A ParentCorps program for Grade 1

Parent Workshop Manual


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Bridges Parent Workshop Checklist
PW #1

1) PAPERWORK
   a) **Assessment**
      i) Consent forms
      ii) Questionnaires
      iii) Satisfaction forms
      iv) Attendance sheet

2) MATERIALS
   a) **Training Manual**
      i) Copies for clinician, community partner, & parent representative
   b) **Money**
      i) For light breakfast, staff payments and subject payments
      ii) Receipts for payments (amounts < $150)

3) ETC
   a) Flip chart/markers
   b) Name tags
   c) Pens/Pencils
   d) Clips
   e) Handouts
      i) Schedule of all parent workshops
      ii) What is culture
      iii) I AM… (Badge)
      iv) Learning about new cultures
      v) Patterned Paper/Cardstock for book cover
      vi) Title page template
      vii) Family tree handout
      viii) Leaves template
   f) Materials for book
      i) Markers, crayons, scissors, glue
   g) Raffle tickets
   h) Raffle prize(s)
BRIDGES PARENT WORKSHOPS
SESSION 1

1) Welcome & Introduction 🖋 = 5 min; 📆 = Workshop Schedule
   a) Explanation
      i) Welcome! Thanks to all of you for coming to our first Bridges workshop this year. 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.
      ii) My name is [XX], from [community agency] and I work with 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. Since 2007, we have also offered the Bridges program,
          which includes workshops once a month to all parents at the school. 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. I also want to introduce [XX], a
          parent here at P.S. [XX], who many of you have already met over the past month.
          He/she is involved in Bridges by working with the parent community at the school to
          make sure parents are informed about the events going on in the school and 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].
      iii) 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]. 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 in school.
          Generally, we are going to refer to this as “ethnic socialization.” We will be meeting
          once a month from now through the end of the school year [HAND OUT
          WORKSHOP SCHEDULE/CONTACT INFO]. Again, our goal is to discuss how to
          deal with the issues of culture that are important in the lives of young children.
      iv) Before we start talking about culture, 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].

2) WHAT IS CULTURE 🖋 = 15 min; 📆 = What is Culture handout
   a) Discussion
      i) Before we can discuss how we can teach children about culture, we need to discuss
         what culture is.
      ii) What is culture to you? What makes up a culture? What makes up your culture?
          (1) Traditions
          (2) Holidays
iii) What we mean by culture is the totality of values, beliefs and behaviors common to a large group of people. Cultural groups can be formed based on country of origin, race, religious group, sexual orientation, physical abilities, etc. Everybody has a culture.

(1) There are many ways of thinking about what culture is. So I’m going to share a few. For each one, let me know what you think it means. Culture has been likened to:

(i) **A roadmap** – how is culture like a roadmap?
   1. Guides what we see and how we interact

(ii) **The air we breathe** – how is culture like the air we breathe?
   1. It is invisible yet permeating all we do

(2) With this sense of how important culture is, it is easy to see the value in focusing on how we can teach our children about their culture.

b) **Activity** 2 = 10 min; 3 = Identification Badge handout

i) I’d like to learn more about everyone and how they identify themselves. One way that people identify themselves are through badges. A police officer will wear his badge to let you know he is an officer of the law, his badge represents justice. Everyone is going to receive a blank badge, and I’d like everyone to spend time writing things that identify who you are, things that are important to you. For example, in my badge I would include:

   (a) Culture – country of origin, religion, gender, etc…
   (b) Relationships – I am a mother, daughter, sister, etc…
   (c) Likes – foods, music, etc…
   (d) Hobbies – drawing, writing, traveling, etc…
   (e) Values – honesty, community, family, etc…

**c) Activity** 2 = 15 min; 4 = Learning about New Cultures handout

i) Now I’d like everyone to get into pairs. For this activity we are going to learn about each others’ cultures. Using the interview sheet and your badges, pair up with someone who is from a different culture than your own and learn more about that culture.

ii) **When the group has finished working in pairs, begin a ROUND ROBIN in which each person introduces the interviewee by stating:**

   (1) The person’s name
   (2) Cultural background
3) Culture Book
   a) Activity \( \overline{25} \text{ min}; \) \( \overline{\text{Book covers, family tree, papers, markers/crayons, etc}} \)
      i) Each month we’re going to discuss different ways that we can teach children about the things that are important in our culture (e.g. language, food). One way which we think your children will truly enjoy learning about their culture is by having each of you 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. Each month we are going to complete a page by writing and drawing 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!
   
   ii) Today everyone is going to start their book, by creating their cover page and family tree because family members are the first interaction your children have to their culture. Have fun! *Hand out materials and sit with parents to help them brainstorm creative ideas on how to make their culture books.*
   
   (1) On the cover page parents, should write their name and their child’s name as the authors.
   
   (2) On the sheet of leaves, parents should write in the name of family members and their relationship. Because there are many different types of families, parents should feel free to include anyone who they consider family including neighbors, ministers, friends, pets, etc…
   
   (3) Then the leaves should be cut out and glued onto the tree branches however they desire to organize them.
   
   iii) When the group has finished working, ask for a volunteer to share their book cover/family tree.
   
   iv) We will keep your book here until it is completed (that is, until the workshops are over) and then we will ask you to take it home to share with your child.
   
   *At the end of the workshop collect all materials. *MAKE SURE ALL PARENTS WRITE THEIR FULL NAME, CHILD’S NAME, AND CHILD’S CLASS ON THE BACK OF ANY AND ALL PAGES THEY SUBMIT*

4) Wrap up & Consenting
   a) Explanation \( \overline{15} \text{ min}; \) \( \overline{\text{Satisfaction forms, consent forms, questionnaires}} \)
      i) Before we end with some paperwork, we’d like to announce the winner of this month’s raffle prize.
      
      (1) *Make sure all parents received raffle tickets.*
      
      ii) Satisfaction with the groups
      
      (1) We want to end by discussing some optional paperwork with you. We would like for you to feel comfortable sharing your thoughts about the workshop with us. We are here to offer you a service that should feel helpful and worth your time. So we will 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.
      
      iii) *For parents of K and 1st graders only:*
(1) 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) CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!

