



Family Learning
COMMUNITY
Network

Strong Start TOOLKIT



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CREATED BY



National Center for
Families Learning

Strong Start TOOLKIT

This toolkit is designed to support family learning and family literacy programs in creating a strong foundation for Parent Time and Parent and Child Together (PACT) Time®. This is not intended to be a requirement for programs but rather a resource to help your program get started. Although we have ordered the lessons in a manner that we think builds upon one another, you can utilize them in the order that best meets the needs of your program. Additionally, you may already have your own ideas or lesson plans you would like to use and that is fine as well.

Each lesson is designed to engage families in active learning experiences while also making intentional connections to their funds of knowledge, multicultural literature, literacy strategies, PACT Time and evaluation tools. If time permits, you can begin the lesson with a community builder question or activity. See Community Building Toolkit at resources.familieslearning.org. Additionally, the lessons about personal and community asset mapping can be useful for identifying potential Family Service Learning project topics.

Using Vision Boards to Set Goals

Community Builder: Choose an activity from the community building toolkit.

Topic Review: Review previous Parent Time session—Did you try something you learned? How did it go for you? Do you need more information about this topic? (Some programs may debrief PACT Time® experiences now.)

Activating Funds of Knowledge:

Engage families in a brief discussion to grab their attention about the topic:

1. What are your hopes and dreams for your family?
2. What are barriers to achieving these hopes and dreams?

Central Ideas and Practice:

1. Explain to parents that today they are going to dream big and set goals together.
2. Invite parents to use the magazines to find pictures that show what they would like their life to be like.
3. Participants should cut pictures from the magazines and glue them to their construction paper to make a dream board.
4. Ask if there are any volunteers who are willing to share their boards with the group.
5. Explain that dreams are important and so is sharing them with other people. However, to make dreams reality, it is important to understand how to make goals that lead to making the dreams come true.
6. Discuss with parents how they can move from an idea on their dream board to a goal that they want to achieve. The conversation may include considering if there are smaller things that need to be accomplished to get to the larger dream, thinking of how to break the idea into smaller pieces that can be achieved more quickly and deciding how soon they plan to achieve the bigger dream.
7. Explain to parents that when they write goals they often think of long-term goals, that may take a few months or even a year or longer to complete, and short-term goals that may be achieved in a day or a few weeks. Sometimes there are many short-term goals that lead to achieving a long-term goal.
8. Guide parents to discuss how they would introduce the concept of goal-setting to their children. It may be helpful to explain that it is much easier to begin with short-term goals when talking with young children because they are able to focus in the short-term more easily.

Application:

Parents complete the goal setting sheet in the *Foundations in Family Learning and Family Literacy* manual.

Closure:

Ask parents:

- How will they introduce the dream board and goal writing to their children this week?
- How will they use the information they learned today to plan for that experience?

Connection to PACT Time:

1. Share an oral story or a children's book about dreams. A few possible books:
 - *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah* by Laurie Ann Thompson, illustrated by Sean Qualls
 - *We're All Wonders* by R. J. Palacio
 - *Mae Among the Stars* by Roda Ahmed, illustrated by Stasia Burrington
2. Invite parents to create a dream board with their children to think about something they would like to accomplish as a family.
3. Families can use the goal setting handout to write a family goal that they will work to achieve. Families may want to hang their goals somewhere in their homes or in the classroom to remind them of what they are trying to accomplish together.

Connection to evaluation: If this is the first class, introduce and share the **sign-in sheet (attendance)**: Inform parents that it is important to attend regularly in order to meet their goals. Tell them that this can be someone's job each class session to take attendance.

Inform parents they also will document their goals on a survey that will help them track their progress toward meeting their goals.

Materials

- Sign-in sheet (attendance)
- Children's book
- Construction paper
- Glue
- Goal setting handout
- Magazines

Building Our Community-Group Agreements

Community Builder: Choose an activity from the community building toolkit.

Topic Review: Review previous Parent Time session—Did you try something you learned? How did it go for you? Do you need more information about this topic? (Some programs may debrief PACT Time® experiences now.)

