



FAMILIES IN THE DRIVER'S SEAT: PARENT-DRIVEN LESSONS AND GUIDELINES FOR COLLECTIVE ENGAGEMENT

A Road Map Parent/Family Engagement Curriculum

Created through a partnership between:

The Equitable Parent-School Collaboration Research Project
(University of Washington)

The Road Map Project (Community Center for Education Results)

Kent School District parents, teachers, principals, and district leaders

The Bill & Melinda Gates Foundation.

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This curriculum was designed to be shared with and adapted to many contexts and communities! We ask only that you request permission to use the materials, acknowledge the Design Team's efforts, and share your adaptations and improvements with us so they can be shared with others.

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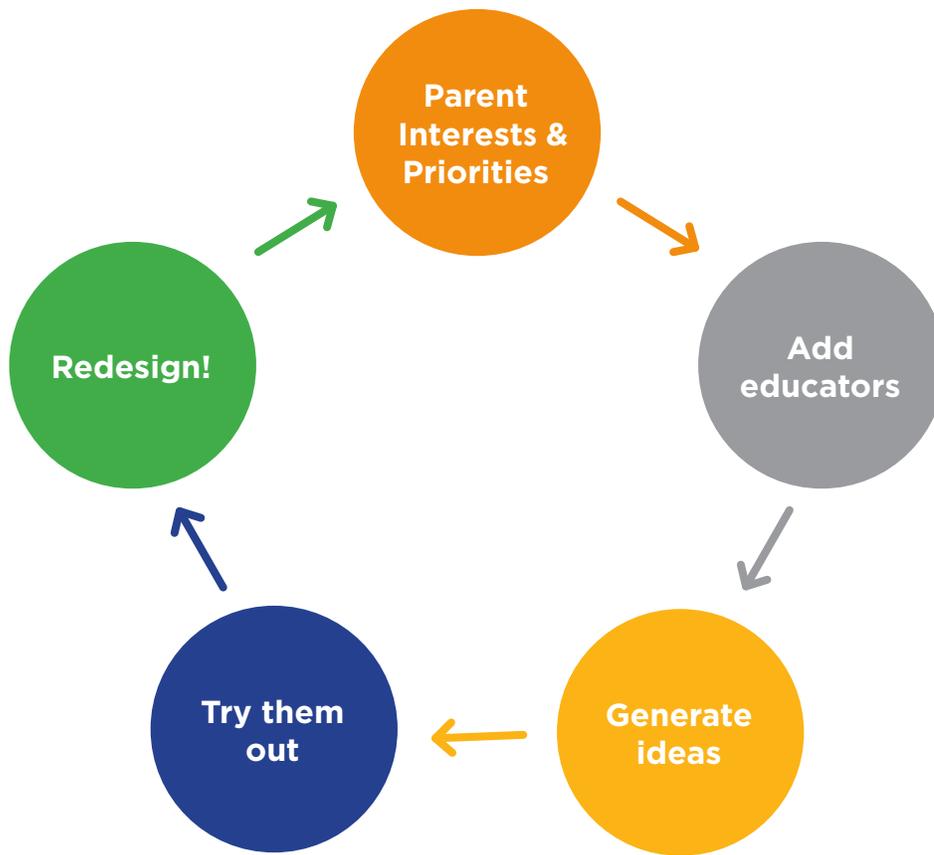
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Summary of the 2014 UW-Kent Curriculum Design Team & Process



Context: In partnership with the Bill & Melinda Gates Foundation and the Road Map Project, the Equitable Parent–School Collaboration Research Project at the University of Washington worked with Kent School District and other Road Map partners from 2012–2014 to understand and support efforts to build authentic parent and family engagement to improve student outcomes and success.

Rationale: Based on the 2012–2013 case study findings, Kent School District’s parent academy built a foundation for robust parent engagement efforts, but the curriculum originally used in the program was developed 25 years ago in Southern California and could not be shared across the region.

Purpose: The Kent Design Team—comprising parents, teachers, principals, district leaders, and researchers—met intensively during the winter, spring and summer of 2014 to:

- 1) Create a culturally responsive, asset-based *curriculum* driven by the interests, priorities, and needs of Kent parents, families, and communities that can be adapted to and shared across the region.
- 2) Evolve a set of *design principles* to guide parent engagement efforts that enable parents to become fellow educational leaders in improving our schools.
- 3) Develop a *model* to build capacity and relationships between parents and educators to collaborate on joint work to improve the educational system.

A provocative question: Ultimately, the PROCESS positioned parents as experts and agents in their own learning and in the collective work of school improvement. It poses a provocative question with implications that go far beyond this curriculum: *How might we be engaging the students, families, and communities most affected by educational inequities as fellow educational designers and leaders in improving our schools?*

PARENTS IN THE DRIVERS' SEAT: THE DESIGN TEAM PROCESS

Families as Critical in Education

Decades of research suggest that strong parent–family–school relations are critical to student success (Epstein, 1995; Jeynes, 2005; 2007). When parents¹ and staff work together to support student learning, students earn higher grades, score higher on achievement tests, adapt better to school, attend more regularly, earn more credits, have better social skills, and are more likely to graduate and go on to higher education (Henderson & Mapp, 2002). Another landmark study found that low-performing elementary schools with strong parent–community ties were “ten times more likely to improve in math and four times more likely to improve in reading than schools weak on this measure” (Bryk et al., 2010).

Yet traditional parent involvement and education efforts often seek to “fix parents” by giving them information and getting them to change their behaviors to better accommodate the school’s agenda and educators’ expectations. When educators and policymakers talk about “hard-to-reach” parents, they often overlook how power, race, culture, class and language shape inequitable contexts for engagement (Hong & Mapp, 2010). The typical approaches to involving parents through PTA meetings, parent-teacher conferences, and open houses often backfire. The very parents we hope to engage more deeply in education often perceive a disregard for their experiences of school, their understanding of their own children, and the contributions and perspectives they bring to the work of improving education. The unintentional message that parents have nothing to contribute can actually deter marginalized parents from engaging with the school. As one design team parent explained:

I went to the parent nights and stuff for the first year, then afterwards I just walked away because . . . you’re getting talked at, and you’re just there with your family. [You] can’t talk to anybody else. . . . I haven’t gone too much this year because I had other activities.

We understand how this negative cycle happens, but how do we get out of it? How do we move beyond our tired checklist of events and “best practices” to “next practices” (Hargreaves & Fullan, 2012) that can begin to reshape possibilities for parents, families, educators, and schools to work together towards a more equitable educational system for every student?

Exploring a “Next Practice” in Collective Family Engagement

In sharing this curriculum, we want to emphasize the *process* of creating it. Instead of asking educators what parents need to know in order to better support the school’s agenda, we asked parents *themselves* what they wanted to know and how they wanted to learn it. The design process started from the premise that parents and families were the experts on their own learning needs, priorities, children, cultures and communities’ best interests. Although schools sometimes ask for parent “input” or “feedback,” they often impose an agenda that limits the powerful experiences, ideas, and solutions that parents and families bring to the table. Research suggests that when parents and families participate in education collectively, they can shape their own agenda and communicate with schools not as isolated individuals but as powerful actors (Lawson & Alameda-Lawson, 2012; Warren, Hong, Rubin, & Uy 2009). The design process created the space for parents to enact this collective engagement as they envisioned and defined *together* what and how they wanted to learn, as one parent shared:

This has been an empowering experience. I had the opportunity to go out into the community and started a conversation with other parents, to get feedback on issues and concerns that parents faced, it allowed me to see how important it was for parents to have a platform to network with other parents, to build relationships, offer support and resources.

¹ We use the term “parents” broadly to include all types of biological and non-biological parents, families, and primary caregivers who support a child.

As a result of this opportunity for parents to build relationships and share concerns and resources, a principal from the design team explained how she saw the dynamics between parents and educators change over the course of the design team process:

I think in the first meeting when [the parents] first walked in, there was this perception that the educators are in charge and we're here to be told what to do. That power differential has shifted now to more of an equal footing.

The Design Team taught us that there is power in bringing together parents, families, teachers, and formal leaders together to build relationships and capacity. When schools undertake equitable collaboration with parents and families not only do individual students do better, but also our schools and systems begin to transform and become more responsive, more evidence-focused, and more capable of providing high-quality learning environments for every student.

Principals and Teachers as Key Players in the Process

Research suggests that the success of family engagement models often hinges on the meaningful and substantive engagement of teachers and principals. Some principals see parents talking and working together as a threat to their power and control, and they take a compliance approach to “checking off” various parent involvement activities (Auerbach, 2010; Crow, 1998; Olivos, 2006). Other principals perceive collective family engagement as a resource for their leadership and as an opportunity for professional growth as well as shared responsibility and decision-making in the core work of school improvement (Ishimaru, 2013; Khalifa, 2012). Likewise, some teachers see family engagement as an added “burden.” In contrast, teachers who seek to collaborate with families are deeply committed to knowing their students and improving their teaching practice to support their learning. Their relationships with families are a source of professional learning that enable them to better support their students. A design team teacher shared:

My respect and understanding of families were greatly enhanced by my participation in the design process. I think that the greatest learning for me was that educators are great at thinking about what we want parents to know and do, but parents also have ideas about what they would like the school to be doing. If we only have the educators and legislators voices then we can't fully meet the needs of all students.

Design Process

In summarizing the design process, we emphasize the foundation of relationships between parents and the role of facilitators in building an agenda around parents' common interests².

Phase I: Parent Interests & Priorities. Parents built relationships, shared their experiences and concerns, and identified common issues and priorities to determine lesson topics.

Phase II: Parent–Educator Joint Work. Educators joined the process to workshop priorities and continue lesson development. Using data from the meetings, researchers drafted an initial lesson, and Design Team members provided feedback for a next iteration.

Phase III: Lesson Pilot. The Design Team first tried out parts of the revised bullying lesson with each other to test it out. Then, Design Team parents facilitated the lesson in their native languages (English, Spanish, and Vietnamese) with new parents who also gave feedback to help the team refine the lesson.

Phase IV: Refinement & Adaptation. Design Team teachers used the data from our team meetings and the design principles to draft the additional lessons, and the research team refined and finalized them, referencing the data to reflect the priorities and ideas of the Design Team.

² As part of the community-based design research (CBDR) project (Bang et al., 2010), the UW researchers played a facilitative role along with district leadership, including collecting and analyzing data from each design meeting to inform next steps and iterations of the lessons. For more information about the CBDR project, contact the Principal Investigators.

A New Curriculum for a Train-the-Trainer Model

The lessons designed by the team are entirely new and *not* an adaptation of any existing curriculum. The curriculum was designed to be part of a train-the-trainer model, like the Kent School District's Parent Academy for Student Achievement³, which is based on the Parent Institute for Quality Education's⁴ model (and is similar to many other train-the-trainer parent models, such as MALDEF's Parent-School Partnership Program⁵, Abriendo Puertas,⁶ and Salem-Keizer Coalition's Parent Organizing Project⁷). Such models intentionally work to build and scaffold parent leadership (Bolivar & Chrispeels, 2010). Parent leaders recruit other parents to attend the lessons, and parents and community leaders facilitate the lessons (with the coaching of trainers). Some of the participants go on to become facilitators themselves or even trainers. This curriculum was developed with the intention that parent, family, and community leaders would be the facilitators, not classroom teachers or other formal educators. In our previous research, *parent facilitators were seen as critical to the success of the model*.

Some of the examples and context of this curriculum are specific to the Kent School District, and the lessons will need to be adapted to the priorities, communities, and context of your district or community. As you adapt, *we strongly recommend you use the design principles as a central guide* – in doing so, the adaptations can remain true to the intent of the design team who created them. We look forward to their continued evolution and adaptation.

Out into the world

These lessons are only a starting place for engaging parents/families with schools but the *process* through which they were developed could be used in any domain as a strategy for building more equitable family–school collaboration. Collaborating with marginalized parents and families as fellow educational designers and leaders challenges many of the ways educators are accustomed to working. But the insights, perspectives and contributions that result are invaluable and, indeed, essential if we are serious about creating more equitable schools and educational systems.

3 Kent School District's PASA <http://www.kent.k12.wa.us/pasa>

4 Parent Institute for Quality Education <http://piqe.org/>

5 Mexican American Legal Defense and Education Fund <http://www.maldef.org/leadership/programs/psp/>

6 Abriendo Puertas/Opening Doors: <http://ap-od.org/training>

7 Salem-Keizer Coalition for Equality: <http://skcequality.org/2014/10/educa-e-inspira-educate-inspire-2014/>

LESSON DESIGN PRINCIPLES

Five guiding principles shape the parent lessons. These principles emerged through an iterative process with the Design Team that prioritized the essentials that must be included in a lesson designed to increase parents' capacity to leverage their school, community, and interpersonal relationships to collectively address students' academic and social needs.

Lessons should enable parents and family members to:

1) Build relationships with other parents/family members

Lesson activities should provide meaningful opportunities for family members to meet, make connections with one another, sharing their hopes and dreams for their children, families, and community, and their common concerns or struggles. These relationships and trust are foundational for the other principles.

2) Share their experiences, ideas, resources, concerns, and priorities with each other

Lessons should provide opportunities for parents and family members to share personal experiences with issues in their children's education in order to learn from each other and to tap into their own collective knowledge and expertise. Through the sharing of these experiences, parents can exchange ideas, solutions, and resources with each other, create an ongoing network, and begin to work towards identifying and prioritizing common problems that should be addressed.

3) Interact, collaborate, and reflect with one another to develop new or alternative understandings

Through interactive activities such as skits, games, dialogue, and opportunities for collective reflection, parents/family members can develop new shared understandings of issues that affect their children's school life.

4) Foster student success beyond academic achievement

Parents and families want their children to succeed academically, yet academic achievement is but one part of a more holistic approach to their children's learning, development, and education. Lessons should enable parents and family members to engage with topics that they feel are relevant to the success of their children in the broadest sense.

5) Develop capacity to take action to support their children *and* work with other parents to improve the school

Beyond simply providing information, lessons should enable parents and family members to develop and practice skills and strategies they can use to create change. Although equitable transformation requires educators and schools to change as well, ultimately parents and families should feel they have the knowledge and capacity not only to support their children but also to influence decisions at their school.

GUIDANCE FOR FACILITATORS

How to use this curriculum

This curriculum is designed for parents and family members to be the leaders and facilitators of the lessons. Each lesson has step-by-step guidance for facilitators and materials for participants. The lessons begin with an ice breaker, include several activities related to the topic, and end with closing thoughts. Below is a snapshot of the activities that each lesson will involve to provide more details and give you a quick overview of what to prepare for each lesson. Prior to starting, we recommend you form a team of parents representing the diversity of your students along with teachers, principals, and district or school family engagement staff to lead the adaptation and implementation of the curriculum. Beginning with each of these key players will help ensure the process of parents leading the charge.

Facilitator language: Each lesson has specific language for facilitators to use. The purpose of this scripting is to provide support and guidance for what to say as you move through the lesson. Many facilitators use the script as a starting place and add their own stories or experiences, particularly as they become more comfortable with the lessons.

Before you begin: For each lesson, review the activities, materials, and resources needed. For example, If there is video to play, do you have what you need to play it, such as an Internet connection, computer, or projector? Read through the lesson completely so that you are familiar and comfortable with it.

Facilitator tips: In a typical train-the-trainer model, facilitators would be trained to facilitate each lesson ahead of time. This might include reviewing the objectives and activities in the lesson, providing time for co-facilitators to work out how they will share facilitation, modeling facilitation, and ensuring time for questions and dialogue about the content. The Kent and Renton School Districts have both implemented train-the-trainer parent academies and may have training manuals or guides to share. Here are some facilitation tips for parent meetings:

Facilitation Tips⁸

- Be warm, friendly, and enthusiastic. If you enjoy yourself, the participants probably will as well.
- It is your job to create an atmosphere in which people are willing and able to learn. Encourage sharing by giving genuine praise. Ex.: “That was a great idea!” “I’m so glad that you shared that because . . .”
- Never set yourself up as the “expert” as you will only tempt participants to “catch you out.”
- Learn the names of as many participants as you can (or have them make name badges). Use individuals’ names, but not just to ask questions; if you refer to a point made by a participant, acknowledge it by naming the person.
- Be genuinely interested in what your participants have to say; if you need clarification or more explanation ask for it—gently and with a smile. Remember you are not an examiner.
- Listen to what participants say—really listen! Don’t stop listening partway through to formulate your response. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the participant.
- Travel around the room when participants talk to each other; many people feel too shy to speak from their heart to a facilitator/trainer, but they will to their partners.
- Use your peripheral vision (looking out of the corner of your eye) so you notice the person to your side, especially if they want to speak.
- When you move around the room, stand beside people you wish to speak to—not in front of them as this may be seen as very aggressive (especially if you lean over the desk/table).
- Speak clearly and not too fast, but with expression (a monotone will put your participants to sleep).

⁸ Facilitator Tips are adapted from Tracy Dunnan, Race to the Top Coordinator at Renton Public Schools

- Use the level of language your participants' need—this is not the time to prove how clever you are. Using simple language does not mean using simple concepts: it is, in fact, difficult to do.
- Make sure your voice is loud enough for all participants to hear you. Humility is not judged by a soft voice.
- There may be participants who dominate conversations and some who are quieter. Be aware of how much participants are talking.
- Make sure everyone can participate without feeling uncomfortable.
- Keep track of time
- Arrange the room to facilitate discussion
- Before you leave, put the room back as you found it

The walker is the trainer who walks ceaselessly up and down—participants become mesmerized by the pacing to and fro and fail to listen to what is being said.

The swayer is similar, but moves only on the spot, backwards and forwards or from side to side, like a metronome—tick, tock, tick, tock.

The wanderer also walks, but all over the room, talking to people's backs or talking all the time.

The statue is perfectly still—no movement at all.

The waver waves his/her hands around continually, not to illustrate a point but just to wave—this also distracts participants.

SNAPSHOT OF ACTIVITIES & MATERIALS

Lesson	Activities	Preparation, Materials & Handouts
Lesson 1 Communication Part 1	Introduce lessons & establish group agreements	Group agreements handout Reflection journal
	Get to Know You Grid	Get to Know you Grid handout
	Communicating with the school and barriers to communication	School staff Responsibilities Small and large group work Flip chart
	Identify solutions to communication issues	Small group discussion Whole group discussion
	Homework – (1) read the introduction to the curriculum (2) Think about a situation where you're having difficulty communicating with the school	Reflection journal Parent Curriculum Handout
Lesson 2 Communication Part 2	Welcome	
	Who Am I?	Who Am I? name cards
	Select and role play a communication challenge	Small- and large-group discussion Flip chart Scenario handout (if needed)
	Reflect on & identify effective communication strategies	Whole-group discussion Reflection journal
	Building your support network	Building your support network handout

Lesson	Activities	Preparation, Materials & Handouts
Lesson 3 Ensuring Academic Success	Welcome	
	Defining academic success	Whole-group discussion Reflection journals Flip chart Definitions of academic success handout
	Understanding academic standards	Report card Bicycle analogy handout
	Knowing how your child is doing academically	Assessing on a 1–4 scale handout Partner discussion Reflection journal
	Goal setting	Goal-setting handout: My Personal Goal
	Networking	Reflection journal
	Homework – Academic goal setting with your child	Goal setting handout
Lesson 4 Addressing bullying	Welcome	
	Human knot	
	Understanding & recognizing bullying	Partner discussion Large-group discussion Role play scenarios and directions for the facilitator
	Supporting your child in a bullying situation	Small groups Scenario Part A handout
	Addressing bullying at school	Scenario Part B handout
	Homework – Social group identities	Social group identities handout

Lesson	Activities	Preparation, Materials & Handouts
Lesson 5 Fostering positive racial and cultural identity Part 1	Welcome	Group agreements that are specific to this racial identity lesson
	Exploring our social identities	Items that represent social identities Social identities handout Large group Reflection journal
	Why is addressing race in school important?	Reflection journal Show video: A look at race through children's eyes Small and large groups
	How would you talk to your child about race?	Small groups How would you explain handout Reflection journal
	Homework	Write down issues surrounding your child and race that come up in your reflection journal
Lesson 6 Fostering positive racial and cultural identity Part 2	Welcome	Group agreements that are specific to this racial identity lesson
	Name, sound, and movement	Whole group
	Review lesson 1	
	Types of racism	Small group and large group Scenario Reflection journal
	How would you talk to an adult about race & racism	Small group and large group How would you explain handout
	Homework – Talk to another adult about what you learned about racism	Reflection journal

Lesson	Activities	Preparation, Materials & Handouts
Lesson 7 Parent advocacy and leadership	Welcome	
	Bingo-mingle	Bingo-mingle handout
	Routes to influence the education system	Share your Voice handout How does a Teacher get Hired? Examples of Parent Leadership and Advocacy handout Small and large group
	Advocating for your needs	Partner discussion Role play Whole group
	Homework	Make plans to connect with parents who seek the same changes you do

LESSON 1: COMMUNICATION PART 1

Purpose:

To provide participants with the opportunity to discuss and develop strategies for communicating with schools to support their children's education.