(3) For parents who choose to complete the assessment packet in your presence, CHECK THE PACKET FOR COMPLETION, then compensate the parent $15 for the completed packet.

iv) Again, thanks for coming and we hope to see you next time, on [INSERT DATE]!
A program of ParentCorps

Schedule of Bridges Workshops at PS XX

<table>
<thead>
<tr>
<th>Workshop Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>PW1: Thursday, October XX</td>
<td>Culture: What makes up your culture?</td>
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<td>PW2: Thursday, November XX</td>
<td>The importance of teaching our children about culture</td>
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<td>PW3: Thursday, December XX</td>
<td>Holiday Celebration</td>
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<td>PW4: Thursday, January XX</td>
<td>How to teach our children about culture: the environment</td>
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<td>How to teach our children about culture: teaching tolerance</td>
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<td>PW8: Thursday, May XX</td>
<td>How to teach our kids about culture: school involvement &amp; completion of culture books</td>
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<tr>
<td>PW9: Thursday, June XX</td>
<td>End of Year Celebration: Book presentations</td>
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</tbody>
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ALL PARENTS WELCOME TO ATTEND!!
For more information or to RSVP, please contact:
- Parent Coordinator:
- Workshop Facilitator:
What is culture?

Culture is the totality of values, beliefs and behaviors common to a large group of people.

Culture is like:
✓ A roadmap
  - That guides what we see and how we interact
✓ The air we breathe
  - Invisible yet permeating all we do

Our culture includes:
- Values
- Beliefs
- Holidays
- Traditions
- Dance
- Food
- Music
- Clothes
- Language
- Religion
- And much more!!
I AM...
Learning About Different Cultures

1. Where is your family from? ________________________________________________

2. What language is spoken in that country? Do you know how to speak it?
   _______________________________________________________________________

3. What is a typical meal from that country? ________________________________
   _______________________________________________________________________
   _______________________________________________________________________

4. What is a special holiday they celebrate in that culture? How do you celebrate it?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

5. What type of music is popular in your culture? ____________________________
   _______________________________________________________________________
   _______________________________________________________________________

6. What is something special to you about your culture? ______________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
Our Family, Our Culture

By:

and
Our family tree
Bridges Parent Workshop Checklist
PW #2

1) PAPERWORK

   a) **Assessment**
      i) Consent forms
      ii) Questionnaires
      iii) Satisfaction forms
      iv) Attendance sheet

2) MATERIALS

   a) **Training Manual**
      i) Copies for clinician, community partner, & parent representative
   b) **Money**
      i) For light breakfast, staff payments and subject payments
      ii) Receipts for payments (amounts < $150)

3) ETC

   a) Flip chart/markers
   b) Name tags
   c) Pens/Pencils
   d) Clips
   e) Handouts
      i) Schedule of all parent workshops
      ii) Protective/risk factors
      iii) How I learned about my culture
      iv) Recipe page for Culture book
   f) Materials for books
      i) Markers, crayons
   g) Raffle tickets
   h) Raffle prize(s)
      i) Thanksgiving basket
BRIDGES PARENT WORKSHOPS
SESSION 2

1) Welcome & Introduction

a) Explanation
   i) 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.
   ii) My name is [XX], from [community agency] and I work with 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. Since 2007, we have also offered the Bridges program, which includes workshops once a month to all parents at the school. 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. I also want to introduce [XX], a parent here at PS [XX], who many of you have already met over the past month. He/she is involved in Bridges by working with the parent community at the school to make sure parents are informed about the events going on in the school and 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].
   iii) As I mentioned, this is our second workshop. For our first workshop, we talked about what culture means to us. Along with [Acknowledges participants who came to first workshop] we defined culture as [INSERT DEFINITION]. We will continue meeting once a month through the end of the school year. 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 in school. Generally, we are going to refer to this as “ethnic socialization.” One way that we are going to teach our children about our culture is by making a book that tells them all about their culture. Last month we started our books by creating a cover page and a page with our family tree. Each workshop we will add another page to the book and at our last workshop in June everyone will put their book together to present to their child. Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of young students.

2) Risk and Protection

a) Discussion
   i) 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.
   ii) What are things that make it difficult for kids to do well in school? Ask group.
(1) Poverty/Financial stress
(2) Crime and violence  
(3) Immigration  
(4) Social isolation  
(5) Lack of English skills  
(6) Prejudice and Discrimination  

(a) 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.

(b) 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. We can help kids overcome risk factors by giving them lots of skills to do so.

iii) What are things that help kids do well in school? Ask group.

(1) Role of family—both immediate and extended  
(2) Community resources/involvement  
(3) Bilingualism  
(4) Religion  
(5) Emphasis on hard work and achievement  
(6) Ethnic identity—children’s understanding of who they are and what group they belong to  

(a) As group calls out strengths, label them as “protective” factors and list on the flip chart.

iv) 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. For the rest of the year, we’re going to focus on how to build our children’s ethnic identity and help them succeed.

3) ETHNIC IDENTITY AS A PROTECTIVE FACTOR

a) Research shows us that ethnic identity is associated with:

(a) Better academic achievement  
(b) Lower rates of substance use  
(c) Higher rates of self-esteem  
(d) More sophisticated social skills
(e) Better family relations

(i) 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.

4) ETHNIC SOCIALIZATION

a) Explanation – \[ \frac{10}{10} \] min

i) Ethnic identity is children’s understanding of who they are and what group they belong to. So how do we help children develop an ethnic identity?

(1) 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.

(2) Define both terms (ethnic socialization, ethnic identity) clearly on flip chart.

b) Activity – \[ \frac{15}{15} \] min; \[ \frac{3}{3} \] = How I learned about my culture

i) As you all just mentioned a few minutes ago, parents take the lead role in teaching their children 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?

ii) Ask group members to share experiences of their own ethnic socialization.

(1) 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?

(2) 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.

iii) 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 everyone to consider adding their story to their book so you can each share this story with your child—tell them what you were taught about your culture and what it meant to you to receive that message.

5) Culture Book

a) Activity – \[ \frac{20}{20} \] min; \[ \frac{3}{3} \] = Culture book: Recipe Page, crayons, markers, etc...

i) Since we are entering the holiday season, a very important part of culture for many people, today we’re going to create a page for our culture books that will be very helpful during the holiday season when a lot of us gather around the dinner table.
Everyone will be creating a recipe page! For this activity, try to choose a recipe that is special to you and reflects something about your culture. It would be best if you choose a recipe that your child can help you make.

ii) This will tell your child about a special meal that is made in your family perhaps specifically to celebrate a particular holiday.

