
Support for this publication was provided by a grant from Caring Across Communities, a national program of the Robert Wood Johnson Foundation.
MS 394 & NYU ParentCorps
Invite you to celebrate culture with a HOLIDAY EVENT
Come enjoy refreshments and raffles!

DATE
TIME
LOCATION

All parents of K and 1st grade students invited to attend.
For more information or to RSVP, contact:

Parent Coordinator
NYU School Coordinator
TL
Dear Parent,

For the first time this year, ParentCorps is hosting monthly workshops for all parents of K and 1<sup>st</sup> grade students at MS 394. You should have received a flier with this information in your child’s backpack.

Because of your past involvement in ParentCorps, we wanted to take this opportunity to extend to you a personal invitation to our first event. The event will be a celebration of parenting, culture and the holidays.

We hope you are enjoying the holiday season and we look forward to celebrating this time of year with you!

Sincerely,

PC staff name
I. Welcome & Introduction

A. Explanation

1. Welcome! Thanks to all of you for coming to our first Bridges workshop. We know how hard it is to make time in your schedule to be here so we really want to acknowledge the effort you all put into coming to this workshop.

2. My name is [XX], from the [Organization]. For those of you who don’t know me directly, I work with [Team Leader’s name] from NYU as part of the ParentCorps and Bridges programs. Bridges will be offering workshops once a month to all parents at the school in partnership with your school’s parent coordinator, [XX], and we’d like to thank him/her for being a part of this with us. I also want to introduce [XX], a parent here at PS [XX], and [XX], who many of you have already met over the past few months. He/she is involved in Bridges by working with the parent community at the school to make sure parents are informed about ways the events going on in the school. Finally, before we begin, we want to acknowledge the support of your principal, [XX] [mention AP as appropriate].

3. We’d like to start by telling you a little bit about what we hope to do in these workshops. First, let me ask, how many of you participated in Bridges last year? [IF THERE ARE PAST PARTICIPANTS, ASK THEM IF THEY WANT TO SHARE THEIR EXPERIENCES]. We will be meeting once a month from now through the end of the school year [HAND OUT WORKSHOP FLIER]. Each month, we will talk about culture and how we can teach our kids about culture in a way that will help them understand who they are, feel proud of who they are and build important skills that will help them do well at school. Generally, we are going to refer to this as “ethnic socialization.” Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of young children.

4. Before we start talking about culture during the holidays, it would be great to hear who you are, where you are from (i.e., family background) and how old your child/children are. [Facilitate introductions].

II. Kwanzaa, [Eid] & Christmas

A. Explanation

1. So today, because it is the holiday season, we want to talk about Christmas and Kwanzaa [ADD Eid as appropriate here and anytime you see this symbol.featured]. The holidays are a great time to talk about culture with kids and specifically to teach them about traditions, values and foods associated with your particular culture.

2. Of course, before we teach our kids about culture, we need to think about what to tell them and how. So we’re going to do things today during this workshop
to give you ideas about what kinds of things you can do with your child(ren) at home.

3. How many of you celebrate Christmas? How many of you celebrate Kwanzaa?
   a. Assuming some people celebrate both: It is important for kids from different cultural backgrounds living in the US to learn not only about their native culture, for example by celebrating Kwanzaa, but also about US culture, for example by celebrating Christmas. Of course, kids learn pretty easily about US culture through TV, books, music and their friends. So we are going to be talking about US culture but we are going to be emphasizing the kids’ native culture even more.

B. Activity
1. Who knows what the most popular or common symbol of Kwanzaa is?
   a. A “kinara” or candleholder.
2. What does the kinara represent? How is it used during Kwanzaa?
   a. The candle holder represents ancestors and the candles each represent a principle that is important in the African American culture. Each day of Kwanzaa, a candle is lit to honor one of the 7 principles.
3. We’re going to play a game to see how much we know about the 7 principles of Kwanzaa.
   a. Split the group up into teams (anywhere from 2-4 teams, depending on number of participants).
   b. Each team is to come up with as many principles of Kwanzaa as they can. If the team members do not know any of the principles, encourage them to think of the principles that they believe are fundamental to African American culture.
   c. Each team then presents their answers to the large group. Record responses on flip chart.
   d. Pass out a deck of Kwanzaa matching cards to each team. Each deck contains the 7 principles and 7 symbols of Kwanzaa in Swahili and in English. Have each team match the Swahili and English terms.
   e. Summarize by identifying and defining each principle in English/Swahili.
   f. You can keep points for correct answers and declare a winner. Use the Kinara to keep points (i.e., put a candle in for each correctly named principle).

C. Activity
1. Who knows what the most popular or common symbol of Christmas is?
   a. Christmas tree
2. What does the Christmas tree represent?
   a. The evergreen fir tree represents the triumph of life over death and is a sign of hope.
3. Christmas has become a mainstream holiday that means different things to different people. For some people, there is a strong religious aspect to it. For
others, it is entirely non-religious. Regardless, it is celebrated in unique ways with unique traditions.

a. *Have participants get back into their teams (anywhere from 2-4 teams, depending on number of participants).*

b. *Have each team member talk about what Christmas means to them and what they would like to teach their children about Christmas.* Based on their answers, they are to make 2-3 christmas ornaments to represent what is important about Christmas in their family.

c. *Each team then presents their ornaments to the large group. After doing so, they are to place their ornaments on the tree.*

D. Eid (TO BE INCLUDED FOR SCHOOLS WITH MUSLIM FAMILIES)

1. An important Muslim holiday that is celebrated this month is Eid. Is there anyone here who can share with us the activities and traditions they follow for Eid?

E. Explanation

1. We hope the discussions we’ve had and the activities we’ve done have given you some ideas about how to teach your children about these important cultural holidays. We are also giving you a folder with activities and recipes to do at home with your children as you celebrate the holidays.

2. Before we end with some paperwork, we want to do a raffle to give away the kinara, the Christmas tree, and some children’s books. *Do raffle.*

III. Wrap up & Consenting

A. Explanation

1. We want to end by discussing some optional paperwork with you. We would like to get as much information on whether the activities that we are providing are useful and interesting to you. To give us this information, you would sign up as a participant in a research project after hearing all the details related to what is involved for participation.

   a. *Explain the consent form and give parents time to complete it.* Emphasize that consenting is optional and discuss confidentiality.

