Lessons 1-15

- About the Lessons
- Instructors Notes & Teaching Guides
About the Lessons

The instructional component of the P.A.R.E.N.T.S. Program has 15 one-hour lessons arranged to follow a child developmentally from birth to 12 years of age. Instructor’s Notes precede each lesson and describe the foundation on which it is constructed. The lessons are designed for easy reference during instruction.

Lesson 1. Introduction & Orientation sets the stage for what will be covered in the program, attends to paperwork and introduces ground rules for discussion.

Lesson 2. Setting Goals for Our Children helps learners recognize the kind of adults they want their children to become. The remaining lessons will introduce learners to the tools and information to help them reach those goals.

Lesson 3. What Do Children Need? introduces learners to the child’s point of view and the scope of adults’ commitment as caregivers.

Lesson 4. How Children Learn: Child Development familiarizes parents or parent figures with children as students, so that the adult can be an effective teacher.

Lesson 5. Learning Language: Reasons for Rhyme focuses on the importance of language and literacy, and how adults can support their development.

Lesson 6. Parent as Teacher: Play & Games offers learners an opportunity to practice teaching and playing with children (using role play).

Lesson 7. Parent as Role Model demonstrates the importance of role modeling and how books can help shape parental images.

Lesson 8. Communication: Discipline vs. Punishment explores how important communication is in the development of effective discipline.

Lesson 9. Discipline Models offers the STEP method of developing responsibility in children through helping decide the consequences of their actions, along with other tools.

Lesson 10. Siblings: Loving & Fighting focuses on the contradictory feelings siblings have for each other.

Lesson 11. Parent as Advocate: School & Authority addresses the changing role parents and parent figures play as their children enter and progress through school.

Lesson 12. Peer Groups takes learners into pre-adolescence and the dynamics of peer pressure.

Lesson 13. Family History focuses on the changing configuration of the American family and the learner’s role in it.

Lesson 14. Reading Aloud offers learners guided practice in how they can help their children develop specific skills by reading aloud to them.

Lesson 15. Graduation offers celebration and closure and provides feedback on the program’s effectiveness.
Instructor’s Notes

Lesson 1. Introduction & Orientation

1. **Introduce yourself.** This may be a new group of adult learners who are getting together specifically for the P.A.R.E.N.T.S. Program, or you may be weaving lessons into an already familiar and established instructional setting, such as one-to-one tutoring or an adult education classroom. Whatever the situation, it is important to consciously create safety and confidentiality due to the sensitive nature of some of the parenting material and exercises in the program.

   Begin by sharing something personal about yourself and your family. This helps to create an atmosphere of mutual respect and sharing. It helps to equalize the setting so that both instructor and adult learner/s are on a mutual level as adults.

2. **Introduce the P.A.R.E.N.T.S. Program.** Explain that the acronym stands for Parental Adults: Reading, Encouraging, Nurturing, Teaching, Supporting. Discuss each of these aspects and what it means to the learner/s.

   Explain that this program focuses on the use of children’s picture books as instructional tools. Emphasize that these books are of varying degrees of difficulty but are written to be used with and for children. Adults are not expected to find them demeaning or insulting in any way.

   Define family literacy as focusing on transferring skills from one generation to the next. Explain how important parents and caregivers are to children as models for reading, writing and accessing information through print.

   Identify the three components of the program: 15 lessons of instruction, Family Storytimes, and Gift Books. Clarify the importance of each.

3. **Home Books & Gift Books.** Inform learners that they will be getting a book at the end of each lesson to take home, read with their children, and keep for themselves. They will also be selecting one Gift Book for each child in their lives, which they receive at graduation. These can be biological children or grandchildren who may or may not live with them, as well as children living with them (stepchildren, nieces, nephews, girlfriend’s or boyfriend’s children).

4. **Distribute folders.** Explain that the folders or binders are for them to use to keep the handouts from the classes and all their writing and homework.

5. **Hand out and read together “About the P.A.R.E.N.T.S. Program.”** Before you make copies of this handout for your learners, be sure to fill in the time and dates of your program sessions. Read the handout aloud, stopping to give time for learners to ask questions.

6. **Present Program Goals.** Explain how each Program Goal is the foundation for building the next one: Family literacy helps break the cycle of low literacy from one generation to the next by encouraging adults to become positive role models as first teachers to the
children in their lives. Then children have greater chances of succeeding in school and life, and adults can use books as resources to help them.

7. **Group introductions.** Introductions give the group a cohesion and identity that begins to create the safety for learning. By sharing the names and ages of, and relationships with the children in their lives, learners reveal the common motivation that brought them together to participate in this program.

8. **Hand out and read together “Talking in the P.A.R.E.N.T.S. Group.”** Establishing ground rules encourages all learners to participate even though some may be shy and less literate than others. Read the handout aloud and write the additional rules they suggest on the board. If necessary, help learners copy those additional rules onto the bottom of their handouts.

9. **Hand out and read together “Adult Literacy Statistics.”** Explain the concept of statistics and how people fill out questionnaires and surveys, answer questions, and take tests to give researchers the basis for their numbers. This provides a context for learners when you ask them to complete the following questionnaire and survey. Take time to explain how a table is constructed, orienting learners to read across for particular information, read down for other information, and then to find the intersection of the two for additional information. There will be other tables for them to read later in the program.

10. **Hand out and read together “Measuring Changes in Parenting Attitudes” and “Family Literacy Survey.”** Discuss the difference between an attitude and a behavior. Ask learners if or how the two are related. Explain that the P.A.R.E.N.T.S. Program aims to influence attitudes and behavior, so there are two different surveys. Read them aloud line by line to make sure everyone can answer all questions. Collect completed questionnaires and surveys.

11. **Distribute Home Book How Are You Peeling?** Now for the fun part! For this first session, read aloud the Home Book to the group. Before you start, ask learners to tell you about the cover and guess what the book will be about. Take time to write idiomatic phrases and new words on the board for learners and read the book again.

Tell learners that the book is theirs to take home, read aloud with their child and keep for their home libraries. Ask them to be ready to talk about how the reading went at the next class. Let them know that after that class, they will write about how they used their Home Book at home, as well as talk about it.

12. **Show books that capture their attention:** pop-up and pull-tab books – *Brush Your Teeth Please* and *Dear Zoo*; find-the-hidden-objects books – *I Spy Mystery* and *Who Hid It?*; great illustrations – *Piggies*; and a book for teaching numbers – *From One to One Hundred*. Remind learners that, at the end of the program, they can choose any of these as Gift Books for the children in their lives.
1. Introduction & Orientation

**Procedure**

WRITE ON BOARD

Introduction & Orientation

WRITE ON BOARD

P.A.R.E.N.T.S. acronym: 
Parental Adults: Reading, Encouraging, Nurturing, Teaching, Supporting
Your name
Program components:
1) 15 lessons
2) Family Storytimes
3) Home Books & Gift Books

Distribute Folders
Each learner gets a folder or binder

Hand Out & Read Together
"About the P.A.R.E.N.T.S. Program"

WRITE ON BOARD

Program Goals:

1) Break the cycle of low literacy
2) Be a positive role model
3) Be your child's first teacher
4) Empower your children
5) Children's books

Group Introductions
Each member says name, how many children and their ages

Hand Out & Read Together
"Talking in the P.A.R.E.N.T.S. Group"

WRITE ON BOARD

'Rules' to add to the handout list

**Objective**

- indicate topic of lesson
- introduce the program and yourself
- orient learners to the information the program will provide
- inform learners about library and other storytimes available
- provide framework for what will be explained in the program handout
- enable learners to keep program handouts together for reference
- introduce learners to specific topics covered in the lessons
- introduce program goals and use learners' love for the children in their lives to:
  1) be actively responsible for children's learning
  2) by modeling what they value
  3) by taking on the role of teacher
  4) to help their children succeed in school and in life
  5) and use books as resources
- begin to build safety in the group and a sense of what members may have in common
- establish ground rules for class discussions
- help learners to feel safe talking about their parenting issues
**Procedures**

**Objective**

HAND OUT & READ TOGETHER
“Adult Literacy Statistics”

- provide information to inspire learners' involvement in program

WRITE ON BOARD
*attitude*    *behavior*

- understand the purpose of completing both the questionnaire and the survey

DISCUSS the meaning of each

- this is one way to measure if the program changed their attitudes

HAND OUT & READ TOGETHER
“Measuring Changes in Parenting Attitudes”

- understand this same questionnaire will be given at graduation

ASK learners to complete the questionnaire

- this is “before” and 6-month Follow-Up Survey is “after”

COLLECT completed questionnaires

- understand this survey measures behavior changes in family literacy habits

HAND OUT & READ TOGETHER
“Family Literacy Survey”

- this is one way to measure if the program changed their attitudes

ASK learners to complete the survey

- this is “before” and 6-month Follow-Up Survey is “after”

COLLECT completed surveys

DISTRIBUTE BOOK
*How Are You Peeling?*

- engage learners to actively participate in reading the book

READ ALOUD TO GROUP
Ask everyone to follow along as you read

ASK QUESTIONS
- how does the title and cover tell us what the book is about?

Can you name all the fruits and vegetables in the pictures?

Can you match the feeling with the fruit or vegetable face?

What are the words you don’t know? (define them together)

Does the book make you think of things you can do with food at home?
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOME BOOK</strong></td>
<td>• help learners build their home libraries</td>
</tr>
<tr>
<td>Tell learners they can take the book home and read it with their children and keep it</td>
<td>• incentive to get learners to sign up to participate in the program</td>
</tr>
<tr>
<td><strong>DISPLAY</strong></td>
<td>• begin to familiarize learners with quality children’s books</td>
</tr>
<tr>
<td>collection of classroom library books</td>
<td></td>
</tr>
<tr>
<td><strong>SHOW BOOKS</strong></td>
<td>• high interest books that engage the reader</td>
</tr>
<tr>
<td><em>Brush Your Teeth Please</em></td>
<td>• involve child in making predictions</td>
</tr>
<tr>
<td><em>Dear Zoo</em></td>
<td>• show books that grab learners’ attention and pull their interest into looking again at some of these titles</td>
</tr>
<tr>
<td><em>I Spy Mystery</em></td>
<td></td>
</tr>
<tr>
<td><em>Who Hid It?</em></td>
<td></td>
</tr>
<tr>
<td><em>Piggies</em></td>
<td></td>
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<tr>
<td><em>From One to One Hundred</em></td>
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</table>
Instructor's Notes

Lesson 2. Setting Goals for Our Children

1. **Review.** Make sure learners know each other’s names. Ask for reports on how they used *How Are You Peeling?* at home with the children in their lives. Encourage enthusiasm and creativity in their use of the book. Review program components and goals.

2. **Show video “The First Years Last Forever” first 15 minutes.** The first 15 minutes of this video introduces the scientific bases for the information that will be presented in the program. Encourage learners to ask questions about terms they don’t understand.

3. **Hand out “Helping a Young Brain Grow.”** Read this aloud while learners follow along. Ask learners to study the vocabulary at the end of the article and make sure they understand how the words are used. This is probably new information for most of them.

4. **“What Are Your Values?” exercise.** Encourage learners to apply all program material to the goals they set for the children in their lives. This makes the material relevant and useful. Record the goals on a tear sheet or on a handout so participants can refer to them throughout the program.

5. **Hand out “Helping New Readers Read.”** Since learners will read aloud in each session, all participants need to feel capable and safe. These guidelines are also helpful when they listen to their children learning to read.

6. **Distribute Home Book Wilfrid Gordon McDonald Partridge and read aloud together.** Learners may be nervous on this first round of reading aloud in a group, so give each one only a few sentences to read. You may need to model how to apply some of the guidelines from the handout or read back a page that was hard to understand or significantly misread.

7. **Use the book for discussion.** Compare Wilfrid Gordon to the goals listed as important to your group of learners. How many of them does he embody? Show how the book can be used to teach and communicate. Ask learners to close the book, then ask questions about the characters’ identities: who said what; what each was wearing; how we remember; etc.

8. **Hand out “Home Reading Activities Report.”** Read over the report form so that all learners understand how to complete it. You may choose to hand out all 14 report forms rather than handing out one at the end of each session.

