

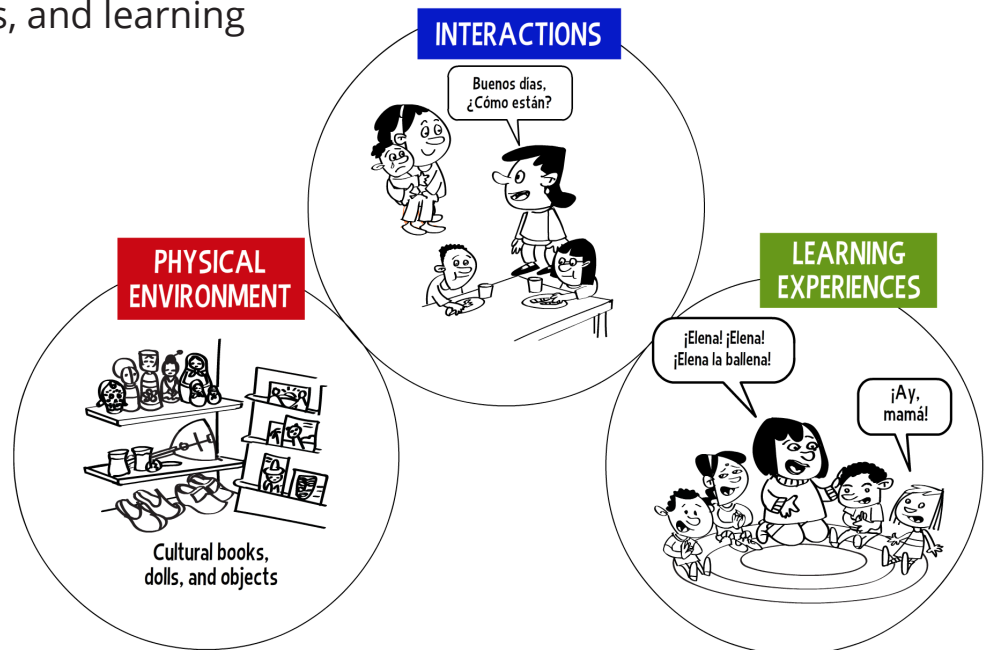
Being Responsive to Children and Families: ***Culturally Responsive Practices***

**WHAT'S IN THIS PD2GO PACK?**

Culturally responsive practices help children and families feel welcome and make learning personally meaningful to each child. This pack offers strategies to be culturally responsive in your physical environment, interactions with children and families, and learning experiences.

**Your Participants Will...**

increase their capacity to create learning and caring environments that are culturally responsive to the children and families in the program.



**SUPPORTING MATERIALS**

**Facilitator's Guide** Everything you need to facilitate this PD2GO presentation on *Culturally Responsive Practices*, including an interactive presentation page along with step-by-step presenter's notes.

**Coaching Corner** One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

## HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

### Presentation Information

*Text written in italics is meant to be spoken out loud during the course of the presentation.*

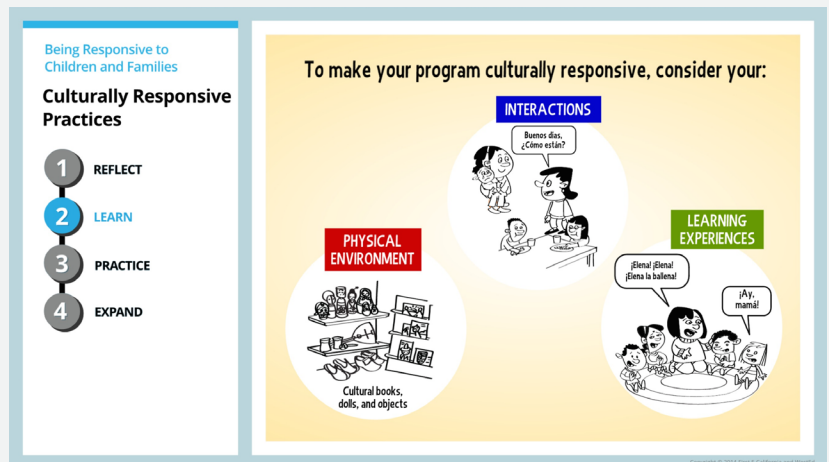
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

### THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

#### ■ Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



### DOWNLOADABLE MATERIALS

#### ■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

#### ■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.





### EXPANDING ON THIS PD2GO PACK

This presentation on *Culturally Responsive Practices* can be used individually or in conjunction with related packs in the bundle, including *Responsive Learning Experiences*, and *Engaging Families*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

