**Curriculum Response Plan Day 2**

**Type of Curriculum Response (i.e. activity, environment, interaction etc…)**

**\_\_\_\_\_\_\_Family\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Type of Content Addressed (i.e. math, literacy, technology, social and emotional learning etc…)**

**Social and Emotional Learning\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Name/Title of Response: Career day, at DAP TOWN, USA \_\_\_ \_\_\_**

**Children’s Center/Program: DAP TOWN Age Group: 4-5**

**Desired Result Goal (Please use DRDP2010 language):**

**Children are effective Learners.**

**Outcome(s); Desired Result Measure(s) Number(s):**

Measure 6: Awareness of diversity in self and others: Child acknowledges and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community.

**Materials (list all):**

\*Parents/ Family members who are willing to spend time talking to children in the classroom

\* Large poster or paper where children can recall facts and teacher can keep note

\*Camera- to take pictures of presenters for reference and to put on the mosaic

**Preparation/Set Up:**

\*Children able to sit at a rug for a period of time and listen to presenters

\*Before presenters come share types of questions they could ask, or remind them they are there to learn and presenters will answer questions

**Procedures (steps) for implementing the response:**

\*Have parents/family, or community members come to talk about their jobs to the children,

\*would be great if they could bring tools they use in their jobs (i.e. stethoscope, walkie-talkies, hammer, whistles) or equipment outside that children could explore.

\*Children free to ask questions

\*Teacher takes note of what children say and ask, and pictures

\*Discuss how each person helps the community and what they provide (i.e. safety, food, and health care)

**Developmentally Appropriate:**

 By welcoming the children’s families into the classroom the teachers are building a classroom community. “By showing that each child’s family and culture are valued, teachers can promote children’s positive self-identity and help them to respect and appreciate similarities and difference among people” (Copple & Bredekamp, 2009, p.152). This is a valuable skill for young children to learn, though one child’s mother may be a nurse, and another child’s mother be a strawberry farmer, children must learn that every part of the community is important and appreciate difference in one another.