Notes to facilitator

Introduction
This is one of nine Take and Teach lessons designed to encourage parents’ involvement in their children's education. Each lesson is based on University of Minnesota Extension’s Parenting for School Success booklet, which should be used as a companion resource.

You may offer one or more lessons. However, if you choose to do only one session, it’s recommended that you offer “Lesson 1: Parents Make a Difference.” This lesson provides an overview of factors and parental roles in aiding children’s success in school, as well as learning in the wider world.

As you conduct lessons, remember a key objective: to persuade parents to be more intentional about helping their children learn – not only in school, but at home and in the community, too.

About the survey
Note the “Partnering for School Success Survey” that accompanies this lesson. This survey should be administered only if you will be conducting more lessons after Lesson 1. The Lesson 1 plan includes suggested script for administering the survey.

As the facilitator, you should review the survey results outside class to determine future lesson topics. Use the accompanying “Partnering for School Success Survey Topic Map” as a guide to matching survey topics with appropriate Take and Teach lessons. For example, if a majority of survey respondents indicate they want to know more about setting expectations, you will want to conduct the Take and Teach “Lesson 2: Expectations” the next time you meet.

Lesson goals
The two primary goals of PSS Lesson 1 are to:
- Introduce parents to the six factors important to helping children learn: Expectations, Structure, Learning, Support, Relationships and Modeling.
- Familiarize parents with their role in supporting their children's education at school, at home, and in the community.

Lesson objectives
- Participants will identify the six factors important to helping children learn.
- Based on the six factors, participants will list at least three new ways they can support their children’s learning.
Suggested scripts
Suggested scripts for facilitators are indented and printed in the “Lesson Plan” in sans serif typeface. Here’s an example:

Parents support their children's development when they are involved in their children's education at home, at school, and in the community. In these lessons, we will be learning about six factors that are important for parents like you to support their children's success both in and outside school.

Time
Allow 60 minutes for the lesson.

Handouts for participants
Each participant should receive one copy of the following:
- "Partnering for School Success Survey” – Master form provided; make copies (Note: Administer only if you will be conducting more lessons after Lesson 1.)
- Parenting for School Success booklet – Available in packages of 25; order at www.extension.umn.edu/family/partnering-for-school-success/preview-and-order/guide-for-parents/

Materials
- “Partnering for School Success Survey Topic Map” (for facilitator use only) – Document included
- Flipchart and markers
- Note cards – Provide three cards for each participant
- Writing paper – Provide at least two sheets for each participant
- Pencils or pens – Provide one for each participant
## Lesson plan

**Note:** Suggested scripts are indented and in sans serif type.

<table>
<thead>
<tr>
<th>Learning activities</th>
<th>Materials</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td><strong>Welcome</strong></td>
<td></td>
<td>10 min</td>
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<tr>
<td>Introduce yourself and do a round of introductions with the participants. Thank participants for attending and taking an important step in supporting their children's learning.</td>
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</tbody>
</table>
| **Administer “Partnersing for School Success (PSS) Survey” (if applicable)** | If applicable:  
- Copies of “PSS Survey”  
- Pens or pencils  
- “Survey Topic Map” (for facilitator use only) | 10 min |
| Administer the “PSS Survey,” if applicable (see “About the survey” above). Otherwise, skip to “Start lesson” below. | | |
| Ideally, the survey should be administered before the class meets for Lesson 1. However, if that’s not possible, administer the survey during class – per the following instructions. | | |
| Hand out a copy of the “PSS Survey” to each participant, and then say:  

Before we begin the class, please take a few minutes to complete this survey on topics you’d like to learn more about. I’ll use your responses to determine which lesson to conduct when we meet again. You’ll have about 10 minutes to complete the survey. | | |
| Collect all copies when participants are done with the survey and follow instructions under “About the survey.” Review the “Survey Topic Map” before your next class to familiarize yourself with which lessons accompany which topics. | | |
| **Start lesson** | | 5 min |
| Introduce the topic of parental involvement in children's education by saying:  

Parents support their children's development when they are involved in their children's education at home, at school, and in the community. In these lessons, we will be learning about six factors that are important for parents like you to support their children’s success both in and outside school. | | |
Let's start by talking about things you're doing now to help your children become the best students they can be.

**Learning activity #1: What is school success?**

Conduct a discussion by posing these questions:
- How do you define "school success?"
- What do you think children need to succeed in school, and who should provide these things?

Write participants' responses on flipchart.

**Learning activity #2: Parents' responsibility for school success**

Conduct a discussion by saying:
- What things are you doing now to help support your children in school?
- Name one or two areas where you think you could improve your efforts to support your children in school.

**Learning activity #3: Schools' responsibility for school success**

Conduct a discussion by saying:
- Name some things your children's school does to support their education.
- What things do you think the school could do better to support your children's education?

Write participants' responses on flipchart.

**Learning activity #4: Six factors for school success**

Transition to a discussion of the six factors for school success by saying:

You have shared your own ideas about school success. Now let's explore the six factors for school success in your *Parenting for School Success* booklet.

Distribute the *Parenting for School Success* booklets, writing paper, and – if you haven’t already – pens or pencils. Briefly review booklet content with participants; name each factor.

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and read the short summary of each:

- **Expectations:** Children learn better when parents have clear and reasonable expectations.
- **Structure:** Children learn better when parents provide a regular routine.
- **Learning:** Children learn better when they have opportunities outside of school.
- **Support:** Children learn better when parents regularly give them support and praise.
- **Relationships:** Children learn better when they feel safe and accepted at home and at school.
- **Modeling:** Children learn better when parents and other adults set a good example.

As you go over each factor, ask participants to highlight in the booklet or write down things they may already be doing to support their children in that area of influence.

Also call participants’ attention to the “What can parents do to strengthen parent-school connections?” section on page 14 of the booklet. If you have time, you might ask for volunteers to share some things they’re currently doing to strengthen connections with their children’s school.

**Action steps**

Hand out three note cards to each participant (they already have pens or pencils), and then say:

Now, let’s think about some ways you can support your children’s learning at school, at home, or in the community. On each note card, write down one factor that you want to work on with your child in the coming month, and name the tasks, or “action steps,” you’d like to take under that factor. Be specific about tasks within each factor you’d like to do, including how often.

For example, for the “Support” factor, you might set an action step to ask your child about one good thing and one bad thing that happened at school each day. This would help fulfill your responsibility to pay attention to what your children are doing and learning at school.

- Note cards
- Pens or pencils

5 min
**Closing**

Wrap up the lesson by asking participants to name the six factors for school success. Next, ask for volunteers to share their action steps and the associated factors.

Thank participants again for coming and wish them luck in supporting their children's school success. If you are planning another lesson, remind participants to bring their *Parenting for School Success* booklet to that session.

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