

Keeping it real:



Using persona dolls to set the stage for developmentally appropriate teaching about culture, identity, social skills, and bullying
National Indian Head Start Directors Conference

Lets Begin:

Please select a photo of a doll from the stack on your table.

Find at least one person who has the same doll picture as you.

Why did you chose this doll?

What does your doll choice tell us about YOU?



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book curriculums)

www.amazeworks.org



Persona Dolls: Become a part of the classroom



Look mom, no cortisol

**Let children learn by
teaching**



**Support children to value language and
culture**

**Give opportunities to offer peer
to peer advice - cementing social
skills**

**Give children a chance to practice
standing up to teasing and bullying**



Let's see how it works!

“ [introduction](#) ”



Using Personna Dolls
It's as easy as 1,2,3





1. Choose a doll and create a persona for it



2. Tell a story

3. Involve the children



Choosing a doll



Any doll can be a persona doll, as long as it has realistic hair and facial features that match its skin color and the ethnic and cultural identity you have given it.

Life sized dolls can wear real kids clothes and shoes that can be purchased second hand and are easier to incorporate glasses, leg braces and special dress-up clothes when appropriate.

Many teachers start with one and expand as their comfort level increases. More dolls can mean more general diversity and differences between dolls

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Windows and Mirrors



Create a persona

"Stereotypes

"Windows

"Mirrors

"Personality building blocks



Build a story :



“Make it simple

“Build from familiar to unfamiliar

“Include open ended questions

“Remember windows/mirrors

“[Helping Rahma](#)

“[Rahma 2](#)



Crucial Conversations

As the doll becomes a beloved member of the classroom you can introduce:

social problem solving

diversity and stereotypes

identity
culture
language

fair/unfair

standing up to teasing bullying and prejudice



Create a story:



What did the doll do?

Why did the doll do it? ...

How did the doll feel?

Where will you create empathy for the doll?

What help can your group offer?

...

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Language and culture

- “ **What** does the doll know about him/her self?
- “ **How** does the doll feel about it? (proud, confident, happy, connected and loved)
- “ **Where** are the windows into the story for your group?
- “ **When** can you build in engagement between the doll and your group?

Teasing and bullying



- "Bias based
- "Acknowledge nervousness and fear
- "Empathy for both children
- "Create windows and mirrors



Creating the story

Which perspective will you use?

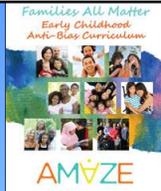
- " **Child who is targeted?**
- " **Child who is trying out teasing, bullying or excluding?**
- " **Child who is observing?**
- " **How will you teach new skills?**



How do the dolls fit in your work?

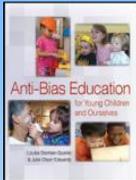
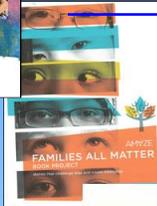


Resources



www.amazeworks.org

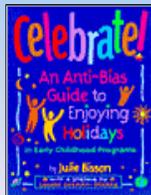
persona dolls,
anti-bias
early childhood and
elementary
curricula



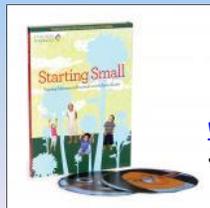
www.naeyc.org
Anti-Bias Education,
Louise Derma Sparks



we all matter
family childcare curriculum



Celebrate - Julie Bisson



www.teachingtolerance.org
Starting Small



“Unless someone like you cares
a whole awful lot, nothing is
going to get better. It's not.”

Dr. Seuss