9. **Show books** that speak to some of the values listed on the board. For example, books about determination, self-esteem, individual expression, happiness, spirituality.
## Setting Goals for Our Children

### Procedure

<table>
<thead>
<tr>
<th>Write on Board</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Goals for our Children</td>
<td>- indicate topic of lesson</td>
</tr>
<tr>
<td>Display collection of classroom library books</td>
<td>- continue to familiarize learners with quality children’s books</td>
</tr>
<tr>
<td>Introductions</td>
<td>- help everyone to feel welcome and included</td>
</tr>
<tr>
<td>You and learners say your names again and introduce newcomers</td>
<td>- get reporting about homework and inspire others to do it</td>
</tr>
<tr>
<td>Homework</td>
<td>- review the program and its components</td>
</tr>
<tr>
<td>Ask learners to talk about reading the Home Book aloud to their children</td>
<td>- begin to create a safe environment for sharing personal issues</td>
</tr>
<tr>
<td>Write on Board</td>
<td>- review Home Books &amp; how and when to order Gift Books</td>
</tr>
<tr>
<td>P.A.R.E.N.T.S. acronym</td>
<td>- review goals</td>
</tr>
<tr>
<td>Program components:</td>
<td>1) be actively responsible for children’s learning</td>
</tr>
<tr>
<td>1) 15 classroom lessons</td>
<td>2) by modeling what they value</td>
</tr>
<tr>
<td>2) Family Storytimes</td>
<td>3) by taking on the role of teacher</td>
</tr>
<tr>
<td>3) Home Books &amp; Gift Books</td>
<td>4) to enable children to succeed</td>
</tr>
<tr>
<td>5) Use children’s books</td>
<td>5) and use books as resources</td>
</tr>
<tr>
<td>Show Video “The First Years Last Forever” first 15 minutes through Bonding &amp; Attachment</td>
<td>- reinforce scientific foundation of program methodology</td>
</tr>
<tr>
<td>Discuss what they learned about brain development</td>
<td>- provide another source and written reference for scientific information presented in video</td>
</tr>
<tr>
<td>Hand Out &amp; Read Together</td>
<td>“Helping a Young Brain Grow”</td>
</tr>
</tbody>
</table>
WRITE ON BOARD
What do we want for our children?

BEGIN “What are your values?’ exercise

ASK each learner how many children,
their names and ages, and what they
would like for those children

LIST ON BOARD
Each learner’s goal

HAND OUT & READ TOGETHER
“Helping New Readers Read”

DISTRIBUTE HOME BOOK
Wilfrid Gordon McDonald Partridge

READ ALOUD TOGETHER

DISCUSS
In reference to what goals were listed
for our children: What kind of person
is Wilfrid Gordon?

SHOW how a book character can
model values (compassion, curiosity,
respect for elders, research, take
action, etc.)

CLOSE BOOK
Ask memory & learning questions
(e.g., Who played the organ? Who
wore a striped coat? Who said “some-
thing that makes you cry”? etc.)

HAND OUT & READ TOGETHER
“Home Reading Report”
Remind learners to use Home Book
for homework assignment

SHOW BOOKS
Wishes for You • More Than Anything
Else • Shy Charles • Amazing Grace •
Life Is Fun • First Bible Story Book •
How Kind

Objective

• give members a chance to talk about
their children and listen to each
other to create a supportive
community

• encourage individual learners to find
their own values so that they can
measure success in modeling it for
the children in their lives

• establish procedures for learners
reading aloud and listening to each
other in class

• demonstrate how much opportunity
for teaching and learning is contained
in a children’s book

• enable learners to understand how to
do the homework and practice their
writing skills

• books bring to life qualities they value
in their children: determination, self-
esteeem, individual expression,
happiness, spirituality
Instructor's Notes
Lesson 3. What Do Children Need?

1. **Home Reading reports.** Encourage learners to talk freely about their experiences using (or not using) the Home Book from the previous lesson. Take time to address any questions or confusion, since the report will be used in all the following lessons except the last.

2. **90% of brain growth by age 3.** Use this statement to review what learners remember from “The First Years Last Forever” video and the handout on brain development from the previous lesson.

3. **Hand out and write on board 3 columns for “What Children Need.”** Ask learners to discuss and define what the 3 columns mean before offering ideas for each one. Primary needs are what we require just to survive (food, clothing, shelter, love). Secondary needs are for growth and development, a bigger and broader category (affection, understanding, guidance, spirituality, language, communication, education, safe and stable environment, books, toys, family, etc.). Social needs are what humans require from their group (approval, acceptance, belonging, recognition, validation). Remind learners that copying the list from the board is another opportunity for them to practice their reading and writing skills.

4. **Show video “The First Years Last Forever” last 15 minutes.** Ask learners to watch for similarities between the group list of What Children Need and the information presented in the video.

5. **Hand out “The Importance of Talking With Children.”** Review how to read a table, and ask learners how this information fits together with the video and their list.

6. **Ideal environment to meet children's needs.** Ask learners to envision the actual environment (atmosphere, interpersonal attitudes and behavior, physical objects) and create a vivid picture of where a child might get many of the needs met that were listed on the board, in the video, and in the handout. Write My Home on the board and list their ideas. Ask them to copy the list onto the bottom of their worksheet. Ask if there are some specific things they can introduce into their homes right away.

7. **Distribute Home Books Owl Babies and A Mother for Choco and read aloud together.** Go around the room, with each learner reading a page (or two). Use the books to emphasize the trust children place in their caretakers, how much they need dependability and security, the power of role modeling, because children give what they receive, and the importance of belonging.

8. **Show books** that focus on the security, predictability and reassurance that all children need. Introduce parenting resource books that learners can order as Gift Books for themselves or for other adult caregivers in their families.
9. **Distribute pamphlet *The First Years Last Forever.*** The pamphlet sums up all the information covered in this lesson and the previous one. Go over the material in it together with learners.

10. **Check off from My Home list.** Ask learners to find all the ways that reading aloud meets the needs of children in the home by looking at their list. For example, if learners said spend quality time with children, people communicating with each other and an educational environment, reading together can meet all of these simultaneously. Additionally, it provides the opportunity for them to model that learning and reading are fun. Books are free from the library where a children’s librarian is available as a resource for specific titles and topics.

11. **Choose Home Book and distribute “Home Reading Report.”** Learners select either *Owl Babies* or *A Mother for Choco* as their Home Book to use to complete the Home Reading Report.
### 3. What Do Children Need?

**Procedure**

<table>
<thead>
<tr>
<th>HOMEWORK REPORTS</th>
<th>Objective</th>
</tr>
</thead>
</table>
| Ask learners to tell about their reading activities at home | • collect Home Reading Reports  
• address questions, concerns |

<table>
<thead>
<tr>
<th>WRITE ON BOARD</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Do Children Need?</td>
<td>• indicate topic of lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITE ON BOARD</th>
<th>Objective</th>
</tr>
</thead>
</table>
| 90% of brain growth by age 3 developed through experience | • review information from previous lesson and conclude that early intervention is most effective  
• increase awareness of children as small human beings with same needs as adults |

<table>
<thead>
<tr>
<th>WRITE ON BOARD</th>
<th>Objective</th>
</tr>
</thead>
</table>
| 3 columns  
1) for survival – primary needs  
2) for growth & development – secondary needs  
3) from society – social needs | • provide writing practice for learners  
• understand what parents are responsible to provide for raising healthy children |

<table>
<thead>
<tr>
<th>HAND OUT WORKSHEET</th>
<th>Objective</th>
</tr>
</thead>
</table>
| “What Children Need” | • compare group list with what experts say in video  
• reinforce information from video |

<table>
<thead>
<tr>
<th>WRITE ON BOARD</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>List generated by class for each of the 3 columns</td>
<td>• make concrete the children’s needs listed to create the kind of people learners want their children to be</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHOW VIDEO</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The First Years Last Forever” last 15 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HAND OUT &amp; READ TOGETHER</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Importance of Talking With Children”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITE ON BOARD</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Home Draw outline of house and inside list the elements given by learners</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>Objective</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>ASK learners to copy list on their worksheets under “My Home: Meeting My Children’s Needs”</td>
<td>• provide writing practice for learners</td>
</tr>
</tbody>
</table>
| DISTRIBUTION HOME BOOK  
*Owl Babies*  
READ ALOUD TOGETHER |  |
| DISCUSS how much children depend on caregiver and how much influence caregivers have to shape children’s lives |  |
| DISTRIBUTION HOME BOOK  
*A Mother for Choco*  
READ ALOUD TOGETHER |  |
| DISCUSS the importance of belonging to a family | • show books that offer children security, reassurance, love, attention, stability (listed as important in healthy environment for children) |
| SHOW BOOKS  
*What Baby Wants*  
*Koala Lou*  
*I Love You So Much*  
*Alfonse, Where Are You?*  
*Baby Loves* |  |
| SHOW RESOURCE BOOKS  
125 Brain Games for Babies  
Baby Signs for Bedtime |  |
| DISTRIBUTION PAMPHLET  
*The First Years Last Forever* |  |
<p>| LOOK AT resource for understanding a child’s developing needs and abilities from birth to 5 years |  |</p>
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Objective</th>
</tr>
</thead>
</table>
| CHECK OFF from My Home list – qualities that are met by reading aloud together with children (e.g. affection, attention, education, communication, etc.) | • demonstrate that books:  
– are *personal*, intimate, and appeal to different tastes  
– can be given as *gifts* and/or invite conversation  
– promote the value of *education*  
– help develop strategies for *problem-solving*  
– provide a positive activity for spending *quality time* with children  
– provide an opportunity to be close physically with children  
– are free from the library where children’s librarian is a resource for age-appropriate books on specific issues | |
| ASK learners to follow along on their worksheets | • provide practice reading what they have written | |
| HOME BOOKS & HOMEWORK  
  *Owl Babies*  
  *OR A Mother for Choco* | • learners choose which book to take home to read with children | |
| DISTRIBUTED  
  “Home Reading Report” | • remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children |
Instructor’s Notes

Lesson 4. How Children Learn: Child Development

1. **Home Reading reports.** Comment on any developmental progress that learners report in using the Home Book from the previous lesson. Encourage them to encourage each other’s creativity and experimentation.

2. **Review Program Goals.** As learners focus on the goal of being first teachers to the children in their lives, they need to understand how children learn. This lesson will describe the behavior of children under three as their students.

3. **Hand out “These Are ‘Normal’ Children! What to Expect from the Pre-School Child” and “Toddler Tips.”** The information on these handouts will help learners to expect behavior that is age-appropriate. The reading in “Toddler Tips” provides learners with similar information in different formats. Take time to define any words that learners don’t understand.

4. **Review pamphlet The First Years Last Forever, pages 8 & 10.** Ask learners to read aloud the developmental landmarks listed here and answer questions they have about them.

5. **Define learning channels.** Information from the world is received primarily in three ways: seeing (visual), listening (auditory), doing (kinesthetic). Most people have a preferred channel or channels. Give an example of your own learning style, e.g., if you remember better once you have written something down, or if simply hearing it is enough. Young children are usually kinesthetic learners and learn naturally through their play, actively through their bodies.

6. **Describe the difference between passive and active learning.** In most classrooms, there is little opportunity for active doing. Reading aloud in the group, participating in reading activities at home, and the active selection of Gift Books all use in the kinesthetic or doing learning channel. This is an important element in the structure of the P.A.R.E.N.T.S. Program.

7. **Ways to learn new things.** Ask for and give examples of how each of the four learning activities – 1) imitate, 2) practice, 3) explore, 4) ask questions – is applied in the program and how learners use them. Ask them to look for examples of how these activities are used by children in the video.

8. **Show video “Ready to Learn” first 20 minutes.** After watching, write the examples of the four learning activities that learners found children using in the video. Add examples from learners’ observations of how their own children use these activities to take in new information, as well as examples of themselves learning.
9. **Children learn all the time.** Children are hard-wired to learn using these four activities. Since children are learning all the time, parents are teaching all the time, whether they know it or not. The traditional learning format for classrooms is a teacher standing in front of the class talking and writing on the board, showing videos, facilitating discussions. Informal or environmental learning takes place anywhere and everywhere, at any and all times. The world is the classroom of the young child, as it is for the lifelong learner. As conscious role models, remind learners of the opportunities they have to shape the attitudes, values and behavior of the children in their lives.

10. **Distribute Home Book The Chocolate-Covered-Cookie Tantrum and read aloud together.** Ask learners to guess how old Sophie is and say how they decided her age. Given her age, is she behaving in ways we expect? What is she learning? Do we know, or do we have to guess?

11. **Distribute Home Book Leo the Late Bloomer and read aloud together.** Children develop at different rates and caregivers need to be supportive, encouraging, and trust the process of growth. Discuss how this book can be used to open a conversation about feeling slow or different, how it offers the opportunity to explain figures of speech and common sayings (late bloomer, a watched pot never boils).

12. **Show books appropriate for two-year-olds.** Encourage board books and discourage pop-ups or lift-the-flaps because they get torn. Resource books for parents and caregivers offer activities to do with toddlers, and learners can order one as a Gift Book for themselves.

