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Goal: The goal of the intervention program is to create a course that can help mothers and children connect cross culturally. Art is used as a bonding tool, that can create a shared experience that can help children and mother not only connect in the mother's native language, but also to provides a portal for the child to have a connection to the parent's home country.

Lulu Family Community Center: Lulu Family Community Center is a support system for Olim Families in Tel Aviv, Israel. The goal of our center is to build a comfortable community space with a unique approach to language learning and family development. We offer therapy and educational courses taught in English. This intervention program will be the first of many that will be incorporated into our center.

Introduction:

- History shows that there have been multiple waves of Aliyah, which is immigration to Israel. The North American families that immigrate to Israel, receive a tremendous amount of support from the state of Israel and institutions like Nefesh B'Nefesh. In addition, they receive entitled rights for becoming an Israeli citizen. Some include receiving a living stipend, financial support, tax subsidies, free Hebrew language classes and much more. (Lustick 2011)
- Even though these families immigrate to Israel from developed countries, they are still at risk. (Birman 2011)
- Studies suggest that there are dangerous risks of Acculturation Gaps within families that can include depression, culture shock, lost sense of self, aggression.
- Research shows that generally in immigrant families there is a quick divide, the children socialize through school and learn the native language much quicker This seems to make communication in the home more difficult which has great risk. (Birman 2011)
- Intervention programs that revolve around the creation of art have been proven to yield results in relationship building as well as healing. (Drew 2004)
- Studies suggest that using the Canadian Approach of learning allows for the child to feel confident to take on tasks allows for a substantial growth and development of early childhood. (Wright 2010)
- Reggio Emilia uses child directed education as a tool to open up the child's mind, confidence and creativity. (Edwards 1993)
- The Waldorf learning approach is child led and is designed so that the child can reach their maximum creative potential.(Barnes 1991)

Participants: The participants in this intervention program will consist of parent/child dyads that are part of mixed Anglo families that are currently living in Israel. The parent will have a native language of English and have immigrated to Israel. The child will be between the ages of 4-6 years old and have experience being a part of a mixed-culture and multi-lingual family. The families will vary, either one immigrant parent, 2 immigrant parents, or even diplomat families that also struggle with a familial acculturation gap.



Measurement:

Measurement will be done in the style of qualitative research. It will be taken by a written interview administered during the first and last sessions of the intervention program. These interviews include questions about:

- The family immigration
- Cultural and Family history
- The parent/child dyad relationship
- The context of the families support system in Israel
- Language gap

The Intervention Program



Session 1: Intro for Parents and Making Goals

This informal session will be held in the style of a support group. Parents will fill out an entrance interview and discuss their multicultural families and relationships with their children. This allows for parents to feel secure and comfortable in the environment.



Session 2: Intro for Children and Open Ended Play

This session is geared at allowing the children to feel confident and secure with the instructors and the environment. The children will work together to put on a performance for their parents. Instructors will be there to help.



Session 3: Scrap-Book Making

Parents will be asked to bring in pictures of their children's lives as well as their own childhood. A group discussion in the beginning of class will allow for an open dialogue of culture and lifestyle differences. Dyad's will work together to create a scrapbook that will act as a bridge to open a conversation of mutual understanding.



Session 4: Sculpted Food

Parent and child dyads will be encouraged to discuss foods from mothers home country and food from Israel. This allows parents to introduce a part of their culture to their children. Dyads will work together to craft these foods out of clay using available materials.



Session 5: Map Making

This session will consist of a geographical focus. Dyads will participate in a cross-cultural dialogue that will discuss the differences and similarities of the parent's home city versus their families current city. Dyad's will then create a map consisting of places touched upon in the discussion



Session 6: Music

Parent/child dyads will participate in a culture centered musical performance. A performer will teach children songs from the parent's country and will also teach their parents songs that they sing currently in preschool.



Session 7: Story Book Making

Parents will be asked to bring a book that she read as a child. The dyads will be asked to make a sequel of this book together. They can write their own story using the characters of the book, and draw pictures using the available materials. The dyads will be encouraged to work as a team.



Session 8: Celebration

During the very last session, parents will fill out a concluding written interview. The space will include a display of the dyads work together and the music performer will be asked to come back to sing a performance. Parents will be asked to bring food to share with the group from their home country. This will be a celebration of the blending of cultures and families.