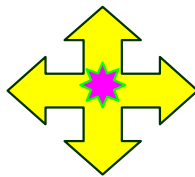


Project FLECHA

**Family Leadership in Education, Culture
and Healthcare Access**



Facilitation Skills 101



To be used with FLECHA materials written by Louise Kahn, RN, MSN, CPNP
FLECHA Facilitators information compiled by Roberta Rael
Contributor: University of New Mexico's Family Development Program
Adapted with permission for use by Parents Reaching Out

Welcome!

Parents Reaching Out is proud to become a partner with Project FLECHA* as we work with families in communities across New Mexico. We thank Louise Kahn, author of Project FLECHA materials, and her team for the continuous support, guidance and generous permission to use their materials as we begin our journey. We appreciate Roberta Rael her work to compile the information for training facilitators.

Community organizations are geared towards action. There are urgent problems and issues we need to tackle and solve in our communities. That's why we came together in the first place, isn't it? But for groups to be really successful, we need to spend some time focusing on the skills our members and leaders use to make all of this action happen, both within and outside our organizations. One of the most important sets of skills for leaders and members are facilitation skills. These are the "process" skills we use to guide and direct key parts of our organizing work with groups of people such as meetings, planning sessions, and training of our members and leaders.

Whether it's a meeting (big or small) or a training session, someone has to shape and guide the process of working together so that you meet your goals and accomplish what you've set out to do. While a group of people might set the agenda and figure out the goals, one person needs to concentrate on how you are going to move through your agenda and meet those goals effectively. This is the person we call the "facilitator." This booklet is designed to provide you with the tools you need to facilitate community sessions that support and encourage family leadership throughout New Mexico.

**You will make a difference for families.
Families make a difference for their children every day.
Enjoy your journey!**

Project FLECHA (Family Leadership in Education, Culture and Healthcare Access) and the FLECHA Curriculum has been supported, funded, and incubated by the New Mexico Community Foundation and the New Mexico Supporting Partnerships to Assure Ready Kids (NM SPARK), an Initiative of the NMCF funded by the W.K.Kellogg Foundation, the McCune Charitable Foundation, and the Daniels Fund. Additionally, this curriculum is based upon work funded by the RWJ Executive Nurse Fellows Program, a national program supported by The Robert Wood Johnson Foundation with direction and technical assistance provided by The Center for the Health Professions, University of California, San Francisco.

Parents Reaching Out builds family leadership in New Mexico through grants from the U.S. Department of Education, Office of Innovation and Improvement as the Parent Information and Resource Center (PIRC); the U.S. Department of Education, Office of Special Education Programs as the Parent Training and Information Center (PTIC); and the federal Maternal and Child Health Bureau as Family to Family Health Information Center F2FHIC. Our work is also funded by grants from the NM Department of Education and the NM Department of Health. This booklet represents collaborative partnerships in these grants and with Project FLECHA. However, the contents do not necessarily represent the policy of the US Department of Education and you should not assume endorsement by the Federal Government.

FLECHA: Facilitation Skills 101

It's very difficult to help our children. It's very difficult because it's like two cultures clashing and there's no connection between the two. The best we can do is instill in the children the pride of who they are and what they have and where they came from. We give them that; we continue through legends, through love, and through food, and just being an example by the way we live.

~Vickie Downey Tesuque Pueblo * Wisdom's Daughters by Steve Wall

Facilitating the FLECHA Training

FACILITATOR: A Trainer who functions in a way to allow participants to assume responsibility for their own learning. The term is in contrast to the more didactic instructor, teacher, lecturer, or presenter.

The Facilitation of any training program is an essential factor in the success of the program. There are many variations to “facilitating,” however; there are some basic practices that will make a difference in the experience of everyone involved. The facilitation points provided to you in this section are geared for FLECHA Trainers.