6) Wrap up & Consenting
   a) **Explanation** - \( \text{\#15 min} \); Satisfaction forms, consent forms, questionnaires
   i) Before we end with some paperwork, we’d like to announce the winner of this month’s raffle prize.
      (1) *Make sure all parents received a raffle ticket.*
   ii) Satisfaction with the groups
      (1) We want to end by discussing some optional paperwork with you. We would like for you to feel comfortable sharing your thoughts about the workshops with us. We are here to offer you a service that should feel helpful and worth your time. So we will 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.
   iii) **For parents of K and 1st graders only:**
      (1) 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) *CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!*
      (3) For parents who choose to complete the assessment packet in your presence, *CHECK THE PACKET FOR COMPLETION*, then compensate the parent $15 for the completed packet.
   iv) Again, thanks for coming and we hope to see you next time, on [INSERT DATE]!
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.

<table>
<thead>
<tr>
<th>Possible Protective Factors</th>
<th>Possible Risk Factors</th>
</tr>
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<tbody>
<tr>
<td>• Large and involved family network</td>
<td>• Poverty or financial stress</td>
</tr>
<tr>
<td>• Community/School Resources</td>
<td>• Crime and violence</td>
</tr>
<tr>
<td>• Religion</td>
<td>• Stress of immigration</td>
</tr>
<tr>
<td>• Bilingualism</td>
<td>• Social isolation</td>
</tr>
<tr>
<td>• Emphasis on hard work and achievement</td>
<td>• Lack of English skills</td>
</tr>
<tr>
<td>• Ethnic Identity</td>
<td>• Prejudice and Discrimination</td>
</tr>
</tbody>
</table>

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 our 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?*
A Family Recipe

A traditional meal from our culture is ______________. We make this meal on ______________.

Ingredients:

•

Directions:

1)
1) **PAPERWORK**

   a) **Assessment**
      i) Consent forms
      ii) Questionnaires
      iii) Satisfaction forms
      iv) Attendance sheet

2) **MATERIALS**

   a) **Training Manual**
      i) Copies for clinician, community partner, & parent representative
   b) **Money**
      i) For light breakfast, staff payments and subject payments
      ii) Receipts for payments (amounts < $150)

3) **ETC**

   a) Flip chart/markers
   b) Nametags
   c) Pens/pencils
   d) Clips
   e) Kwanzaa matching game
   f) Holiday handouts for book
      i) Kinara
      ii) Kwanzaa worksheet
      iii) Christmas Tree & Ornaments
      iv) Christmas worksheet
      v) Blank holiday worksheet
      vi) My Favorite Holiday worksheet
   g) Materials for books
      i) Scissors, crayons, glue
   h) Raffle tickets
      i) Raffle prizes
         i) Kwanzaa candles
         ii) Christmas tree
         iii) Christmas book
         iv) Kwanzaa book
   j) Holiday packets
      i) Christmas
      ii) Kwanzaa
      iii) Eid al-adha
ALL families will receive holiday packets to take home for their child.

**BRIDGES PARENT WORKSHOPS**

**SESSION 3**

1) Welcome & Introduction  \( \approx 5 \text{ min} \)
   
   a) **Explanation**
      
      i) 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.
      
      ii) My name is [XX], from [community agency] and I work with 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. Since last year, we have also offered the Bridges program, which includes these workshops for parents of older 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. I also want to introduce [XX], a parent here at PS [XX], who many of you have already met over the past month. He/she is involved in Bridges by working with the parent community at the school to make sure parents are informed about the events going on in the school and 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].
      
      iii) 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 in school. Generally, we are going to refer to this teaching process as “ethnic socialization.” One way that we are going to teach our children about our culture is by making a book that tells them all about their culture. Last two workshops we started working on a few pages of our books and each workshop we will add another page to the book. At our last workshop in June, everyone will put their book together to present to their child. Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of our children.

2) Holiday Celebrations: Kwanzaa, [Eid] & Christmas–  \( \approx 10 \text{ min} \)
   
   a) **Explanation**
      
      i) 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 \( \bullet \) ]. 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.
ii) 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.

iii) How many of you celebrate Christmas? How many of you celebrate Kwanzaa? 📝

(1) 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 – 🕍 = 20 min; 🎁 = Kwanzaa Matching Game, Kinara Handout

i) Who knows what the most popular or common symbol of Kwanzaa is?

(1) A “kinara” or candleholder.

ii) What does the kinara represent? How is it used during Kwanzaa?

(1) 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.

iii) We’re going to play a game to see how much we know about the 7 principles and 7 symbols of Kwanzaa.

(1) Split the group up into teams (anywhere from 2-4 teams, depending on number of participants).

(2) 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.

(3) Each team then presents their answers to the large group. Record responses on flip chart.

(4) Summarize by presenting each principle & symbol in English/Swahili. After giving the group time to look over the principles and symbols, flip the page over.

(5) Then 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.

(6) 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 – 🎄 = 15 min; 🎁 = Christmas Tree Ornaments & Christmas Tree handout

i) Who knows what the most popular or common symbol of Christmas is?

(1) Christmas tree

ii) What does the Christmas tree represent?

(1) The evergreen fir tree represents the triumph of life over death and is a sign of hope.

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

(2) 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 Christmas ornaments to represent what is important about Christmas in their family. Everyone will then glue their ornaments on to their Christmas tree handouts.

(3) Have volunteers present their Christmas trees to the large group.

d) Eid (TO BE INCLUDED FOR SCHOOLS WITH MUSLIM FAMILIES)
   i) 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?

3) Culture Book - ⏰ = 15 min; 📋 = Kwanzaa worksheet, Christmas worksheet; blank holiday sheet, My Favorite Holiday worksheet

   a) This month we will be adding holiday pages to our culture books. You will have a Kwanzaa and Christmas handout where you can write to your child what these holidays mean to you and your family. In addition, you will also have blank holiday sheets so you can include any other holidays that are important to you. We also want your child to share with you, what holidays they like to celebrate and why. Therefore we will be giving everyone a sheet to take home and complete with their child - My Favorite Holiday.

4) Home Activities - 📋 = Holiday Packets

   a) 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.

5) Wrap up & Consenting

   a) Explanation - ⏰ = 15min; 📋 = satisfaction forms, consents, questionnaires
      i) Before we end with some paperwork, we’d like to announce the winner of this month’s raffle prize.
         (1) Make sure all parents received raffle tickets.
      ii) Satisfaction with the groups
         (1) We want to end by discussing some optional paperwork with you. We would like for you to feel comfortable sharing your thoughts about the workshops with us. We are here to offer you a service that should feel helpful and worth your time. So we will 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.”
      iii) For parents of K and 1st graders only:
         (1) 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) CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!

