



APPENDIX D

CULTURAL AWARENESS CHECKLIST FOR TEACHERS

Early Childhood

HOW TO USE THIS CHECKLIST

This checklist is intended to improve the awareness and sensitivity of personnel to the importance of cultural diversity, cultural competence, and linguistic competence in early childhood settings. It provides concrete examples of the types of practices that foster such an environment. If, upon the completion of the checklist, you find you frequently responded “C,” you may not be utilizing practices that promote a culturally diverse and culturally competent learning environment for your students or their families. If you find a pattern of mostly B’s and C’s, you may want to adjust your practices. It is important to make sure you are considering all aspects of your students’ educations, including awareness and representation of their cultural backgrounds. The following checklist can be used to ensure that you are providing students with the best possible education.

DIRECTIONS: Please select A, B, or C for each item listed below.

A = Things I do frequently

B = Things I do occasionally

C = Things I do rarely or never

- _____ 1. I display pictures, posters, and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- _____ 2. I select props for the dramatic play/housekeeping area that are culturally diverse (e.g., dolls, clothing, cooking utensils, household articles, furniture).
- _____ 3. I ensure that the book/literacy area has pictures and storybooks that reflect the different cultures of children and families served in my school or setting.
- _____ 4. I ensure that tabletop toys and other play accessories (that depict people) are representative of the various cultural and ethnic groups both within my community and society in general.
- _____ 5. I read a variety of books exposing children in my early childhood program or setting to various life experiences of cultures and ethnic groups other than their own.
- _____ 6. When such books are not available, I provide opportunities for children and their families to create their own books and include them among the resources and materials in my early childhood program or setting.
- _____ 7. I adapt the above referenced approaches when providing services, supports, and other interventions in the home setting.
- _____ 8. I encourage and provide opportunities for children and their families to share experiences through storytelling, puppets, marionettes, or other props to support the “oral tradition” common among many cultures.
- _____ 9. I plan trips and community outings to places where children and their families can learn about their own cultural or ethnic history as well as the history of others.

- _____ 10. I select videos, films, or other media resources reflective of diverse cultures to share with children and families served in my early childhood program or setting.
- _____ 11. I play a variety of music and introduce musical instruments from many cultures.
- _____ 12. I provide opportunities for children to cook or sample a variety of foods typically served by different cultural and ethnic groups other than their own.
- _____ 13. If my early childhood program or setting consists entirely of children and families from the same cultural or ethnic group, I feel it is important to plan an environment and implement activities that reflect the cultural diversity within the society at large.
- _____ 14. I am cognizant of and ensure that curricula I use include traditional holidays celebrated by the majority culture, as well as those holidays that are unique to the culturally diverse children and families served in my early childhood program or setting.
- _____ 15. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them.
- _____ 16. I attempt to determine any familiar colloquialisms used by children and families that will assist and/or enhance the delivery of services and supports.
- _____ 17. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.
- _____ 18. When interacting with parents and other family members who have limited English proficiency, I always keep in mind that:
 - _____ a) limitation in English proficiency is in no way a reflection of their level of intellectual functioning;
 - _____ b) their limited ability to speak the language of the dominant culture has no bearing on their ability to communicate effectively in their language of origin;
 - _____ c) they may neither be literate in their language of origin nor English.
- _____ 19. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.
- _____ 20. I discourage students from using racial and ethnic slurs by helping them understand that certain words can hurt others.
- _____ 21. I screen books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them with children and their families served in my early childhood program or setting.
- _____ 22. I provide activities to help students learn about and accept the differences and similarities in all people as an ongoing component of program curricula.