

Family Involvement Model/Core Component #3: Family Focus Groups

As discussed earlier, family involvement is an important component of all NASA educational programs. One of the most effective tools for encouraging and sustaining effective family involvement is the Family Focus Group. Family Focus Groups bring parents and other adult family members together and provide them with the tools and information needed to become more actively involved in their child's day-to-day education. When properly facilitated, Family Focus Group sessions can open a dialogue between schools and families and help foster a cooperative spirit for increased student learning.

Family focus group sessions are typically held simultaneously with a student activity, project, or competition in an adjacent classroom, within the school setting. Family Focus Group sessions are typically 1 to 3 hours in duration, and have long-standing, successful track records relevant to each of the following three major timeframes: Saturday mornings, after school, and during school.

General Format

Every Family Focus Group session, regardless of content and/or selected topic/theme, should include each of the following agenda items, in the order specified (except for guest speaker, roundtable discussion and hands-on, inquiry-based activity, which may come in any given order):

- Icebreaker
- Welcome and introduction of the session topic
- Guest speaker
- Roundtable Discussion
- Hands-on, inquiry-based activity
- Student presentations
- Wrap-up
- Evaluations and door prizes

General format includes the following:

Roundtable discussion or icebreaker	Select a low-risk activity that encourages teamwork and relates to the objective for the workshop.
Welcome and introduction of the session topic	Family Coordinator welcomes families, reviews today's agenda, and makes announcements.

Review roundtable discussion or icebreaker in large group	Family Coordinator serves as workshop facilitator. Teams respond to questions and compare responses. This provides an opportunity for families to participate and share tips and techniques they have found to be successful or unsuccessful.
Guest speaker	The Family Coordinator selects speakers based on the workshop topic and objective. Speakers must design their presentations to include interaction with the audience such as an activity in addition to Q & A (Question and Answer) periods.
Hands-on, inquiry-based activities	Families will participate in hands-on, inquiry-based activities that have been selected by the session facilitator and aligned to each session's topic, objectives, and outcomes. Families have fun with this type of activity and are excited about doing these types of activities at home with their children.
Student presentations	Students are invited to give a presentation demonstrating what they learned in the student program taking place simultaneously with the family focus group.
Wrap up	The Family Coordinator summarizes the highlights of the current focus group session and gets families excited about the next focus group session.
Evaluations and door prizes	Families are asked to give their subjective evaluations of each focus group. This type of evaluation data is useful in the selection and design of future programs and activities. Evaluation responses are compiled and should be conveyed in the next meeting, newsletter, and in reports.

Why is the Family Focus Group so Essential?

The Family Focus Group is essential to establishing relationships and partnerships with families. It is the only family involvement component that provides separate time for adults only to discuss serious educational and parenting issues.

Building a Group Identity

Strategies for building a group identity are as follows:

- Set the stage for membership. Communicate to participants from day one that the only requirement or expertise needed for participation is a desire for the best for their child.
- Establish ground rules for communication that require a respect for all participants' ideas and input, to be demonstrated not only in participants' words but in their body language as well.
- Focus on children and educational topics. Never discuss families' occupations or religion.
- Maintain a safe and cooperative atmosphere. Offer group activities, make participation optional, and give families permission to pass on activities or discussions.

Agenda

Families will take comfort in the routine schedule followed at each of the Family Focus Groups. Below is a sample agenda to assist you in the preparation of each Family Focus Group:

8:15 to 8:45 a.m.	<p>Set up Prepare registration table (set out supplies for nametags, post sign-in sheets, etc.). Hang any signage. Check equipment and audiovisuals. Check or prepare refreshments.</p>
8:45 to 9:00 a.m.	<p>Registration table complete Staff for early arrivals. Have class/room assignment to direct families and/or students.</p>
9:00 to 9:30 a.m.	<p>Have participants make nametags and sign in Offer refreshments. Give handouts of roundtable discussion (small groups) questions or icebreaker. Handouts are numbered or coded in advance to activities.</p>
9:30 to 9:45 a.m.	<p>Welcome and introductions Introduce staff, volunteers, and special guests. Review agenda and time limits (i.e., What our children are learning today?).</p>
9:45 to 10:10 a.m.	<p>Roundtable discussion (large group) Each small group has opportunity to give their group's report.</p>
10:10 to 10:20 a.m.	<p>Break</p>

