FACE Family Circle Kit Instructions

The purpose of the FACE Family Circle Kit Instructions is to provide FACE parent educators direction and step-by-step guidance in preparing for and carrying out the FACE Family Circle Kit sent to each program. Please review the following items prior to delivering the FACE Family Circle Kit with families.

Title: *Roll & Read: Creating Healthy Minds and Bodies!*

Format: Presentation, Family Activity and Community Event

Intent:
- Connect the importance of early literacy to school readiness
- Promote healthy lifestyle living among FACE families
- Provide opportunities for families to engage in book-sharing activities
- Offer families tips on how to live healthy lives

Targeted Ages of Children: All Ages

Parent Educator Resources:
- *Benefits of Reading* (Online Foundational Curriculum, page 623)
- *Book Behaviors* (Online Foundational Curriculum, page 637)
- *Physical Activity and Obesity Prevention in Babies and Toddlers* (Online Foundational Curriculum, page 1256)
- *Lifelong Goals for Nutrition and Fitness* (Online Foundational Curriculum, page 1570)
- *Healthy for Life* (Online Foundational Curriculum, page 1576)

Parent Handouts:
- *Language Experience Center: A Look at Books* (Online Foundational Curriculum, page 122)
- *Adding Books to Your Home* (Online Foundational Curriculum, page 629)
- *Choosing Books for Your Baby* (Online Foundational Curriculum, page 643)
- *Choosing Books for Your Toddler* (Online Foundational Curriculum, page 645)
- *Choosing Books for Your Preschooler* (Online Foundational Curriculum, page 647)
- *Getting Your Baby Off to an Active Start* (Online Foundational Curriculum, page 1261)
- *Designing an Active Lifestyle for Your Toddler* (Online Foundational Curriculum, page 1263)
- *Keeping Fit for Yourself* (Online Foundational Curriculum, page 1573)
- *Keeping Fit for Your Child* (Online Foundational Curriculum, page 1574)

Materials:
- The book “Thunder Boy Jr.” by Sherman Alexie (provided)
- Two additional books of programs choosing. Optional: Choose books that have a health focus
- Incentives to offer families for their participation
- Water bottles and/or water stations
- Healthy snacks
• Signs to direct families

Documents:
  • Group Connections Planning Guide and Record for Roll & Read: Creating Healthy Minds and Bodies
  • FACE Family Circle Task Sheet
  • Group Connection Sign-In Sheet
  • Group Connection Feedback Form
  • FACE Release Form
  • Eagle Books Parent Pledge Cards (Week 1-5)
  • Sample letters to businesses and invitees
  • Roll & Read powered by Parents as Teachers Event Planning Toolkit

The purpose of this FACE Family Circle is to connect the importance of early literacy to school readiness for FACE children and to encourage healthy lifestyles among FACE families. There are two parts to this goal so keep this in mind when planning and delivering the FACE Family Circle.

Preparation Prior to FACE Family Circle:
The first step to ensuring the presentation reaches the goals named above is to prepare ahead of time. Some important steps to consider are listed below. Please read thoroughly.

I. 8 weeks before:
   a. Assign duties and responsibilities during FACE team meetings using the FACE Family Circle Task Sheet.
   b. Review the enclosed Group Connections Planning Guide and Record and the intentions.
   c. It is very important to select a route for families to walk during this time. It will be helpful to identify this early to share the route on flyers.

II. 6 weeks before:
   a. Create the FACE Family Circle event within Penelope. For assistance review the Penelope training videos within the Parents as Teachers E-Portal under the Penelope tab. Type in the information found within the Group Connections Planning Guide and Record into Penelope Live. If you need assistance in locating, please contact your Technical Assistant.
   b. For this particular FACE Family Circle, you will want to connect with individuals outside of your program to be involved with the delivery of the FACE Family Circle. Individuals could be a prominent elder, tribal leader, well-known artist or speaker, or a school board member. See the attached letter to customize to your program’s needs. You may also create your own if this letter does not meet your needs.
   c. Another strategy to consider is to contact local businesses to ask for in-kind donations. Businesses sometimes have the ability to provide assistance in the form of food, activities, or gift cards. See the attached letter to customize to your program’s needs. Be sure to send out the letter a few weeks in advance to allow time for businesses to review and respond.