2. Satisfaction with the groups

   a. “We would like for you to feel comfortable sharing your thoughts about the groups with us. We are here to offer you a service that should feel helpful and worth your time. So we will also be asking you to complete a short form about how helpful you find each workshop. This will help us keep track of which workshop are the most helpful and what aspects of each workshop you feel most satisfied with. You will not be asked to put your name on the questionnaires and your responses will be confidential.”
MS 394 & NYU ParentCorps
Invite you to a workshop

Parenting & Culture

Come enjoy refreshments and raffles!

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LOCATION

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For more information or to RSVP, contact:
Parent Coordinator
NYU School Coordinator
SESSION TWO

I. Welcome & Introduction  
   A. Explanation  
      1. Welcome! Thanks to all of you for coming to our second Bridges workshop. We know how hard it is to make time in your schedule to be here so we really want to acknowledge the effort you all put in to coming to this workshop.
      2. My name is [XX], from the ParentCorps program at the NYU Child Study Center. For those of you who don’t know us directly, ParentCorps has been working with Pre-K and Kindergarten students, parents and staff in your school since 2005. This year we are offering the Bridges program, which includes these workshops for parents of K and 1st grade students. We are offering this workshop in partnership with your school’s parent coordinator, [XX], and we’d like to thank him/her for being a part of this with us. We also want to introduce two other people who are partnering with us to provide these workshops. They are: [XX], a parent of a 1st grader here at PS [XX], and [XX], a staff member from [community agency]; they have been involved in Bridges in many ways, for example, by helping us to get to know the community and the experiences of parents in this community. Finally, before we begin, we want to acknowledge the support of your principal, [XX] [mention AP as appropriate].
      3. As I mentioned, this is our second workshop. For our first workshop, we met to celebrate different cultures during the holiday season. (Acknowledge participants who came to first workshop). Starting this month, we will be meeting once a month through the end of the school year [HAND OUT WORKSHOP Flier]. Each month, we will talk about culture and how we can teach our kids about culture in a way that will help them understand who they are, feel proud of who they are and build important skills that will help them do well at school. Generally, we are going to refer to this as “ethnic socialization.” Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of K and 1st grade students.

II. Risk and Protection  
   A. Discussion  
      1. The reason we are going to focus on issues of culture is because we believe that those issues are important to deal with if we are to help our children succeed and do well in school.
      2. What are things that make it difficult for kids to do well in school? Ask group.
         a. Poverty/Financial stress
         b. Crime and violence
         c. Immigration
         d. Social isolation
         e. Lack of English skills
f. Prejudice and Discrimination
   i. As group calls out stressors, label them as “risk” factors and list on the flip chart.

♀ Note to the facilitator: Be sensitive to group reactions of stereotyping, both in terms of group member perceptions of this message coming across as stereotyping minority communities and in terms of group members talking about high risk environments in stereotyping ways. And emphasize the message below.

ii. Not everyone who is exposed to a risk factor develops a problem. For example, we know that kids who live around pollutants are at risk for developing asthma. So what does this mean? Not that every child who lives around pollutants will develop asthma, but that as a group, these children are more likely to develop asthma than a group of children who do not live around pollutants. In the same way, kids who are exposed to risk factors like poverty or discrimination will not automatically develop a mental health problem. But they are more likely to develop mental health problems than kids who do not face these risk factors.

3. What are things that help kids do well in school? Ask group.
   a. Role of family—both immediate and extended
   b. Bilingualism
   c. Religion
   d. Emphasis on hard work and achievement
   e. Ethnic identity—children’s understanding of who they are and what group they belong to
      i. As group calls out strengths, label them as “protective” factors and list on the flip chart.

4. Present model of risk and protection (see handout). For everyone, there are influences that are “risk factors” that are stressful and make mental health problems more likely and there are influences that serve as “protective factors” that are helpful and make mental health problems less likely. When we’re able to tip the balance towards the protective factors and away from the risk factors, then we are more likely to prevent mental health problems. This is why as educators and parents, we want to help children experience more of the protective factors, like ethnic identity—so that we can help them develop in healthy and successful ways.

III. ETHNIC SOCIALIZATION  intox = 30min; tbook = How I learned about my culture

A. Explanation
   1. So how do we help children develop an ethnic identity? Remind group about definition, then ask group for ideas.
      a. Validate group ideas. Ethnic socialization is the process by which adults, typically parents, teach children about their ethnicity and culture. It includes teaching strategies and messages about ethnicity. Ethnic socialization allows children to develop an ethnic identity.
b. Research shows us that ethnic identity is associated with:
   i. Better academic achievement
   ii. Lower rates of substance use
   iii. Higher rates of self-esteem
   iv. More sophisticated social skills
   v. Better family relations

   ♦ This is the same idea as the one we were just talking about; that ethnic identity may help “protect” children from some problems.

☞ Note to the facilitator: The group should be sold on the idea of the importance of ethnic identity as this is the concept on which the whole workshop series is based. Help the group become enthusiastic about the potential for helping children through ethnic socialization.

B. Activity

1. As you all just mentioned a few minutes ago, parents take the lead role in teaching their kids about culture. Each one of us learned about our culture from our family, starting when we were young children. In other words, each one of us developed an ethnic identity based on the ethnic socialization from our families. Think about a time when you learned something important about your culture. What did you learn and how did you learn it?

2. Ask group members to share experiences of their own ethnic socialization.
   a. Who taught you about culture? How did they teach you? What was your experience in receiving positive messages about your culture? How did that make you feel? What impact did it have on you?
   b. Help the group see the importance of messages that parents send to their kids about culture. Emphasize stories in which cultural messages had a big impact on a group member’s life.

3. We’re going to start to wrap up but before we end, I want to point out that many of you shared some really important and really powerful stories that you remember many years later. For some of you, it seems like this one message that you received from your parents/grandparents/family members is something that you carried with you throughout your childhood and into your adult life. I would like to suggest that you each think about sharing this story with your child—tell them what you were taught about your culture and what it meant to you to receive that message. When we meet again, we will continue to talk about ways to teach our kids about cultural issues but this will be a great place to start.

IV. Wrap up & Consenting

A. Explanation

1. We want to end by discussing some optional paperwork with you. We would like to get as much information on whether the activities that we are providing are useful and interesting to you. For those of you who did not attend the last
workshop, this means that you would sign up as a participant in a research project after hearing all the details related to what is involved for participation.

a. Explain the consent form and give parents time to complete it. Emphasize that consenting is optional and discuss confidentiality.

b. CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!

c. For parents who choose to complete the assessment packet in your presence, CHECK THE PACKET FOR COMPLETION! Then pay the parent $15 for the completed packet.