### MATERIALS




In this pack, you will find:

[Download all \(4.1 MB\)](#)

-  [Facilitator's Guide \(4.2 MB\)](#)  
Everything you need to facilitate this PD2GO presentation on Culturally Responsive Practices, including an interactive presentation page along with step-by-step presenter's notes.
-  [Coaching Corner \(160 KB\)](#)  
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
-  [Handout - Culturally Responsive Practices in Erika's Classroom \(140 KB\)](#)
-  [Handout - Practice Activity \(140 KB\)](#)

In this bundle, you will find:

[Download all \(280 KB\)](#)

- Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:
-  [Digging Deeper \(150 KB\)](#)
  -  [Family Connections \(210 KB\)](#)
  -  [Resource Links \(170 KB\)](#)

# STEP 1: REFLECT

## PRESENTATION SEQUENCE

## FACILITATOR'S NOTES

Step 1







Think about the first time you did something new.





[2 min]  **Step 1 - Start**

**Facilitator:** *Think about the first time you did something new, such as taking public transportation in an unfamiliar city, starting a new job, or meeting a new friend's family.*


How did you feel in that unfamiliar situation?



 Give participants a moment to reflect.

**Facilitator:** *How did you feel in that unfamiliar situation, in which you may not have known what to expect or what was expected of you?*



 Invite participants to share their ideas. Some possible responses include:


- Curious
- Nervous
- Confused



**Facilitator:** *What helped you start to feel more comfortable and secure?*

What helped you start to feel more comfortable and secure?



 Invite participants to share their ideas. Some possible responses include:

- Someone helping me
- Someone smiling and welcoming me
- Seeing a familiar face
- Time and practice







**Facilitator:** *In new or unfamiliar experiences, we may feel nervous or confused. Yet we start to feel more at ease when someone smiles at us, welcomes us, or helps us.*



## STEP 1: REFLECT *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 2px solid red; padding: 10px; text-align: center;">  <p>Much like us, children and families feel comfortable and emotionally secure when we warmly welcome them into our programs.</p>  <p style="text-align: right; margin-top: 10px;"><a href="#">Go to step 2: LEARN</a></p> </div>	<p><b>Facilitator:</b> <i>Much like us, children and families feel comfortable and emotionally secure when we warmly welcome them into our programs.</i></p>

## STEP 2: LEARN

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 2px solid green; padding: 10px;"> <p>Step 2</p>  <p>How can we make our programs places where all children and families feel welcome?</p>  <div style="text-align: right; margin-top: 10px;"></div> </div>	<p>[6 min] <span style="border: 1px solid gray; border-radius: 10px; padding: 2px 5px;">CLICK </span> <b>Step 2 - Learn</b></p> <p><b>Facilitator:</b> <i>How can we make our programs places where all children and families feel welcome? Let's look through the eyes of Juan as he enters Erika's classroom with his mother, Lupe.</i></p> <div style="margin-top: 20px;">  <p>Reference handout.   <b>"Culturally Responsive Practices in Erika's Classroom"</b></p> <p>Invite a volunteer to read the scenario on the handout.</p> </div> <p><b>Volunteer:</b> <i>Lupe carries Juan into the classroom. He is tearful because his grandmother, who had been visiting for a couple of weeks, recently returned to Mexico.</i></p> <ul style="list-style-type: none"> <li>■ <i>Erika greets Juan and Lupe in their home language, "Buenos días. ¿Cómo están?" [Good morning. How are you?]</i></li> <li>■ <i>When Lupe says goodbye, Juan sits on Erika's lap and looks at pictures in his family album.</i></li> </ul>

**STEP 2:**  
**LEARN** *Continued*

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**



**Volunteer:**  
**(Continued)**

- Juan eats scrambled eggs, beans, and tortillas for breakfast.
- Erika invites Juan to draw a picture to send to his grandma.
- During circle time, the children sing a song that Juan's family shared with the group.



**Facilitator:**

*How do you think Juan and Lupe felt in Erika's classroom?*



Invite participants to share their ideas. Some possible responses include:

- Juan may have felt comforted by Erika holding him on her lap and showing him his family album.
- Lupe probably felt comfortable with Erika as she greeted her in Spanish.
- The familiar foods help Juan and Lupe feel welcome.