Note: *The ideal group size for FLECHA classes is fifteen (15) or fewer participants in order to create a dynamic setting that empowers families as Learning Advocates.*

Establishing Your Role as Facilitator:

As the Facilitator you are responsible for establishing your role. You are there to facilitate the learning of the participants and to keep conversation flowing. You do not have to have all of the answers or become an expert on the information. Facilitation will allow the expertise and knowledge to come from the participants. The FLECHA training encourages parents to share with each other, and expects that much of the content and the cultural context will come from the parents own life experiences. FLECHA provides a framework, the participants fill in the content based on their experiences, your role is to create and maintain a safe learning environment.

- Set the tone, Set the tone, Set the tone. As a facilitator, you will need to set the tone for the hour, the day and the program on a continuous basis. The tone that the participants receive from you should be that you enjoy being present with them and feel enjoyment with their participation.
- Additionally, participants should know that you are in charge and responsible for their well being. They need to know that you will take charge if/when the situation requires. Role clarity is important especially if you have other relationships with some of the participants.
- Before you facilitate think about your personal style in communicating information. What do you like about your style? What would you like to improve or change while in this special role as a FLECHA Trainer?

Creating a Safe Learning Environment:

- Establishing solid Ground Rules for group conduct are very, very important. DO NOT conduct a training program without them. Ground rules are typically established very early on in the training for the purpose of creating a safe learning environment. As the facilitator, this exercise will assist you to know a little bit more about the people in your training session. Feel free to refer back to the Ground Rules throughout the training, if it is necessary. Action Steps for creating Ground Rules include;
 - Have some means of listing Ground Rules created by the group for future reference. Possibilities include writing them on a flip-chart or posting them some where in the training environment.
 - The Ground rules should come from the participants so that they establish what will make them feel safe and therefore open to learning. Ask the participants to think about what will enhance this learning experience for each of them. This will help the participants to identify a “common ground” for open discussion, sharing and learning.
 - Once your list of Ground Rules has been brainstormed be sure to confirm agreement to each of the Ground Rules so that participants have an opportunity to agree or disagree. This dynamic gives the participants ownership of the training session. This is a simple but clear practice of establishing clear communication and empowering the participants to own their learning experience.
 - Throughout the training you may be referring back to the Ground Rules for support, and possibly adding additional Ground Rules. *Sample Ground Rules are shared on page 6.*
- Room Set-Up is important to the dynamics of the group. The FLECHA training requires a table top for people to write and draw, so putting tables together to create a large square where everyone can see each other is helpful. Some people feel too exposed in a circle without a table in front of them. This set-up assists to establish facilitation standards as well as provide good group dynamics.
- Everyone should be treated equally in the seating set-up. For example, when people sit outside of the circle it sets up a feeling of being left out or inequity.
- Remember, as a Facilitator, the best way to gain trust is to be open and share some of who you are. People are great detectors of facades and fronts. If you want them to open up to you, be open with them.
- Are you able to find out who the participants are prior to the session? This will help you to prepare for your specific audience. Will you need to have an interpreter present? Is child care arranged? What are some other things that you can do to enhance the learning experience of the participants?

- Remember that “Inclusion” is the practice of having all people participate to the degree that they wish to. Keep track of how the group members are participating, who has spoken, who has not and whose points have not been heard.
- Decide how and what you will do to assist you to learn the names of the participants quickly. Name tags are included in the FLECHA Training Box. Of course, calling people by their names is important to demonstrating respect and establishing rapport.
- We recommend easing the group into a collective comfort level early on then add content information, as the group feels more comfortable. This is the natural progression of the FLECHA curriculum, so just follow the curriculum.

Enhancing Learning:

- Using hands-on dynamic exercises and activities help to keep people’s attention and provides a way to use learning styles other than auditory and visual learning opportunities. Writing on a flip chart provides visual learners with a way to learn what is being said more effectively.
- The FLECHA training is designed to have participants share their life experiences and desires for their children. Your role as facilitator is to demonstrate active listening and to provide acknowledgement and positive feedback to what is being shared. If a participant has a question or issue, another participant will probably have a possible answer or solution if given the chance to share.
- Change the game, Change the game, Change the game. Find ways to keep the energy levels up and attention focused. Sometimes it helps to ask people to move around, change seats, stand up and stretch. These short breaks help you as a facilitator to stay one or more steps ahead of the game so that lack of energy or mental over-load won’t undermine the training.
- Feel free to “Check In” with the group. Is there anything that they need? Do you need to adjust the time or the agenda because of special dynamics in each group? Is the pace too fast or too slow for them as a whole? Do they need a break? Do not make assumptions—Check In with the participants. Let them guide you.
- Each community group will be similar but different. There will be special dynamics in each group. There might be cultural or time considerations that you will need to take in to account.
- Encouraging the participants to fill out the training evaluation form as they go along helps them to process and reflect on what they are learning.

Handling Challenging Facilitation Situations:

- If you have the challenge of the unexpected change in the schedule, or the time is off or you are running short on time, “Check In” with the participants, apprise them of the situation and let them participate in deciding how to best make use of their time within the parameters that FLECHA allows.
- If group dynamics seem off check your Ground Rules. Was something left off of the list? If necessary you can bring it to the attention of the participants and see if they are open to adding one more ground rule. The first time that that happens will probably be the last as you will make sure that your ground rules are comprehensive.
- If the group is not following the established Ground Rules, refer back to the ground rules that the participants agreed to. Gentle reminders work wonders.
- One-on-one time with individuals that are having difficulty can make a big difference. During the break time you can ask to meet in private with any of the participants. This is another way to “Check In”. Is there a need that is not being met or some support that can be offered?
- Most training’s run smoothly because participants’ are there because they want to be. However there will be challenges in any group process and you may come across challenges that require you stay calm, cool & collected. Any difficulty that you may face requires resolution in order to continue with the process. It is your job as the facilitator to ensure that resolution occurs without picking sides or offending any participants. Use eye contact and continue to give respect for each participant’s concerns and/or opinions.
- If conflict develops you can remind participants that they have the option to agree to disagree. A reminder to everyone that as humans we each have the right to our opinions and perceptions based on our histories, values, backgrounds and life experiences. Given this, there can be strong feelings about an issue but that does not mean that two different opinions are not both based in some validity. Your role is to acknowledge both positions and move on to the next area if possible. Altogether once conflict arises people generally “go on the defensive”, changing the energy in the group will help to make everyone feel safe and comfortable again.
- There may be times that un-acceptable behavior is displayed and must not be allowed to continue. The Ground Rules you created at the beginning of the session will be your support in handling these situations. You may address the group to help resolve the conflict by addressing Ground Rules and making any changes/additions necessary. A break may be helpful to speak one-on-one with participants who may be having difficulties during the session..

- Dominating Participants are often people who feel strongly about their ideas, principles and standards. It is important to try to maneuver the discussion away from the dominating party without offending anyone with your comments or tone. It is important to intervene once it becomes apparent that a participant is leading the group and not allowing equal time for all to share. First, remind the group that participation is encouraged from all. Second invite participants who have not had a chance to speak by addressing them directly by name. Help create limits for those who need to participate less, and for those who need to participate more.
- Participants who show lack of interest may be a result of the environment not being as safe as it could be. Verify that the Ground Rules are comprehensive and re-address if any new Ground Rules are needed.
- However, certain participants may have a quiet demeanor, and it is your responsibility to draw out their ideas without making them feel uncomfortable or pressured. Pay attention to non-verbal clues that may indicate participants are ready to add ideas. Ask, “Would you like to share an idea about is topic?” That gives them the option to participate or not.
- Sometimes lack of interest is due to the facilitator talking too much and not giving participants enough time to answer. Silence can help participation. Everyone needs time to think, analyze and prepare to respond.
- Participants who show lack of focus may be the result of the Facilitator not presenting the information clearly or not effectively listening to the feedback from the group. Check In with the participant to see what is needed. You can repeat, reword or readdress the idea.
- Maintaining eye-contact and awareness allows you to gauge participation. You must be aware at all times of what direction the training is going and your best tool is to check in with the group to measure whether you are on target.

