



Opening The Cultural Door

Module: IV
Topic: Responding to Families in Culturally Sensitive Ways
Type: Read/Discuss (Puzzle reading)
Group Size: Small Groups
Time: 45 minutes

Purpose:

1. To comprehend that one's culture is a framework for understanding the world.
2. To appreciate that by providing culturally responsive care a caregiver supports the identity formation of infants and toddlers.

What you will need:

Participant Materials	Trainer Materials	Equipment
<p>The following handouts: :: B. Kaiser & J. S. Rasminsky's "Opening The Cultural Door" Young Children July 2003 pgs 53-56. (Note: Trainer will need to acquire this article for copying and distributing to participants. We are unable to attach it here due to copyright). :: <i>PITC Essential Policies: Culturally Responsive Care– Identity Formation</i>, Janet Gonzalez-Mena & Intisar Shareef</p> <p>The following materials: :: Easel paper :: Colored Markers</p>	<p>The following transparencies: :: <i>PITC Essential Policies: Culturally Responsive Care– Identity Formation</i> (by Janet Gonzalez-Mena & Intisar Shareef :: Transparency: Directions for puzzle reading activity (or as a handout provided one to each group and collected after the activity). :: Transparency: iceberg photograph</p>	<p>:: Overhead projector :: Screen or blank wall</p>

Directions:

Note: This activity is intended to precede the PITC Activity: *Telling Our Stories & Honoring Our Differences* (also available on this Web site).

1. Begin with a mini-lecture on identity formation using *PITC Essential Policies: Culturally Responsive Care– Identity Formation* by Janet Gonzalez-Mena & Intisar Shareef
2. Describe how understanding cultural differences can also be compared to an iceberg –
 - As you acknowledge the complexity of culture show the iceberg overhead
 - Above the surface: Music / Folk Dancing / Food / Games / Celebrations / Fine Arts
 - Underneath the surface: Body language / Manner of social interactions / Notions of leadership / Patterns of group decision making / Ways of expressing emotions / How to act respectful fashion / Adult-Child Interactions
3. Pass out article - "Opening The Cultural Door" for each individual participant
4. Provide the puzzle reading directions on the overhead projector or as a handout to create an easy transition from the mini-lecture to small groups. Explain the puzzle reading assignments and process.
5. Check in with small groups and provide support, as needed.
6. Have each group explain their section to the large group. As the trainer, consider taking notes during small group presentations to weave into your closing statement (for closing the activity).

Variations:

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:

Constance Marine, PITC Certified Trainer

Note: The iceberg reference was adapted from the visual (transparency/handout) *An Iceberg Concept of Culture* developed by the National Center for Cultural Competence, 2002.

Source Material:

B. Kaiser & J. S. Rasminsky's *“Opening The Cultural Door”* Young Children July 2003 pgs 53-56.

J. Ronald Lally's article *“ The Impact of Child Care Policies & Practices on Infant/Toddler Identity Formation”* Young Children November 1995 pgs 58-67

Janet Gonzalez-Mena & Intisar Shareef *PITC Essential Policies: Culturally Responsive Care– Identity Formation*, Community College Institute – September 2003

WestEd. (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*, Sacramento, CA: California Department of Education.



PITC Essential Policies: Culturally Responsive Care Identity Formation

- ❖ Culture is a fundamental building block in the development of a child's identity
- ❖ Through cultural learning, children gain a feeling of belonging, a sense of personal history, and security in knowing who they are and where they come from
- ❖ The childcare experience should be in harmony with the culture of the home. Therefore, caregivers should pay great attention to incorporating home practices into care
- ❖ Research suggests that infants and toddlers learn many lessons from their caregivers. Some of the lessons that may become incorporated into a child's sense of self are:
 - ✓ What to fear
 - ✓ Which of one's behaviors are seen as appropriate
 - ✓ How one's messages are received & acted upon
 - ✓ How successful one is at getting one's needs met by others
 - ✓ What emotions and intensity level of emotions one can safely display
 - ✓ How interesting one is