Learning Objectives:

- Identify key individuals and existing opportunities within your school and district for communication about your children's education.
- Develop a shared understanding of effective, *two-way* communication and brainstorm new opportunities to build partnerships with educators.
- Learn and practice multiple communication strategies to more effectively communicate with teachers, principals, and other educators.

Materials:

- PowerPoint slides
- Handouts
 - » Group agreements
 - » Reflection journal
 - » Get to Know You Grid
 - » School Staff Responsibilities
- Whiteboard, chalkboard, or flip chart paper and markers

Before you Begin:

- This lesson is approximately 90 minutes long
- There are two parts to the communication lesson; lesson objectives will be covered over the course of the two lessons
- PowerPoint slides are in the lesson where they should be shown
- Scripting for the facilitators is underlined and in italics
- Arrange the room so parents can talk to partners or in small groups
- Set up a projector, flip chart paper, and/or document camera
- Greet participants as they come in

Agenda

Topic/Focus	Activities	Time
1. Welcome	Group gathering and meeting	10 min
2. Introduce the curriculum	Develop group agreements together Review the reflection journal	20 min
3. Ice breaker	Get to Know You Grid: Identifying other parents' and families' experiences with school communication	15 min.
4. Communicating with the school and barriers to communication	List ways parents and families communicate with schools and schools communicate with parents Which forms of communication are most effective for you? What barriers prevent you from receiving information from or communicating with the school?	20 min
5. Identify solutions to communication issues	Brainstorm strategies for removing communication barriers.	15 min.
6. Closing/Evaluation	Homework: (1) Read the introduction to the curriculum; (2) think about a situation where you're having difficulty communicating with the school	10 min.

1) Welcome:

- a. **Say:** Hello everyone and welcome to the meeting. My name is . . . I am a parent and my child goes to . . . I will be your facilitator for our time together. Before we get started let's go over some logistics. We are going to be together for about 90 minutes. The bathrooms are located. . . Let's have everyone introduce themselves. Tell us your name and a bit about your children such as their ages or where they go to school.
- b. Indicate the "Parking Lot" as a large sheet of paper on the wall where issues, questions, ideas, or concerns that are outside the focus of the lesson can be added so they can be addressed in another lesson. Our next housekeeping item is this big piece of paper called the "Parking Lot." We will use it to keep track of questions and comments that may come up. So, anytime throughout the evening, if you hear or see something that triggers a thought/idea/comment about something outside of "communication strategies," then feel free to note it here. This is a way for us to keep ourselves on schedule and at the same time collect your important questions/concerns/ideas.

2) Introduce the Curriculum

- a. Pass out the Introduction to the Curriculum handout.
- b. **Explain:** These lessons were created by our Design Team of parents, teachers, principals, district leaders, and researchers. We won't read through the entire introduction right now, since you can do that later. The introduction tells the story of how and why the parent curriculum was created. The Design Team worked together to create a set of lessons that would address the interests, priorities, and needs of Kent parents, families, and communities. Too often, other people make all the decisions about what parents and families should know and do. But in this case, parents were in the driver's seat. Perhaps, like you, they didn't want to be talked at or made to feel like they were bad parents if they didn't do exactly what the school wanted all the time. They wanted to feel that their understanding of their children was valued and important. They wanted to build relationships with each other and share their experiences, ideas, and resources to help make our schools better. The team came up with a set of Lesson Design Principles that they used in creating the lessons to ensure that other parents could learn what they felt worked best for them. Let's read through these guidelines.
- c. Ask for five volunteers to read one principle each out loud to the group. After reading the principles, ask parents: Did you have any reactions or thoughts about these ideas? Did anything in the list seem like a way you might like to learn new things to help your child/children succeed?
- d. **Explain:** As you can see, we are embarking on important work. This means, in part, becoming a group that can support each other and stay in touch. We would like to do that by having a contact information sheet. We are going to work together to create an environment in which the Lesson Design Principles can become a reality. The lessons have activities and homework as well as individual, partner, small-, and large-group work and a reflection journal.
- e. Pass out the Reflection Journal and explain: The reflection journal is for every participant to bring to each lesson. The journal will be used for certain activities in every lesson and can also be used as a personal reflection journal about their experiences. We will be using this a lot. Remember to bring this with you every time.
- f. Before we get started with today's lesson, we need to take some time to establish some group agreements for our time together. These agreements will help us create the expectations for how our meetings together will work.
- g. You can revisit the agreements at the beginning of each lesson or periodically whenever you deem necessary.
- h. **Explain:** If this lesson really worked for you, what would we all agree to do here? Here's some examples of group agreements. What else would you like to see on the list?
- i. Record the responses so you can keep them for later.



SLIDE

Group Agreements

Communication 1

- We will ensure that everyone who wants to speak can speak
- We will provide a safe space for the expression of thoughts, ideas, and concerns
- We will support our facilitator's efforts to moderate discussions
- We will speak respectfully to each other

Introduce the communication lesson

- j. Go over the purpose and learning objectives for today's lesson on communication. Explain: *The communication lesson is divided into two parts. We will do the first part tonight and part 2 the next time we meet. Here is what we will cover.*



SLIDE

Communication

Communication 1

Purpose: To provide participants with the opportunity and the resources needed to discuss strategies for communicating with schools to ensure their children's success.

Learning Objectives:

1. Identify key individuals and existing opportunities within your school and district for communication about your child's education.
2. Develop a shared understanding of effective, two-way communication and brainstorm new opportunities to build partnerships with educators.
3. Learn and practice multiple strategies to more effectively communicate with teachers, principals, and other parents.

3) Ice Breaker: Get to Know You Grid

- a. Explain: *This activity will help us get to know each other better and identify the range of experiences we already have with our children's school.*
- b. Pass out the Get to Know You Grid handout.
- c. Explain: *The goal is to try to place as many names as possible in each square of the grid, matching people with experiences they have had with the school. Take your grid and something to write with while you mingle about the room. Introduce yourself to someone and ask if he/she has experienced any of the situations on the grid. If so, write that person's name in the box and then move on to another individual. Keep going until the grid is full, or you have run out of individuals.*
- d. Bring the group back together and explain: *This activity was designed to highlight the variety of knowledge and experiences that already exist in the room.*
- e. Invite the group to share: *What did you discover about each other through this experience?*
- f. Share the takeaway from the activity: *We all have skills, knowledge and experiences we can share to support the daily success and well-being of our children. We can be resources for each other.*

4) Communicating with the school and barriers to communication

- a. Explain: Now we'll do an activity focused on communication between families and schools.
- b. Pass out the list of School Staff Responsibilities handout. Explain: First let's begin by identifying the responsibilities of staff at school. Take a few minutes to read this handout. You can use this form to get contact information for school staff. Each school has contact information on its school website. If you already have contact information fill it in now and share it with us.
- c. Explain: We are going to do an activity to help us identify the ways we communicate with the school and the ways the school communicates with us, parents and families!
- d. Explain: We will break into two groups. Each group will have a piece of flip chart paper and divide it into two sections or columns, one section for how we communicate with the school and the other for how the school communicates with us.
- e. Reconvene the groups and ask each group to post and share their list of ways in which communication occurs between the school and parents.
- f. Ask participants to look at both lists and think about three questions. Write your responses in your reflection journal:
 - i. Which forms of communication are most effective for you?
 - ii. What is frustrating or NOT working in the way your school or school district communicates with you?
 - iii. What are some of the barriers to communication?
- g. Bring the group back together for a whole-group discussion. Ask the group to share what communication works for them, what is not working, and what the barriers are. Use three pieces of flip chart paper to record 1) what's working, 2) what's not working, and 3) barriers, and record the responses on the flip chart. Place stars next to ideas that are repeated.

5) Identify solutions to communication issues

- a. Explain: Now let's focus on finding solutions to some of those barriers to communication. Let's break into small groups, Pick one of the communication barriers listed and brainstorm strategies for improvement. Think about what can be done to remove the barriers to communication.
- b. Bring the group back together and ask them to share their solutions to the barriers. Record the responses on a flip chart. Label the flip chart "solutions to barriers." We will talk about effective communication strategies when we do a role play in the next lesson, so hold on to this list. Take the list, type it up at home, and bring it to the next facilitator training to share with the parent academy coordinator, so that it can be shared with staff at the school. Schools often want parents' perspectives, so take advantage of this opportunity and share the list.

6) Closing & homework

- a. Homework: Explain: You have two homework assignments between now and the next time we meet. One is to read the introduction to the curriculum. The other is to think of an example of a situation in which you are having difficulty communicating with the school, or are not sure how to go about it, or you tried but were not happy with the result. If you don't have an example of your own, please talk with a friend or neighbor. You don't need to write the example down, just bring the idea to our next class. We will use these examples the next time we meet.
- b. Explain: This concludes part 1 of the Communicating with the Schools Lesson. Thank you for your participation and time. If they have other questions or concerns, please encourage them to put them on the "parking lot" butcher paper sheet. Remind them about the time and date of the next meeting and to bring their reflection journals.



FAMILIES IN THE DRIVER'S SEAT: PARENT-DRIVEN LESSONS AND GUIDELINES FOR COLLECTIVE ENGAGEMENT

A Road Map Parent/Family Engagement Curriculum

Created through a partnership between:

The Equitable Parent-School Collaboration Research Project
(University of Washington)

The Road Map Project (Community Center for Education Results)

Kent School District parents, teachers, principals, and district leaders

The Bill & Melinda Gates Foundation.

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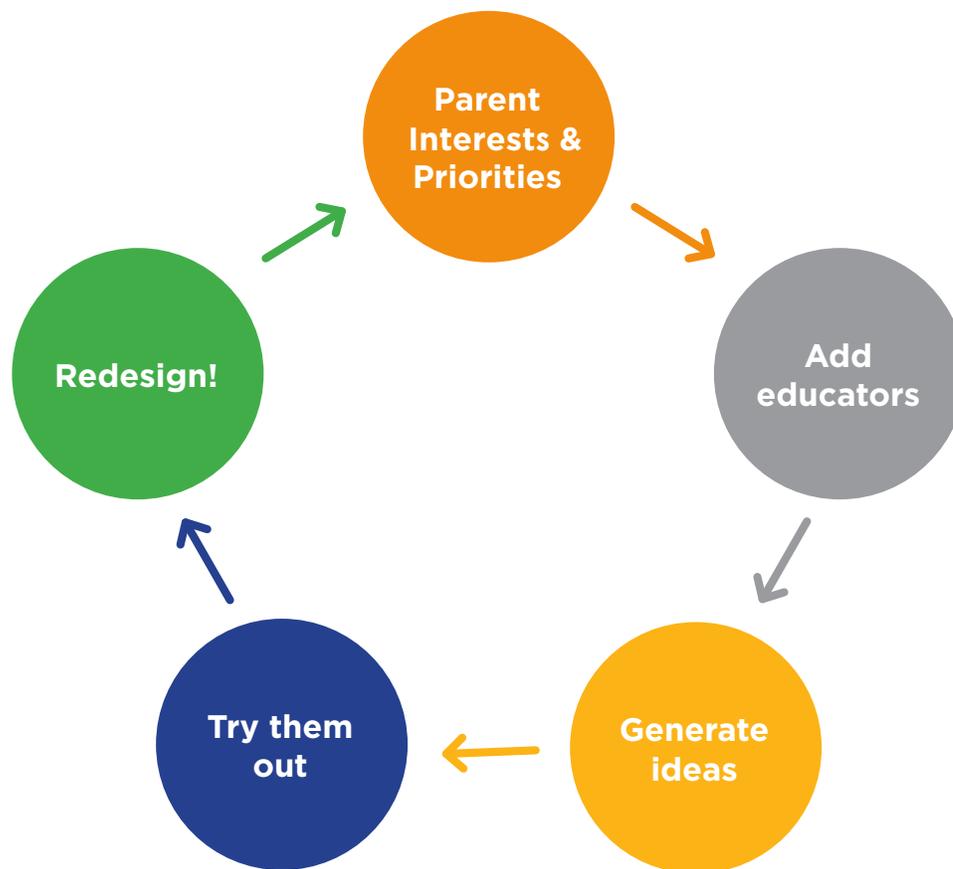
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Summary of the 2014 UW-Kent Curriculum Design Team & Process



Context: In partnership with the Bill & Melinda Gates Foundation and the Road Map Project, the Equitable Parent–School Collaboration Research Project at the University of Washington worked with Kent School District and other Road Map partners from 2012–2014 to understand and support efforts to build authentic parent and family engagement to improve student outcomes and success.

Rationale: Based on the 2012-2013 case study findings, Kent School District’s parent academy built a foundation for robust parent engagement efforts, but the curriculum originally used in the program was developed 25 years ago in Southern California and could not be shared across the region.

Purpose: The Kent Design Team—comprising parents, teachers, principals, district leaders, and researchers—met intensively during the winter, spring and summer of 2014 to:

- 1) Create a culturally responsive, asset-based *curriculum* driven by the interests, priorities, and needs of Kent parents, families, and communities that can be adapted to and shared across the region.
- 2) Evolve a set of *design principles* to guide parent engagement efforts that enable parents to become fellow educational leaders in improving our schools.
- 3) Develop a *model* to build capacity and relationships between parents and educators to collaborate on joint work to improve the educational system.

A provocative question: Ultimately, the PROCESS positioned parents as experts and agents in their own learning and in the collective work of school improvement. It poses a provocative question with implications that go far beyond this curriculum: *How might we be engaging the students, families, and communities most affected by educational inequities as fellow educational designers and leaders in improving our schools?*

PARENTS IN THE DRIVERS' SEAT: THE DESIGN TEAM PROCESS

Families as Critical in Education

Decades of research suggest that strong parent–family–school relations are critical to student success (Epstein, 1995; Jeynes, 2005; 2007). When parents¹ and staff work together to support student learning, students earn higher grades, score higher on achievement tests, adapt better to school, attend more regularly, earn more credits, have better social skills, and are more likely to graduate and go on to higher education (Henderson & Mapp, 2002). Another landmark study found that low-performing elementary schools with strong parent–community ties were “ten times more likely to improve in math and four times more likely to improve in reading than schools weak on this measure” (Bryk et al., 2010).

Yet traditional parent involvement and education efforts often seek to “fix parents” by giving them information and getting them to change their behaviors to better accommodate the school’s agenda and educators’ expectations. When educators and policymakers talk about “hard-to-reach” parents, they often overlook how power, race, culture, class and language shape inequitable contexts for engagement (Hong & Mapp, 2010). The typical approaches to involving parents through PTA meetings, parent-teacher conferences, and open houses often backfire. The very parents we hope to engage more deeply in education often perceive a disregard for their experiences of school, their understanding of their own children, and the contributions and perspectives they bring to the work of improving education. The unintentional message that parents have nothing to contribute can actually deter marginalized parents from engaging with the school. As one design team parent explained:

I went to the parent nights and stuff for the first year, then afterwards I just walked away because . . . you’re getting talked at, and you’re just there with your family. [You] can’t talk to anybody else. . . . I haven’t gone too much this year because I had other activities.

We understand how this negative cycle happens, but how do we get out of it? How do we move beyond our tired checklist of events and “best practices” to “next practices” (Hargreaves & Fullan, 2012) that can begin to reshape possibilities for parents, families, educators, and schools to work together towards a more equitable educational system for every student?

Exploring a “Next Practice” in Collective Family Engagement

In sharing this curriculum, we want to emphasize the *process* of creating it. Instead of asking educators what parents need to know in order to better support the school’s agenda, we asked parents *themselves* what they wanted to know and how they wanted to learn it. The design process started from the premise that parents and families were the experts on their own learning needs, priorities, children, cultures and communities’ best interests. Although schools sometimes ask for parent “input” or “feedback,” they often impose an agenda that limits the powerful experiences, ideas, and solutions that parents and families bring to the table. Research suggests that when parents and families participate in education collectively, they can shape their own agenda and communicate with schools not as isolated individuals but as powerful actors (Lawson & Alameda-Lawson, 2012; Warren, Hong, Rubin, & Uy 2009). The design process created the space for parents to enact this collective engagement as they envisioned and defined *together* what and how they wanted to learn, as one parent shared:

This has been an empowering experience. I had the opportunity to go out into the community and started a conversation with other parents, to get feedback on issues and concerns that parents faced, it allowed me to see how important it was for parents to have a platform to network with other parents, to build relationships, offer support and resources.

¹ We use the term “parents” broadly to include all types of biological and non-biological parents, families, and primary caregivers who support a child.

As a result of this opportunity for parents to build relationships and share concerns and resources, a principal from the design team explained how she saw the dynamics between parents and educators change over the course of the design team process:

I think in the first meeting when [the parents] first walked in, there was this perception that the educators are in charge and we're here to be told what to do. That power differential has shifted now to more of an equal footing.

The Design Team taught us that there is power in bringing together parents, families, teachers, and formal leaders together to build relationships and capacity. When schools undertake equitable collaboration with parents and families not only do individual students do better, but also our schools and systems begin to transform and become more responsive, more evidence-focused, and more capable of providing high-quality learning environments for every student.

Principals and Teachers as Key Players in the Process

Research suggests that the success of family engagement models often hinges on the meaningful and substantive engagement of teachers and principals. Some principals see parents talking and working together as a threat to their power and control, and they take a compliance approach to “checking off” various parent involvement activities (Auerbach, 2010; Crow, 1998; Olivos, 2006). Other principals perceive collective family engagement as a resource for their leadership and as an opportunity for professional growth as well as shared responsibility and decision-making in the core work of school improvement (Ishimaru, 2013; Khalifa, 2012). Likewise, some teachers see family engagement as an added “burden.” In contrast, teachers who seek to collaborate with families are deeply committed to knowing their students and improving their teaching practice to support their learning. Their relationships with families are a source of professional learning that enable them to better support their students. A design team teacher shared:

My respect and understanding of families were greatly enhanced by my participation in the design process. I think that the greatest learning for me was that educators are great at thinking about what we want parents to know and do, but parents also have ideas about what they would like the school to be doing. If we only have the educators and legislators voices then we can't fully meet the needs of all students.

Design Process

In summarizing the design process, we emphasize the foundation of relationships between parents and the role of facilitators in building an agenda around parents' common interests².

Phase I: Parent Interests & Priorities. Parents built relationships, shared their experiences and concerns, and identified common issues and priorities to determine lesson topics.

Phase II: Parent–Educator Joint Work. Educators joined the process to workshop priorities and continue lesson development. Using data from the meetings, researchers drafted an initial lesson, and Design Team members provided feedback for a next iteration.

Phase III: Lesson Pilot. The Design Team first tried out parts of the revised bullying lesson with each other to test it out. Then, Design Team parents facilitated the lesson in their native languages (English, Spanish, and Vietnamese) with new parents who also gave feedback to help the team refine the lesson.

Phase IV: Refinement & Adaptation. Design Team teachers used the data from our team meetings and the design principles to draft the additional lessons, and the research team refined and finalized them, referencing the data to reflect the priorities and ideas of the Design Team.

² As part of the community-based design research (CBDR) project (Bang et al., 2010), the UW researchers played a facilitative role along with district leadership, including collecting and analyzing data from each design meeting to inform next steps and iterations of the lessons. For more information about the CBDR project, contact the Principal Investigators.

A New Curriculum for a Train-the-Trainer Model

The lessons designed by the team are entirely new and *not* an adaptation of any existing curriculum. The curriculum was designed to be part of a train-the-trainer model, like the Kent School District's Parent Academy for Student Achievement³, which is based on the Parent Institute for Quality Education's⁴ model (and is similar to many other train-the-trainer parent models, such as MALDEF's Parent-School Partnership Program⁵, Abriendo Puertas,⁶ and Salem-Keizer Coalition's Parent Organizing Project⁷). Such models intentionally work to build and scaffold parent leadership (Bolivar & Chrispeels, 2010). Parent leaders recruit other parents to attend the lessons, and parents and community leaders facilitate the lessons (with the coaching of trainers). Some of the participants go on to become facilitators themselves or even trainers. This curriculum was developed with the intention that parent, family, and community leaders would be the facilitators, not classroom teachers or other formal educators. In our previous research, *parent facilitators were seen as critical to the success of the model*.

Some of the examples and context of this curriculum are specific to the Kent School District, and the lessons will need to be adapted to the priorities, communities, and context of your district or community. As you adapt, *we strongly recommend you use the design principles as a central guide* – in doing so, the adaptations can remain true to the intent of the design team who created them. We look forward to their continued evolution and adaptation.

