

Action for Children



Do You See Me As I Am?

A video series on culturally
responsive teaching

RESOURCE GUIDE





1 Do you see me in these materials?

Page 02



2 Do you see my in your celebrations?

Page 03



3 Do you see my abilities?

Page 04



4 Do you see me in these roles?

Page 05



5 Do you see me in these books?

Page 06



Contents

ADDITIONAL TEACHING RESOURCES:

- [Stanford Disability Language Guide](#)
- [Materials Shopping List](#)
- [Diversity Booklist](#)
- [Important Figures](#)

WHAT'S IN YOUR CLASSROOM?

1 Do You See Me in These Materials?



When evaluating the materials in your classroom, you should be representing various cultures, ethnicities, age, races, genders and gender roles, people with varying abilities, and differing family structures.

Questions to Consider

- Are children in your classroom represented in the books, art, games, and materials?
- Are various ethnicities and cultures portrayed in a positive, non-stereotypical way ?
- Do you have materials that represent elderly people in positive ways?
- Do materials in your room represent people of varying abilities?
- Do materials in your classroom support children in exploring ideas outside of what is considered “normal” for their gender?
-

Diverse Materials Shopping List

- Dramatic Play Dress Up Materials
- Toy Food
- Dolls & Puppets
- Blocks
- Block Accessories
- Science Materials
- Cognitive Materials
- Sensory & Art Materials
- Language & Literacy Materials
- Posters & Pictures
-

Click [here](#) for a shopping list.

DO YOU SEE ME IN YOUR CELEBRATIONS?

2

Do You See Me in Your Celebrations?



When choosing which celebrations to include in your classroom, it is important to work together with your families to figure out which celebrations are important to them. Then, as with all that we do, we start with the interests of the children.

What to Consider

- Begin with research.
- Celebrations benefit the children and their interests.
- Focus on facts, leaving out your own personal beliefs.
- Study important figures. Include historical figures, present day figures and lesser-known important figures of various cultures.
- Create a classroom calendar and bulletin board highlighting celebrations around the world.
- Incorporate activities throughout the classroom, day, week, month, and year.
- Celebrations should be continuous for the best learning outcomes.
-

Celebration Ideas

- Virtual Field Trips
- Family Tree
- Discuss Celebration Around the World
- Read Diversity Books.
- Culture Fair- children share items that represent their culture.
- Invite Guest Speakers
- Celebrate Differences- respectfully discuss various languages and name pronunciations.
- “Who Am I” Activities
- Listen to Music and Explore Instruments used around the world.
- Create Your Own Classroom Holiday!
-



3 Do You See My Abilities?

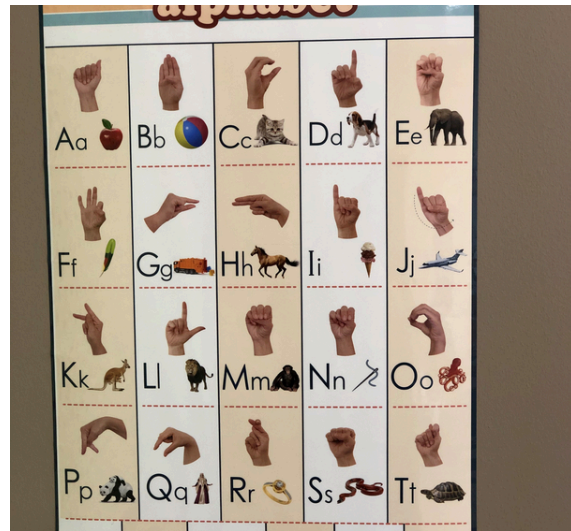


How to Make your Classroom Inclusive

- Include books that feature people of varying abilities in a positive manner.
- Display pictures of people who have a disability, physical differences, or adaptive equipment.
- Provide toy people, figurines, dolls, and puppets of people who have a disability, physical differences, or adaptive equipment.
- Provide adaptive materials for children with disabilities such as books in braille, a poster of the sign language alphabet, or a communication board.

Inclusive Language

- Use person first language. Try, “person with a disability” or “a person who is blind” instead of “disabled person”.
- Avoid emotive language such as ‘victim’ or ‘frail’.
- Avoid patronizing language such as ‘superhero’ or ‘brave’.
- Avoid using terms like ‘issues’ or ‘problems’ when referring to a person with a disability.
- Talk with families and those with disabilities about the language they prefer.
- Consider if the person’s disability is necessary to the conversation or if it is appropriate to discuss in the moment.



4 Do You See Me in These Roles?



Watch Video Now



Gender stereotypes

Be aware of the gender sensitivity. Does the language, images, and materials perpetuate gender stereotypes, or does it encourage children to see themselves in different roles?



Images and Occupations

Books, images, posters, and pictures that children see in the classroom should depict people in roles that are not deemed typical for their gender. Some examples are male nurses or female construction workers.



Classroom Layout

The set-up of play areas can influence how inviting they are to the children and which activities boys and girls engage in. Have the doll house and people in the block area. Have blocks and wooden loose parts in the dramatic play area. The set-up of the materials can have an impact on who plays with them.



Gender Neutral Toys

When choosing toys, basic is better. When it comes to optimal development, simple wooden, opened-ended materials are the best.



Classroom Language

When addressing the children try using terms like learners and friends, instead of boys and girls. when evaluating the language in books you use, think about the words you are using to describe the children as you respond to them. Are the girls pretty, bossy and kind while the boys are silly, rough and strong?

WHAT'S ON YOUR BOOKSHELF?

5

Do You See Me in Your Books?



Click [here](#) for a book list.

As teachers and role models, we have the responsibility to ensure that all children within our classroom are represented in the stories on our bookshelves. This is done by choosing books that represent who your students are.

Selecting Books: DO's

- Select books about people that represent various cultures
- Include books about single parent households, LGBT families, foster families, multigenerational families, grandparents raising grandchildren
- Books that portray children with disabilities positively and as active, capable main characters
- Books that show female characters in positive, active roles that break gender stereotypes
- Books that feature men of color in positive roles
-

Selecting Books: Don'ts

- Portrayals of children in traditional dress unless appropriate to the story
- Portrayals of Asian Americans as model minorities, overly polite, or extraordinarily bright
- Portrayals of African American women in roles of servitude
- Showing female characters or characters of color as passive, weak
- Derogatory terms or words offensive to any group
- Exaggerated physical features of any cultural group
- The use of stereotyped Mexican culture to portray all Latinos
- The use of any dialect in an inaccurate or offensive way
-
-

Action for Children



Step Up To Quality Technical Assistance Coaches

Thank you to Action for Children's Step Up to Quality Technical Assistance Coaches, Program Manager, and Marketing and Communications team for working to create the "Do You See Me as I Am?" video series.



Childcare Professionals

Thank you to every childcare professional who provided the feedback and offered the data which guided us in creating the, "Do You See Me as I Am?" video series, video series in an effort to support early education teachers in the classroom.

The Childhood League

Thank you to Jennifer Haddow and The Childhood League for providing an exemplar facility and filming space for our, "Do You See Me as I Am?" video series, video series.



Thank You

Action for Children



614-224-0222

actionforchildren.org