

Student Name: Sara Pollaro
EED 220
Date: June 24, 2011
Diversity Focus: Culture
Name of Activity: Emotions Book (Pg. 111)

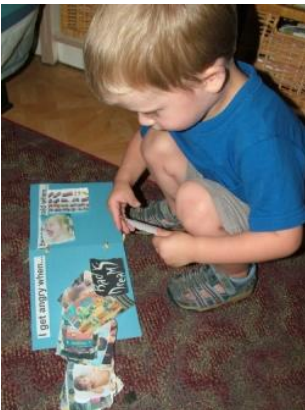
The activity was implemented in the child's home with my grandsons, John who is 4 1/2 years old and Aiden who is three 1/2 years old. I did this activity in the late afternoon after both boys had awakened from a nap. The activity was fun and interesting.

1. Describe how you introduce this activity to children

We did this activity after reading a few simple books that talk about expressing emotions and feelings. Both boys are early and prolific talkers. They have never been shy about expressing their emotions, but usually with negative connotations. I had the cards stock for the book already prepared to size with the appropriate verbiage already glued to each individual book page. I read the sentiment and asked each child what would make them feel afraid, happy, cry etc. We talked about the various pictures and asked which ones best represented the stated feelings. After their selections, we glued the pictures in place and tied the book together.



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2. Identify and explain how this activity explores the Areas of Bias described on page 5.

The areas of bias for this activity are identified as *Culture* in the textbook. The Emotions Book was made up of many different pictures representing the emotions that each participant identified. *Culture* is a way of life, based on family and ethnic group. The emotional attachments of *Culture* include celebrations, customs, beliefs and language.

3. Identify and explain how this activity promotes Anti-Bias Goals. (pg. 4-5).

The developmentally appropriate goals listed in the text were; positive sense of self, strengthen positive identity, and appreciate from a young age the differences and likenesses of different ages. This activity was perfect for working towards these goals such as tries new experiences, copes with change and demonstrates empathy. The Emotions Book shows "mutual respect" by the promotion of Anti-Bias Goals by being open minded and sees different points of view.

4. Identify and explain the Anti-Bias skill/s this activity strengthens that is provided at the beginning of each unit. (Use the age appropriate for your group of children.)

- Listens to others.
- Values uniqueness of self and others.
- Respects other cultures, races, and beliefs..
- Sees different points of view.
- Demonstrates empathy.



5. Reflect and evaluate how this activity enhances, supports or challenges your current understanding about diversity awareness in young children.

This activity helped me to understand goals and targets that are being taught in the anti-bias classroom. This activity gave John and Aiden the opportunity to experience individual emotions through the facial expressions and pictures as seen in photos. John and Aiden were able to use the matching of facial expressions and actions expressed in photos with how they them self-explain how they feel. This activity shows the participants that they have the ability to match facial expressions with emotions in response to questions that are asked to trigger a predictable emotional outcome. This project was fun; I think the boys enjoyed the gluing of the project as much as they did selecting facial expressions that went with the appropriate questions. I'm glad I was able to do this activity with two of my younger grandchildren. Both boys are at the age where they can express their emotions and get their point of views across.

Work Cited

Hall, Nadia Saderman. (1999). *Creative Resources for the Anti-bias Classroom*. Albany, NY: Delmar Print.