13. **Choose Home Book and distribute “Home Reading Report.”** Learners can choose either *The Chocolate-Covered-Cookie Tantrum* or *Leo the Late Bloomer* as a Home Book to read aloud to their children and/or do an activity related to the book. Remind learners to complete their Home Reading Reports after the book activity and bring it to the next class.
4. How Children Learn: Child Development

**Procedure**

HOMEWORK REPORTS
Ask learners to tell about their reading activities at home

WRITE ON BOARD
How Children Learn: Child Development

WRITE ON BOARD
Program Goals
1) Break cycle of low literacy
2) Be a positive role model
3) Be your child’s first teacher
4) Empower your children
5) Use children’s books

HAND OUT & READ TOGETHER
“These Are ‘Normal’ Children! What to Expect from the Pre-School Child”
“Positive Parenting Tips for Toddlers”
“Top 10 Tips for Disciplining Toddlers / Terrible Twos – Helpful Hints”

DISCUSS appropriate expectations and “expert” advice

REVIEW PAMPHLET
*The First Years Last Forever*
READ TOGETHER pages 8 & 10

**Objective**

- collect Home Reading Reports
- address questions, concerns

- indicate topic of lesson
- review
- focus on being child’s first teacher
- understand who their students are so they can be effective teachers

- advise learners to change their environment to decrease their frustration around toddlers
- read anecdotal format first, then...
- compare with list form and discuss the value of each format for providing useful information
- opportunity to express opinions based on own experiences and values

- show how awareness of developmental landmarks helps children get ready to learn in school

- people take in information in these three ways
- most young children learn primarily using their “doing” channel
- passive vs. active learning: classroom teaching is usually listening and seeing, very little doing (writing, talking)
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Objective</th>
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</thead>
<tbody>
<tr>
<td>ASK for examples of how learners use each channel in this program</td>
<td>• recognize reading aloud in class and Home Book activities use “doing” channel</td>
</tr>
<tr>
<td>WRITE ON BOARD</td>
<td>• ways people learn new things</td>
</tr>
<tr>
<td>1) imitate</td>
<td>• understand how children learn so we can do a better job of teaching them</td>
</tr>
<tr>
<td>2) practice</td>
<td>• pay close attention to information in video</td>
</tr>
<tr>
<td>3) explore the world</td>
<td>• understand children are programmed to learn all the time</td>
</tr>
<tr>
<td>4) ask questions</td>
<td>• learners recognize what they themselves do to learn new things</td>
</tr>
<tr>
<td>GIVE AN ASSIGNMENT</td>
<td>• build awareness that we teach our children even when we don’t know it because they are programmed to learn all the time</td>
</tr>
<tr>
<td>From video, look for examples of what children learned using the four actions listed on board</td>
<td>• show positive interaction between parent and child during a difficult incident</td>
</tr>
<tr>
<td>SHOW VIDEO</td>
<td>• apply information learned in video and from handouts to this book</td>
</tr>
<tr>
<td>“Ready to Learn” first 20 minutes Babies &amp; Toddlers</td>
<td>• actively involve learners to think about what they are reading</td>
</tr>
<tr>
<td>DISCUSS &amp; WRITE ON BOARD</td>
<td></td>
</tr>
</tbody>
</table>
### Procedure

**DISTRIBUTE HOME BOOK**  
*Leo the Late Bloomer*  
**READ ALOUD TOGETHER**

**DISCUSS** the importance of developmental timing, appropriate expectations, self-esteem, and how book offers an opportunity to talk with child about how s/he feels.

**SHOW BOOKS** appropriate for 2 year olds  
*Let’s Pretend*  
*It Looked Like Spilt Milk*  
*Everyone Poops*  
*Go Away, Big Green Monster!*  
*All By Myself*  
*Now I’m Big*

**SHOW RESOURCE BOOKS**  
*300 Three Minute Games: Quick & Easy Activities for 2-5 Year Olds*  
*Baby Signs for Animals*

**HOME BOOKS & HOMEWORK**  
*The Chocolate-Covered-Cookie Tantrum*  
*OR Leo the Late Bloomer*

**DISTRIBUTE**  
*“Home Reading Report”*

### Objective

- identify attention span and content as factors in book selection
- introduce board books as sturdy and hard to destroy
- show how animal comparisons are useful
- illustrate how children like to measure their growth

- give learners ideas of how to interact with their babies in developmentally appropriate ways that stimulate brain growth

- learners choose which book to take home to read with children

- remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children
1. **Home Reading reports.** Comment on any developmental progress that learners report in using the Home Book from the previous lesson. Continue to encourage creativity, experimentation and questioning.

2. **The importance of language.** Discuss with group why language is important – communication, self-expression, literacy, information. Without language, an individual’s world is limited. The deaf develop a language of their own, i.e. sign language. Write “body language” on the board and discuss what learners know about it and how it is useful in understanding their children.

3. **Language acquisition continuum.** Define the word “acquisition” as the learning or developing of a skill. Language is not learned all at once, it is acquired over time. Listening, speaking, reading, writing proceed both developmentally and concurrently. The listening vocabulary is much greater than the speaking vocabulary, especially in young children or in learning a new language. Children build vocabulary by hearing books and conversation which use language more advanced than the words they can say. Both listening and reading are receptive, while speaking and writing are active and generative. Writing is one aspect of language that adults continue to develop throughout their lives.

4. **What parents can do to promote language development in children.** Ask group to generate a list of things they can do to promote development of each element on the continuum. Specific behavior that parents can do to develop children’s listening skills: talk to children; read to them (the same book over and over); name objects; describe what you are doing; what they are doing; what is going on in the environment. To develop speaking skills: ask children to tell you about their day; listen to how they feel and what they think; read and ask them to answer questions about the story and the pictures. To develop reading skills: read to children and with them; listen to them read; ask them to read notes, messages and signs; help them with reading homework. To develop writing skills: encourage drawing, scribbling and copying; write down the words they use to describe the pictures they are drawing; write lists and messages; ask them to write their names and to leave you notes and write letters.

5. **Show books that are bilingual in Spanish and English.** It is difficult to learn to read a language that children do not hear spoken in their homes. The language spoken in the home is called the first language. Show bilingual books that can help children who are learning to read in their second language. Encourage learners who speak Spanish or another language in their homes to value their first language and help their children read and write in both it and English. Bilingual skills are valuable assets in the job market. Some children are more proficient at reading English than their parents, so the adults in those families can share a book by taking turns, the parent supplying the first
language vocabulary while the child reads the English words. A good learning environment is often one where both adult and child, teacher and student, are learning together. The more English proficient child will respect the parent who shows an active commitment to continue learning.

5. **Show video “Ready to Learn,” final 8 minutes, and Ready to Learn pamphlet.** Ask learners to look for information in the video that is the same as what’s already on the board and has been discussed. Also ask them to identify new information and, if appropriate, add it to the list on the board. Learners can order the pamphlet as one of their parent resource Gift Books at the end of the program.

7. **Hand out and read “Tips for Parents of Preschoolers” and “Tips for Parents of Kindergarteners.”** The information on these PBS Reading Rockets handouts will reinforce what learners have thought up themselves and what was shown in the video. Again, ask for them to critically review the information to find what’s new.

8. **Teacher read aloud Is Your Mama a Llama?** Ask learners to listen and participate in the magic of rhyme. Emphasize the rhythm and expressiveness of the book and stop in strategic places to invite learners to call out the next word, the “answer.” Show how easy it is to be right by supplying the rhyming word. It is important for children to have many opportunities to be right in order to build their self-esteem.

9. **The importance of rhyme.** Ask learners to generate a list of why so many books for young children contain rhymes. Be sure to include that rhyme is predictable, so it helps build success and thereby increases self-esteem in children. It is repetitive, rhythmic and fun, and invites participation to activate kinesthetic learning. Because it is so easy to be successful and it is fun, children can remember new words and their meanings, so it is excellent for memory development. Ask learners to recite rhymes remembered from childhood. Why do they still remember them?

10. **Distribute Home Book Goodnight Moon and read aloud together.** Introduce the book as a classic first published in 1947. Demonstrate the many ways to use the book for language development, e.g., point out object names, repeat “goodnight” phrase naming other objects, find the mouse in each color picture, describe changes in the light, the moon, the clocks, etc. Invite learners to contribute their ideas of how to use the book.

11. **Hand out and look over “Kindergarten Readiness Checklist.”** Go over the categories that the checklist identifies, defining words and concepts as needed – fine and gross motor skills, social skills, etc. Call learners’ attention to the answer column that says “Not Yet” to encourage them to continue watching for skill development in their children.

12. **Choose Home Book and distribute “Home Reading Report.”** Learners can choose either Goodnight Moon or Is Your Mama a Llama? as a Home Book if you have purchased enough copies of the Teacher Read Aloud Book. Remind learners to bring their Home Reading Reports to the next class.

13. **Show other rhyming books.** If you have time, read some Show Books and encourage learners to contribute the rhyming word.
## Learning Language: Reasons for Rhyme

### Procedure

**HOMEWORK REPORTS**
- Ask learners to tell about their reading activities at home

**WRITE ON BOARD**
- Learning Language

**ASK GROUP**
- Why is learning language important?
- What is language good for?

**WRITE ON BOARD**
- Language acquisition continuum in list format with vertical arrow connecting top to bottom:
  - listening
  - speaking
  - reading
  - writing

**WRITE ON BOARD** next to language acquisition – “What parents can do”

**CREATE A LIST** generated by group corresponding to continuum:
- talk and read aloud
- ask questions and listen with real interest
- point out letters, signs, words; share books; listen to reading without much correction
- ask for drawings, notes, messages taken; make lists; write letters

### Objective

- collect Home Reading Reports
- address questions, concerns
- indicate topic of lesson
- understand that language is the basis for communication and self-expression, both verbal and written
- teach that learning language and becoming literate evolves over time and is a process that involves interaction with the child’s environment
- show how parental involvement can support and promote acquisition of language and development of literacy in specific, easy to do, concrete ways
<table>
<thead>
<tr>
<th>Procedure</th>
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</thead>
</table>
| SHOW BOOKS Spanish/English  
*Albertina Goes Up* • *My House/Mi Casa* • *Grandmother’s Nursery Rhymes/Las Nanas de Abuelita* | • understand it is best to learn to read in the language heard the most, your first language  
• understand that being bilingual is a tremendous asset in the job market  
• strengthen validity of concepts by using video |
| SHOW VIDEO  
*“Ready to Learn”* final 8 minutes on preschoolers | • reinforce information in written form |
| SHOW PAMPHLET  
*Ready to Learn*  
POINT OUT how it summarizes video shown in previous lesson and this one | • indicate next topic area |
| HAND OUT & READ TOGETHER  
*“Tips for Parents of Preschoolers”*  
*“Tips for Parents of Kindergarteners”* | • understand the value of rhyme and why so many children’s books use it  
• refer to video’s claim that repetition and singing and rhyme are most effective for brain development in young children |
| WRITE ON BOARD  
Reasons for Rhyme | |
| TEACHER READ ALOUD  
*Is Your Mama a Llama?*  
ASK learners to supply missing animal name | |
**Procedure**

ASK for rhymes remembered from childhood

DISTRIBUTE HOME BOOK
   *Goodnight Moon*
READ ALOUD TOGETHER

SHOW that rhyme, repetitiveness & rhythm make this book a classic (first published in 1947)

ASK for location of mouse on each color page & any other changes noticed

HAND OUT & READ TOGETHER
   *“Kindergarten Readiness Checklist”*

HOME BOOKS & HOMEWORK
   *Is Your Mama a Llama?*
   OR *Goodnight Moon*

DISTRIBUTE
   *“Home Reading Report”*

SHOW BOOKS
   *The Real Mother Goose Board Book*
   *Hippos Go Berserk*
   *Alphababies*
   *Where’s My Teddy?*
   *Ten, Nine, Eight*
   *Time for Bed*
   *The Cheerios Counting Book*
   *A Little Pigeon Toad*
   *Once There Was a Bull...(frog)*

**Objective**

- show how learning with rhyme and rhythm is remembered for long time
- provide opportunity for cross-cultural sharing

- involve learners in details of book
- writing practice for learners to complete as homework assignment
- learners choose which book to take home to read with children
- remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children
- show predominance of rhyme and how easy it is to get involved and guess what comes next
- show a playful approach to language
Instructor’s Notes
Lesson 6. Parent as Teacher: Play & Games

1. **Home Reading reports.** Look for evidence of increased skills in how reports are completed. Discuss the results of the Kindergarten Readiness Checklist. Were learners surprised at how their children performed on this measurement of skills?

2. **Define literacy and pre-literacy.** Discuss the traditional definition of reading and writing and expand it to include functional literacy, computer literacy and what literacy skills are now needed to succeed in life. Review language acquisition continuum from Lesson 5 to define pre-literacy activities of listening and speaking.

3. **Review learning channels and learning activities, from Lesson 4.** Children learn all the time by listening, watching and doing. Through imitation, practice, exploration and asking questions, they develop the specific skills needed to be ready to read.