2. Satisfaction with the groups

a. “We would like for you to feel comfortable sharing your thoughts about the groups with us. We are here to offer you a service that should feel helpful and worth your time. So we will also be asking you to complete a short form about how helpful you find each workshop. This will help us keep track of which workshop are the most helpful and what aspects of each workshop you feel most satisfied with. You will not be asked to put your name on the questionnaires and your responses will be confidential.”

3. Again, thanks for coming and we hope to see you next time, on February 5th!
## PARENT WORKSHOPS

### PS 394

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Risk & Protection

Children learn and experience influences that may be either positive or negative. Positive influences may serve to protect them from problems. Negative influences may serve to increase their risk for problems. Problems that children may have include feeling sad or worried, misbehaving at home or in school and doing poorly with their schoolwork.

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It’s in the balance:
Children who have many protective factors and few risk factors are less likely to have problems. Children who have many risk factors and few protective factors are more likely to have problems.
How I learned about my culture

Each of us has a culture. Each of us learns about our culture from our family. In other words, each one of us developed an _ethnic identity_ based on the _ethnic socialization_ from our families.

Think about a time when you learned something **positive** or important about your culture.

* What did you learn and how did you learn it?

Consider sharing this story with your child. It will be a great way to start a conversation about the importance of culture.
BRIDGES PARENT WORKSHOP
SESSION THREE

I. Welcome & Introduction

1. **Explanation**
   
   1. Welcome! Thanks again to all of you for coming to our third Bridges workshop. We know how hard it is to make time in your schedule to be here so we really want to acknowledge the effort you all put in to coming to this workshop.
   
   2. My name is [XX], from the ParentCorps program at the NYU Child Study Center. This year we are offering the Bridges program, which includes these workshops for parents of K and 1st grade students. We are offering this workshop in partnership with your school’s parent coordinator, [XX], and we’d like to thank him/her for being a part of this with us. We also want to introduce two other people who are partnering with us to provide these workshops. They are: [XX], a parent of a 1st grader here at PS [XX], and [XX], a staff member from [community agency]; they have been involved in Bridges in many ways, for example, by helping us to get to know the community and the experiences of parents in this community. Finally, before we begin, we want to acknowledge the support of your principal, [XX] [mention AP as appropriate].
   
   3. As I mentioned, this is our third workshop. Some of you have been with us so far and we are excited to see you again. Each month, we will continue to talk about culture and how we can teach our kids about culture in a way that will help them understand who they are, feel proud of who they are and build important skills that will help them do well at school. Generally, we are going to refer to this as “ethnic socialization.” Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of K and 1st grade students.

II. Ways we teach our kids about culture

A. **Explanation**

   1. We’ve talked about ethnic socialization for the past two months. These are the ways in which we teach children ethnic identity. One of the ways that children learn about their ethnicity is through their environment. In other words, the physical elements of the school/home teach kids about their ethnicity.

III. Activity

1. You may have heard of some experiments from the 60s that showed that black children as young as 6 years old preferred white dolls over black dolls. This suggests that by the time our kids are entering 1st grade, they have learned that society prefers white over black. How do you think kids are getting that message? Allow parents to offer ideas on how society teaches young children that white is better than black.
a. Clearly, the materials that we have visible to our children send an indirect but strong message to students about what is desirable. What kinds of materials do your children see at home? What about in the media? Allow group members to brainstorm.
   a. Toys, pictures/posters, books, magazines, music, dress up clothes… So we see that a child’s environment can play a very important role in ethnic socialization and in developing a child’s ethnic identity.

b. So let’s take a quick poll. I am going to hold up two samples of an object, like a doll. After I show them both to you, I want you to let me know which one of these two objects you think your child would prefer to have. Leader should hold up a white and black doll. Then raise the white one and black one, in turn, and ask participants to raise their hand for the preferred doll. Repeat with the other materials (placemats, books).

c. Have a discussion related to the societal messages regarding ethnicity in culture and what parents can do in the materials they provide to counteract these messages.

B. Activity

   = White paper & boxes of 8 and 64 crayons

   1. Divide group members into Group A and Group B. Group A will be given boxes of 8 crayons and Group B will be given boxes of 64 crayons.
   2. Have each group member draw a picture of themselves and their Kindergartener or 1st grader. Ask them to be as realistic as possible.
   3. Have group members share what they drew—what are the characteristics they drew and what do those say about them as a person? How rich and detailed are their pictures? Note differences between A and B pictures.
   4. For Group B: What were the advantages of having more crayons?
   5. For Group A: How would their drawings have been different with more color options? How much more interesting and more representative would they have made their pictures?
      a. Drive home the point by asking the group if anyone preferred or would have preferred to have the box of 8 crayons.
      b. Tie in this activity to the importance of the environment and what materials we provide our children. Something as simple as a self-portrait using realistic tone colors can send a message of acceptance to children.
      c. The explicit message that we can provide to children with an activity like this is that all colors are beautiful and that the more variations and shades of color we have, the more rich, interesting and realistic our view of the world.

II. Suggested Home Activity

   = Home activity sheet & multicultural crayons

   A. Realistic self-portraits

      1. We would like you to spend some time this week or next drawing and coloring with your child. For this activity, we’d like you to make a self-
portrait and have your child make a self-portrait. Use multicultural crayons or makers.

III. Wrap up & Consenting

A. Explanation

1. We want to end by discussing some optional paperwork with you. We would like to get as much information on whether the activities that we are providing are useful and interesting to you. For those of you who did not attend the last workshop, this means that you would sign up as a participant in a research project after hearing all the details related to what is involved for participation.
   a. Explain the consent form and give parents time to complete it. Emphasize that consenting is optional and discuss confidentiality.
   b. CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!
   c. For parents who choose to complete the assessment packet in your presence, CHECK THE PACKET FOR COMPLETION! Then pay the parent $15 for the completed packet.

2. Satisfaction with the groups
   a. “We would like for you to feel comfortable sharing your thoughts about the groups with us. We are here to offer you a service that should feel helpful and worth your time. So we will also be asking you to complete a short form about how helpful you find each workshop. This will help us keep track of which workshop are the most helpful and what aspects of each workshop you feel most satisfied with. You will not be asked to put your name on the questionnaires and your responses will be confidential.”

