Learning about Learning Workshops:

LEARNING AND SELF-ESTEEM
HELPING STUDENTS COMMUNICATE
ABOUT LEARNING

UNDERSTANDING ALL KINDS OF MINDS™
FACILITATOR NOTES
LEARNING ABOUT LEARNING WORKSHOPS

LEARNING AND SELF-ESTEEM

PARTICIPANT OBJECTIVES

> Appreciate that there are all kinds of minds

> Understand that difficulties in learning can contribute to a child’s low self-esteem

> Learn strategies and communication techniques to support children whose learning differences are contributing to poor school performance and low self-esteem

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1. This workshop introduces participants to a Communication Plan and tool to support effective conversations about learning. Participants will focus on using the plan and tool for structuring learning conversations with their children. You will notice some components of the tool are not addressed in the curriculum of this workshop. The same Communication Plan and tool will also be used in the next workshop, Building Alliances, to support effective communication between parents/caregivers and educators. At that time, the components of the tool related to gathering input from the teacher will be addressed.

2. This communication tool emphasizes the importance of gathering input from multiple sources, including the parent/caregiver, student, and teacher. Each of these individuals owns specialized information about the student's strengths, affinities, and challenges. Encourage parents who want to initiate a conversation about their children as learners to first have the conversation with their child, then continue that conversation with their child's teacher. The next two workshops guide participants through that process.

WORKSHOP SETUP

1. This workshop looks at self-esteem from the lens of neurodevelopmental variation. There are many possible reasons for a child's low self-esteem beyond learning differences. Some of your participants and/or their children may need help in the form of emotional, psychological, or family counseling. Therefore, prior to the workshop you should identify the appropriate person at your school to refer them to for additional guidance. It is important that you abstain from making personal referrals and/or recommendations.

2. The Communication Plan tool (handout) is a vital piece in this workshop. Each participant will need a copy of the handout. Ideally, the document should be one double-sided page. Do not distribute the handout until directed to do so in the Facilitator Notes after presenting the Angela Case Study.

3. During the latter part of the workshop, you will refer to the handout and use it to demonstrate a sample conversation plan. You will need to make a transparency of the handout and use an overhead projector to display it.

4. In order to become comfortable using the Communication Plan, consider using it during a conversation with a child prior to the workshop.

5. Before participants arrive, place a Participant Journal and an index card at each seat.

6. Project the “Welcome” PowerPoint, slide 1.
Welcome to
Learning about Learning:
Learning and Self-Esteem

Please sign in and fill out a nametag with your name, the names of your children, and the ages of your children.
I. INTRODUCTORY ACTIVITIES (27 MINUTES TOTAL)

A. ACTIVITY: ICEBREAKER (7 MINUTES)

1. As participants enter, direct them to a seat and have them follow the instructions on the slide while they are waiting for the session to begin.

2. Once everyone is settled, introduce yourself and welcome participants to the Learning about Learning Workshop: Learning and Self-Esteem, from All Kinds of Minds. Tell them they are now going to spend a few minutes getting to know one another, as you will be working together for the next two hours.

**FACILITATION POINT:** If several participants are late, and you have some latitude about your start and stop time, consider a slight delay in the start of the workshop so that no one misses this video and accompanying reflection.

3. Display slide 2.

**Icebreaker Instructions**

1. Take an index card
2. Identify one of your child’s strengths (something he or she does well)
3. Identify one of your child’s affinities (something he or she enjoys or is interested in; they do not have to be good at it).
4. You have 2 minutes

Introduce the activity by providing the following information, in your own words:

> During the next two minutes, I would like each of you to take an index card on which you will write two things.

> Write one of your child’s strengths or something he or she is good at (it can be academic, athletic, interpersonal, whatever you wish).

> On the same card, write your child’s affinity (something he or she enjoys or is interested in, but he or she does not have to be good at it).

> If you have more than one child, write about the child who motivated you to attend this particular workshop.
I. INTRODUCTORY ACTIVITIES

A. ACTIVITY: ICEBREAKER CONTINUED

4. After two minutes, display slide 3 and say:

> Now I’d like each of you to introduce yourself by briefly completing the following sentences.

> My name is .... state your name.

> I am here for my child... tell us the name and grade of your child (or children) who is your motivation for attending this workshop.

> My child’s greatest strength is .... share the strength you listed on your card.

