

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 35: CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE.**

**Domain 3:** Social and Emotional Development

**Sub-Domain:** Social Development

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

| DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT   |   |  |  |
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| SUB-DOMAIN: SOCIAL DEVELOPMENT   |   |  |  |
| APPRECIATING DIVERSITY   |   |  |  |
| GOAL 35: CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE. |   |  |  |
| Age Range  | Developmental Growth  | Child Indicators   | Caregiver Strategies   |
| <p><b>Birth through 8 Months</b></p>   | <p>Shows habituation to sameness in sounds, voices, and environmental conditions, and reacts to changes when differences occur.</p> | <ul style="list-style-type: none"> <li>▪ Focuses gaze and tracks people, sounds, and objects in the environment.</li> <li>▪ Reacts reflexively when startled by change in sounds or movement.</li> <li>▪ Calms to repetitious sound, voices, and movement.</li> <li>▪ Notices others' physical characteristics (e.g. reaches toward people).</li> <li>▪ Smiles in response to people's smiles, including familiar and unfamiliar people.</li> <li>▪ Reacts calmly, most of the time, to primary caregivers' faces and voices.</li> <li>▪ Reacts with curiosity to unfamiliar faces, voices, sounds, and tastes.</li> <li>▪ Distinguishes primary caregivers from others (as the baby progresses through this this age range).</li> </ul> | <ul style="list-style-type: none"> <li>▪ Share and explore family and community culture with child.</li> <li>▪ Model appreciation for diversity with family members, caregivers, and familiar adults in the child's environment.</li> <li>▪ Use familiar voices and intonation, familiar ways of moving a baby from place to place, and familiar songs, music, and lighting. Be mindful when introducing differences in these and acknowledge the child's different sensory experience by soothing and modeling a calm reaction to the changes.</li> <li>▪ Use sign language, gestures, words, varying tones of voice, various touches, and introduce various types of music and visual stimulation to expose the child to variety.</li> </ul> |

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| Age Range  | Developmental Growth   | Child Indicators   | Caregiver Strategies   |
| 6 to 18 Months   | Chooses primary caregivers and familiar people, but shows interest in unfamiliar people. | <ul style="list-style-type: none"> <li>▪ Recognizes self in mirror.</li> <li>▪ Observes strangers from a distance.</li> <li>▪ Seeks primary caregiver if stranger approaches too quickly.</li> <li>▪ Approaches and is curious about other children.</li> <li>▪ Plays in the presence of other children.</li> <li>▪ As unfamiliar becomes more familiar, accepts novel people and situations.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use picture books that depict people with similar and different appearances, eating habits, clothes, and houses.</li> <li>▪ Provide opportunities for child to interact with children and adults of similar and different gender, age, culture, and abilities.</li> <li>▪ In child care settings, providers can learn and use a few soothing words and words from the child's home language in common everyday functions.</li> <li>▪ Play music and sing songs in the languages of the children in a group.</li> <li>▪ Use words, gestures, and sign language to model how people communicate in similar and different ways.</li> </ul> |

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| Age Range  | Developmental Growth   | Child Indicators   | Caregiver Strategies  |
| 16 to 38 Months  | Become aware of simple similarities and differences between self and others. | <ul style="list-style-type: none"> <li>▪ Shows awareness of differences in gender and minor gender roles.</li> <li>▪ Shows awareness of similarities and differences in social norms for clothing and gender.</li> <li>▪ May verbalize general differences in gender, clothing, skin color, or hair color or style.</li> <li>▪ Show some awareness of the personal preferences of others (e.g. Daddy and I like to go to the Cracker Barrel).</li> <li>▪ Stares at people with unfamiliar physical characteristics (e.g. person on crutches, person with very long beard, person with purple hair).</li> </ul> | <ul style="list-style-type: none"> <li>▪ In the group care setting, provide materials and activities that reflect cultures of the children and families in the center.</li> <li>▪ Introduce child to people, experiences, interactions, and social settings that are similar and different from those they see in their daily lives.</li> <li>▪ Infuse child's environment with music, art, and words, sign language and books, stories, and poetry that is familiar, then offer some that is slightly different.</li> <li>▪ Talk to child about preferences, and ask questions or expand on their responses (e.g. "Which one do you like? Which one do you think Mommy would like?").</li> </ul> |

