

---

# Participant Manual

---

Minnesota  
Multicultural  
Multilingual Training  
Curriculum for Early  
Childhood Educators

---

2013

---

## Session 1: Teaching and Learning in a Multicultural Environment

### Session Objectives

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this module, actively engaged participants will be able to:

- Describe why it is important to acknowledge, respect, and honor differences in children.
- Make the link between child individual development and the Minnesota Early Learning Standards.
- Make a plan for their own program to provide a curriculum that honors children's background knowledge and culture.

**Let's practice:** Today you are learning to integrate children's prior learning and interests into your curriculum. There should be evidence of using children's prior knowledge and personal experiences and interests in your classroom or family childcare home every day. This happens when the topic of study- or theme- includes children's ideas and representations. The learning activities (talking, reading, writing, playing) should incorporate examples of children's experiences in their family.

Here are three activities to integrate children's prior knowledge and personal experiences in curriculum.

#### *1. K-W-L exercise*

What we **K**now, **W**ant to know, have **L**earned

- Lead the children in a beginning discussion about what they know about a topic.
- Add what they want to know
- Learn together about the topic
- End with what children –and adults- have learned

#### *2. In my family...discussions*

Ask children about how things are done at home or in their family

- How do you [eat, sleep, shop, play, garden, share, speak, etc] ... in your family?
- Tell me how your family [does] ...

### 3. *Family books*

Invite parents to share their stories about the topic you are studying

- Make a book with pictures, notes, drawings that the family wants to contribute.
- These can be individual books for each child, or a class book.

Example: If *Transportation* is your topic of study or theme: children and teachers talk about the different ways their families transport themselves: bus, walk, bike, car, light rail. They bring pictures or collect pictures from magazine, draw pictures, talk about transportation in the home country, etc.

### **Let's practice activity for session 1: Planning curriculum**

Items to consider for planning your curriculum, using the ideas from today's session

Select a topic of study or theme: \_\_\_\_\_

Which of the three activities [K-W-L; In my Family... discussions; Family books] would be most appropriate for this topic?

How will the children's varied backgrounds be reflected in the visual representation (drawings, photographs, paintings)?

What music or songs will you use?

What materials or props will you and the children use to play?

What books will you read to children?

What foods –if applicable- will you eat?

What will you and the children write about?

Will you need help from parents or community members? What will that be?

### **Goal setting for session 1**

1. Write a goal related to what you have learned this week. Decide how to integrate new ideas into your daily work. Come prepared to report with examples that may include a document, picture, or story.

### **My goal**

One action I plan to take as a result of today's session:

### **Field work assignment for session 1**

Go the MeMyRaceAndI at

[http://www.pbs.org/race/005\\_MeMyRaceAndI/005\\_00-home.htm](http://www.pbs.org/race/005_MeMyRaceAndI/005_00-home.htm)

Click on SLIDESHOW MENU

Watch the four short slide shows:

Split Identity (2:31)

To See or not See (2:36)

The Elephant in the Room (2:25)

How to Be an American (2:49)

Watch all four slide shows and think about the information.

Reflect on how the slide shows relate to your work with children and families

## Overview of Session 2

### Children Learning about Diversity

#### Session Objectives

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this module, actively engaged participants will be able to:

- Describe how children learn about diversity.
- Make the link between how children perceive diversity and the Minnesota Early Learning Standards.
- Begin to plan for anti-bias education.

**Let's practice:** Today you are learning about how children learn about diversity and how educators can help children develop a strong self-concept as well as learn to respect and interact comfortably with people different from themselves. This is done with the strategies described in the field of anti-bias education. Sometimes we are caught off guard by children's comments or reactions, so it takes practice to find the right words, and the appropriate response.

Now we are going to practice with vignettes. As educators, situations happen fast. We need to be good at presenting the information to children. We also need to be fast in responding if children bring up comments. Each time we ignore, or let comments slide by, unfortunately it is an opportunity for bias to be reinforced. And it is a missed opportunity for positive anti-bias thinking to develop.

