

How to Start a Family Centered Education Program: A Staff Training Guide

Learning Modules

Recommended Day 1: Module 1, 2, 4a (A-B), 5 (Use 1-3 FCE sessions) and closing activity

Recommended Day 2: Warm Up/Review, Module 3 or 6, 4b (C-D), 5 (Use 1-3 new FCE sessions) and closing activity; Follow up Inservice: (4E-G)

Module 1: What is Family Centered Education?

- Define Family Centered Education
- Identify ways FCE promotes school readiness and nutrition
- Identify components of typical FCE lesson plan and role they play in FCE
- Observe a typical FCE session
- Practice conducting a welcome

Module 2: Reading Aloud to WIC Families

- Identify the characteristics of a successful storyteller
- Practice using expressive voices
- Practice using facial expressions and gestures to add interest when reading aloud
- Identify what to do before and after to make reading aloud successful
- Observe reading like librarian
- Apply methods for engaging parents and children together
- Practice reading the book aloud to a small group and receiving feedback

Module 3: Using Music With WIC Families

- Participate in movement to music exercise
- Identify the role of music in your life
- Describe the value of music in FCE sessions
- Identify own comfort in leading songs and fingerplays
- Apply techniques for reading aloud to leading fingerplays
- Practice a movement to music exercise
- Practice leading fingerplays and movement to music

Module 4: Handling Challenges In FCE Sessions

(Tailor this part to your needs and training times- made into two sessions-A-D offered first day, E-F offered second day; both offered the second day; conducted as one or two follow-up inservices, or used as a format for challenges offered by educators)

- Practice handling common challenges in FCE sessions (a. parent can't read, children not in class, participants not participating, parent with resistant attitude, b. misinformation by parent, noise in classroom, parent inappropriately disciplines child)
- Identify one technique you will apply

Module 5: Teachback and Feedback

- Read through a lesson plan for FCE and consider how these activities will engage both parents and children
- Prepare to present a FCE session
- Conduct an FCE session and give feedback to others

Module 6: Pair and Share

Module 7: Using Puppets

Additional Modules (to be developed)

- Child Development birth to 5 years
- When parents aren't comfortable reading in English and other challenges, handling misinformation
- Designing a FCE session



*Family Centered Education
California WIC Program*

Trainer:

Date:

Location:

Sample FCE Agenda For First Day

Family Centered Education (module 1)	<ul style="list-style-type: none">✓ Begin with a Warm Up (leader's choice)✓ Why have we chosen FCE?✓ What is the value of FCE?✓ How does it focus on the learner?✓ What are the main components of FCE?
Reading Aloud to WIC Families (module 2)	<ul style="list-style-type: none">✓ How is reading aloud like storytelling?✓ What should I do before class to prepare?✓ What are the best teaching tips for reading aloud to families?✓ How can we engage both children and parents?
Handling Challenges (module 4a)	<ul style="list-style-type: none">✓ How can I handle some common challenges in FCE sessions?✓ How will I evaluate my skill in at least one technique?
Teach back (module 5)	<ul style="list-style-type: none">✓ How can I prepare for teaching the FCE session?✓ How would I evaluate my practice session?
Next Steps	<ul style="list-style-type: none">✓ What have I learned that I can use in my FCE sessions?

Sample FCE Agenda For Second Day

Warm Up and Review	<ul style="list-style-type: none"> ✓ What has worked? ✓ What is still a challenge?
Pair and Share (module 6)	<ul style="list-style-type: none"> ✓ How do you engage participants in the discussion using the safety of paired conversation? ✓ Review of learner centered principles
Using Music with WIC Families (module 3)	<ul style="list-style-type: none"> ✓ What is your comfort level with leading music and movement activities in WIC? ✓ What is the value of having music activities? ✓ What are some ways to lead fingerplays.? ✓ How can we engage both children and parents?
Handling Challenges (module 4b)	<ul style="list-style-type: none"> ✓ How can I handle particularly difficult challenges in FCE sessions? ✓ How will I evaluate my skill in at least one technique?
Teach back (module 5)	<ul style="list-style-type: none"> ✓ How can I enhance my skills in conducting FCE sessions? ✓ How would I evaluate my practice session?
Next Steps	<ul style="list-style-type: none"> ✓ What have I learned that I can use in my FCE sessions?



What is Family Centered Education? Module 1



What is... Family Centered Education?

Learning Objectives	Activity
1. Introduce yourself through your own FCE experiences	1. Fold a sheet of colored paper in half. With the inside fold facing you, write down a word or a few words on the left side of the paper to describe your experience with teaching (e.g. “exciting”, “challenging”, “love it”, “ don’t like it”, “very experienced”, “little experience”, etc.) 2. After introducing yourself using what you’ve written, post the paper on the wall.
2. Review the agenda and address questions.	1. Review the agenda. 2. Identify what interests you. Post a list of questions. We will discuss together.
3. Define the components of Family Centered Education	1. Review the main ideas about FCE “What is FCE?Parent are the child’s first teacher” and “What is FCE?-WIC Environment.” What strikes you? 2. Using scrapbook making materials, make the front and back cover of <i>My FCE Scrapbook</i> . <ul style="list-style-type: none"> • To make the front cover: <ul style="list-style-type: none"> • Cut out the intersecting circles, which describe the participants in FCE. • Add some activities that would be be child centered, parent centered or family centered. Color them (if desired). • Outside the circles, write <i>Parents are a child’s first teacher</i>. • To make the back cover: <ul style="list-style-type: none"> • Cut out the intersecting circles, and write in what activities could be offered that would be both nutrition related and help with school readiness.. • Color them (if desired). • Outside the circles, write <i>WIC Environment</i>



What is... Family Centered Education?