Out into the world

These lessons are only a starting place for engaging parents/families with schools but the *process* through which they were developed could be used in any domain as a strategy for building more equitable family-school collaboration. Collaborating with marginalized parents and families as fellow educational designers and leaders challenges many of the ways educators are accustomed to working. But the insights, perspectives and contributions that result are invaluable and, indeed, essential if we are serious about creating more equitable schools and educational systems.

3 Kent School District's PASA <http://www.kent.k12.wa.us/pasa>

4 Parent Institute for Quality Education <http://piqe.org/>

5 Mexican American Legal Defense and Education Fund <http://www.maldef.org/leadership/programs/psp/>

6 Abriendo Puertas/Opening Doors: <http://ap-od.org/training>

7 Salem-Keizer Coalition for Equality: <http://skcequality.org/2014/10/educa-e-inspira-educate-inspire-2014/>

LESSON DESIGN PRINCIPLES

Five guiding principles shape the parent lessons. These principles emerged through an iterative process with the Design Team that prioritized the essentials that must be included in a lesson designed to increase parents' capacity to leverage their school, community, and interpersonal relationships to collectively address students' academic and social needs.

Lessons should enable parents and family members to:

1) **Build relationships with other parents/family members**

Lesson activities should provide meaningful opportunities for family members to meet, make connections with one another, sharing their hopes and dreams for their children, families, and community, and their common concerns or struggles. These relationships and trust are foundational for the other principles.

2) **Share their experiences, ideas, resources, concerns, and priorities with each other**

Lessons should provide opportunities for parents and family members to share personal experiences with issues in their children's education in order to learn from each other and to tap into their own collective knowledge and expertise. Through the sharing of these experiences, parents can exchange ideas, solutions, and resources with each other, create an ongoing network, and begin to work towards identifying and prioritizing common problems that should be addressed.

3) **Interact, collaborate, and reflect with one another to develop new or alternative understandings**

Through interactive activities such as skits, games, dialogue, and opportunities for collective reflection, parents/family members can develop new shared understandings of issues that affect their children's school life.

4) **Foster student success beyond academic achievement**

Parents and families want their children to succeed academically, yet academic achievement is but one part of a more holistic approach to their children's learning, development, and education. Lessons should enable parents and family members to engage with topics that they feel are relevant to the success of their children in the broadest sense.

5) **Develop capacity to take action to support their children and work with other parents to improve the school**

Beyond simply providing information, lessons should enable parents and family members to develop and practice skills and strategies they can use to create change. Although equitable transformation requires educators and schools to change as well, ultimately parents and families should feel they have the knowledge and capacity not only to support their children but also to influence decisions at their school.

Group Agreements Handout

- We will listen to each other and not interrupt
- We will make sure everyone who wants to speak has the opportunity to speak
- We will make sure this is a safe space for expressing thoughts, ideas, and concerns
- We will support our facilitator's efforts to moderate discussions
- We will speak respectfully to each other

Participant Reflection Journal

Bring this journal to each lesson as it will be used for activities and can be used for your own personal reflections about the experiences or note-taking.

Reflection Journal

Get to Know You Grid

Find a person in your group who has done one of the items on your grid
and write his or her name in the box.

I have been to a School Board meeting	I share stories with my children about their cultural heritage	I have updated my phone and address information at the school office	I have asked for help when my child was having trouble with homework
I have had a goal-setting conference with my child's teacher	I have spoken to my child's math teacher	I have gone to a music performance at my child's school	I know my child attends English Language (ELL) class at school
I have met with the Principal to solve a problem	I know who the superintendent is	I have talked to the school about a problem on the playground	I have helped in my child's classroom
I take my child to the library	I have talked with the school counselor	I have gone to a Math or Reading Night at my child's school	I have talked with another parent in my child's classroom

School Staff Responsibilities

School Office Staff

Phone number _____

E-mail _____

Parents should contact school office staff to:

- Let them know a child is absent, late, or needs to leave early
- To find out about scheduling issues
- To submit paperwork
- To get general information about the school

Teacher, ELL Teacher, Instructional Aides

Phone number _____

E-mail _____

Parents should contact the teacher about:

- Any need or concern regarding a child's well-being at school and academic progress
- Really, any concerns, questions or suggestions!

Counselor

Phone number _____

E-mail _____

Parents should contact the counselor about:

- Emotional/social/academic needs of children
- Family issues at home such as divorce/death/abuse
- Community resources
- Parenting advice/classes

Special Education/Integrated Programs (IP)

Phone number _____

E-mail _____

Parents can contact the IP teacher when they have a question about:

- The special education program as a whole
- Questions about a child's IEP
- Questions about how to get a child SPED services if they feel it is needed

Principal

Phone number _____

E-mail _____

Parents can contact the principal about:

- Safety concerns for a child, especially if parents feel a child is being harassed, intimidated or bullied
- Questions about any school procedures
- Having spoken with a teacher regarding an issue in class and still needing assistance to resolve the issue
- Really, any concerns, questions or suggestions!

*Call the school office staff to set up an appointment to meet with the Principal.

School Nurse

Phone number _____

E-mail _____

Parents should contact the school nurse:

- If a child needs to have medications at school
- If a child needs other forms of medical treatments while at school (example: the child just had stitches and may need the bandage changed).
- To obtain information about health insurance or other health-related services

LESSON 2: COMMUNICATION PART 2

Purpose:

To provide participants with the opportunity to discuss and develop strategies for communicating with schools to support their children's education.

Learning Objectives:

- Identify key individuals and existing opportunities within your school and district for communication about your children's education.
- Develop a shared understanding of effective, *two-way* communication and brainstorm new opportunities to build partnerships with educators.
- Learn and practice multiple communication strategies to more effectively communicate with teachers, principals, and other educators.

Materials:

- PowerPoint slides
- Index cards, name tags, or print-out of name cards for ice breaker
- Handouts
 - » Who am I? name cards
 - » Building your support network at school
 - » Role play scenario (use actual situations that parents bring to class; if there are none available, use the examples provided).
 - » Role play questions and notes
- Whiteboard, chalkboard, or flip chart paper and markers

Before you Begin:

- This lesson is approximately 90 minutes long
- PowerPoint slides are in the lesson where they should be shown
- Have the name cards for the Who am I? ice breaker prepared
- Scripting for the facilitators is underlined and in italics
- Arrange the room so parents can talk to partners or in small groups
- Set up a projector, flip chart paper, and/or document camera

Agenda

Topic/Focus	Activities	Time
1. Welcome	Group gathering and meeting	10 min.
2. Ice breaker	Who am I?	10 min
3. Select and role play a communication challenge	Use your homework assignment to role play a communication challenge	30 min
4. Reflect On & Identify Effective Communication Strategies	Facilitator leads a whole-group discussion to help participants identify which strategies work best for them.	15 min.
5. Building your support network	Identify staff in the school building who can support your children	15 min.
6. Closing/Evaluation	Share one communication strategy that you have learned.	10 min.

1) Welcome:

- a. Welcome everyone back and thank them for coming. Introduce yourself. Ask everyone to introduce themselves to each other and share the ages of their children. Explain: *Welcome back, everyone. Why don't we start with a round of introductions? If you could, please say your name and the age(s) of your child/children.*
- b. If need be, go over logistics (e.g., where the bathrooms are, what time we'll be done, etc.).
- c. Indicate the "Parking Lot" as a large sheet of paper on the wall where issues, questions, ideas, or concerns that are outside the focus of the lesson can be added so they can be addressed in another lesson. *Our next housekeeping item is this big piece of paper called the "Parking Lot." We will use it to keep track of questions and comments that fall outside the focus of the lesson. So, anytime throughout the evening, if you hear or see something that triggers a thought/idea/comment about something outside of "communication strategies," then feel free to note it here. This is a way for us to keep ourselves on schedule and at the same time collect your important questions/concerns/ideas.*
- d. Introduce the theme of the lesson, the overall purpose, and the learning objectives. Explain: *Our lesson for today is Communication part 2. In the first lesson about communication we focused on identifying whom to communicate with and the various ways communication happens between families and schools. We also focused on barriers to communication and, for homework, we asked you to come ready to share a communication challenge you've had with the school. Don't worry if you weren't here last time or forgot—we have planned for that possibility. Today we'll do part 2 of the communication lesson on how to communicate effectively with staff in your children's school.*


SLIDE

Communication

Communication 2

Purpose: To provide participants with the opportunity and the resources needed to discuss strategies for communicating with schools to ensure their children's success.

Learning Objectives:

1. Identify key individuals and existing opportunities within your school and district for communication about your child's education.
2. Develop a shared understanding of effective, two-way communication and brainstorm new opportunities to build partnerships with educators.
3. Learn and practice multiple strategies to more effectively communicate with teachers, principals, and other parents.

2) Ice breaker – Who am I?

- a. In this ice breaker the participants will each be given a card or name tag with a name or occupation on it from the Who am I? name card handout. Before the meeting begins, cut out the name cards and provide tape to place them on participant's backs or name tag stickers with the names written on them.
- b. When you're ready to begin, explain: *Let's do an ice breaker to practice our communication skills. Each person will pick up a name card. Don't show it to anyone. Take the name card you picked up and place it on someone's back. Then each person will take turns asking questions to find out who they are. Examples of questions are: Am I a political figure, do I play sports, am I a man, am I woman, am I young, am I old, am I fictional, am I on TV? etc. Keep asking questions until you guess who you are.*
- c. Once everyone has guessed who they are or 10 minutes have passed, wrap it up and move on to the next activity. Explain: *I hope you enjoyed that activity and you are ready to move on to the next activity about your homework assignment.*

3) Select and role play a communication challenge

- a. Explain: The last time we were together your homework was to think of a communication challenge you've had with the school. Please form small groups of three and take a few minutes to share your example with the group. Do not try to solve the situation at this time. Before we do any practice or problem solving, we want to identify the scenarios that everyone has brought in.

[Note: For homework participants who were asked to bring in communication scenarios from their own experiences or those of someone they know. We want the focus to be on the situations the parents bring in. If they don't bring any examples, we have created a back-up scenario.]

- b. Participants share in small groups.
- c. Explain: Next, we will do a role play using one of the scenarios that was shared. In the same groups of three you will role play and practice communication between parents and school staff. One person will play the parent, one will play the school staff member—teacher, administrator or other staff—and one will be an observer to give feedback. Please take a minute and talk among yourselves to decide your roles.
- d. After one minute, show the slide of the discussion questions for the role play scenarios. Explain: After the role play, use these three questions to discuss and reflect on what happened.
- e. If time allows, repeat the process with another example and have groups change roles.

4) Reflect On & Identify Effective Communication Strategies

- a. Facilitator leads a whole-group discussion to help participants identify which strategies would work best for them. Individuals note these strategies in their reflection journals.


SLIDE

Communication Challenge Role Play Discussion Questions

Communication 2

1. Why has communication between the parent/family member and the school been ineffective?
2. What could the parent/family member do to improve communication?
3. What could the teacher/administrator do?

- b. Explain: Now that you have had a chance to role play these examples of communication challenges, let's share some of these strategies that you thought were most useful such as asking a clarifying question. You can use your reflection journal to take notes. It will be helpful to take notes on these communication strategies. I will be keeping notes on the flip chart paper and will share these with the school.
- c. Facilitator calls on each trio to share with the whole group what communication strategies were tried and what communication strategies they used.
- d. Record the responses on flip chart paper. Label it "communication strategies." Put a star next to repeated strategies.
- e. Discussion questions:
 - i. What was effective about the communication?
 - ii. What could the parent do to improve communication?
 - iii. What could the school representative (Admin/Teacher) do to improve communication?
 - iv. What would the benefit of better communication be to the student?
 - v. What would the parent/family member and school representative need to know in order to improve communication?

5) Building your support network at school

- a. Transition into the next activity by telling the whole group: This activity will help us make a connection to the previous lesson in which we identified whom to communicate with in the school and suggested some solutions to communication barriers. Let's think about how the school staff can be a part of your support network and how you can communicate with them.
- b. Pass out the Building Your Support Network at School handout.
- c. Explain: Everyone find a partner and work through the handout. The handout lists various types of school staff. Think about how they can support you and your children based on their role. How will you reach out to them?
- d. Bring the group back together for the closing.

6) Closing/Evaluation

- a. Ask: Now that we have come to the end of the lesson I would like everyone to share one effective communication strategy they will try.
- b. If they have other questions or concerns, please encourage them to put them on the "parking lot" butcher paper sheet.
- c. Thank everyone for their participation and time.

Who am I? Name Cards

Barack Obama	Michelle Obama
Spiderman	Chef
Pete Carroll or Russell Wilson (someone on the Seahawks)	Teacher
Mickey Mouse	Firefighter
Superman	Doctor
Hairdresser	Pilot
Photographer	Dancer, for example a ballerina
Michael Jackson	Police officer

Back-up Scenario

Communication Scenario

Farhan's 5th grade son just brought home his first report card of the year. He is surprised to see that his son is not doing well in math and reading. Farhan and his wife work outside the home and have three younger children to care for. They were unable to come to the parent-teacher conference during the fall because of work and family responsibilities. Their son's teacher, Mrs. Rodgers, called about their son's behavior two times at the start of the school year, but they had not heard anything recently and thought everything was fine. English is not Farhan's first language so he and his wife have trouble understanding Mrs. Rodgers on the phone. Farhan has not been able to go to the school to speak with Mrs. Rodgers about his son because he must go to work during the day.

Building your Support Network at School	
School Staff	What support can be provided? What can I communicate about with them?
Classroom Teacher	
Nurse	
Front Office Staff	
Principal	
Counselor	
Food Service Staff	
Specialists: Physical Therapist, Speech, Special Ed.	
School Board Members	
ELL Teacher	
Instructional Aides/ Para-educators	
Other parents	

LESSON 3: ENSURING ACADEMIC SUCCESS

Purpose:

To provide participants with resources and the opportunity to discuss how parents can support their children's academic success.

Learning Objectives:

- Understand what your children should know and be able to do to be academically successful.
- Understand how students are being assessed and how to interpret the results.
- Generate a list of questions to ask teachers about your own children's academic progress.
- Set a personal learning goal to model goal-setting and planning for your children.
- Work with other parents to identify academic resources and opportunities to support every child.

Materials:

- PowerPoint slides
- Handouts
 - » Definitions of academic success
 - » PTA Quote and questions
 - » Kent School District Report Card
 - » Bicycle Analogy for SBRS 1–4 scoring
 - » Goal-Setting Handout
 - » Parent handout with Common Core State Standard links and College Readiness diagram
- Whiteboard, chalkboard, or flip chart paper and markers

Before you Begin:

- This lesson is approximately 90 minutes long
- PowerPoint slides are in the lesson where they should be shown
- Scripting for the facilitators is underlined and in italics
- Arrange the room so parents can talk to partners or in small groups
- Set up a projector, flip chart paper, and/or document camera

Agenda

Topic/Focus	Activities	Time
1. Welcome	Group gathering and meeting	10 min.
2. Defining academic success	Participants will define what it means for a child to be successful from three perspectives: parents and families, the school, and a collective definition of academic success.	15 min.
3. Understanding academic standards	Parents will become familiar with the Common Core State Standards and are shown how to find more information about them.	15 min.
4. Knowing how your child is doing academically	How do parents know when a child is doing something well at home using the 1–4 scale? Explain how teachers assess how students are doing in the classroom.	15 min
5. Goal setting	Parents and families will use the Goal-Setting Handout to set a personal learning goal to model for a child how to plan and set a goal.	20 min
6. Networking	Parents and families will identify resources and opportunities they use to academically support a child.	10 min
7. Closing/Evaluation	Homework: Setting goals with a child	5 min.

1) Welcome

- a. Welcome everyone back and thank them for coming. Introduce yourself. Ask everyone to introduce themselves to each other and share the ages of their children. Explain: *Welcome back everyone. Why don't we start by with a round of introductions? If you could, please say your name and the age(s) of your child/children.*
- b. If need be, review logistics for the evening (restroom location, end time, etc.)
- c. Introduce the theme of this week's lesson, the overall purpose, and the learning objectives using the slide.
- d. Indicate the "Parking Lot" as a large sheet of paper on the wall where issues, questions, ideas, or concerns that are outside the focus of the lesson can be added so they can be addressed in another lesson. *Our next housekeeping item is this big piece of paper called the "Parking Lot." We will use it to keep track of questions and comments that fall outside the focus of the lesson. So, anytime throughout the evening, if you hear or see something that triggers a thought/idea/comment about something outside of "ensuring academic success," feel free to note it here. This is a way for us to keep ourselves on schedule and at the same time collect your important questions/concerns/ideas.*
- e. Introduce the theme of the lesson, the overall purpose, and the learning objectives. Explain: *Our lesson for today is to provide resources and a space for discussion to support your children's academic success. Let's read through the lesson objectives on the slide.*

 SLIDE

Ensuring Academic Success

Ensuring Academic Success

Purpose: To provide participants with resources and the opportunity to discuss how parents can support their children's academic success.

Lesson Objectives:

1. Understand what your children should know and be able to do to be academically successful.
2. Understand how students are being assessed and how to interpret the results.
3. Generate a list of questions to ask teachers about your own children's academic progress.
4. Set a personal learning goal to model goal-setting and planning for your child.
5. Work with other parents to identify academic resources and opportunities to support every child.

2) Defining Academic Success

- a. Explain: *A big part of ensuring academic success is figuring out how you define academic success. Academic success may not mean the same thing to everyone.*
- b. Pass out the Definitions of Academic Success handout.
- c. Explain: *Take about five minutes to fill out the first box on this handout to describe what would it look like if a child was academically successful.*
- d. Bring the group back together and say: *Now that you have defined what academic success means to you, let's have a discussion about what academic success means for teachers and schools. As we have this discussion, take notes in the next box about the school's definition of academic success.*
- e. Record participants' responses on the flip chart.
- f. Explain: *Let's think for a moment about what success might look like for all of our children, not just my children or the school's definition. What would a shared definition of academic success be? Describe what it would look like if all kids were successful. Let's discuss this and you can take notes about what you hear on the handout. A collective definition of academic success can give us something to work towards as a group. List the characteristics of academic success. Let's take notice of the ones that apply to all children.*
- g. Record participants' responses on the flip chart. Keep track of the ones that apply to all children. Those will be pieces of a collective definition of academic success.
- h. Share the takeaway from the activity: *We must be clear about what we think academic success is in order to lead and support our children.*

3) Understanding Academic Standards

- a. Transition into the next activity by telling the whole group: In education today, success in our schools is often defined as meeting academic standards set for each specific grade level.
- b. Ask: What do you know about the Common Core State Standards? Please turn and discuss with a neighbor what you already know about these standards.
- c. Explain: The standards are guidelines for what students should know about certain subjects by the end of their grade level. The Common Core standards are new standards for English Language Arts and Math that many states all over the country have adopted. They are helpful because they create the same expectations for what students in different states should be able to do by a certain grade. For example, a 3rd grader in Indiana now is expected to know what a 3rd grader in California knows. Also, because they are new, teachers and parents are getting used to them.
- d. Show slide with an example from the Common Core and keep that slide up while you ask the next questions.
- e. Explain: Here are some questions you could ask about academic standards. What questions do you have? Let's add them to the list. Read the questions off one by one while the slide with the Common Core Standards stays up.
 - i. How do teachers use the standards?
 - ii. How do I know if a child is meeting the standards?
 - iii. How can I keep track of this?
 - iv. Does the idea of setting standards fit with our collective definition of academic success? Why or why not?
- f. Record responses on flip chart paper. Encourage parents to reach out collectively to teachers and principals to voice the need for knowledge on how to support children academically at home.

SLIDE

Examples of Common Core Standards for Kindergartners in reading

Ensuring Academic Success

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

4) Knowing How Your Child is Doing Academically

- a. Explain: Now we will talk about assessment. Teachers figure out how students in classrooms are doing in a number of ways: through homework, class participation, the answers they give in class, student writing, listening to them read, tests in class, projects, etc. Teachers give students grades based on these things. Also, at the end of the school year, the students will take the state test. In Kent, it is called the SBAC. This test measures how well instruction has been delivered and makes it possible to measure progress across classrooms and schools. Parents usually get the results at the beginning of the next school year.
- b. Now show the report card under the document camera. Explain: Your child's report card shows how they are performing on a 1–4 scale in each of the standards.
- c. Pass out the Bicycle Analogy handout. Explain: This analogy can help explain what proficiency means. On report cards you will see the word “proficiency” to describe when the child has been able to ride the bicycle. This is a word that many teachers and educators use to find out how children are doing.