III. 4 weeks before:
   a. Create a flyer and an agenda to share with families. Encourage families to bring strollers to use during outside activities.
b. Promote the FACE Family Circle during community events, post flyers at local community centers, and local businesses.
c. Identify parents who are willing to serve as greeters, volunteers at the sign-in table, and passing out parent handouts and the Group Connection Feedback Form.
d. Order supplies needed for the event including incentives to offer families for their participation, water bottles and/or water stations, and healthy snacks.

IV. 3 weeks before:
   a. Create signs to direct families on the route. Remember there are three reading stations, so be sure to set up three areas with shade and will be comfortable for families to enjoy a story. It is recommended to have a route that is one mile long, but is not required.
   b. Contact local media and check on flyers that were previously posted.
   c. If there is a cultural teaching regarding harmony, balance, or wellness of the mind and body, be sure to gather that information. You may want to consult with a cultural teacher to ask if these concepts exist in your tribal community.

V. 2 weeks before:
   a. Gather incentives and make it known to your families that those who attend will be receiving household items, gifts, etc. You can even share this information on the event flyer.
   b. Confirm with invited key attendees if they are able to attend the FACE Family Circle.
   c. Make copies of parent handouts, Group Connections Sign-In Sheet, and Group Connections Feedback Form, FACE Release Form, and the Eagle Books Parent Pledge Cards.
      i. You will tell parents to sign the Eagle Books Parent Pledge Card and you will discuss at an upcoming personal visits following the FACE Family Circle. Keep in mind there are 5 different cards, one for each week. You can make this a goal for the families to complete each week. Be sure to enter into each family’s Goals document in Penelope Live.
   d. Be sure to read the Parent Educator Resources to share the most valuable information from the documents noted in the Group Connection Planning Guide and Record. You will want to highlight key points from each to support you during delivery.

Recommended Process During FACE Family Circle:

I. Rapport-Building
   a. Welcome families at the door and have them sign-in using the Group Connection Sign-In Sheet.
   b. Ask families to complete a FACE Release Form (included) so you can take pictures of families. Remember to share photos with PAT and NCFL you need to attach the respective individual’s FACE Release Form. To save you the hassle be sure to ask all families to complete.
   c. Greet key attendees and ask them to introduce themselves. Ask them to share their position in the community and what FACE means to them.
   d. Optional: Hand out tickets for a door prize of the program’s choosing.
   e. Encourage families to meet new families to create a bigger social circle.
   f. Before jumping into the presentation, ask parents to share their name, their child’s name, and their favorite outdoor activity as an icebreaker.
   g. Thank everyone for their participation and joining your staff. This will be a great time for your staff to share who they are, especially for newly enrolled families.
II. Introduction:
   a. Share with families the intent of the meeting:
      - Connect the importance of early literacy to school readiness
      - Promote healthy lifestyle living among American Indian families
      - Provide opportunities for families to engage in book-sharing activities
      - Offer families’ tips on how to live healthy lives
   b. Inform the families of the agenda for the day including highlights that will occur throughout the day.
      Remember you want to have an agenda printed out for families to follow throughout the day.

III. Discussion and Presentation: The goal of the presentation and discussion is to provide parents with information found in the Parent Educator Resources, the importance of establishing healthy reading routines, and creating healthy physical routines for children.
   a. Creating Healthy Minds:
      i. Ask parents, “What types of books do you like to read to your children?”
      ii. Benefits of Reading (Parent Educator Resource)
         1. Inform them that a healthy mind stems from reading and introducing literacy at an early age. Literacy development starts early and learning routines should be established as early as possible.
         2. There are three major factors that have been identified to a child’s reading success.
            a. Ask families, “What do you think these factors are?”
            b. The three factors include: a) literacy’s value in the home, b) parents’ and caregivers’ time spent reading with the child, and c) the availability and use of various reading materials at home.
      iii. Highlight on how being in FACE promotes the availability of reading materials in the home through Imagination Library.
            1. Ask families, “How do you show that literacy is valued within your home?” and “What book-sharing routine has been established at your home?”
      iv. Books Behaviors (Parent Educator Resource)
         1. Although babies cannot yet understand books or read on their own, there are many development milestones from birth to age 3 that will lead to these behaviors.
         2. Birth to 3 ½ months:
            a. They will connect and communicate with others by listening and gazing.
            b. Newborns can focus at a distance of only 8 to 10 inches, so books should be held close.
            c. They will be more interested in books as objects rather than with its content.
            d. By 3 months a child will be able to follow moving objects visually and will be able to pay attention to sharp, contrasting patterns in books with bright images or black and white designs.
            e. Children will respond more to high-pitched voices, so be sure to read using your favorite loving voice.
f. By 3 months’ children will be grabbing objects and putting things into their mouth including books.