Learning Objectives	Activity
4. Identify ways nutrition can help children learn	<ol style="list-style-type: none"> 1. Review the “<i>What Makes It Family Centered?</i>” and “<i>Nutrition can Help Children Learn.</i>” (Read to yourself.) 2. Circle things you find interesting.
5. Identify ways that WIC can help with school readiness	<ol style="list-style-type: none"> 1. Read the statistics on the page titled, “<i>Why School Readiness?</i>” 2. Write down on post-it notes ways you see that FCE can help improve school readiness in WIC families. 3. Share with the group.
6. Identify ways that FCE classes apply learner-centered principles	<ol style="list-style-type: none"> 1. With others in your group, identify 4-5 ways that you think you can provide a positive, fun, safe learning environment in an FCE class. 2. Write 2 or 3 of the ways you identified on spokes of a sunshine wheel (on the flipchart).



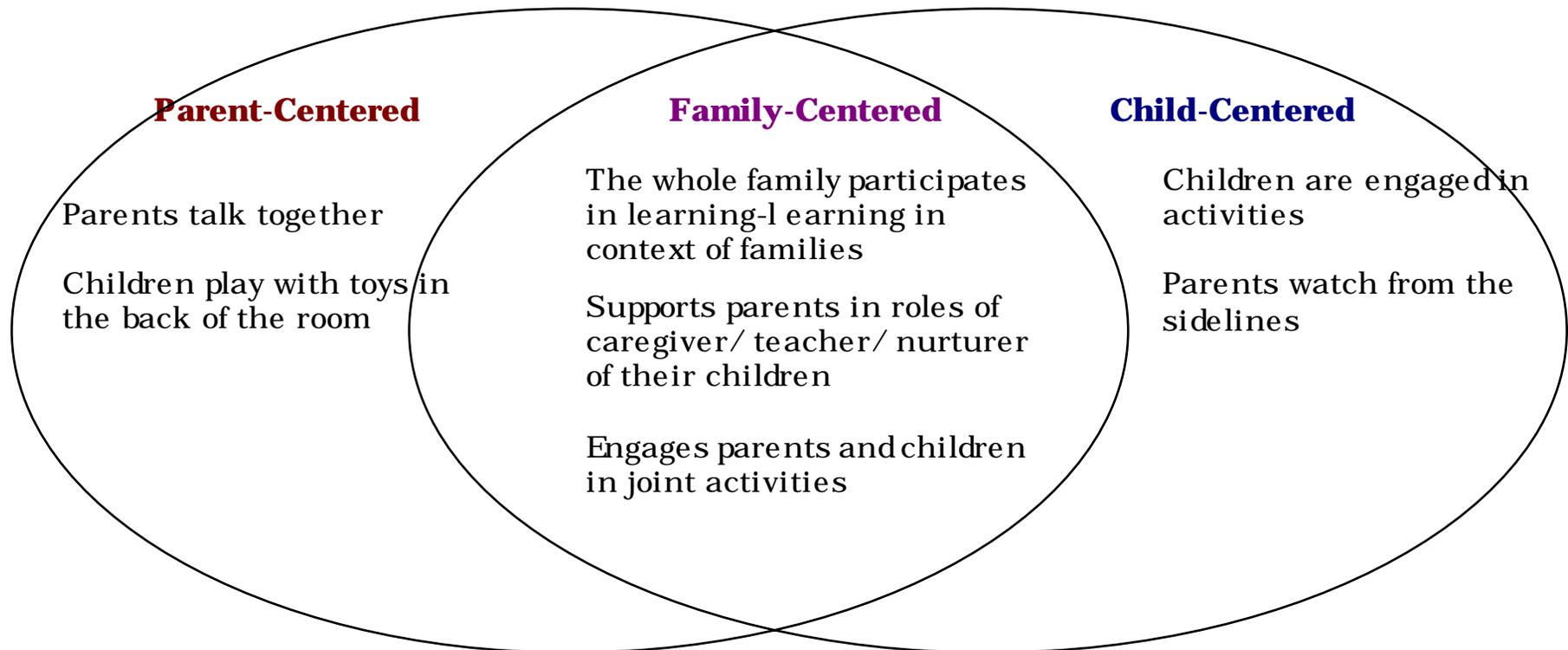
What is... Family Centered Education?

Learning Objectives	Activity
7. Describe the structure used in FCE lessons	<ol style="list-style-type: none">1. Review the structure of FCE lessons shown on Page 1 of the FCE lesson, then briefly view the detail provided on the following pages. Post the ways you think each part plays in providing FCE to families.2. Next, review the Background of the FCE Lesson and circle 2-3 things that interest you. How do you see yourself using the background information?
8. Practice the Welcome/Introduction part of the FCE lesson plan.	<ol style="list-style-type: none">1. Observe the demonstration of the <i>Welcome/Introduction</i> section for the FCE lesson plan. What are your thoughts?2. Taking the role of the FCE educator, prepare, then present your Welcome/Introduction to your group. Group members will take the roles of WIC parents and children.3. Give each other feedback about what you liked and suggestions (How About?)