- 10:20 to 11:30 a.m. **Interactive workshop with speaker or tour**
 Introduce speaker or conduct tour.
 Keep program on schedule.
 Thank speaker.
- 11:30 to 11:45 a.m. **Wrap up**
 Hand out evaluation.
 Offer closing remarks.
 Thank participants for coming.
- 11:45 a.m. to 12:00 noon **Coordinator available to answer questions**
- 12:00 noon to 12:30 p.m. **Clean up**
 Pick up registration table.
 Tidy up room.
 Review evaluations.

Workshops and Roundtable Discussions

Workshops and roundtable discussions are great places for families to get information, discuss important topics, or just have fun. They are a useful strategy to get “families helping families.” Topics cover a number of different issues, such as children’s development and learning styles, caregivers nurturing, and discipline strategies.

Below are some workshops and roundtable discussion topics families generally find useful:

- Homework Strategies
- Academic Reinforcement Activities
- Home Reading Activities
- Ideas for a Successful Parent-Teacher Conference
- Caregivers Reaching Their Own Academic and Vocational Goals
- Nurturing Your Child
- Responsibility and Your School-Age Child
- Alleviating Test Anxiety
- Understanding Your Child’s Learning Style...and Your Own
- Assertive Discipline
- College Preparation
- Critical Thinking Skills
- Family Involvement
- Parents Teaching Math
- Test Preparation
- Technology

In order to create an atmosphere in which all members feel free to participate, the Family Coordinator should remind participants of the ground rules for

discussion prior to breaking into groups. Here are some samples you may find helpful:

- This is a safe atmosphere for open discussion. Please keep comments inside of this room.
- Be warm, open, and receptive to others' comments.
- Wait until someone has finished his or her comment before you give yours.
- Maintain a positive attitude.
- Respect others' rights to have their own opinions.

Provided are sample workshop and roundtable discussion forums that have been helpful in getting roundtable discussions started.

To make workshops more interesting you should rename topics to fun, interesting titles. The following is a list of workshops with examples of new, interesting titles:

Academic Reinforcement Activities Is Renamed

Turning Stumbling Blocks Into Opportunities—A NASA pilot/educator compares the learning process to building blocks. Tips are provided to families on early intervention techniques and how to help children overcome challenges.

Test Preparation Is Renamed

Links in the Ohio Proficiency Test—What are the tests (4th, 9th and 12th)? How do we interpret the results? How can families help children prepare for the test? These are just a few of the questions answered. Families are given sample tests and tips on how to help children prepare for proficiency tests.

Family Involvement Is Renamed

Families Helping Families—Overview of program history and objectives inclusive of fun introduction games. Share ideas and discuss common issues and challenges surrounding children learning and development. Returning families and students share their experience with the group.

Icebreakers

Icebreakers are a great way to begin a meeting. They help to relax participants, and that makes them more receptive to listening and contributing. An icebreaker can also serve to build a team atmosphere and to generate enthusiasm. Ice breakers can be fun, amusing, humorous, thoughtful, surprising, or just plain silly.

The most popular are games that have participants reveal something personal about themselves, or which encourage participants to get to know one another personally. The idea is that, more than just having fun, the icebreaker will truly help to create group cohesion based on trust and understanding.