3. Again, thanks for coming and we hope to see you next time, on February 5th!
Use these “multicultural” crayons so that you and your child can each make a self-portrait. Talk about your pictures. Use this time to talk to your child about skin color using positive terms, like “coffee toffee” or “golden brown.” Help your child see the beauty of being who he or she is!
SESSION 4

IV. Welcome & Introduction  

1. Explanation

   1. Welcome! Thanks again to all of you for coming to our fourth Bridges workshop. We know how hard it is to make time in your schedule to be here so we really want to acknowledge the effort you all put in to coming to this workshop.

   2. My name is [XX], from the ParentCorps program at the NYU Child Study Center. This year we are offering the Bridges program, which includes these workshops for parents of K and 1st grade students. We are offering this workshop in partnership with your school’s parent coordinator, [XX], and we’d like to thank him/her for being a part of this with us. We also want to introduce two other people who are partnering with us to provide these workshops. They are: [XX], a parent of a 1st grader here at PS [XX], and [XX], a staff member from [community agency]; they have been involved in Bridges in many ways, for example, by helping us to get to know the community and the experiences of parents in this community. Finally, before we begin, we want to acknowledge the support of your principal, [XX] [mention AP as appropriate].

   3. As I mentioned, this is our fourth workshop. Some of you have been with us so far and we are excited to see you again. Each month, we will continue to talk about culture and how we can teach our kids about culture in a way that will help them understand who they are, feel proud of who they are and build important skills that will help them do well at school. Generally, we are going to refer to this as “ethnic socialization.” Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of K and 1st grade students.

TEACHING TOLERANCE & RESPECT  

B. Explanation

1. Living in a diverse community and world means that you and your children must be prepared to deal with differences and conflicts between groups. Having children develop a strong ethnic identity by learning to understand and feel proud of their ethnicity does not imply that children will have less acceptance or respect for other ethnic groups. In fact, a core part of ethnic identity is learning to interact successfully with others.

   a. Ask group members whether they see inter-group conflicts with this age group—gender groups, racial groups, immigrant groups, ethnic groups, students with limited English. How do they handle it? Refer to tools for resisting prejudice outlined in handout).

   b. Role Play
1. Have parents role play a situation in which they are children playing on a playground. One child is black and all the other children are not. Allow them to act in whatever way they think those children would in real life (i.e., do not tell them to reject the black child but rather tell participants to play it out according to their reality).

2. Discuss issues of prejudice and discrimination in American society. How can parents support their child in learning about the realities of prejudice?
   a. Explain discrimination in ways that your child can understand
   b. Teach your child how to respond if they are discriminated against (refer back to role play as appropriate).
      a. Ignore, say something funny or clever, ask an adult for help
      c. Build up your child’s ethnic identity. Your child will believe your message that he is a beautiful, smart and good black boy more than he will believe the message that he is bad and stupid from a stranger at the park. But you must repeat your message a lot!
      d. Encourage your child to respect and accept others, regardless of their race or ethnicity

3. So let’s turn to this last suggestion, of teaching children to respect all others. Let’s do an activity to help us think this through from a child’s perspective.

D. Activity: Tangerines
   1. Hand out tangerines so that each parent has one. Tell parents to closely examine their tangerines and get to “know” them. Have them look for identifying characteristics about their tangerine—what distinguishes their tangerine from the rest. Then collect the tangerines in a basket and mix them up. Have parents create a circle and pick their tangerines out of the basket. All or most parents should easily find their tangerine. Ask parents, “How were you able to identify your tangerine?” The discussion should center around physical and visible characteristics. Next, have parents peel their tangerine (but not eat them!). Once they are all peeled, have parents place them back in the basket. Again, ask parents to pick their tangerines out of the basket. This time, it should be impossible for parents to pick out their tangerines. Use this to help parents talk about the lesson that they can share with their child of how people are different on the outside but the same on the inside.

E. Discussion
   1. This is one way in which young children can learn one fundamental lesson—which is to respect differences because ultimately, we are all the same on the inside. This respect for external differences, such as the color of our skin, will help lay the foundation for getting along with others who are different than they are. Children, and adults for that matter, often fear or resent things that are unfamiliar or that they know little about. So one of the most important
things to do with your child is help him or her learn as much as possible about all other cultures. How can you do that? Allow group to brainstorm.

a. Present multicultural materials
b. Watch videos or shows of different cultures
c. Go to museums to teach about world cultures
d. Go to playgrounds or other areas in which your child can interact with children from different cultures
e. Set up play dates with children from different cultures

♦ How else can you ensure that your children interact with children from other cultures?

F. Activity: “Reverse musical chairs”  
   1. Place chairs in a line or circle with one less chair than there are group members. Tell group members that we are playing a version of musical chairs. Play the music. When it stops, instruct everyone to find a seat. Then instruct group members to find a way to seat the extra person. At the end of each round, remove another chair and continue to find ways to accommodate the extra people (i.e., sit in laps, stand on rungs of chair, squeeze in).

IV. Raffle
   A. Identify the parent who brought the most new parent participants with him/her. The new participants must be parents of K or 1st graders in that school. The person who brought the most friends wins the “Matching” game. Also raffle off the books provided to you for this session.

V. Suggested Home Activity
   A. Tangerine activity
      1. Give parents a small bag of tangerines and a description of the activity.
      2. Have parents repeat tangerine exercise at home with their children.

VI. Wrap up & Consenting
   A. Explanation
      1. We want to end by discussing some optional paperwork with you. We would like to get as much information on whether the activities that we are providing are useful and interesting to you. For those of you who did not attend the last workshop, this means that you would sign up as a participant in a research project after hearing all the details related to what is involved for participation.
         a. Explain the consent form and give parents time to complete it. Emphasize that consenting is optional and discuss confidentiality.
         b. CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!
         c. For parents who choose to complete the assessment packet in your presence, CHECK THE PACKET FOR COMPLETION! Then pay the parent $15 for the completed packet.
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3. Again, thanks for coming and we hope to see you next time, on DATE OF NEXT WORKSHOP!
Teaching Children Tolerance and Respect

Choose your friends by their character and your socks by their color. Choosing your socks by their character makes no sense and choosing your friends by their color is unthinkable.—Anonymous

Tools to help children resist prejudice

• Learn about culture, particularly of those in your surrounding neighborhoods and communities, so that you can educate your child
• Include culture in your conversations and activities with your child
• Watch videos or TV shows of different cultures
• Go to museums to teach your child about world cultures
• Have multicultural materials (books, toys) available in your home
• Create friendships with diverse groups of families. Show your child that you, as a parent, accept people for who they are, not where they come from
• Encourage your child to create friendships with diverse groups of children at school
  o Talk to your child about the importance of inclusion and respect for differences
  o Go to playgrounds or other areas in which your child can interact with children from different cultures
  o Set up play dates with children from different cultures
• Help your child to communicate and negotiate with other children when conflict arises
HOW TO OVERCOME PREJUDICE

☑ DON'T pre-judge people. Get to know them as individuals before you decide whether or not you like them.

