



Transcript for the Video:

Guiding Young Children's Behavior

Segment 3: Selecting Classroom Materials and Planning the Schedule

TRANSCRIPT for Objective 2

Materials that are relevant to family and culture

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Host: Materials also support children's positive behavior when they are relevant to a child's culture and family life. Let's visit a classroom to see how one teacher added materials that were relevant to the culture of the children in her class.

Shari: What's the color? Anyone know what this color is? Blue. What is that color in Spanish, Mia? Azul.

Narrator: Teachers can make the environment more relevant to all children by adding materials from children's home cultures.

Shari Danforth: I have children in my room that are English as a second language. Making the children who are from other countries and don't speak the language is a big focus of us trying to make them feel comfortable in our environment and school. The posters with the Spanish words and other posters that we do in other languages I do involve the parents in making them. I don't just make them. I involve them with making them. And it gives them a sense of belonging gives them part of their own culture to share in the classroom. The parents have felt more comfortable because we're trying to accommodate and be interested in their culture and their lives.

Narrator: Shari's collection of classroom books include several multicultural offerings. Teachers can also add dolls that represent diverse cultural backgrounds with in the dramatic play area. Shari has also made a book of English and Spanish words that are often used in the classroom for the children to refer to.

Shari: Nostros hablamos...

Shari Danforth: I made the book for the children that speak Spanish to try to communicate with things that are familiar in the classroom in both languages, so that I can understand them, and they can understand I am pointing to the pictures, and as well as seeing the words.

Child: Mochila.

Shari: Mochila.

Child: Mochila.

Shari: Is that mochila? Can you say backpack?

Child: Backpack.

Shari: Backpack.

Host: Culture also influences the types of activities children like to do or prefer to avoid.

Dr. Patricia Ramsey, Mount Holyoke College: Children's play preferences reflect the values that they're being raised in. Children from a more individualistic culture may prefer to spend time alone. They may prefer to spend time doing competitive activities. They may be more caught up in individual achievement and smaller groups, maybe more exclusionary activities, whereas children raised in a more collective, collaborative culture may emphasize inclusion and play in larger groups and be less concerned with a competitive aspect. Another way that cultures differ is the level of expressiveness that is allowed, that's encouraged. For some cultures the restraint is very important and learning to mask your feelings is a priority. Other cultures it's to be very expressive - they appear very rambunctious or aggressive. Another way that play would vary is the roles that children play. If your child is being raised in a rural area, he may be enacting farming roles, taking care of animals and driving tractors. In a city, children may be driving taxis and buses and enacting those kinds of roles. Very often in suburban areas you see lots of children being soccer moms, maybe they'll be driving cars and playing on their cell phones at the same time. You can bring in cultural differences with books and puzzles and songs, and learning words in different languages. If you have a book that represents another culture, don't just read the story and drop it. You build around it with doing stuff in the pretend area, you can do art projects along with it, you can do songs with it. I think you should be sure to understand the cultures and not just the surfaces, not just the artifacts, not just the cooking, not just the clothing. But really try to understand the values of the culture because that underlies a lot of the things you might be doing in the classroom.