

Facilitator Guide



PURPOSE AND SUMMARY OF MODULE 4: SCHOOL SYSTEMS AND MULTIPLE CULTURES—BRIDGING THE DIFFERENCES TO SUPPORT THE CHILD



Module 4 focuses on schools in the United States and the expectations you can have for your child's educational experience. The module provides an overview of U.S. schools and how they differ from schools in other countries. This module is developed to inform parents of the rights their child has to an education and what they can expect their child to receive educationally. The module goes over programs offered and the role of the parent in understanding and utilizing those programs to benefit their child. The module explores involvement in schools, both by parents and by children, and how to help schools understand individual children to help them succeed in school. When parents engage in their child's education, at whatever level they are comfortable, they share both verbal and nonverbal messages with their children and the school that education is valued and important to them. There are many cultural considerations included in this module that go beyond where a child is from and begins to discuss how school experiences can shape culture for each individual child.

PREPARING YOUR TRAINING TOOLS



Weeks before the training:

- Review the Module Preparation Facilitation Checklist from Module 1: Facilitators Overview of Migrant Parent Modules.
- Preview the entire module at least twice before the training.
- Prepare all materials listed on the activity plans before the training.

Days before the training:

Print necessary parent handouts for the meeting from the module.

Hour before the training:

- Set up LCD projector and screen, computer, and speaker. TEST SOUND BEFORE SESSION BEGINS.
- Place parent handouts on tables or hand them out as participants enter the room.
- Set up chairs so participants have room to move, write, and talk with each other during the training.

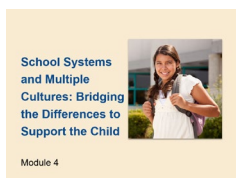
INTERACTION STRATEGIES

The following comments/questions and actions are for facilitating deeper understanding and creating opportunities for personal reflection, practice, and implementation of the information in the module. Follow the outline to facilitate these interactions.

As you preview the material, use the spaces provided to take notes in preparation for the training. Taking notes on these slides will help you to personally connect to the material and allow you to use your own personal stories to facilitate conversation. Modeling sharing and having a personal connection to the material motivates participants to connect and feel safe to share.

Remember to preview the module at least twice and to read all handouts and activity plans before the training.

Comments are listed by slide title so that the facilitator may pause the module and complete the interaction (conversation, reflection, or activity). Once participant discussion has ended, the facilitator may continue with the module presentation.



Slide title: School Systems and Multiple Cultures: Bridging the Differences to Support the Child

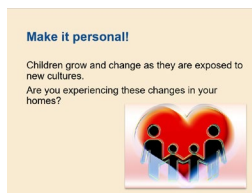
Facilitator action:

Welcome participants to the training.

Share the style of the training (online module with interactive activities and conversations).

Let participants know that you can pause the module at any moment to clarify, discuss, or listen again.

Facilitator notes from module preview:



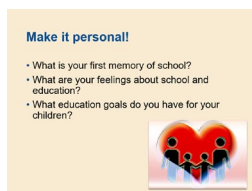
Slide title: Make it personal! (1)

Facilitator action:

Pause the module from advancing. Ask parents if they have any other examples they may be seeing at home of the differences in behavior and practices in the U.S. versus where they come from.

There is one example in the module; the intent is to use this example to help solicit real-life examples from participants.

Facilitator notes from module preview:



Slide title: Make it personal! (2)

Facilitator action:

Pause the module from advancing and invite participants to reflect on the questions on the slide.

As a facilitator, you will want to answer these questions prior to facilitating the module with parents. Having your own answers to share may make it easier for families to share.

You can ask parents to share the answers to the questions on the screen, then you can ask them the following questions:

Can we see how our school experiences might be different than our children's? In a good way?
In a negative way

Compared to your school experience, what do you want to be different for your children?

Facilitator notes from module preview:



Slide title: Slow Down and Discuss

Facilitator action:

Pause the module from advancing and invite participants to think about all of the information provided about schools in the U.S. and Mexico.

Ask participants the following questions and chart their answers on a large poster paper:

What information about U.S. schools was most surprising to you?

What did you already know?

What do you want to know more about?

Once you have charted a few answers for each question, you can ask others if they had the same answers.

This helps participants feel validated.

Encourage parents to write down things they still have questions about. This will allow them to hear the answer later in the module or ask their child's school about it.

Facilitator notes from module preview:



Slide title: Activity: What would you do?

Facilitator action:

Pause the module from advancing and follow the directions on the activity sheet (What would you do?).

The activity sheet has example answers that can be used to start conversation, if needed.

Facilitator notes from module preview:



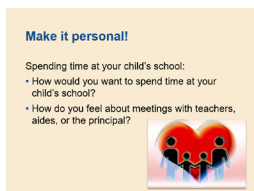
Slide title: Activity: A Letter to School

Facilitator action:

Pause the module from advancing and invite participants to take out the A Letter to School handout.

Follow the instructions on the handout.

Facilitator notes from module preview:



Slide title: Make it personal! (3)

Facilitator action:

Pause the module from advancing and invite participants to review the questions on the screen:

How would you want to spend time at your child's school?

How do you feel about meetings with teachers, aides, or the principal?

Refer to the How would you like to be involved? handout. There are options on the handout for parents to think about the ways they can be involved in their child's school.

After participants have gone through the handout ask the whole group this question: How do you feel about meetings with teachers, aides, or the principal?

Ask the group to share if they feel comfortable.

Facilitator notes from module preview: *Think about and answer these questions for yourself.*



Slide title: Activity: A Letter to School—Revisited

Facilitator action:

Pause the module from advancing and follow the instructions on the A Letter to School handout.

Facilitator notes from module preview:



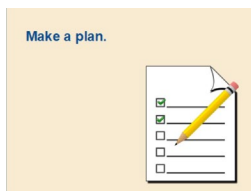
Slide title: Activity: Questions to Ask

Facilitator action:

Pause the module from advancing and follow the instructions on the Questions to Ask activity sheet.

Invite participants to take out the Questions to Ask handout.

Facilitator notes from module preview:



Slide title: Make a plan.

Facilitator action:

Listen to the narration of the scenario, then pause the module and repeat the question on the slide: What can you say to Ruben to help him practice self-control?

Suggested responses:

Describe his feelings, “You are really mad that I took the game away.” This teaches the child to name their feelings.

Suggest to Ruben what he can do when he is mad. “It is okay to be mad, but slamming doors is not okay. You can listen to music to help you calm down or maybe lay in your bed until you feel better.” This helps him learn to practice self-regulation.

Facilitator notes from module preview:

PLANNING FOR ACTIVITIES

Each activity slide has an Activity Guide sheet. Review this guide to plan for each activity prior to the training.

The Activity Guide sheet for this complete module includes the following:

Activity: What would you do?

Activity: A Letter to School

Activity: A Letter to School—Revisited

Activity: Questions to Ask

WRAP-UP

Ask participants to complete an evaluation form after you have completed the meeting’s online module.

Invite families to use the Action Planning handout to write down one or two new ideas they are going to try between now and the next meeting.

Allow families and participants to continue discussing and sharing their thoughts about the module.

Remind participants that all changes take time and any small change is powerful.

Let participants know you will ask about how they have experienced any new strategy the next time you come together.