- d. Explain: There are many ways that students can demonstrate how much they know about something. Let's think for a moment about how you know whether a child is doing something well.
- e. Pass out the Assessing on a 1–4 Scale handout. Allow five minutes for parents to talk with each other and then share.
- f. Record their ideas on a flip chart.
- g. Share the takeaway from the activity: It is important to figure out how to get information from both your children and the teacher.

5) Goal Setting

- a. Explain: Now let's address the importance of setting goals. The purpose of goal-setting conferences is to provide meaningful conversation with students and parents regarding students' academic strengths and to set achievement goals and plans for the current school year. Students in Kent in grades K–6 will set goals in reading, writing and math.
- b. Pass out My Personal Goal certificate. Have parents think of a goal in an area in which they want to improve. They will make a plan that includes WHEN they work on it, WHERE they work on it, and HOW they're going to work on it. They need to assign a time frame for how long it will take to achieve their goals and when/how they are going to check their progress.
- c. Explain: Right now, you will think of a goal in an area that you want to improve in your own life. Think about and write down when you might be able to work on this, where you can work on it, and how you will work on it. Also think about how long it might take for you to achieve this goal. When coming up with this plan, what will be your measure of progress towards achieving this goal? We understand this might take a little more time to think about than the time given right now. For example your goal could be eating more vegetables. You'll work on eating more vegetables at lunch and dinner and plan for it by buying fresh veggies when you're shopping. An example of a measure you might use is having green leafy vegetables at least once a day and a vegetable in at least 5/7 dinners a week.
- d. Ask if anyone is willing to share their goal with the group. Explain: Thanks for sharing. Setting goals can give you something to work toward no matter how big or small it is. It could be fun to set a personal goal together as a family and then also to work with your children in setting their own academic goals in this same way.
- e. Explain: Another goal that is important to consider is college readiness. For those of you with young children you may not have had this conversation yet but you can introduce the idea of college if it is something that is important to you and your family. How might you talk about this as a goal when you discuss your children's academic goals with them?
- f. Show parents the College Readiness Graphic and explain: Take a few minutes to read this graphic. This graphic shows a few things to begin thinking about if college is a future goal, but there are many others. When you are done reading it take five minutes to jot down some notes in your reflection journal about what you might say or what message you want to send your children about college.

6) Networking

- a. Whole-group discussion/explain: Now, it's time for us to focus on how we can collectively ensure that all of our children are ready for college. You just finished thinking about what messages you want to send your children about college. Let's share our knowledge, resources, ideas, and connections to brainstorm about that. These resources could include community members, family members, other parents etc.
- b. Record responses and label the flip chart paper "ideas to get children ready for college." Tell the group that you will share this list with the school.

7) Closing & Evaluation

- a. Thank everyone for their participation and time.
- b. Distribute resource handout to parents with links to sites.
- c. If they have other questions, please encourage them to put them on the “parking lot” butcher paper sheet.
- d. Ask: Think about how you might be able to share with your children’s teachers your feelings and ways that you want your children to be successful.
- e. Explain: For your homework, we would like you to sit with your children using the goal document and come up with a plan for achieving goals that they would like to achieve. After doing this, write down your experience in coming up with this plan with your children and how you and your children felt during this experience. Also think about how you might talk to teachers about your definition of academic success.

Definitions of Academic Success

Your definition of academic success

School's definition of academic success

Collective definition of academic success

STUDENT:
TEACHER:
SCHOOL: **Panther Lake Elementary**



Kent School District #415

Successfully Preparing All Students For Their Futures

	1st	2nd
Excused	0	0
Unexcused	0	0
Tardy	0	0

Tardy includes both late arrivals and early releases

Report of Student Progress
This report communicates student performance in meeting the state and district standards for learning.

- 1 Below Standard (Needs to Develop)
- 2 Approaches Standard (Beginning to Develop)
- 3 Meets Standard (Developing Appropriately)
- 4 Superior Performance at/below Grade Level (Exceeds Expectations)
- N Not Assessed

Class: 1REA03 / 3KR 03-English Language Arts

Teacher:

English Language Arts	1st	2nd
Knows and applies grade level reading foundational skills		
Reads closely and analytically to comprehend a range of increasingly complex literary text		
Reads closely and analytically to comprehend a range of increasingly complex informational text		
Produces effective writing for a range of purposes and audiences		
Engages in research/inquiry to investigate topics and to analyze, integrate, and present information		
Employs effective speaking and listening skills for a range of purposes and audiences		
Uses language, grammar and vocabulary appropriate to the purpose and audience		

Class: 3MAT03 / 3KR 03-Math

Teacher:

Mathematics	1st	2nd
Applies operations and algebraic thinking		
Understands and uses number and operations in base ten		
Understands fractions as numbers		
Solves measurement problems and represents and interprets data		
Reasons with geometric figures		

School Year: **2014-15**

Class: 4HMR03 / 3KR 03-Homeroom

Teacher:

Science	1st	2nd
Analyzes a system in terms of subsystems and functions		
Investigates an answerable question through valid experimental techniques and draws conclusions based on evidence		
Works individually and collaboratively to design and produce a product to solve a problem		
Understands the big ideas of physical, earth, and space and/or life science		

Social Studies

Understands and applies knowledge of civics, economics, geography and history		
Understands and applies reasoning skills to conduct research, deliberate, form and evaluate positions through the processes of reading, writing and communicating		

Health

Acquires the knowledge and skills to maintain a healthy life and evaluates the impact of real-life influences on health		
Recognizes patterns of growth and development, reduces health risks and develops plans for a healthy and safe life		

Visual Arts

Understands and applies arts knowledge and skills. Applies artistic processes and communicates through the arts. Makes connections within and across the arts to other disciplines, life, cultures and work.		
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Technology

Uses technology within content areas to collaborate, communicate, innovate, investigate and solve problems		
Demonstrates a clear understanding of technology systems and operations and practices safe, legal and ethical behavior		

Grade: **03**

Page 1 of 4

STUDENT:
 TEACHER:
 SCHOOL: **Panther Lake Elementary**



Kent School District #415

Successfully Preparing All Students For Their Futures

Excused	1st	2nd
Unexcused		0
Tardy		0

Tardy includes both late arrivals and early releases

Responsible Learner	1st	2nd
Follows school and classroom rules		
Follows directions and works independently		
Participates in class activities		
Demonstrates organizational skills		
Completes assignments in a timely manner		

Class: 5FITT03 / 3KR 03-Fitness
 Teacher:

Fitness (PE)	1st	2nd
Acquires the knowledge and skills to maintain movement and physical fitness for an active life		
Develops fitness plans based on life goals	N	
Participates in PE activities		

Class: 6MUS03 / 3KR 03-Musical Arts
 Teacher:

Musical Arts	1st	2nd
Understands and applies music concepts, skills and knowledge.		
Applies artistic processes and communicates through music.		
Makes connections within and across the arts to other disciplines, life, cultures and work.		
Participates, brings required materials, completes assignments		

School Year: **2014-15**

Grade: **03**

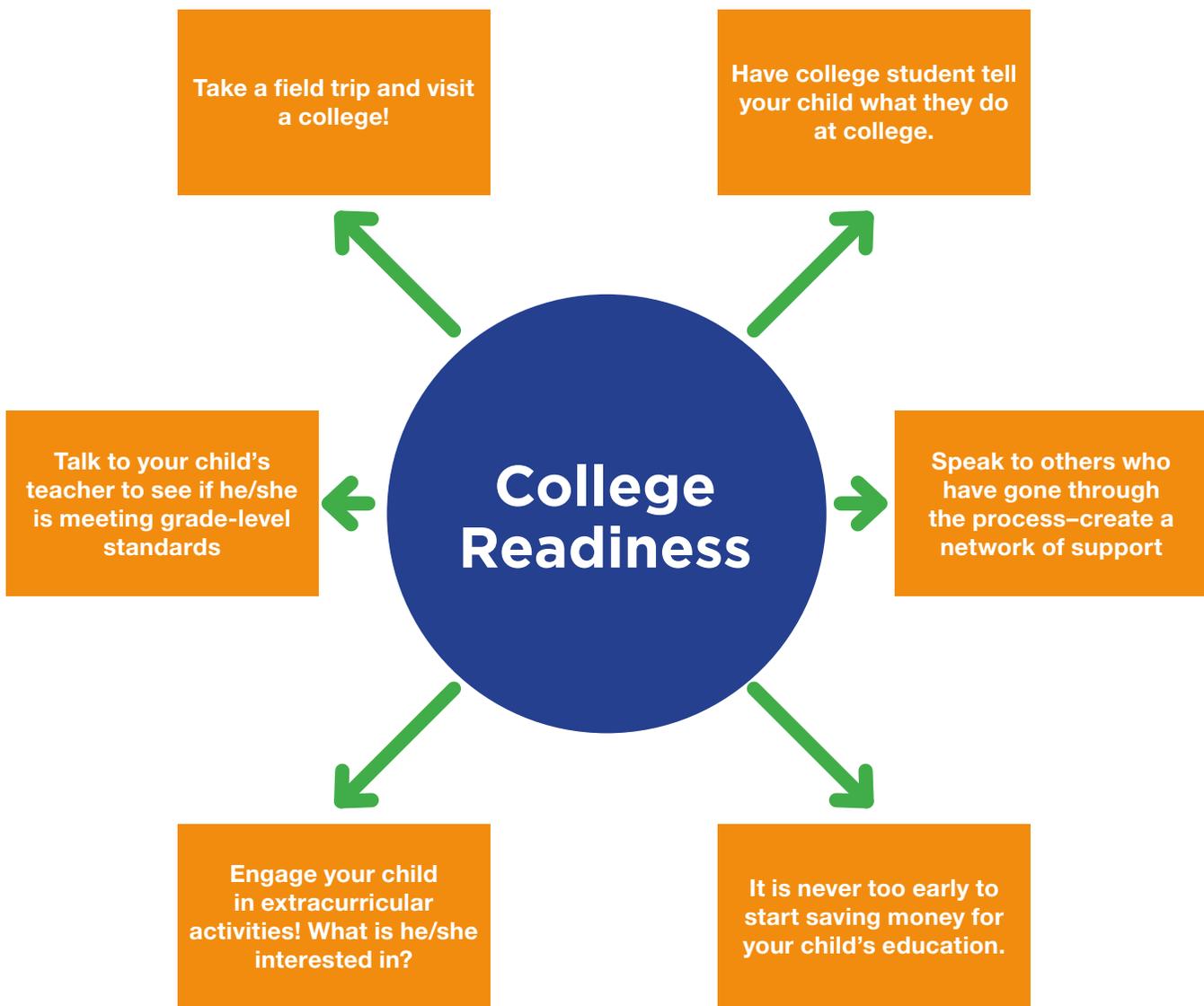
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Bicycle Analogy

<p>4 Advanced Understanding of the Standard</p>	<p>You add your own ideas, perspective, and style into what you do. You are confident and are reaching for the next level of proficiency.</p>	
<p>3 Meets the Standard</p>	<p>You consistently meet the target proficiency level, and you are ready to move on.</p>	
<p>2 Approaches the Standard</p>	<p>You can meet the target proficiency level in familiar tasks and situations.</p> <p>You know what to do to meet the target proficiency level, but you need extra help.</p>	 
<p>1 Does not Meet the Standard</p>	<p>You know what the target proficiency level is, but you are confused and probably frustrated. You need some help to get started.</p> <p>You miss opportunities to demonstrate what you can do because you are often distracted, not participating, or absent.</p>	 

Assessing on a 1–4 Scale

- 1) How do you know when a child is doing something well at home?
- 2) If you had to use a 1–4 scale, how could you tell when children are successful at meeting your expectations (i.e., cleaning their rooms, putting away toys or clothes, setting the table, etc.)?
- 3) What are some things you can tell teachers about your children’s interests, strengths or challenges that can help them learn best?



My Personal Goal

State Your Goal: Choose one habit or skill you would like to improve.

Make A Plan: Choose where you will work on this goal (location) and at what time you will do this work (morning before work, after you eat lunch, before you go to bed).

Assign A Time Frame: How long are you going to work on this goal?

Check Progress: Are you meeting your goal by doing your work when you planned? Are you showing progress toward your goal? Have you met your goal?

Ensuring Academic Success

Parent Resources Handout

Information for the Common Core State Standards

<http://www.k12.wa.us/Page/4844>

<http://www.k12.wa.us/resources/YourChildsProgress.aspx>

Early college readiness information

<http://www2.ed.gov/pubs/GettingReadyCollegeEarly/index/html>

<http://readyssetgrad.org/#parents/ready/preparing-their-education>

LESSON 4: ADDRESSING BULLYING

Purpose:

To provide participants with resources and the opportunity to discuss strategies for working with schools to ensure a safe, respectful, and inclusive school community.

Learning Objectives:

- Learn the definition of bullying and how to recognize it
- Know how to support a child if he/she is being bullied or is bullying another child
- Identify possible strategies for addressing ongoing bullying at the school
- Understand the importance of community responsibility for preventing bullying

Materials:

- PowerPoint slides (available in Spanish)
- Handouts
 - » Role play directions and scenarios (scenarios available in Spanish & Vietnamese)
 - » 10 Tips for Families to Prevent and Address Bullying from OEO, Office of the Education Ombudsman (available in Spanish & Vietnamese)
 - » Copies of the school district's bullying policy (optional)
 - » Social group identities homework
 - » Resource list
- Whiteboard, chalkboard, or flip chart paper and markers

Before you Begin:

- This lesson is approximately 90 minutes long
- Portions of the bullying lesson have been translated into Spanish and Vietnamese
- The PowerPoint slides are in the lesson where they should be shown
- Scripting for the facilitators is underlined and in italics
- Get copies of the school district bullying policy if possible (optional)
- Arrange the room so that it will be easier to work in small groups
- Set up a projector, flip chart paper, and/or document camera

Agenda

Topic/Focus	Activities	Time
1) Welcome	Group gathering and meeting	5 min.
2) Ice Breaker	Human Knot: Group team-building to untie the knot of bullying	10 min.
3) Understanding & recognizing bullying	Role Play: In pairs, act out scenes of interactions and, as a group, use a definition of bullying to identify examples.	25 min.
4) Supporting your child in a bullying situation	Analyze a bullying situation to: Discuss what parents can do to support a child if she/he is being bullied or is accused of bullying. (available in Spanish & Vietnamese)	20 min.
5) Addressing bullying at school	Brainstorm possible strategies for communicating with the school and working to address the issue.	20 min.
6) Closing/Evaluation	Share one thing you learned from the lesson; one thing you want to put into practice soon.	10 min.

1) Welcome

- Welcome everyone and thank them for coming. Do brief introductions if there are new faces in the group.
- If need be, go over logistics (e.g., where the bathrooms are, what time we'll be done, etc.).
- Indicate the "Parking Lot" as a large sheet of paper on the wall where issues, questions, ideas, or concerns that are outside the focus of the lesson can be added so they can be addressed in another lesson.
- Introduce the theme of the lesson, the overall purpose, and the learning objectives using the handout/slides.

The parents who created this curriculum shared a concern about bullying as an important issue to address in schools. This is the purpose of this lesson and what we hope we will learn together today.


SLIDE

Addressing Bullying at Your School

Purpose: To provide participants with resources and the opportunity to discuss strategies for working with schools to ensure a safe, respectful, and inclusive school community

Objectives:

- Learn the definition of bullying and how to recognize it.
- Know how to support a child if he/she is being bullied or is bullying another child
- Identify possible strategies for addressing ongoing bullying at the school
- Understand the importance of community responsibility for preventing bullying

Bullying


SLIDE

Resolviendo el Bullying en Su Escuela

Propósito: Proveer a los participantes con recursos y la oportunidad de conversar sobre estrategias de cómo trabajar con la escuela para garantizar una comunidad escolar segura, respetuosa, e inclusiva.

Objetivos:

- Aprender la definición de acoso o "bullying" y cómo reconocerlo.
- Conocer como ayudar a su hijo/a si él o ella está siendo acosado o está acosando a otro niño/a.
- Identificar posibles estrategias para resolver el problema recurrente del "bullying" en la escuela.
- Comprender la importancia de la responsabilidad de la comunidad en la prevención del acoso o "bullying."

Bullying

2) Ice breaker - Human Knot: <http://www.wikihow.com/Play-the-Human-Knot-Game>

[NOTE: you may have to rearrange the room a bit to create enough space for this activity. Be sure to return it to its original set-up if you move anything.]

- Introduce the warm-up activity: **Bullying is a very complex issue, kind of like a knot, that involves many people. We will do a short activity to get us focused on how we can address bullying together.**
- If the group is larger than 8–10, split them up into smaller groups (too many people in a human knot makes it difficult to untie). As facilitators you will participate in the human knot as well.
- Ask everyone to face each other and stand in a circle, standing shoulder to shoulder.

- d. Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them.
- e. Everyone then puts their left hand up in the air and grabs another person's hand.
- f. Check to make sure that everyone is holding two people's hands and that they are not holding hands with someone immediately next to them.
- g. Tell group members to untangle themselves to make a circle **without** breaking the chain of hands. Remember that people can be facing multiple directions at the end.
- h. If five minutes have gone by and the group does not seem to be making progress, ask two pairs of people to let go and rejoin their hands in a different way that might open up the circle. Do this again after two more minutes if there still has not been major progress. It's important not to give up! Keep trying, since it symbolizes our effort to work together to address a difficult challenge.
- i. DEBRIEF: Ask people to sit down. Address the group: **How did you get untangled? How did you figure out what to do?**
- j. Explain that the activity was a metaphor for the kind of teamwork and collaboration it requires to undo the knot of bullying. Share the takeaway from the activity: **Bullying is a difficult issue to deal with, so it takes all of us working together to ensure a safe, respectful, and inclusive school community for all of our children.**

[NOTE: While participants are transitioning from the previous activity, make sure the computer and slides/document viewer are ready to go.]

3) Understanding & Recognizing Bullying

- a. Transition into the next activity by telling the whole group: **Now we are going to do an activity to better recognize and understand bullying. In a minute, I'm going to ask you to find a partner and share with each other how bullying affects children and the school. Please introduce yourself to one other person in the room you don't know.**
- b. Give parents time to find another person and introduce themselves.
- c. To the whole group: **Now please share with each other how you think bullying affects children and the school.**
- d. While people are still in pairs: **Now I'd like you each to think of and share one word to describe bullying.**
- e. Back in the large group, ask parents to share their words. Write each word on a board or large piece of butcher paper (put a checkmark on the word if someone uses the same word).
- f. Recognize the many feelings and ideas that the word generates and share the following bullying facts slide.


SLIDE

Bullying Facts

Bullying

- At least 25% of children will be affected by bullying; in one study 75% of students surveyed reported being bullied at least once.
- **Kids who are bullied** are more likely to have physical and mental health problems, resist going to school, experience lower academic achievement and attempt suicide.
- **Kids who bully** are more likely to do poorly academically and drop out of school, become abusive adults, and engage in criminal activities as adults.



SLIDE

Datos sobre el “Bullying”

- Por lo menos 25% de niños y niñas son afectados por el “bullying”; un estudio encontró que 75% de los estudiantes reportaron haber sido acosados o “bullied” por lo menos una vez.
- **Los niños-as que son acosados (bullied)** tienen mayores probabilidades de padecer de problemas físicos y mentales, se resisten a ir a la escuela, tienen más bajo rendimiento académico y pueden intentar suicidarse.
- **Niños y niñas acosadores (bully)** tienen mayores probabilidades de tener un pobre rendimiento académico y de dejar la escuela, de convertirse en adultos abusadores, y de participar en actividades criminales cuando son adultos.



SLIDE

Thông Kê Về Bắt Nạt

Bắt nạt

- Có ít nhất 25% học sinh sẽ bị ảnh hưởng.
- Một cuộc nghiên cứu cho thấy 75% học sinh khai báo đã bị bắt nạt ít nhất là một lần.
- **Trẻ em bị bắt nạt** thường có nhiều khả năng có vấn đề sức khỏe, thể chất và tinh thần, không chịu đi học, có thành tích học tập thấp hơn và đã tìm đường tự tử.
- **Trẻ em bắt nạt** người khác có nhiều khả năng học tập kém và bỏ học, trở thành người lạm quyền, và tham gia vào các hoạt động tội phạm khi trưởng thành.

- g. After sharing these slides, explain that the next activity will get us talking about what bullying is: **In order to prevent and address bullying, it's important to recognize bullying, understand it, and identify the various types of bullying.** Refer here to the words the parents generated as a starting place for defining bullying or its impacts. Share the definition and ask them to notice the three underlined ideas:



Bullying Definition

Bullying

Bullying is unwanted, aggressive behavior that involves the intent to harm and a real or perceived power or strength imbalance. The behavior is repeated, or has the potential to be repeated, over time.



El acoso (bullying) es algo **no deseado**, es un comportamiento agresivo y tiene la **intención** de dañar e involucra un desbalance de poder y fuerza ya sea real o percibido. El comportamiento **se repite**, o tiene el potencial de repetirse nuevamente por un largo tiempo.

