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Videos for Wisconsin Child Care Providers to Borrow:

DIVERSITY

Go to <http://dpi.wi.gov/ccic> and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

ANTI-BIAS CURRICULUM. Louise Derman-Sparks, executive producer. Pasadena, CA: Louise Derman-Sparks, Pacific Oaks College, 1988. VHS, 30 min. + discussion guide.

Teachers in four classrooms of 2- to 5-year-olds show you a new approach for integrating education about diversity into activities you already do with children, to help them learn positive attitudes and to challenge bias. Contrasts color-denial, multicultural, non-bias, and anti-bias approaches. Discussion guide suggests topics for further thought and action.

CULTURAL RESPECT AND RESPONSIVENESS: PRINCIPLES OF CULTURALLY RELEVANT AND DIVERSE PROGRAMMING. Pablo, MT: Salish Kootenai College, 1990. VHS, 59 min.

This tape reviews and shows in action ten principles adapted from the Head Start Multicultural Task Force and used on the Flathead Reservation in Montana. In order for early childhood programs to meet standards of quality and to foster acceptance and appreciation of differences in our diverse world, the issues of cultural relevance and diversity must be addressed, and this tape is an excellent place to start.

DIVERSITY. Co-produced and written by Janet Gonzalez-Mena. Barrington, IL: Magna Systems, Inc. 5 VHS, approx. 30 min. videocassettes + workbook.

The goal of this series is not to tell us the one right way to care for children, but to open our minds and promote discussion by exposing us to diverse perspectives on eating, sleeping, toileting, messy play, discipline, and privacy for children birth to six. A culturally diverse group of early childhood professionals watches and reacts to scenes taped in child care centers and homes with widely varying philosophies and practices. They struggle to find ways to express their own differing points of view, to improve parent-staff relations, and to integrate culturally responsive caregiving with developmentally appropriate practices.

Tape 1. DIVERSITY, INDEPENDENCE, AND INDIVIDUALITY. 1996. 30 min.

Shows how strongly held beliefs and values regarding individuality and independence lead caregivers to define good practice in very different ways. Examples are chosen to promote discussion rather than give answers.

Tape 2. DIVERSITY: CONTRASTING PERSPECTIVES. 1996. 29 min.

Goes more deeply into the differences between those who primarily value independence and those who primarily value interdependence. Seeing how these differences play out in delicate day-to-day caregiving situations, we are encouraged to understand diverse practices without labeling practices or people right or wrong.

Tape 3. DIVERSITY AND COMMUNICATION. 1996. 33 min.

Role-playing sessions show parent-staff disagreements over toilet training and dirty clothes. We see communication blocks and escalating arguments, threats and power plays. But we also see ways to negotiate, keep communication channels open, and create connections.

Tape 4. DIVERSITY AND CONFLICT MANAGEMENT. 1996. 27 min.

This is the only "how to" video of the series. It goes more deeply into conflict management and recommends a practical process called RERUN to open up communications between parents and teachers or caregivers: Reflect... Explain... Reason... Understand... Negotiate.

Tape 5. DIVERSITY, RECONCILING CONTRADICTIONS. 2000. 29 min.

Dr. Beverly Aquilar leads discussion and role-playing on the conflicts between parents' cultural practices and the U.S. child care profession's standards for developmentally appropriate practice. Asking questions about the correct age for toilet training and whether it's okay for adults to draw for children, the video recommends that we move beyond compromise to find a larger view that embraces diversity and incorporates it into the standards.

ENHANCING SELF-ESTEEM AND RESPECTING DIVERSITY. (Caring for Children, Tape 9.) Produced by Walter (Chip) Donohue and Jim Shaw, UW-Extension. Madison, WI: University of Wisconsin Board of Regents, 1991. VHS, 30 min.

Watch and listen as caregivers support and encourage children's positive feelings about themselves. Learn why self-esteem is so important and what the caregiver's role is in enhancing it and in teaching respect for diversity.

ESSENTIAL CONNECTIONS: TEN KEYS TO CULTURALLY SENSITIVE CHILD CARE.

Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education, 1992. VHS or **DVD**, 36 min. + booklet.

Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.

ESSENTIAL CONNECTIONS TALKING POINTS. Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education, 1998. VHS or **DVD**, 74 min. + booklet.

Supplementary video clips to help trainers structure group discussion of key topics in the video **Essential Connections: Ten Keys to Culturally Sensitive Child Care**. In the clips, Carol Brunson Phillips, Lily Wong Fillmore, and Louise Derman-Sparks broaden our point of view on many provocative and controversial topics, and caregivers do four role plays in which parents and providers from different cultures discuss specific disagreements about children's care.

INCLUDING ALL KIDS! : INCLUDING YOUTH WITH SPECIAL NEEDS IN SCHOOL-AGE CARE.

Eugene, OR: Northwest Media, 1997. VHS, 25 min. + 1 leader's guide.

Demonstrates five practical strategies for successful inclusion of children and teens with special needs in regular child care programs: offer a wide range of activities, maintain a consistent routine, give children the right kinds of help, encourage social interaction, and encourage full participation.

IT'S IN EVERY ONE OF US. By Wernher Krutein and David Pomeranz. San Francisco, CA: New Era Media, 1987. VHS, 5 min. + lyrics.

Inspirational musical reminder that we are all members of a global family.

PROTECTIVE URGES: WORKING WITH THE FEELINGS OF PARENTS AND CAREGIVERS.

Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education, 1996. VHS or **DVD**, 27 min. + booklet.

This video shows how caregivers can come to better understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver/child relationships. The tape first focuses on how caregivers can help parents with their fears and concerns and then suggests how caregivers can deal with their own feelings.

PROTECTIVE URGES TALKING POINTS. Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education, 1998. VHS or **DVD**, 33 min. + booklet.

Supplementary video clips to help trainers structure group discussion with caregivers about the video **Protective Urges: Working with the Feelings of Parents and Caregivers**. Dr. Alicia Lieberman points out that parents who were not taken care of as children violate the expectations of those of us who were taken care of and call up feelings of visceral rage. Three caregivers discuss various situations and feelings with Dr. Lieberman in order to further understand and resolve difficult parent/caregiver relationships.

RESPECTING DIVERSITY. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 10.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

Providing cross-cultural, non-sexist education for children from birth to age five. How prejudice develops and how to respect cultural differences.

SERVING BIRACIAL AND MULTIETHNIC CHILDREN AND THEIR FAMILIES. Berkeley, CA: Childcare Health Program, 2003. VHS, 22 min. + educator's guide (110 p.)

Shows child care providers how to integrate into an existing multicultural curriculum activities and materials that focus specifically on biracial and multiethnic children, and thus help biracial children develop a positive racial and cultural identity.

START SEEING DIVERSITY: THE BASIC GUIDE TO AN ANTI-BIAS CLASSROOM. Ellen Wolpert for the Committee for Boston Public Housing. St. Paul, MN: Redleaf Press, 1999. VHS, 52 min. + 1 guide (143 p.)

Although this is the story of the anti-bias approach evolved by a preschool in a public housing development in Boston, it is equally pertinent to school-age child care. Individual sections give concrete examples of six specific areas of bias: age, gender, sexual orientation, economic class, physical abilities and characteristics, and race and ethnicity. Recommends that we don't just contradict stereotypes as they come up, but that we use the whole program to get kids and adults to think critically about bias and to develop new understanding and the capacity to stand up for themselves and others.

STARTING SMALL: TEACHING CHILDREN TOLERANCE. Montgomery, AL: Margie McGovern, 1997. VHS, 58 min. + booklet (250 p.)

Video features classroom activities, teacher insights and commentary from noted child development specialists. Text includes classroom profiles, commentary, activities and resource guide.

THE TEN COMMANDMENTS OF COMMUNICATING WITH PEOPLE WITH DISABILITIES. By Tim Harrington. Columbus, OH: Irene M. Ward & Associates, 1994. VHS, 52 min. + guide.

Developed as a training tool for many situations in and out of the workplace, this video outlines ten keys to communicating with people with disabilities and uses humor to illustrate each one. The tape has two versions of the 26-minute long program, one closed-captioned and one open-captioned.

A THREE-WAY CONVERSATION: EFFECTIVE USE OF CULTURAL MEDIATORS, INTERPRETERS, AND TRANSLATORS. Boulder, CO: University of Colorado, 1999. VHS, 20 min.

Many tips on how professionals in a variety of educational and intervention settings can use cultural mediators, interpreters, and translators to help them effectively support, understand, and communicate with the diverse types of families needing services.

TO HAVE A FRIEND: BUILDING BRIDGES TO ESTABLISH FRIENDSHIPS. Portage, WI: Portage Project, 1995. VHS, 6 min. + guide.

Intended to make us aware, through pictures and music, of the differences and likenesses of all children including those with disabilities and those from different cultural backgrounds.

TRIBAL NATIONS: THE STORY OF FEDERAL INDIAN LAW. Fairbanks, AK: Tanana Chiefs Conference, 2006. **DVD**, 62 min.

Presents the history of federal Indian law in the United States and tells how federal policies have impacted the lives of American Indian and Alaska Native people.

VIVIAN GUSSIN PALEY AND THE BOY WHO COULD TELL STORIES. Muncie, IN: Ball State University, 2001. VHS, 24 min. + companion booklet.

Aaron is a big distraction--and therefore very interesting and stimulating to the other children--when Vivian Gussin Paley visits his classroom to demonstrate how she uses storytelling and storyacting with children. Rather than punishing and excluding Aaron, Paley treats him with the empathy she's trying to teach. Over the course of two days, Aaron and Paley show his teachers, his classmates, and the viewer just what an interesting story he can tell when allowed to do so in his own way. If you are trying to create an environment where all are valued, all have a place, and none are rejected, this video is a good place to start.

WE ALL BELONG: MULTICULTURAL CHILD CARE THAT WORKS. Australian Early Childhood Association, 1989. St. Paul, MN: Redleaf Press, 1993. VHS, 27 min. + trainer's guide.

An inside look at an Australian child care center where staff succeed in embedding authentic cultural diversity in every aspect of their care for children. Pam Schurch, the program director, outlines their key principles and methods while we see children, staff members, and parents experience the reality of an environment and program where all feel mutually supported and respected.

WHAT'S THE DIFFERENCE? Portland, OR: Mercury Productions, 1998. VHS, 8 min.

Designed to support teens with physical differences and educate their peers. The focus is on differences rather than handicaps or disabilities. The program shows the children enjoying all types of activities such as kayaking, hockey, skiing and shopping. The teens talk openly about their lives and differences.

See also the lists on Children with Special Needs: Inclusive Child Care; Language Development: English as a Second Language; and Children's Tapes: Diversity

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