What is... Family Centered Education?

Parents are the child's first teacher!



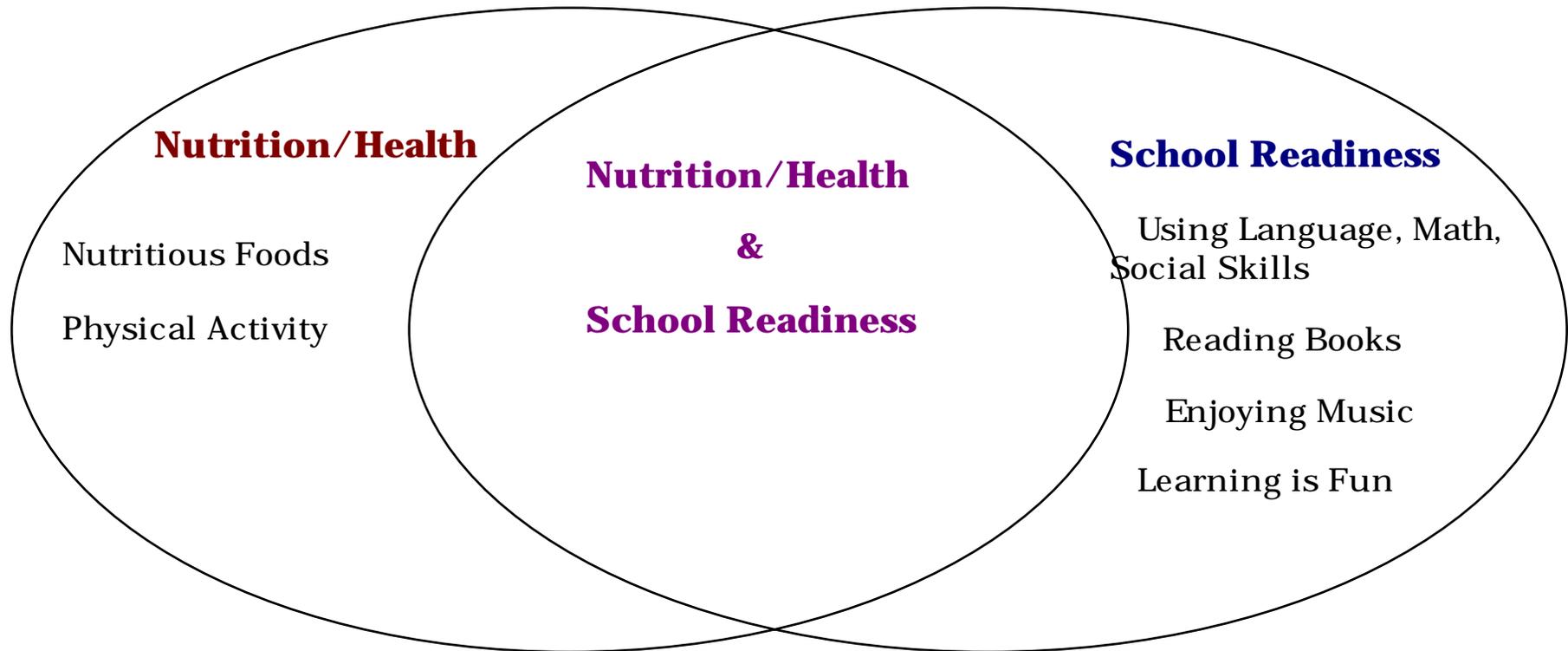
Family Centered Education Offers Opportunities for:

Normalizing- parents “see” that others face similar challenges
Modeling- parents and educators share ideas in real life



What is... Family Centered Education?

In a WIC Environment!



Fun, Positive, Safe!



What is... Family Centered Education?

What Makes It Family Centered Education?	
Family as Participants	<ul style="list-style-type: none"> ✓ Parents and children learn together ✓ Activities are designed for the family to do together
Supports Parent as the Child's First Teacher	<ul style="list-style-type: none"> ✓ Parents interact with children in a positive way ✓ Parents learn from modeling the teacher ✓ Parents take the learning home
Content = Nutrition	<ul style="list-style-type: none"> ✓ Healthy foods build healthy bodies ✓ Healthy bodies are needed in order to learn ✓ Nutrition activities involve all types of learning
Content = School Readiness	<ul style="list-style-type: none"> ✓ Involves learning language/vocabulary (hearing and using) ✓ Includes building a positive attitude toward learning ✓ Involves preparation for reading
Learner-Centered Environment	<ul style="list-style-type: none"> ✓ Is affirming, respectful, safe, engaging ✓ Is positive, fun, engaging, hands-on ✓ Allows sharing, parents see others facing similar challenges ✓ Use voice by choice, open-ended questions, pair activities



What is... Family Centered Education?