☑ TREAT people the way you want them to treat you.

☑ STAND UP for people who are being treated with prejudice. Don't go along with the crowd when people are being unfair to someone.

☑ LEARN about other cultures, countries, and peoples.
PERSONAL BIAS: A Reflection Exercise

Explore your experiences with and attitudes about difference by asking yourself these questions.

1. The first time I became aware of differences was when ...

2. As I was growing up, my parent(s) taught me that people who were different from us were...

3. As I was growing up, my parent(s) taught me that people who were like us were ...

4. A time I was mistreated because of my own difference was when ...

5. A time I mistreated someone for being different was when ...

6. I feel most comfortable when I am around people who ...

7. I feel least comfortable when I am around people who ...

8. The memories I have of differences affect my parenting by ...
Find out more about what your children think in order to know what misconceptions may need to be corrected. After you have determined what they think, respond with a simple, "I'm trying to understand why you said that, but I don't see it that way." Be direct. Be brief. Use language your children will understand. Questions that might be addressed include the following:

"How is a prejudice different from a dislike?"

Prejudice is having an opinion or idea about a member of a group without really knowing that individual. A dislike is based on information about and experiences with a specific individual.

"Why don't people like those people? Why do people call them names?"

One answer could be: "Some people make judgments about a whole group people without knowing very much about them. Sometimes people are afraid of those who seem different from them and, unfortunately, they express that with name-calling and negative treatment. When people grow up with these ideas, sometimes it's hard to get rid of them."

It is important for children to know that they can help to overcome racism, sexism and all forms of bigotry. Show them how the choices they make can help to create a fairer world: "When a lot of children like you grow up, differences will become less and less important, and people will respect each other even for their differences."

"Why do those people look (or act) so funny? Why can't he walk? Why do they believe such strange things?"

Children need to realize that all people are different. It is important to communicate to children that we often think others are different simply because they are unfamiliar to us. We don't think our own beliefs and appearances are strange or funny because they are what we're used to. Point out that we must appear different to others, too.

"I don't like (name of group) people."

Such a comment needs to be handled carefully. It is important that you address such comments without making your children become defensive. With young children, the tone of the discussion should be one of exploring their thinking. A discussion might go as follows:

"You sound as if you know all the people who are (name of group), and that you don't like any of them. You can only like or dislike people you know. If you don't know someone, you can't have a good reason for liking or not liking them. There are children you may not like to play with, but their skin color (religion, accent, appearance, size, etc.) should have nothing to do with it." Discuss with your children the character traits they look for in their friends, such as kindness, honesty, etc.

Scapegoating:

Blaming an individual or group when the fault actually lies elsewhere. Prejudicial attitudes and discriminatory acts can lead to scapegoating.
"Name-calling? I didn't mean anything!"

Often young children do not know the meaning of the words they use, but they do know that the words will get a reaction from the victim. Children need to learn that such language can hurt other people, and is as bad as throwing rocks. Children who yell a racist or other hurtful name in anger should be talked to right away. They must learn not to throw objects at or say hurtful words to other children. Children need to understand that they have made a mistake and have hurt someone. A discussion might include the following ideas:

"You were angry at Tom and you called him a hurtful name. You need to know that words can hurt. When people get hurt by words, they don't get cuts or bruises on the outside, but they are hurt on the inside. You may have been really upset at something Tom did; but instead of telling him what you didn't like, you called him a word that is used to hurt people. If you told Tom what you didn't like, it might have helped him to change his behavior. Name-calling is unfair. It hurts people, and it doesn't solve anything." Help children think about solutions. Try to elicit a few options from them, and then ask which ones they would like to try. "If you are angry with Tom, what can you do to let him know how you feel without calling him a name?"

In an effort to educate the namecaller, it is important not to ignore the child who has been called hurtful names. Be sure to give time and attention to children who have been victimized by name-calling; they need to be reassured that their race, religion, gender, accent, disability, sexual orientation or appearance do not make them deserving targets.
 HOW CAN PARENTS TEACH THEIR CHILDREN ABOUT PREJUDICE

✓ **Model it.** Talking to your child about the importance of embracing difference and treating others with respect is essential, but it's not enough. Your actions, both subtle and overt, are what she will emulate.

✓ **Acknowledge difference.** Rather than teaching children that we are all the same, acknowledge the many ways people are different, and emphasize some of the positive aspects of our differences – language diversity and various music and cooking styles, for example. Likewise, be honest about instances, historical and current, when people have been mistreated because of their differences. Encourage your child to talk about what makes him different, and discuss ways that may have helped or hurt him at times. After that, finding similarities becomes even more powerful, creating a sense of common ground.

✓ **Challenge intolerance.** If your child says or does something indicating bias or prejudice, don't meet the action with silence. Silence indicates acceptance, and a simple command – "Don't say that" – is not enough. First try to find the root of the action or comment: "What made you say that about Sam?" Then, explain why the action or comment was unacceptable.

✓ **Seize teachable moments.** Look for everyday activities that can serve as springboards for discussion. School-age children respond better to lessons that involve real-life examples than to artificial or staged discussions about issues. For example, if you're watching TV together, talk about why certain groups often are portrayed in stereotypical roles.

✓ **Emphasize the positive.** Just as you should challenge your child's actions if they indicate bias or prejudice, it's important to praise him for behavior that shows respect and empathy for others. Catch your child treating people kindly, let her know you noticed and discuss why it's a desirable behavior.
HOME ACTIVITY

Teaching Diversity: We’re all tangerines

We often think that teaching children about diversity is a long and difficult task. However as the following exercise shows, it can be as simple as peeling a tangerine:

Give your child a tangerine. Tell them to “get to know your tangerine.” Let the child examine his/her tangerines-smell them, touch them, throw them in the air, and roll them around. After a few minutes, take the tangerine back and put it in a big basket full of tangerines. Next, ask your child to find his/her tangerine from among the bunch. Remarkably, most children recognize their tangerines at once. Some will even get protective of them.