#### **Vignettes**

Here are some vignettes heard in classrooms. Take a moment to also think of some real-life situations you have personally encountered.

"Why is Precious' skin dark?" (White child about an African American classmate)

"I don't like brown people" (African American girl)

"What's that? (Peter pointing to a person in a wheel chair during a field trip at the park)

"Why do you speak funny?" (to a bilingual educator with a Spanish accent)

Matthew: "My doll has two daddies" (a boy who has gay parents organizes the plot in dramatic play. Henry: "No. That's silly! She can't have two daddies. She has a daddy AND a mommy!"

“Boys can’t be in the kitchen. That’s for girls only” (Middle-eastern girl to a boy who wants to play in kitchen)

**Let’s practice activity: Giving thoughtful responses to children’s questions and comments**

This is serious business but for this practice, it is OK to be playful and have some smiles and laughter. If you can only come up with some off the wall answer the first time, your colleagues will help you find something more appropriate. Use the following guidelines for responding from the NAEYC brochure *Teaching Young Children to Resist Bias* (2009):

Show that value diversity

Make it a firm rule

Initiate activities and discussions

Provide opportunities to learn

Respectfully listen and answer

Use accurate and fair images

Teach children to recognize stereotypes

**Goal setting for session 2**

1. Write a goal related to what you have learned this week. Decide how to integrate new ideas into your daily work. Come prepared to report with examples that may include a document, picture, or story.

**My goal**

One action I plan to take as a result of today’s session:

**Field work assignment for session 2**

Choose a children’s book that reflects diversity from the list of resources or from your own library and read it to the children in your group. This book needs to include a diverse representation of characters and family structure, including people of different race, gender, ability, and language. This diversity can reflect the classroom or family childcare home community as well as the world. Read the book at least three times during the week. Note the children’s questions, comments, and reactions.

## Overview of Session 3

### Teaching Dual Language Learners

#### Objectives

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this module, actively engaged participants will be able to:

- Describe why it is important for children to keep using their home language.
- Explore techniques to support the home language of children and teach English.
- Begin a plan for their own program to provide a curriculum that supports and honors the children's language and culture.

#### **Let's Practice**

##### **Activity-Review Family Home Language Interview**

Read the Family Home Language Interview on page 9. Add or changes questions. what else would you like to know from families regarding language?

##### **Activity- Adapt your curriculum for Dual Language Learners**

During session 1, we did an exercise where you used some of the ideas from the training to modify your curriculum. Today you will refine your thinking by specifically thinking of children who are learning English in your group. If you do not have any dual language learners, think of a future situation when you might.

Name two ideas you learned from today's session that you would like to try in your classroom or family childcare home. Explain when and how you will start using the new strategies or resources from the resource list on page 10 of the participant guide.

#### **Goal setting for session 3**

1. Write a goal related to what you have learned this week. Decide how to integrate new ideas into your daily work. Come prepared to report with examples that may include a document, picture, or story.

#### **My goal**

One action I plan to take as a result of today's session:

### **Field work assignment for session 3**

Use the home language questionnaire with at least one family this week. Come back prepared to report how it went, the reaction of the family, and how this information is helping you make changes in your teaching.

*If you do not have a child who is a dual language learner in your program, think of how you would answer the questions if you were living in a foreign country and enrolling your child in a school there. How would you answer these questions? What would you want for your child?*

## Family Home Language Interview

Date \_\_\_/\_\_\_/\_\_\_

Child's Name \_\_\_\_\_

Child's Date of Birth \_\_\_/\_\_\_/\_\_\_ Child's age: \_\_\_\_\_

Name of the person completing this form: \_\_\_\_\_

Your relationship to the child: \_\_\_\_\_

1. (a) At what age did your child begin to attend any early childhood program or childcare?  
\_\_\_\_\_

(b) What type of educational programs has your child attended? (for example, preschool, childcare center, family childcare home, Head Start). Were they bilingual programs or English-only settings?  
\_\_\_\_\_

2. (a) Does your child speak (insert home language) \_\_\_\_\_? YES NO

(b) At what age did your child begin to speak \_\_\_\_\_?  
\_\_\_\_\_

(c) Does he/she speak \_\_\_\_\_ often? YES NO

(d) With whom does your child speak \_\_\_\_\_?