Recurso: <http://espanol.stopbullying.gov/qr/C3%AB-es-el-acoso/definici%C3%B3n/34nd/>



Bắt Nạt Là Gì?

Bắt nạt

- Bắt nạt là một hành vi tiêu cực được lặp đi lặp lại để lợi dụng hay ăn hiếp một người yếu hơn, không có khả năng chống cự, Các hành vi lặp đi lặp lại, hoặc có khả năng lặp đi lặp lại kéo dài theo thời gian.
- Ví dụ: đánh đập, chửi rủa, đặt tên xấu để chế nhạo, xa lánh và làm nhục đều là các hình thức bắt nạt. Cũng như loan truyền tin đồn, nói xấu sau lưng và đe dọa qua hệ thống Internet.
- Bắt nạt là điều không mong muốn và có khuynh hướng hoặc kết quả gây hại. Không muốn làm bạn bè.
- Trêu chọc có thể gây tổn thương, nhưng không có ý định gây tổn hại và còn có ý định duy trì mối quan hệ.

- h. Explain that you will be dividing into small groups and role playing scenarios to discuss whether or not various interactions are examples of bullying: *This activity is not a test, but a way to get us talking so we can come to a shared understanding about what bullying looks like. The examples are not clear. That's on purpose. These scenes were created so you would have to discuss as a group whether this situation is bullying or you would need to see or know something else to call it bullying. Each card has additional information on the back for the actors to share with the group.*
- i. Divide into small groups of about six parents each and give a direction sheet and role play cards to each group. [NOTE: Need directions sheet for each table].
- j. Ask parents to pair up, take a card for each pair, and discuss briefly how they will act out their scenario to their group.
- k. Scenarios:
 - i. Two children are playing together until one takes something from the other. The first child hits the other on the arm a couple times. The child who gets hit is hurt and upset. [back of card says: **Physical bullying** involves *repeatedly* hurting a person's body or possessions over time. It includes hitting/kicking, pushing, tripping, spitting, taking or breaking someone's things, or forcing another person to do something he/she doesn't want to do; this behavior is repeated over time.]
 - ii. A child excludes another from playing with him/her. The excluded child is upset and hurt. This doesn't happen every day but regularly over the course of several weeks. [back of card: **Social or relational bullying** involves *repeatedly* hurting someone's reputation or relationships and includes leaving someone out on purpose, telling other children not to be friends with someone else, spreading rumors, or embarrassing someone in public.]
 - iii. One child verbally taunts another child and makes fun of her/him. The child being made fun of is upset and hurt. The taunting gets worse and involves other children as the year progresses. [Back of card: **Verbal bullying** is *repeatedly* saying or writing mean things and includes persistent teasing, name-calling, taunting, or threats.]
- l. Each pair of parents should take a turn acting out their scenario, and the other parents discuss: *Is this scene an example of bullying? Why/why not?*
- m. Actors can also share the information on the back of their card to help the conversation.
- n. Reconvene the groups and ask a representative from each group to share one or two things about what they discussed and learned.
- o. Then use Slides 5 & 6 to talk about types of bullying and the distinction between bullying and teasing:



SLIDE

Four types of bullying

Bullying

- Physical bullying
- Verbal bullying
- Social/relational bullying
- Cyberbullying/electronic bullying

Bullying is unwanted and has the intention or outcome of inflicting harm. There is no desire to be friends.

Teasing can be hurtful, but there is no intent to harm and there is a desire to preserve the relationship.



SLIDE

Cuatro Tipos de Acoso o “bullying”:

- Acoso físico
- Acoso verbal
- Acoso social
- Acoso cibernético/ electrónico

El Acoso (bullying) es no deseado y tiene la intención de dañar. No existe el deseo de ser amigos-as.

Molestar/bromear puede ser hiriente, pero no existe la intención de causar un daño y hay el deseo de mantener una relación o amistad.



SLIDE

4 Loại Bắt Nạt

Bắt nạt

- Bắt nạt về thể chất.
- Bắt nạt bằng ngôn từ.
- Bắt nạt về giao tiếp xã hội.
- Bắt nạt qua sự hăm dọa trên mạng điện toán.

Muốn tìm hiểu thêm:

stopbullying.gov

stopbullying.gov/image-gallery/what-you-need-to-know-infographic.pdf

- 4) Refer parents to [stopbullying.gov](http://www.stopbullying.gov) for more information about bullying and resources. <http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.pdf>
- 5) (Optional) You might also distribute copies of the [School District] bullying policy.

6) Supporting your Child in a Bullying Situation

- a. Introduce the next section as an exercise to discuss how to support your child in a bullying situation. It is important to know that many children never tell an adult about bullying they experience:



SLIDE

Many children never tell an adult about bullying

Bullying

- Nearly 2/3 of bullying incidents are not reported to teachers or other school staff.
- Most bullying happens when teacher are not around. Teachers observe only about 4% of bullying incidents.
- Less than half of students who had been bullied in the 3rd-12th grades told a parent about their experience.



SLIDE

Muchos niños-as nunca le dicen a un adulto que son acosados.

- Cerca de dos tercios (2/3) de los incidentes de acoso o "bullying" no son reportados a los maestros u otro personal de la escuela.
- La mayoría del acoso o "bullying" pasa cuando un maestro no esta cerca. Los maestros solo son testigos de alrededor de un 4% de los incidentes.
- Menos de la mitad de los estudiantes que han sido acosados entre el 3-12 grado le contaron a sus padres de su experiencia.



SLIDE

Thống Kê

Bắt nạt

- Nhiều trẻ em không bao giờ nói cho người lớn về bắt nạt.
- Gần 2/3 các sự cố bắt nạt không được báo cáo với giáo viên hoặc nhân viên nhà trường.
- Hầu hết bắt nạt xảy ra khi giáo viên không có xung quanh. Giáo viên quan sát chỉ có khoảng 4% các sự cố.
- Ít hơn 1/2 học sinh đã bị bắt nạt trong lớp 3-12 nói với cha mẹ về kinh nghiệm của họ.

- b. Ask the parents to discuss briefly: *Why don't children tell adults about bullying?* Suggest that there are no simple answers, but some reasons might include fear of making the bullying worse, negative messages about “tattling,” or lack of confidence in adults’ actions.
- c. Explain: *Now we are going to look at a scenario and brainstorm how a parent could support her child in a bullying situation. We'll also use this same situation to discuss how parents can address bullying with the school, but this first activity focuses just on what the parent can do to support a child.*
- d. Divide parents into small groups of 3–4 parents. Distribute the scenario along with the OEO’s 10 Tips for Families to Prevent and Address Bullying. Explain that they are going to read the documents and then discuss the question: *What advice would you give Margaret about how to support her son?*



SLIDE

Scenario Part A:

Bullying

Margaret, a fellow parent at your Kent School District elementary school, has told you that she is frustrated. Her 4th grade child continues to come home each day sharing that he is being bullied at recess. Margaret has talked to the teacher but the teacher said it's not happening in the classroom. Her child doesn't want to go to school in the morning. What advice would you give her?



SLIDE

Escenario Parte A

Margaret, una mamá de la misma escuela en Kent School District que va su hija, le ha comentado que está muy frustrada porque que su hijo, que está en cuarto grado, todos los días viene a la casa diciendo que lo siguen intimidando/acosando (“bullying”) durante el recreo. Margaret ha compartido esto con el maestro, pero el maestro le dijo que esto no sucede en el aula. Su hijo ya no quiere ir a la escuela por la mañana. ¿Qué le aconsejaría usted a Margaret?



SLIDE

Vi dụ A

Margaret là một phụ huynh ở trường tiểu học của Kent. Cô chia sẻ với bạn rằng cô ấy rất đau lòng và buồn bực. Đứa con trai học lớp 4 của cô ấy mỗi ngày đều về nhà nói rằng nó đã bị bắt nạt ở trường. Margaret đã nói chuyện với cô giáo nhưng cô giáo cho biết chuyện đó không xảy ra trong lớp học. Sáng nay, con trai cô Margaret không muốn đi học. Bạn có thể cho cô Margaret lời khuyên gì?

- After the groups have had a chance to discuss this scenario, ask a representative from each group to share one piece of advice for Margaret.
- Now tell the group that, after speaking with Margaret, you discover that your neighbor's child is the one accused of bullying Margaret's son. Your neighbor wants your advice about how to support *her/his* child. Ask parents to get back in their groups and discuss what advice they would give your neighbor.
- Again, when the group reconvenes, ask someone from each small group to share one piece of advice for your neighbor.
- Emphasize the importance of communicating with your child, investigating the situation, and working with school staff to address the issue.

7) Addressing bullying at school

- a. Now mix up the parents into new groups and distribute Part B of the Scenario. Ask parents to discuss and create a brainstormed list (on a large piece of paper) in their small group to address: **What can we, as a group of parents, do to eliminate bullying at the school?**



SLIDE

Scenario Part B

Bullying

The next day, you are standing at the bus stop. Two children begin taunting a third girl and take the child's backpack away from her. Even though your child is not involved and you aren't sure this is bullying, you decide to intervene. The children return the backpack and stop taunting as soon as you say something. After your conversations with Margaret and your neighbor, this incident has made you think about the importance of community responsibility for preventing bullying. What can we as parents do to prevent bullying and ensure a safe, healthy, inclusive, and respectful school for all our children?

comienzan a burlarse de una niña y le quitan su mochila. Aunque su hijo/a no está involucrado y usted no está segura si esto es "bullying," usted decide intervenir. Tan pronto como usted les dice algo, los niños le regresan la mochila a la niña y dejan de burlarse. Después de su conversación con Margaret y su vecina, este incidente le ha hecho pensar sobre la importancia de la responsabilidad que tiene la comunidad en la prevención del "bullying." ¿Qué podemos hacer, como grupo de padres, para prevenir el "bullying" y garantizar una escuela segura, saludable, e inclusiva para todos los niños y niñas?

này không liên quan đến bạn và bạn cũng không rõ đây có phải là tình trạng trẻ em bị bắt nạt hay không, nhưng bạn quyết định can thiệp. Hai đứa trẻ kia trả lại cặp táp và ngừng khuấy phá bé gái ấy ngay khi bạn lên tiếng. Sau khi nói chuyện với Margaret và người hàng xóm, sự kiện này đã giúp bạn cảm nhận được sự quan trọng của trách nhiệm cộng đồng trong việc ngăn trừ trẻ em bị bắt nạt. Hội phụ huynh của chúng ta có thể làm gì để bảo đảm một môi trường an toàn, lành mạnh, cởi mở không phân biệt với tinh thần tôn trọng lẫn nhau cho con em của mình?

- b. Ask parents to post their list on the wall and give the group a few minutes to walk around the room and see what the other groups came up with.
- c. Emphasize that bullying prevention is a community responsibility.

8) Closing & Evaluation

- a. Thank everyone for their participation, time, and contributions.
- b. Distribute resource handout to parents with links to sites.
- c. In closing, explain that we want to generate next steps in addressing the issue with other parents and the school. Ask the parents to discuss what they saw on the butcher paper brainstorms and identify one next step that they will share with other parents or the school to address bullying as a community.
- d. Ask for at least two volunteers to share the information, request, or solution with another group of parents in the school, such as the PTSA, or school leadership, such as a Building Leadership Team or the principal. Support the presenters in picking a day/time/location, identifying the appropriate contact person, and structuring the time and discussion.
- e. Encourage parents interested in taking steps to address bullying in the school to be in touch with each other and identify an opportunity to follow up together after the sharing.
- f. Homework: Social Group Identities. For the next meeting we will be exploring racial and cultural identity development. The ice breaker for that lesson is about social group identity. **Explain:** Think about the social group identities that contribute to how you experience the world and how others view you. This is an exercise in understanding how our group memberships influence our views of the world and how others view us. There are many individual personal characteristics and personality traits that make up who you are. We are focusing on the SOCIAL GROUP IDENTITIES (not the individual identities) that contribute to how we act and how others treat us in the U.S. context. We will focus on these social group identities: Gender, Social Class, Race, Ethnicity or Tribe, Sexual Orientation, Age, Nationality, Religion, Language, Ability, Others

Bring in two items to represent you from the following list:

- 1) A social group identity that is hidden or invisible.
- 2) A social group identity that affords members social privilege (a group that has historical or current political and economic power).
- 3) A social group identity that has been historically and/or is currently marginalized.
- 4) A social group identity that makes you proud.

Here are some examples:

- A social group identity that is hidden or invisible: a student brought in a pill bottle that represents her chronic disease, which is a hidden aspect of her ability identity
- A social group identity that affords members social privilege (a group that has historical or current political and economic power): to represent the male gender, which is an identity afforded political and economic power, a student brought in deodorant stick just for men
- A social group identity that has been historically and/or is currently marginalized: a student brought in pocket change to illustrate that she comes from a poor social class background, which is a marginalized group
- A social group identity that makes you proud: a student brought in a flag from Mexico to represent pride in ethnicity

Understanding and Recognizing Bullying

Role Play Directions

We are going to do an activity to help us identify bullying in its various forms. We will divide into small groups (of six) to role play scenarios and decide: Is this an example of bullying?

- Pair up with a partner and take one role play scenario card (for the two of you)
- Briefly discuss with your partner how you will act out the scenario to your group.
- Each pair of parents should take a turn acting out the scenario to the group while the other parents discuss: **Is this scene an example of bullying? Why/why not?**
- You may also share the information on the back of the card to help the conversation

Role Play Scenarios

Scenario 1:

Front

Two children are playing together until one takes something from the other. The first child hits the other on the arm a couple times. The child who gets hit is hurt and upset.

Scenario 1:

Back

Physical bullying involves repeatedly hurting a person's body or possessions over time. It includes hitting/kicking, pushing, tripping, spitting, taking or breaking someone's things, or forcing another person to do something she/he doesn't want to do; this behavior is repeated over time

Scenario 2:

Front

A child excludes another from playing with him/her. The excluded child is upset and hurt. This doesn't happen every day but regularly over the course of several weeks.

Scenario 2:

Back

Social or relational bullying involves repeatedly hurting someone's reputation or relationships and includes leaving someone out on purpose, telling other children not to be friends with someone else, spreading rumors, or embarrassing someone in public.

Scenario 3:

Front

One child verbally taunts another child and makes fun of her/him. The child being made fun of is upset and hurt. The taunting gets worse and involves more children as the year progresses.

Scenario 3:

Back

Verbal bullying is repeatedly saying or writing mean things and includes persistent teasing, name-calling, taunting, or threats.

Escenarios

Escenario 1:

Dos niños están jugando juntos hasta que uno toma algo del otro. El primer niño le pega al otro en el brazo un par de veces. El niño que fue golpeado se siente herido y está molesto.

Escenario 1:

[atrás de la tarjeta] **Acoso físico** involucra herir o golpear *repetidamente* el cuerpo o las pertenencias de una persona por vario tiempo. Incluye acciones como golpes/patadas, empujones, poner zancadillas, escupir, tomar o romper las pertenencias de alguien, o forzar a alguien a hacer algo que no desea; este comportamiento se repite varias veces.

Escenario 2:

Un niño/a excluye a otro niño/a del juego. El niño rechazado se siente molesto y dolido. Este comportamiento no sucede todos los días, pero si pasa regularmente a lo largo de varias semanas.

Escenario 2:

[atrás de la tarjeta] El **Acoso social** involucra herir *repetidamente* la reputación de alguna persona y sus relaciones con otros; incluye excluir o dejar por fuera a alguien de un grupo de manera intencional, decir a otros niños que no deben de ser amigos de alguien, divulgar rumores o chismes, o avergonzar a alguien en público.

Escenario 3:

Un niño o niña abusa verbalmente de otro niño-a y se burla de él o ella. El niño del que se burlan se siente molesto y herido. La burla se vuelve peor e involucra a más niños a medida que el año escolar avanza.

Escenario 3:

[atrás de la tarjeta] El **Acoso verbal** consiste en decir o escribir cosas desagradables en repetidas ocasiones, incluye provocaciones constantes, poner apodos, burlas, o amenazas.

Trường hợp 1:

Có 2 em học sinh đang chơi với nhau cho đến khi 1 em giật đồ em kia. Em đầu tiên đánh vào tay em thứ 2 mấy lần. Em này bị đau và cảm thấy bực bội.

Trường hợp 1:**Bất nạt về thể chất**

Liên quan đến nhiều lần làm tổn thương cơ thể của một người hay của cái qua thời gian. Nó bao gồm đánh/đá, đẩy, làm vấp ngã, bị nhổ nước miếng, lấy đồ dùng hoặc làm hư đồ đạc của một người nào đó, hoặc là buộc phải làm điều gì đó họ không muốn làm. Hành vi này được lặp đi lặp lại theo thời gian.

Trường hợp 2:

1 em học sinh hắt hủi 1 em khác không cho bạn tham gia chơi với mình. Em học sinh bị hắt hủi cảm thấy buồn và đau lòng. Điều này không xảy ra hàng ngày nhưng nó kéo dài thường xuyên trong một vài tuần.

Trường hợp 2:**Bất nạt về giao tế, xã hội**

Là hình thức làm tổn thương đến danh tiếng hoặc các mối quan hệ của một ai đó nhiều lần bao gồm cố tình xa lánh hắt hủi một người nào, kêu gọi bạn bè hãy lánh xa đừng làm bạn với một người nào đó, lan truyền tin đồn, hoặc gây xấu hổ một người nào đó ở nơi công cộng.

Trường hợp 3:

1 em học sinh trêu chọc 1 em khác qua lời nói và chế nhạo em này. Em học sinh bị chế nhạo này cảm thấy tức giận và bị tổn thương. Sự trêu chọc đó càng ngày càng nặng và còn lôi cuốn thêm nhiều em học sinh khác cùng tiếp tục trêu chọc năm này qua năm nọ.

Trường hợp 3:**Bất nạt qua ngôn từ**

Là hình thức bất nạt qua lời nói hay viết với những điều không tốt được lặp đi lặp lại nhiều lần bao gồm trêu chọc, gọi tên, sỉ nhục, hoặc đe dọa một cách bền lâu không thay đổi



10 Tips for Families to Prevent & Address Bullying

1. Keep the lines of communication open.
2. Help kids understand bullying.
3. Remind kids to stop and think before they say or do something that could hurt someone.
4. Thoroughly investigate the situation.
5. Encourage youth to tell the aggressor that this is bullying and it is not appropriate.
6. Learn about your child's school bullying policies.
7. Talk to other parent to raise awareness.
8. Find out about your school district's anti-bullying policy and procedures.
9. Make sure your child feels (and is) safe and secure.
10. Watch for emotional distress.

For more information visit the page: www.waparentslearn.org or call 1-866-297-2597



10 Puntos Claves para Las Familias en la Prevención del Acoso o “Bullying”

1. Mantenga la comunicación con sus hijos siempre abierta.
2. Ayude a los niños y niñas a comprender qué es el acoso o “bullying.”
3. Recuérdele a los niños-as que deben detenerse y pensar antes de decir o hacer algo que pueda herir a alguien.
4. Investigue la situación cuidadosamente.
5. Anime a los niños y jóvenes a decirle a su agresor que el acoso o “bullying” no es apropiado.
6. Aprenda sobre las políticas escolares que tiene la escuela de su hijo acerca del acoso o “bullying.”
7. Hable con otros padres de familia para crear conciencia del problema.
8. Averigüe los procedimientos y políticas de anti-acoso o “anti-“bullying que tiene el distrito escolar.
9. Asegúrese que su hijo o hija esté y se siente seguro-a.
10. Este atento a cualquier señal de angustia emocional.

Para más información visite la página: www.waparentslearn.org o llame al 1-866-297-2597



10 điều khuyên dành cho các gia đình về cách ngăn chặn và giải quyết sự bắt nạt.

1. Giữ sự cool trong giao tiếp.
2. Giúp đỡ các em hiểu rõ về sự bắt nạt.
3. Nhắc nhở các em hãy suy nghĩ trước khi nói hay hành động để tránh gây tổn thương tới người khác.
4. Hãy cẩn thận điều tra rõ sự việc.
5. Hãy khuyến khích các em nói với người bắt nạt mình rằng đây là sự ăn hiếp và điều đó không thích hợp.
6. Hãy tìm hiểu thêm về chính sách bắt nạt của trường con em quý vị.
7. Hãy nói chuyện với các bậc phụ huynh khác để nâng cao sự cảnh giác.
8. Hãy tìm hiểu thêm về thủ tục cũng như chính sách bắt nạt của khu học chánh nơi quý vị cư ngụ.
9. Hãy đảm bảo cảm giác (và được) an toàn và được bảo vệ.
10. Hãy để ý về sự lo lắng hay phiền muộn về tinh thần.

www.waparentslearn.org 1-866-297-2597

Social Group Identities Homework

Bring in two items to represent your family history or social connections from the following list:

- 1) A social group identity that is hidden or invisible.
- 2) A social group identity that affords members social privilege (a group that has historical or current political and economic power).
- 3) A social group identity that has been historically and/or is currently marginalized.
- 4) A social group identity that makes you proud.

