Reflections on the Past
Family Conversations
Program Goal: To foster school success and promote resiliency of young children by encouraging home/school partnerships and active participation of families in the education of their preschool and kindergarten children.

Session Objective:
• To reflect on participants’ experiences during the past seven workshops

Florida School Readiness Performance Standards:
  Social & Emotional Development Domain: Self-Concept (three and four year olds)
  • Demonstrates self confidence
    o Example: Sitting at the art table and exchanging ideas and thoughts even when the
discussion is unrelated to the artwork they are making
  Approaches to Learning Domain: Planning and Reflection (four year olds)
  • Shows eagerness and curiosity as a learner
    o Example: Continuing a discussion by asking related questions or making comments

Outline for Family Conversations:
• 15 minutes Greeting/Starter Activity: What Would You Say?
• 20 minutes Conversation Time: Reflections on the Workshops
• 5 minutes Transition to Meal: If You’re Hungry for Some Dinner
• 25 minutes Meal and Discussion: Like, Change, Add
• 5 minutes Transition to Literacy: Would You Like to…?

Session Materials:
• Handouts (per participant)
  o What Would You Say?
  o Words to transition activities (If You’re Hungry for Some Dinner and Would You Like
to…?)
• Writing utensil (per participant)
• Timer
• Chart paper and markers
Title of Starter Activity: *What Would You Say?*

Length of Time for Activity: 15 minutes

Format of Activity: Participants should be seated at a table so they can write comfortably.

Note for Presenter: This is a starter activity, introduce the activity to each participant as he/she arrives and encourage immediate involvement. Have the handout and writing utensils on the tables upon arrival.

Materials: Timer; per participant – *What Would You Say?* handout, writing utensil

Procedure:

✓ Set timer for 13 minutes right at the starting time of the workshop.

✓ As participants arrive give them a *What Would You Say?* handout and a writing utensil and say,
  o “During our first few moments together, think back over your experiences in the Family Involvement Workshops.”
  o “What would you say to a parent that asked you about the workshops?”
  o “Write down as many thoughts as you can in the next few minutes.”

✓ Allow participants to write down their thoughts.

✓ Walk around facilitating the group providing assistance as needed.

✓ If time permits, ask participants to share their "sound bites" with the rest of the group.
Reflections on the Workshops

Length of Time for Activity: 20 minutes
Format of Activity: Participants will brainstorm responses and facilitator will write responses on chart paper.

Note for Presenter: Allow this to be a quiet time for participants to close their eyes and visualize their children in 25 years. Do not rush through this activity. Be sure to use a pleasant and relaxed voice to guide the visualization experience.

Materials: Per participant – Reflections on the Workshops handout, writing utensil, chart paper, markers

Procedure:

✓ Say,
  
  o “This is the last session of the Family Involvement and Early Literacy workshops.”
  o “Let’s start the evening by thinking about the topics and discussions we have had.”
  o “Let’s see if we can list them all. I am going to write the topics down on the chart paper – you call out the topics you remember.”

✓ Allow participants to call out topics of discussion. Write their responses on chart paper.

Make sure the list includes the following topics:

- Play
- Temperament: what it is, why it matters
- Temperament: match, mismatch, accommodations
- Rituals and routines
- Open-ended questions and conversations
- Climate of the home—parenting styles
- Day in the Life

✓ Give each participant a Reflections on the Workshops handout and a writing utensil and say,
  
  o “Take a few moments and list the main idea you remember from each topic.”

✓ Allow participants to respond to the prompts for a few moments.

✓ Walk around facilitating the group providing assistance as needed.

✓ Discuss each of the seven topics one at a time, making sure to cover the following ideas:
  
  - Play: Children learn through their play activities, it is important for you to join your child in play; play should be active, fun and engaging for your child
- **Temperament 1**: temperament influences how we respond and behave, can influence how well we manage in a situation, parent/child temperament may or may not match.

- **Temperament 2**: parent/child match usually leads to positive interactions, mismatch may result in inappropriate negative attributions, adults should help child control or regulate their responses.

- **Rituals and Routines**: establishing patterns and schedules help children learn to control their emotions and regulate their behaviors.

- **Open-ended questions and conversations**: Asking open-ended questions is a way of engaging your child in a conversation that builds his/her thinking skills and gives him/her an opportunity to share ideas and thoughts with you.