Next, ask your child to describe how they recognized their tangerines. The responses are always varied. "My tangerine was a big tangerine," one might say. "My tangerine was a perfect tangerine," says another. And another will say, "My tangerine had dents and bruises." This launches the discussion about how people are like that-different sizes, different shapes, different shades of color, different "dents and bruises."

After exploring those ideas, collect the tangerine again. This time, peel the tangerines and return them to the basket without their protective skin. Now tell your child to find their tangerine again. Presented with this quandary, children’s reactions are always precious. "But the tangerines all look the same!" they’ll exclaim. This opens the door to a discussion of how people, much like the tangerines, are pretty much the same on the inside.

While it may take only 15 minutes and a bowl of tangerines to teach children about diversity, it takes a conscious effort and a lifetime of attention to ensure that lesson is remembered. As parents, we must provide that commitment.
SESSION FIVE

I. Welcome & Introduction 3 min
   A. Explanation AS NEEDED
      1. Welcome! Thanks again to all of you for coming to our fifth Bridges workshop. We
         know how hard it is to make time in your schedule to be here so we really want to
         acknowledge the effort you all put in to coming to this workshop.
      2. My name is [XX], from the ParentCorps program at the NYU Child Study Center.
         This year we are offering the Bridges program, which includes these workshops for
         parents of K and 1st grade students. We are offering this workshop in partnership with
         your school’s parent coordinator, [XX], and we’d like to thank him/her for being a
         part of this with us. We also want to introduce two other people who are partnering
         with us to provide these workshops. They are: [XX], a parent of a 1st grader here at PS
         [XX], and [XX], a staff member from [community agency]; they have been involved in
         Bridges in many ways, for example, by helping us to get to know the community and
         the experiences of parents in this community. Finally, before we begin, we want to
         acknowledge the support of your principal, [XX] [mention AP as appropriate].
      3. As I mentioned, this is our fifth workshop. Some of you have been with us so far and
         we are excited to see you again. Each month, we will continue to talk about culture
         and how we can teach our kids about culture in a way that will help them understand
         who they are, feel proud of who they are and build important skills that will help them
         do well at school. Generally, we are going to refer to this as “ethnic socialization.”
         Again, our goal is to discuss how to deal with the issues of culture that are important in
         the lives of K and 1st grade students.

II. Teaching Children Culture through Parent-Child Activities
   A. Introduction
      1. There are so many different ways to teach children about culture and to help them
         build their ethnic identity. Today we are going to talk about things you can do with
         your child as a parent to teach culture.
   B. Activity 15 min; CD Player
      1. Who likes to sing? If there are any volunteers, have parents sing a song from their childhood.
         Hand out song sheet to spark some memories/interest. If there are no volunteers, play a song from
         the CD (provided). Lead the group in a discussion of the value of music
         in teaching children about culture.
      2. In what other ways can we teach our kids about culture in our daily interactions with
         them? Discuss folktales, personal stories and books as ways to teach kids about culture.
      3. End with the proverb: You can't sow corn and expect to reap peas. Ask the group
         what this means (it is a Jamaican proverb). Emphasize to parents that they cannot expect
         their children to learn to identify with and feel proud of their culture as parents unless they
         put time and effort into cultivating this sense of culture.
   C. Discussion 15 min
1. There are also lots of things that you can do outside of your home, too, to teach kids about culture. What kinds of resources from your neighborhood or community could you tap into to teach kids about their ethnicity? Allow group members to brainstorm.

(a) Grandparents, parents, religious leaders, elected officials of color, neighborhood business owners (restaurants, salons, clothes shops)

(i) Elders are often the most knowledgeable and the most willing to share stories about culture. Invite them share their stories with your child.

(b) Community events, neighborhood walks, plays and concerts from diverse artists, visit to music store to learn about diverse artists and types of music, visit to hair salon, visit to ethnic restaurants

III. Activity \( \square = 45 \text{min}; \quad \mathbb{C} = \text{Community papers; Interview questions; Calendar handouts} \)

A. Make a plan

1. Have group members pair up. One of them is to be a newspaper reporter who will interview the other. The newspaper reporter is writing a story for a group of people who want to know all about that parent’s culture. This reporter knows nothing at all about the culture. The newspaper article will include a plan for a whole week so that a visitor would be exposed to activities, traditions, places, etc in order to really understand what the culture truly represents.

2. When the group has finished working in pairs, begin a ROUND ROBIN in which each person states: If you could choose just one thing for this visitor to participate in, what would it be?

(a) Have group members share the community and family based activities/traditions/places/etc that they came up with. Make a master list.

3. Next, have group members get into small groups to look through the community newspaper to find stories, events or places of interest for their family. Encourage parents to share interesting community events.

4. Finally, have parents make a calendar of events and activities with their child for the week. Encourage parents to be specific! For example, if they choose to sing a song, have them think about what song it will be…

(a) Have group members walk around and talk with other parents about participating in upcoming community activities together. Encourage parents to think through ways to get together outside of school with their kids.

IV. Suggested Home Activity \( \square = 2 \text{min} \quad \square = \text{Cultural Week Calendar} \)

A. Calendar activity

1. Have the parents review their personalized calendar with their children.

2. Ask parents participate in the activities on their calendar, encourage them to share with their child the significance of each activity/tradition.

V. Raffle \( \square = 5 \text{min}; \quad \mathbb{C} = \text{gifts} \)

A. Identify the parent who brought the most new parent participants with him/her. The new participants must be parents of K or 1st graders in that school. The person who brought the most friends wins the “Matching” game. Also raffle off the books provided to you for this session.
VI.  Wrap up & Consenting  ∈ as needed;  ⊕ = Consents and evaluation packets

A.  Explanation

1.  We want to end by discussing some optional paperwork with you.  We would like to get as much information on whether the activities that we are providing are useful and interesting to you.  For those of you who did not attend the last workshop, this means that you would sign up as a participant in a research project after hearing all the details related to what is involved for participation.

   (a)  Explain the consent form and give parents time to complete it.  Emphasize that consenting is optional and discuss confidentiality.

   (b)  CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!

   (c)  For parents who choose to complete the assessment packet in your presence, CHECK THE PACKET FOR COMPLETION! Then pay the parent $15 for the completed packet.

2.  Satisfaction with the groups

   (a)  “We would like for you to feel comfortable sharing your thoughts about the groups with us.  We are here to offer you a service that should feel helpful and worth your time.  So we will also be asking you to complete a short form about how helpful you find each workshop.  This will help us keep track of which workshop are the most helpful and what aspects of each workshop you feel most satisfied with.  You will not be asked to put your name on the questionnaires and your responses will be confidential.”

