

# **Family 411 Dedicated to Supporting the Whole Child Health, Safe, Engaged, Supported, Challenged**

## **OBJECTIVES**

1. Advise
2. Communicate
3. Nurture
4. Celebrate
5. Develop Leadership
6. Teach Character

## **ADVISE**

1. Meet with every student in the family. Discuss grades, academic struggles, personal needs, home struggles, etc. The personal issues require you to develop a relationship of caring before students are willing to share.
2. Set one day a week aside to advise in Family. Rotate through students.
3. Keeping up with information is a matter of personal choice. Several methods are described below.
  - a. Keep a binder with students' records and notes from conversations.
  - b. Make a separate folder for each student and move from front to back as a method for tracking with who you have met.
  - c. Use the forms that others have already created to help you keep records.
  - d. Because the Q letter award requires knowing which students earned a Privilege card each 9 week, it saves time to keep a cumulative list throughout the year.
4. Monitoring Flex time for your students is your choice. As the Family facilitator you may choose to assign a student to attend specific tutoring during FLEX to help the student to meet academic standards.

## **COMMUNICATE**

1. Communicate student issues, student problems and school information with parents and students.
2. During the first week of school, create a student REMIND as a way to send messages to your family.
3. Send an email to family parents and create a parent REMIND. This is a great way to get the numerous forms required back from family students and to communicate needs throughout the year.
4. Read all emails and check your box in the morning to stay informed of what announcements need to be shared with your family.
5. Keep a list of all information that needs to be shared. Use any method that works for you – digital, copies, a ‘manila folder’ on the desk labeled Family Now spreadsheets, phone, etc.
6. Classroom grade reporting is the responsibility of the classroom teacher, however if you have family students failing multiple classes at the progress report time, you must also send an email to parents.

## **NURTURE**

1. Each family has its own traditions and personalities. Establish some family traditions of your own, even if you are taking over an existing family. In the same way, keep some of those created by the previous facilitator- it keeps a sense of belonging for returning students.
2. Help students develop relationships with you and with fellow family members by avoiding cliques in the family. This is sometimes difficult to do as students tend to gravitate to those whom they feel comfortable with. Some easy ways to change groups is by drawing cards, mixing various grade levels, rolling a die, etc. Keep them rotating so they all bond.

3. Participate in group activities that help students feel safe. Some easy ways to get kids to talk are:
  - a. While seated in a circle, use the Emotion Faces (in the Family Cabinets) and ask students to take the face that most identifies them right then. Share.
  - b. While seated in a circle, students draw a paint strip (from the paint store) that describes the way they feel today by either the color or name of the paint.
  - c. Some families choose to do a Connections activity. While sitting in a circle, students share whatever they want with the group. Once trust builds, students share at a deeper, more meaningful level.
4. Occasionally, do a Step to the Line activity with different levels of questions as the group grows trust. You can find multiple lists on the internet, or have students make a list of statements to make.
5. Do a 4 Corners activity. Make a statement that all will not agree with and students go to one of four corners. Corners are labeled as Strongly Agree, Agree, Disagree and Strongly Disagree. Have volunteers offer reasoning. To find statements, search the internet, make up your own, or ask students to write some on 3 by 5 cards.
6. Do an I DISAGREE WITH THAT STATEMENT activity. Students make a controversial statement about any topic and students who disagree must tell why. The purpose of this activity is to learn that it is okay to disagree with someone, as long as it is done in the proper way.

## **CELEBRATE**

1. Celebrate students' accomplishments. Once a week or so, ask students to share good news with the family.

2. Celebrate special days and holidays from different cultures. Use the celebration to learn about others and develop acceptance of differences.
3. Celebrate student academic success. This includes celebrate those who receive a privilege card.
4. Celebrate birthdays.

## **DEVELOP LEADERESHIP**

1. Make a Family Calendar. At the beginning of the year, the facilitator establishes the types of activities by leading the activities and planning the calendar.
2. As the students feel more comfortable, let the students fill in the family calendar. Each student should lead activities throughout the year. This helps our students learn to follow and lead.
3. An idea for managing the calendar, and developing more leadership opportunities would be to create groups of students who take responsibility for the different parts of Family.
4. These groups could include a game group, an art group, a team building group, a celebration group, and a sports group, along with your own ideas.