(3) 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.

iv) Again, thanks for coming and we hope to see you next time, on [INSERT DATE]!

KWANZAA
MATCHING GAME ANSWER KEY

The Seven Principles of Kwanzaa:
- UMOJA – unity
- KUJICHAGULIA – self-determination
- UJIMA – collective work and responsibility
- UJAMAA – cooperative economics
- NIA – purpose
- KUMMBA – creativity
- IMANI – faith

The Seven Symbols
- KINARA – candle holder
- MKEKA – placemat
- MAZAO – crops
- VIBUNZI – ear of corn
- KIKOMBE CHA UMOJA – communal unity cup
- ZAWADI – gifts
- MISHUMAA SABA – seven candles
Kwanzaa

Unity
Self-Determination
Collective Work & Responsibility
Cooperative Economics
Purpose
Creativity
Faith

Kinara
We celebrate Kwanzaa by

Kwanzaa is a special holiday we celebrate on
Decorate Your Own Christmas Tree Ornament!
We celebrate Christmas by ________________________________

Christmas is a special holiday we celebrate on ________________________________
A special holiday we celebrate is ________________

We celebrate it by ________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
MY FAVORITE HOLIDAY IS __________________

We celebrate _________________ by __________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

____________________________________________________________

__________________________________________________________________________________

We celebrate _______________ by __________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Bridges Parent Workshop Checklist
PW# 4

1) PAPERWORK

a) **Assessment:**
   i) Consent forms
   ii) Questionnaires
   iii) Satisfaction forms
   iv) Attendance sheet

2) MATERIALS

a) **Training Manual**
   i) Copies for clinician, community partner, & parent representative

b) **Money**
   i) For light breakfast, staff payments and subject payments
   ii) **Receipts for payments (amounts < $150)**

3) ETC

a) Flip chart/markers
b) Nametags
c) Pens/pencils
d) Clips
e) Dolls
f) Placemats
g) Books
h) Crayons (8ct. & 64ct. boxes)
i) Handouts
   i) Through My Child’s Eyes
   ii) Let the Environment Do the Teaching
   iii) White paper – for initial picture of family
   iv) Self-portraits
j) Multi-cultural crayons – enough for each family
k) Raffle tickets
l) Raffle prizes
   i) This month there are 3 raffles – the two dolls, the two books and the two placemats.

All families receive ONE box of multicultural crayons.
All families receive color-by-numbers flags from [www.crayola.com](http://www.crayola.com)
1) Welcome & Introduction  
   a) Explanation  
      i) 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.  
      ii) My name is [XX], from [community agency] and I work with 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. Since last year, we have also offered the Bridges program, which includes these workshops for parents of older 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. I also want to introduce [XX], a parent here at PS [XX], who many of you have already met over the past month. He/she is involved in Bridges by working with the parent community at the school to make sure parents are informed about the events going on in the school and 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].  
      iii) 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 in school. Generally, we are going to refer to this as “ethnic socialization.” One way that we are going to teach our children about our culture is by making a book that tells them all about their culture. The last few workshops we started working on some of the pages for our books and at each workshop we will add another page to the book. At our last workshop in June, everyone will put their book together to present to their child. Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of our children.

2) Ways we teach our kids about culture  
   a) Explanation  
      i) We’ve talked about ethnic socialization for the past two months. These are the ways in which we teach children their 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.
   b) Activity  
      i) 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.

(1) 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? In school? What messages are our children receiving from their environment? Allow group members to brainstorm. Remember that the environment can send positive, negative or no messages — culture may be totally ignored. We want to emphasize creating an environment that sends positive messages about culture.

(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.

c) Activity \( \text{时间为10分钟; 目的是玩具, 儿童海报, 书籍, 杂志, 音乐, 换装服装} \)

(1) 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).

(2) 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.

d) Activity \( \text{时间为20分钟; 目的是白纸及8和64彩笔盒} \)

i) 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.

ii) Have each group member draw a picture of themselves and their child. Ask them to be as realistic as possible.

iii) 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.

iv) For Group B: What were the advantages of having more crayons?

v) 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?

(1) Drive home the point by asking the group if anyone preferred or would have preferred to have the box of 8 crayons.

(2) 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.

(3) 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.

e) Culture Book: Self-portraits \( \text{时间为15分钟; 目的是自画像及多元文化彩笔} \)
i) To help families convey this message to their children, Bridges is giving each family today a box of multicultural crayons. Now that you have this resource, we’d like everyone to continue adding to their culture book by drawing a portrait of their child as realistically as possible using the multicultural crayons.

ii) You will also see that the frame has phrases for you to complete that describe how beautiful your child is. This is your opportunity to use a resource like crayons to help your child receive positive messages about him/herself.

2) Wrap up & Consenting
   a) Explanation - atee = 15 min; Satisfaction forms, consent forms, questionnaires
      i) Before we end with some paperwork, we’d like to announce the winner of this month’s raffle prize.
         (1) Make sure all parents received raffle ticket.
      ii) Satisfaction with the groups
         (1) We want to end by discussing some optional paperwork with you. 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 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.

   iii) For parents of K and 1st graders only:
      (1) 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) CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!
      (3) 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.

iv) Again, thanks for coming and we hope to see you next time, on [INSERT DATE]!
Think about your child’s surroundings. What do you observe that could send a message about culture, race and ethnicity to your child?

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<th>What I see child</th>
<th>The message it's sending to my</th>
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Let the environment do the teaching!

The environment plays an important role in developing your child’s ethnic identity. Here are a few things you can add to your child’s environment to help promote a strong and positive ethnic identity:

- Flag
- Globe
- Map
- Pictures
- Books
- Posters
- Magazines
- Toys
- Dress up clothes
You are beautiful.

You are special.