4. **Skills needed to read.** Give examples of each skill in the three learning channels.
   1) **Good memory** – To learn anything, we must remember what we hear, see and do.
   2) **Same and different** – The skill to recognize distinct letters and their sounds begins with recognizing when shapes, colors, numbers, sounds and movements are the same or different. Show how seeing “C” and “O” as different parts of a circle and hearing “mmm” and “nnn” as different sounds comes before reading.
   3) **Sorting shape, size and color** – The skill to see that a circle is different from a square and a triangle, is the same as seeing that an “O” is different than an “A.” Drawing and scribbling are ways to learn this through the doing channel.
   4) **Pattern recognition** – Words are patterns of letters, so the skill to recognize patterns is necessary to read. Give learners an example by drawing a pattern, e.g. red circle, red circle, blue square, red circle, red circle, ___ and ask what’s next. Draw square, circle, square and next to it, write MOM. Then draw circle, triangle, circle and next to it, write DAD. The same word is spelled the same every time, using the same pattern of letters and shapes.
   5) **Pattern repetition** – The skill to repeat a pattern is the basis of speaking and writing words. Demonstrate this using the three learning channels: draw another pattern of shapes and colors and ask learners to repeat them; say a pattern of words or sounds (ick say to me) and ask for repetition; do a series of movements and ask them to copy you. Introduce “word families” as one of the keys to learning to read and spell. From the root sound -at, the word family sat, hat, cat, fat, mat, bat, etc. is created.
   6) **Sequencing** – The skill to put things in order, or to sequence, is the foundation of sentence-making, putting words in order. Give an example of a mixed up sentence to show how much order determines meaning. Sentences are then sequenced to make stories and give directions. Children can put things in order to develop this skill, reinforced by parents saying, “First we do this, then we do that.” Ask learners to give examples of things that must be done in order in their homes or at work.
5. **Hand out and read “The Power of Play” and “What Children Learn Whey They Play.”** Read aloud “The Power of Play” to give learners an overview of how play develops in stages as their children grow. Ask them to read parts of “What Children Learn When They Play” to make the concepts concrete.

6. **Activity centers.** Divide learners into two or three equal groups, with a minimum of three in a group. Ask them to move their chairs/desks into clusters or circles. Explain that schools often ask children to learn in groups to develop their communication skills, to cooperate and function as a team. Each learner will take a turn being teacher, helping other group members play the game. The others will role-play being their children, as age-appropriately as possible.

7. **Hand out activity directions and materials.** Read aloud the directions for playing Telephone and Shoebox, making sure everyone knows what to do. Read “Use Your Imagination!” to promote understanding the importance of imaginative play. Use the directions from “How to Play Picture Stories” as the third activity and distribute the shoebox and 2-3 magazine pictures pasted on cardboard.

8. **Doing the activities and discussing them.** Allow five minutes for each group to complete their activity. Help learners follow directions and role-play. Ask which group had a good teacher and what were the things she or he did to be “good.” Discuss any problems or concerns that arose. Let each group have a turn playing all three games.

9. **Hand out and look over “Writing About Activities & Games You Play With Your Children.”** Review how to read a table. Ask learners to give examples of how they would fill out the form using their experience in playing one of the games in their group.

10. **Childhood games.** Ask learners to share games they played as children and say what skills were being developed while they played. Identify similarities across cultures.

11. **Show books** to read with children that suggest activities and ones that develop imagination. Resource books also offer activities to do with children, especially the pamphlet *Your Home Is a Learning Place.*

12. **Hand out “Getting Your Child Ready to Read.”** This summarizes the concepts of pre-literacy presented in the lesson and makes suggestions of how to implement them.

13. **Read aloud together One Yellow Lion and I Spy Little Wheels.** Use books to demonstrate how to develop skills of visual and auditory memory, sequencing, discrimination of shape, size and color, recognizing patterns.

14. **Choose Home Book and distribute “Home Reading Report.”** Learners can choose either *One Yellow Lion* or *I Spy Little Wheels* as a Home Book. Suggest that learners complete a row of “Writing About Activities & Games” and bring it to next session along with their Home Reading Report.
Parent as Teacher: Play & Games

**Procedure**

**HOMEWORK REPORTS**
Ask learners to tell about their reading activities at home.

**WRITE ON BOARD**
Parent as Teacher: Play & Games

**ASK GROUP**
What does it mean to be literate? pre-literate? functionally illiterate?

**WRITE ON BOARD**
Learning Channels:
1) listing
2) looking
3) doing

Learning Activities:
1) imitate
2) practice
3) explore
4) ask questions

**WRITE ON BOARD**
Skills needed to read:
1) have a good memory
2) understand same and different
3) sort by shape, size, color
4) recognize a pattern
5) repeat or continue a pattern
6) put things in order or sequencing

**EXPLAIN**
each skill and give learners a chance to provide patterns and put things in sequential order.

**HAND OUT & READ TOGETHER**
“*The Power of Play*”
“*What Children Learn When They Play*”

**DIVIDE GROUP** into smaller groups or pairs and ask each person to take a turn being “teacher,” the others being “children”

**Objective**

- collect Home Reading Reports and ask for results of Kindergarten Readiness Checklist
- address questions, concerns
- indicate topic of lesson

- review language acquisition continuum

- review ways of taking in information

- review the things children do to learn something new

- understand that learning to read needs a prepared foundation and does not happen overnight

- provide hands-on learning of concepts

- understand the importance of play as a child’s work

- provide practice at teaching new game or activity and experience role-playing their children
<table>
<thead>
<tr>
<th><strong>Procedure</strong></th>
<th><strong>Objective</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>HAND OUT &amp; READ TOGETHER</strong>&lt;br&gt;“How to Play Telephone / Shoebox”&lt;br&gt;“Use Your Imagination!”</td>
<td>• be sure everyone understands how to play Telephone &amp; Shoebox&lt;br&gt;• understand how to build imagination</td>
</tr>
<tr>
<td><strong>DISTRIBUTE &amp; ask groups or pairs to rotate materials</strong>&lt;br&gt;– shoebox&lt;br&gt;– magazine pictures</td>
<td>• use activities to develop literacy and communication skills, follow verbal directions, read, problem solve, spend quality time with children&lt;br&gt;• ensure that directions are understood, activity is working and roles are played sincerely&lt;br&gt;• create awareness of how learners are teaching all the time as role models and not just the content of activity that they teach intentionally&lt;br&gt;• provide way for learners to evaluate activities and games and to practice their writing skills&lt;br&gt;• identify skills learned and how games promoted learning&lt;br&gt;• encourage cross-cultural sharing, seeing similarities in games children play regardless of culture&lt;br&gt;• show books that promote skill development and imagination</td>
</tr>
<tr>
<td><strong>WALK AROUND</strong> to answer questions and monitor how each group or pair is functioning</td>
<td></td>
</tr>
<tr>
<td><strong>DISCUSSION QUESTIONS:</strong>&lt;br&gt;Who was a good teacher?&lt;br&gt;What was “good?”&lt;br&gt;Who thought of her or himself as a good teacher?&lt;br&gt;Why or why not?</td>
<td></td>
</tr>
<tr>
<td><strong>HAND OUT &amp; READ TOGETHER</strong>&lt;br&gt;“Writing About Activities &amp; Games You Play with Your Children”</td>
<td></td>
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<tr>
<td><strong>ASK GROUP to share childhood games</strong></td>
<td></td>
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<tr>
<td><strong>SHOW BOOKS</strong>&lt;br&gt;<em>My First Number Book</em>&lt;br&gt;<em>Eye Spy Colors</em>&lt;br&gt;<em>Where the Wild Things Are</em>&lt;br&gt;<em>If...</em>&lt;br&gt;<em>Harold and the Purple Crayon</em>&lt;br&gt;<em>See what you say / Ve lo que dices</em></td>
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</table>
**Procedure**

SHOW RESOURCE BOOKS

*125 Brain Games for Babies*
*300 Three Minute Games: Quick & Easy Activities for 2-5 Year Olds*
*Games for Reading*

SHOW PAMPHLET

*Your Home Is a Learning Place*

LOOK AT this pamphlet as an excellent resource

HAND OUT & READ TOGETHER

*“Getting Your Child Ready to Read”*

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**Objective**

• show resources for ideas about activities to do with children

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DISTRIBUTION HOME BOOK

*One Yellow Lion*

READ ALOUD TOGETHER

DISTRIBUTION HOME BOOK

*I Spy Little Wheels*

READ ALOUD TOGETHER

ENCOURAGE increased group participation and ability to use book to teach skills to children

HOME BOOKS & HOMEWORK

*One Yellow Lion*

OR *I Spy Little Wheels*

DISTRIBUTED

*“Home Reading Report”*

• learners choose which book to take home to read with children

• remind learners to complete a Home Reading Report after reading the book and /or doing an activity with their children
Instructor’s Notes

Lesson 7. Parent as Role Model

1. Home Reading reports. Look for evidence of increased skills in how reports are completed. Discuss the results of “Writing About Activities & Games” if learners completed a row after playing with their children. Was the form helpful? If so, what did they learn?

2. Review program goals. Emphasize importance of role models as necessary for growth and change. Effective role models are inspiring and believable when we identify with them and think, “If they can do it, so can I.” Discuss where adults and children find their role models.

3. Hand out and read “The Importance of Role Models” and “Setting a Good Example.” Ask learners to take turns reading lines of “The Importance of Role Models” and answer vocabulary questions. Select sections of “Setting a Good Example” to read aloud to learners, the first 2-3 paragraphs, since the article is long and dense with information. Learners can study it at home and ask questions at the next session.

4. Show books that reflect the ethnicities and gender of your population. People need to identify with their role models, so be sure that you have books with men and boys if you have fathers and father figures in your group. Include books that will resonate with the cultural heritage of your learners. The pamphlet The Safe, Self-Confident Child offers clear and specific ways to create safe environments and build self-esteem in children birth – 12 years.

5. Facilitate “What Are My Values?” exercise. Write the three columns on the board first and ask learners to think of one quality for you to write in each column: 1) Ideal Parent, 2) Positive from your own parent, 3) Negative from your own parent. Ask learners to write these qualities on their worksheets, as well. For this exercise, women should think of their mothers or mother figures, and men think of their fathers or father figures. The qualities should be drawn from memories of how they experienced their parent as a child, not now as an adult. This exercise increases learners’ ability to see themselves through their children’s eyes now.

6. Distribute Home Book The Way Mothers Are and read aloud together. This book describes the qualities of a traditional mother. Ask learners to compare their own mothers and themselves to this image of mother.

7. Teacher read aloud When Mama Gets Home. This book shows a different reality than the stay-at-home mom in The Way Mothers Are. Discuss which book is most relevant in learners’ lives and in the lives of their children.
8. **Distribute Home Book *King of the Playground* and read aloud together.** Discuss how Kevin's father was at home, and he did not give advice, but helped his son find the answers within himself. Kevin was able to handle the situation with creativity and imagination, without using physical force.