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| Age Range  | Developmental Growth  | Child Indicators  | Caregiver Strategies   |
| 36 to 60 Months  | Shows curiosity about differences and similarities between self and others. | <ul style="list-style-type: none"> <li>▪ Compares similarities or differences of others in his/her circle of contact (e.g. height, hair color, age, way of speaking, abilities).</li> <li>▪ Develops awareness, knowledge, and appreciation of own gender and cultural identity.</li> <li>▪ With guidance, includes other children in activities who are of a different gender, ethnic background, who speak other languages, or who have special needs.</li> <li>▪ Asks questions about other's families, ethnicity, language, cultural heritage, and differences in physical characteristics.</li> <li>▪ Demonstrates an understanding of inclusion or fairness through words and actions.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide opportunities for child to describe own physical characteristics.</li> <li>▪ Celebrate cultural, linguistic, and physical similarities and differences of all children and families.</li> <li>▪ Demonstrate and explain that one person may play different roles (father and teacher).</li> <li>▪ Invite parents and others from the community to tell stories and read books to children.</li> <li>▪ Host volunteer visitor days where people of all abilities, age, race, and gender are included.</li> </ul> |

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| 60 Months through Kindergarten   | Recognizes and is curious about differences and similarities in people. | <ul style="list-style-type: none"> <li>▪ Shows concern about personal fairness within a peer group (e.g. "I didn't get a turn. Everyone gets a turn. That's not fair.").</li> <li>▪ Sees obvious ability in other children (e.g. "Jamie sings really well." "Maria is a fast runner.").</li> <li>▪ Names and accepts differences and similarities in personal preferences (e.g. food preferences or favorite play activities).</li> <li>▪ Notices that other children might use different words for the same object.</li> <li>▪ Rarely examines a situation from another's perspective.</li> <li>▪ Sometimes defends self and others' rights for equal or fair treatment.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Discuss why it is positive to celebrate and learn about others' lives and experiences.</li> <li>▪ Actively address bias behavior and teach anti-bias responses ("Everyone gets to ride the trikes, both those who are fast riders and those who are slower.").</li> <li>▪ Engage child in songs, rhymes, and counting games in a variety of languages.</li> <li>▪ In classroom settings, staff can learn and use words for common daily events and actions from the home languages of children in the class.</li> <li>▪ Talk with parents of the children in group settings as menus are planned, to find out what foods are familiar and unfamiliar to each child in the class.</li> <li>▪ Assist child in developing simple rules for fair play.</li> <li>▪ Recognize that children may need help when negotiating fairness, and rules that are inclusive, and that children can follow.</li> </ul> |

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| <p><b>First, Second, and Third Grades</b></p>  | <p>Respects similarities and differences among people’s characteristics, and creates simple solutions for addressing issues of bias that arise in their daily lives.</p> | <ul style="list-style-type: none"> <li>▪ Acknowledge other’s strengths and abilities.</li> <li>▪ Positively compare and contrast self abilities and abilities of others.</li> <li>▪ Identify strengths and weaknesses of self and others and create ideas about how each can help the other.</li> <li>▪ Names and acknowledges differences and similarities in preferences (food preferences or favorite play activities).</li> <li>▪ Recognizes that different languages include different ways to say the same thing.</li> <li>▪ Shows curiosity about obvious differences (e.g. gazes at others, inquires about differences from adults, other children, or from the child who is different).</li> <li>▪ Examines a situation from others’ perspective.</li> <li>▪ Comments about stereotypes and culturally or linguistically unfair or biased behavior.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Demonstrate and explain why it is positive to celebrate and learn about others’ lives and experiences.</li> <li>▪ Learn strategies for offering anti-bias responses, to be ready to give supportive advice when children bring up differences and bias behavior.</li> <li>▪ Actively address bias behavior and teach anti-bias responses.</li> <li>▪ Engage child in songs, rhymes, and counting games in a variety of languages.</li> <li>▪ Plan activities where you and the children think of many creative ways to approach a situation, then, select those that are fair and kind.</li> <li>▪ Assist children to discuss issues where similarities and differences cause conflict.</li> </ul> |