You are unique.
Bridges Parent Workshop Checklist
Session 5

1) PAPERWORK

a) **Assessment**
   i) Consent forms
   ii) Questionnaires
   iii) Satisfaction forms
   iv) Attendance sheet

2) MATERIALS

a) **Training Manual**
   i) Copies for clinician, community partner, & parent representative
b) **Money**
   i) For light breakfast, staff payments and subject payments
   ii) Receipts for payments (amounts < $150)

3) ETC

 a)  Flipchart/markers
 b)  Nametags
 c)  Pens/Pencils
 d)  Clips
 e)  Proverbs index cards
 f)  CD player
   i)  CD – ethnic music
 g)  Handouts
   i)  Proverbs from Around the World
   ii)  You can’t sow corn and except to reap peas
   iii)  Once Upon a Time
   iv)  Music
 h)  Materials for books
   i)  Crayons, markers
 i)  Raffle tickets
 j)  Raffle prize(s)
 k)  Black History Month Packet

ALL families will receive a Black History Month Packet & pencil to take home for their child.
BRIDGES PARENT WORKSHOPS
SESSION 5

1) Welcome & Introduction 5 min
   a) Explanation AS NEEDED
      i) 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.
      ii) My name is [XX], from [community agency] and I work with 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. Since last year, we have also offered the Bridges program, which includes these workshops for parents of older 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. I also want to introduce [XX], a parent here at PS [XX], who many of you have already met over the past month. He/she is involved in Bridges by working with the parent community at the school to make sure parents are informed about the events going on in the school and 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].
      iii) 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 in school. Generally, we are going to refer to this as “ethnic socialization.” One way that we are going to teach our children about our culture is by making a book that tells them all about their culture. The last few workshops we started working on some of the pages for our books and each workshop we will add another page to the book. At our last workshop in June, everyone will put their book together to present to their child. Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of our children.

2) Teaching Children Culture through Parent-Child Activities
   a) Introduction
      i) There are many different ways to teach children about culture and to help them build their ethnic identity. Last month we discussed children’s environment, how what children see in their surroundings can send them messages about their culture. Today we are going to talk about activities you can do with your child to teach culture.
   b) Story Activity 15 min
      i) One way of passing on information from generation to generation is through storytelling. Stories can be about your own experiences in your country, they can be about famous people or events that are significant to your culture, or they can be folktales, fables, poems, etc… that send children messages that are important.
      ii) Have parents spend some time thinking about stories they remember from their childhood. Have volunteers share their story with the group. Who told them the story? Why do they remember the story? What message did they receive from the story?
c) We can see from our memories of childhood stories that language has a powerful role in teaching our children. Stories are just one way to use language. Language itself can be a very important part of some people’s culture. Who speaks another language besides English? Take a poll of the different languages spoken by the group. Have you taught your child that language? Why or why not?

d) **Proverbs Activity** [ ] = 15 min; [ ] = Proverb Cards; Proverbs from Around the World

i) Regardless of what language we speak, each culture has its own idioms, its own way of expressing ideas.

(1) Split the group into teams. Each team will be given an index card with a proverb to discuss and explain the meaning to the group.

   a) When you want fuh swim river eh gat fuh plunge inside fuss (Guyana)
      (i) You have to take risks when you attempt new ventures.

   b) A little axe can cut down a big tree (Jamaica)
      (i) Don’t judge a book by its cover

   c) Beyond the mountain…is another mountain (Haiti)
      (i) There is always another challenge or adventure that awaits you

   d) De berry don’ drop too far from de tree.
      (i) Children inherit traits and attitudes from their parents.

   e) Never ask God for anything; ask Him to put you where things are (Mexico)
      (i) Learning where to find resources, learning skills, etc… is of greater value than just having things handed to you.

   f) Not to know is bad; not to wish to know is worse. (Nigeria)
      (i) Wanting to learn (drive) is more important than knowing the answer itself.

ii) Have volunteers share a proverb from their own culture and explain it to the group.

e) **Music Activity** [ ] = 15 min; [ ] = CD Player, ***NOTE NEED FOR A CD PLAYER***

i) Who likes to sing? Who likes to dance? If there are any volunteers, have parents sing a song from their childhood or teach the group a dance move. 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. Have parents share traditional/popular songs and dances from their culture.

f) In what other ways can we teach our kids about culture in our daily interactions with them? Discuss foods, dance, books, art, etc….

g) Activity: Culture book - [ ] = 20 min; [ ] = Music handout, Story handout

i) Have parents complete handouts on their favorite stories and music to add to their culture books.

h) **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.

3) **Wrap up & Consenting**

a) **Explanation** - [ ] = 15 min; [ ] = Satisfaction forms, consent forms, questionnaires

i) We hope that you’ve enjoyed today’s activities and will share them with your child. Before we end with some paperwork, we’d like to announce the winner of this month’s raffle prize.

   (1) Make sure all parents received a raffle ticket.

ii) Satisfaction with the groups

   (1) We want to end by discussing some optional paperwork with you. 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 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.

iii) *For parents of K and 1st graders only:*

(1) 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) ***CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!***

(3) 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.

iv) Again, thanks for coming and we hope to see you next time, on [INSERT DATE]!
Proverbs From Around the World

A clever person turns great troubles into little ones and little ones into none at all. (China)

Listen to what they say of the others and you will know what they say about you. (Cuba)

A beautiful thing is never perfect. (Egypt)

Ignorance doesn’t kill you, but it does make you sweat a lot. (Haiti)

Beyond the mountain is another mountain (Haiti)

A little axe can cut down a big tree. (Jamaica)

Pray that you will never have to bear all that you are able to endure. (Jewish)

Never ask God to give you anything; ask Him to put you where things are. (Mexico)

When you wait for tomorrow it never comes. When you don’t wait for it tomorrow still comes. (Republic of Guinea)

If things are getting easier, maybe you’re headed downhill. (Ghana)

The early bird gets the worm. (United States)

Not to know is bad; not to wish to know is worse. (Nigeria)

Silence is also speech. (West African)

Boasting is not courage. (African)

De berry don’ drop too far from de tree. (Barbados)

Don’ wait till de horse get out de stable to shut de door. (Barbados)

What is done in the dark will appear in the light. (Trinidad)

When you want fuh swim river eh gat fuh plunge inside fuss. (Guyana)
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 ____________ child and you will reap a proud ______________ child!
My favorite story from my childhood is ________________________________

I like this story because
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

My favorite story is ________________________________

I like this story because
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
I like to listen to ___________________________________________  
(list artists and bands)

My favorite type of music is ________________________________________________  
(ex. Jazz, reggae, calypso, hip hop, salsa)

My favorite instrument is ________________________________________________

I like dancing to ________________________________________________

My favorite song is ________________________________________________

My favorite line from a song is: ________________________________________________

_____________________________________________________________________________
Bridges Parent Workshop Checklist
Session 6

