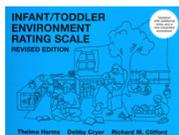


Promoting Acceptance of Diversity

ITERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> • Many books, pictures and materials showing diversity (races, culture, ages, abilities, and gender). <ul style="list-style-type: none"> ○ 10 different examples with 4 of the 5 types represented. ○ People, books, or displays showing different ages, race, culture, gender, abilities, or gender in non-stereotyping roles. ○ Multiracial or multicultural dolls. ○ CD's from several cultures. ○ Photographs of children and families. • Materials show diversity in a positive way. 	<ul style="list-style-type: none"> • As our communities become more and more diverse, so do the families and children being served in child care programs. The child care environment plays an important role in increasing children's awareness and acceptance of diversity through teacher guidance, the toys and materials that are used, and the pictures and photos displayed in the room. • This indicator will also help in other areas of the ITERS-R tool (Using books, Music and movement, and Dramatic play).
<ul style="list-style-type: none"> • No prejudice is shown or staff intervene appropriately to counteract prejudice shown by children or other adults. <ul style="list-style-type: none"> ○ Explain similarities and differences. ○ Establish rules for fair treatment of others. 	<ul style="list-style-type: none"> • Children are not born with attitudes that cause them to discriminate against others. However, they can quickly adopt such attitudes as they watch and learn from what others do and say. A child who is exposed to messages saying that certain differences are bad soon learns to believe and act according to those messages.
<ul style="list-style-type: none"> • Dolls (soft, stuffed, traditional baby dolls, wooden or plastic people, but not puppets) representing at least 3 races accessible. <ul style="list-style-type: none"> ○ Skin tones or facial features. <p>Definition: Accessible – children don't have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> • Children can relate with dolls since they look more like a human. By providing dolls representing different races they will be exposed to different skin tones and facial features.
<ul style="list-style-type: none"> • At least 2 non-sexist images in pictures (posters or photos) or books accessible to children. <ul style="list-style-type: none"> ○ Men and women, boys and girls in similar work or play roles. 	<ul style="list-style-type: none"> • Sexist images are common in society especially seen in older classroom materials. Non-sexist images go beyond what we traditionally think of as specific male and female roles, for example, showing girls as firefighters or boys as nurses.
<ul style="list-style-type: none"> • Cultural awareness shown in a variety of activities (at least one example of a routine or special activity must be reported if not observed) – see page 307 in All About ITERS for examples. <ul style="list-style-type: none"> ○ Various types of music. ○ Celebration of different holidays and customs. ○ Ethnic foods served. 	<ul style="list-style-type: none"> • Adding traditions of various groups, gives children in the classroom of different cultures a chance to be represented and recognized.



SOURCE: *Infant/Toddler Environment Rating Scale (ITERS)*