★ FACILITATION POINT: If you have a child and can model how to give this introduction, do so.

3. Continue this way for about five minutes.

★ FACILITATION POINT: If participants are taking too long to make their introductions, request that people keep their introductions short so that you are able to keep the workshop on schedule.
I. INTRODUCTORY ACTIVITIES

B. INTRODUCTORY VIDEO & REFLECTION (15 MINUTES)

1. Tell participants that by way of introduction to the topic, you’d like them to meet a few students, who struggle with learning and self-esteem, and their parents.


3. Ask participants to open their journals to page 1 and say:

   > Take the next three minutes to reflect on what you saw in the video by completing the sentence starters “I saw my child…; I saw myself…."

   > If you did not see yourself or your child reflected in the video, that’s fine.

   > Perhaps you saw another child or adult you know and you can write about them.

   > You are not required to write your responses. If you wish, you may just reflect on them mentally.

   > You will not be asked to share these responses.
I. INTRODUCTORY ACTIVITIES

C. PRESENTATION: WORKSHOP CONTEXTUALIZATION (5 MINUTES)

1. Display slide 4, explaining that you will address each of these questions in the next five minutes, so that participants have a better understanding of how the workshop works.

Some Preliminary Questions

- What are the Learning about Learning Workshops?
- What is my role in the workshop?
- What is your role in the workshop?
- What is the Parking Lot?

☆ FACILITATION POINT: If you have given more than one of the Learning about Learning Workshops and most of your participants are repeat visitors, you can consider modifying the PowerPoint presentation. For instance, you can give a copy of the background information (slides 4-5) for participants to review on their own, but you should still present slides 6-8, which remind participants of your and their roles in the workshop as well as the role of the Parking Lot.

2. Display slide 5 and go over the bullets, using your own words if you wish.

What are Learning about Learning Workshops?

- Developed by All Kinds of Minds, a nonprofit organization co-founded by Dr. Mel Levine and Charles Schwab
- Facilitated by educators who have attended the Schools Attuned Program, a program that prepares educators to meet the learning needs of all students in their classroom
- Additional topics include mastering the challenge of homework, paying attention, getting organized for learning, and building learning alliances with your children and their teachers
I. INTRODUCTORY ACTIVITIES

C. PRESENTATION: WORKSHOP CONTEXTUALIZATION CONTINUED


What is my role in the workshop?

> Facilitator = encourage and guide conversation among you

> Facilitator ≠ provide expertise on neurodevelopmental variation

⌫ FACILITATION POINT: Explain the difference between a facilitator and an expert. It is very important for participants to understand you are NOT an authority on neurodevelopmental variation and they may have questions that you cannot answer. It’s also important to validate participants’ own wisdom about their children.

In your own words, let participants know that:

> I may say “I don’t know” to some of your questions.

> I may pose the question to the group and let you hear the wisdom of your peers.

> You are the ultimate expert on your child.


What is your role in the workshop?

> Listen

> Discuss

> Collaborate
I. INTRODUCTORY ACTIVITIES

C. PRESENTATION: WORKSHOP CONTEXTUALIZATION CONTINUED

Explain the following points in your own words:

> One of the goals of these workshops is to promote conversation among parents and caregivers allowing you to learn from one another and share your wisdom.

> Your job today is to:

> Listen thoughtfully to the new information you will be learning.

> Have thoughtful conversations with fellow participants about the information to deepen your understanding.

> Work with fellow participants to come up with ideas and strategies to help your children become more successful learners.

5. Display slide 8 and show participants where you have posted the Parking Lot list.

What is the Parking Lot?

> A temporary place for unanswered questions

Explain in your own words the following points about the Parking Lot:

> These workshops are designed to explore learning differences in general.

> Most likely, you will relate the information you are learning to your own children and, to the extent that you are comfortable, share your experiences with your fellow participants.

> However, there is not enough time in the workshop to dwell on one child or one problem, and I hope you will be mindful of this during discussions.
I. INTRODUCTORY ACTIVITIES

C. PRESENTATION: WORKSHOP CONTEXTUALIZATION CONTINUED

> Questions will come up that need answers. We will “park” them in the Parking Lot and return to them before the end of the workshop.

> If we can answer these questions with our collective wisdom in the time allotted, we will attempt to do so. It’s possible, however, these questions may require further discussion beyond the time we have for the workshop.