How Nutrition Helps Children Learn

Physical Skills

- ♥ Cooking: learning fine motor skills – stirring, rolling, kneading, pouring
- ♥ Eating: picking up finger foods, using eating utensils
- ♥ Gardening: digging the dirt, planting seeds, and picking vegetables

Language Skills

- ♥ Singing nutrition songs: remembering the words and repeating rhymes
- ♥ Reading nutrition books together: noticing letters and words, and asking questions
- ♥ Cooking: listening to a recipe, following directions

Self Control and Social Skills

- ♥ Cooking together: waiting for a turn and sharing food
- ♥ Reading nutrition books: noticing the feelings and reactions of the characters
- ♥ Doing nutrition activities: getting positive feedback when doing activities together

Math

- ♥ Cooking: measuring ingredients and sequencing steps in a recipe
- ♥ Shopping: counting items or helping to make a shopping list
- ♥ Doing nutrition activities: classifying foods – groups, colors, shapes
- ♥ Listening to music: noticing the beat and rhythm

Social Studies

- ♥ Learning about different ways the same food is made in different parts of the world
- ♥ Learning about food from different cultures
- ♥ Reading about community helpers who provide food



What is... Family Centered Education?

How Nutrition Helps Children Learn (Continued)

Science

- ♥ Cooking: seeing how solids turn into liquids, liquids to gas or solids
- ♥ Gardening: finding out how things grow
- ♥ Tasting: noticing differences in texture and temperature of foods

Drama

- ♥ Play acting: playing the roles of the family during meals; playing “store” or “restaurant”
- ♥ Dancing: pretending to be different foods and acting them out
- ♥ Cooking: making up or learning songs about ingredients

Art

- ♥ Making drawings of foods, making collages
- ♥ Cooking: molding food into shapes or sculptures
- ♥ Doing nutrition activities: noticing colors, textures and forms of food

Eagerness to Learn

- ♥ Enjoying time together as a family
- ♥ Cooking: seeing that a product is created
- ♥ Proudly displaying nutrition art projects

Handout: Adapted By California WIC from Arizona State Health Services material



What is... Family Centered Education?

Why School Readiness?

A study of 500 California WIC families found that...

- ✓ Less than 10% read to their children
- ✓ Majority had only 5 books in the home
- ✓ Most thought school was the place to learn, not the home
- ✓ Fewer than 25 hours of reading versus hundreds of hours of reading in middle class homes
- ✓ Children heard fewer words used in the home than in middle class families



Reading Aloud To WIC Families Module 2



Reading Aloud to WIC Families

Learning Objectives	Activities
1. Identify characteristics of a successful storyteller	<p>At the heart of reading aloud is storytelling.</p> <ol style="list-style-type: none"> 1. Remember a time when you were read to by someone else. Discuss this in pairs. 2. On the handout “<i>Characteristics of a good storyteller</i>”, list 3-4 characteristics of a good storyteller. After 2 minutes, share the items on your list with your small group. 3. Next, share with the large group.
2. Practice using an expressive voice	<ol style="list-style-type: none"> 1. An expressive voice makes a story come alive and add drama. Add expression by: <ul style="list-style-type: none"> • Varying your voice tone • Varying the volume • Using different voices for different characters. 2. Together as a large group we will practice reading some sentences aloud using an expressive voice. Follow the instructions on the handout “Making the Story Come Alive.”
3. Practice using an expressive voice with pages from a children’s book	<ol style="list-style-type: none"> 1. Review the pages from the children’s book, <i>Goldilocks and the Three Bears</i>, provided for you, noting where you might use an expressive <u>voice</u> to add interest to the story. (3 minutes) 2. Next, read those pages to a partner. (3 minutes) Change roles and let your partner read the pages to you. (3 minutes)



Reading Aloud to WIC Families

Learning Objectives	Activities
<p>4. Practice using facial expressions and gestures to add interest when reading books aloud</p>	<ol style="list-style-type: none"> 1. Review the pages from the book, <i>Goldilocks and the Three Bears</i>, provided for you, noting where you might use <u>facial expressions and gestures</u> to add interest in the story. 2. Next, read the first page of Goldilocks to your partner, pretending that he/she is part of a WIC class, adding facial expressions and gestures. 3. Change roles and let your partner read the second page of the story to you using facial expressions and gestures.
<p>5. Identify what you can do before and after reading aloud that makes a successful experience</p>	<ol style="list-style-type: none"> 1. Listen while we read aloud Steps 1 & 2 of the handout <i>“The 4 Successful Steps”</i>. 2. Circle or underline what strikes or has meaning for you.
<p>6. Review a librarian’s position when reading a book aloud</p>	<ol style="list-style-type: none"> 1. Observe the “reading like a librarian” demonstration.
<p>7. Teachbacks: Practice reading the book aloud to a small group and receive feedback so that you can continue to improve your FCE skills</p>	<ol style="list-style-type: none"> 1. Taking the role of the teacher, read aloud your book to others in your group using all of the skills you’ve practiced today, including an expressive voice, gestures, good position and techniques that involve both parents and children. 2. Two people will be assigned the role of Evaluator; they will be asked to give feedback to the person taking the role of “educator.” 3. (When you are not teaching, please take the role of a WIC parent, child or Evaluator.)



Reading Aloud to WIC Families

Characteristics of a Good Storyteller

At the heart of reading aloud is storytelling.

Picture a good storyteller.

What are some characteristics that you notice?

What does he/she do that makes the story interesting?

List 3-4 characteristics of a good storyteller in the space below.

1. _____
2. _____
3. _____
4. _____



Reading Aloud to WIC Families

Making the Story Come Alive Practice Using Your Voice

Together we will read these phrases aloud. Try to change the sound of your voice to match the voice described in the sentence:

This is my **normal** voice

This is my **high** voice

This is my **low** voice

This is my **quiet** voice

This is my **loud** voice

This is my **sleepy** voice

This is my **angry** voice

This is my **happy** voice

Pretend you are telling a story. How could you change your voice to sound like the characters in the story? Read this sentence using your voice to sound like the following characters from the story *Little Red Riding Hood*.