1) PAPERWORK

a) **Assessment**
   i) Consent forms
   ii) Questionnaires
   iii) Satisfaction forms
   iv) Attendance sheet

2) MATERIALS

a) **Training Manual**
   i) Copies for clinician, community partner, & parent representative

b) **Money**
   i) For light breakfast, staff payments and subject payments
   ii) Receipts for payments (amounts < $150)

3) ETC

   a) Flipchart/markers
   b) Nametags
   c) Pens/pencils
   d) Clips
   e) Handouts
      i) Teaching Children Tolerance and Respect
      ii) How to Overcome Prejudice
      iii) Personal Bias: A Reflection Exercise
      iv) What can parents do about prejudice
      v) How can parents teach their children about prejudice
      vi) Responding to children’s questions and comments
      vii) Home Activity: Teaching Diversity: We’re All Tangerines
   f) Basket of tangerines
   g) CD Player/Radio
   h) Chairs
   i) Raffle tickets
   j) Raffle prize(s)
1) Welcome & Introduction

a) Explanation

i) Welcome! Thanks again to all of you for coming to our sixth 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.

ii) My name is [XX], from [community agency] and I work with 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. Since last year, we have also offered the Bridges program, which includes these workshops for parents of older 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. I 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], the parent coordinator in your school; 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]. Unfortunately this will be our last year offering our workshops. We have enjoyed getting to know the families here at P.S. XX and hope that everyone can come and share our last few workshops with us in the upcoming months. Our workshops will continue until June.

iii) As I mentioned, this is our sixth 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 in school. Generally, we are going to refer to this as “ethnic socialization.” One way that we are going to teach our children about our culture is by making a book that tells them all about their culture. The last few workshops we started working on some of the pages for our books and each workshop we will add another page to the book. At our last workshop in June, everyone will put their book together to present to their child. Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of our children.

2) TEACHING TOLERANCE & RESPECT

a) Explanation: 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.
(1) 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
   i) 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).
   ii) Discuss issues of prejudice and discrimination in American society. How can parents support their child in learning about the realities of prejudice?
      (1) Explain discrimination in ways that your child can understand
      (2) 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
      (3) 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!
      (4) Encourage your child to respect and accept others, regardless of their race or ethnicity
   iii) 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.

c) Activity: Tangerines
   i) 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.

d) Discussion
   i) 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
   (i) How else can you ensure that your children interact with children from other cultures?

c) Activity: “Reverse musical chairs” \( \text{\textasciitilde} = 15 \text{min}; \text{\textlrb} = \text{chairs, radio}

   i) 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).

   ii) While musical chairs is usually played as a game that gradually excludes players until there is only one left, this version of musical chairs helps children work together and accommodate everyone.

3) Suggested Home Activity \( \text{\textlrb} = \text{Teaching Diversity: We’re all Tangerines}

   a) Tangerine activity
      i) Give parents a small bag of tangerines and a description of the activity.
      ii) Have parents repeat tangerine exercise at home with their children.

4) Wrap up & Consenting \( \text{\textlrb} = \text{Consents and evaluation packets}

   a) Explanation
      i) 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.

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

      (2) CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!

      (3) 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.

   ii) Satisfaction with the groups
      (1) “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.”

   iii) 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
  - Talk to your child about the importance of inclusion and respect for differences
  - Go to playgrounds or other areas in which your child can interact with children from different cultures
  - 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.

"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 name-caller, 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.
Accept each of your children as unique and special. Let your children know that you recognize and appreciate their individual qualities. Children who feel good about themselves are less likely to be prejudiced.

Also, notice unique and special qualities in other people and discuss them with your children.

- **Help your children become sensitive to other people's feelings.** Studies indicate that caring, empathic children are less likely to be prejudiced. Share stories and books with your children that help them to understand the points of view of other people. When personal conflicts occur, encourage your children to think about how the other person might be feeling.

- **Make sure your children understand that prejudice and discrimination are unfair.** Make it a firm rule that no person should be excluded or teased on the basis of race, religion, ethnicity, accent, gender, disability, sexual orientation, or appearance. Point out and discuss discrimination when you see it.

- **Teach your children respect and an appreciation for differences by providing opportunities for interaction with people of diverse groups.** Studies show that children playing and working together toward common goals develop positive attitudes about one another. Sports teams, bands, school clubs and community programs are examples of activities that can help to counter the effects of homogeneous neighborhoods. In addition to firsthand experiences, provide opportunities for children to learn about people through books, television programs, concerts or other programs that show positive insights into other cultures.

- **Help children recognize instances of stereotyping, prejudice and discrimination.** Make sure they know how to respond to such attitudes and behaviors when they see them in action. Television news and entertainment shows, movies and newspapers often provide opportunities for discussion. According to recent studies, encouraging children's critical thinking ability may be the best antidote to prejudice.

- **Encourage your children to create positive change.** Talk to your children about how they can respond to prejudiced thinking or acts of discrimination they observe. Painting over racist graffiti, writing letters to a television producer who promotes stereotyped programming, or confronting a peer's discriminatory behavior are all appropriate actions. Confronting classmates is particularly hard for children, so they need to have a ready made response to such instances. If another child is called a hurtful name, an observer might simply say, "Don't call him/her that. Call him/her by his/her name." Or, if your child is the victim, "Don't call me that. That's not fair." or "You don't like to be called bad names and neither do I." In all cases, try to help your child to feel comfortable in pointing out unfairness.

- **Take appropriate action against prejudice and discrimination.** For example, if other adults use bigoted language around you or your children, you should not ignore it. Your children need to know that such behavior is unacceptable even if it is from a familiar adult. A simple phrase will do: "Please don't talk that way around me or my children." or "That kind of joke offends me." Adults need to hold themselves to the same standards they want their children to follow.
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.
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 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.
1) PAPERWORK

   a) **Assessment**
      
      i) Consent forms
      ii) Questionnaires
      iii) Satisfaction forms
      iv) Attendance sheet

2) MATERIALS

   a) **Training Manual**
      
      i) Copies for clinician, community partner, & parent representative

   b) **Money**
      
      i) For light breakfast, staff payments and subject payments
      ii) Receipts for payments (amounts < $150)

3) ETC

   a) Flipcharts/markers
   b) Nametags
   c) Pens/pencils
   d) Clips
   e) Community Newspapers
   f) Handouts
      
      i) Interview
      ii) A Week of Culture with My Child
   g) Raffle tickets
   h) Raffle prizes

**ALL** parents will receive a packet listing information about cultural resources in the NYC area.
1) Welcome & Introduction \( \bar{x} = 5 \text{ min} \)
   a) **Explanation** AS NEEDED
      i) Welcome! Thanks again to all of you for coming to our seventh 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.
      
   ii) My name is [XX], from [community agency] and I work with 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. Since last year, we have also offered the Bridges program, which includes these workshops for parents of older 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. I 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], the parent coordinator in your school; 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].
      
      iii) As I mentioned, this is our seventh 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 in school. Generally, we are going to refer to this as “ethnic socialization.” One way that we are going to teach our children about our culture is by making a book that tells them all about their culture. The last few workshops we started working on some of the pages for our books and each workshop we will add another page to the book. At our last workshop in June, everyone will put their book together to present to their child. Again, our goal is to discuss how to deal with the issues of culture that are important in the lives of our children.