6. Display slide 9, ask participants to turn to page 2 of their journals and go over the workshop goals.

<table>
<thead>
<tr>
<th>Workshop Goals</th>
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<tbody>
<tr>
<td>➔ Appreciate that there are all kinds of minds</td>
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<tr>
<td>➔ Learn strategies and communication techniques to support children whose learning differences are contributing to poor school performance and low self-esteem</td>
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 Ramsey FACILITATION POINT: If you have prepared an agenda for the workshop, you may now distribute and discuss it as well as any procedures or logistics.

7. Now make the following points, in your own words:

> In this workshop we will spend approximately two hours looking at how we can help children whose self-esteem has suffered because of poor school performance.

> We all know that low self-esteem can be caused by many factors – emotional, psychological, or family crises, and so on – but what we are going to focus on today is the connection between learning and self-esteem.

> We’ll see videoclips and do activities that will help us better communicate with children who suffer from low self-esteem because of learning differences.

 Ramsey FACILITATION POINT: It’s very important you are clear with participants that you are looking at a slice of the self-esteem issue, and neither you nor this workshop are equipped to address some of the other important factors that may be involved in a child’s low self-esteem. For participants who need help for psychological and emotional issues, you will have a list of resources for them at the end of the workshop (see Workshop Setup note #1, for more information).
II. SELF-ESTEEM AND COMMUNICATION (10 MINUTES)

DISCUSSION • 10 MINUTES

1. Ask participants:

> As an adult, what are factors that might negatively affect your self-esteem?

> When you are feeling inadequate, what are some things that increase your self-esteem or make you feel better about yourself?

> What about your child? What are some strategies you use to boost your child’s self-esteem?

> Describe obstacles you’ve encountered when implementing these strategies.

★ FACILITATION POINT: If participants are slow to answer the last question, give them an example (e.g., my child gets embarrassed when I compliment her in public).

2. Display slide 10 and read it aloud

> “Every student has a fundamental need to respect his own particular kind of mind and its potential ways to shine.”

-Dr. Mel Levine

A Mind At A Time

Explain:

> During the remainder of the workshop, we are going to focus on learning to communicate effectively in order to help your child recognize and respect his unique strengths and weaknesses, or learning profile, and the potential of that unique profile.
1. Tell participants they are going to see part of a video made by public television station WGBH, in cooperation with All Kinds of Minds. The video focuses on demystification. Explain:

> Demystification is a term you will hear a lot as you become more familiar with All Kinds of Minds.

> The idea of demystification is to “take the mystery out of learning.”

> In Schools Attuned, the All Kinds of Minds program for teachers, demystification is a process teachers use to communicate with students about learning.

> Today, we will use the concept of demystification to develop a communication plan for talking about learning at home.

2. Ask participants to turn to page 3 in their journals. Make the following points in your own words:

> Because we have all kinds of minds, there are all sorts of ways we learn and remember information.

> If your kind of mind likes to take notes while you listen, you can use this Video Viewing Guide to do so.

> On the other hand, if your kind of mind works best by just listening, you can do that and then refer to the Video Viewing Guide later.


4. Announce a 10-minute break. As a time management strategy, let participants know the clock time by which they are expected back in their seats.
A. INTRODUCE CASE STUDY (5 MINUTES)

1. Tell participants you would like to introduce them to Angela, whose case study you will use throughout the remainder of the workshop.

2. Ask participants to turn to page 4 to follow along as you read. Read the case study slowly and clearly to accommodate any potential Receptive Language differences in the group.

Angela's Case Study

Page 4

Angela is a shy, good-natured child who has always done well in school. She works hard, performs well on tests, and always turns in her homework. Angela loves to read anything she can get her hands on. In fact, the only thing she enjoys more than reading is writing. Her stories and essays are so creative and detailed! All summer, Angela looked forward to getting off to a great start with her new teacher.

Two weeks into the school year, Angela seems like a different child. She complains of stomachaches most mornings and often calls home sick around 1:00 pm. Her mom has since learned that her Language Arts class is at 1:00. When asked how she likes the class, Angela says it's too hard, and Mrs. Lane isn’t a very good teacher. Her mom notices that Angela never seems to have any Language Arts homework. When asked about that, she says there's no point in doing her writing assignments because she's not going to get a good grade anyway. Mrs. Lane puts great emphasis on speaking in addition to writing. For instance, she often assigns oral reports. Now, Angela wishes she could be in a different class with a different teacher.