3.  Again, thanks for coming and we hope to see you next time, on DATE OF NEXT WORKSHOP!
Bug blanket mek man sleep late.

An over-abundance of luxuries causes one to become complacent, and to take life's blessings for granted.

Wanti wanti can't get it, and geti geti don't want it.

He who wants it desperately cannot get it, he who gets is easily does not want or appreciate it. Be thankful for the blessings that come to you, always realising that many of the things we take for granted are luxuries to others.

Pound a fret can't pay ounce a debt.

Problems are not solved by worrying. The time spent fretting could be more gainfully spent working on solutions.

De olda de moon, de bryta it shine.
Some people grow wiser with age.

Eye lash olda dan beard.

We must acknowledge, with respect, those older and wiser than ourselves.

You can't sow corn and expect to reap peas.

Do not be surprised by the results of your past actions. Whatever you sow, you will reap.

Howdy an tenky no bruk no square.

There is much to be gained from displaying good manners.

Hard a hearing Pitney dead a sun hot.

Children who will not listen to the instructions
and advice of older folks will not succeed in life.
Linstead Market

Mi carry mi ackee go a Linstead Market
Not a quattie worth sell
Mi Carry me ackee go a Linstead Market
Not a quattie worth sell

Lord what night, not a bite
What a Saturday night
Lawd what a night not a bite
What a Saturday night

Everybody come feel up, feel up
Not a quattie worth sell
Everybody come feel up, feel up
Not a quattie worth sell

Lord what night, not a bite
What a Saturday night
Lawd what a night not a bite
What a Saturday night

Do mi mommy nuh beat mi kill mi
Sake a Merry-go-round
Do mi mommy don’t beat me kill
Sake a American rum

All di pickney dem a linga linga
Fi weh dem mumma no bring

Mango Walk

Mi breda did a tell yuh nuh fe go mango walk
go mango walk
go mango walk
Mi breda did a tell yuh nuh fe go mango walk
go mango walk
go mango walk

An nuh pick up the number 11
Tell mi joe do tell mi joe
Tell mi joe do tell mi
Tell mi joe do tell mi joe
Why you pick up the number 11

Mi breda did a tell yuh nuh fe go mango walk
go mango walk
go mango walk
Mi breda did a tell yuh nuh fe go mango walk
go mango walk
go mango walk

An nuh pick up the number 11
Tell mi joe do tell mi joe
Tell mi joe do tell mi
Tell mi joe do tell mi joe
Why you pick up the number 11

I Pledge My Heart
I pledge my heart forever
To serve with humble pride,
This shining homeland ever,
So long as earth abide.
I pledge my heart this island
As God and faith shall live,
My work, my strength, my love
And my loyalty to give.

O green isle of the Indies,
Jamaica strong and free,
Our vows and loyal promises,
O heartland 'tis to thee.

Liza - Waata come a mi y’eye
Every time mi memba Liza,
Waata come a mi y’eye,
Wen mi tink pan mi nice gal Liza,
Waata come a mi y’eye.

Come back Liza, come back gal,
Waata come a mi y’eye,
Come back Liza, come back gal,
Waata come a mi y’eye.
You can’t sow corn and expect to reap peas.

In the same way, you can’t raise your child without culture and expect her to understand and appreciate your culture. So if you want your child to learn about your culture, build it into the conversations and activities that you have with your child everyday!

*Suggested tips:*

- Sing your child a song from your culture before bedtime.
- Listen to world music (check out: Father Goose or PutuMayo)
- Tell your child folktales from your culture.
- Tell your child stories of when you were growing up.
- Look at a map or a globe together with your child and find the country where you grew up or where your grandparents or great grandparents came from.
- Invite elders to tell your child stories about “old times.”
- Attend community cultural events and explain to your child what they mean and why they are important.

*Sow a proud Black American child and you will reap a proud Black American child!*
Interview questions
You have been assigned to write a story in which you will guide a visitor to the places, activities and events that would be most important to experience to get to truly know the culture of the parent you are interviewing.

Questions:
1. **What is your culture (example: Jamaican American, African American)?**
2. **What do people from your culture celebrate?**
3. **What are mealtimes like for people from your culture?**
4. **Are there any spiritual or religious activities that are important in your culture? What are they?**
5. **What kinds of activities do you have that includes people from all generations, like grandparents, parents, aunts, uncles, and children?**
6. **Thinking about all the things you have described, what would be the 5 most important things that a visitor new to this culture would do so that she could truly understand your culture?**
7. **Fill in the calendar.**

Dear Visitor: If you follow this calendar, we guarantee you will understand our culture!

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# A Week of Culture with My Child

**Choose People or Places to Visit; Activities or Events to Participate In, and Other Ways to Teach Your Child Culture!**

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**Ideas:**

- **Sunday:** Attend religious services and tell your child why it's important to you.
- **Monday:** Sing a song from your culture.
- **Tuesday:** Tell a story from when you were a child.
- **Wednesday:** Tell your child a folktale.
- **Thursday:** Read a children’s book from your culture.
- **Friday:** Visit with an elder and listen to her stories.
- **Saturday:** Get together with another family and attend a community event.

Are there any activities you can do with another parent and child?

Name of parent: __________________________________________

Date and time you will meet: __________________________________

Phone number: ____________________________________________

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**Enjoy passing on your culture to your child!**
SESSION SIX

V. Welcome & Introduction = 5 min

1. Explanation

1. Welcome! Thanks again to all of you for coming to our sixth and final Bridges workshop. We know how hard it is to make time in your schedule to be here so we really want to acknowledge the effort you all put in to coming to this workshop.

2. My name is [XX], from the ParentCorps program at the NYU Child Study Center. This year we are offering the Bridges program, which includes these workshops for parents of K and 1st grade students. We are offering this workshop in partnership with your school’s parent coordinator, [XX], and we’d like to thank him/her for being a part of this with us. We also want to introduce two other people who are partnering with us to provide these workshops. They are: [XX], a parent of a 1st grader here at PS [XX], and [XX], a staff member from [community agency]; they have been involved in Bridges in many ways, for example, by helping us to get to know the community and the experiences of parents in this community. Finally, before we begin, we want to acknowledge the support of your principal, [XX] [mention AP as appropriate].