9. **Choose Home Book and distribute “Home Reading Report.”** Learners can choose either *The Way Mothers Are* or *King of the Playground* as a Home Book. Learners may want to add to the three columns during the week and bring their worksheets to the next session along with their Home Reading Reports.
## 7. Parent as Role Model

### Procedure

<table>
<thead>
<tr>
<th>HOMEWORK REPORTS</th>
<th>Objective</th>
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</thead>
<tbody>
<tr>
<td>Ask learners to tell about their reading activities at home</td>
<td>• collect Home Reading Reports and ask for results of “Writing About Activities &amp; Games”</td>
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<table>
<thead>
<tr>
<th>WRITE ON BOARD</th>
<th>Objective</th>
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<tbody>
<tr>
<td>Parent as Role Model</td>
<td>• address questions, concerns</td>
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<table>
<thead>
<tr>
<th>REVIEW Program Goals</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on importance of role models</td>
<td>• indicate topic of lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REVIEW how children learn new things</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) imitate</td>
<td>• emphasize the importance of each person consciously developing herself as a mother or mother figure or himself as a father or father figure</td>
</tr>
<tr>
<td>2) practice</td>
<td>• understand that children imitate caregivers to learn behavior and that they are learning all the time</td>
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<tr>
<td>3) explore</td>
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<tr>
<td>4) ask questions</td>
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<thead>
<tr>
<th>HAND OUT &amp; READ TOGETHER</th>
<th>Objective</th>
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</thead>
<tbody>
<tr>
<td>“The Importance of Role Models”</td>
<td>• direct learners’ attention to thinking about role modeling</td>
</tr>
<tr>
<td>“Setting a Good Example”</td>
<td>• illustrate how we all need role models to inspire and guide us to grow and change, but must be someone we can relate to, “if s/he can do it, so can I”</td>
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<thead>
<tr>
<th>SHOW BOOKS</th>
<th>Objective</th>
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<tr>
<td><em>Mama, Mama / Papa, Papa</em></td>
<td>• show that learners must consciously create their own images of the parent they want to be</td>
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<tr>
<td><em>Jonathan and His Mommy</em></td>
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<td><em>You’re My Nikki</em></td>
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<td><em>Octopus Hug</em></td>
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<td><em>Kevin and His Dad</em></td>
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<td><em>Let’s Play Rough</em></td>
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<td><em>Girls A to Z</em></td>
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<tr>
<th>SHOW RESOURCE PAMPHLET</th>
<th>Objective</th>
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<tbody>
<tr>
<td><em>The Safe, Self-Confident Child</em></td>
<td>• show how to use books to help develop these images</td>
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<tr>
<th>SHOW RESOURCE PAMPHLET</th>
<th>Objective</th>
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<tbody>
<tr>
<td><em>The Safe, Self-Confident Child</em></td>
<td>• show resource pamphlet available</td>
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</tbody>
</table>
**Procedure**

WRITE ON BOARD 3 columns:
1) Ideal parent
2) Positive parenting received
3) Negative parenting received

HAND OUT WORKSHEET
“My Role Models – What Are My Values?”
ASK GROUP to contribute something to each column and write list on worksheet

DISTRIBUTE HOME BOOK
*The Way Mothers Are*
READ ALOUD TOGETHER

ASK learners to identify traditional mothering behaviors

TEACHER READ ALOUD
*When Mama Gets Home*


DISTRIBUTE HOME BOOK
*King of the Playground*
READ ALOUD TOGETHER

ASK learners to identify specific, successful fathering techniques

DISCUSS how Kevin’s father was successful in supporting his son

HOME BOOKS & HOMEWORK
*The Way Mothers Are*
OR *King of the Playground*

DISTRIBUTE
“My Home Reading Report”

**Objective**

- provide structure which helps learners think about the kind of same gender parent they had

- provide opportunity for learners to recognize their place as they role model for their children
- provide writing practice and recognize what learners share with other group members

- learners choose which book to take home to read with children

- remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children
Instructor’s Notes

Lesson 8. Communication: Discipline vs. Punishment

1. **Home Reading reports.** Ask if learners feel their reading and using books for activities with their children has improved and in what ways. How did the discussion about role models during last session influence their time with their children?

2. **Discuss value of communication.** Define communication – listening and talking. Learners want their children to be successful in life; refer back to what they wanted for their children listed in Lesson 2. Good communication skills are valued as most important by employers, and children learn communication skills in their homes from their families.

3. **Turn negative to positive.** Since children imitate what they hear, parents should give positive instructions instead of negative commands whenever possible. For example, instead of “Don’t leave your toys all over the floor,” say “Please pick up your toys.” The information is the same but the message is different. The first tells the child what not to do but doesn’t give a direction of what to do. The second tells him what to do.

4. **No name-calling.** Rhymes are remembered from as young as two years old because of repetition and the intense activity of the brain during the early years. When children hear repeatedly that they are dumb, stupid, worthless, etc., they remember the labels, and believe they are true. This has a negative effect on their self-esteem. Ask if any learners remember negative messages from their childhoods and how those messages affected them.

5. **Discipline vs. punishment.** Ask learners for thoughts on the difference between discipline and punishment and write them on the board. Include that discipline is an internalized system designed to teach self-governance (in education, we refer to areas of study as being disciplines), while punishment is an externally applied system designed to hurt.

6. **Show video “Discipline: Setting Limits with Love.”** Discuss the overall message of the 27-minute video and in what ways it is consistent with learners’ ideas of discipline. Ask learners if they identified with the behavior of any of the family members in the video. What did they learn from watching it?

6. **Show books** that promote conversations between adults and children about how to handle mistakes and feeling bad or mad.
7. **Hand out and read “Break the Spanking Habit” and “Alternatives to Punishment” cartoons.** Learners may be sensitive to criticism about spanking their children, so remind them that children learn all the time through imitation. Allow everyone their opinion, but refer to the video’s discouragement of physical punishment and the cartoons illustrating possible alternatives to it. Natural consequences can unfold as one alternative only when there is no question of danger. The natural consequence to a child’s walking in the street may be that he is hit by a car, so the logical consequence is to take him out of the street or to call him to move away.

8. **Distribute Home Books Shortcut and Clean Your Room, Harvey Moon and read aloud together.** *Shortcut* illustrates natural consequences, and *Clean Your Room, Harvey Moon* illustrates logical consequences. Discuss the difference between these two concepts.

9. **Choose Home Book and distribute “Home Reading Report.”** Learners can choose either *Shortcut* or *Clean Your Room, Harvey Moon* as a Home Book and use it to complete their Home Reading Reports.
8. Communication: Discipline vs. Punishment

**Procedure**

**HOMEWORK REPORTS**
Ask learners to tell about their reading activities at home

**WRITE ON BOARD**
Communication:
Discipline vs. Punishment

**ASK GROUP**
What is communication?

**POINT OUT** that communication is taught in the home and is a highly valued job skill
Negative to positive
No name calling

**ASK LEARNERS** to share experiences of negative messages from childhood

**DISCUSS** the difference between discipline and punishment:
What is the goal?

**WRITE ON BOARD**
*Discipline* is a system designed to teach self-governance (internal) vs. *Punishment* is a system designed to hurt (external)

**SHOW VIDEO**
*“Discipline: Setting Limits with Love”*
Learners do not have to agree with what’s in video, but listen and consider information to help them be better parents

**Objective**

• collect Home Reading Reports and ask if anyone added to Role Models worksheet
• address questions, concerns
• indicate topic of lesson

• understand 2 essential components are listening and talking

• show that modeling good communication is one essential key to good parenting
• recognize elements of good communication
• make information personally relevant to learner/s

• point out that the same consequence (loss of privileges, additional chores, time out, etc.) can be used to teach or to hurt

• present this as an exercise in taking in new, maybe difficult, information
• encourage development of critical thinking skills
<table>
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<tr>
<th>Procedure</th>
<th>Objective</th>
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</table>
| DISCUSS VIDEO  
What ideas were helpful?  
What ideas were new and might be helpful? | • encourage learners to apply information from video to their own lives and family situations |
| SHOW BOOKS  
Ask Me  
Down the Road  
When Mommy Was Mad | • use books to promote communication between adult and child |
| SHOW RESOURCE BOOK  
How to Talk So Kids Will Listen & Listen So Kids Will Talk | • create familiarity with useful resource for parenting information |
| HAND OUT & READ TOGETHER  
“Break the Spanking Habit”  
“Alternatives to Punishment” cartoons | • provide other sources for same information as presented in video |
| DISTRIBUTE HOME BOOK  
Shortcut  
READ ALOUD TOGETHER |  

| DISTRIBUTE HOME BOOK  
Clean Your Room, Harvey Moon  
READ ALOUD TOGETHER |  

| DEFINE natural consequences and show how book illustrates the concept |  

| HOME BOOKS & HOMEWORK  
Shortcut  
OR Clean Your Room, Harvey Moon |  

| DISTRIBUTED “Home Reading Report” |  

| DISTRIBUTE |  

| “Home Reading Report” |  

| learners choose which book to take home to read with children |  

| remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children |  

|Shortcut Donald Crews  
CLEAN YOUR ROOM, HARVEY MOON! |
Instructor’s Notes

Lesson 9. Discipline Models

1. **Home Reading reports.** Encourage learners who haven’t shared much of their Home Reading activities to do so. Ask if reading either of the Home Books from last session led to a conversation with their child about discipline and punishment.

2. **The STEP method (Systematic Training for Effective Parenting).** The foundation of the STEP philosophy is that children’s needs and parents’ needs are equal. Similar to suggestions in the video from last session, STEP encourages children to help decide consequences to their behavior, instead of the parent dictating the punishment. For some learners, this information may challenge their experience of being parented and of parenting. It may also challenge some cultural assumptions, but can be a good opportunity for them to practice being open-minded and thinking critically about new information.

3. **Hand out and read “Who Owns the Problem.”** Read aloud to help learners understand the concept of “owning” a problem and how it can change the way they decide consequences to their children’s misbehavior.

4. **Child’s problem.** It is the child’s problem when all four conditions are true: 1) parents’ rights are being respected, 2) no one could get hurt, 3) no one’s belongings are threatened and 4) the child is not too young to be responsible for this problem. For example, the child is 8 years old and his bike is stolen. Check off the four conditions to demonstrate that it is his problem. He wants a bike to ride and does not have one now.

5. **Hand out and read “Reflective Listening & Steps for Exploring Alternatives.”** Discuss the word “reflect,” as a mirror reflects, and how it is used with listening. Learners should be able to imagine listening reflectively in the example of when the child tells the parent that his bike is gone. If the child says, “I’m sure I locked it! Somebody must have cut the wire. It’s not my fault!” the parent reflects back, “You must be really upset that your bike is gone. I’m sorry.” After listening fully, the parent asks the child to think of solutions to the problem. Define “brainstorming” as a discussion to produce ideas where all proposed solutions are considered. If the child says, “You could buy me a new bike,” the parent answers, “That’s one possibility. What else could we do?” because she wants the child to continue thinking creatively and problem solving. When the child can’t think of any ideas, the parent can give one, “You could draw a picture of your bike and make posters and put them out around the neighborhood.” The child then might suggest offering a reward.

6. **Solving the child’s problem.** Once the alternatives are explored, parent and child together decide on the solution. They may decide to take no action and allow the natural consequence to unfold. Participating in the problem-solving process together strengthens communication and builds trust between parent and child. It also gives the child an opportunity to be responsible and turn a negative situation into a learning process.
7. **Parent’s problem.** Refer to “Who Owns the Problem” to help define the parent’s problem. It is the parent’s problem when any one of these conditions is true: 1) parents’ rights are not being respected, 2) someone could get hurt, 3) someone’s belongings are threatened or 4) the child is too young to be responsible for this problem. Use another example of an 8-year-old borrowing tools from parent’s toolbox and doesn’t return them. In this instance, at least two, and maybe all four, of the items on the checklist are true, so it is the parent’s problem.

8. **Hand out and read “You-Messages and I-Messages.”** Use this as a reference to help learners remember the concepts that are presented in this lesson.

   *You-message.* The “you-message” is familiar to most people. For example, “What’s the matter with you? Don’t you know by now that I need my tools where I can find them? You just can’t be trusted with anything!” It blames, diminishes self-esteem, and communicates no information.

   *I-message.* The “I-message” is at the heart of the STEP method. Once parents decide the situation is their problem, they can build an I-message and increase communication with their child.

9. **Build an I-message.** Use the handout to write the three parts of an I-message: 1) Tell what is happening. 2) Tell what you feel. 3) Explain why you feel that way. First, describe what is happening, without blaming or saying “you,” if possible. “When I can’t find my tools and I want to use them...,” next describe the how that makes you feel, “I feel really angry and frustrated and scared...” Then explain why you feel that way, “because I need to get a job done right away and I can’t do it because I don’t have the right tools.”

10. **Hand out “Alternatives to Punishment / Discipline, Limits & Consequences.”** After parents communicate the situation with an I-message, they can invite the child to help solve the problem. “What do you think we should do so that this doesn’t happen again?” The child has the opportunity to set his own limits, “I should ask you before I take anything.” “And what if you don’t, and this happens again? What do you think we should do then?” If the child doesn’t offer a logical consequence, then the parent does. “I think I will lock my toolbox if this happens again.” Ask learners to offer other problems for discussion and solution using this method, if time permits.

11. **Distribute Home Book Zoom and look over together.** This is a wordless book that expands the reader’s perspective, giving a bigger picture with each turn of the page. This is a good example illustrating that “there’s more to the story....”

12. **Show books** that illustrate opportunities for making the distinction between discipline and punishment.

