



## When You Were A Child

**Module:** IV  
**Topic:** Culture, Family and Providers - and/or - Harmonizing Cultural Diversity  
**Type:** Mixer; Reflection and Discussion  
**Group Size:** Small Groups  
**Time:** 20 - 45 minutes depending on number of participants and length of discussions

**Purpose:**

To help participants

- understand the definition of culture as inclusive of child rearing practices,
- clarify the issue of individual differences within cultures,
- uncover or better understand some of their own cultural beliefs,
- recognize the importance of seeking out cultural and family information from each family.

**What you will need:**

Participant Materials	Trainer Materials	Equipment
<p><b>The following materials:</b>                      :: One activity strip for each participant (half get one design and half get the other)</p>	<p>:: Transparency of quote                      :: Instructor's list of examples</p>	<p>:: Overhead projector                      :: Screen or blank wall</p>

**Directions:**

**Before the training event:**

- Print the sheets of activity strips and cut them apart into individual strips, one strip per participant. Half of the participants will need meal time strips and half will need sleep time strips
- Put each type of strips in separate envelopes or paper clips for easy counting at the training event. (Your number of participants may vary if there are absences.)

**At the training event:**

1. Making sure there is exactly one strip per participant (half of each kind), fold the activity strips and put them in a basket, hat, or bowl.
2. Have each participant take one activity strip.
3. Have participants break into small groups (3-4 people) with other participants who have the same kind of strip.
4. Explain that each person is to think about and share the identified childhood experience with the rest of the small group. Ask them to pay attention to the differences and similarities in their experiences.
5. Before they start, read the trainer's list of examples to stimulate their thinking.
6. Give them time to share within their groups.
7. As a whole group:
  - Discuss the similarities and differences the groups discovered. Be sure to point out the differences within cultures and well as any differences they may have discovered between cultures.
  - Ask them to consider the impact this has on the way they prefer fix and serve meals and the way they put children to bed.
  - Ask them to reflect on the importance of knowing about the ways each family handles routines such as sleeping, eating, toileting, etc.

**Variations:**

:: Participants could be given both questions and work in small groups to discuss and respond to both of them.

**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:**

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Instructor’s notes created by Cheri Longaker and Marcia Walsh, PITC Certified Trainers

**References:**

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

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.



## INDIVIDUAL DIFFERENCES

**“... Families vary tremendously in how closely they follow cultural rules. In other words, they uniquely interpret beliefs and values that have been passed down to them. Variation in families’ childrearing practices may be amplified when the mother and father belong to different cultural groups. In light of differences between families, the best source of information about a particular family’s preferences and childrearing style is that particular family.”**

Mangione, P.L., Lally, J.R., & Signer, S. (1993).  
*Essential Connections: Ten Keys to Culturally Sensitive Child Care*  
[Video magazine]. Sacramento, CA: California Department of Education.



**When you were a child, how were you put to bed/sleep at night?**



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**When you were a child, how did you/your family eat meals?**



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Instructor's Notes:

***Questions to Prompt Participants' Thinking***

for the activity: "When You Were a Child"

For the question:

***"When you were a child, how were you put to bed/sleep at night?"***



consider the following types of things:

- 1. Did you share a room or have your own room?**
- 2. Did you share a bed or have your own bed?**
- 3. What time did you go to bed?**
- 4. Were there specific things that happened before you went to bed?**
- 5. Did you fall asleep alone or was someone with you?**
- 6. Was it quiet? Was it dark?**

For the question:



***"When you were a child, how did you/your family eat meals?"***

consider the following types of things:

- 1. Who prepared the food?**
- 2. How was the food served and who served it?**
- 3. What type of food was served?**
- 4. Was there as much food as you wanted?**
- 5. Did you have to clean your plate?**
- 6. Were children allowed to talk at the table?**
- 7. At what age did you feed yourself?**