“My, what big teeth you have!”...

as **Little Red Riding Hood**

as **the woodsman**

as **the grandmother**



Reading Aloud to WIC Families



The Story of Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said

So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet.

"This chair is too big!" she exclaimed.



Reading Aloud to WIC Families

So she sat in the second chair.

"This chair is too big, too!" she whined.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom.

She lay down in the first bed, but it was too hard. Then she lay in the second

bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed,"

"Someone's been sleeping in my bed, too" said the Mama bear

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.



Reading Aloud to WIC Families

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.

THE END

Reading Aloud to WIC Families

4 Successful Steps



What you do when you are reading aloud is important, there are also many things you can do before and after reading aloud to help your listeners get more from the reading experience. These steps will also help you feel more comfortable. Think about reading aloud as a four-step process: *Preparation, Setting the Stage, During Reading Time, and After Reading Time.*

1. Preparation

- Read the book to yourself first. Think about what might be interesting for children and parents in your group. Look for clues in the pictures.
- Think of a fun way to introduce the book. You might ask a question, share an interesting fact about the author or illustrator, or alert them to something to watch for.
- Plan any props, movements, or songs you'd like to use with the story.
- Plan any after reading activities you would like to do.
- Practice showing pictures "like the librarian does".

2. Setting the Stage

- Ask families to find a comfortable spot to sit where they can see. Some parents and children may want to cuddle.
- Position yourself where you can be heard and the book can be seen.
- Make a positive comment about a family that is listening and ready for the story to begin.

Reading Aloud to WIC Families

4 Successful Steps

(Continued)

3. During Reading

- There are many techniques to engage listeners while reading, such as:
- Varying your voice
- Pointing to illustrations
- Using gestures and
- Asking questions
- Refer to the handout entitled *Matching Age Appropriate Reading Activities with Motor and Cognitive Development* for suggestions on ways to engage children.

4. After Reading

- Ask questions about the story: *what happened first, or then what happened?* This help to assess what was memorable to the families.
- Talk about interesting parts of story: traits of different characters, or how the story is similar or different from their life.
- Ask families to suggest other fun books or supply a suggestion sheet.
- Talk about activities to do at home. Create a mural, make a bookmark, act out the story, or write or tell your own story.

*Be aware that many adults are not confident readers. If parents don't have books in their native languages, or are uncomfortable reading in any language, emphasize **sharing stories**.*

Many families have stories to share in the oral tradition, and your local library will also have "wordless books" that work better for these families.

Age Appropriate Reading Activities

Age	Development	Reading Activity
<p>Infants</p> <p>0-6 months</p>	<p>Likes to hear the sound of the parent's voice</p> <p>Can respond happily to reading by waving hands</p>	<p>Read aloud for just a few minutes at a time</p> <p>Recite nursery rhymes and sing songs</p> <p>Play with words, include baby's name</p>
<p>Babies</p> <p>6-12 months</p>	<p>Likes the same book over and over again</p> <p>Can show feelings and indicate responses</p> <p>Can grasp light books</p> <p>Beginning to understand that pictures represent objects</p> <p>Begins to respond to words</p> <p>Puts everything in mouth</p>	<p>Create a reading ritual-hold baby in lap</p> <p>Use books with lots of repetition in them-choose simple stories, nursery rhymes</p> <p>Engage baby in conversation by asking questions. Answer back for the child. "What did the dog do? That's right, he went with the boy."</p> <p>Let the baby grasp the book</p> <p>Use durable vinyl books with bright pictures against solid backgrounds</p> <p>Give baby a toy to hold and chew while you read</p>

Age	Development	Reading Activity
12 – 18 months	<p>Shows interest in pictures</p> <p>Holds book with help</p> <p>Points at pictures with one finger</p>	<p>Let the child hold the book</p> <p>Ask the child to point to familiar pictures and ask, “<i>What’s that?</i>” or “<i>Where’s the?</i>”</p> <p>Use voice expression</p>
Toddlers 18 – 36 months	<p>Names familiar objects and body parts</p> <p>Fills in words from familiar stories</p> <p>Relates text with pictures</p>	<p>Read counting, color, sound books</p> <p>Ask the child questions about the story</p> <p>Repeat stories, fingerplays</p> <p>Let the child finish sentences</p> <p>Substitute the child’s name in the story</p> <p>Use voice and facial expression</p>
Preschoolers 3-5 years	<p>Able to count</p> <p>Able to listen to longer stories</p> <p>Moves finger along the text</p> <p>Moving toward letter recognition</p>	<p>Ask what’s happening</p> <p>Ask what will happen next</p> <p>Let the child “read” to you</p> <p>Let the child do the character voices in familiar stories</p>