Activating Funds of Knowledge:

Engage families in a brief discussion to grab their attention about the topic:

- What rules were important to your family when you were growing up?
- What are rules that are important in your home with your family now?

Central Ideas and Practice:

1. Explain to the group that effective groups generally have a set of agreements that govern individual behavior, facilitate the work of the group, and enable the group to accomplish its task.
2. Provide examples of agreements: We will listen to one another; We will work to identify solutions to issues; We will limit our technology use.
 3. Recommend to the group that it establish a set of agreements:
 - a. To ensure that all individuals have the opportunity to contribute,
 - b. To increase productivity and effectiveness; and
 - c. To facilitate the achievement of its goals.

Application:

1. Give five index cards and the same kind of writing tool to each person in the group.
2. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. If parents are not comfortable writing, ask them to share their ideas in pairs or a small group or dictate their responses.
3. Shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea.
4. Tape or tack each card to a display board so that all group members can see it. As each card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.
5. When all the cards have been sorted, ask the group to write the agreement suggested by each group of cards. Have one group member record these new agreements on a large sheet of paper.
6. Review the proposed agreements with the group. Determine whether the group can support the agreements before the group adopts them.

7. Reiterate that these agreements will guide how the group works with one another.
Note: You can also use this same activity to determine jobs for the classroom community: What roles/jobs should we have in our classroom to create and maintain a welcoming community. Examples may include: A greeter for guests, snack provider or setup, attendance taker, class photographer, librarian.

Closure:

Ask parents:

- How will they introduce the idea of rules and agreements to their children this week?

Connection to PACT Time:

1. Share an oral story or a book about the importance of community. A few possible books are:
 - *Love the World* by Todd Parr
 - *City Shapes* by Diana Murray
 - *Counting on Community* by Innosanto Nagara
2. Choose a community building activity from the community building toolkit to do with families or encourage families to brainstorm and lead activities that could help build community among the families.

Connection to evaluation: Consent forms are our agreement with you to keep the information you share about your family and your personal life private. Share the consent form and thoroughly review it with families.

Materials

- Children's book
- Consent form
- Index Cards
- Writing implements

What Does Success Look Like to Us?

Community Builder: Choose an activity from the community building toolkit.

Topic Review: Review previous Parent Time session—Did you try something you learned? How did it go for you? Do you need more information about this topic? (Some programs may debrief PACT Time® experiences now.)

Activating Funds of Knowledge:

Engage families in a brief discussion to grab their attention about the topic:

- When you were growing up, what did success look like to your family and in your community?
- What did they believe mattered in life regarding success or accomplishments?

Central Ideas and Practice:

1. People view success in many different ways. For example, the program staff and funders (the organizations who provide money to implement this program) measure the success of this program by the outcomes of the parents and children. The outcomes are typically achievement gains of parents and children, family engagement at school, and the goals met by the families. However, we also value and want to understand what you believe success to be. In other words what will success look like to you as a result of this program?
2. As a parent facilitator for this session, provide an example of something you tried or a program you participated in and how you determined if you were successful.
3. Divide families into small groups. Encourage them to discuss the following questions:
 - How will you know when or if there is a difference in your life as a result of participating in this program?
 - How do you know when what we are doing is working? What is working?
 - How do you know when it is not working? What is not working?
4. Ask each group to choose one reporter to share out one or two main ideas discussed in their small group. On chart paper or the board, write the main ideas that the group shares.

Application:

1. Show an object or pictures that represent what success looks like to you and for your own family.
2. Invite families to bring in pictures, draw pictures, or bring in objects that represent what success looks like to them. During the next class discussion, ask families to share why they choose their object or picture.

Closure:

Engage families in a large group discussion:

- What are ways we can document or show our success in this program? (Hints: pictures, videos, journals, discussions, surveys, displays, presentations, graduation)
- Who can we share our success with?

Connection to PACT Time:

1. Share with the children that their parents have been talking about success during Parent Time. Display the word success on a board and invite the children to share what they think it means. You can scribe their responses on a board or chart paper.
2. Share an oral story or a book about success. A few possible examples are:
 - *The Boy Who Loved Math* by Deborah Heiligman
 - *Drum Dream Girl* by Margarita Engle
 - *Ada Twist, Scientist* by Andrea Beaty
3. Invite parents to tell a story to their child about a time when they felt successful or about what they believe success looks like for their family. Families can create a portrait that represents success using paint, drawings, and/or write the stories they just told to their children in their preferred language. You can also invite families to use technology to create their stories. There are many technology apps for creating books.

