and curl. For instance, some people have fine hair while others have coarse hair. Some people have straight hair, and others have curly hair. Talk about how people have different hair colors and lengths. Take a photo of each child's face and make a collage of different hairstyles.

Pictures of Self

- * Make a blank outline of a head. Have children fill in who they see themselves as being. Set out a range of colors of hair, eyes, skin. See at what age they can pick hair colors that are not just black or blond.
- * Talk about where hair color/eye color/skin color comes from and whether it means anything about who we are. Talk about names for many shades of colors and how calling things by basic color names is not really accurate.

Alike and Different (Thumbprints)

- * Set out white 3" x 5" cards, a black ink pad, a pen, and a magnifying glass. Ask the children to make prints of their thumbs by pressing them on the ink pad and then on the cards. Label each print with the child's name. Let children use the magnifying glass to see how the prints are alike and different. Point out that everyone has patterns on the skin of their fingers and each person's fingerprints are different from anyone else's.

Egg Breaking Activity

- * Have different colored eggs. Touch them talk about the colors and textures. Then crack the eggs in a bowl and look at the inside and talk about how all of the insides look the same and have the same components

Proverbs and Traditions

Ask children to talk with their families about sayings that are common in their culture or traditions that they have in their families. Choose one broad topic, such as love, birthdays, holidays, or time. Chart the responses to see how different cultures express similar ideas.

Grandparents

- * Children might also be fascinated to compare the different names they use for their grandparents (Williams, 1989). Listen and watch for children's comments that can lead to discoveries about each other.

Family Tree Craft

A family tree craft is an excellent way for children to understand how different cultures may be found within their own families. If you have a multicultural classroom, this can become a great show and tell activity. Simply ask the children to take home a preprinted family tree, and enlist the parents' help in filling out the names of grandparents, great-grandparents, and so on, as well as their places of birth.

If you do not have a lot of diversity in your classroom, ask children to discuss their last names with their parents to trace their roots. Some children may discover that distant ancestors came to the United States from Ireland, Germany, England, Spain or other countries. Incorporate these distant ancestors into the family tree; if you cannot get names, you may use the country flags. Plan a trip to the library, and help each child to find out more about their distant relatives' countries

My Family Heritage: Preschool Activity

- * Are you Greek? Mexican? Irish? Did your great-grandparents come from Poland? China? Learning about our heritage in the early childhood classroom can be a fun event! Each child can say, "This is my family heritage." We are all unique and special.
- * How many generations has your family lived in the U.S.?

Small group

- *How do we make sure all children have a sense that they have a culture and that their culture has value?

Books

- * Everybody Bakes Bread- Norah Dooley
- * Children Just Like Me- Barnabas and Anabel Kindersley/ Unicef
- * A life like mine: How children live around the world- Unicef

Action plan

What are the 2 next steps you will take to enhance the understanding of children about personal culture, traditions and beliefs?