



Extinction?

Module: IV
Topic: Responding to Families in Culturally Sensitive Ways
Type: Reflection, Game, Discussion
Group Size: Individuals; Small Groups; Large Group
Time: 30 –60 minutes depending on number of participants, size of groups, and amount of discussion

Purpose:

To help participants understand:

- the things they value in their culture,
- the impact culture has on each of us,
- the importance of learning about, respecting, and valuing cultural differences (being culturally sensitive).

What you will need:

| Participant Materials | Trainer Materials | Equipment |
|---|---|---|
| <p>The following handouts: :: Handout of quotes by Octavio Paz and Janet Gonzalez-Mena</p> <p>The following materials: :: paper cut outs shaped like people, in assorted skin tones (available through Lakeshore) – one per participant</p> <p>:: sheets of paper in assorted colors</p> <p>:: colored markers/pens</p> | <p>Transparencies: :: Quote by Octavio Paz :: Quote by Janet Gonzalez-Mena</p> <p>Optional: :: Definition of culture</p> | <p>:: Overhead projector :: Screen or blank wall</p> |

Directions:

As a whole group:

1. Review a definition of culture. Definition could be shown on transparency.
2. Show the Octavio Paz quote on transparency and read it out loud.
3. Ask participants what they think this means. (Feel free to pull out and repeat specific phrases.) Invite reactions, comments, discussion.

Individual reflection:

4. Ask participants to think about things from their own culture: specific values, attitudes, rules for behavior, as well as customs and celebrations, they especially value and would not want to lose. Have them think about things they would not want to be lost to their children, grandchildren, etc.
5. Ask them to select a paper (either shape) and write or depict some of the ones that are most important to them on their paper.

In small groups:

6. Arrange participants in small groups and have them share their responses with their group.
7. Encourage them to discuss how they would feel if these were gone from them and their family members now and for future generations.
8. Ask them to identify similarities and differences in what they selected and in their feelings about losing these things.

As a whole group:

9. Invite participants to share what they discovered in their small groups.
10. Ask what they think the implications of this are for them as caregivers. Encourage discussion.
11. Show the transparency of, and read, the quote by Janet Gonzalez-Mena.

Variations:

:: This could be used with the topic, "Harmonizing Cultural Diversity" to support of the concepts of "identity formation;" "uncovering your cultural beliefs," "being open to the perspective of others."

:: This could be used with the topic, "Culture, Family, and Providers" to support the concept of "supporting children's culture and connections to family."

:: Instead of offering rectangular sheets of paper, consider using large paper circles. With rounds, there is no top or bottom or beginning or end.

Links to Head Start Program Performance Standards:

:: 1304.21(a)(1)(iii) *"Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition"*

:: 1304.21(a)(2)(i) *"Parents must be . . . invited to become integrally involved in the development of the program's curriculum and approach to child development and education"*

:: 1304.21(a)(3)(i)(E) *"Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being"*

Activity Developed by:

Cheri Longaker, Tanya Heaston, Marcia Walsh, PITC Certified Trainers

Source Material:

Janet Gonzalez-Mena, Multicultural Issues in Child Care, 1993, Mayfield Publishing Co.

Lally, J.R. (Executive Producer/Content Developer/Writer), Mangione P.L. (Content Developer/Writer), Signer, S. (Content Developer/Writer), Butterfield, G.O. (Producer/Editor), & Gilford, S. (Writer). (1993). *Essential connections: Ten keys to culturally sensitive child care* [Videotape]. United States: The Program for Infant/Toddler Caregivers (Developed collaboratively by the California Department of Education and WestEd).

Mangione, P.L., Lally, J.R., & Signer, S. (1993). *Essential connections: Ten keys to culturally sensitive child care* [Video magazine]. Sacramento, CA: CDE Press.

Mangione, P.L. (Ed.). (1995). *Infant/toddler caregiving: A guide to culturally sensitive care*. Sacramento, CA: California Department of Education.

WestEd. (1997). *The Program for Infant/Toddler Caregivers' Trainer's manual, Module IV: Culture, family, and providers* (Rev. ed.). Sacramento, CA: California Department of Education.

Culture

is more than a collection of artifacts and holidays. It is, in its broadest sense, a set of values, attitudes, beliefs, and rules for behavior by which we organize and give meaning to the world.



Quote excerpted from:
Brunson Phillips, C. (1988, January).
Nurturing diversity for today's children
and tomorrow's leaders.
Young Children, 43(2), 46.
Copyright 1998 by Carol Brunson Phillips.

Adapted by Cheri & David Longaker. WestEd, *The Program for Infant Toddler Caregivers*.
This document may be reproduced for educational purposes.

(Transparency)

*“What sets the world in motion is the interplay
of differences,
their attractions and repulsions.*

Life is plurality, death is uniformity.

*By suppressing differences and peculiarities,
by eliminating
different civilizations and cultures,
progress weakens life and favors death.
The ideal of a single civilization . . .
impoverishes and mutilates us.*

*Every view . . . that becomes extinct, every
culture that disappears,
diminishes the possibility of life.”*

Octavio Paz



**“Cultural Pluralism:
the idea that groups . . . should be allowed,
even encouraged
to hold on
to what gives them their unique identities
while maintaining their membership
in the larger social framework.
Mutual respect is the goal.”**

Janet Gonzale-Mena, Multicultural Issues in
Child Care, 1993, Mayfield Publishing Co.



Adapted by Cheri & David Longaker. WestEd, *The Program for Infant Toddler Caregivers*.
This document may be reproduced for educational purposes.

*“What sets the world in motion is the interplay of differences,
their attractions and repulsions.*

Life is plurality, death is uniformity.

*By suppressing differences and peculiarities,
by eliminating
different civilizations and cultures,
progress weakens life and favors death.
The ideal of a single civilization . . . impoverishes and mutilates us.*

*Every view . . . that becomes extinct, every culture that disappears,
diminishes the possibility of life.”*

Octavio Paz



**“Cultural Pluralism:
the idea that groups . . . should be allowed,
even encouraged
to hold on
to what gives them their unique identities
while maintaining their membership
in the larger social framework.
Mutual respect is the goal.”**

Janet Gonzalez-Mena, Multicultural Issues in Child Care,
1993, Mayfield Publishing Co.

Adapted by Cheri & David Longaker. WestEd, *The Program for Infant Toddler Caregivers*.
This document may be reproduced for educational purposes.