Connection to evaluation: Share with families that different organizations provide funding to help support family learning and family literacy programs. In exchange, these funders want to know about the success of the program; what difference did the program make in families' lives? In order for us to know the difference this program makes, funders often ask for us to collect information about growth in your skills, children's reading outcomes, and family relationships with schools. These are measures of a successful program to many funders. One way we measure that success is by having you complete a survey at the beginning of the program. Then we will complete the survey again at the end of the program to track your progress. We share the progress of our families with the funders. Encourage families who have consented to complete the family background survey.

Materials

- Chart paper/markers
- Children's book
- Family Background Survey
- Objects or pictures of what success looks like to the facilitator

Selecting Topics for Parent Time

Community Builder: Choose an activity from the community building toolkit.

Topic Review: Review previous Parent Time session—Did you try something you learned? How did it go for you? Do you need more information about this topic? (Some programs may debrief PACT Time® experiences now.)

Activating Funds of Knowledge:

Engage families in a brief discussion to grab their attention about the topic:

- What are ways you are involved in your children’s education?
- What services are you currently connected to that may be helpful for other families—i.e., health, driver’s license, housing, etc.? How did you access these resources?

Central Ideas and Practice:

1. Share with families that the Parent Time sessions are driven by topics that are of interest to the parents. Often these topics are related to the goals and needs of the families. For example, families new to the United States school system often have questions about how to navigate their local school system and the rules and policies. Therefore, several Parent Time sessions may focus on questions the parents have developed about the school system. In a different group of parents, families may have questions about accessing healthcare resources.

Application:

1. Provide a sheet of paper to each family member. Invite parents to work in pairs or a small group for the next 10-15 minutes. Ask families to discuss and/or jot down topics they are interested in learning more about that will help them to achieve their goals and/or that address an issue that impacts their lives. A guiding question to prompt parents can be: What issue is worrying you right now?
2. Invite one person from each pair or group to share their ideas for topics. If possible, invite a parent to list the ideas on chart paper.
3. Place a check by ideas that have been stated by another group.
4. Engage families in a discussion about which topics are of most interest to them. Rank order the topics.
5. On chart paper, develop a new list prioritizing the stated topics. Hang the chart paper in the room so parents can visually see that sessions are guided by their ideas. Cross off each topic as it is addressed.

Closure:

Ask parents:

- How will you take a step toward crossing off a goal you have set for yourselves this week by addressing a topic of interest to them?
- How will you use the information you learned today to plan for addressing that topic?

Connection to PACT Time:

1. Share an oral story or a children's book about dreams. A few possible books:
 - *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah* by Laurie Ann Thompson, illustrated by Sean Qualls
 - *We're All Wonders* by R. J. Palacio
 - *Mae Among the Stars* by Roda Ahmed, illustrated by Stasia Burrington

Ask children to identify the goals the characters set for themselves in order to achieve their dreams.

2. Have the families review their vision boards and goals. Ask them to make a list of topics of interest in reaching their goals.
3. Have them share their lists with another family.
4. Then, ask a few families to share their lists with the larger group. Record their ideas on chart paper. And inform families they will revisit their list throughout the program and plan PACT Time® activities that may help to achieve their goals.

Connection to Evaluation:

Now that families have had a few weeks to set goals and brainstorm topics that may help them achieve their goals, we will document their goals using a survey. We will administer the survey now and then close to the end of the program to document their progress.

Materials

- Chart paper/makers
- Children's book
- White paper
- Learning goals survey (if applicable to your program)

Using Photography to Discover Family Funds of Knowledge

Community Builder: Choose an activity from the community building toolkit.

Topic Review: Review previous Parent Time session—Did you try something you learned? How did it go for you? Do you need more information about this topic? (Some programs may debrief PACT Time® experiences now.)