3. (a) Does your child speak English? YES NO

(b) At what age did your child begin to speak English? \_\_\_\_\_

(c) Does he/she speak English often? YES NO

(d) With whom does your child speak English?

4. (a) In what languages do you speak at home? \_\_\_\_\_

(b) Please list the people that live in your home, and the languages that each person speaks. (For example: grandmother-Spanish, older brother-English and Spanish, etc.)

## Teaching Materials and Resources for Teaching Children who are Dual Language Learners

### Independent Publishers Group: Spanish Books

814 North Franklin Street  
Chicago, IL 60610  
(312) 337-0747  
(312) 337-5985 fax  
[www.ipgbook.com](http://www.ipgbook.com)  
[frontdesk@ipgbook.com](mailto:frontdesk@ipgbook.com)

- Primary dictionaries (DK Style)
- Spanish Children's Books

### Learning Resources Educational Catalog

380 North Fairway Drive  
Vernon Hills, IL 60061  
  
(888) 489-9388 toll-free  
(800) 222-0249 toll-free fax  
  
(847) 573-8425 fax

[www.learningresources.com](http://www.learningresources.com)

- Phonics Kit
- Language Patterns & Vocabulary Building Kits
- Phonemic Awareness Kit
- Flip Charts
- Alphabet Photograph Cards
- Spanish/English Puzzle Cards
- Simple Spanish Bingo

### Picture Window Books

151 Good Counsel Drive  
PO Box 669  
Mankato, MN 56002-0669  
  
(877) 845-8392 toll-free  
(877) 787-2746 toll-free fax  
  
[www.picturewindowbooks.com](http://www.picturewindowbooks.com)

- Children's books in Eng. & Span.

### Capstone Press

PO Box 669  
Mankato, MN 56002-0669  
  
(800) 747-4992 toll-free  
(888) 262-0705 toll-free fax

[www.capstonepress.com](http://www.capstonepress.com)

- Bilingual children's books: Math & Science, Social Science, Animals, Health & Technology

### Master Communications: World Language Catalog

4480 Lake Forest Dr. #302  
Cincinnati, OH 45242-3753  
  
(513) 563-3100  
(513) 563-3105 fax

<http://www.master-comm.com>

- Children and Adult books in more than 50 languages including: Arabic, Chinese, French, German, Italian, Japanese, Korean, Spanish, Russian, Hindi, and Portuguese.
- VHS/DVD's
- CD's
- Flashcards and Posters

### Learning Props, L.L.C.

PO Box 774  
Racine, WI 53401  
  
(877) 776-7750 toll-free  
  
(262) 619-1119

[bev@learningprops.com](mailto:bev@learningprops.com)

[www.learningprops.com](http://www.learningprops.com)

- Bilingual educational games and books for preschool learning.

•

Third Week Books

1112 West 66<sup>th</sup> Street #1

Minneapolis, MN 55423

(612) 990-6011

[TheBabyReader@yahoo.com](mailto:TheBabyReader@yahoo.com)

[www.ThirdWeekBooks.com](http://www.ThirdWeekBooks.com)

- Baby readers for parents and infants in English and Spanish
- Toddler readers for parents and 1 to 3 year olds in English and Spanish

Big Books by George!