3. 3 ½ to 8 months:
   a. Children will respond to their parents use of parentese. They will find it enjoyable and can be used when reading and talking about books.
   b. By 8 months, children will have a better control of their gaze and are likely to observe colors.
   c. During this time, children will learn how to sit upright on their own, leaving their hands free to grasp, hold, and manipulate objects. This is a great time for them to hold books.
   d. Parents should encourage their child to explore books independently and read to them while they run around. The key is not to hamper on their desires. Remember books are fun, not a task!

4. 8 to 14 months:
   a. At this age children are beginning to remember and actively explore their world.
   b. They will begin to understand the objects exist even when they can’t see them so they are learning that pictures are merely symbols for objects.
   c. Children will also begin pointing to pictures in books and their imagination will begin developing.

5. 14 to 24 months:
   a. Around 18 months of age a child’s vocabulary will explore and be more expressive.
   b. They will begin to say two-word sentences.
   c. Parents will be able to ask a simple question to their child and receive an accurate verbal response or gesture.
   d. Toddlers’ memories are improving all the time, and they will remember stories well.
   e. Toddlers’ will happily read a book upside down and parents should not worry, they should gently reorient and encourage the child to continue reading.

6. 24 to 36 months:
   a. Children at this age are becoming more creative with language.
   b. Toddlers are understanding humor a little more and will begin to discover that books can be funny!
   c. They will learn to empathize with the feeling of others, make comparisons, categorize objects, count, learn colors, and learn new words.
   d. Children at this age will begin telling their own stories about themselves, their toys, and familiar people and events. Adults will realize that their stories have structure including characters, simple sequence, and some emotional response.

v. Share with families the following research key points:
   1. Reading aloud: promotes the message that books are enjoyable; improves children’s listening comprehension, which contributes to reading comprehension; and contributes to success in every subject in school.
2. Tell families that today children will be read to by three people. Share names. Parents will be given the opportunity to listen with their child as they develop their language skills, thinking skills, and social emotional skills.
   a. Language skills: Children will be listening to the reader’s voice and will learn so much as they are being read to. They will learn new words to add to their vocabulary.
   b. Thinking skills: Listen to interesting stories to improve his memory, expand his imagination, learn how to tell stories on his own, and understand the structure of stories.
   c. Social-emotional skills: Children build attachment with whomever is reading with them. They hear the person’s voice and learn things from them. Books can also impact a child’s mood, like reading at bedtime or bath time. During this activity, children will be comforted by sitting on their parents’ laps. Children will also begin learning about emotions expressed by book characters.

3. Because the first year of their baby’s life is the critical period for learning the sound of language, parents should talk, talk, talk to their baby! Encourage parentese and face-to-face talking. Parents should praise themselves for singing and reading to their baby often. Even young babies benefit from being read to, so don’t skip book sharing time.

b. Creating Healthy Bodies:
   i. Share with families that healthy minds need a healthy body. It was already shared the ways in which reading develops healthy minds that will support a child’s educational success as they begin school.
      1. Ask families, “Why is reading to your child(ren) equally as important as exercising?”
      2. Lead a discussion with families around the need to balance physical health and mental health for children and be role models. If there is a cultural teaching regarding harmony, balance, or wellness of the mind and body be sure to describe that here.
   ii. Physical Activity and Obesity Prevention in Babies (Parent Educator Resource)
      1. Along with learning routines, physical activity should also be a focus for families.
         a. It is widely known that obesity rates are higher among American Indian children.
         b. Children who are overweight are at higher health risks including sleep problems, high blood pressure, asthma, and diabetes. Obesity among children is influenced by many factors including genetics, food intake, the home environment, and parental feeding methods (how and what babies and toddler are fed).
         c. To prevent obesity, physical activity has been proven to have profound effects. It lowers the risk developing chronic diseases and supports the development of healthy minds by decreasing stress.
      2. Recommended activity levels:
         a. All children from birth to age 5 should be physically active every day.
         b. 1 to 3-year-old children:
            i. Engage in at least 30 minutes of physical activity each day.
            ii. Spend at least 60 minutes a day in unstructured activity.
            iii. Should not sit still for more than 60 minutes at a time.
c. 3 to 5 years old children:
   i. Should be physically active for at least 60 minutes each day of the week. Ensure this time is spread out across the day.