Activating Funds of Knowledge:

Engage families in a brief discussion to grab their attention about the topic:

- If you were to take pictures of your families' skills and activities, what would we see in your photographs?

Central Ideas and Practice:

1. Each of you comes with knowledge that you have acquired from your lived experiences. This knowledge is valuable and allows us to perform a variety of activities in our lives. For example, caring for children, cooking, sewing, gardening, border crossing, building relationships with people, working on cars, housekeeping, and storytelling are all valuable skills. We can use these skills, also called funds of knowledge, to enhance our learning about one another and our community, and to meet our goals.
2. Present the funds of knowledge worksheet. Model completing the funds of knowledge sheet and sharing your own funds of knowledge.
3. Give some time for families to complete the funds of knowledge sheet in their preferred language. Invite a few families to share their funds of knowledge. They can write, use drawings, or pictures from magazines to communicate their funds of knowledge.

Application:

How do we learn about each other's funds of knowledge? One way is to use photography. For example, families take pictures of their home and community activities and write about their significance. *Photographs of Local Knowledge Sources (PhOLKS)* was created by a group of teachers in Athens, Georgia, who wanted to “see each child's world through his or her eyes, as captured in photographs and detailed in narratives about the pictures” (Allen et al., p. 313). They studied how to use photographs to learn about families' funds of knowledge.

The three steps of PhOLKS are

1. **Preparation:** Inform families they are going to write about the photos they take. They can write in their preferred language or if they need assistance you can dictate their ideas for them. Show them examples of photos and a writing description that goes with them, pointing out that the words tell about the photographs. For example, when visiting a museum, you may see portraits or photographs and a description to go along with it.
2. **Photography and Writing:** Set up a schedule for when and how many families will take home school cameras (if using them). Or encourage parents to use their smart phones to take pictures over a set period of time. You can have them email their photos to an address you have set up and you can print the pictures for the families. If doing an at home activity, create detailed instructions to send home for parents and students, including the kinds of photos they might want to take and guidelines for writing about the pictures.
3. **Learning from Photographs:** Parent facilitators can gain funds of knowledge about families and students through the writing of the photos. You can ask parents follow-up questions. You can then use the information gained to foster relationships with families that encourage them to engage with the learning process of their child. For example, if you learn that a family goes fishing most weekends, you can discover a variety of skills about the family related to being great at fishing. Then these skills and knowledge could be leveraged to have them share their expertise with the other families and possibly address other community needs as a result of their knowledge and skills.

Invite families to plan what they would like to examine through PhOLKS. You can use the chart below as a planning toolkit. Walk through each part of the chart with families and document their responses.

Focus of pictures?	Focus of writing?	Who should respond?	Date pictures and responses should be turned in.	Funds of Knowledge
Where/what do you want pictures taken? How many photos?	What specifically do you want students and/or families to focus on in the pictures? Do you want there to be a focus?	Do you want children to write about the photo and families to respond to what their child wrote? Do you want both family and child to respond to the photos and respond to what each other wrote?	When do you want photos/writing to be returned? Are you sure the expected time frame allows for students and families to participate with minimal stress?	What type of funds of knowledge do you hope to gain from your students and families? How can you use the funds of knowledge you gained in your classroom?

Closure:

Ask parents:

- What do you think are your funds of knowledge?
- How do you, or how can you, share your funds of knowledge with your child?

Connection to PACT Time:

1. Share an oral story or book about photography or cameras. A few possible examples are:
 - *Take a Picture of Me* by James Vanderzee
 - *Gordon Parks: How the Photographer Captured Black and White America* by Carole Boston Weatherford
2. Encourage families to allow children to take pictures of things that are part of their lives: familiar neighborhood images, family members, special rooms where they live, the bus they ride, or anything else that is important to them. If you have cameras available, children could practice using them during the PACT Time session.
3. Then invite children to put words with their pictures telling why they chose the picture and why it is important to them. Parents or facilitators can dictate the children's words and place them on a group poster with their picture.
4. Inform families that they will be working on this project together at home. Parents can take pictures related to the topic and children can take their own pictures related to the topic. When families return with their photos invite families to share about their pictures. You can also have families compare and contrast what the children took pictures of versus what parents took pictures of.
5. Children and their families can work together to scan photos and/or upload them to a computer or an app like Google photos to begin creating a photo book with captions. Or invite families to decide what they would like to do with the photos and how they might extend this project.