13. **Distribute “Home Reading Report” and “Allowing Disobedience.”** In addition to writing about sharing Zoom with a child, learners can read this provocative article. It can be an opportunity to generate discussion and critical thinking if it’s not too difficult for your learners’ reading level.
## 9. Discipline Models

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Objective</th>
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</table>
| HOMEWORK REPORTS  
Ask learners to tell about their reading activities at home | • collect Home Reading Reports  
• address questions, concerns |
| WRITE ON BOARD  
Discipline Models | • indicate topic of lesson |
| WRITE ON BOARD  
STEP Method  
Learners do not have to agree, only listen and decide if the information will help them be better parents | • present this as an exercise in critical thinking and having an open mind to receive new information that they may feel is challenging, so they can model this for their children  
• when children participate in deciding appropriate consequences for their actions, they learn responsibility and to communicate effectively |
| WRITE ON BOARD  
Children’s needs & parents’ needs are equal  
Communicate, not dictate | • use as a reference to illustrate material that follows  
• teach the STEP method of organizing thinking in order to problem-solve |
| HAND OUT AND READ TOGETHER  
“Who Owns the Problem” | • recognize this type of situation in the category of “child's problem” in STEP definition  
• understand and be able to use reflective listening techniques and process for exploring alternatives |
| WRITE ON BOARD  
Child's Problem  
All 4 conditions must be met:  
1) parent’s rights are respected  
2) no one could get hurt  
3) no one’s belongings are threatened  
4) the child is not too young to be responsible for this problem | |
| GIVE EXAMPLE  
Child rides bike & must lock it when gets to school; comes home claiming he locked it, but it is gone | |
| HAND OUT AND READ TOGETHER  
“Reflective Listening & Steps to Exploring Alternatives” | |
**Procedure**

WRITE ON BOARD

1) *Listen*
   Reflect back what they hear without judgment or comment

2) *Explore Alternatives*
   Ask child to suggest as many possible solutions as he can think of

3) *Reach Agreement*
   Enable children to be responsible by allowing them to help make decisions that affect them

WRITE ON BOARD

Parent’s Problem
If *any one* of these conditions exists:
1) parent’s rights are not respected
2) someone could get hurt
3) someone’s belongings are threatened
4) the child is too young to be responsible for this problem

HAND OUT & READ TOGETHER
“How You-Messages and I-Messages”
REFER to cartoon handout from Lesson 8

WRITE ON BOARD

You-Message
Blames the child, lowers self-esteem, gives no real information
“How could you be so stupid? Don't you know any better? What’s the matter with you?”

**Objective**

- create a process for solving the child’s problem
  1) invite children to tell the truth about what’s going on for them
  2) recognize the difference between natural (what happens if nothing is done) and logical consequences (what makes sense to do) and take a negative experience (stolen bike) and turn it into positive process of teaching problem-solving skills
  3) recognize value of children helping decide appropriate consequences for their actions as way of learning responsibility and communication skills

- understand STEP framework that says even if the parent is bigger and older, s/he should not automatically and without discussion get his or her way

- use as a reference to illustrate material that follows
- recognize these situations are in the category of “parent’s problem” in STEP definition
- recognize negative recordings or “self talk” from learners’ own childhoods may have hurt their self-esteem and self-confidence
### Procedure

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Objective</th>
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<tbody>
<tr>
<td>I-Message</td>
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<tr>
<td>1) Tell what is happening.</td>
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<tr>
<td>2) Tell what you feel.</td>
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<td>3) Explain why you feel that way.</td>
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<tr>
<td>ADD WORDS:</td>
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<tr>
<td>1) When</td>
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<tr>
<td>2) I feel</td>
<td></td>
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<tr>
<td>3) because</td>
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<tr>
<td>EXPLAIN that once the I-message is communicated, a logical consequence is reached that includes the child’s input</td>
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<tr>
<td>HAND OUT &amp; REVIEW</td>
<td></td>
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<tr>
<td>“Alternatives to Punishment / Discipline, Limits &amp; Consequences”</td>
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<tr>
<td>DISTRIBUTION HOME BOOK</td>
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<td>Zoom</td>
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<tr>
<td>LOOK AT TOGETHER</td>
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<tr>
<td>POINT OUT how book broadens reader’s perspective and changes one’s understanding of what is seen – “there’s more to the story...”</td>
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<tr>
<td>SHOW BOOKS</td>
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<td><em>Harriet, You’ll Drive Me Wild!</em></td>
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<td><em>The Gorilla Did It</em></td>
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<td><em>Chocolate-Covered-Cookie Tantrum</em></td>
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<td>HOME BOOKS &amp; HOMEWORK</td>
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<td>Zoom</td>
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<td>DISTRIBUTION</td>
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<tr>
<td>“Home Reading Report”</td>
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<tr>
<td>HAND OUT FOR HOMEWORK</td>
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<tr>
<td>“Allowing Disobedience”</td>
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<tr>
<td>Ask learners to read the article and talk about it at next group session</td>
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### Objective

- know that the I-message as a communication tool is taught in most parenting courses
- understand structure of how to build an I-message
- develop a system of discipline based on communication
- provide a review and overview of this lesson
- give learners a reference to read outside of class
- provide books that show different disciplinary actions
- remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children
- provide opportunity for critical thinking and reading practice
Instructor’s Notes

Lesson 10. Siblings: Loving & Fighting

1. **Home Reading reports.** Focus on creative ways that learners used the wordless Home Book from the previous session. If anyone read “Allowing Disobedience,” ask for a brief summary of the article and their opinion about it.

2. **Define and apply vocabulary.** Definitions for siblings (children with one or both parents in common, brother/sister), rivalry (competing for the same thing), identify with (seeing yourself as sharing the same characteristics or thinking as someone else), and compete (win something by being better than others). Ask learners to apply the vocabulary to situations they see with their children. Ask about their own birth order and how rivalry, identification and competition were part of their own sibling relationships. Was anyone a role model for younger siblings? Did anyone have an older sibling who was a role model? How does their experience influence the way they treat their children?

3. **Distribute worksheet “Understanding Sibling Rivalry.”** Introduce this activity as an opportunity for learners to put themselves in the place of their children. Promote lightness and humor in completing this activity. If some learners have difficulty writing their answers, encourage them to write notes to remind them of their thoughts.

4. **Read aloud together Con Mi Hermano/With My Brother.** Point out the ways that the little boy identifies with his older brother. Emphasize that in this book the older brother welcomes the younger one’s identification but that this is not always the case.

5. **Show books** and compare learners’ situations with their children. Show other books that illustrate an older sibling who welcomes younger one’s identification. Ask if learners' older children respond as positively as the characters in these books.

6. **Read aloud together Jamaica Tag-Along.** This book shows how both older and younger siblings feel when the identification process is rejected. Sometimes the older child feels a younger one’s desire to identify with him or her as outright competition.

7. **Show books about competition and sibling rivalry.** Encourage learners to read books about situations that are similar to the ones they experience with the children in their lives. Communication and understanding increase when they read together with their children and talk about book characters who do some of the same things they do. This can give everyone a useful perspective on some emotionally challenging situations.

8. **Hand out “Sibling Rivalry – Suggestions.”** Answer questions about terms and applications for these suggestions. This list of ideas comes from the parent resource book, *Siblings Without Rivalry.* Show learners the cartoons and other sections in the book. Remind them they can order it as a Gift Book for themselves.
9. **The parent’s role.** The last section of the handout, “How to Handle the Fighting,” outlines the parent’s role when their children fight. These suggestions work well with the idea of the “child’s problem” from the STEP method presented in Lesson 9. It can be a guide for whether or not to intervene in a fight between children. If the issue is not dangerous and involves only the children and they are old enough to be responsible for the problem, natural consequences may be allowed to unfold. However, if safety is an issue, logical consequences may need to be put in place. When a parent is asked or required to be an arbitrator, suggest using reflective listening and exploring alternatives rather than dictating a solution. However, they need to set some ground rules so that siblings can practice good communication skills and find their own solutions. Use a real situation offered by a learner and apply the steps listed above.

10. **Choose Home Book and distribute “Home Reading Activities Report.”** Learners can choose either *Con Mi Hermano/With My Brother* or *Jamaica Tag-Along* as a Home Book and use it to complete their Home Reading Reports.
10. Siblings: Loving & Fighting

Procedure

HOMEWORK REPORTS
Ask learners to tell about their reading activities at home

WRITE ON BOARD
Siblings: Loving & Fighting

DEFINE the words siblings, rivalry, identify with, compete

DISCUSS their own birth order and experience of identification and competition

HAND OUT WORKSHEET & READ
“Understanding Sibling Rivalry”
Ask learners to write reactions to some or all of scenarios

DISTRIBUTE HOME BOOK
Con Mi Hermano/With My Brother
READ ALOUD TOGETHER

DISCUSS how books illustrate younger siblings’ need to identify with older ones

SHOW BOOKS
Do Like Kyla
Baby Says
Big Sister, Little Sister

DISCUSS how their children’s behavior is the same as or different than what the books show

Objective

• collect Home Reading Reports and ask for feedback on “Allowing Disobedience” article
• address questions, concerns
• indicate topic of lesson

• understand vocabulary for discussion purposes
• personalize information and vocabulary and strengthen importance of role models
• provide insight and compassion for how siblings feel
• provide writing practice

• illustrate how older siblings respond positively to needs of younger ones
• develop critical-thinking about the relevance of a book
## Procedure

DISTRIBUTE HOME BOOK  
*Jamaica Tag-Along*  
READ ALOUD TOGETHER  

DISCUSS how older sibling can find needs of younger one intrusive and how the left-out younger sibling feels.

SHOW BOOKS  
*Julius, the Baby of the World*  
*Crispin and the 3 Little Piglets*  
*On Mother’s Lap*  
*Dancing*  
*A Baby Just Like Me*  
*When I Was Little: A Four-Year-Olds Memoir of Her Youth*

HAND OUT & READ TOGETHER  
*“Sibling Rivalry – Suggestions”*

SHOW RESOURCE BOOK  
*Siblings Without Rivalry*

DISCUSS parent’s role, when to intervene, when to let children work issues out between themselves.

ASK learners to give examples of situations between their children and have the group problem-solve using the STEP method from Lesson 9.

HOME BOOKS & HOMEWORK  
*Con Mi Hermano/With My Brother*  
OR *Jamaica Tag-Along*

DISTRIBUTE  
*“Home Reading Report”*

## Objective

- illustrate that older siblings can experience younger ones as competition for parents’ attention and love.
- show how older sibling can come to accept younger one through remembering own babyhood and through valuing own growth and development.
- provide ideas on how to manage sibling rivalry.
- make connections with natural and logical consequences from Lesson 9.
- apply theory to practice.
- learners choose which book to take home to read with children.
- remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children.
Instructor's Notes
Lesson 11. Parent as Advocate:
School & Authority

1. **Home Reading reports.** Encourage learners to share how reading a Home Book about siblings led to conversations with their children. Did anyone tell stories of when they were children?

2. **Define through discussion the word “advocate.”** Write on the board what learners contribute. Make the pronunciation distinction modeling which syllable to stress for the verb, *to advocate* and the noun, *an advocate*. Another word where the syllable stress determines whether it is a noun or verb is *record*. Invite learners to offer others. Point out the parallel between advocate and attorney (“abogado” in Spanish and “avocat” in French are the words for attorney). Ask why people need attorneys and what functions they perform, i.e., represent your best interests, are on your side, speak the language of the legal system and interpret it for you, and are more effective and have more power in the legal system because of their expertise.

3. **Parent as advocate.** Discuss why children need advocates and refer back to the parallel with attorneys. The legal system parallels the school system in having its own language and protocol. The parent is viewed as being more credible and having more power than the child. Children learn to become advocates for themselves through successful role modeling around them. Review from Lesson 8 the ways children learn to develop communication skills to become successful self-advocates. We advocate for ourselves when we go for a job interview, write a resume, represent ourselves in our own best interests.

4. **Importance of parent’s attitude toward school and authority.** In order to become an attorney, people go to law school and must pass the bar exam. However, there is no formalized training for parents to become effective advocates of school-age children, only their own personal experiences of going to school. Some learners may have painful memories of school and authority. Others may have experience from different cultures that do not apply well to U.S. school systems. In both situations, learners need to put effort into developing attitudes and skills that will help their children. Encourage these learners to share their school experiences with other parents and parent figures, and ask them for information about the expectations of the school culture.

5. **Diagram as you explain these systems:**

   - **V** HOME: Rules & limits – Consequences: time out, loss of privileges
   - **A** Enforced by parents
   - **L** SCHOOL: Rules – Consequences: phone calls, conferences, detention, suspension
   - **U** Enforced by teachers and principal
   - **E** SOCIETY: Laws – Consequences: jail, prison
   - **S** Enforced by police and judges
Discuss how each arena shares a similar system. Point out how the foundation laid during a child’s home-based years has direct applications in adult life. The values developed in the home are ones that the child carries with him or her on the journey into school and society.

6. **Ask for personal experiences of their own parents as advocates.** Define together how to measure the success of an effective advocate, e.g., fighting with the principal and being asked to leave the school premises is not a measure of success. Suggest ways to handle disagreements with the school’s discipline policy. Tell learners to gather information first and listen carefully to the child’s story. The child may not want the parent to talk to the school staff involved. If at all possible, respect the child’s wishes and do not go any further. Since most schools have no place for an appeals process, often it is enough for the child to feel heard by the parent. If further action is appropriate, the parent should satisfy himself or herself that the consequences of their child’s behavior are fair. Talk about how different cultures view the authority of school and teachers.