Angela's parents are at a loss! She has always been such a responsible, talented student, especially in Language Arts. In fact, Angela's dream is to be an English teacher. They do not want to pressure her to stick with something she does not like, but they don't know what to do. Her mom wishes she could get to the bottom of whatever is going on. She wants to talk with Angela but doesn’t want to make her feel any more stressed than she already feels. Whenever she asks Angela questions about school or other activities, she gets flustered or just gets this look of fear in her eyes. When they do talk, she gets mad at her mom and says her parents never understand what she's talking about.

3. In your own words, say:

> Angela's parents are in a delicate situation. They are having a hard time communicating with Angela about her struggles in her Language Arts class. How do we help our children without hurting or upsetting them in the process?

> Every child is different, but effective communication is essential in all circumstances.

> A key to effective communication is preparation.
IV. COMMUNICATION PLAN

A. INTRODUCE CASE STUDY CONTINUED

> In a moment, I will introduce a communication plan template and a conversation tool we will use to plan a conversation with Angela.

> The plan and instruments are meant to be used as guides. Of course, you are encouraged to explore additional techniques as well.

> Our goal is to understand the essential components for communicating about learning with your child.

4. Distribute the handout and give participants a moment to look over it. Draw participants’ attention to the spaces available for teacher input. Tell them this tool is also used for communicating with their child’s teacher. This important element will be addressed in the Building Alliances Workshop.
IV. COMMUNICATION PLAN

B. CREATING THE PLAN (35 MINUTES)

INTRODUCTION OF PLAN • 2 MINUTES

1. Display slide 11 and ask participants to turn to page 5 in their journals.

Tell participants:

> Our communication plan consists of 6 steps.

> We’ll walk through each step together as we create a plan for Angela and her parents.

> After we plan as a group, each of you will have an opportunity to plan a conversation with your child.

> You can follow along and take notes on pages 6-7 in your journal. Save your blank handout for your own communication plan.
**IV. COMMUNICATION PLAN**

**B. CREATING THE PLAN CONTINUED**

**REVIEW THE 6 STEPS OF THE COMMUNICATION PLAN • 33 MINUTES**

**STEP 1 – CONSIDER THE CHARACTERISTICS OF THE COMMUNICATORS**

**Model Step 1 for Angela**

1. Ask participants:

   > What are some of Angela's characteristics that should be taken into account when planning a conversation with her?

   Record responses under Step 1 on the Communication Plan transparency. If participants struggle with responses, give an example, such as “Angela remembers things she sees.”

   > As parents and caregivers, you are the experts on your children. You know what excites them and what turns them off.

   > Before beginning a discussion, think about your child's characteristics.

   > For instance, consider what time of day the child has the most energy to process information, where the child would be most comfortable having a conversation about learning, how to plan for handling emotions if the child is prone to anxiety or anger.

   > Also, think about what motivates your child. How are you going to make her want to participate in the conversation? Maybe she enjoys talking over ice cream. Maybe she gets excited when she has time alone with you.

2. Ask participants:

   > What strategies might Angela's mom use to manage those characteristics?

   Record responses on the transparency. If participants struggle with responses, give an example, such as “Angela’s mom could provide pictures or a chart to support the conversation.”

   > Consider your child's strengths, interests, talents, and weaknesses to make sure you are communicating in a way your child can fully understand what you are saying (e.g., if your child has trouble processing information she hears, you’ll want to have written information as well).
IV. COMMUNICATION PLAN

B. CREATING THE PLAN CONTINUED

3. Display slide 12.

Descriptive Language

> Mental Energy is like the gas that keeps the car running.

> Gross motor means your brain and big muscles have a great relationship! When your brain tells your muscles to kick the ball really hard, you kick it hard!

> Use descriptive language to explain the learning difference in a way that makes sense to your unique child. By comparing learning differences to things in real life, a child can better understand the issue.

Read aloud the examples on the slide.

> Some children need pictures to understand a concept.
IV. COMMUNICATION PLAN

B. CREATING THE PLAN CONTINUED

STEP 2 – IDENTIFY STRENGTHS AND AFFINITIES

SET UP ACTIVITY • 5 MINUTES

1. In your own words, say:

> All Kinds of Minds takes a strengths-based approach to learning differences. All children have strengths and need to know about their strengths in order to see themselves as successful learners and to be motivated to work through the hard parts of learning.