Connection to evaluation: Upload photos of families engaged in the project. Parent facilitators can create a job for the classroom as a photographer, documentarian, or historian. Invite families to take photos of PACT Time and Parent Time to upload to the photographs folder on SharePoint. Note: Before, uploading photos check to make sure that the photos have signed photo release forms.

Materials

- Children's book
- Funds of knowledge worksheet:
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/spring2spring-funds-of-knowledge-eng.pdf>

Using Reading Dialogue Journals to Discover Family Funds of Knowledge

Community Builder: Choose an activity from the community building toolkit.

Topic Review: Review previous Parent Time session—Did you try something you learned? How did it go for you? Do you need more information about this topic? (Some programs may debrief PACT Time® experiences now.)

Activating Funds of Knowledge:

Engage families in a brief discussion to grab their attention about the topic:

- What are your earliest memories of reading?
- What are your earliest memories of books?

Central Ideas and Practice:

Family Dialogue Journals (FDJ) seek to integrate the lives of families into their classrooms. Parent facilitators are learning about students and families in a deep, meaningful way and gaining insight into families' funds of knowledge (Allen et al., 2015).

1. As the parent facilitator, read a multicultural literature book about a topic of interest to the families or a theme related to the work of the organization or community. This story can also be read to the children during PACT Time.
2. Create a question related to the book.
3. Model writing your response to the question and/or your reaction to the story.
4. Ask the class to think about how your response is related to their lives or to consider what a general reaction to your response might be. Record their reaction.
5. Inform families that writing back and forth between the facilitator and parents is called dialogue. Give each family a journal. Inform families that they will have the opportunity to write or draw about various topics or open-ended questions, and their peers or teachers will respond. The purpose of dialogue is so facilitators and families can learn about one another in a deep, meaningful way and gain insights into each other's funds of knowledge. See example in the *Foundations in Family Learning and Family Literacy* manual.

Application:

1. Ask families to respond to the story you just read, drawing connections between the theme and their own lives or just their reaction to the story. They can draw or write their response in their preferred language.
2. Invite families to share their entries. Having parents routinely share about their FDJs is an important part of the process. How that sharing takes place is up to the class community.

3. Facilitators initially choose the books/the writing topics with the goal of letting parents take the lead on choosing the books when they are ready.
4. Inform parents they will write and talk about what they are learning in Parent Time and how they are transferring the learning to home. They may also be asked to respond to a class-created question. The facilitator or a peer will respond to their writing with verbal discussions based on questions and comments in the FDJs.

Closure:

Ask parents:

- How will they utilize family dialogue journals with their child this week?
- How will they use the information they learned today to plan for that experience?

Connection to PACT Time:

1. Ask the children if they know the meaning of the word dialogue. Record their responses. Inform the children that today they will learn about family dialogue journals.
2. Share the book that was read during Parent Time. Invite a parent to read it to the large group. If there are multiple copies of the book invite a few parents to read the book in small groups or with their own children.
3. Give each child his own journal and share that children will use them to write or draw their reactions to stories they have read at home or at school. Invite parents to share their reaction to the story with their child. Ask children to write or draw their reaction. Parents can also dictate their child's response.
4. Ask parents to verbally share their response to their child's journal entry to the child. Then, write or draw their response.
5. Invite families to share their journal entry with another family and to take turns sharing one another's response.
6. Reiterate with families that dialogue journals may help to build relationships with one another through stories.

Connection to evaluation: If home learning logs are being used as part of your program's evaluation, share with families that family dialogue journals help to document the learning that is being transferred from Parent Time and or PACT Time to home.

Materials

- Multicultural literature book
- Family journals (one for parents and one for each child)

Personal Asset Mapping

Community Builder: Choose an activity from the community building toolkit.

Topic Review: Review previous Parent Time session—Did you try something you learned? How did it go for you? Do you need more information about this topic? (Some programs may debrief PACT Time® experiences now.)