2) **Community Resources**
   a) During our last workshops we have focused on activities you can do at home with your children to teach them about culture such as telling stories, reading books, singing, dancing and cooking. 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.**
      
      (1) Grandparents, parents, religious leaders, elected officials of color, neighborhood business owners (restaurants, salons, clothes shops)
      
      (a) Elders are often the most knowledgeable and the most willing to share stories about culture. Invite them share their stories with your child.
      
      (2) 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, visit to library

3) **Learning About Another Culture Activity** \( \bar{x} = 20 \text{ min}; \text{ Interview questions} \)
   a) Make a plan
      
      i) **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.

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

4) Community Events = 20min; = Community papers; Calendar handout
   i) 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.

   ii) 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…

   (1) 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.

5) Suggested Home Activity = 2min = Cultural Week Calendar
   a) Calendar activity
      i) Have the parents review their personalized calendar with their children.
      ii) Ask parents participate in the activities on their calendar, encourage them to share with their child the significance of each activity/tradition.

6) Reaching Out to School Staff = 15min; = Parent Sample Letter
   a) We hope that you’ve enjoyed today’s activities and will share them with your child. Unfortunately, as we mentioned last month, this will be our last year offering the Bridges workshops. We have enjoyed spending the last 3 years with the families at P.S. XX and hope you learned from us as much as we have learned from you. If you would like, we have brought materials for you to write letters to your school administration about your experience at our workshops and your desires for the future.

      i) Read an example letter. Make sure each table has several model copies, and walk around the room to help any parents that may need help.
      ii) Make sure to collect all letters.

7) Wrap up & Consenting
   a) Explanation - = 15 min; = Satisfaction forms, consent forms, questionnaires
      i) We hope that you’ve enjoyed today’s activities and will share them with your child. Before we end with some paperwork, we’d like to announce the winner of this month’s raffle prize.
      ii) Satisfaction with the groups

      (1) We want to end by discussing some optional paperwork with you. 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.”
iii) For parents of K and 1st graders only:

(1) 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) CHECK THE CONSENT FORM FOR ACCURATE COMPLETION!

(3) 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.

iv) Again, thanks for coming and we hope to see you next time, on [INSERT DATE]!

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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<tr>
<th>Sunday</th>
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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!**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>IDEAS:</th>
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<tbody>
<tr>
<td></td>
<td>Attend religious services and tell your child why it’s important to you.</td>
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<tr>
<td>Monday</td>
<td>IDEAS:</td>
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<td>Sing a song from your culture.</td>
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<tr>
<td>Tuesday</td>
<td>IDEAS:</td>
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<td></td>
<td>Tell a story from when you were a child.</td>
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<td>Wednesday</td>
<td>IDEAS:</td>
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<td></td>
<td>Tell your child a folktale.</td>
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<td>Thursday</td>
<td>IDEAS:</td>
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<tr>
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<td>Read a children’s book from your culture.</td>
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<td>Friday</td>
<td>IDEAS:</td>
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<tr>
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<td>Visit with an elder and listen to her stories.</td>
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<tr>
<td>Saturday</td>
<td>IDEAS:</td>
</tr>
<tr>
<td></td>
<td>Get together with another family and attend a community event.</td>
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Are there any activities you can do with another parent and child?

Name of parent: ____________________________

Date and time you will meet: ____________________________

Phone number: ____________________________

**Enjoy passing on your culture to your child!**
April 2010

Dear Principal ________________________,

My name is ________ and I am a parent of a [INSERT GRADE] at P.S. XX. I have attended Bridges workshops and I _________________________________. The workshops are ___________________________________________. I learned _________________________________________________.

As the end of the school year approaches, I would like to ask you to please let me present my child with the culture book that I have created during our last workshop on ___[INSERT DATE]____. The book includes many pages about the foods, traditions, holidays and values of my culture and I would really love to share this book with my child. I would also love it if you could be present at our last workshop so that you can see the hard work and effort that all the parents have put into making a book for their children. The Bridges workshops are _____

_____________________

and I hope that we can continue to have these workshops next year.

Sincerely,
4) PAPERWORK

   a) **Assessment**
      i) Consent forms
      ii) Questionnaires
      iii) Satisfaction forms
      iv) Attendance sheet

5) MATERIALS

   a) **Training Manual**
      i) Copies for clinician, community partner, & parent representative

   b) **Money**
      i) For light breakfast, staff payments and subject payments
      ii) Receipts for payments (amounts < $150)

6) ETC

   a) Flipchart/markers
   b) Nametags
   c) Pens/pencils
   d) Clips
   e) Handouts
      i) Bringing Culture into Schools
   f) Book Materials
      i) Markers
      ii) Crayons
      iii) Past page templates
      iv) Stapler
      v) Ribbon
      vi) Hole puncher
   g) Raffle tickets
   h) Raffle prize(s)
1) Welcome & Introduction  

   a) Explanation  
      i) Welcome! Thanks again to all of you for coming to our eighth 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.  
      ii) My name is [XX], from [community agency] and I work with 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. Since last year, we have also offered the Bridges program, which includes these workshops for parents of older 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. I 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], the parent coordinator in your school; 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].  
      iii) 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!  