> Affinities – things children are passionate about – can be very effective when used to engage a child in learning.

*FACILITATION POINT: Be sure participants understand what it means to leverage a strength or affinity – that is, to use the child’s natural assets or interests to work on areas of learning that need improvement.

> Talking about strengths and affinities is a great way to ease into a conversation. If a child knows you recognize his strengths and interests, he will be more likely to let down his guard at the beginning of the conversation.

2. Display slide 13. Explain

> The key to making this conversation relevant to your child is to use SEE statements.

> SEE statements communicate specific behaviors you have observed.

> Look at the statements on the slide. Which comment demonstrates a SEE statement?
IV. COMMUNICATION PLAN

B. CREATING THE PLAN

3. Display slide 14. Ask participants

> Which is the SEE statement?

1. I am so proud of you.
2. I am so proud of you for finishing your chores and homework before dinner.

> How about here? Which is the SEE statement? Why?
IV. COMMUNICATION PLAN

B. CREATING THE PLAN CONTINUED

STEP 3 – IDENTIFY CHALLENGES

1. In your own words, say:

   > Children need to be given words that describe their challenges in order to truly understand them.

   > It is important to use specific terms, such as those introduced through this program, with parents, teachers, and children.

   > In addition, keep in mind Dr. Levine’s comment about putting borders around the challenge so as not to overwhelm children.

2. Display slide 15. Ask participants to turn back to Angela’s case study on page 4.

   **Activity Instructions**

   1. Choose a partner
   2. Re-read Angela’s case study on page 4
   3. Identify Angela’s strengths, affinities, and challenges

   Explain:

   > During the next 3 minutes, you and a partner will reread Angela’s case study.

   > In the space below the case study, record Angela’s strengths, affinities, and challenges as evidenced in the text.
B. CREATING THE PLAN CONTINUED

CONDUCT ACTIVITY • 8 MINUTES

3. Circulate to answer questions or offer any other form of assistance participants may need.

4. After 3 minutes, ask participants for their attention. Request volunteers to share their findings. Ask for evidence of each response and for a brief explanation of why a particular strength, affinity, or challenge is relevant to the conversation with Angela.

   Record responses under appropriate steps on transparency.

DEBRIEF • 4 MINUTES

5. Ask participants:

   > What is the value in identifying evidence of strengths, affinities, and challenges?

   > What is the value in considering the importance or relevance of strengths, affinities, and challenges to this particular conversation?

6. Direct participants’ attention to the transparency. Emphasize:

   > Leave room below your ideas for your child to add his own.

   > It is important to include him as an active partner during this problem solving session. When he recognizes his input is valid, he is more likely to participate in the process.

   > In the next workshop, Building Alliances, we will address the importance of collaborating with the teacher by using this tool.
**IV. COMMUNICATION PLAN**

**B. CREATING THE PLAN CONTINUED**

**STEP 4 – IDENTIFY STRATEGIES FOR SUCCESS**

Model Step 4 for Angela

DISCUSSION • 11 MINUTES

1. Ask participants to turn to page 7 in their journals. Say something like:
   - Part of taking the mystery out of learning is to know that there are things you can do to strengthen strengths and weaknesses.
   - If a child feels like he has some concrete way to address the learning weakness, it’s not so mysterious or so powerful anymore.
   - Strategies should be directly related to a behavior, and the child should understand this relationship. For example, if you give a fidgety child a focus object, explain to him this object is to help him manage his low mental energy.
   - Limit the number of strategies shared during the conversation to keep the plan simple and manageable.
   - Parent and child should each take responsibility for implementing specific strategies.

2. Emphasize:
   - Again, it is important to engage your child in the brainstorming process.
   - You can and should identify and record a few strategies prior to the conversation but leave room for your child to add additional strategies.
   - In addition, ask your child if he is willing to try a strategy. If he’s not, ask him to think of a strategy to replace the one you suggested.

3. Ask participants to suggest strategies for Angela and her mother. Record responses on transparency.

4. Draw attention to the fact that participants generated all of these great strategies without the assistance of additional resources. Remind them they should trust their own instincts and brainstorm with other parents to determine strategies as well.