500 Grapevine Hwy, Ste. 356

Hurst, TX 76054

(866) 581-2199 toll-free

(866) 581-2204 toll-free fax

[help@bbbg.org](mailto:help@bbbg.org)

[www.bbbg.org](http://www.bbbg.org)

- Big books in English and Spanish
- Teacher resources to use with books

Lakeshore Learning Materials

1721 Beam Ave.

Maplewood, MN 55109

(651) 777-0650

5699 W. 16<sup>th</sup> St.

St. Louis Park, MN 55416

(952) 541-0991

(800) 428-4414 toll-free

[www.lakeshorelearning.com](http://www.lakeshorelearning.com)

- Bilingual educational games and books.
- Teacher resources to use with materials.

Culture for Kids

4480 Lake Forest Dr., Suite 302

Cincinnati, OH 45242-3753

(513) 563-3100

(513) 563-3105 fax

[www.cultureforkids.com](http://www.cultureforkids.com)

- Resources for language and culture.
- Books, DVD's, CD's, posters, and traditional games from multiple cultures.
- Picture dictionaries in multiple languages.

The Learning Connection

1901 Longleaf Blvd., Suite 300

Lake Wales, FL 33859

(800) 218-8489 toll-free

(863) 676-5216 fax

[www.TLConnection.com](http://www.TLConnection.com)

- Bilingual Take-Home kits for literacy and math
- Spanish books and audio cassettes

Super Duper® Publications

P.O. Box 24997

Greenville, SC 29616

(800) 277-8737 toll-free

(800) 978-7379 toll-free fax

(864) 288-3380 fax

<http://www.superduperinc.com/>

- Many Spanish Language games and vocabulary builders.
- Essential Spanish for SLP's
- Excellent resources

Trabalenguas

P.O. Box 286

LaGrange, IL 60525

(708) 352-3502 phone/fax

[www.spanishspeech.com](http://www.spanishspeech.com)

- Spanish phonological awareness games
- Quick and easy ideas for Spanish therapy
- Spanish vocabulary cards
- Items sold in sets

LinguiSystems, Inc.

3100 4th Avenue

East Moline, IL 61244

(800) 776-4332 toll-free phone

(309) 755-2300 phone

(800) 577-4555 toll-free fax

(309) 755-2377 fax

[www.linguisystems.com](http://www.linguisystems.com)

- Spanish-English folder games
- Vocabulary games and materials
- Concept pictures
- SDL language practice
- Verb practice
- Spanish word bingo
- Opposites
- And much more!

Santillana USA

2105 N.W. 86<sup>th</sup> Avenue

Miami, FL 33122

(800) 245-8584 toll-free

(888) 248-9518 toll-free fax

[customer.service@santillanausa.com](mailto:customer.service@santillanausa.com)

[www.santillanausa.com](http://www.santillanausa.com)

- English/Spanish Curriculum PreK-12
- Picture books, teacher's guides, big books, posters, assessments, audio CD's, and picture card

Kids' Express Train, LCC

PO Box 1462

Maple Grove, MN 55311-6462

(877) 876-3050 toll-free

(763) 391-3020 fax

[www.expresstrain.org](http://www.expresstrain.org)

[kids@expresstrain.org](mailto:kids@expresstrain.org)

- Speech-Language Pathologist Rachel Arntson that provides seminars
- Music CDs for toddlers to early elementary in English and Spanish focusing on Speech and Language goals

Me+mi Publishing, Inc.

400 S. Knoll Street, Suite B

Wheaton, IL 60187

(888) 251-1444 toll-free

(630) 588-9804 fax

[www.memima.com](http://www.memima.com)

- English-Spanish books, board books, and book collections
- English-Spanish CDs of songs and audio stories.