One of the tricks of an icebreaker is timing. It should not be too long otherwise the serious work of the meeting will not be given enough time. It should not be so short that participants feel it was a perfunctory exercise. Timing also depends on the size of the group, the overall length of the event, and the purpose of the event. An all-day retreat might warrant a half-hour icebreaker, but a 1-hour meeting may merit only a minute or two icebreaker. The following are some ideas compiled by category and gathered from a variety of sources:

- **I Have Never! (10 Fingers)**
Each person starts off with some candy. Going around the circle, each person finishes the sentence, “I have never...” Everyone who HAS done what they have never done gives that person one of their candies. This activity is a fun way to learn things you might otherwise not find out about people. Or, you can have people hold up 10 fingers and put 1 finger down each time they have done it.
- **Two Truths and a Lie**
Have participants write down three things about themselves—two true and one lie, in random order. Collect papers. Facilitator reads each person’s paper while the rest of the group tries to guess, “Which comment is indeed the lie?”
- **Trait Debate**
Each person is given a list of 5 to 10 traits that they must find in common with the people around them. Sample items could be “Find someone who was born in the same month,” “Find someone who lives in your state,” or “Find someone who drives the same model of car.” A prize is awarded to the participants with the most in common.
- **Moving Debate**
Write the words “agree,” “disagree,” “strongly agree,” and “strongly disagree” on separate pieces of paper and post them on four different walls of the room. Then make a statement such as “Schooling should be year-round” and have everybody move to the part of the room that matches their opinion. Have the group discuss why they chose their response. As groups debate with one another, people can move to other groups as they begin to change their opinions.

- **Paper Bag Goals**

Beforehand, write a number on a paper lunch sack for each person present. Have each person write down three goals that they have for the future on a piece of paper. Each person places the paper in a paper lunch sack and put them all in one center location. Remind them to remember their number. Have each person pick up another person's bag and get into small groups. Together have them pick one of the three goals in each bag and make suggestions to how that person might reach their goal. Return the bags to a center location. Have everyone get his or her bag back and discuss if it was a helpful exercise.

Selecting a Speaker

To find a speaker, you may want to call or write to

- NASA Speakers Bureau, a local company or agency of your NES partners, or other local and Federal agencies
- Educational Community—Colleges/universities, museums, training programs, cultural centers and environmental centers
- Community Service Agencies—Aviation safety, community health services, hospitals, weather services, park services, and fire departments
- Community Networks—Business associations, fraternities and sororities, scientific societies, minority organizations, service groups, volunteer services, and computer network groups
- NES Families and Students—Invite current or past participants to share impact of NES experience

Contact a Speaker

Arrange a meeting or telephone conversation to invite a speaker 6 to 8 weeks in advance. Discuss with the speaker the following items:

- Topic
- Audience needs
- Workshop format

Confirming a Speaker

Mail a letter to the guest speaker confirming the date, time, location, and directions to the gathering. Include an NES brochure, flyer, or newsletter and NES family information such as the expected number of participants, grade level of families' children, and a contact name and phone number.

Request From the Speaker

- Presentation outline
- Biographical data
- Equipment and audio visual needs
- Handout of presentation for parents

Finalize Plans With the Speaker

Contact the speaker 1 week before presentation to finalize plans.
(**ALWAYS** have a backup program ready in case of an emergency.)

Day of Presentation

Arrange to meet the guest when he/she arrives. Offer the guest refreshments, review the agenda and time limits, and check the set up of equipment and audiovisuals.

Follow Up

Mail a thank you letter or card within 1 week after presentation. Show appreciation for their efforts, and let them know you may call them again for your next series of workshops. Family Coordinator should review overall evaluation of presentation before inviting speaker to return for another session.

Checklist for Each Speaker

Guest speaker:
Target audience:

Topic:
Time:

Speaker's biography
Honoraria
Thank you letter

Confirmation letter
Handouts (number of copies needed)

Audiovisuals—check all required

TV/VCR
Microphone
Other (please specify)

Overhead projector
Computer

Screen
Telephone line

To Request a NASA Speaker

The NASA Speakers Bureau can provide knowledgeable speakers to attend your family involvement activity/event and tell you about the many wondrous aspects of the United States space program.