5. Familiarize participants with available resources for identifying strategies. Ask them to turn to page 12 to see to the Adult-Child reading and explain that this essay, written by Dr. Levine, provides them with more information and learning strategies about today’s topic which they can read at home and reflect on with their child.

6. Let participants know they can find more information and strategies on this topic and other learning issues by going to the Parents page of the All Kinds of Minds Web site (www.allkindsofminds.org).

7. Finally ask them to turn to page 17 to see the list of resources on the workshop topic. Let participants know you are available to help them find the right resources to address their concerns.
IV. COMMUNICATION PLAN

B. CREATING THE PLAN CONTINUED

STEP 5 – COMMUNICATE OPTIMISM

1. In your own words, say:

> It is important for children who suffer from low self-esteem to hear that the future is going to be OK for them.

> Reassure your child you are committed to helping him work through this.

> Point out how his strengths will benefit him in the future.

> Highlight past successes.

> Share personal stories of learning struggles. Let children know everyone struggles in some way but that doesn’t mean you cannot succeed.
IV. COMMUNICATION PLAN

B. CREATING THE PLAN CONTINUED

STEP 6 – IDENTIFY STRATEGIES TO CHECK FOR UNDERSTANDING

1. Say something like:
   
   > Any chance for success will be based on whether or not the child understands what he hears during the conversation.
   
   > Some of the signs of lack of understanding include – eyes glazing over, anger, blank stares.
   
   > Before you ever start the conversation, make a list of strategies you will use to check for understanding.

2. Ask the group for suggestions of strategies they can use to check for understanding. Show them where on the handout you would record this information.
V. ACTION PLAN (15 MINUTES)

SET UP ACTIVITY • 2 MINUTES

1. Ask participants to find their icebreaker index card and turn to page 8 in their journals. Read the directions aloud.

During the next 10 minutes, each of you will plan a conversation with your child. If you are here with a spouse or partner, you may choose to work together. The goal of your discussion is to share with your child the strength and affinity you wrote on your index card. You should also choose one of your child’s challenges.

Your Communication Plan should include Steps 1-6.

For Step 4, “Identify strategies for success,” you should try to include strategies that will leverage or further strengthen your child’s strength and affinity. For instance, if your child is a terrific reader, you might decide to have her read to a younger sibling.

You may use your blank handout to plan your conversation. You will not be asked to share your plan.

CONDUCT ACTIVITY • 10 MINUTES

2. After checking for understanding, ask participants to begin. After about 5 minutes, check in with participants to see if they are on track. Gently urge them to the next step if they are still lingering on step 1.

🌟 FACILITATION POINT: If participants seem to be finished before 10 minutes have elapsed, go right into the debrief.

DEBRIEF ACTIVITY • 3 MINUTES

3. Ask participants:

  > How do you feel about having this type of conversation with your own child?

🌟 FACILITATION POINT: Participants may be anxious about having additional conversations with their own children without guidance. Remind them that while every child and situation differs; the steps are still the same. They should take advantage of the resources in their journal and on the Web site.

  > What is the value of planning this conversation ahead of time? What is the potential pay-off?

4. Direct participants to the blank copy of the Communication Plan on pages 15-16 of their journal. This is for their personal use and may be reproduced as needed.

5. Transition into the final reflection.
VI. CLOSING REFLECTION AND VIDEO (8 MINUTES)

1. Announce that the workshop is just about over, but before everyone leaves, you’d like them to complete one more short activity.

2. Ask participants to turn to page 9 in the journals. Read the three sentence starters aloud and ask participants to complete them. Explain:

   > You may choose whether or not to share your responses with the group.
   > You are not required to write your responses. If you wish, you may reflect mentally.
   > You have two minutes.

3. At the end of two minutes, ask if anyone would like to share their sentences/reflections.

SET UP AND PLAY VIDEO • 5 MINUTES

4. After about two minutes of discussion, tell participants you would like to close the workshop with some words of optimism. Play the last video clip. As the video plays, display the last Power Point slide.

A Message of Optimism

Students who struggle in school have every hope to succeed in school and in life.

5. Circle back to the Parking Lot to see if there are any questions that remain open and decide with those participants how you will address them (See Managing Participant Discussions in the Facilitator Toolkit).

6. Thank participants for their hard work. Hand out the feedback form and ask participants to fill it out before they leave.