Language Lizard, LLC

PO Box 421

Basking Ridge, NJ 07920

(888) 5549273 toll-free

(908) 613-3639 fax

[www.languagelizard.com](http://www.languagelizard.com)

[info@languagelizard.com](mailto:info@languagelizard.com)

- Books, big books, board books, posters, maps, and audio story CDs
- 52 languages to choose from including Spanish, Hmong, Russian, Somali, and Arabic

Barefoot Books

2067 Massachusetts Avenue

Cambridge, MA 02140

(866) 417-2369 toll-free

(866) 215-1756 toll-free (617) 576-0660 phone

(617) 576-0049 fax

[www.barefoot-books.com](http://www.barefoot-books.com)

- Multicultural-themed literature
- Spanish titles and books with CDs
- 50% discount for literacy programs

Charlesbridge Publishing

85 Main Street

Watertown, MA 02472

(800) 225-3214 toll-free

(800) 926-5775 toll-free fax

[www.charlesbridge.com](http://www.charlesbridge.com)

- Spanish and Dual Language fiction and nonfiction titles for children

Children's Book Press

965 Mission St., Ste.425

San Francisco, CA 94103

(866) 935-2665 toll-free

(415) 543-2665 phone

(415) 543-3394 fax

[www.childrensbookpress.org](http://www.childrensbookpress.org)

- Multicultural literature in English

Scholastic

(800) 724-6527 toll-free

<http://teacher.scholastic.com/clubs/clubleo/>

- Club Leo offers Spanish and bilingual books (Pre-K – grade 6) for schools and families

HarperCollins Publishers

Special Markets Department

10 E. 53rd St., 14th Floor

New York, NY 10022-5299

(212) 207-7833

(212) 207-7222 fax

[spsales@harpercollins.com](mailto:spsales@harpercollins.com)

- “Rayo” books are children’s literature in Spanish

LIFEBags

Learning In Families Everyday

(763) 443-9379

<http://life-bags.com>

- There are four types of bags available in English, Spanish, and Hmong
- Each bag contains an item plus a conversation sheet coaching parents how to use talk, read, and write to make that activity a learning opportunity

Literacy Press International

86 Seymour Ave SE

Minneapolis, MN 55414

(800) 908-0627 toll-free

(612) 379-7303 fax

[aspasse@earthlink.net](mailto:aspasse@earthlink.net)

[www.literacypress.com](http://www.literacypress.com)

- My Kindergarten Book/Mi Libro del Kinder
- Notes on each page to help parents work with their child developing important skills and knowledge of what to expect at kindergarten

## Websites

Minnesota Humanities: Bilingual & Heritage Language Programs

[www.thinkmhc.org](http://www.thinkmhc.org)

- Somali, Spanish, Hmong, Dakota, and Ojibwe Language and Literacy programs and resources.

Hennepin County Library – Birth to 6 – Early Literacy

[www.hclib.org/BirthTo6/EarlyLit.cfm](http://www.hclib.org/BirthTo6/EarlyLit.cfm)

- Family resources for early literacy in multiple languages  
¡Colorín Colorado!

[www.colorincolorado.org](http://www.colorincolorado.org)

- A bilingual site for families and educators of English language learners  
CLAS

<http://clas.uiuc.edu/index.html>

- Resources, assessment tools, and intervention materials  
Landlocked Films

[www.landlockedfilms.com](http://www.landlockedfilms.com)

- Instructional films/documentaries on various topics including early childhood education and bilingual education  
Enchanted Learning

[www.enchantedlearning.com](http://www.enchantedlearning.com)

- Printable Spanish picture dictionaries, booklets, and other teaching resources

## Books

Artiles, A.J., & Ortiz, A.A. (Ed.) (2002). *English language learners with special educational needs: Identification, assessment, and instruction*. McHenry, IL: Center for Applied Linguistics.

Baca, L.M., & Cervantes, H.T. (2004). *The bilingual special education interface* (4th ed.). Upper Saddle River, NJ: Pearson.

Barrera, I. & Kramer, L. (2009). *Using skilled dialogue to transform challenging interactions: Honoring identity, voice, & connection*. Baltimore: Brookes

Kayser, H. (1998). *Assessment and intervention resource for Hispanic children*. San Diego, CA: Singular.