The bureau comprises NASA scientists, engineers, managers, and many others from centers throughout the country. They volunteer, taking time from their work schedules to address the public.

Contact the NASA center designated for your state to request a speaker. You can also request a speaking appearance by a NASA astronaut. More information about requesting an astronaut appearance can be found at <http://www.nasa.gov/about/speakers/astronautappearances.html>

Use the information below to contact the speaker's bureau nearest you.

Alabama, Arkansas, Iowa, Louisiana, Missouri, and Tennessee
MARSHALL SPACE FLIGHT CENTER (MSFC):
Chrishana Hunt 256-544-3152 Chrishana.Hunt@msfc.nasa.gov
<http://gcr.msfc.nasa.gov/speakers.html>

Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming
AMES RESEARCH CENTER (ARC):
<http://www.nasa.gov/centers/ames/education/speakersbureau.html>

California (Southern/Central), Arizona (Western), and Nevada (Southern)
DRYDEN FLIGHT RESEARCH CENTER (DFRC):
661-276-5247
dfrc.speakers@dfrc.nasa.gov

Other **California** reference:
JET PROPULSION LABORATORY (JPL):
(JPL provides speakers to all 50 states, provided that the requestor pays all travel expenses.)
<http://www.jpl.nasa.gov/psa/sb.cfm>

Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, and Texas
LYNDON B. JOHNSON SPACE CENTER (JSC):
SpkrBure@ems.jsc.nasa.gov

Connecticut, Delaware, Maine, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Massachusetts, and Washington, DC
GODDARD SPACE FLIGHT CENTER (GSFC):
301-286-8956

Wallops Island, Virginia
WALLOPS FLIGHT FACILITY (WFF), Goddard Space Flight Center
757-824-1584

Florida, Georgia, Puerto Rico, and the Virgin Islands
JOHN F. KENNEDY SPACE CENTER (KSC):
321-867-7711

Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin
GLENN RESEARCH CENTER (GRC):
<http://www.nasa.gov/centers/glenn/events/speakers.html>

Kentucky, North Carolina, South Carolina, Virginia, and West Virginia
LANGLEY RESEARCH CENTER (LaRC):
<http://www.nasa.gov/centers/langley/events/speaker.html>

Louisiana and Mississippi
STENNIS SPACE CENTER (SSC):
<http://www.ssc.nasa.gov/public/speaker/>

Washington, DC, and the Metropolitan Area
NASA HEADQUARTERS (HQ):
For more information visit
www.nasa.gov/audience/formedia/features/index.html

Planning Sheet

On the following page, you will find a planning sheet to help you plan and prepare each family focus group session.

Family Focus Group Planning Sheet

Topic Focus:

Creative Name to Hook Parent Interest of This Topic:

What are the Overall Objectives for This Session:

Icebreaker Activity:

Speaker(s)/Guest(s)/Visitor(s) to Contact:

Roundtable Discussion Topic:

Grouping Strategies to Use:

Activities to Incorporate Into Session:

Closure:

List needed supplies and refreshments on back.

The following pages provide three suggested Family Focus Groups topics. These Family Focus Group sessions were selected based upon their ability to be easily replicated within the NASA Explorer School environment.

Family Focus Group

Session Title:	Creating Your Child's Resume
Session Topic:	Career Development and Planning
Session Objectives:	<ul style="list-style-type: none"> • Model Making • Analyzing • Critical Thinking • Communication Skill Building • Recording Historical Data • Observing • Sensory Exploration
Resources:	<u>Handouts</u> <ul style="list-style-type: none"> • Letter of Application • What Do I Want From A Job • Power Words • Employer Expectations • Resume Profile
Estimated Length:	Activity/Description:
15 Minutes	<p>Check-In Activity</p> <p>Parents generally sign in and begin talking to the other parents they already know. You can distribute raffle tickets if you decide to have a raffle for this session. Then we play the letter game.</p> <p>Do you know what acronym NASA stands for? Do you know what the acronym NES stands for? Parents generally come up with various definitions of the letters.</p> <p>Materials/Supplies None</p>
35 Minutes	<p>Icebreaker Activity</p> <p>Let's Get to Work Find someone who has a student(s) in the same grade(s) as your student(s).</p> <p>Ask your group the following questions:</p>

