Parenting Minutes

PARENT WORKSHOP:
Supporting Children’s Learning

Goal: Support parents and caregivers in establishing positive ways that parents and caregivers can become more involved in their child’s learning.

Use the Parenting Minutes videos, discussion questions and suggested activities below to guide parents and caregivers through a short workshop that emphasizes the importance of linking home and school experiences, involving non-immediate family members in children’s learning, and finding opportunities for family time throughout the day. This workshop is intended for parents and caregivers of preschool and early elementary school aged children. Have fun!

SUGGESTED TIME
45 minutes

SUGGESTED MATERIALS
- Chart paper and markers
- Screen for projecting Parenting Minutes videos (*you will need internet access to stream these videos)
- Copies of handout: “Ruff and Smooth Scavenger Hunt”
- Pencils and/or Pens
VIDEOS

Family Discovery Walks: (https://www.wnet.org/education/video/family-discovery-walks/)

Engaging Grandparents: (https://www.wnet.org/education/video/engaging-grandparents/)


INTRODUCTION

Begin the workshop by allowing parents and caregivers to introduce themselves and tell how old their children are. If you’d like, include the icebreaker question: “What is one thing your child enjoys learning about in school (or at home)?”

DISCUSSION

Introduce the goal of the workshop as a discussion about simple ways that parents and caregivers can encourage their child’s curiosity and growth, and help foster academic success. Let them know that they will be watching 2 families’ approaches to staying involved in their children’s learning. Ask the following questions to start a conversation:

- Who is in your family?
- What activities do you enjoy doing with your children?
- What are ways you manage busy family schedules during the day?
- What are ways in which you are involved (or would like to be involved) in your child’s school and teacher?
- Are there strategies you have used with your children to encourage their learning that you find have worked well? Be specific.

VIEW VIDEOS

Play the three Parenting Minutes videos, “Family Discovery Walks”, “Building Parent-Teacher Relationships” and “Engaging Grandparents.”

*The videos are available in English and Spanish*
VIDEO DISCUSSION
Allow some time for comments on the three videos. Using chart paper and markers, brainstorm the following questions:

- These three videos featured two different families with various approaches to their children’s learning. What strategies did you see in the video?
- Are there any parts of the video that you could see yourself doing at home with your family? Give examples.
- In the video “Engaging Grandparents”, Brian and Ardith employ the help of the children’s grandfather to assist with homework help. Think about your own network. Is there a friend, family member or neighbor that you could identify that may be able to fill a role like the grandfather in the video?
- What types of open-ended questions did you see James using with his children in the “Family Discovery Walks” video? Can you think of any other examples of open-ended questions you could ask your child?
- In the video “Building Parent-Teacher Relationships” James asks his children’s teacher(s) the following questions: What is it that my kids are learning this year? What are the expectations? How do we know they are achieving what you need them to achieve? What other questions would you add to this list?

DISTRIBUTE HANDOUTS
Hand out the PBS KIDS “Ruff and Smooth Scavenger Hunt” (attached below) to parents/caregivers. Explain to parents and caregivers that in the “Family Discovery Walks” video we saw James and his family on a walk in their neighborhood. We learned from James that walking with his children is a fun way to spend time together and learn with his kids. Allow a few minutes for parents/caregivers to review the handouts and let them know that they will be going on a scavenger hunt around the room.
SUPER STORYTELLING ACTIVITY

Scavenger hunts are a fun way to get creative with kids and allow opportunities to learn with your children. Using the “Ruff and Smooth Scavenger Hunt” parents/caregivers conduct a scavenger hunt around the room or environment in which the workshop is being held to find something that fits the category. When they find something, they draw a picture or write the object’s name next to its matching texture. Remind parents and caregivers that this is an excellent way to get your kids talking and invites new opportunities for learning and exploration. This scavenger hunt is fun to do outside on a family walk but can also be played indoors. Parents/caregivers can also brainstorm new things to find on a scavenger hunt with their kids (e.g. objects of a certain color or shape, objects that begin with a certain letter, etc.)

PBS KIDS RESOURCES FOR PARENTS AND CAREGIVERS

PBS KIDS: 7 IDEAS TO GET CREATIVE ON A FAMILY WALK
https://www.pbs.org/parents/thrive/7-ideas-to-get-creative-on-a-family-walk

PBS KIDS: LEARN AT HOME WITH PBS KIDS
https://www.pbs.org/parents/learn-at-home

PBS KIDS: THE PARENT TEACHER PARTNERSHIP
https://www.pbs.org/parents/thrive/the-parent-teacher-partnership

PBS KIDS: GOING ON A BOOK-NIC
https://www.wnet.org/education/resources/going-on-a-book-nic/?section=families
Search for TEXTURED treasures!

From a prickly pinecone to a soft sweater, everything we touch has texture. How many textures can you find inside or outside of your house? Race the clock or race a friend with this printable scavenger hunt.

Instructions:

1) Print the scavenger hunt table (on the following page). If you are playing with a friend, print two.

2) Begin hunting for textures on your list.

3) When you find something, draw a picture or write the object’s name next to its matching texture.

TEXTURE describes the feel or appearance of an object or the material an object is made of.

More Ways to Play:

• Instead of drawing or writing, snap photos with a digital camera.
• In the spaces on your sheet, make crayon rubbings of the textures you find.
• Target your scavenger hunt. Look for objects in nature, in your kitchen, or on your walk to school.
• Explore other senses. Find things with different colors, smells, or even tastes. (Tastes found in the kitchen, of course.)
<table>
<thead>
<tr>
<th>I’m looking for something...</th>
<th>I found a...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth</td>
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<td>Rough</td>
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<td>Bumpy</td>
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