2) Bringing Culture into School  

   a) We’ve spent the last seven months discussing how we can build our children’s ethnic identity by doing activities at home and in the community. Today we’re going to brainstorm how we can bring cultural messages into our children’s school. Now each teacher has a lesson plan that he or she needs to follow to help our children learn the necessary academic skills to continue moving forward in their education, but there are still ways that the school and classroom can help convey positive cultural messages.  
      i) What are some things you’ve seen in your school or your child’s classroom that sends a positive message about culture?  
         (1) Help parents identify at least a few things that the schools/classrooms are already doing in terms of ethnic socialization. Note that if a given classroom does not have many cultural items, parents should be able to identify something at the school-wide level.  
      ii) Have parents brainstorm how they can further bring cultural message into their child’s school environment.  
         (1) Volunteer to help in the classroom  
            (a) Bring a cultural book to share with the students  
            (b) Bring in cultural food
(c) Bring in your flag to discuss with students
(d) Come dressed in traditional clothes
(e) Bring in a cultural game or music from your country of origin

(2) Suggest events
   (a) Class trip to museums
   (b) Advertise community events

iii) By working together and sharing ideas with teachers and school staff, we can find ways to incorporate culture in lesson plans and help children learn about all different cultures.

3) Reaching Out to School Staff
   a) Your school knows the value of teaching children about culture which is why they have allowed us to offer the Bridges workshops since 2007. Unfortunately this will be our last year of our workshop series. If you were not able to attend last month, parents wrote letters to the principal about their experience at the workshop and their desires for the future. We have brought materials again for anyone else who would like to write a letter to their principal.

4) Culture Books
   a) At your request from your letters, your principal has also decided that parents should present their culture books to their children/children’s classrooms during our last workshop next month. Therefore we would like to spend the rest of our workshop completing our culture books.

5) Wrap up & Consenting
   a) **Explanation - 15 min; ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☜
Bringing Culture into Schools

- Share a cultural book or story with the class
- Prepare a traditional food dish for the class to taste
- Show the class the flag(s) that represent your background and tell them about your culture
- Come to class dressed in traditional clothes and teach the class about what type of clothes is worn in your culture, when do you wear special outfits? Are there any special colors or materials?
- Suggest class trips to community events
- Join the class on a trip
Bridges Recruitment Strategies

- Families who participated in previous programs, workshops and events (ParentCorps) received letters inviting them to participate in Bridges workshops.

- Newsletters are sent home the first week of every month. Newsletters include information about program, upcoming workshop, community events and community resources.

- Fliers with a tear off section are sent home with date, time, and location of workshop one week before workshop date. Tear offs request that parents fill out their contact information as well as confirm their attendance.

- Reminder fliers are sent home the day before workshop with date, time and location of workshop.

- Parents who have participated in past events/workshops receive phone calls:
  - Two weeks before workshop IF they have request advance notice
  - One week before workshop
  - Day before workshop

- Fliers are distributed to parents in person during pick up time at schools. Parents’ contact information is collected for future workshop reminders.
  - One week before workshop
  - Day before workshop

- Parents are given raffle tickets and are directed to workshop location as they drop off their children the morning of the workshop.
Dear Parent,

For the first time this year, ParentCorps is hosting monthly workshops for all parents of K and 1st grade students at PS XX. 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 and culture.

We hope you are enjoying the start of the school year and we look forward to seeing you at our first workshop!

Sincerely,

PC staff name
P.S.XX & BRIDGES
Invite you to a workshop

Parenting & Culture

Let’s discuss how we can teach our children about our culture!!

Wednesday, October 24th
8:30 am to 9:45 am
Auditorium

All parents invited to attend!
For more information or to RSVP, contact:
Parent Coordinator: xxx-xxx-xxxx
Workshop Facilitator: xxx-xxx-xxxx
NYU BRIDGES WORKSHOP

Come join us at P.S.XX’s Bridges workshop! The Bridges program offers monthly workshops for all parents to discuss how we can help teach our children about their culture so they can succeed in school.

The workshop will be held **Wednesday, October 24th in the Auditorium from 8:30 am to 9:45 am.** Refreshments and raffles will be provided.

For more information or to RSVP, contact:
   - Parent Coordinator: xxx-xxx-xxxx
   - Workshop Facilitator: xxx-xxx-xxxx

We look forward to seeing you!!!

Please tear off and return to your child’s teacher.

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NYU BRIDGES WORKSHOP

Parent’s First Name: ____________________  Last Name: ________________________  
Contact Number: ___________________________________________________________
Child’s Name: _____________________________________________________________
Teacher’s Name: ______________________  Grade: __________
Will you be attending the Bridges workshop? Yes____ No ____

P.S. XX & Bridges
Invite you to celebrate culture with a **HOLIDAY EVENT**
Come enjoy refreshments and raffles!

**DATE**

**TIME**

**LOCATION**

All parents invited to attend.
For more information or to RSVP, contact:

Parent Coordinator
Parent Workshop Facilitator
Bridges Raffle Prizes

Recommended Books:
- My Little Island by Frane Lessac
- Rata-Pata-Scata-Fata: A Caribbean Story by Phillis Gershator
- Caribbean Dream by Rachel Isadora
- Seven Days of Kwanzaa by Melrose Cooper
- Seven Spools of Thread: A Kwanzaa Story
- My First Kwanzaa Book by Deborah Choclate and Cal Massey
- The Story of Kwanzaa by Donna L. Washington and Stephen Taylor
- Seven Days of Kwanzaa by Angela Shelf Medearis
- The Night Before Christmas: A Visit from St. Nicholas by Clement Clarke Moore and Mike Terrell
- Let’s Read About Martin Luther King, Jr. by Courtney Baker
- Martin Luther King Jr by Marion Dane Bauer
- If a Bus Could Talk: The Story of Rose Parks by Faith Ringgold
- Whoever You Are by Mem Fox (Teaching Tolerance)
- The Colors of US by Karen Katz
- We’re Different, We’re the Same by Bobbi Kates
- Something Beautiful by Sharon Dennis Wyeth
- Wings by Christopher Myers
- A Pride of African Tales by Donna Washington
- Aunt Harriet’s Underground Railroad in the Sky by Faith Ringgold

Other Prizes:
- Thanksgiving Day Basket – variety of food goods
- Mini Christmas Tree (Holiday Celebration) [Target]
- Kwanzaa candles (Holiday Celebration) - 3 red, 3 green, 1 black taper candle
- Crayola Multicultural Crayons
- Ethnic Barbie dolls
- Ethnic/educational Placemats
- Flags from Around the World - Coloring pages of flags available at [www.crayola.com](http://www.crayola.com)
✓ Posters
✓ Stickers – cultural stickers can be found during holiday periods for example Black History Month