**Facilitator:**

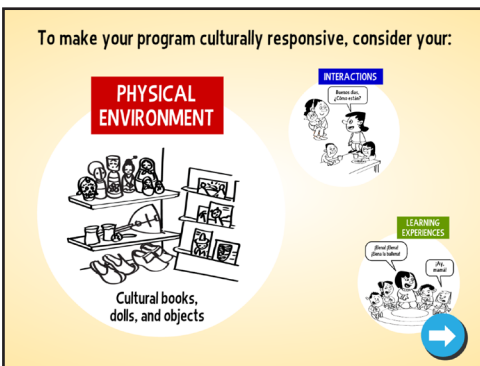
*Erika demonstrated culturally responsive practices, which help children and families feel welcome. When children feel comfortable and emotionally secure, they relax and can better engage in their learning environment.*



**Facilitator:**

*To make your program culturally responsive to the children in your group, consider your:*

- **Physical environment**—Put cultural objects provided by families in the learning environment. Provide books, photos, dolls, and other objects that represent a variety of cultures, including those of the children in your program.



**STEP 2:**  
**LEARN** *Continued*

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

To make your program culturally responsive, consider your:

To make your program culturally responsive, consider your:

**Facilitator:** ■ **Interactions with children and families**—*Use words from children’s home languages. Learn culturally appropriate ways of greeting families and helping children during routines.*



**Facilitator:** ■ **Learning experiences**—*Find ways to incorporate stories, music, and activities related to children’s home lives and cultural traditions.*

*Let’s identify some examples of these practices in Erika’s classroom. How was the physical environment culturally responsive to Juan?*



Invite participants to share their ideas in a large group and write down the responses on their handouts. Examples include:

- Juan had a family album in the classroom.
- Erika was serving familiar foods for breakfast. Today, for example, breakfast included foods from Juan’s culture.

**Facilitator:** *How did Erika interact with Juan and Lupe in culturally responsive ways?*







Invite participants to share their ideas. Examples include:







- Erika greeted Juan and Lupe in their home language.
- Erika noticed Lupe carried Juan, and she invited him to sit on her lap.



**STEP 2:**  
**LEARN** *Continued*

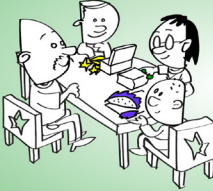
PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 1px solid red; padding: 10px; text-align: center;">  <p>Embed culturally responsive practices into your everyday routines and curriculum.</p>  <div style="background-color: #4a86e8; color: white; padding: 2px 5px; display: inline-block; margin-top: 5px;">Go to step 3: PRACTICE</div> </div>	<p><b>Facilitator:</b> <i>What are some examples of learning experiences that were related to Juan's home life and culture?</i></p> <p> Invite participants to share their ideas in a large group and write down the responses on their handouts. Examples include:</p> <ul style="list-style-type: none"> <li>■ Erika invited Juan to draw a picture to send to his grandma.</li> <li>■ The children sang a song that Juan's family shared with the group.</li> </ul> <p> <b>Facilitator:</b> <i>Embed culturally responsive practices into your everyday routines and curriculum.</i></p>

**STEP 3:**  
**PRACTICE**


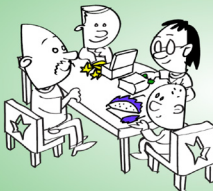
PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 1px solid green; padding: 10px; text-align: center;"> <p>Step 3</p>  <p>Let's brainstorm our own ideas for how to plan and implement culturally responsive practices.</p>  <div style="background-color: #4a86e8; color: white; padding: 2px 5px; display: inline-block; margin-top: 5px;">→</div> </div>	<p>[5 min]  <b>Step 3 - Practice</b></p> <p><b>Facilitator:</b> <i>Let's brainstorm our own ideas for how to plan and implement culturally responsive practices.</i></p> <p> Reference handout.   <b>"Practice Activity"</b></p> <p>Invite a volunteer to read the short scenario.</p> <p></p>

**STEP 3:**  
**PRACTICE** *Continued*


**PRESENTATION SEQUENCE**



Your group is learning about different fruits and vegetables. You notice that, for lunch, children bring all sorts of fruits and vegetables typically eaten by different cultures and prepared in various ways.

- What would you add to the environment to make the exploration of fruits and vegetables more culturally relevant?
- How would you interact with children in culturally responsive ways?
- What would you do to bring children's cultures into your learning experiences on fruits and vegetables?