Here are some examples:

- A social group identity that is hidden or invisible: a student brought in a pill bottle that represents her chronic disease, which is a hidden aspect of her ability identity
- A social group identity that affords members social privilege (a group that has historical or current political and economic power): to represent the male gender, which is an identity afforded political and economic power, a student brought in deodorant stick just for men
- A social group identity that has been historically and/or is currently marginalized: a student brought in pocket change to illustrate that she comes from a poor social class background, which is a marginalized group
- A social group identity that makes you proud: a student brought in a flag from Mexico to represent pride in ethnicity

Bullying Resource List

Stop Bullying

www.stopbullying.gov

Stop bullying infographic

<http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.pdf>

Washington State Ombudsman

www.waparentslearn.org

LESSON 5: FOSTERING POSITIVE RACIAL AND CULTURAL IDENTITIES

PART 1

Purpose:

The purpose of this lesson is to build parents' capacity to support children's positive racial/cultural identities and increase parents' comfort level addressing issues of race in schools.

Learning Objectives:

- Explore your own and your children's development of racial identity and awareness and links to student success and well-being
- Learn why and how we might talk constructively about race and racism with a variety of audiences
- Support your child's racial and ethnic awareness and identity development
- Identify strategies to work with other parents to address issues of race and racism in your school or community

Materials:

- Video equipment to show a video
- PowerPoint slides
- Handouts
 - » How would you explain the scenario "Why doesn't my skin look like my friends'?"
 - » Additional resources
- Whiteboard, chalkboard, or flip chart paper and markers

Before you begin

- There are two parts to the racial identity lesson. The lesson objectives will be covered over the course of the two lessons.
- PowerPoint slides are in the lesson where they should be shown
- Scripting for the facilitators is underlined and in italics
- Arrange the room so parents can talk to partners or in small groups
- Set up a projector, flip chart paper, and/or document camera

Agenda

Topic/Focus	Activities	Time
1) Welcome	Group gathering, logistics, review new group agreements	10 min.
2) Ice breaker	Exploring our Social Identities: Group activity in which participants share an object or drawing that represents one of their social identities	20 min.
3) Why is addressing race in school important?	Introduce the topic and rationale for the lesson What is race? Children & race: OPTION A: Video & discussion OPTION B: Slides & discussion Racial socialization and academic achievement	25 min.
4) How would you talk to your child about race?	In small groups, participants analyze a scenario and then brainstorm possible strategies for communicating with their children about race or racism.	30 min.
5) Closing/Evaluation	Share one word about how you are feeling.	5 min.

1) Welcome

- Welcome everyone and thank participants for coming. Do brief introductions if there are new faces in the group.
- If need be, go over logistics (e.g., where the bathrooms are, what time we'll be done, etc.).
- Indicate the "Parking Lot" as a large sheet of paper on the wall where issues, questions, ideas, or concerns that are outside the focus of the lesson can be added so they can be addressed in another lesson.
- Introduce the theme of the lesson, the overall purpose, and the learning objectives using the slide. Explain: *The parents who created this curriculum strongly believed that is important for children's well-being and their academic success to develop positive racial and ethnic identities. Both of these lessons will focus on how parents and schools can foster that.*

 SLIDE

Fostering Positive Racial and Cultural Identities

Purpose: The purpose of this lesson is to build parents' capacity to support children's positive racial/cultural identities and increase parents' comfort level when addressing race-related issues in schools.

Learning Objectives:

- Explore our own and our children's development of racial identity and awareness and links to student success and well-being.
- Learn why and how we might talk constructively about race and racism with a variety of audiences.
- Support your children's racial and ethnic awareness and identity development.
- Identify strategies to work with other parents to address issues of race and racism in your school or community.

Racial & Cultural Identity

- Before we dig into the content it is important to set group agreements one more time and for this topic add some additional ones. The lessons about racial identity development can be tough to talk about because race is a sensitive issue. It is also an important issue that the parents who created this curriculum wanted to address. Because of the sensitive nature of the content, the feelings that may arise and reactions that can occur, there are some additional group agreements to help guide the lesson. How do you feel about these agreements? Do you think you can agree to them? Feel free to offer others.

Group Agreements for Discussions about Race

- Stay engaged – Be committed to the process and participate fully in the lessons.
- Expect to experience discomfort – The issues parents experience regarding their children can often be uncomfortable and challenging to discuss. Expect to feel discomfort at times throughout these lessons.
- Speak your truth – In order to make progress this must be a safe space for open and honest dialogue.
- Expect and accept a lack of closure – At the end of these lessons, especially the racial identity lesson, at least some issues surrounding race will not be solved. The goal, however, is to make progress.

(Singleton & Linton, 2005).

Racial & Cultural Identity

2) **Exploring Our Social Identities** This ice breaker is a way of exploring the social identities of the participants to get them focused on the role of identity and to get to know one another better.

- a. Introduce the warm-up activity: *We are going to participate in a group activity that will allow us to share some of our social identities. Think about the social group identities that contribute to how you experience the world and how others view you. This is an exercise in understanding how our group memberships affect our views of the world and how others view us. There are many individual personal characteristics and personality traits that make up who you are. We are focusing on the SOCIAL GROUP IDENTITIES (not individual identities) that contribute to how we act and how others treat us in the U.S. context. We will focus on these social group identities: Gender, Social Class, Race, Ethnicity or Tribe, Sexual Orientation, Age, Nationality, Religion, Language, Ability, Others. Here are some examples:*
- b. Have the participants set out, gather, or draw something that represents a social identity. This activity was mentioned in a previous lesson so some participants may have brought objects. For others, give participants about five minutes to either find something they have with them or draw something that represents a social identity. Explain: *Next, please take the next five minutes to set out, gather, or draw something that represents a social identity. If you joined us for the bullying lesson you may remember that this was the homework and brought something in. For others, either find something among your belongings to represent a social identity or draw or write something that you would like to share. The object or drawing should be something from the following list:*
- c. Show the examples of social identities slide:

SLIDE

Examples of Social Identities

Racial & Cultural
Identity

- A social group identity that is hidden or invisible: a student brought in a pill bottle that represents her chronic disease, which is a hidden aspect of her ability identity
- A social group identity that affords members social privilege (a group that has historical or current political and economic power): to represent the male gender, which is an identity afforded political and economic power, a student brought in deodorant stick just for men
- A social group identity that has been historically and/or is currently marginalized: a student brought in pocket change to illustrate that she comes from a poor social class background, which is a marginalized group
- A social group identity that makes you proud: a student brought in a flag from Mexico to represent pride in ethnicity

- d. Once the participants have identified their items explain to them the directions. Have the participants display their items. For about five minutes hold a silent observation period where the participants will walk around observing the objects.

SLIDE

Exploring our Social Identities

Racial & Cultural
Identity

Directions to Participants

- On a table, set out the items that represent your social identities as if you were displaying them on an altar.
- Take five minutes to rotate around the room observing the items.
- During the observation you cannot discuss the items with others but they can write down comments and questions for themselves.
- Tell the group about the items you brought. Which social identity does it represent and what does that mean for you?

- e. Give the participants about five minutes to rotate around the room observing items. During the observation participants cannot discuss the items with others but they can write down comments and questions for themselves in their reflection journals.
- f. After the observation period call the group back together and have each person share something about the items they brought. Ask each participant: **Which social identity does the item represent and what does the item mean to you?**
- g. Ask the group to write down in their reflection journals: **What are things about your family's culture that you are most proud of that you want your children to appreciate?**
- h. When everyone is done writing, explain: **Thank you all for bringing in items and sharing so we can all learn a little bit more about each other. As we have observed, we all have multiple social identities that shape who we are and inform how we see the world. Some identities can be observed by others because they are more visible. However, other identities are not visible and represent something about ourselves that is known only when it is shared. We also have observed that there are similarities in these social identities that give us some common ground to work from. Also, our social identities inform decisions about how we participate in public settings such as school and private settings such as home. It is important that we acknowledge the range of social identities in the group because each person is bringing something different and valuable to our discussion today. While recognizing your multiple identities, we are going to focus today on racial and cultural identity.**

3) Why addressing race is important in school

- a. The purpose of this activity is to introduce the topic by providing a rationale for this lesson and identifying the academic benefits of having a strong racial identity.
- b. Explain: **We are here today to talk about racial and cultural identity and think about how that affects our children in school. Let's begin by thinking about what race is. We just finished our ice breaker in which we explored social identities. From this we learned that there are social aspects of our lives that can become social identities.**
- c. Show slide "what is race" and explain: **Race is one of those social identities. Race is a social category that was created to classify people based on skin color. Race also has significant historical and social implications. However, this should not be confused with ethnicity or nationality. Let's take a look at the next slide to try to better understand what race is.**


SLIDE

What is race?

Racial & Cultural
Identity

- Race is a social category
- "Race is the socially constructed meaning attached to a variety of physical attributes including but not limited to skin and eye color, hair texture, and bone structures of people in the US and elsewhere" (Singleton & Linton p. 39).
- The attempt to classify people on the basis of skin color is rooted in history

- d. **Explain:** Race is the social meaning associated with skin color such as black or white. Ethnicity is about a shared cultural heritage such as speaking the same language, practicing the same religion. Nationality is about which country you were born in or nation you identify with. These are often confused but are not the same. All people including white people have a racial identity. Show the slide.

SLIDE

Racial & Cultural Identity

Race	Ethnicity	Nationality
Social meaning associated with skin color	shared cultural and historical traits such as language, religion, food	Country of origin or naturalization
Examples		
Black	African American	Nigeria or USA
Brown	Hispanic (language)	Latino (geography) Mexico or USA
Asian	Indian American	India or USA
White/Caucasian	Swedish	Sweden or USA

- e. **Activity:** take five minutes in your reflection journals to fill out the circles below to identify for yourself your race, ethnicity and nationality. You may have more than one in each circle. How one identifies is a personal decision so take a moment and do that for yourself.

SLIDE

Racial & Cultural Identity

Intersecting identity categories

- f. **Reconvene the group:** Thank you for completing that activity in your reflection journals. Now let's get into how race affects children.

OPTION A:

- Show the video: A Look at Race Relations through a Child's Eyes. <https://www.youtube.com/watch?v=GPVNJgfDwpw> (Video is about 9 minutes long).
- After watching the video ask: Does anyone want to share their reactions to what they just saw? Share your thoughts on why addressing race in school might be important.
- Talk through the next two slides about addressing race in school. **Explain:** Young children of every color are affected by race. This slide shows a myth that children don't see race and implies that it does not affect them but the reality is that children as young as three years old begin to notice race. The next slide shows why the parents on the Design Team thought it was important to address race. Noticing and talking about race is not the same as being racist.

OPTION B (if no video equipment is available or participants need a language other than English):

- Talk through the next two slides about addressing race in school. Explain: **Young children of every color are affected by race. This slide shows a myth that children don't see race and implies that it does not affect them but the reality is that children as young as three years old begin to notice race. The next slide shows why the parents on the Design Team thought it was important to address race. Noticing and talking about race is not the same as being racist.**



SLIDE

Why is addressing race important in school?

Racial & Cultural Identity

- MYTH: Children won't notice racialized differences if we don't talk about them.
- REALITY: Children as young as three begin to notice differences in skin color. They may not use the same terms adults use but they are aware (Wright, 1998). Early on, children also develop notions of good or bad related to race. Race and ethnicity are part of who all children are.
- By talking about our differences and how they matter in schools, we can begin to address the whole child and ensure that all our children can be successful in school and in life.



SLIDE

Why the Design Team parents thought addressing race in school was important

Racial & Cultural Identity

- "I grew up in a diverse community and it was very enriching. I want that for my kids. I want them to learn it."
- "I feel like children should learn about themselves and be aware so they can respect other children and support each other."
- "All of us, we have to educate ourselves. It is important to know how we're going to talk to our kids."

- g. Explain: **The next slide will help us understand the relationship between helping our children to develop positive racial identities and academic achievement. Show the slide and explain: The takeaway is that research has found that when parents help their children have positive racial identities, it can help them do better in school. This is true for students of every color.**



SLIDE

Ethnic-Racial socialization and academic achievement

Racial & Cultural Identity

Racial socialization psychologically prepares children for life in a racialized society. The guidance parents provide to their children prepares them for and explains to them what they might experience growing up in a society in which race is an issue.

- Racial socialization practices have a positive influence on student achievement.
- When parents help their children have a positive racial identity it helps them address racism and think critically about issues of race.

- h. Next ask the group the following questions and have them write their responses down for themselves. This will not be shared but will give them a moment to think about the questions and what they want their children to know. Ask the group to write down, for themselves: *What do you want your child to know about her/his racial and ethnic identity? This is your chance to think about what message you want to send your child. We often don't get to think ahead about this because you can't always predict when an issue of race will come up. Take a few minutes now and think through what you want your child to know about her/his racial, ethnic, or national identities.*
- i. Explain: *Now that we have a better understanding of the rationale for the lesson let's discuss race more deeply.*

4) How would you talk to your child about race?

The purpose of this activity is to give parents a chance to prepare to have conversations about race with their children

- a. Transition into the next activity by explaining the purpose of it. Explain: *The purpose of this activity is to give you a chance to prepare to have conversations about race with your children. We often don't have time to think ahead about how we want to talk to our children about race or racism. This is a chance to think about the message you want to send and practice what you would say to your children.*
- b. Divide the participants into small groups (of about 5–6 people):
- c. *We are now going to do an activity to brainstorm ideas on how we might answer those questions. We have a scenario to help us start thinking about this topic. Spend about 20 minutes discussing the scenario in groups. You can use your reflection journal to take notes.*
- d. Bring the whole group back together to debrief the small-group discussions. Use the following discussion prompts.
 - What message/lesson do you want to send your children about this situation?
 - How would you explain this to your children?
 - What would you do next?
 - How could parents work together to address this issue at the school?
 - Ask if anyone is willing to role play what they would actually say to their children.



SLIDE

How would you explain...?

Racial & Cultural Identity

Scenario: "Why doesn't my skin look like my friends'?"

Your son/daughter comes home and explains that while playing a game at school a classmate said to her "you're [brown/white] skinned." Your son/daughter seems troubled by this exchange and asks why she has a different skin tone from her friends. How would you explain this to your child?



SLIDE

How would you explain?

Racial & Cultural
Identity

- What message/lesson do you want to send your child about this situation?
- How would you explain this to your child?
- What would you do next?

5) Closing/evaluation

- a. Say: Thank you, everyone, for your participation, time, and courage in having conversations that we don't typically have in schools but that can contribute to supporting our children's well-being. If you have other questions, please talk with one of the facilitators afterwards or put them on the "parking lot" butcher paper sheet. Stand in a circle facing each other and ask each parent to share one word to describe how they are feeling about what they learned and the conversations they had today.
- b. Distribute resource handout to parents with links to sites.
- c. Close by explaining that the next session will continue and deepen these conversations. Talk with others and bring questions and thoughts about these complex issues to the next session. Also, pay attention and notice if your children bring up topics related to race and/or notice any race-related conversations or interactions that come up in school.

“How would you explain . . .”

Scenario: “Why doesn’t my skin look like my friends’?”

Your son/daughter comes home and explains that while playing a game at school a classmate said to her “you’re [brown/white] skinned.” Your son/daughter seems troubled by this exchange and asks why she has different skin tone from her friends. How would you explain this?

Racial and Cultural Identity (Part 1) Resource List:

A Girl Like Me:

<https://www.youtube.com/watch?v=YWyl77Yh1Gg>

Children are not colorblind: How young children learn race – a research brief about the issues.

http://www4.uwm.edu/letsci/africology/faculty/upload/children_colorblind.pdf

How white parents should talk to young kids about race –

http://www.slate.com/articles/double_x/the_kids/2014/03/teaching_tolerance_how_white_parents_should_talk_to_their_kids_about_race.html

Race, The Power of an Illusion

http://www.pbs.org/race/000_General/000_00-Home.htm

Racial Equity Tools Glossary

<http://www.racialequitytools.org/glossary>

Scars of Stop and Frisk: <http://www.nytimes.com/video/opinion/100000001601732/the-scars-of-stop-and-frisk.html>.

Talking to Kids about Racism and Justice: A Resource List for Parents and Educators (Oakland Public Library):

<https://docs.google.com/a/uw.edu/document/d/1s0ICA3FluIVhK6DFE2d3uYCipc6ApY8Gn2rMwm6fYqw/mobilebasic>

Unequal Opportunities in Education pdf. from Race Matters <http://www.aecf.org/m/resourcedoc/aecf-racemattersEDUCATION-2006.pdf> or <http://www.aecf.org/resources/race-matters-1/>

LESSON 6: FOSTERING POSITIVE RACIAL AND CULTURAL IDENTITIES PART 2

Purpose:

The purpose of this lesson is to build parents' capacity to support children's positive racial/cultural identities and increase parents' comfort level addressing issues or race in schools.

Learning Objectives:

- Explore our own and our children's development of racial identity and awareness and links to student success and well-being
- Learn why and how we might talk constructively about race and racism with a variety of audiences
- Support your children's racial and ethnic awareness and identity development
- Identify strategies to work with other parents to address issues of race and racism in your school or community

Materials:

- PowerPoint slides
- Handouts
 - » Scenario
 - » How would you explain the scenario "Discussing racial concerns with a teacher"
- Whiteboard, chalkboard, or flip chart paper and markers

Before you begin

- There are two parts to the racial identity lesson. The lesson objectives will be covered over the course of the two lessons.
- PowerPoint slides are in the lesson where they should be shown
- Scripting for the facilitators is underlined and in italics
- Arrange the room so parents can talk in partners or small groups
- Set up a projector, flip chart paper, and/or document camera

Agenda

Topic/Focus	Activities	Time
1) Welcome	Group gathering, meeting, logistics, review of group agreements	10 min.
2) Ice breaker	Name, Sound, and Movement: Participants do an activity that involves some physical movement and allows them to learn each other's names better.	10 min
3) Review of lesson 1	Review what was covered in the first racial identity lesson	10 min
4) Types of racism	Review the types of racism and discuss each one Two activities where participants will connect the types of racism to scenarios/quotes and share personal stories	30 min
5) Moving to Action: How would you talk to an adult about race & racism?	This activity provides parents the opportunity to practice having conversations about race or racism with adults	25 min.
6) Closing/evaluation	Homework to share what you learned with another adult	5 min.

1) Welcome

- a. Welcome everyone and thank participants for coming. Do brief introductions if there are new faces in the group.
- b. If need be, go over logistics (e.g., where the bathrooms are, what time we'll be done, etc.).
- c. Indicate the "Parking Lot" as a large sheet of paper on the wall where issues, questions, ideas, or concerns that are outside the focus of the lesson can be added so they can be addressed in another lesson.
- d. Introduce the theme of the lesson, the overall purpose, and the learning objectives using the slide.
Explain: *The parents who created this curriculum strongly believed that is important for children's well-being and their academic success to develop positive racial and ethnic identities. Both of these lessons will focus on how parents and schools can foster that.*



SLIDE

Racial & Cultural Identity

Racial & Cultural
Identity

Purpose: The purpose of this lesson is to build parents' capacity to support children's positive racial/cultural identities and increase parents' comfort level when addressing race-related issues in schools.

Learning Objectives:

1. Explore our own and our children's development of racial identity and awareness and links to student success and well-being.
2. Learn why and how we might talk constructively about race and racism with a variety of audiences.
3. Support your children's racial and ethnic awareness and identity development.
4. Identify strategies to work with other parents to address issues of race and racism in your school or community.

- e. We introduced some new group agreements from Glen Singleton and Curtis Linton last time. Let's review them quickly before we dig into the content.



SLIDE

Group Agreements for Discussions about Race

Racial & Cultural
Identity

- Stay engaged – Be committed to the process and participate fully in the lessons.
- Expect to experience discomfort – The issues parents experience regarding their children can often be uncomfortable and challenging to discuss. Expect to feel discomfort at times throughout these lessons.
- Speak your truth – In order to make progress this must be a safe space for open and honest dialogue.
- Expect and accept a lack of closure – At the end of these lessons, especially the racial identity lesson, at least some issues surrounding race will not be solved. The goal, however, is to make progress.

(Singleton & Linton, 2005).