d. Pregnant women without complications:
   i. Should do 30 minutes of more moderate-intensity physical activity on most days of the week.

iii. Lifelong Goals for Nutrition and Fitness (Parent Educator Resource)
   1. Obesity is one of the biggest nutritional concerns for families. Obesity can lead to heart disease, diabetes, high blood pressure, sleep apnea, some cancers, and cause depression or low self-esteem.
   2. Parents’ eating and fitness habits have a big impact on their own health and that of their child.
   3. Healthy eating and fitness habits can help a person live longer with less change of illness.
   4. In the short run, they can help a person feel and look better and save money on medical costs.

iv. Strategies to increase movement among children:
   1. Ask families, “What are some things they do to stay active in their home?”
   2. Inform families of the following ways to create a physically active home environment:
      a. Make the entire home as safe as possible for the child to explore.
      b. Limit sedentary time, including TV watching time.
      c. Schedule physical activity into the daily routines just like bedtime or bath time.

v. Healthy for Life (Parent Educator Resource)
   1. There are a number of other factors that lead to a healthy lifestyle including well-parent and child checkups.
   2. Eliminate the presence of chemical dependence in the home. Perhaps the most preventable and destructive disease parents are exposed to is chemical dependence.

c. Pass out the parent handouts and describe each one briefly. Some parent handouts do not need to be given to all families depending on the child’s age. These parent handouts include Choosing Books for Your Baby, Choosing Books for Your Toddler, and Choosing Books for Your Preschooler.

i. Language Experience Center: A Look at Books
   1. This document covers some suggestions of books to look for and what is occurring in each child’s brain while they read.

ii. Adding Books to Your Home
   1. This parent handout will support parents in choosing books for their child, because it’s not always easy.
   2. Families can read through the document to support them in which questions to ask when buying books.

iii. Choosing Books for Your Baby
   1. Children learn best when they’re able to test their environment, and books are no exception. The best way to make books fun is to be interesting when sharing, get comfy, and let children explore.

iv. Choosing Books for Your Toddler
1. Books can help with your toddler’s developing brain by supporting his communication, motor, and thinking skills. This parent handout will support you in selecting interesting book topics for your toddler.

v. Choosing Books for Your Preschooler
1. This document will share with families what good types of books are for this age and how to share them with a preschooler.

vi. Getting Your Baby Off to an Active Start
1. Being active is a great way to prevent obesity. This document will offer some helpful tips to support families in creating an active lifestyle for their child and what to consider through the ages.

vii. Designing an Active Lifestyle for Your Toddler
1. When parents encourage their children to stay active as he grows, they support their children in developing a lifetime of good habits.

viii. Keeping Fit for Yourself
1. This parent handout offers some information about what a healthy diet includes and the importance of exercise.

ix. Keeping Fit for Your Child
1. In this parent handout, parents will understand that their actions and health habits are important to their children’s own health. Your child watches what you do and parents set examples of how to care for one’s body.

IV. Parent-Child Interaction:
a. Explain to families that the next part of the activity will be more interactive. The idea of this FACE Family Circle is to connect both physical activity and early literacy development.
b. Share the walking route families will be taking to reach each reading station.
c. Encourage families to role model listening techniques and put away their phones to show their child that they’re engaged in the story and actively listening.
d. Offer some water to each family before they walk.
e. Tell parents to gather at a location so they can fill out the Group Connection Feedback Form and to close.

V. Closing:
a. Ask families how they felt during the parent-child interaction and how their child responded.
b. Introduce the Eagle Books Pledge Cards that are created by the Center for Disease Control. The pledge cards were developed to encourage families to engage in at least one fun, healthy activity with their children each week.
c. Tell parents to sign the card and you will discuss at the upcoming personal visits. Keep in mind there are 5 different cards, one for each week. You can make this a goal for the families to complete each week. Be sure to enter into each family’s Goals document in Penelope Live.
d. Pass out the Group Connection Feedback Form to each family, and collect.
e. Optional: Award the door prize or giveaways.
Follow-Up to FACE Family Circle

I. Review the Group Connections Feedback Forms
II. Record attendance in Penelope using the Group Connections Sign-In Sheet
III. Successes and Challenges: Be sure to write down your successes and challenges and complete the Documentation portion of the Group Connection Planning Guide and Record.
IV. Strongly encouraged- Send an event report to TA: We love hearing and seeing forms of interaction and engagement that parent educators have with the families they serve. Please do not forget to take photos and be sure to have families sign a FACE Release Form.