

Student Name: Sara Pollaro  
EED 220  
Date: June 14, 2011  
Diversity Focus: Race, Gender, Ability, Age, Culture  
Name of Activity: Emotions Peek-A-Boo Board (Pg. 59)

The activity was implemented in the child's home with my granddaughter, Corinne who is 29 months old. I did this activity in the early afternoon when Corinne is usually at her most cooperative. The activity was fun and interesting.

### 1. Describe how you introduce this activity to children

We did this activity after reading a few board books that talk about emotions and feelings. Some of the books portrayed animals as subject and some had actual photographs of people. Corinne responded to the pictures of people more intensely than the animal characters. Corinne's most favorite game is "peek-a-boo," so this activity was actually chosen for this purpose. Corinne's family is friends with other families of differing races, genders and ages, so this activity was really exciting for her.



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

The areas of bias for this activity are identified at "Race, Gender, Ability" in the textbook. The Emotions Peek-a-Boo board was made up of many different types, genders, ages and emotions of individuals. Each photo was then covered with a cloth so Corinne would be able to lift up the cloth and make the facial expression that the person in the photo was making. I pointed to the picture of an African-American woman holding a younger child. Corinne said the Nana was smiling. She recognized and correctly identified the age and gender without reacting to the differing skin color.



We went over all the other photos in the same manner. The only ones she showed concern was for the photos that displayed a strong negative emotion. The skin color, age or disability didn't concern Corinne as far as her imitating the happier, lighter emotions, but the photos that showed the person yelling, screaming or crying emotions, bothered her and she didn't want to look at them again. Corinne's family is friends with other families of differing races, genders and ages, so this activity was really exciting for her. She was comfortable with this activity from a racial point of view; she actually called the people with very dark skin by the name of her neighbor, Ayisha, who is African American.

**3. Identify and explain how this activity promotes Anti-Bias Goals listed on pages 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. "This lady is a grandma", (picture of African-American woman) "this girl is smiling", (picture of a smiling girl in a wheel chair) "This child looks sad". (pictures of Asian, White and Spanish children looking sad/upset) These kinds of statements will help the toddler with a positive sense of all people having the same emotions regardless of differences.



**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.)**



- Strengthening of positive self-concept
- Values uniqueness of self and others
- Awareness of differences in race, gender, culture, age, ability
- Identifies similarities and differences
- Expose to a variety of skin tones

**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 Corinne the opportunity to experience individual differences of people while playing one of her favorite games, Peek-a-Boo. Corinne was able to use the few words she knows to classify and personalize the people that she saw in the pictures when she lifted up the individual cloths. This shows her how unique everyone is unto themselves, with some of the differences being skin color, ability, size and shape. This project was fun and I'm glad I did it with one of my youngest grandchildren who is just on the verge of understanding differences in others.



**Work Cited**

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