Using Music With WIC Families Module 3



Using Music with WIC Families

Learning Objective	Activity
1. Participate in a Movement to Music exercise	1. Join in the music exercise led by your instructor in which you will “ move ” to the music.
2. Identify the role of music in your own life	1. In pairs, share a favorite song or fingerplay from your childhood or one that you do with your children. 2. Tell your partner what memories you have about the song or fingerplay.
3. Describe the value of music in Family Centered Education classes	1. Read the handout, <i>Why We Include Music in FCE classes</i> . 2. Underline anything that strikes you or interests you. 3. Discuss with the class.
4. Identify your own comfort level with leading songs and fingerplays	1. On a wall chart labeled very, very uncomfortable on one end to very, very comfortable on the other end, mark a spot closest to your own comfort level when leading movement to music and fingerplays with WIC families. 2. Share ideas for increasing your comfort level.
5. Apply techniques for reading aloud to leading fingerplays	Leading songs and fingerplays is a lot like storytelling or reading aloud. 1. Read the words to the fingerplay, <i>One Little, Two Little, Three Little Vegetables</i> 2. Tell 1 or 2 techniques that a teacher would use when leading the fingerplay that would also be used when reading aloud. (For example, using gestures.) 3. Repeat the fingerplay together as a group. (Repeat the additional fingerplays as a group.)



Using Music with WIC Families

Learning Objective	Activity
6. Practice a “movement to music” exercise led by the instructor	1. Using music with a good beat for movement, practice participating in a movement to music exercise in order to increase the comfort level of leading a similar exercise with WIC families.
7. Practice leading fingerplays and movement to music	<p>Directions for Practice:</p> <ol style="list-style-type: none"> 1. The class will divide into two groups. 2. Each person in the group will take the role of the educator leading either a fingerplay or a movement to music. 3. Rotate leaders for the fingerplays; the leader can choose which fingerplay you want to lead. 4. The leaders of the “movement to music” exercise will lead the exercise to the music played.
8. Evaluate how comfortable you feel with leading fingerplays.	<ol style="list-style-type: none"> 1. Based on your experience, evaluate how you now feel about leading movement to music and finger plays with WIC Families. Return to the wall chart labeled very, very uncomfortable on one end to very, very comfortable on the other end, and using the dots, mark a spot closest to your own comfort level when leading movement to music and fingerplays with WIC families. 2. If your comfort increased, what suggestions would you share with someone who felt uncomfortable? 3. We will discuss together.



Why We Include Music In FCE Classes

The Reasons We Include Music in FCE classes...

Music is the Universal Language	We can all hum the same song even when we speak different languages.
Music is fun	Music promotes a fun, active, positive learning experience.
Music is science	Written music is a graph, a chart that indicates frequencies, intensities, volume melody and harmony within precise control of time.
Music is math	Music is based on rhythm, which is founded on mathematical principles.
Music is history and culture	Music reflects the environment and culture of its creation.
Music invites repetition	Language is learned through repetition (A, B, C, D...)
Music is art	Music allows humans to express feeling and emotion
Music is easy to “use”	Music is easy to “take home” because it can be carried in one’s head



Fingerplays In FCE Classes

One Little, Two Little, Three Little Vegetables

(Tune: Ten Little Indians)

(Teaching Tip: Raise fingers one by one as you sing.)

1 little, 2 little, 3 little vegetables
4 little, 5 little, 6 little vegetables
7 little, 8 little, 9 little vegetables
10 little vegetables are good to eat.

10 little, 9 little, 8 little vegetables,
7 little, 6 little, 5 little vegetables,
4 little, 3 little, 2 little vegetables
1 little vegetable is good to eat.

Five a Day!!!



Fingerplays In FCE Classes

Way Up High in the Apple Tree (With hand motions)

Way up high in the apple tree (Hands rounded above head)
Two little apples smiled at me (Two fists)
I shook that tree as hard as I could (Shaking tree)
Down came the apples (Two fists moving down)
Mmm, they were good. (Rub tummy)



Fingerplays In FCE Classes

Head, Shoulders, Knees and Toes (With hand motions)

Head, shoulder, knees and toes, knees and toes
Head, shoulder, knees and toes, knees and toes
And eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes
(Repeat faster)



Handling Challenges in FCE Sessions

Module 4a(A-D)

4b(E-G)



Handling Challenges In FCE Sessions

Activity	Learning Objectives
1. You will be focusing on the following challenges (A- D). Read through the each challenge, one at a time, Post or discuss any concerns or thoughts you have about this challenge.	Identify concerns related to the challenges.
2. In pairs, discuss how you would handle this situation. We will hear from all. We will continue doing this until we have completed all of the challenges.	Determine effective strategies for handling the challenges.
3. Select one of the challenges to practice during your lesson plan teachback.	Identify one skill to practice.



Handling Challenges In FCE Sessions

Activity	Learning Objectives
<p>4. Complete this at the end of the day.</p> <ul style="list-style-type: none">• Retrieve the sheet of paper on which you wrote down your teaching experiences at the start of the session.• Take the right side of the paper and flip it over the left.• On the (new) left side, write down 2-3 things you will try when you return to your clinic.• Now pretend this is a book. On the remaining side, write a title for your book, and the name of the author and illustrator.• We will hear a sample.	<p>Summarize what you have learned during this session.</p>



Handling Challenges In FCE Sessions

- A. You've read a book to children in the class and the parents are discussing reading to their children. One parent reveals that she can't read. What can you say in response to the parent's comment?

- B. Some of your classes don't have kids in attendance. You feel silly reading a children's book to parents. What should you do?

Ideas for Handling Situations A & B



Handling Challenges In FCE Sessions

Challenging Situation C

In the last few classes you've taught, the parents have been reluctant to participate. You don't want to put people on the spot, but you know that they'll get more out of the class if they're willing to talk and share experiences.