**FACILITATOR'S NOTES**

**Volunteer:** *Your group is learning about different fruits and vegetables. You notice that, for lunch, children bring all sorts of fruits and vegetables typically eaten by different cultures and prepared in various ways.*



**Facilitator:** *Thinking about this focus of exploration, discuss the following questions with a partner next to you:*

- *What would you add to the environment to make the exploration of fruits and vegetables more culturally relevant?*
- *How would you interact with children in culturally responsive ways?*
- *What would you do to bring children's cultures into your learning experiences on fruits and vegetables?*



Give pairs time to discuss. Ask for a few volunteers to share their ideas for each question.

Possible responses for each question are listed below.

What would you add to the environment to make the exploration of fruits and vegetables more culturally relevant?

- Pretend fruits and vegetables in the dramatic play area that reflect those used in children's cultures
- Photographs of fruits and vegetables from many cultures (take photos of fruits and vegetables children bring or search online)



**STEP 3:**  
**PRACTICE** *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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How would you interact with children in culturally responsive ways?

- During lunch, start conversations with children about the fruits and vegetables they bring from home.
- Ask families how to say the names of fruits and vegetables in their home languages, and write down how to pronounce them correctly. For instance, “la piña” means “pineapple” in Spanish. You could write “la pee-nya” to remember how to say it.

What would you do to bring children’s culture into your learning experiences on fruits and vegetables?

- Bring in real fruits and vegetables from different cultures for children to explore, compare, and contrast.
- Invite families to lead a cooking activity with a fruit or vegetable in a cultural dish.



**Facilitator:**

*Culturally responsive practices should be woven into children’s everyday experiences.*



**Culturally responsive practices should be woven into children’s everyday experiences.**



Go to step 4: EXPAND

**STEP 4:**  
**EXPAND**

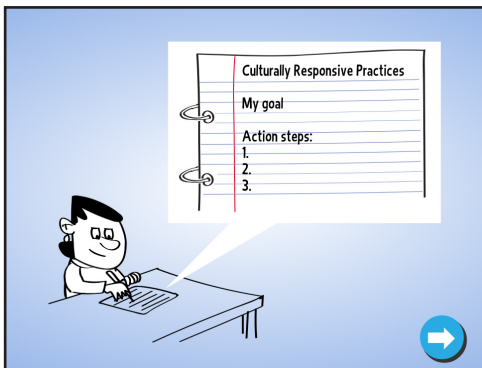

**PRESENTATION SEQUENCE**

Step 4



Reflect on your program's culturally responsive practices.



**FACILITATOR'S NOTES**

[2 min]



**Step 4 - Expand**

**Facilitator:** *Reflect on your program's culturally responsive practices in each of the three areas we discussed:*

- *What the physical environment looks like*
- *How you interact with children and families*
- *What learning experiences you offer*



**Facilitator:** *What is one goal you have for your program to strengthen or expand your culturally responsive practices? Write this goal down and identify what specific action steps you need to take this week to make this goal a reality.*



Give participants time to think about and write a goal.




Here are some possible responses:

- Search the Internet for information or read articles about children's cultural backgrounds.
- Ask families to share books, songs, photos, or other cultural objects with the program.
- Purchase or borrow materials that authentically and respectfully reflect the cultural backgrounds of the children.
- Ask families or look up online how to say common key words in children's home languages.
- Brainstorm how to expand your focus of exploration based on something related to children's family and cultural backgrounds.

**OPTIONAL:** If you have time, do a round robin where each of the participants states one action step they will take this week to reach their goals. Ask for a volunteer to start, and go around the room.

## STEP 4: *Continued*

### EXPAND

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="99 338 574 695" style="border: 2px solid red; padding: 10px; text-align: center;">   <p><b>Culturally responsive practices make learning experiences personally meaningful and engaging.</b></p>    </div>	<p><b>Facilitator:</b> <i>Culturally responsive practices make learning experiences personally meaningful and engaging.</i></p>

### THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

- California Department of Education (2010). *California Preschool Curriculum Framework* (Vol. 1). Sacramento, CA: Author.
- California Department of Education (2014). *The California Early Childhood Educator Competencies: Culture, Diversity, and Equity*. Sacramento, CA: Author.
- Copple, C. & Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (3rd edition). Washington, DC: National Association for the Education of Young Children.
- Early Head Start National Resource Center (2008). *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*. Retrieved from: [https://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC\\_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start\\_English.pdf](https://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf)