



Show Cultural Respect



Orientation

Learning extension activities will help you deepen your knowledge about family engagement. These activities can be used to support your work daily or as part of a long-term goal. The activities in this guide provide ideas for reflection and opportunities to practice skills learned in the family engagement modules.

How to Use This Guide

Activities are designed for early childhood learning and care professionals, including family child care providers, teachers, administrators, coaches, home visitors, and librarians. Each activity can be used:

- **Individually** for self-study, self-reflection, and integrating family engagement practices into your work
- **With a partner** to learn about, explore, and reflect on implementing family engagement in your setting
- **With a group** as part of staff meetings, association events, or workshops to learn and reflect together about family engagement

Activities in This Guide

1. Honoring a Family's Culture when Differences Occur
2. What Happens Next: Ms. Jayla, Ana, and Aisha
3. Simulation Variations

This guide focuses on the value of using strengths-based strategies for building relationships with families. The following activities focus on applying the strategies to increase your awareness of your own culture and to acknowledge and honor a family's culture without trying to change it.



1. Honoring a Family's Culture When Differences Occur

This activity can be repeated using a variety of situations from your own work with families.

Resources You Will Need

- Companion Resource
 - [Strategies for Building Culturally Respectful Relationships with Families](#)
- Tip Sheets
 - [Use a Strengths-based Approach](#)
 - [Take Informed Action](#)

Time: 30–60 minutes

How to Use This Learning Extension

• Individually

Complete activity steps 1–3. In step 4, choose an option to try. Practice what you decide to say to the family. Then, reflect on what happens using the questions in step 5 and on what you learned in step 6.

• With a Partner

Option 1: Work together to identify one situation and complete steps 1–3. To complete step 4, choose the role-play option. Then, role-play the conversation and reflect together on what happens using the questions in step 5 and on what you learned in step 6.

Option 2: Individually identify a situation from your own work in step 1. Individually complete steps 1–3 and then debrief with your partner. For step 4, either role-play for each of the situations you and your partner identified or collaborate to work through what you will say and how you think the family

might respond for each situation. Individually, reflect using the questions in step 5, and then share your reflections with each other. Finally, reflect on what you learned in step 6.

• With a Group

Option 1:

1. Have each person in the group identify a situation from their own work in step 1.
2. Ask each person in the group to quietly reflect on their responses to the questions in steps 2–3. Then, have a whole group discussion about their responses to the questions in steps 2–3.
3. To complete step 4, ask group members to select a partner with whom to role-play the conversation, or work through the example as a group.
4. To conclude, ask each person to complete step 5 and share their response with someone else in the group. Then have each person individually reflect on what they learned in step 6.

Option 2:

1. As a group, discuss and identify a situation to work with.
2. Ask each person in the group to quietly reflect on their response to the questions in steps 1–3. Then, have a whole group discussion about their responses to the questions in steps 2–3.
3. To complete step 4, ask group members to select a partner with whom to role-play the conversation, or work through the example as a group.
4. To conclude, ask each person to complete step 5 and share their response with someone else in the group. Then have each person individually reflect on what they learned in step 6.

Activity Directions

Prepare for this activity by reviewing the section Use the **Strategies for Building Relationships with Families to Discuss Common Topics** on page 2 of the companion resource **Strategies for Building Culturally Respectful Relationships with Families**.

STEP 1

Think of a time when your view differed from the view of a family you work with. If you need help identifying a situation, review the examples of common topics on page 6 of the companion resource **Strategies for Building Culturally Respectful Relationships with Families**. Explore this situation using **Reflect and Inquire** with the following guiding questions:

- Think about the family you have identified. What do you know about them?
- What are your personal and cultural perspectives about this situation?
- What might this family's individual and cultural perspectives be about this topic?
- In what ways are your perspectives the same as or different from the family's individual and cultural perspectives?
- How might these similarities or differences influence your relationship with this family?

STEP 2

Review the list of **Strengths-based Attitudes** on the tip sheet **Use a Strengths-based Approach**. Choose an attitude you want to use. How will you use this attitude to help you focus on strengths first and show cultural respect?

STEP 3

Review the examples of using **Take Informed Action** that begin on page 2 of the companion resource **Strategies for Building Culturally Respectful Relationships with Families**. Review the tip sheet **Take Informed Action** and choose a **Relationship-**

based Practice to guide how you respond to this family and show cultural respect. Respond to the question below:

- Using this **Relationship-based Practice**, what will you do or say to show cultural respect to this family?

STEP 4

Choose one of the options below and try using what you planned to say in step 3.

- Imagine how a family might respond and what a family might experience when you show cultural respect, in the way you identified in step 3 and while using the **Relationship-based Practice**, in a conversation with them. Document this imagined conversation in your journal.
- If you are working with your own example, try out the prompt and practice what you decided to say in your next conversation with this family.
- Role-play the conversation with a partner.
- With a group, practice what you will say and how you think the family might respond.

STEP 5

Reflect on what you discover using the questions below.

- How did using the prompt help engage this family and show cultural respect?
- What do you think this interaction was like for the family?
- What might you do differently if you had this conversation again?
- How else can you use the strategies to help you build culturally respectful relationships with families?

STEP 6

Reflect on what you did and learned as part of your ongoing professional development.

2. What Happens Next: Ms. Jayla, Ana, and Aisha

This activity can be repeated using different scenarios and examples.

Resources You Will Need

Scenario Options (located on page 6)

- Companion Resources
 - [Engaging Families and Showing Cultural Respect](#)
 - [Strategies for Building Culturally Respectful Relationships with Families](#)
- Tip Sheets
 - [Use a Strengths-based Approach](#)
 - [Listen Actively](#)
 - [Take Informed Action](#)

[My Family Engagement Journal](#) (optional): If you completed Module 3 Unit 1, you may also find your journal helpful.

Time: 30–45 minutes

How to Use This Learning Extension

• Individually

Complete all of the activity steps, and then reflect on what you learned or discovered.

• With a Partner

Option 1: Complete activity steps 1–5 individually. Discuss the guiding questions in step 6 and the reflection in step 7 with a partner.

Option 2: Complete activity steps 1–4 individually and debrief with a partner. Choose one of the options listed in step 5 and complete it with your partner. If you choose the option to role-play the conversation, run through the role play twice, switching roles so you each have an opportunity to play both Ms. Jayla and Ana. Reflect together using the questions in step 6. How are your responses different or the same? What are some things you learned from your discussion? Complete step 7 and reflect together on what you learned.

• With a Group

As a group, complete steps 1–4 and proceed with the following steps:

- a. Debrief steps 2–4 with the group.
- b. For step 5, ask group members to find a partner. Ask each partner to take on the role of Ana and Ms. Jayla and role-play the next part of the conversation.
- c. Ask the partners to switch roles and continue role-playing the conversation.
- d. To conclude, engage in a group discussion using the guiding questions in step 6 and the reflection in step 7.

Activity Directions

STEP 1

Review the scenario **Ms. Jayla, Ana, and Aisha** on the following page. Ana has indicated that it is OK with her to talk more about what she is doing at home and what Ms. Jayla can do at the program to support Aisha with her feeding. Imagine that you are Ms. Jayla and are getting ready to meet and talk with Ana about feeding Aisha as she grows and changes. As you complete this activity, refer to the companion resources and the tip sheets for more information on engaging families by showing cultural respect.

STEP 2

Think about what you know about Ana and Aisha.

- a. Reflect on:
 - Your personal and cultural perspectives
 - Ana's individual and cultural perspectives
 - Aisha's development and perspective
- b. Inquire using these questions:
 - During your reflection, what came up for you, both positive and negative?
 - How might these feelings or reactions influence your relationship with the family?
 - What regressions or bursts might be happening with Aisha's development?

STEP 3

Review the **Strengths-based Attitudes** in the tip sheet Use a **Strengths-based Approach**. Choose a **Strengths-based Attitude** to help you focus on Ana's strengths and show cultural respect. How will you use this attitude?

STEP 4

Review the **Relationship-based Practices** in the tip sheet **Take Informed Action**. Choose one practice you will use to guide what you do or say when you interact with Ana. What will you do or say when you interact with Ana to continue this conversation and to acknowledge and honor Ana's culture?

STEP 5

Try out what you identified you will do or say, using one of the following options:

- Reflect and document your reflections in your journal.
- Role-play your conversation with Ana with a partner who takes Ana's role.
- With a group, using the **Relationship-based Practice**, work through what you will say and how you think the family might respond.

STEP 6

Use these guiding questions to reflect on the conversation with Ana:

- What happened when you tried out the conversation with Ana?
- What do you think this was like for Ana?
- What did you feel went well? What did you notice during the interaction to indicate that it went well?
- What would you do the same and what would you do differently next time?

STEP 7

Reflect on what you did and learned as part of your ongoing professional development.

Ms. Jayla, Ana, and Aisha

Ms. Jayla has been working with Ana and her daughter Aisha for several months, and has been using **Reflect and Inquire** to explore her own cultural perspectives and to think about Ana's cultural perspectives. She discovered that her feelings about what's best for feeding routines are different from what Ana wants. Previously, when Ms. Jayla and Ana discussed feeding Aisha, Ana shared that, to her, ensuring that Aisha gets enough to eat is important during the feeding routine. Ms. Jayla thinks it's important for children to learn how to feed themselves. Aisha is now six months old, and Ana asked Ms. Jayla to start adding solid foods one week ago. They agreed to continue to feed Aisha and provide her opportunities to try feeding herself at the program and at home. Ms. Jayla plans to use **Listen Actively** tools to help her show cultural respect and to check in with Ana on how things are going. Here is their conversation:

Ms. Jayla: I wanted to check in with you about Aisha's eating to make sure I'm supporting your goal at home. The routines you set up at home have worked for Aisha here too. How are the routines working for you?