2) Ice Breaker Name, Sound, Movement

- a. Ask participants to stand up and form a circle. Explain: *Let's all stand up in a circle and we are going to do an ice breaker activity called NAME, SOUND, MOVEMENT: For this activity each person will introduce him/herself and say how he/she is feeling and make a physical gesture to illustrate this. The facilitators start it off: Example: My name is Sara and I feel stressed out (she says this while pretending to pull on her hair dramatically and makes a grunting sound). Then ask the group to mimic your actions—Together, repeat my name out loud and echo my sound and physical motion. Let's try it.* The group says: "Sara: stressed out" while mimicking the hair pulling and grunting. The person gets to see the whole group take a moment to recognize how he/she is doing. Do this for each person in the circle one at a time, and then do one group go-around at the end. *Thank you, now you can return to your seats.*

3) Review of Lesson One

- a. Explain: *Last class we talked about identity and how some of our identities are visible and others are invisible. We talked about the challenges and importance of talking to our children about their racial and ethnic identities and how we can best support them. We also know that children who have strong awareness and sense of racial and ethnic identity do better in schools.*
- b. Ask if anyone wants to add to what things were important or stuck out about the previous lesson and/or would like to share what they noticed throughout the week around issues of race/racism their children brought up at home or any interaction they noticed in school.

4) Types of Racism

- a. Introduce the next activity as an exercise for discussing how racism plays out in a given situation. Explain: *Now we are going to read a scenario from a parent. In your small group, you will discuss how racism plays a role in the scenario. Each group should choose a note-taker and someone who will report back to the larger group.*
- b. Distribute scenario

Scenario:

"My son was goofing off during class and not following directions along with a group of his friends, who are white. He told me that the teacher, who is white like most of the staff at the school, singled him out and sent him to the principal's office for being 'disrespectful.' None of the other kids were reprimanded, even though they told him afterwards that they didn't think it was fair. I believe it's because he is of a different race. This teacher keeps sending him to the principal's office this year, and he keeps being out of the class when they are doing math and reading, so he's getting behind. But then the principal called me and said that, according to the school's discipline policy, he's now in danger of being suspended if it happens again. She wants me to come in to talk about testing him for special education services. I talked to another parent whose African American son is in another classroom, and he also keeps getting in trouble for "disrespectful" behavior. She called it something like the school-to-prison pipeline—that the school is sending our boys the message that they don't have any future, won't graduate or get jobs. I didn't communicate with the school about discrimination because the discrimination came from my child's teacher, and I didn't feel comfortable going to her directly. I was also not sure who to talk to since it appears that the principal is very supportive of that teacher. Where do I go, who do I talk to? To the school board?"

- c. Once they are done reading the scenario pass out Types of Racism handout and say: *In your small groups read over the Types of Racism handout and discuss how you think racism is playing out in this scenario using the handout. You have about 20 minutes to do this.*
- d. Have each group briefly report on how they think racism is playing out in this scenario. Here are some discussion prompts:
 - i. What types of racism did your group see?
 - ii. What would you recommend the parent do? What would be a next step?

5) Moving to Action: How would you talk to an adult about race & racism

- a. The purpose of this activity is to give parents a chance to practice having conversations about race or racism with adults.
- b. Explain: The purpose of this activity is to give you a chance to prepare to have conversations about race with another adult outside your family, such as another parent, a teacher, or a principal. We are often unsure how to do this without making people angry or upset, so we often avoid these conversations, but that sometimes makes the problem worse. This is a chance to think about how you could talk productively with another adult and practice having a conversation to improve the situation.
- c. Divide the participants into smaller groups (about 5–6 people per group). Groups will spend about 20 minutes discussing the scenario. Participants can use their reflection journals to jot down notes. As with the last lesson, we have a scenario to help us start thinking about this topic. Before you begin, think about how you'd like to be approached if you were the teacher in this scenario. What would you want to hear and how would you want to hear it? What would you not want to hear or feel?
- d. Show the slide and pass out the How would you explain . . ." handout.

SLIDE

How would you explain...?

Racial & Cultural
Identity

Scenario: Discussing racial concerns with a teacher You have found out from your child that he/she has heard derogatory comments about race made by students in his/her classroom. As a result your child is being exposed to terms you don't want him/her using. You decide to talk to the teacher about your concerns. How would you approach this conversation?

- e. Get flip chart paper to take notes for the group. Title it "Guidelines for conversations about race." Bring the whole group back together to debrief the small-group discussions. Use the following discussion prompts. Take notes on post-it notes that are recommendations or guidelines the group would offer to someone having conversations about race. Ask the group:
 - i. How would you start the conversation?
 - ii. What messages do you want the person you're talking with to understand?
 - iii. What would you do next?
- f. Explain: We hope these guidelines we've developed together can help us in the future when faced with conversations like these.
- g. Closing
- h. Say: Thank you, everyone, for your participation, time, and courage in having these conversations. If you have other questions, please talk with one of the facilitators afterwards or put them on the "parking lot" butcher paper sheet.
- i. Homework: Encourage parents to have a conversation with another adult about what they have learned about race/racism. The adult can be a family member or a friend. What are other adults thinking and feeling about these issues? Pay attention to your own feelings when talking with other adults about the topics of race and racism.

Scenario:

“My son was goofing off during class and not following directions along with a group of his friends, who are white. He told me that the teacher, who is white like most of the staff at the school, singled him out and sent him to the principal’s office for being ‘disrespectful.’ None of the other kids were reprimanded, even though they told him afterwards that they didn’t think it was fair. I believe it’s because he is of a different race. This teacher keeps sending him to the principal’s office this year, and he keeps being out of the class when they are doing math and reading, so he’s getting behind. But then the principal called me and said that, according to the school’s discipline policy, he’s now in danger of being suspended if it happens again. She wants me to come in to talk about testing him for special education services. I talked to another parent whose African American son is in another classroom, and he also keeps getting in trouble for “disrespectful” behavior. She called it something like the school-to-prison pipeline—that the school is sending our boys the message that they don’t have any future, won’t graduate or get jobs. I didn’t communicate with the school about discrimination because the discrimination came from my child’s teacher, and I didn’t feel comfortable going to her directly. I was also not sure who to talk to since it appears that the principal is very supportive of that teacher. Where do I go, who do I talk to? To the school board?”

Types of Racism

Interpersonal Racism

- Interpersonal Racism occurs between individuals.
- It's the bias that occurs when individuals interact with others and their private racial beliefs affect their public interactions.
- Examples are racial slurs, bigotry, hate crimes, and racial violence.
- Also in this category are other more subtle comments in which the derogatory racial comment might be hidden behind a complement such as: "You are one of the 'good' Mexicans."

Systemic Racism

- Systemic Racism occurs within and among institutions and across society
- Includes unfair policies and discriminatory practices of schools, workplaces, and other institutions that routinely produce racially inequitable outcomes.
- Also includes the cumulative and compounding effects of history, culture, ideology, and economics that systematically privilege white people and disadvantage people of color.
- Examples: Historical housing patterns that concentrate low-income students of color in certain neighborhoods and schools, providing fewer high-quality learning opportunities than schools serving predominantly white, middle-class neighborhoods.

Internalized Racism

- Internalized racism lies within individuals
- It's our private beliefs and biases about race and racism, influenced by our culture. This can take many forms including: prejudice towards others of a different race; internalized oppression, the negative beliefs about oneself sometimes held by people of color; or internalized privilege, beliefs about superiority or entitlement held by white people.
- An example is a belief that you or others are more or less intelligent, based on race.

“How would you explain...?”**Discussing racial concerns with a teacher**

You have found out from your child that he/she has heard derogatory comments about race made by students in his/her classroom. As a result your child is being exposed to some terms you don't want him/her using. You decide to talk to the teacher about your concerns. How would you approach this conversation?

LESSON 7: PARENT ADVOCACY AND LEADERSHIP

Purpose:

To provide participants with resources and the opportunity to discuss strategies for parent advocacy and leadership.

Learning Objectives:

- Identify where and when you can advocate for your own child.
- Recognize various types of parent leadership and ways that parents can grow into leaders in the system
- Understand how important decisions are made and identify opportunities to make your voice heard in decision-making in your school and district.
- Collaborate with other parents to identify opportunities for influencing important school or district decisions.

Materials:

- Handouts
 - » Bingo Mingle
 - » Share Your Voice
 - » Examples of Parent Leadership and Advocacy
 - » How does a Teacher get Hired?
- Whiteboard, chalkboard, or flip chart paper and markers

Before you Begin:

- This lesson is approximately 90 minutes long
- PowerPoint slides are in the lesson where they should be shown
- Scripting for the facilitators is underlined and in italics
- Arrange the room so parents can talk to partners or in small groups
- Set up a projector, flip chart paper, and/or document camera
- Greet participants as they come in

Agenda

Topic/Focus	Activities	Time
1) Welcome & introduction to the lesson	Group gathering, logistics introduce the lesson	5 min
2) Ice breaker	Parent Leaders Bingo Mingle	15 min
3) Routes to influence the education system	Use the handouts: Share your Voice, How does a Teacher get Hired, and Examples of Parent Leadership and Advocacy	30 min
4) Moving to action: Advocating for our needs	Role play to practice advocating	30 min
5) Closing/ Evaluation	Homework: Make a plan to connect with parents that seek the same changes you do	5 min

1) Welcome:

- a. Welcome everyone and thank participants for coming. Do brief introductions if there are new faces in the group.
- b. If need be, go over logistics (e.g., where the bathrooms are, what time we'll be done, etc.).
- c. Introduce the theme of the lesson, the overall purpose, and the learning objectives:
 Explain: Today we are focusing on parent leadership and advocacy. We will begin by talking about the many forms parent leadership takes. Then we'll turn our attention to understanding how important decisions are made. Next, we'll identify where and when you should advocate for your children and end by collaborating with other parents to identify opportunities for influencing important school or district decisions.

SLIDE

Parent Advocacy & Leadership

Racial & Cultural
Identity

Purpose: To provide participants with resources and the opportunity to discuss strategies for parent advocacy and leadership.

Learning Objectives:

- Identify where and when you can advocate for your own child.
- Recognize various types of parent leadership and ways that parents can grow into leaders in the system.
- Understand how important decisions are made and identify opportunities to make your voice heard in decision-making in your school and district.
- Collaborate with other parents to identify opportunities for influencing important school or district decisions.

2) Parent Leaders Bingo Mingle

- a. Transition by telling the whole group: We're going to play a game that will show us what kinds of leaders we have in this class. The game is called Parent Leaders Bingo Mingle. Remember the get-to-know-you activity we did back on the first day? We're going to play a similar game, but this time you are going to find the leaders in this class. Read the cards, and if any of the statements on the game card apply to you, put YOUR name in those spots; those are your free spots. Now go talk to one another and fill out the other spots. The first person to get four spots in a row WINS!
- b. Pass out the Bingo Mingle cards
- c. Allow parents to play the game for about 10 minutes.
- d. After the game, gather the group back together and explain: The bingo cards highlight various kinds of parent leadership. As this game illustrates, parent leaders can lead their own children or family in making choices, help other parents, volunteer at school, or advocate for a change that needs to happen. You don't need a title to be a leader. What are some other examples of leadership in your home, school, or community that you have seen or done?
- e. Ask parents to share a few examples.
- f. To wrap up the activity, explain: Leadership is acting to initiate change or inspire others to action. The leadership of parents can not only help your own children succeed but also help to create a new network of people with whom you make your school or community better. Next we'll turn our attention to how you can influence the education system so you can figure out some routes to make change and put your leadership skills to work.

3) Routes to influence the education system

- a. Pass out a copy of the handout “Share your Voice” to each parent.
- b. Explain: Now we are going to look at some of the ways in which you might participate or influence decision-making in the educational system. The handout in front of you has some avenues that typically exist for parents to voice their concerns. Take a few minutes to review the handout. Bring the group back together and ask; If anyone has done any of the things that are mentioned on this handout, what was your experience like? Are there other ways that aren't on here? Give the group a few minutes to share their experiences.
- c. Explain: Now that you've seen some ways to share your voice, let's consider how to influence the system. One way to do that is to understand how decisions are made. Let's take a few moments to examine a policy from its beginning to better understand how decisions get made. This is one of the topics the Design Team was interested in knowing more about. As we go along, think about the steps you can influence.
- d. Pass out the How does a Teacher get Hired handout.

How does a teacher get hired?

In order to be hired teachers need to have certification to become a teacher. Teachers get certified to teach in a number of ways such as traditional routes through college teacher preparation programs or alternative certification such as Teach for America. The make-up of hiring teams varies by school and district but in general the main decision-makers for hiring a teacher are the principal, teachers, and possibly parents if they are invited. The district is involved as well because applications are funneled through the district system in which an initial screening process takes place. During the application process teachers can usually indicate the schools where they want to teach. Principals usually make the final decisions on hiring.

- e. Start a whole-group discussion about how a teacher gets hired. Ask the group the following questions:
 - i. Who is involved in the decision-making?
 - ii. When, where, and how are the decisions made?
 - iii. Who has control in this issue?
 - iv. Who in your school has the power to influence the person(s) who is making the decision about your child?
 - v. Who might be a good ally to offer support and help with the situation?
 - vi. How can I get other parents involved?
- f. Explain: Now I'm going to share with you some more examples of parent leadership and advocacy. These are examples of ways in which parents have worked to make a change to improve their school or community.
- g. Pass out Examples of Parent Leadership and Advocacy in Education handout.
- h. Explain: This handout has some examples of parent leadership and advocacy at various levels. The examples were parent-initiated. There were changes that parents wanted and they went after them in several ways. Take a few minutes to read through these examples.
- i. In a small group, ask parents to discuss:
 - i. What did the parents see as the problem?
 - ii. What action did parents take?
 - iii. Does this seem realistic to you?
 - iv. How could you do something like this?
- j. Bring the group back together and ask them to share a few things about what they learned from their discussion of the examples.

- k. Explain: Take a few minutes to write in your reflection journal about a change you want to see happen. The change can be something at your children's school, or a change at the district, state, or federal level. Also, take a moment to look back through your reflection journal for any issues or concerns you would like to figure out how to change. From the examples shared in this activity, which routes could you access to address the change you seek?
- l. Have the participants share their concerns with the whole group. Record the responses on flip chart paper and put a star next to the changes the group has in common.
- m. Explain: Let's think about the changes that we all have in common. We are here together as a group and there is power in that. Before we leave today be sure to exchange contact information with parents who share your concerns. It will be your homework assignment to connect with them in the future.

4) Moving to Action: Advocating for our needs

- a. Explain: One of the ways in which parents lead is collaboration and networking. To network or collaborate with other parents in your school, you need to find people with common interests. Talk to other parents. If there is a parent organization, join it. If there is no parent organization at your school, think about starting one. Finding two or three other interested parents is a good start.
- b. Turn and Talk: If you could start a parent organization at your school, what would you want it to do and who would it involve?
- c. Share and discuss each other's ideas. Facilitator records.
- d. Role Play: Now let's practice! Earlier you wrote down some things for which you would like to advocate. Next, get together in small groups and share what you want to advocate for. The group can help you brainstorm ways to advocate, who, where, and when to get involved in decision-making, and what a first step would be. Use this list of questions to consider as guidance.

Things to consider:

- Who is involved in the decision-making?
 - When, where, and how are the decisions made?
 - Who has control in this issue?
 - Who in your school has the power to influence the person(s) who is making the decision about your children?
 - Who might be a good ally to offer support and help with the situation?
 - How can I get other parents involved?
- e. Bring the group back together: Make a two-column chart. One side is, "What do you want to advocate for?" The other is, "What is your first step?" Ask parents to share their experiences as the facilitator records what they say in the appropriate column.
 - f. Explain: Thanks for sharing your plans for what you want to advocate for. We look forward to seeing your first step in action!

5) Closing & Evaluation

- a. Thank everyone for their participation and time and make any other closing remarks you would like to. This is our last lesson together. Thank you all for your participation!
- b. If there is a formal graduation gathering, provide information about the purpose and logistics of the graduation.
- c. Homework: Explain: Make sure you have exchanged contact information with parents who want to change the same things you do and make plans to connect in the future.

Bingo Mingle

Find a person who has been a leader in as many of these ways as you can. First to get four in a row yells BINGO!

FREE SPOTS: You can put YOUR name in as many of these spots as are true.

I have been to a School Board meeting	I have met with other parents to make something happen at my child's school.	I have organized an event for my child or my child's school (birthday party, back-to-school night, etc.)	I have attended a neighborhood community event
I have had a goal-setting conference with my child's teacher	I do what needs to happen to ensure my family is healthy.	I have started or shared a petition about something important to my community or me.	I have served on a committee that makes decisions or recommendations in my child's school.
I have met with the principal to solve a problem.	I voted in the last election.	I have talked to the school about a problem on the playground.	I saw something that needed doing at my child's school and I volunteered to do it.
I have led an activity or event at my church, temple, or faith community.	I am a Go To person for information for other parents.	I helped a parent who just arrived to my school/ community know what's going on and feel at home	I have talked with another parent in my child's classroom about what's going on at school.



Share Your Voice

School Board

The school board is the decision-making body for the entire district. The school board meets regularly, often in a room at the district office. Agendas are generally available from the superintendent's office, sometimes from your school office just before the meeting, or online. All regular meetings are open to the public. There are often opportunities to provide short "testimony" to raise issues or advocate about particular decisions that the board will make.

Student Support Services at the District Office—Student and Family Support Services offers a variety of programs that focus on student achievement and family engagement.

Principal and Teacher meetings for school input—make an appointment through your local school office. Many immediate issues affecting your children's education can be dealt with at this level.

Parents of children's classmates—Network at school functions, sports activities, neighborhood gatherings and events.

Parent academies/education programs—Many districts offer academies or "parent universities" which consist of a series of classes or workshops designed to help parents support their children and sometimes to work together to support each other.

Leadership Team or Site Council at the local school—This team consists of parents, staff and administration, who review School Improvement Plans (which guide all the school's work) on a monthly basis. They also review school data and information from the community to improve learning and academic achievement and to keep all stakeholders informed.

Writing letters to Representatives is a way to influence decision-making at the state and national levels.

PTA—the Parent Teacher Association, which advocates for students at the national level.

How does a teacher get hired?

In order to be hired teachers need to have certification to become a teacher. Teachers get certified to teach in a number of ways such as traditional routes through college teacher preparation program or alternative certification such as Teach for America. The make-up of hiring teams varies by school and district but in general the main decision-makers for hiring a teacher are the principal, teachers, and possibly parents if they are invited. The district is involved as well because applications are funneled through the district system in which an initial screening process takes place. During the application process teachers can usually indicate the schools where they want to teach. Principals usually make the final decisions on hiring.

Consider these questions:

- Who is involved in the decision-making?
- When, where, and how are the decisions made?
- Who has control in this issue?
- Who in your school has the power to influence the person(s) who is making the decision about your children?
- Who might be a good ally to offer support and help with the situation?
- How can I get other parents involved?

Examples of Parent Leadership and Advocacy in Education

Leticia & Becoming a Parent Mentor in the Classroom⁹

<http://www.lsna.net/index.html>

Leticia Barrera noticed that there were a lot of parents in school when she dropped off her child. Parents were in the classrooms with teachers and working with students. It looked like the parents knew each other because they were laughing and joking together, which made her want to be part of that group. A Mexican American immigrant and mother of three, Leticia did not feel confident about her English-speaking skills and was completely unfamiliar with U.S. schools. So when she was invited to learn more about the Parent Mentor program run by Logan Square Neighborhood Association (LSNA), a local community organization, she was full of insecurity, anxiety and fear. But an organizer encouraged her and told her she could become a Parent Mentor and volunteer in the classroom for two hours a day.

At first, in the weeklong training session at the start of the new year, Leticia was very quiet and shy. She didn't know what to say, and everything was new to her. But she could relate when she heard other parents share their stories of struggle, fear, hope and dreams, and she began to feel more confident and comfortable. They set goals for themselves, talked about how the school worked, and discussed issues in the community. Soon, she began to make powerful connections with other parents. Leticia was unsure, at first, how to interact with the teacher when she was placed in a classroom. But she discovered that she loved working with children in small groups on their math or reading, developed a great relationship with the teacher, and deepened her connection with other parents in the weekly trainings. Leticia felt a "fire and energy lighting up in inside me." She began to feel that she could make a difference in her school and community, and other parents began to look up to her as a leader. With other parents, Leticia found ways to improve the school's programs to better support parents and kids. Now, Leticia is an education organizer for LSNA, and she oversees the Parent Mentor program in schools. She leads the training sessions that starts each year and begins by recounting her own story.