Activating Funds of Knowledge:

Engage families in a brief discussion to grab their attention about the topic:

- What are your earliest memories of when you had knowledge about something that was common in your family but that maybe your peers did not have knowledge of? For example, my grandmother taught me a lot of home remedies for common illnesses because she grew up in a very rural community and did not have access to doctors. So, when my friends were sick, I would share what my grandmother would use to cure the illness.

Central Ideas and Practice:

1. Inform families that each of us has strengths and resources that can support one another and our community. These are called assets.
2. Model creating a personal asset map. See further details in the following guide on page one: <https://resources.depaul.edu/abcd-institute/resources/Documents/DorfmanMappingCommunityAssetsWorkBook.pdf>

Application:

1. Have participants create their personal asset map. What are assets you could list that are not material? Can you speak more than one language? Can you fix something or cook well? Are you a care giver?
2. Share your map with a partner.
3. Trade personal maps with someone different. What does this map NOT tell us about this person? *Note to parent facilitator: The person they trade with may know an asset about them they did not list on their map. For example, the person takes care of their grandmother full time; therefore, their asset is care taking skills.*

Closure:

Ask parents:

- How can you use your personal assets to help meet a classmate's need or goal?

Connection to PACT Time:

1. Read Hanoch Piven's *Let's Make Faces*.
2. Encourage families to use object art to create self-portraits that may include their assets.

3. Invite families to share their self-portraits and discuss why they choose the objects used in their portraits and their assets.

For more details on using object art with families: <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1095&context=tedefacpub>

Connection to evaluation: This is a great opportunity to collect descriptive data. Take photos of some of the personal asset maps and upload them to the SharePoint folder.

Materials

- Children's book: Let's Make Faces by Hanoch Piven
- Construction paper
- Glue
- An assortment of random objects
- White paper

Community Asset Mapping

Community Builder: Choose an activity from the community building toolkit.

Topic Review: Review previous Parent Time session—Did you try something you learned? How did it go for you? Do you need more information about this topic? (Some programs may debrief PACT Time® experiences now)

Activating Funds of Knowledge:

Engage families in a brief discussion to grab their attention about the topic:

- What are your happiest memories growing up in your community?

Central Ideas and Practice:

1. Share with families the definition of asset mapping: *What is asset mapping?* Asset mapping is drawing a map of what is valuable in our communities.
2. *Why is asset mapping important?* When we typically want to address a need in our community, we immediately focus on our community's deficits and try to find resources outside of the community to reduce these deficits. Asset mapping challenges the idea that communities are deficient. Rather, a community already has assets to address its own issues and needs that we rarely recognize as assets. In the effort to enhance our community, we need to know what our community has to offer by first looking at ourselves.

Application:

1. Provide a handout with the following reflection questions:
 - a. *What are the strengths and assets of our community?*
 - b. *When was a time you felt our community was at its best?*
 - c. *What do you value most about our community?*
 - d. *What is the essence of our community that makes it unique and strong?*
 - e. *What are the assets that exist in our community?*

Note: Parents can write, draw, or discuss their responses with a partner.
2. Large group discussion: What assets do we have in our community?
3. List the ideas on chart paper. See further details in the following guide on page four: <https://resources.depaul.edu/abcd-institute/resources/Documents/DorfmanMappingCommunityAssetsWorkBook.pdf>

Closure: Our community is FULL of assets. Continue thinking about other assets as we continue to investigate our community.

Connection to PACT Time:

1. Share an oral story or a book about the beauty of communities. A few possible examples:
 - o *Last Stop on Market Street* by Matt de la Pena
 - o *Maybe Something Beautiful: How Art Transformed a Community* by F. Isabel Campoy & Theresa Howell
 - o *A is for Activist* by Innosanta Nagara
2. Invite families to do a community walk.
3. Ask children to take pictures of what they like about their community.
4. The pictures can be made into a collage by the families with captions about their pictures.

Connection to evaluation: This is a great opportunity to collect descriptive data. Take photos of some of the personal asset maps and upload them to the SharePoint folder.

Materials

- Chart paper/makers
- Children’s book
- Handout with reflection questions