Ana: I think it's working. Aisha likes the food, but I still worry about her getting enough. I was a picky eater, and I don't want Aisha to be one.

Ms. Jayla: I'm glad Aisha likes the food. I agree with you. It's important that Aisha get enough, and it's great that she likes it. Let's keep watching for that together.

Two Months Later ...

Aisha is now eight months old and reaching for the spoon. She is also starting to grasp objects between her thumb and index finger. Ms. Jayla and Ana meet to discuss how things are going.

Ana: Aisha is picking up everything now. We give her a spoon and continue to feed her with another. It's our job to make sure she gets enough to eat.

Ms. Jayla: How is it going at this point?

Ana: I'm proud of how we're doing. I really want to get this right!

Ms. Jayla is thinking: *Now that Aisha is grasping objects, letting her feed herself is a great way for her to practice her fine motor skills. I really want to tell Ana this, but I'm trying to focus on what is important to Ana first. As our relationship deepens, maybe there will be opportunities to talk about how we can support Aisha's new motor skills.*

Ms. Jayla: I'm glad meals are going well for the two of you. You mentioned before how important these times are for your family. I'd like to talk more about how we can work with what you are doing at home and what we do here as she grows and changes. Is that OK?

3. Simulation Variations

Resources You Will Need

- Module 4 Simulations
 - Practice: Show Cultural Respect
 - Practice: Respect the Family's Role
- Companion Resources
 - [Engaging Families and Showing Cultural Respect](#)
 - [Strategies for Building Culturally Respectful Relationships with Families](#)
- Tip Sheets
 - [Use a Strengths-based Approach](#)
 - [Listen Actively](#)
 - [Take Informed Action](#)

Time: 30–45 minutes

How to Use This Learning Extension

• Individually

Choose one of the options listed in step 1 in the activity directions and complete it. Then, in your journal, reflect on the questions listed under your option if there are questions listed.

• With a Partner

Choose one of the options listed in the activity directions. You and your partner can choose the same option, or you can choose different options to work with. If you choose the same option, complete the activity together and then separately reflect on the questions listed under the option you selected. If you choose different options, complete the activities individually. Then meet to debrief what you each learned and how you will use your learning in your work with families. Complete step 2 with your partner.

• With a Group

As a group, complete step 1 of the activity directions. If your group is large, consider working on the activity in small groups or individually before coming together to share and discuss your learning. End by having each member complete step 2 and share your learning with another person.

Activity Directions

STEP 1

Choose one of the following options to continue using the simulations in this module to support your family engagement work. You can return to these activities repeatedly for different experiences and as many times as you would like, to deepen your practice.

Option 1: Throughout the simulation, intentionally make choices that you feel aren't the best options for using the strategies for building relationships with families to show cultural respect. What do you notice?

- Reflect on:
 - a. Your personal and cultural perspectives
 - b. The family's individual and cultural perspectives
 - c. What you discover and how it might influence collaborating with this family

Review the **Relationship-based Practices** in the tip sheet **Take Informed Action**. Choose one practice to use. Based on what you learned, how would you use this **Relationship-based Practice** to guide you to re-engage and show cultural respect with this family?

Option 2: Role-play with a partner what happens next in the simulation scenario. One partner can take the role of the professional, and the other can take the role of the parent.

- Try showing cultural respect by:
 1. Using a strengths-based approach to think about everyone's perspectives and to focus on recognizing the strengths a family has.
 2. Listening actively to learn from families about their ideas, their culture, and what matters most to them.
 3. Taking informed action by choosing a **Relationship-based Practice** to guide how you respond to the family in the simulation, and to acknowledge and honor a family's culture without trying to change it.

Use a **Strengths-based Approach, Listen Actively,** and **Take Informed Action.**

To learn more about cultural respect, refer to the companion resources **Engaging Families and Showing Cultural Respect** and **Strategies for Building Culturally Respectful Relationships with Families.**

Option 3: Work with the simulation and pause each time the provider in the simulation reflects.

- a. Journal your own reflections about what is happening at those times, using the questions below:
 - What are your personal and cultural perspectives on what is happening?
 - What do you think the family's individual and cultural perspectives might be?
 - What is happening with the child's development and cultural perspective?
- b. If you were the provider, how might you show cultural respect in an interaction with this family?
- c. Review your reflections and identify how you will use what you discover to inform your own work with families.

Option 4: Complete the simulation and review your Performance Dashboard at the end of the simulation. Use the results of your Performance Dashboard to consider the following:

- a. What did you discover about the strategies and about using them to build a culturally respectful relationship with the family in the simulation?
- b. Note the strategies and tools you feel you used well and which ones you have the opportunities to improve.
- c. How will you use what you discovered about applying the strategies to show cultural respect in your work with families?

STEP 2

Reflect on what you did and learned as part of your ongoing professional development.