7. **Distribute Home Book Cheyenne Again and read aloud together.** Ask what Cheyenne learned and if it was different from what the school thought it was teaching him. Remind learners that he, like all children, is programmed to learn all the time. Children learn from the way things are done as much as from what is done. Point out how important it was for the teacher to be an advocate for him. With her help, he is able to connect with his individual identity inside an alien social context. Does this experience resonate for any learners?

8. **Distribute Home Book Big Moon Tortilla and read aloud together.** This story shows how learners can help their child with school by counseling them about life. A supportive parent figure can encourage a child to persevere when situations are challenging and difficult.

9. **Hand out “Helping Your Child with Homework” and “Tips For Parents of First, Second and Third Graders.”** These handouts offer concrete actions that parents can take to develop their skills as advocates for their children’s school experiences. Take time to read over each activity and answer questions.

10. **Show the pamphlet You and Your Child’s Teacher.** This is an excellent, easy-to-read guide for parents to use in communicating effectively with the school. Miscommunication as a result of anger is addressed.

11. **Show books about social and community behavior.** Encourage learners to continue to read aloud to older children about school and their social place in it.

12. **Choose Home Book and distribute “Home Reading Report.”** Learners can choose either *Cheyenne Again* or *Big Moon Tortilla* as a Home Book and use it to complete their Home Reading Reports.
11. Parent as Advocate: School & Authority

**Procedure**

**HOMEWORK REPORTS**
Ask learners to tell about their reading activities at home

**WRITE ON BOARD**
Parent as Advocate: School & Authority

**ASK GROUP** to help define advocate
use attorney as the metaphor

**REVIEW** communication skills from Lesson 8 as key to developing self-advocacy

**DIAGRAM ON BOARD:**
- **Home** – Rules/limits made by
  - **V** parents
  - **A** Enforcers: parents
- **School** – Rules made by teachers &
  - **U** principal
  - **E** Enforcers: teachers &
  - **S** principal
- **Society** – Laws made by legislators
  - Enforcers: police & judges

**ASK GROUP** to tell memory of school
and role parent played

**DISCUSS** whether parent was a successful advocate (define successful)

**ASK learners** to describe their attitude
toward authority

**ASK if any learners** had “problems”
in school

**Objective**

- collect Home Reading Reports
- address questions, concerns

- indicate topic of lesson

- introduce them to their role as parents of school age children

- understand how being an advocate for children models how they can be advocates for themselves

- understand values development through children’s relationship to authority as they move from home through school and into society

- be aware of what parental models – or lack of them – learners have to draw from

- encourage expressions of cultural diversity, different roles parents play in school systems outside US

- be conscious of what attitudes toward authority they are modeling by their relationship to values of right and wrong

- illustrate how school experiences can shape attitudes toward authority
### Procedure

**Distribute Book**  
*Cheyenne Again*  
Read aloud together

Discuss what the book shows about how schools model authority and how learners need to advocate for their children in relationship to authority

**Distribute Book**  
*Big Moon Tortilla*  
Read aloud together

Discuss how this book shows a good model for supporting a child in his/her school experience with advice about life

**Hand Out & Read Together**  
“Helping Your Child with Homework”  
“Tips For Parents of First, Second and Third Graders”

**Show Pamphlet**  
*You and Your Child’s Teacher*

Point out how this is a good resource for helping children succeed in school; addresses homework, authority, interpersonal skills

**Show Books**  
*John Patrick Norman McHennessy*  
How to Lose All Your Friends  
Shawn Goes to School  
Sister Anne’s Hands  
Smoky Night  
Something Beautiful

**Home Books & Homework**  
*Cheyenne Again*  
Or *Big Moon Tortilla*

**Distribute**  
“Home Reading Report”

### Objective

- Provide specific strategies for learners to use with children’s reading and homework

- Help children socialize

- Encourage children to transfer values from home into society

- Learners choose which book to take home to read with children

- Remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children
Instructor’s Notes
Lesson 12. Peer Groups

1. **Home Reading reports.** Listen for home reading activities or conversations that learners developed out of the stories in the Home Books. Congratulate them on how their use of children’s books is expanding.

2. **Children ages 10-13 increasingly influenced by peers instead of family.** Parents and families need to focus on strengthening the value system that their children have been developing inside themselves since birth. Children without strong internal systems are particularly vulnerable to the external values of a group mentality, such as peer pressure and gangs. The word “peer” means a person of the same age, status, or ability as another specific person. Discuss how learners can help children deal with the peer mentality, wanting to be like everyone else. Ideas should include communication as a key element, and getting to know the child’s friends. Parents can talk about these friends as individuals and help their child develop their skills to become a good judge of character.

3. **Hand out “What to Expect from Your Growing Child.”** Review with learners how to read a table. This grid is an overview of the interests and skills of school-age and pre-teen children which learners can use as a reference guide to better understand the children in their lives.

4. **Cultural and generational differences.** Discuss issues that arise when the parent’s culture and language are different than those with which the child is identifying. Children need to find a balance between their home culture and mainstream school culture. This is a challenge for all children regardless of their family backgrounds.

5. **Brainstorm ways to build an internal value system.** Remind learners that, as children grow more independent, they will be governed by their individual internal value system, not necessarily by what parents want them to do. Create a list generated by learners of things they can do to influence their children’s attitudes and behavior rather than try to control it. Expect learners to express their frustration when children this age don’t do as they are told.

6. **Hand out and read aloud “Dealing With Peer Pressure.”** This article is addressed directly to children who are dealing with the challenges of peer pressure. Ask learners to talk about their memories of peer group influences and what kind of support or lack of it they received from their parents. Did anyone feel they associated with the “wrong crowd?” Was anyone influenced by the group to move away from their personal goals and values? Was gang membership an issue? What would have helped them make a better choice? Together create a list of practical ways to help their children. Point out that what was important to them when they were young may not be relevant for their children now. This may be especially true if home culture differs significantly from mainstream.
7. **Teacher read aloud Hunter's Best Friend at School or Hey, Little Ant.** Call attention to the internal voices inside the main character in each book. This is the value system speaking up in conversation with the peer group.

8. **Show books about peer pressure and ones that might interest pre-teens.** There is a good assortment of books about peer pressure to choose from. Most of them celebrate individual differences as a way for children to counteract the pressure from their peers to be like everyone else. Learners may feel challenged to talk with their children about sex, so two books are suggested that may help them.

9. **Distribute Home Books Jamaica and Brianna and Willie’s Not the Hugging Kind and read aloud together.** Talk about the ways that both Brianna and Willie felt pressured by their peers. Discuss the similarities and differences in how each of them dealt with expressing their own individuality while still keeping their friendships intact.

10. **Choose Home Book and distribute “Home Reading Report.”** Learners can choose either Jamaica and Brianna or Willie’s Not the Hugging Kind as a Home Book and use it to complete their Home Reading Reports.
12. Peer Groups

**Procedure**

HOMEWORK REPORTS
Ask learners to tell about their reading activities at home

WRITE ON BOARD
Peer Groups

DEFINE peer with help from group

HAND OUT & READ TOGETHER
“What to Expect from Your Growing Child”

DISCUSS how ages 10-13 experience conflicts between internal value system and importance of peer group mentality

ASK GROUP to generate list of things parents can do to build strong internal value system and stay connected to growing children

DEFINE peer pressure

HAND OUT & READ TOGETHER
“Dealing With Peer Pressure”

**Objective**

- collect Home Reading Reports
- address questions, concerns
- indicate topic of lesson
- understand vocabulary used in this lesson
- understand how children’s interests change as they grow older
- recognize parent cannot control child’s behavior, but can only influence it
- understand appropriate role of parents and family in building internal value system by nurturing respect and self-worth
- understand the term means influence from members of one’s peer group
- raise awareness of peer pressure from child’s point of view

TEACHER READ ALOUD
Hunter’s Best Friend at School
OR Hey, Little Ant

DISCUSS how books show that strong internal values can help a child make healthy decisions even with peer pressure
**Procedure**

SHOW BOOKS
- All for One
- Why Am I Different?
- Don’t Laugh at Me
- But Mom, Everybody Else Does
- It Doesn’t Have to Be This Way
- There’s a Frog in My Throat
- Squids Will Be Squids
- It’s Perfectly Normal
- What’s the Big Secret?

DISTRIBUTE HOME BOOK
- Jamaica and Brianna

READ ALOUD TOGETHER

DISCUSS how important it is for a child to feel accepted by her peer group

DISTRIBUTE HOME BOOK
- Willie’s Not the Hugging Kind

READ ALOUD TOGETHER

DISCUSS how difficult it is to be true to your nature when you are afraid of rejection from your peer group

HOME BOOKS & HOMEWORK
- Jamaica and Brianna
- OR Willie’s Not the Hugging Kind

DISTRIBUTE
- “Home Reading Report”

**Objective**

- more books that deal with peer pressure and needing to fit in and belong

- books that might appeal to pre-teens’ intellectual curiosity and emerging sexuality

- learners choose which book to take home to read with children

- remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children
Instructor’s Notes
Lesson 13. Family History

1. **Home Reading reports.** Continue to support learners in their home reading activities. Even though this is an element in every session, each Home Book is different and lends itself to different activities and levels of engagement with children.

2. **Every family is unique.** Many people feel their family does not fit the traditional model of two parents and two children, one boy and one girl. Our internal image of family is largely made up of the experiences each person has of his or her own family history.

3. **Teacher read aloud Who’s in a Family?** Ask learners what they think of the book. Some may have reactions to the same-sex families portrayed in it. Discuss the role of a book to reflect the reality of its culture. Remind learners that divorced families and single-parent households were unacceptable only a generation ago. Point out the importance of children finding a picture of family that matches their own. Encourage learners to teach their children to coexist with different lifestyles to promote a more peaceful world.

4. **Show books that are culturally and socially diverse.** Books help children accept their families by seeing other realities similar to their own. When families do not fit the all-American stereotype, or when there are feelings of anger, sadness or fear, books can help children and adults talk about issues. More books are available now that might reflect children’s experience of divorce. Culturally diverse books provide children with pictures of others with the same skin color and ethnic background as they have, as well as increased understanding and tolerance of those different than they are.

5. **Building family history.** Write a learner-generated list of what families do to build a family history and how those things meet children’s need for belonging and identification. Be sure to include celebrations, traditions, holidays, food, work, recreation, language, and religious/spiritual rituals. Increase awareness that every family has its way of doing things: some families eat together, some grab food at different times, some have family meetings, some take trips together, etc. Whatever children do with the adults who care for them is what constitutes their family history.

6. **Hand out worksheet “My Family History: What Are My Values?” and complete on board.** Create two columns underneath *From Your Family*, and ask each learner to contribute one thing to each column: 1) What you want to pass on (what their family did well or what they were good at) and 2) What you do not want to pass on (what their family was not good at). The goal is for learners to become aware of the attitudes, habits and patterns of behavior that were in their environment while they were growing up. Ask learners to write their first thoughts on their worksheets and offer them to the list on the board. Remind learners that they stand between the past and the future and that, without conscious review, they will pass on much of what happened to them as children, whether is it valuable to them or not.
7. **Hand out “Family History Survey” and ask learners to complete.** Reading and library usage are things that may or may not have been part of learners’ family histories. The survey can be correlated with other measurement tools to create a picture of learners’ attitudes and behaviors.

8. **Show books.** There are many books about families and the things they do together, especially grandmothers and grandfathers who play an important role in passing on family stories and solidifying family identity.

9. **Family Storybook.** Learners can collect photographs of their children and put them together in an album with text they write underneath. The book can be put together chronologically, telling a child’s life story. Children cherish this record of their lives that only parents and caregivers can record.

10. **Distribute Home Book *Storm in the Night* and read aloud together.** The language in this book is somewhat difficult and a little poetic. Remind learners not to correct each other but to allow time for sounding out difficult words and for making some of the sounds. Point out how sensitively the grandfather teaches the boy about fear through telling his own story. He never ridicules his grandson, but allows him to accept his fear in his own time and way.

    OR

    **Distribute Home Book *A Day’s Work* and read aloud together.** This book shows a Mexican grandfather passing on his values of honor and integrity to his grandson. Discuss how he was able to use a miscommunication based on his lack of English to teach a valuable lesson.

