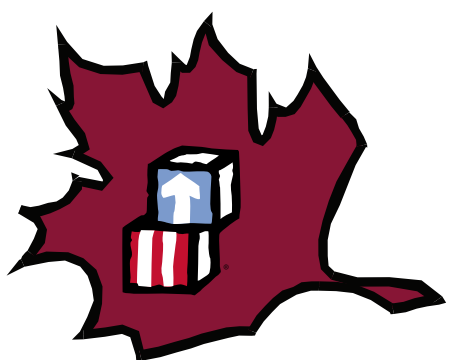


Office of Head Start
Dual Language Learners
ECLKC



Webcast and Viewers' Guide

**Multicultural Storytelling,
Music and Community-Building:
Resources for Dual Language
Learners in Head Start
and Early Head Start**



By Nina Jaffe, M.S. Ed.
and Asher Delerme, M.S.; LADC

Presenters and Co-producers

In collaboration with Bank Street College of Education

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I. Introduction and key concepts

Opening Questions:

- What are the languages and dialects spoken by the families in your program?
- What are some of the cross-cultural traditions in the community you serve?
- Why are personal stories about language and identity important to families?
- What is valuable about learning with and from people whose cultural backgrounds are different than your own?

Take Aways:

- People can create new musical forms through cultural exchange.
- Sharing personal stories affirm people's ties to their cultural identity.
- We can find messages of hope, peace and inclusion in musical traditions of many cultures.

II. Interactive Storytelling: Examples and Techniques

Opening Questions:

- What are some strategies you can use to actively engage children in oral storytelling?
- What kind of information can children learn when you retell a story?
- What is the value of storytelling for children who are dual language learners?
- How can storytelling and oral traditions be used to support diverse home languages in Head Start programs?
- How can families and community members be included in your educational program?

Take Aways:

- Asking children to anticipate and repeat key words during stories is one way to engage them.
- Asking children to visualize a word stimulates their imaginations and engages them in storytelling.
- By sparking children's imaginations, storytelling can be a shared experience even when children speak different languages.
- Families can be invited to share the stories and songs from their cultural traditions.

III. Folkgames: Guided Play and Community-Building

Opening Questions:

- What activities can you use to involve all the children when they speak many different languages?
- What can children learn through playing traditional games?
- What multilingual resources are available for teachers who work with children who are dual language learners?

Take Aways:

- Games, like storytelling sessions, engage all children even when they speak different languages.
- Families and staff in your program can be resources for multicultural games and songs.
- Web sites such as *FEAST: Folklore Education and Storytelling for Teachers* offer resources for educators (<http://www.bankstreet.edu/gs/feast.html>).

IV. Building Blocks for Early Literacy: Culturally Responsive Techniques and Resources

Opening Questions:

- What are the criteria for selecting folktales that are picture books?
- What guidelines and resources for selecting multicultural and multilingual children's literature are available?
- How can music promote language development?
- How many different ways can you use songs during transitions?

Take Aways:

- Select folktales in picture book form where the illustrations capture the cultural context.
- Echo patterns in music build children's language and listening skills, and so do question and answer patterns.
- Establishing rituals, like call and response patterns, with children are useful to announce transitions for a storytelling session.

Here are some resources we used in preparing the sessions and Webcast:

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ABOUT THE PRESENTERS

Nina Jaffe is an award-winning author, folklorist, and storyteller on the graduate faculty of Bank Street College of Education who has represented the United States at the International Festival of Storytelling in Tenerife, Spain. She is project coordinator of *FEAST: Folklore Education and Storytelling for Teachers* – a multilingual professional development resource for pre-k to 12 educators.

Asher Delerme is Executive Director of C.A.S.A., Inc., – a multicultural behavioral health services agency in New Haven-Bridgeport, Connecticut. A formidable Latin and jazz percussionist and recording artist, Mr. Delerme also serves as a performing arts educator with the *CT State Commission for the Arts and Young Audiences of CT*.

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With thanks to Jeff Hall, media coordinator; Jessica Kelman, editorial assistant, and with the support of the Graduate School of Bank Street College of Education.

Prepared under Contract No. 233-2007-00300 of the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, by the Head Start Resource Center, 1000 Wilson Blvd, Suite 1000, Arlington, VA 22209.