## **TEACH CHARACTER**

1. All the activities of Family should work together to teach character.
2. Family should have a balance of activities. Facilitators should share with their families about being good winners, good losers, listening, disagreeing correctly, handling anger correctly, approaching a teacher politely to ask questions about assignments and grades, respect, etc.

3. As a part of developing character, family advisors should hold students accountable for grades and attendance, etc. to help teach responsibility.

## **FIRST TWO WEEKS OF FAMILY**

- Welcome all students and share information about your family history, etc. New teachers to Quest can have students share information about Family.
- Make all required announcements.
- Discuss all the details about privilege cards, flex time, etc. that administration chooses to explain via Family.
- Establish Norms.
- Decide on cell phone policy for your family time.
- Set up a family Remind.
- Email parents to set up a Parent Remind.
- Develop your method for maintaining Advisory Records.
- Introduce and participate in the types of Family activities - a game, an art project, a team building activity, a celebration activity, and a sports activity, along with your own ideas.
- Participate in a variety of Getting to Know You activities.
- Discuss the Maker Space materials, furniture, etc. and how materials and space should be treated during the day and FLEX.

## **TYPES OF ACTIVITIES**

The most successful family groups participate in a variety of activities. The possibilities include: advisory, celebrations, sports, games, team building, family breakfast, family lunches, music days, movie days, strategic study time, crafts, service projects, discussions, connections, text based discussions, you can go outside to the picnic tables to eat, play, study, etc.

## **ADVISORY IDEAS**

The goal is to have academic advisory every Monday during family. You may also schedule meetings during FLEX time if needed.

- Discuss current grades and classwork.
- Students can view their grades in HAC or you can access them through the grade program using the family list.
- Discuss any issues students are having with homework, classroom, etc. and ask them to think about ways to solve the problems.
- Offer suggestions to those willing to listen.
- Once you establish a relationship with your family students you can talk about friend issues, home issues or any other issues the student wishes to discuss.
- With seniors you can discuss future plans, what they need to graduate, how to get scholarships, etc.

## **HOW TO KEEP RECORDS**

1. Choose a method that works for you organization style.
2. Ideas for keeping records include:
  - a. Make student files on the computer and take notes as you speak with kids, or after the student leaves.

- b. Use a binder with tabs for each student and keep notes in a binder.
  - c. Make a separate file folder for each student.
3. Ideas for making sure all students are advised include:
- a. Go alphabetically
  - b. Do advisory by grade levels
  - c. Keep a copy of the latest progress reports on your desk and file it in the student's folder only after you have met with the child. You can also take notes on the progress report itself. Be sure to keep the progress reports in a file folder, closed, for student confidentiality.
4. Create a format for note taking to include the date and what was discussed.
5. If parents are called or emailed, write the date and what was discussed on the students form or the progress report.

## **FAMILY GAMES**

Each family develops their own favorite games. Games are usually shared among the Facilitators, however if you choose to share your games, clearly mark your name on any that are personally owned. Some of the type of games played or listed below:

Pictionary	Taboo	Pick up sticks
Moods	Liars Dice	Silent Ball
Apples to Apples	Charades	Tensies
Boggle	Uno	Skipbo
Board games	Giant Connect Four	Dominoes
Giant jenga	Card games	

There are games in the Family Cabinets located on the 3100 and 3200 hallways. They are marked as Family and the key is located in the AP's office.