	<ul style="list-style-type: none"> • How early should we start discussing jobs and employment with our children? • Does your child(ren) have a vision of what he/she wants to become in the future? • Do you have a sense of how to make this happen? • How are you preparing your child(ren) for the realistic tasks to achieve their career goals/dreams? • Do you have a vision of your child(ren) as adults? • What traits/characteristics do you think they will have? • Can you list three strengths and three weaknesses of your child(ren) that you see as positive and negative in their career journeys? • If we asked your child some of these questions about themselves, would the answers be the same? <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Handout with questions prelisted • Paper
50 Minutes	<p>Creating the Resume</p> <p>This workshop gives the parents an opportunity to be their children in an actual interview. They sit in groups. Parents are given the chance to complete an actual resume profile for their child. This is a helpful tool for any age group because it starts the process of resume development. Parents will have an opportunity to mold their children (literally) into well-rounded individuals, through an activity-based instruction. They will be given a questionnaire and have to come up with ideas to address their children’s career development.</p> <p>Put parents in groups of six people or more depending on attendance. On each table, put a four-pack of modeling clay. Instruct the parents to divide the clay; each parent in the group should give a mold of their children. The parents first find the differences and then the similarities in their shapes of how they see their children. This will lead to discussions of how each parent raises their children differently with similar value systems looking at the approaches to how they started the molding and how their children choose their respective careers.</p> <p>Parents review the “Employer Expectations” handout and see which are strengths and weaknesses for their children. Looking at the list of “Power Words” let them create objectives for their children’s career goals. They can also use the “Resume Profile” to begin a worksheet resume for their children. During this activity it is helpful to have parents also review the “What Do I Want from a Job” worksheet.</p>

	<p>Materials/Supplies</p> <ul style="list-style-type: none"> • Six packs of four-pack modeling clay • Easel pad paper and markers (colorful markers) • Pencils/pens for participants • <u>Handouts</u> <ul style="list-style-type: none"> • Letter of Application • What Do I Want From A Job • Power Words • Employer Expectations • Resume Profile
20 Minutes	<p>Roundtable Discussion</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • Does your child typically behave in a way that you anticipate or does your child’s behavior surprise you frequently? • How much of yourself do you see in your child? • Do you approve of your child’s career interest? • Do you see your child as a supervisor, employee, general helper, or other? <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Paper • Pens/pencils
30 Minutes	<p>Closing Activity</p> <p>At the conclusion, select individuals from your group at the end of the Parent Session and have them share their answers from Let’s Get to Work activity. (Try to choose no more than six groups so that you can hear from at least 90% of your attendees.)</p>
10 Minutes	<p>Evaluations[Door Prizes</p> <p>Call out the raffle ticket number that is the winner. Generally, it’s good practice to have one of the young children that came with a parent to select the winning ticket out of the raffle bag or box.</p> <p>Raffle ideas can vary and should be appropriate for both parents and students to be viewed as a family prize.</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Raffle tickets • Prize(s)