Pair up with a partner and share ideas on handling this sensitive situation.

Ideas for Handling Situation C



Handling Challenges In FCE Sessions

Challenging Situation D

In several of the classes you've taught you've had one parent "with attitude," who rolls her eyes at something you've said.

Go around the room and ask for advice from 2-3 different people in how you should handle this situation, then decide which advice you like best.

In the space below, write the advice you think is best for you to use.

Best Advice



Handling Challenges In FCE Sessions

Challenging Situation E	
Incorrect Information Given by Parent	Teacher's Response
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____



Handling Challenges In FCE Sessions

3. _____

3. _____



Handling Challenges In FCE Sessions



Handling Challenges In FCE Sessions

Handling Incorrect Information Given by a Parent

Example: When you asked about ways that parent's help a child get to sleep at night, one parent says, "Put cereal in their bottle."

The 3-Step Process

Use a three-step process to respond to incorrect information:

1. AFFIRM

- Affirm some part of the parent's statement
- Example: "That's one of the most common ideas we've heard for getting a child to sleep at night."

2. ADD

- Add the correct information according to an "expert" source
- Example: "I'm going to share with you what WIC has learned..."

3. MOVE ON

- Continue with the next part of the lesson (Caution: Don't try to get agreement from the parent who offered the incorrect information; you will invite unnecessary conflict.)
- Example: "Next we're going to talk about..."



Handling Challenges In FCE Sessions

Challenging Situation F

A new FCE teacher, Maria, has come to you to ask your advice. She reveals that she's had difficulty handling the noise in her classes.

"Sometimes one child gets screaming and no one else can hear. At other times, there's just so many kids in the room making such a racket, I can't even think."

What advice can you give her? (Pair and Share)

Best Advice



Handling Challenges In FCE Sessions

Some Techniques for Handling Noisy Classes

1. Quiet Box (and if it doesn't work, say, "Aren't kids creative, they can take something quiet and find a way to make it be a noisy toy?!")
2. Give a parent permission to remove the child
 - If this happens during an activity, talk to the parent privately
 - If this happens at any other time, speak pleasantly to the parent in front of everyone (Remind yourself that the parent may not know what to do in the situation.)
3. Engage or involve the child
4. Change the pace (Say, "I think the kids need a song" and get everyone singing with you.) (Start with an "active" song, then move to something quieter.)
5. Ask the children to come and sit in front of you where they can see the book and please use "their quiet voices."
6. Say, "I like the way Maricella is using her quiet voice; I like the way James is using his quiet voice; I like the way Alexa is using her quiet voice."



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Challenging Situation G – Parent Disciplines Inappropriately

You are talking with a parent when suddenly, the parent notices that her 9 month-old child is putting a book in her mouth. The mother slaps her child and says angrily, “Stop doing that!” The child begins crying. *What do you say?*

The child is 3 years old and begins taking something off the table in the classroom where you have your supplies (or off your desk) when the parent yanks on the child’s arm and pulls him forcefully away from the desk. *What do you say or do?*

Your Response

Be a Good Role Model

1. Use of voice tone of respect rather than anger
2. Focus on the behavior you want
3. Provide positive discipline, appropriate for the age of the child



Handling Challenges In FCE Sessions



Handling Challenges In FCE Sessions

Age Appropriate Development & Discipline

Age	Normal Development	Positive Discipline
6 – 12 months	<p>Explores space and objects</p> <p>Learns by putting objects in mouth</p> <p>Points at objects</p> <p>Vocalizes – babbles expressively</p> <p>Shows interest in people</p> <p>Thinks objects “disappear” when not in view</p> <p>Responds positively to music</p>	<p>Substitute an acceptable object for an unacceptable object</p> <p>Distract with a different activity</p> <p>Give individual attention, then provide an object for handling or exploring</p> <p>Take small objects with you that interest the child when in the car, on doctor visits, in grocery stores, etc.</p>
12 – 18 months	<p>Likes to carry around objects, push movable objects around the floor</p> <p>Likes to manipulate objects</p> <p>Likes verbal tones and expression</p> <p>Learning words</p> <p>Points to pictures</p> <p>Likes to hear music</p> <p>Likes fingerplays</p> <p>Likes predictability</p>	<p>Provide objects for manipulation (three-dimensional shapes, etc.)</p> <p>Allow for movement around the room (while watching for safety concerns)</p> <p>Prevent discipline problems:</p> <ul style="list-style-type: none"> ➤ Use safety locks ➤ Use routines (for napping, for example) <p>Say what is allowed rather than what isn't allowed: <i>“Chairs are for sitting on. Show me how you sit on the chair.”</i></p>



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Age Appropriate Development & Discipline (Cont'd)

Age	Normal Development	Positive Discipline
Toddler 18 – 36 months	Is developing new skills rapidly Gets frustrated Names familiar objects and bodyparts Learning more vocabulary Understands more words than he/she uses Will test limits Has tantrums Likes to move to music (randomly) Favorite word is “No”	Catch them being good (Praise good behavior when it occurs) Praise the behavior rather than the person (“I like the way you showed the pictures to your brother,” rather than, “You’re a good boy.”) Give choices (Rather than saying, “You can’t have candy,” say, “You can have peaches or pears, which do you want?”) Repeat the choices with a friendly tone of voice
Preschooler 3-5 years	Able to count, moving toward letter recognition Can express self in longer sentences Likes music with movement Will refuse requests Will argue; Asks, “Why?”	Catch them being good (See above) Give choices including a consequence (“ <i>You can stay and sit quietly or we can leave.</i> ”) Repeat the options (Be a broken record) Give simple reasons for your actions Involve by asking questions



Handling Challenges In FCE Sessions

Challenging Situation H – Sample Lesson

What differences will you expect to find when teaching the new Lesson when compared to other FCE classes? Why?