- **Climate of the home**: the home environment created by adults can support or undermine the way a child functions, children do best when the expectations are clear, interactions warm and supportive, independence is encouraged.

- **Day in the life**: it is important to think about the life you would like your child to live as an adult and guide and support him/her in gaining the skills and values most likely to lead to a positive successful life. High aspirations and clear goals are important.

✅ **Say,**

- “Finally, let’s talk about lessons learned.”

- “Please respond to the following questions concerning the discussions and the materials.”
  - What, if anything, did you learn from the discussions?
  - Were you influenced by the workshop in any way?
  - Can the ideas be applied to your life?
  - Would you attend other workshops like this one?
  - Are there other topics you would have liked to discuss?
Title of Transition to Meal Activity: *If You’re Hungry for Some Dinner*

Length of Time for Activity: 5 minutes

Format of Activity: A quick and short transition activity so participants are aware that they will be transitioning from Family Conversations to mealtime.

Note for Presenter: Remind participants to use transition activities in their own homes.

Materials: Per participant - handout of words to song - “If You’re Hungry for Some Dinner”

Procedure:
✓ Say,

  o “We are going to sing a transition song called ‘If You’re Hungry for Some Dinner’”
  o “The song is to the tune of ‘If You’re Happy and You Know It.’”
  o “Instead of singing, ‘If you’re happy and you know it clap your hands’ we are going to sing ‘If you’re hungry for some dinner clap your hands.’”

✓ Give each participant a handout with words to the song.

✓ Invite participants to sing along with you.

**If You’re Hungry for Some Dinner**
*Sung to the tune of: If You’re Happy and You Know It*

If you’re hungry for some dinner clap your hands.
If you’re hungry for some dinner clap your hands.
If you’re hungry for some dinner, and you think it’s time to eat!
If you’re hungry for some dinner, clap your hands.
Title of Meal and Discussion Topic: Like, Change, Add

Length of Time for Activity: 25 minutes

Format of Activity: Participants should be seated at tables in small groups while eating.

Note for Presenter: Some participants may be hesitant to share in front of the group. Try to make this as relaxed and as fun as you can.

Materials: chart paper, markers

Procedure:

✓ Begin this time period by allowing participants to get their meal and find a seat at a table.

✓ Once everyone is seated and has started eating their meal, begin the discussion by saying,
  o “As you finish your meal we are going to talk about the way the workshops were organized and conducted.”
  o “We have four prompts that we would like you to respond to and we are going to write down your responses on chart paper.”

✓ Give one prompt at a time and write down participants’ responses on chart paper.

✓ Prompts:
  o “First, tell us what you liked about the workshop.”
  o “Tell us what you would add to the workshop.”
  o “Tell us what you would change or drop from the workshop.”
  o “Finally, tell us what you enjoyed the most about the workshop.”
Title of Transition to Literacy Activity: *Would You Like to...?*

Length of Time for Activity: 5 minutes

Format of Activity: A quick and short transition activity so participants are aware that they will be transitioning from mealtime to the Literacy Learning component.

Note for Presenter: Sing through the song a few times to make sure participants learn the words.

Materials: Per participant - handout of words to song - "Would You Like to...?"

Procedure:

✓ Give each participant a handout with words to the song "Would You Like to...?" and say,
  o "We are going to sing a song called "Would You Like to...?"

✓ Review the words to the song.

✓ Invite participants to sing along with you.

---

*Would You Like to...?*

*Sung to the tune of: Do You Know the Muffin Man?*

Would you like to read a book, read a book, read a book?
Would you like to read a book and sing a song together?
Let's go now and read a book and sing a song together.

---

The modules presented here were funded in part by the Office of Postsecondary Education, U.S. Department of Education as part of the Virtual School Readiness Incubator Project, the Department of Health and Human Services, Administration on Children, Youth and Families as part of the Early Learning Opportunities Act/Bringing Education and Support to Teachers, Parents and Children (ELOA/BEST) Project, and the Florida Institute of Education at the University of North Florida. The content of these modules does not necessarily reflect the views or policies or imply endorsement by the U.S. Department of Education, the Department of Health and Human Services, and/or the University of North Florida.