

EED220 Activity Assignment Template

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Diversity Focus: Family Composition

Name of Activity: The Family House

This activity was implemented with my six year old grandson. It was implemented in the kitchen after dinner so my grandson (who has Autism) was at his best. DJ and his mom live with us in our home.

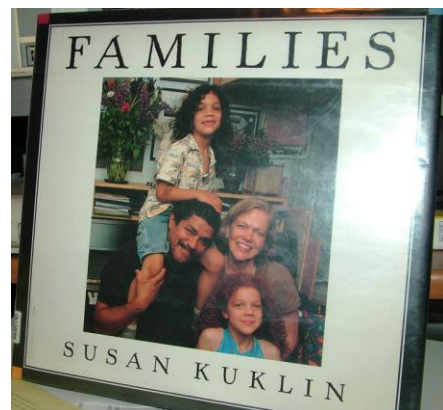
Questions-

1. Describe how you introduce this activity to children:



I introduced the activity by asking DJ if he wanted to play a game. I told him it was a game that he would find very enjoyable because it involved pictures of his favorite people, his family. I explained to him that not all families are just like him and his mom. I explained that our household family was made up of a Poppa, a Nana, an Uncle, and him and his mom. I

went on to explain that there was a special book that I wanted to read to him first, and that it had lots of nice pictures with different people in it that all made up a family. The book is named, "Families," by Susan Kuklin. The first thing he asked was why they were a family if they had different skin color. I explained that the skin color didn't make the person any different than anyone else. If anything, a different skin color gave them a distinction to make them stand out and be more special. After we read the book, he started to tell me about some of the children in his developmental preschool, I was delighted that he understood so quickly what I was trying to get across to him about how a "family" is just not a bunch of people



who all look exactly alike, but a variety of colors, ages and abilities that are brought together by love and caring into a unit that is called a family. He told me about a friend Javier, he said that his father was white, but his mother was dark, so Javier's skin tone is in the middle. This kid never ceases to blow me away with how much he can wrap his head around some subjects. He totally got it! Maybe he needs to teach me a thing or two about tolerance.

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

I feel that this project addressed the following areas of anti-bias:

- ❖ Race
- ❖ Gender
- ❖ Appearance.
- ❖ Family Composition.



The activity helps to explore “Race and Gender” by showing the children that although their family is special and unique, not everyone’s family is made up of the same age, gender and ethnicity as their own. As the child watches the other children around them create their own Family House, they will see that some children are from different colored parents, maybe only

live with their grandparents or a relative. They may be adopted or a foster child. This thinking challenges the stereotypical “Appearance” of a typical family being a mother, a father and son and a daughter. The activity explores “Family Composition” by showing the child that they can make the decision to feel proud of who they are and where they came from. They can point out that although we come from different types of family units, we as individuals are all the same.

3. Identify and explain how this activity promotes the Anti-Bias Goals listed on pages 4-5

Positive Self-Concept/Esteem:

- ❖ Understands relation to one’s family.
- ❖ Fosters positive self-concept and sense of self.

This activity promotes these Anti-Bias goals by showing the child that they are an individual, which is part of a family, which is part of many, many other families. This activity gives the child a foundation to ask questions as to the differences between the family make up of all the other children that are participating in the activity.

Mutual Respect:

- ❖ Respects other cultures, races, and beliefs.
- ❖ Examines alternatives.
- ❖ Respects gender and ability equity.

This activity promotes these Anti-Bias goals by pointing out the fact that although the child next to you in class, has a different family as far as age, gender, race or ability, it is still their family and just as important to that child. My grandson was able to state that if his friends all came from his family, that they would fight because they would all be too much alike. He said that he would not like an entire neighborhood of DJ's.

This activity made DJ ask questions about the different skin tones in each family. He hasn't asked about race specifically, but he was starting to ask about the one picture in the book of the white, older mom that had adopted a Chinese daughter, he wanted to know why she didn't pick out a baby that would look like the adopting mother when she grew up. This was tough to answer, but he made me go through the whole explanation of adoption.

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

- ❖ Recognition of self in relation to family:

Child knows the makeup and diversity of their family.

- ❖ Emerging empathy.

Child is learning to feel how others would feel if the child was in their shoes.

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

This activity enhances my current understanding about diversity awareness in young children by giving them a chance to see that their family is unique and special. My grandson was able to see that there are other alternatives to

the family unit. He was able to see that not all children are born of the parents that may be in the house. A family can be any variety of age, shape gender or multi-racial.