

Being Responsive to Children and Families: *Culturally Responsive Practices*

CULTURALLY RESPONSIVE PRACTICES IN ERIKA'S CLASSROOM

Let's look through the eyes of Juan as he enters Erika's classroom with his mother, Lupe.

Volunteer: *Lupe carries Juan into the classroom. He is tearful because his grandmother, who had been visiting for a couple of weeks, recently returned to Mexico.*

- *Erika greets Juan and Lupe in their home language, "Buenos días. ¿Cómo están?" [Good morning. How are you?]*
- *When Lupe says goodbye, Juan sits on Erika's lap and looks at pictures in his family album.*
- *Juan eats scrambled eggs, beans, and tortillas for breakfast.*
- *Erika invites Juan to draw a picture to send to his grandma.*
- *The children sing a song during circle time that Juan's family shared with the group.*

To make your program culturally responsive to the children in your group, consider your:

- **Physical environment**—Put cultural objects provided by families in the learning environment. Provide books, photos, dolls, and other objects that represent a variety of cultures, including those of the children in your program.
- **Interactions with children and families**—Use words from children's home languages. Learn culturally appropriate ways of greeting families and helping children during routines.
- **Learning experiences**—Find ways to incorporate stories, music, and activities related to children's home lives and cultural traditions.

Let's identify some examples of these practices in Erika's classroom.

How was the physical environment culturally responsive to Juan?

How did Erika interact with Juan and Lupe in culturally responsive ways?

What are some examples of learning experiences that were related to Juan's home life and culture?