## **SPORTS**

Sports may be played either as independent family or against or simply with another family. Do not allow students to pick teams. If you want to make teams, the facilitator should divide the group into teams. Available sports include:

1. Kickball/Ragball (softball) – either on the soccer field, parking lot, or modified versions in the gyms.
2. Soccer- soccer field or gym
3. Volleyball- gym or out back by the tennis courts
4. Tennis- courts out back
5. Basketball- gym only
6. Four-Square/Washers/Bocce Ball
7. Ultimate Frisbee
8. Team Handball
9. Flag Football
10. Dodgeball (with soft balls)

Equipment can be found either in the equipment closet outside of Schoettlin's room or down in the storage room (Humble 2006 Storage) on the way to the gyms and everyone's key will open the storage area. Please return the equipment promptly after family as it may be needed for Kinnesiology classes. Please do not interrupt Ms. Schoettlin during family for equipment. Locations must be reserved on the sign up book outside of the AP's office on the calendar. Do not crash another family's game without having facilitators discuss that morning. They may have a reason for wanting to play by themselves. The keys for the gyms and the Natatorium are in the AP's office. The big gym is only available on Wed and

Thursday mornings while the wrestling gym is available most mornings.

## **DEBRIEF ACTIVITIES**

One of the most important skills that a facilitator can offer the group is the ability to help the group learn from and through the activity, and this is done through a “debriefing” process. The goal of debriefing is to empower the group.

Empowerment involves gradually turning over the responsibility for direction and support to the group. Empowering also means helping teams develop their skills and knowledge while supporting them to use their talents. You will never have an empowered, self-directed group unless you are willing to share control.

Empowerment is all about letting go so that others can get going. Letting go may cause you to face the fear of losing control, which is a prominent fear for many traditional classroom educators.

### **Debriefing Activities – This is a list of several ideas to facilitate debriefing.**

1. Web of Compliments - One person starts with a ball of yarn and thinks of a compliment for another group member. They say what they are proud of in that person and why they appreciated their accomplishment and then pass the ball of yarn to them while holding onto the end. This continues throughout the circle so that each person holds onto their piece of the yarn when they pass the ball. This can continue as long as you'd like or have time for, however as a facilitator you should make sure that each person has received it at least one before ending the activity. There are a lot of discussions that you can then have about what the web represents to your group, etc.
2. Concentric Circles - Form two circles, an inner and outer one. Participants greet each other and answer a debriefing question provided by the instructor. After a satisfactory period of time, the inner circle rotates X number of spaces to the left or right and the process begins again.

3. Chiji Cards (In Family Cupboard) - Spread the cards out before the group and have them pick a card that best represents an experience or feeling they had. Go around and ask each participant to share why they picked that card. Can also ask how one card might represent the group's performance or the whole group could choose 3 cards of their experience that tell a story, or determine only one card that represents the entire activity. A great avenue to create chiji cards (unless you buy them online) is to print and laminate clip art which is available free online or with Microsoft Word.
4. Index Card - Write processing question on different index card and pass them out. Afterwards, have the participants reflect and answer the question as part of whole group, in partners, in small groups (place #'s or symbols on the cards to form groups), or silently. You may have participants exchange cards and at the conclusion, have them share part of their conversation on what they learned.
5. Quick Toss - Toss an object around the circle and when caught, participants answer a predetermined question or can share a thought, compliment, or experience.
6. Circle Shuffle - All participants stand in a tight shoulder with arms behind each other's back. The circle rotates to the left until someone yells "stop." That person makes a compliment directed towards someone or the group. That same person yells "right" and this continues until another person yells "stop" and the process continues.
7. Rose, Thorn, & Bud - At the end of the activity, have each person share their rose, bud, & thorn – something they enjoyed about the activity (rose), an area that needed improvement (thorn), and something they hope to take away that they learned (bud).
8. Thumbs Up, Middle, & Down - Have group members show with their thumbs

how they thought the activity went with thumbs up, middle, or down and have them explain why they chose what they did.

9. Car/House Parts - Ask each person to choose the part of a car or part of a house that best represents their role within the group or particular activity. For example, the foundation might be the person that is like the rock of the group, the computer provides information, the mirrors help see things that aren't always obvious, etc.

### **DEBRIEFING TIPS:**

Debriefing is an art, not a science, and it is often the difference between a good experiential learning activity and a great one.

1. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task).
2. Clarify and focus the comments of the group, and provide helpful information. Assist the group in discovering what they have experienced. Resist the temptation to tell them what they have experienced and learned.
3. Allow quiet wait time between your question and their response.
4. Your ability to become an effective experiential learning activity facilitator will rest on your ability to ask great questions.

### **DEBRIEFING QUESTIONS: MASTER LIST Base questions for debriefing:**

- What did you just do together?
- How did you feel while you did the activity?
- What was one of the challenges of doing this activity?
- What did the group have to do or believe to be successful?
- What was one positive thing that happened during the challenge?

- How can you apply what you just learned to other challenges you face?
- How did this activity mimic the flow of ideas in your school or group?
- How can you apply what you learned in this activity to your life and work?
- How did you feel when you first saw the activity?
- What was your plan for the activity? How did you come up with it?
- What advice would you give to any other team working on this activity?
- What would you do differently next time?
- What surprised you the most?
- What did you enjoy about the activity? What didn't you enjoy? Why?
- What lessons can you learn from this challenge?
- How well do you feel you contributed as an individual to the task? What was your role?

### **Communication Questions**

- Do you feel you communicated well as a team?
- What changes would you make in how you communicated?
- Did you listen to others in the team?
- Did everyone have some input?
- Did everyone understand the plan? If not, why not?
- How did you ensure everyone knew what was happening?
- How did you communicate your ideas?

*Coaching Point: Communication is central to the success of any team and your participants need to recognize their responsibilities both as an individual and as a team player. The ability to both listen and discuss often determines success or failure.*

**If the group was unable to complete the task in the given time:**

- Since you were not able to solve the problem, does it mean your group is a failure? (Push the group to respond with more than a “yes” or “no” and to instead point out and discuss what they learned.)
- What do you think you would have needed to succeed?
- What would you do differently next time?
- When do you feel like you are going with the flow or working well with others?
- When do you not feel like you are really going with the flow and working well with others?
- What changes would you make in how you communicated?

*Coaching Point: Emphasize the importance of the need to fail in order to learn from the experience. Failure teaches us success, as we learn how to adapt and become better at what we do. It also teaches us, the power of resilience when faced with difficult challenges. The most important thing is to learn through the process – sometimes it’s not the destination but the journey that truly matters.*

### **Leadership Questions**

- What is good leadership?
- Did anyone take the lead during the activity?
- Can you have more than one team leader?
- How did your leader manage the group? Were you allocated responsibilities?
- Was your leader a good leader? Why?
- How important was communication when leading?
- Who was responsible for the success or failure of the activity?
- What key qualities does a leader need to have?
- What is the purpose of a team leader?

*Coaching Point: Leadership is an important factor for a team to achieve success. The purpose*

*of leadership is to give clear direction to help achieve a specific goal or outcome. The leader does this by organizing the team and providing support, stability and motivation to others to maximize efficiency. How a group chooses to make its decisions is also important. If a group chooses to have a leader, the leader must have good listening and discussion skills.*

## **Problem Solving Questions**

- What is a goal? Does reaching your goal determine success?
- How do you achieve your goals?
- How did you come up with your idea or solution to the problem?
- Did your team try different ideas? If so, why did you change your approach?  
What can you learn from this?
- How important was planning? Did everyone have a role during the challenge?
- Did the group have a clear action plan and how did you come up with this?
- If you failed, what happened next? How did you move past it?
- Did you spend time reflecting on your approach? Why was that important?
- Did you adapt your approach to the task at any point? Why did you change it?
- What did you learn about solving problems during the activity? How can we use this in the future?
- Why is goal setting important?