****Additional supporting materials for this activity have been provided for you in appendix G.***

Family Focus Group

Session Title:	Helping Your Child Color His/Her World
Session Topic:	Embracing Diversity
Session Objectives:	<ul style="list-style-type: none"> • Critical Thinking • Analyzing • Multicultural Development and Discussion • Introducing Social Sciences
Resources:	Handouts from various books, periodicals, or reports (to be determined by the facilitator)
Estimated Length:	Activity/Description:
15 Minutes	<p>Checkin Activity</p> <p>This is an activity in which each person responds to a given question and/or topic in order to help everyone feel included in the group setting from the very beginning of the session.</p> <p>Today's Check in Topic: Tell of a quality that you look for in a friend.</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • None
10 Minutes	<p>Icebreaker Activity</p> <p>Activity Title: "I Like My New Friends..."</p> <p>This is an interactive activity which allows participants to get to know each other. Each participant (except one) is given a piece of paper. Have the group stand in a large circle and stand on their piece of paper. The person without a sheet of paper needs to stand in the middle of the circle. In order to demonstrate this activity, the facilitator should be the first person in the middle of the circle.</p> <p>The person in the middle says, "I like all my new friends, especially those who..." and then completes the sentence. (e.g., "I like all my new friends, especially those who like to read mysteries."). The comments should have a positive focus. Anyone who the comment is true for has to run to a new square (e.g. if you also like what is stated in the comment). Anyone who the comment is false for can</p>

	<p>stay standing on their sheet of paper. The person without a new sheet of paper to stand on goes to the middle of the circle (similar to musical chairs) and makes the “I like all my new friends, especially those who...” comment.</p> <p>Once the facilitator determines if most people have had a chance to be in the middle and/or that time has elapsed the activity will end. Although, there is not a winner in this activity it can be followed up with a brief discussion on what the group learned about each other.</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Paper
30 Minutes	<p>Bean Activity</p> <p>This is a powerful activity in which participants find out how multiracial their personal world really is. You must first gather a variety of beans. Next put the beans in containers with labels on each one to represent particular races. Get enough beans so that many races are represented (e.g., African-Americans, Caucasian, Middle Eastern, Asian, Hispanic, Native American, etc.). Next give each participant a small plastic Ziploc bag and ask them to choose a bean (representing the appropriate race) to answer the given question, and to place that bean in their bag.</p> <p>Instruct the participants to choose beans that represent their</p> <ul style="list-style-type: none"> –hairdresser –best friend –favorite poet –doctor –dentist –next door neighbor to the right –your boss –child’s teacher –child’s best friend <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Variety of beans <ul style="list-style-type: none"> Kidney beans Black beans Chickpea beans Navy beans
20 Minutes	<p>Roundtable Discussion</p> <p>Discussion Topic: Multiculturalism in Education</p> <p>After completing the above activity, divide participants into workable groups to reflect on the diversity in their lives, to think about what it all means to them and ultimately to their children, and to talk about</p>

	<p>it with the people with whom they are sitting. Ask them to discuss the importance of multiculturalism in their children’s education and how parents and families can help facilitate their child’s appreciation for other cultures at home.</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Paper • Pens/pencils
10 Minutes	<p>Take a Break</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Refreshments
30 Minutes	<p>Options</p> <p>If possible, offer one or two speakers on multiculturalism.</p>
10 Minutes	<p>Reflections and Thoughts</p> <p>Whip Around activity. The idea of a “Whip Around” activity is to quickly go around the room giving each participant an opportunity to give one reaction or thought that they found profound during the day’s session.</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • None
15 Minutes	<p>Student Guest—Sharing Today’s Learning</p> <p>If possible, have student representatives from each grade level to share an activity that was completed during their class session.</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • None
5 Minutes	<p>Closing Activity</p> <p>See you next time. Have a flyer of the next focus group available for participants to prepare to receive and engage in.</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Flyer of date, time, and location (if a different venue)

Family Focus Group

Session Title:	What is you child’s career? How can you help shape it?
Session Topic:	Career Development and Planning
Session Objectives:	<ul style="list-style-type: none"> • Model making • Analyzing • Critical thinking • Communication skill building • Observing • Time management skill building
Resources:	<p><u>General Career Information Sites</u></p> <p>Astroventure (Career) Fact Sheets http://astroventure.arc.nasa.gov./teachers/fact_sheets.html</p> <p>NASA People http://quest.nasa.gov/services/people.html</p> <p>Careers: On-Line Resources http://www.nasa.gov/audience/foreducators/topnav/subjects/careers</p> <p>NASA Jobs: Student Opportunities http://www.nasajobs.nasa.gov/studentopps/employment/default.html</p> <p><u>Handouts</u></p> <ul style="list-style-type: none"> • Individualized Mission Statement • Changing the Challenging Role of Parenting • Personal Timeline
Estimated Length:	Activity/Description:
15 Minutes	<p>Checkin Activity</p> <p>Parents generally sign in and begin talking to the other parents they already know. You can distribute raffle tickets if you decide to have a raffle for this session. Then play the letter game.</p> <p>Do you know what the acronym NASA stands for? Do you know what the acronym NES stands for? Parents generally come up with the various definitions of the letters.</p> <p>Materials/Supplies None</p>