Jafar & Leading Community Learning

ﺁﺟﺰﻑ, a Somali dad of 3 children, had been to family events at his school before, but he didn't feel they were very helpful and often skipped them. He had spent his youth in a refugee camp and now worked long hours to support his family. When he saw the principal's invitation to become a facilitator for Kent School District's new parent academy, he wasn't sure he could do it, but he knew he wanted to support his kids and help his community. At first, the director told him to call the Somali families in the school to get them to come, and he explained that that wasn't how they did things in their community. He called anyway, and heard a lot of "no no no" when he asked parents to come to 9 weeks of classes. On the first night of the parent academy, not a single Somali parent came. The director encouraged him to recruit his way, and with his cousin, ﺁﺟﺰﻑ went door to door and visited the homes of his neighbors to encourage them to come to the class. The visits paid off, and the second night of the academy, 4 parents came. Then there were 8 the next week. As the weeks went on, more families heard about the class and came to participate. They shared stories about their struggles and exchanged information and resources with each other. The discussions always ran over time with so much to talk about, so everyone started coming 15 minutes early to have time for all the conversation and questions. ﺁﺟﺰﻑ enjoyed learning new things about how the school worked and learning from the other parents as well.

After the academy ended, parents still came to ﺁﺟﺰﻑ's house to ask questions and talk with each other. Everyone was talking about their kids going to college now! One woman thanked ﺁﺟﺰﻑ—she said that before, her nephew was about to drop out of middle school, but she learned so much in the classes that now the nephew was doing fine in school. ﺁﺟﺰﻑ felt great about how things had changed for his family and others, but he wanted to do more. He talked to the director of the academy and told her of his dream to start a native language class for parents and children. So many Somali children were losing their native language and their ability to communicate with their families, especially about stories and experiences from back home. The director got him in touch with the people at the housing authority where he lived, and they agreed to let him hold a class over the summer in the community center. ﺁﺟﺰﻑ called his community together, and all summer long, the community center was filled with the sounds of parents and children sharing their stories and experiences in Somali.

⁹ Adapted by permission from "Recasting the Role of Communities in Building Parent Leadership: An Exploration of the Logan Square Neighborhood Association's

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Families in the Driver's Seat: Parent-Driven Lessons and Guidelines for Collective Engagement

*A Road Map Parent/
Family Engagement Curriculum*

Group Agreements

Communication 1

- We will ensure that everyone who wants to speak can speak
- We will provide a safe space for the expression of thoughts, ideas, and concerns
- We will support our facilitator's efforts to moderate discussions
- We will speak respectfully to each other

Communication

Communication 1

Purpose: To provide participants with the opportunity and the resources needed to discuss strategies for communicating with schools to ensure their children's success.

Learning Objectives:

1. Identify key individuals and existing opportunities within your school and district for communication about your child's education.
2. Develop a shared understanding of effective, two-way communication and brainstorm new opportunities to build partnerships with educators.
3. Learn and practice multiple strategies to more effectively communicate with teachers, principals, and other parents.

Communication

Communication 2

Purpose: To provide participants with the opportunity and the resources needed to discuss strategies for communicating with schools to ensure their children's success.

Learning Objectives:

1. Identify key individuals and existing opportunities within your school and district for communication about your child's education.
2. Develop a shared understanding of effective, two-way communication and brainstorm new opportunities to build partnerships with educators.
3. Learn and practice multiple strategies to more effectively communicate with teachers, principals, and other parents.

Communication Challenge Role Play Discussion Questions

Communication 2

1. Why has communication between the parent/family member and the school been ineffective?
2. What could the parent/family member do to improve communication?
3. What could the teacher/administrator do?

Ensuring Academic Success

Ensuring Academic Success

Purpose: To provide participants with resources and the opportunity to discuss how parents can support their children's academic success.

Lesson Objectives:

1. Understand what your children should know and be able to do to be academically successful.
2. Understand how students are being assessed and how to interpret the results.
3. Generate a list of questions to ask teachers about your own children's academic progress.
4. Set a personal learning goal to model goal-setting and planning for your child.
5. Work with other parents to identify academic resources and opportunities to support every child.

Examples of Common Core Standards for Kindergartners in reading

Ensuring Academic Success

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Addressing Bullying at Your School

Purpose: To provide participants with resources and the opportunity to discuss strategies for working with schools to ensure a safe, respectful, and inclusive school community

Objectives:

1. Learn the definition of bullying and how to recognize it.
2. Know how to support a child if he/she is being bullied or is bullying another child
3. Identify possible strategies for addressing ongoing bullying at the school
4. Understand the importance of community responsibility for preventing bullying

Resolviendo el Bullying en Su Escuela

Acoso

Propósito: Proveer a los participantes con recursos y la oportunidad de conversar sobre estrategias de cómo trabajar con la escuela para garantizar una comunidad escolar segura, respetuosa, e inclusiva.

Objetivos:

1. Aprender la definición de acoso o “bullying” y cómo reconocerlo.
2. Conocer como ayudar a su hijo/a si él o ella está siendo acosado o está acosando a otro niño/a.
3. Identificar posibles estrategias para resolver el problema recurrente del “bullying” en la escuela.
4. Comprender la importancia de la responsabilidad de la comunidad en la prevención del acoso o “bullying.”

Bullying Facts

- At least 25% of children will be affected by bullying; in one study 75% of students surveyed reported being bullied at least once.
- **Kids who are bullied** are more likely to have physical and mental health problems, resist going to school, experience lower academic achievement and attempt suicide.
- **Kids who bully** are more likely to do poorly academically and drop out of school, become abusive adults, and engage in criminal activities as adults.

Datos sobre el “Bullying”

Acoso

- Por lo menos 25% de niños y niñas son afectados por el “bullying”; un estudio encontró que 75% de los estudiantes reportaron haber sido acosados o “bullied” por lo menos una vez.
- **Los niños-as que son acosados (bullied)** tienen mayores probabilidades de padecer de problemas físicos y mentales, se resisten a ir a la escuela, tienen más bajo rendimiento académico y pueden intentar suicidarse.
- **Niños y niñas acosadores (bully)** tienen mayores probabilidades de tener un pobre rendimiento académico y de dejar la escuela, de convertirse en adultos abusadores, y de participar en actividades criminales cuando son adultos.

Thống Kê Về Bắt Nạt

Bắt nạt

- Có ít nhất 25% học sinh sẽ bị ảnh hưởng.
- Một cuộc nghiên cứu cho thấy 75% học sinh khai báo đã bị bắt nạt ít nhất là một lần.
- **Trẻ em bị bắt nạt** thường có nhiều khả năng có vấn đề sức khỏe, thể chất và tinh thần, không chịu đi học, có thành tích học tập thấp hơn và đã tìm đường tự tử.
- **Trẻ em bắt nạt** người khác có nhiều khả năng học tập kém và bỏ học, trở thành người lạm quyền, và tham gia vào các hoạt động tội phạm khi trưởng thành.

Bullying Definition

Bullying

Bullying is unwanted, aggressive behavior that involves the intent to harm and a real or perceived power or strength imbalance. The behavior is repeated, or has the potential to be repeated, over time.

El acoso (bullying) es algo **no deseado**, es un comportamiento agresivo y tiene la **intención** de dañar e involucra un desbalance de poder y fuerza ya sea real o percibido. El comportamiento **se repite**, o tiene el potencial de repetirse nuevamente por un largo tiempo.

Bắt Nạt Là Gì?

Bắt nạt

- Bắt nạt là một hành vi tiêu cực được lặp đi lặp lại để lợi dụng hay ăn hiếp một người yếu hơn, không có khả năng chống cự, Các hành vi lặp đi lặp lại, hoặc có khả năng lặp đi lặp lại kéo dài theo thời gian.
- Ví dụ: đánh đập, chửi rủa, đặt tên xấu để chế nhạo, xa lánh và làm nhục đều là các hình thức bắt nạt. Cũng như loan truyền tin đồn, nói xấu sau lưng và đe dọa qua hệ thống Internet.
- Bắt nạt là điều không mong muốn và có khuynh hướng hoặc kết quả gây hại. Không muốn làm bạn bè.
- Trêu chọc có thể gây tổn thương, nhưng không có ý định gây tổn hại và còn có ý định duy trì mối quan hệ.

Four types of bullying

- Physical bullying
- Verbal bullying
- Social/relational bullying
- Cyberbullying/electronic bullying

Bullying is unwanted and has the intention or outcome of inflicting harm. There is no desire to be friends.

Teasing can be hurtful, but there is no intent to harm and there is a desire to preserve the relationship.

Cuatro Tipos de Acoso o “bullying”:

Acoso

- Acoso físico
- Acoso verbal
- Acoso social
- Acoso cibernético/ electrónico

El Acoso (bullying) es no deseado y tiene la intención de dañar. No existe el deseo de ser amigos-as.

Molestar/bromear puede ser hiriente, pero no existe la intención de causar un daño y hay el deseo de mantener una relación o amistad.

4 Loại Bắt Nạt

- Bắt nạt về thể chất.
- Bắt nạt bằng ngôn từ.
- Bắt nạt về giao tiếp xã hội.
- Bắt nạt qua sự hăm dọa trên mạng điện toán.

Muốn tìm hiểu thêm:

stopbullying.gov

stopbullying.gov/image-gallery/what-you-need-to-know-infographic.pdf

Many children never tell an adult about bullying

- Nearly 2/3 of bullying incidents are not reported to teachers or other school staff.
- Most bullying happens when teacher are not around. Teachers observe only about 4% of bullying incidents.
- Less than half of students who had been bullied in the 3rd-12th grades told a parent about their experience.

Muchos niños-as nunca le dicen a un adulto que son acosados.

Acoso

- Cerca de dos tercios (2/3) de los incidentes de acoso o “bullying” no son reportados a los maestros u otro personal de la escuela.
- La mayoría del acoso o “bullying” pasa cuando un maestro no esta cerca. Los maestros solo son testigos de alrededor de un 4% de los incidentes.
- Menos de la mitad de los estudiantes que han sido acosados entre el 3-12 grado le contaron a sus padres de su experiencia.

Thống kê

Bắt nạt

- Nhiều trẻ em không bao giờ nói cho người lớn về bắt nạt.
- Gần 2/3 các sự cố bắt nạt không được báo cáo với giáo viên hoặc nhân viên nhà trường.
- Hầu hết bắt nạt xảy ra khi giáo viên không có xung quanh. Giáo viên quan sát chỉ có khoảng 4% các sự cố.
- Ít hơn 1/2 học sinh đã bị bắt nạt trong lớp 3-12 nói với cha mẹ về kinh nghiệm của họ.

Scenario Part A:

Bullying

Margaret, a fellow parent at your Kent School District elementary school, has told you that she is frustrated. Her 4th grade child continues to come home each day sharing that he is being bullied at recess. Margaret has talked to the teacher but the teacher said it's not happening in the classroom. Her child doesn't want to go to school in the morning. What advice would you give her?

Escenario Parte A

Acoso

Margaret, una mamá de la misma escuela en Kent School District que va su hija, le ha comentado que está muy frustrada porque que su hijo, que está en cuarto grado, todos los días viene a la casa diciendo que lo siguen intimidando/acosando (“bullying”) durante el recreo. Margaret ha compartido esto con el maestro, pero el maestro le dijo que esto no sucede en el aula. Su hijo ya no quiere ir a la escuela por la mañana. ¿Qué le aconsejaría usted a Margaret?

Vi dụ A

Bắt nạt

Margaret là một phụ huynh ở trường tiểu học của Kent. Cô chia sẻ với bạn rằng cô ấy rất đau lòng và buồn bực. Đứa con trai học lớp 4 của cô ấy mỗi ngày đều về nhà nói rằng nó đã bị bắt nạt ở trường. Margaret đã nói chuyện với cô giáo nhưng cô giáo cho biết chuyện đó không xảy ra trong lớp học. Sáng nay, con trai cô Margaret không muốn đi học. Bạn có thể cho cô Margaret lời khuyên gì?

Scenario Part B

Bullying

The next day, you are standing at the bus stop. Two children begin taunting a third girl and take the child's backpack away from her. Even though your child is not involved and you aren't sure this is bullying, you decide to intervene. The children return the backpack and stop taunting as soon as you say something. After your conversations with Margaret and your neighbor, this incident has made you think about the importance of community responsibility for preventing bullying. What can we as parents do to prevent bullying and ensure a safe, healthy, inclusive, and respectful school for all our children?

Escenario Parte B

Acoso

El día siguiente, usted está parada en la estación del bus. Dos niños comienzan a burlarse de una niña y le quitan su mochila. Aunque su hijo/a no está involucrado y usted no está segura si esto es “bullying,” usted decide intervenir. Tan pronto como usted les dice algo, los niños le regresan la mochila a la niña y dejan de burlarse. Después de su conversación con Margaret y su vecina, este incidente le ha hecho pensar sobre la importancia de la responsabilidad que tiene la comunidad en la prevención del “bullying.” ¿Qué podemos hacer, como grupo de padres, para prevenir el “bullying” y garantizar una escuela segura, saludable, e inclusiva para todos los niños y niñas?

Vi du B

Bắt nạt

Ngày hôm sau, bạn đang đứng ở trạm xe buýt. Bạn thấy hai đứa trẻ khuấy phá một bé gái và giật lấy cặp táp của cô ta. Mặc dù sự kiện này không liên quan đến bạn và bạn cũng không rõ đây có phải là tình trạng trẻ em bị bạn bắt nạt hay không, nhưng bạn quyết định can thiệp. Hai đứa trẻ kia trả lại cặp táp và ngừng khuấy phá bé gái ấy ngay khi bạn lên tiếng. Sau khi nói chuyện với Margaret và người hàng xóm, sự kiện này đã giúp bạn cảm nhận được sự quan trọng của trách nhiệm cộng đồng trong việc ngăn trừ trẻ em bị bắt nạt. Hội phụ huynh của chúng ta có thể làm gì để bảo đảm một môi trường an toàn, lành mạnh, cởi mở không phân biệt với tinh thần tôn trọng lẫn nhau cho con em của mình?

Fostering Positive Racial and Cultural Identities

Racial & Cultural Identity

Purpose: The purpose of this lesson is to build parents' capacity to support children's positive racial/cultural identities and increase parents' comfort level when addressing race-related issues in schools.

Learning Objectives:

- Explore our own and our children's development of racial identity and awareness and links to student success and well-being.
- Learn why and how we might talk constructively about race and racism with a variety of audiences.
- Support your children's racial and ethnic awareness and identity development.
- Identify strategies to work with other parents to address issues of race and racism in your school or community.

Group Agreements for Discussions about Race

Racial & Cultural Identity

- Stay engaged – Be committed to the process and participate fully in the lessons.
- Expect to experience discomfort – The issues parents experience regarding their children can often be uncomfortable and challenging to discuss. Expect to feel discomfort at times throughout these lessons.
- Speak your truth – In order to make progress this must be a safe space for open and honest dialogue.
- Expect and accept a lack of closure – At the end of these lessons, especially the racial identity lesson, at least some issues surrounding race will not be solved. The goal, however, is to make progress.

(Singleton & Linton, 2005).

Examples of Social Identities

- A social group identity that is hidden or invisible: a student brought in a pill bottle that represents her chronic disease, which is a hidden aspect of her ability identity
- A social group identity that affords members social privilege (a group that has historical or current political and economic power): to represent the male gender, which is an identity afforded political and economic power, a student brought in deodorant stick just for men
- A social group identity that has been historically and/or is currently marginalized: a student brought in pocket change to illustrate that she comes from a poor social class background, which is a marginalized group
- A social group identity that makes you proud: a student brought in a flag from Mexico to represent pride in ethnicity

Exploring our Social Identities

Racial & Cultural
Identity

Directions to Participants

- On a table, set out the items that represent your social identities as if you were displaying them on an altar.
- Take five minutes to rotate around the room observing the items.
- During the observation you cannot discuss the items with others but they can write down comments and questions for themselves.
- Tell the group about the items you brought. Which social identity does it represent and what does that mean for you?

What is race?

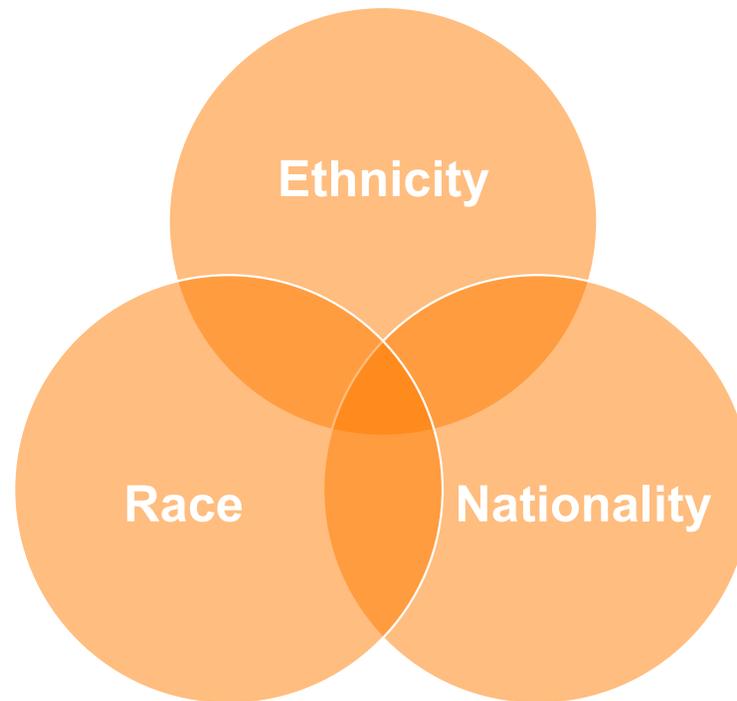
- Race is a social category
- “Race is the socially constructed meaning attached to a variety of physical attributes including but not limited to skin and eye color, hair texture, and bone structures of people in the US and elsewhere” (Singleton & Linton p. 39).
- The attempt to classify people on the basis of skin color is rooted in history

Racial & Cultural Identity

Race	Ethnicity	Nationality
Social meaning associated with skin color	shared cultural and historical traits such as language, religion, food	Country of origin or naturalization
Examples		
Black	African American	Nigeria or USA
Brown	Hispanic (language)	Latino (geography) Mexico or USA
Asian	Indian American	India or USA
White/Caucasian	Swedish	Sweden or USA

Intersecting identity categories

Racial & Cultural
Identity



Why is addressing race important in school?

- MYTH: Children won't notice racialized differences if we don't talk about them.
- REALITY: Children as young as three begin to notice differences in skin color. They may not use the same terms adults use but they are aware (Wright, 1998). Early on, children also develop notions of good or bad related to race. Race and ethnicity are part of who all children are.
- By talking about our differences and how they matter in schools, we can begin to address the whole child and ensure that all our children can be successful in school and in life.

Why the Design Team parents thought addressing race in school was important

- “I grew up in a diverse community and it was very enriching. I want that for my kids. I want them to learn it.”
- “I feel like children should learn about themselves and be aware so they can respect other children and support each other.”
- “All of us, we have to educate ourselves. It is important to know how we’re going to talk to our kids.”

Ethnic-Racial socialization and academic achievement

Racial & Cultural Identity

Racial socialization psychologically prepares children for life in a racialized society. The guidance parents provide to their children prepares them for and explains to them what they might experience growing up in a society in which race is an issue.

- Racial socialization practices have a positive influence on student achievement.
- When parents help their children have a positive racial identity it helps them address racism and think critically about issues of race.

How would you explain...?

Scenario: “Why doesn’t my skin look like my friends’?”

Your son/daughter comes home and explains that while playing a game at school a classmate said to her “you’re [brown/white] skinned.” Your son/daughter seems troubled by this exchange and asks why she has a different skin tone from her friends. How would you explain this to your child?

How would you explain?

- What message/lesson do you want to send your child about this situation?
- How would you explain this to your child?
- What would you do next?

Racial & Cultural Identity

Purpose: The purpose of this lesson is to build parents' capacity to support children's positive racial/cultural identities and increase parents' comfort level when addressing race-related issues in schools.

Learning Objectives:

1. Explore our own and our children's development of racial identity and awareness and links to student success and well-being.
2. Learn why and how we might talk constructively about race and racism with a variety of audiences.
3. Support your children's racial and ethnic awareness and identity development.
4. Identify strategies to work with other parents to address issues of race and racism in your school or community.

How would you explain...?

Scenario: Discussing racial concerns with a teacher You have found out from your child that he/she has heard derogatory comments about race made by students in his/her classroom. As a result your child is being exposed to terms you don't want him/her using. You decide to talk to the teacher about your concerns. How would you approach this conversation?

Parent Advocacy & Leadership

Purpose: To provide participants with resources and the opportunity to discuss strategies for parent advocacy and leadership.

Learning Objectives:

- Identify where and when you can advocate for your own child.
- Recognize various types of parent leadership and ways that parents can grow into leaders in the system.
- Understand how important decisions are made and identify opportunities to make your voice heard in decision-making in your school and district.
- Collaborate with other parents to identify opportunities for influencing important school or district decisions.

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