***Coaching Point:** Explain the problem solving model– identify the problem, plan, do, action, review and adapt. Teams usually have no problem proposing several solutions to the problem. However, they need to be made aware of the difference between ideas and plans. To plan they need to consider the consequences of their actions. A common problem is that teams put ideas into action before fully discussing in detail, the merits of all the ideas proposed. When there is a time restriction on tasks, it is common that the team performance may also become rushed. When this happens the team usually fails to spend enough time thinking and planning before*

*taking action.*

## **Teamwork Questions**

- Do you feel you worked well as a team?
- How did you help your team during the activity?
- Did the whole team agree? Did everyone have an input?
- What did a fellow team member do that was really helpful?
- Did anyone in your team surprise you?
- How important was the support of your team? When do we need support from others in life or the workplace?
- How did you support others in the team?
- Did anyone feel left out? Why?
- What helped you or stopped you from achieving the outcomes?
- Did you trust your team during the activity? Why was this important?
- How did you overcome negativity in the team? Did this affect, how you approached the activity?
- Looking back, what do feel is the most important element of teamwork?
- How would you rate your teamwork between 1 and 10? (10 being the best value.)

*Coaching Point: Teamwork is important when working with others towards a shared goal. It allows us to collaborate and share ideas in order to improve. When faced with a difficult challenge, it is helpful having other people there to support and offer advice. This links back to aspects of life and can relate to both every day and workplace problems.*

## **Reflection Questions**

- If you had to do it again, what changes would you make to the way you approach the task?

- Think about your own personal experience in the activity, what would you do differently next time?
- Looking back on the activity, what two things stand out to you the most and why?
- What did you learn through this experience and how can you use it in the future?
- Before moving on to the next challenge, I would like you to identify one area where you feel you could have contributed more.

*Coaching Point: In order to move forwards, we sometimes need to look back and think about our experience and how we can use what we learned to progress. By asking ourselves questions and reflecting on performance, we can work out where we can improve and grow as both individuals and teams.*

**Additional questions: Choose which ones are the most appropriate:**

- How do you feel now?
- What advice would you give to another group working on this activity?
- What would you do differently next time?
- What did a fellow team member do that was really helpful?
- What did you do that was helpful to the process?
- Did you try different ideas? If so, why did you change your approach?
- How did you figure out the solution?
- What did you like about how you cared for each other during this activity?
- What was one positive thing that happened during the challenge?
- What was one good idea that someone on your team suggested?
- What did you think when you first heard the instructions?
- Did the group have a clear action plan?
- We can go through life trying to avoid the obstacles but it's easier when we

have help. Where do you get help in real life? Are you effective at asking for help? Are you good at accepting help? How do you know? Are you good at giving help?

- How do you know?
- Who received help from others during the activity? Who gave help? Some students are reluctant to either give or receive help. This question can start a great conversation around the topic of helping others. It can also lead into a conversation about trust. Who did you trust to give you information and advice during this activity? Did anyone receive advice that led him or her to make an incorrect move? How do you know who to trust in the real world? What criteria do you have to trust someone?
- Who made a mistake during this activity? Everyone will make a mistake at some point during an activity. When everyone acknowledges that they all made mistakes, point out that they were still able to solve the challenge (if in fact they were able to). Then ask the group to tell whether mistakes are “good” or “bad.” Generally, groups will say that mistakes are good when you pay attention to them and don’t repeat them and they are bad when the same mistake is repeated over and over again.
- What surprised you about this activity?
- How did it feel working with partners that you did not choose?
- How is one benefit of working with partners that you do not choose?
- How do you adjust to work together?
- How do you work to keep improving your work with others?

### **Briefing/Debriefing Topics**

- Goal setting (realistic, challenging, obstacles)
- Goal commitment (how do we/you know)

- Trust (what builds, what destroys, trusting, trustworthy, earning, gift)
- Communication (types, effectiveness)
- Perseverance
- Initiative/self-direction
- Resources (personal, inanimate), expressing opinion/idea
- Roles in group projects (leadership/following)
- Listening skills
- Circle of comfort, concern, and avoidance
- Problem solving (5 steps), plan acceptance
- Acceptance of oneself and others - Fear/risk taking (dealing with fear), opportunity Respect for others, stereotypes
- Attention to detail
- Patience
- Emotions/dealing with frustrations
- Team interactions, choosing partners
- Resolving conflict
- Quotes
- Fear is the great limiter
- There is more in us than we realize. Once you find it, there is no going back (paraphrase, Kurt Han)
- Trust is built by many activities and lost by one
- Trust is a gift that must be earned