3. As I mentioned, this is our last workshop. Some of you have been with us continuously and we’ve had an exciting time of learning. Each month, we have continued to talk about culture, ethnic identity and ethnic socialization. We’ve shared together ways to help them understand who they are, feel proud of who they are and build important skills that will help them do well at school. Today we’re going to talk about how to reinforce messages of ethnic pride with your child.

4. You’ve learned over the past few months that children learn about their culture through their parents, families, schools and communities. When kids hear positive messages, they feel strong and beautiful and empowered. This effect can snowball so that kids with strong ethnic pride can be more likely to get along with others, feel good about themselves and do well in school. In the same way, kids who hear negative messages about their culture feel bad and disempowered, which can make it harder for those kids to get along with others, feel good about themselves and do well in school. The bottom line message is: helping children develop a strong sense of cultural pride has many positive effects!

5. So today we are going to work on an activity that will communicate lots of positive messages to our kids.

2. Activity = 45 min; Book covers, markers/crayons, scissors, glue, magazines, hole puncher, ribbon

1. You are going to put together a book for your child that focuses on cultural messages. This book is meant to be like a personalized, informational book for your child that really teaches the things that are important about your culture. So you will see that we are encouraging you to write and draw about food, music, traditions, songs and people that really define your culture. The more effort you put into this, the more your child will benefit from it. Have fun! Hand out materials and sit with parents to help them brainstorm creative ideas on how to make their culture books.
   a. What I like about our culture
i. My favorite food  
ii. My favorite song  
iii. My favorite story  
iv. My favorite memory  

b. The history of our culture  
i. Important historical, cultural, political figures  
ii. Important events  
iii. Important traditions  
iv. Important holidays  

c. What do you like about your culture?  
i. Food, song, story, memory  

d. What makes our family unique  
i. Our family tree  
   ♦ Something special about each person  

e. What makes me unique  

f. What makes you unique  
i. Why I love your eyes, skin color, hair  

3. Have parents share their books with the group.  

VI. Suggested Home Activity  

文化书

1. Book sharing  
   1. Have the parents present the book to their children. Have them elaborate as they share the information contained in the book. Also have them invite their children to add to the book.  

VII. Raffle  

文化书

1. Identify the parent who brought the most new parent participants with him/her. The new participants must be parents of K or 1st graders in that school. The person who brought the most friends wins the “Matching” game. Also raffle off the books provided to you for this session.  

VIII. Wrap up & Consenting  

文化书

1. Explanation  
   1. We want to end by discussing some optional paperwork with you. We would like to get as much information on whether the activities that we are providing are useful and interesting to you. For those of you who did not attend the last workshop, this means that you would sign up as a participant in a research project after hearing all the details related to what is involved for participation.  
      a. Explain the consent form and give parents time to complete it. Emphasize that consenting is optional and discuss confidentiality.  
      b. CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!  
      c. For parents who choose to complete the assessment packet in your presence, CHECK THE PACKET FOR COMPLETION! Then pay the parent $15 for the completed packet.  
   2. Satisfaction with the groups  
      a. “We would like for you to feel comfortable sharing your thoughts about the groups with us. We are here to offer you a service that should feel helpful and
worth your time. So we will also be asking you to complete a short form about how helpful you find each workshop. This will help us keep track of which workshop are the most helpful and what aspects of each workshop you feel most satisfied with. You will not be asked to put your name on the questionnaires and your responses will be confidential.”

3. Again, thanks for coming and we hope to see you next time, for our end of year **CELEBRATION** on DATE OF NEXT WORKSHOP!
VII. Bringing Culture into the schools
   A. Brainstorm
   B. Suggestions
      1. educate school staff
      2. learn about school staff
      3. volunteer
      4. participate in school events
      5. advertise community events that you attend
ParentCorps Group Engagement Strategies

- PC sends home flyers & group sign-up sheets to all consented families.
- School staff attempt individual contacts with all consented families.
- PC hosts school holiday parties for all Pre-K families, with ParentReps if applicable.
- Once group time is determined, PC sends home 2nd flyer to inform parents of the time to all consented families (except for those who have refused groups).
- As relevant, PC may send home a 2nd sign-up sheet with the flyer for parents who haven’t yet signed up; send home a letter from the principal encouraging families to attend groups; go to school to encourage staff to recruit.
- In the week before groups start: Parent Group Leader makes “recruitment call” to any families who have not returned the sign-up sheet (except for those who have refused groups). Make sure that families are aware of location, time, dinner, and child care.
  - Inquire about barriers and mention the possibility of Saturday groups or attending on another evening, but do not offer other support (e.g., transportation) at this point.
- In the 1-2 days before groups start: PC makes “reminder call” to all consented families (except for those who have refused groups). The Parent Group Leader should make this call if they have not already made a “recruitment call” to this family, so that all consented families have received a call from the Parent Group Leader. Use clinical judgment about whether a 2nd call is needed.
- Day of 1st session (and continue through 3rd session): PC staff give in-person reminders at pick-up and put stickers on children (“Bring me to ParentCorps tonight at ___) for all consented families (except for those who have refused groups; generic stickers for all other kids in the class).
  - Revisit how long to continue in-person reminders and stickers; after 3rd session, only give stickers to families who have ever attended.
- In the 1st session: Increase motivation to attend groups and problem-solve barriers.
- Between 1st and 2nd session: Parent Group Leader calls all consented families (except for those who have refused groups) to encourage parents to return and problem-solve barriers. The nature of this call will vary depending on previous contacts with the parent.
  - Inquire about barriers and mention the possibility of Saturday groups or attending on another evening, but do not offer other support (e.g., transportation) at this point.
  - Parents who attended the first session – follow-up on reasons for attending groups and barriers (“What did you think about the 1st group? When I put up the list of reasons to come, what really stood out to you?”)
  - Parents who didn’t attend the 1st group but received a recruitment call – follow-up on problem-solving from previous call and attempt to engage parent in discussion of reasons to come.
  - Continue calling families that we haven’t reached for “recruitment call”
- Prior to 3rd session: PC makes reminder call; after that, Parent Group Leader will ask parents if they want the reminder call.
  - If Parent Group Leader has had contact with family but they haven’t attended sessions 1 and 2, ask school staff to follow-up.
- Starting in session 3 and continuing weekly: send home “we missed you” flyer for families who didn’t attend that week (from those who have ever attended) – re-evaluate for families who miss 3 sessions in a row.

- How long to continue engagement efforts for families who never attend?
  - When to mail workbook – potentially at week 6 to coincide with individual visits

Barriers questionnaire during groups instead of over the summer – yes, revisit timing.