Lynch, E.W., & Hanson, M.J. (2011). *Developing cross-cultural competence: A guide for working with children and their families* (4th ed.). Baltimore: Brookes.

Passe, A.S. (2013). *Dual language learners, birth to grade 3: Strategies for teaching English*. Saint Paul: Redleaf Press

Paradis, J., Genesee, F., Crago, M.B. (2010). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore: Brookes.

Tabors, P.O. (2008). *One child, two languages: A guide for preschool educators of children learning English as a second language*, (2<sup>nd</sup> ed). Baltimore: Brookes.

## Overview of Session 4

### Creating a Positive Multicultural Environment for All Children

#### Objectives

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this module, actively engaged participants will be able to:

- Describe how families teach resiliency to their children.
- Make the link between what families do at home to promote children's development and the Minnesota Early Learning Standards.
- Complete a self-assessment that prepares them to plan a positive program for the children they care for and teach.
- Make a plan for their own program.

#### **Let's Practice**

The Cross-Cultural Competence Checklist on page 25 can be used by childcare center staff and directors, as well as family childcare providers. Let them know it is a tool to reflect on their current practices.

Take 6-8 minutes to respond to each item based on your own knowledge and experience. Then pair with a colleague and share your findings.

All of us are "on the road". The most important indicators of positive change are interest and commitment.

#### **Goal Setting**

- Review the actions you have taken since you began this training, four weeks ago.
- Identify the actions that relate to the Cross-Cultural Competence Checklist they used today.
- Write one goal and expected outcomes for the next three months.
- Write one goal and expected outcomes for the next six months.

#### **My Goal for the next 3 months**

#### **My goal for the next 6 months**

## Cross-Cultural Competence Checklist

This checklist is intended as an overview of early childhood and family education practices that respect and promote cultural and linguistic diversity in the program. It is a tool for self-assessment and discussion, not an evaluation instrument. All the items are important for cultural competence. Check the appropriate box on a scale of 1 (lowest) to 3 (highest).

In our program,	1 No	2 Kind of	3 Yes
<b>Environment and Materials</b>			
The environment and materials reflect the cultural diversity of the children, families and staff : photographs, illustrations, toys, posters, books, props			
Field trips are taken to places where children can learn more about their culture and that of others			
Families regularly come to share their stories and traditions			
Meals include some foods familiar to children			
Books are in English and the languages of the children and families			
Books have stories and information relevant to the children’s everyday lives			
Music reflects the cultural diversity of families and educators			
<b>Communication with Children and Family Members</b>			
Educators communicate with families about children’s development using the Minnesota Early Indicators of Progress (ECIPS) as a guide.			
Communication assistance is provided for parents who need it (e.g., language interpreter, simpler English, extra time to communicate)			
Written communication is adapted to families’ literacy levels and is supplemented with oral communication (e.g., flyer and phone or in person)			
Educators learn and use greetings and comfort words in the children’s home languages			
Educators do not use children’s home language for discipline			

Visual props and gestures are used to augment the message for children and increase comprehension			
Educators know that not speaking English well is not a limitation of mental ability			
All families are invited to participate			
<b>Values and Attitudes</b>			
Educators learn from families the ways they use to help their children succeed			
Educators are sensitive to families' needs and requests			
Educators reinforce core values shared by a cross section of families in program			
Educators understand how families teach resiliency (spiritual values, emotional intelligence, self-mastery)			
Educators teach children the skills they need to be ready for school and explain these to families			
Educators encourage families to learn about contemporary American culture			
Educators understand that families reactions and approaches (e.g., to health, discipline, disability, diet, self-help) may be culturally-based			
Educators allow parents to make choices about the needs of their children			
Cultural bias or prejudice is overtly stopped			
Educators discuss own biases regularly and problem solve best ways to educate and support families			

Angèle Sancho Passe ©2010-Revised 2013 Adapted from Quality Rating of Early Childhood Programs@Betty Emarita ©2007