11. **Choose Home Book and distribute “Home Reading Report.”** Learners can choose either *Storm in the Night* or *A Day’s Work* as a Home Book, and use it to complete their Home Reading Reports. Suggest that learners may also want to expand on what they wrote on their Family History worksheets.
# 13. Family History

## Procedure

<table>
<thead>
<tr>
<th>HOMEWORK REPORTS</th>
<th>WRITE ON BOARD</th>
<th>TEACHER READ ALOUD</th>
<th>DISCUSS</th>
<th>POINT OUT</th>
<th>SHOW BOOKS</th>
<th>ASK GROUP &amp; WRITE ON BOARD</th>
<th>HAND OUT WORKSHEET</th>
<th>ASK GROUP</th>
</tr>
</thead>
</table>
| Ask learners to tell about their reading activities at home | Family History | *Who's in a Family?* | how book shows that every family is a unique system | that this book’s aim is to reflect society and provide identification and self-acceptance for children in “non-traditional” families | *Dinosaur’s Divorce*  
*As the Crow Flies*  
*Do I Have a Daddy?*  
*Chicken Sunday*  
*Yo! Yes!*  
*Just Like Home/Como en mi Tierra*  
*Grandad’s Tree* | Things families do to create and establish identity | “My Family History – What Are My Values?” | to imagine themselves standing with their family history behind and their children before them |

## Objective

- collect Home Reading Reports  
- address questions, concerns  
- indicate topic of lesson  
- build awareness that the world is changing and tolerance for different lifestyles is necessary  
- validate children’s experience of their family history by putting it in a book and telling their stories  
- demonstrate the importance of cultural diversity in books that reflect different realities, so readers won’t think books are “for somebody else, not for me”  
- recognize how family history meets children’s needs for belonging and identification  
- provide writing practice  
- develop awareness that some of what worked for parents and grandparents no longer works today
**Procedure**

WRITE ON BOARD
Same layout as on worksheet – heading of “From My Family”
1) What you want to pass on
2) What you do not want to pass on

BEGIN “What Are Your Values?” exercise

HAND OUT & COMPLETE SURVEY
“Family History Survey”

SHOW BOOKS
*Feast for 10*
*So Much*
*The Relatives Came*
*White Bead Ceremony*
*Grandpa Toad’s Secrets*
*I Love Saturdays y Domingos*
*Love as Strong as Ginger*
*Grandmother & I*
*Gramma’s Walk*
*All Alone After School*

DESCRIBE Family Storybook that can be made from photos as one way of passing on family history

DISTRIBUTE HOME BOOK
*Storm in the Night*
*OR A Day’s Work*

READ ALOUD TOGETHER

DISCUSS how family values are passed on through telling personal stories or direct instruction

HOME BOOKS & HOMEWORK
*Storm in the Night*
*OR A Day’s Work*

DISTRIBUTE
“Home Reading Report”

**Objective**

- identify and preserve what is valuable and consciously move on from what no longer works

- create opportunity to identify family patterns and relationships
- help learners see connection between their habits and their families’ habits

- demonstrate examples of family history values, patterns, traditions

- show importance of grandmothers and grandfathers as transmitters of family history and values

- even if not ideal, experiences build family history

- suggest an activity learners can do with and for their children

- learners choose which book to take home to read with children
- remind learners to complete a Home Reading Report after reading the book and/or doing an activity with their children
Instructor’s Notes

Lesson 14. Reading Aloud

1. Home Reading reports. As the end of the P.A.R.E.N.T.S. Program approaches, encourage learners to reflect on the value of the Home Reading Reports that they have been completing. Ask if there are additions to their Family History worksheets that learners want to discuss.

2. Show video “Read Aloud – Share a Book With Me.” This 13-minute video is a good overall review of how important reading aloud is to developing literacy skills in children. Frame the discussion around what learners saw in the video that they learned in the program and list those things on the board. Make a second list of what information in the video was new to them.

3. Hand out “Reading Aloud.” As learners read the points on the handout, give examples of how adults apply these skills in their lives: in identifying with a character in a book, we learn about ourselves; in predicting what happens next in a story, we learn to recognize patterns; and in using our imagination inspired by a picture or story, we practice the same skills used to solve problems creatively. Invite learners to expand on these examples.

4. Distribute Home Book One Frog Too Many, look at together, and act it out. Go through this wordless book and ask learners to say what is happening on each page. Demonstrate how pictures give information, tell the story, and encourage us to use our imaginations. Ask questions: “What might be in the box? Why are there holes in it? How do we know it’s a present?” After finishing the book, ask memory questions: “How many of the things the big frog did to the little frog can we remember? in what order? If you are the youngest, have you ever felt like the little frog? If you have a younger sibling, have you ever done things similar to those the big frog is doing? Can you find the little frog hiding in the two pictures where everyone is looking for him?” Now ask learners to name each character. Write the name on board next to the character. Ask for volunteers to act out the story and make up the dialogue and perform for the group.

5. Show books that are wordless. Show how sophisticated some of these books can be and how they invite readers to use their imagination.

6. Teacher read aloud Oh No, Gotta Go! or No Such Thing. Use different voices and demonstrate what you have been teaching. Ask listeners to pay attention to the things you do to be a good reader. Make sure your list includes the qualities that encourage both readers and listeners to relax and enjoy the book: vary tone of voice, not hurry over words, pay attention to punctuation, stop to talk about what is happening in the story and pictures, invite listeners’ opinions and comments by asking questions, encourage listeners’ participation by pointing or completing the rhyme or sentence.
7. **Distribute Home Book *Mouse Soup* and ask learners to pair off and read aloud to each other.** Learners can now demonstrate what they’ve learned in the program about reading aloud and what they’ve practiced at home. Remind them to use the qualities listed on the board to engage their listener, have fun reading, and then reverse roles. Read aloud through page 11 to get them started.

8. **Pairs report back.** Ask pairs to share what the reader did to engage the listener to participate actively and make it fun. How many of the things listed on the handout did the reader do? Were they successful? What was easy? difficult?

9. **Choose Home Book and distribute “Home Reading Report.”** Learners can choose either *One Frog Too Many* or *Mouse Soup* as their last Home Book in the program. Ask learners to be prepared to talk about what they learned doing the Home Reading Reports after each session.

10. **Hand out “Gift Book Order.”** Selecting from the P.A.R.E.N.T.S. Program library collection, learners can choose a particular book to give to each child in their lives. Encourage them to also choose a parenting resource book for themselves that will be useful.
14. Reading Aloud

**Procedure**

**HOMEWORK REPORTS**  
Ask learners to tell about their reading activities at home

**WRITE ON BOARD**  
Reading Aloud

**SHOW VIDEO**  
"Read Aloud – Share a Book With Me"

**ASK learners if there was any new information in the video**

**HAND OUT & READ TOGETHER**  
"Reading Aloud"

**DISCUSS** the points on the handout and how each helps develop life skills used by adults

**DISTRIBUTE HOME BOOK**  
*One Frog Too Many*  
LOOK AT TOGETHER

**ASK QUESTIONS**  
Engage learners by asking questions  
– personalize the story  
– get information from pictures  
– guess what happens next  
– locate little frog

**ASK GROUP** to give names to each character: boy, dog, turtle, big & little frogs

**WRITE NAMES ON BOARD**  
One learner speaks for each character, making up dialogue

**Objective**

• collect the Home Reading Reports and discuss Family History additions
• address questions, concerns

• indicate topic of lesson  
• provide practice of skills presented in program

• provide review of information presented in program

• opportunity for learners to validate how much they learned in program

• raise awareness of how many important life skills are developed through reading aloud to children  
• remind that sharing a book brings parent and child closer together with conversation and shared experiences

• provide opportunity for learners to bring the book to life

• encourage playfulness and creativity
### Procedure

**SHOW BOOKS**
- *Re-Zoom*
- *Frog Goes to Dinner*

**TEACHER READ ALOUD**
- *Oh No, Gotta Go*
- OR
- *No Such Thing*

**MODEL** read aloud skills that learners can imitate

**WRITE ON BOARD**
- Learners’ list of read aloud skills demonstrated

**DISTRIBUTE HOME BOOK**
- *Mouse Soup*

**TEACHER READ ALOUD**
- Through page 11 to set stage for Mouse’s stories

**LEARNERS PAIR OFF**
- Each learner chooses one Mouse story and reads it aloud to the other, using all the things learned in the program

**PAIRS REPORT BACK** on how well the reader displayed qualities listed on the board and in the handout

**HOME BOOKS & HOMEWORK**
- *One Frog Too Many*
- OR *Mouse Soup*

**DISTRIBUTE**
- “*Home Reading Report*”

**HAND OUT & READ TOGETHER**
- “*Gift Book Order*”
- Help learners select books

### Objective

- familiarize learners with other wordless books

- give learners opportunity to practice and demonstrate qualities of a good reader

- encourage learners to be perceptive and give meaningful feedback

- learners choose which book to take home to read with children

- remind learners to complete the last Home Reading Report

- provide opportunity for learners to select an age-appropriate Gift Book for each child their lives and a parenting resource book for themselves
Instructor’s Notes
Lesson 15. Graduation

1. **Home Reading reports.** In discussing the last Home Reading Reports, ask learners to talk about what skills they developed through completing the reports after each session. Address impacts on reading aloud and relationships with their children.

2. **Hand out “Follow-Up Agreement” and show “Follow-Up Survey.”** Every learner who completed the P.A.R.E.N.T.S. Program should complete the agreement, so that in six months they can receive and complete another “Family Literacy Survey” and a “Follow-Up Survey.” Show them copies of what to expect. One survey asks the same questions as those asked at the beginning of the program to measure changes in their behavior. The other asks about Home Books, Gift Books and the instruction they received. Show the paperback thank you books they will be sent after you receive their completed surveys.

3. **Hand out “Measuring Changes in Parenting Attitudes.”** Remind learners that they completed this same questionnaire on the first day of the program. When they complete this one, it can be compared to what they wrote before they participated in the program.

4. **Hand out “P.A.R.E.N.T.S. Program Evaluation.”** Invite learners to express themselves verbally first, then write on their handouts for you to keep. They do not need to sign their names. Be sure to take a turn and tell the group what you received from them, what worked well for you and what you would have liked better.

5. **Hand out “Children Learn What They Live.”** Read this poem aloud yourself or have learner/s help you. This is something to remind them of what the program values and that they can take with them.

6. **Show video “Enrique’s Story” or “Literacy.”** These 7-minute videos highlight learners whose lives have improved significantly through their work developing their literacy skills.

7. **Hand out Certificates of Completion, Letters of Participation and Gift Books.** The Certificate of Completion and Letter of Participation in the Masters section of this guide can be used as a template for each learner completing the course. Ask each learner to come up and receive applause from the group. Along with the Gift Books and Parent Resource Book, you may want to include information about local libraries as a resource for children’s books, storytimes and for literacy instruction, especially if you are not a library-based program.

8. **Learners read aloud one Gift Book.** Time permitting, ask learners to choose one of their Gift Books and read it aloud to the group.

9. **Teacher read aloud Oh, the Places You’ll Go!** This book is a formal send off and well wishing, full of wisdom and humor.
15. Graduation

**Procedure**

**HOMEWORK REPORTS**
Ask learners to tell about their reading activities at home

**WRITE ON BOARD**
Graduation

**HAND OUT & ASK TO COMPLETE**
“Follow-Up Agreement”
All who receive Home Books & Gift Books will complete this

**SHOW “Follow-Up Survey”**
This will be sent in 6 months to learners who received Gift Books to measure changes in their family literacy behaviors

**SHOW paperback thank you books sent when completed survey is returned**
The Runaway Bunny
There’s a Nightmare in my Closet

**HAND OUT & READ TOGETHER**
“Measuring Changes in Parenting Attitudes”

**ASK learners to complete the questionnaire**

**WRITE ON BOARD**
1) What will you take with you from P.A.R.E.N.T.S. Program?
2) What worked well in class?
3) What would have worked better?

**Objective**

- collect the Home Reading Reports and discuss their value to learners during the course of the program
- indicate topic of lesson
- gain learners’ help in measuring success for continued funding of book distribution
- instruct learners about how measuring behavior changes is important to show that program made a difference in their lives
- create incentives to return completed surveys
- remind learners that they filled out the exact same questionnaire on the first day of the program
- this is one way to measure if the program changed their attitudes
- gain feedback from group to continue to improve the program
- allow for closure, verbal expression, validation
**Lesson:**

**Procedure**

HAND OUT & READ TOGETHER  
"P.A.R.E.N.T.S. Program Evaluation"

ASK learners to complete the evaluation

HAND OUT & READ TOGETHER  
"Children Learn What They Live"

SHOW VIDEO  
"Enrique’s Story" or “Literacy”

TALK ABOUT library literacy programs; give addresses & phone numbers if you have not already done so

ASK EACH LEARNER to come up front, say a few words & receive:  
– Certificate of Completion  
– Letter of Participation  
– Gift Books  
– Parent Resource Book

TIME PERMITTING –  
ASK learners to read aloud one of their Gift Books to the group

TEACHER READ ALOUD  
*Oh, The Places You’ll Go!*

GIVE learners a wise and humorous send-off

**Objective**

• provide opportunity for learners to write their opinions

• provide a reminder of what values program promotes

• provide inspiration for personal change motivated by role modeling for children

• provide information to support their continuing education

• recognize course completion

• provide resources for learners to use when they leave

• opportunity to demonstrate and show off some of the read aloud skills learners developed in the program