

10. Promoting acceptance of diversity (Item 28 – Page 287)

Books, pictures, toys, print and AV materials:

- Races
- Cultures
- Ages
- Abilities
- Gender

Props:

- Dress up clothing (representing different countries and customs)
- Dolls and puppets (representing people of different cultures)
- Small toy people representing various ethnic groups, for use with blocks
- Play food representing different cultures
- Cooking utensils representing different cultures
- Baby carriers from different cultures
- Play money from different countries
- Pieces of fabric or blankets typical of different cultures
- Real equipment used by people with disabilities
- Equipment for dolls representing certain disabilities

Diversity as part of daily routines:

- Ethnic foods are served often as meals or snacks
- Staff use some words in different languages to talk about routines
- Music from varying cultures is used at naptime
- Staff say hello or good bye in different languages
- Family traditions and utensils are provided at meals and snacks, if desired

Diversity as part of play activities:

- Cooking activities, foods representative of other cultures are prepared by children
- Bingo is played in different languages
- Children regularly dance to music from various cultures
- Art materials and activities associated with different cultures are used – colored sands for sand paintings, clay for making pottery, origami paper folding activities
- Musical instruments representing various cultures
- Children celebrate winter holiday of many different cultures
- People come in to teach children folk songs of different countries
- Children learn dances from different countries
- Children see a video of games children play in other countries

IMPORTANT:

- 2 or more different races, cultures, and ethnic groups are represented
- Presence of diversity must be in classroom and obvious
- All categories of diversity listed need to be included to some degree
- Activities are done with children at least 4 times a year