Will you have any different expectations?

Do you expect any different challenges? If so, how will you best solve them?

Notes



Handling Challenges In FCE Sessions

Teachback and Feedback

Value of Feedback: It's a Gift (How can we improve without it?)

Evaluator Role: Giving Feedback

- Find 2 things to give feedback on...
- Use these phrases
 - *Something I liked about what you did..*
 - *What I saw that worked well was...*

Encouraging Attitude and Actions
Enthusiasm
Clear Information and Directions



Handling Challenges In FCE Sessions

Ability to Get Involvement
(Reading Practice - were questions directed to both parents and children?)

Voice and Body Language (Gestures, Posture, Eye Contact, etc.)

Ability to Handle Challenges



Pair and Share and Puppets In FCE Group Sessions

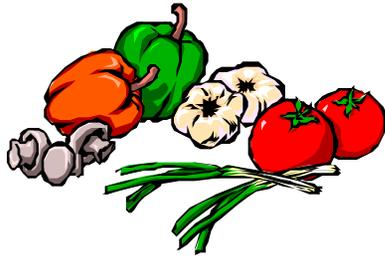
“Pair and Share” Activities

Definition:

“Pair and Share” is a classroom technique where two participants pair up and discuss a topic or share experiences about a topic that is assigned by the teacher. Then the teacher invites participants to share some of the ideas they discussed with the whole group. Think about some of the other learner centered practices and actions and how they might work in FCE.

Managing “Pair and Share” Activities in 3 Steps

- 1. Give directions for the “Pair and Share” Activity**
 - Describe the topic and give directions for pairing and sharing
 - Give one example from your own experience
- 2. Manage the pairing-up of partners**
 - Help parents pair up
- 3. Invite sharing with the whole group**
 - Ask for examples to share with the whole group



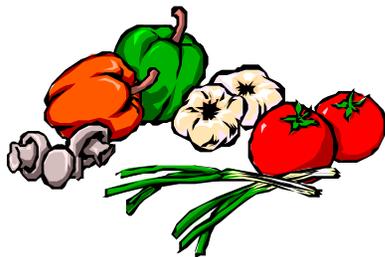
Pair and Share and Puppets In FCE Group Sessions

Pair and Share Challenges	
Challenges	Solution
1. You have given directions to pair up to share experiences, but no one pairs up	<hr/> <hr/> <hr/>
2. There are several Pair and Share activities in a lesson and more parents come into the class between the first and second activity. How should you manage the pairing up of partners?	<hr/> <hr/> <hr/>



Pair and Share and Puppets In FCE Group Sessions

3. When you invite the partners to share with the large group, no one volunteers.



Pair and Share and Puppets In FCE Group Sessions

Techniques for Using Puppets

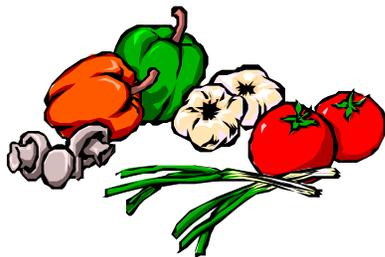
Practice the following techniques for using hand puppets:

1. Make an Entrance

- You can make your puppet appear to walk up a ramp to “enter” the stage.
- Keep your forearm straight up and down and “bounce” the puppet onto the stage.

2. Body Language

- A puppet’s arm should be held at right angles to the floor to keep the puppet’s posture erect; don’t let the puppet lean to the side.
- A tilt of the head to the side shows confusion or concern.
- A drooping head expresses sadness.
- An upward tilt of the head expresses stubbornness.



Pair and Share and Puppets In FCE Group Sessions

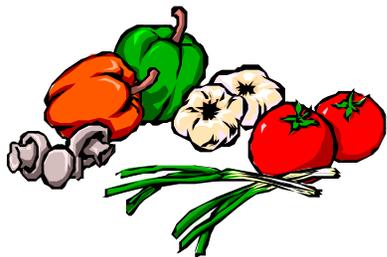
Techniques for Using Puppets (Continued)

3. Talking

- To have your puppet “talk,” open the puppet’s mouth by moving your thumb downward while keeping the rest of your fingers nearly motionless.
- Coordinate the opening of the puppet’s mouth with each spoken word.
- Open the puppet’s mouth only partially; fully opened is best for exaggerated expressions.

4. Eye Contact

- Your puppet should look directly at the audience frequently.
- You can also have the puppet look at you at times and talk directly to you also.
- If you are sitting above the level of the children, make sure that you turn the puppet’s direction so it looks downward rather than over the heads of the children.
- Have the puppet look directly at individuals in the audience.
- A double take with the body and eyes expresses surprise.



Pair and Share and Puppets In FCE Group Sessions

Developed by Susan Greathead, LeadAmerica, Inc.
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