<p>35 Minutes</p>	<p>Icebreaker Activity</p> <p>What Can He/She Do in the Future? Find someone who has a student(s) in the same grade(s) as your student(s). Ask your group the following questions:</p> <ul style="list-style-type: none"> • How early should we start discussing jobs and employment with our children? • Do you have a vision of what your child can become in the future? • Do you have a sense of how to make this happen? • How are you preparing your child(ren) for the realistic tasks to achieve career goals/dreams? • What traits/characteristics do you think they will have? • Can you list three strengths and three weaknesses of your child(ren)'s that you see as positive and negative in their career journeys? • If we ask our child some of these questions about themselves would the answers be the same? <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Handout with questions prelisted • Paper
<p>50 Minutes</p>	<p>Analyzing the Goal(s)</p> <p>This workshop gives the parents an opportunity to analyze their children in preparation of the workforce. They sit in groups. This is a helpful tool for any age group because it starts the process of resume development. A workshop in which parents will have an opportunity to mold their children (literally) into well-rounded individuals, through an activity-based instruction. They will be given an opportunity to write a "Mission Statement" and have to come up with a list of three challenges that they anticipate to encounter over the next 5 years in their homes and in the labor force. This allows discussion of ideas to address their children's career development in "Changing the Challenging Role of Parenting for Desired Outcomes." In looking at these challenges and the goals for outcomes you should distribute the "Personal Timeline" to indicate long- and short-term goals in achieving their missions.</p> <p>Put parents in groups of six people or more depending on attendance. On each table, put a four-pack of modeling clay. Then have them divide the clay; each parent in the group should give a mold of their children. The parents first find the differences and then the similarities in their shapes of how they see their children. This will lead to discussions of how each parent raises their children differently with similar value systems looking at the approaches to how they started the molding and how their children choose their respective careers. Once the activity sheets are completed and discussions are</p>

	<p>closing, parents then complete another Mission Statement that is comprehensive of what they learned in the workshop.</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Six packs of four-pack modeling clay • Easel pad paper and markers (colorful markers) • Pencils/pens for participants • <u>Handouts</u> <ul style="list-style-type: none"> • Individualized Mission Statement • Changing the Challenging Role of Parenting • Personal Timeline
20 Minutes	<p>Roundtable Discussion</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • Does your child typically behave in a way that you anticipate or does your child’s behavior surprise you frequently? • How much of yourself do you see in your child? • Do you approve of your child’s career interest? • Do you see your child as a supervisor, employee, general helper, or other? <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Paper • Pens/pencils
30 Minutes	<p>Closing Activity</p> <p>At the conclusion, select individuals from your group at the end of the Parent Session and have them share their answers from the “What Can He/She Do in the Future” activity. (Try to choose no more than six groups so that you can hear from at least 90% of our attendees.)</p>
10 Minutes	<p>Evaluations Door Prizes</p> <p>Call out the raffle ticket number that is the winner. Generally, it’s good practice to have one of the young children that came with a parent to select the winning ticket out of the raffle bag or box.</p> <p>Raffle ideas can vary and should be appropriate for both parents and students to be viewed as a family prize.</p> <p>Materials/Supplies</p> <ul style="list-style-type: none"> • Raffle tickets • Prize(s)

****Additional supporting materials for this activity have been provided for you in appendix H.***