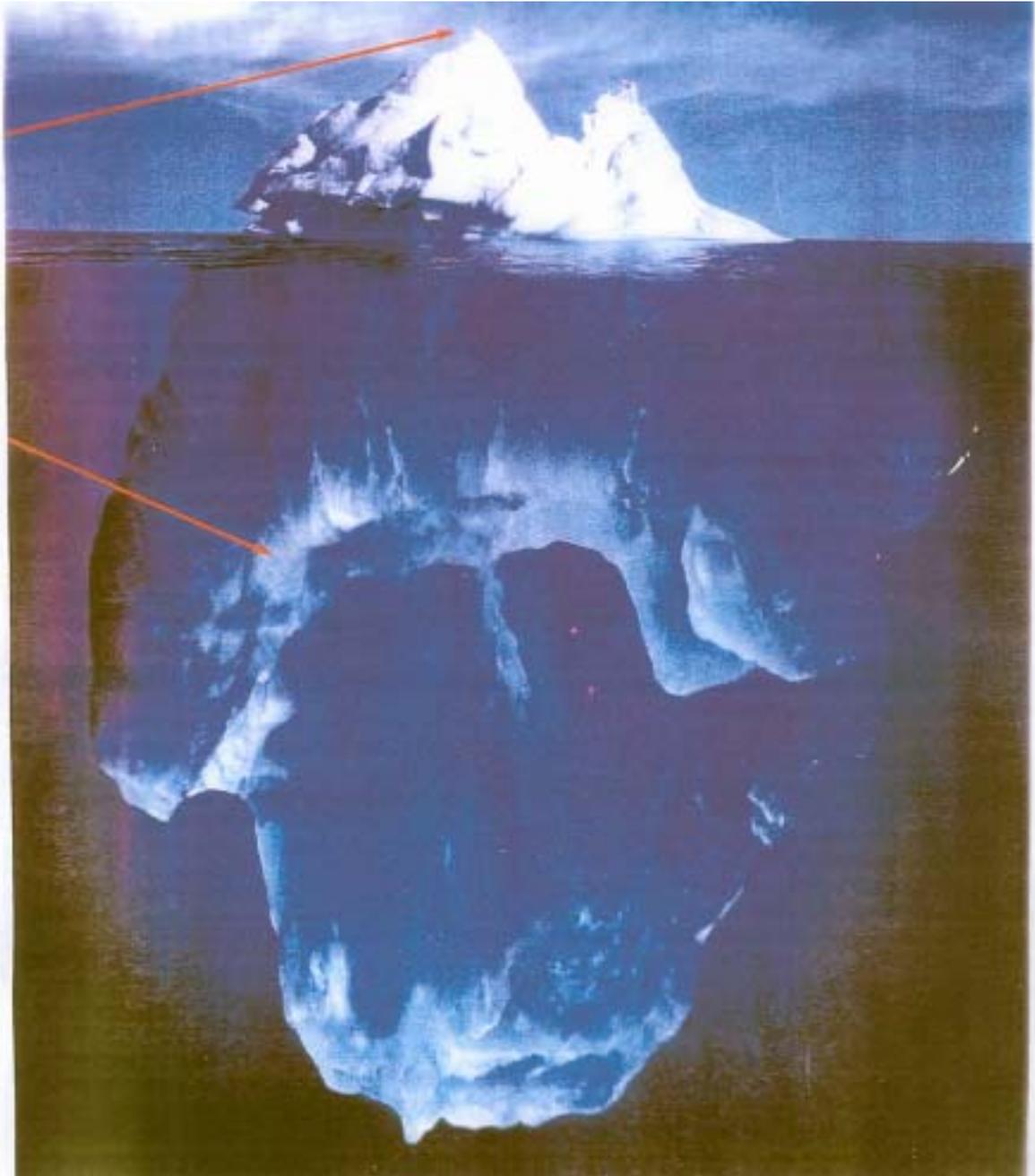
Directions: Puzzle Reading Activity

- ❖ Get into small groups and puzzle read the article: *Opening The Cultural Door*.
- ❖ Read and discuss only your assigned section.
- ❖ Decide how you'll teach the other groups about what your group read (drawing, skit, song, main points on easel paper)
 - ✓ **Group #1** – What is culture? What does culture have to do with identity?
 - ✓ **Group #2** – Are cultures really so different?
 - ✓ **Group #3** – How can you see your culture?
 - ✓ **Group #4** – The culture of child care and school
 - ✓ **Group #5** – What happens when children move from 1 culture to another? How does culture influence behavior?



Culturally Responsive Care – Identity Formation

Above the surface



Below the surface

Adapted by Constance Marine from: *An Iceberg Concept of Culture*,
developed by the National Center for Cultural Competence, 2002.