

Guideline 1: To help children have authentic learning experiences about people by studying what they do or how they feel

<u>Authentic experiences</u>	<u>Less than authentic experiences</u>
<ul style="list-style-type: none"> - interact and inter-relate with persons of their own or another culture - attend/participate in authentic celebrations and festivals - listen to/watch persons from their own or another culture sing, play authentic instruments, dance, speak their languages, do craft or art work - participate in a "situation play" - wear traditional clothing from their own culture 	<ul style="list-style-type: none"> - dance like "Indians," Watusi, Tahitians, etc. - drum like Navajo, Bantus, Maoris, etc. - sing like Menominee. Ashanti. Hmong, etc. - speak like Hindus, Eskimos. Chinese, etc. - "play Indian" - wear traditional clothing or (even worse!) imitations of traditional clothing of another culture - portray persons from other cultures in plays, dramas, etc. unless no one from those cultures are available and then only with authentic costumes and make-up

Guideline 2: To help children have authentic learning experiences about people by studying what they make or produce

<u>Authentic experiences</u>	<u>Less than authentic experiences</u>
<ul style="list-style-type: none"> - read (or have read to them) authentic stories or literature - see, appreciate authentic art forms - copy authentic art forms or designs on paper - make models of authentic arts forms using the same or similar materials - listen to authentic music - cook and/or eat authentic foods and beverages - make and/or wear authentic jewelry - play authentic games 	<ul style="list-style-type: none"> - make houses, pots, baskets, rugs. jewelry. toys, etc. out of paper, cardboard, etc.* - compose songs or write "legends" for another culture* - make replicas of items used in religious ceremonies or for spiritual purposes

* These activities can be made more authentic by having the children work with or under the direction of a person from the culture in question who can explain meanings and share experiences. **It** is a good idea to provide some sort of follow-up with the children after the activity to emphasize the interaction with the person rather than what was made, cooked, etc.

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