Remember that we learn from our experiences and that we are our biggest critics. If you receive feedback that will strengthen your skills as a facilitator, be grateful that you have such good teachers. Gratitude and Graciousness go a long way when feed back is coming your way.

Remember that we are all human, with all of our beauty and shadows. Your role is to facilitate the best learning experience in this two day period of time. If you can keep your role clear, be honest about not having all of the answers and make each person feel important and valued, you will have fulfilled your purpose as a FLECHA trainer.

Most importantly, HAVE FUN and remember how privileged you are to be working with these parents who are committed to their children and improving the educational system for all children.

Evaluation:

- Evaluation is another critical aspect of effective Training. Evaluation will occur in a number of methods throughout the training. The FLECHA curriculum will have specific Evaluation Instruments for some activities, classes or the overall program.
- We ask that you participate with the evaluation components of this program. Wherever possible we encourage you to use participatory evaluation process to obtain feedback. This feedback will assist Learning Advocates of FLECHA to evolve in a methodical manner.
- Note: Evaluation is also a critical component for measuring the outcomes of the various grant activities for Parents Reaching Out. The feedback we receive from evaluation tools helps us to insure the fidelity of each program we implement in order to meet the needs of the families we serve.

A Must for Your Tool Kit: Ground Rules

Most meetings have operating rules. When you want the participation to flow and for folks to really feel invested in following the rules, the best way to go is to have the group develop them. This builds a sense of power in the participants ("Hey, she isn't telling us how to act. It's up to us to figure out what we think is important!") and a greater sense of investment in following the rules. Common ground rules are:

- One person speaks at a time
- Raise your hand if you have something to say
- Listen to what other people are saying
- No mocking or attacking other people's ideas
- Be on time coming back from breaks (if it's a long meeting)
- Respect each other.



The process to develop ground rules begins by telling folks that you want to set up some ground rules that everyone will follow as we go through our meeting.

1. Put a blank sheet of newsprint on the wall with the heading "Ground Rules."
2. Ask for any suggestions from the group. If no one says anything, start by putting one up yourself. That usually starts people off.
3. Write any suggestions up on the newsprint. It's usually most effective to "check - in" with the whole group before you write up an idea ("Sue suggested raising our hands if we have something to say. Is that O.K. with everyone?") Once you have 5 or 6 good rules up, check to see if anyone else has other suggestions.
4. Ask the group if they agree with these Ground Rules and are willing to follow them. Make sure you get folks to say "Yes" out loud. It makes a difference!

Facilitation Skills

Basics and Tips for Your Success as a FLECHA Trainer

In addition to using open-ended questions (How? What? When? Why do you think...? Tell us more about...) to encourage the group to talk about their stories, use these tips as you follow your parent handbook/manual to help you keep the day moving along! Ways to use these tips in FLECHA are included in *italics*. The tips below have been adapted from *Developing Facilitation Skills*, contributed by Marya Axner edited by Bill Berkowitz for the Community Toolbox a service of the Work Group for Community Health and Development at the University of Kansas. Use this link to read the entire article: http://ctb.ku.edu/tools/en/sub_section_main_1154.htm

Facilitating a meeting or planning session: What's it all about?

The three basic parts of facilitation:

- I. The process of the meeting
- II. Skills and tips for guiding the process
- III. Dealing with disrupters: preventions and interventions

I. The Meeting Process

As we've already said, the facilitator is responsible for providing a "safe" climate and working atmosphere for the meeting. But you're probably wondering, "What do I actually do DURING the meeting to guide the process along?" Here are the basic steps that can be your facilitator's guide:

1. **Start the meeting on time – *We're lucky if we get to do this!*** Few of us start our meetings on time. The result? Those who come on time feel cheated that they rushed to get there! Start no more than five minutes late, ten at the maximum and thank everyone who came on time. When latecomers straggle in, don't stop your process to acknowledge them. Wait until after a break or another appropriate time to have them introduce themselves.
2. **Welcome everyone – *This is important! Do it first thing, before you show the FLECHA DVD.*** Make a point to welcome everyone who comes. Don't complain about the size of a group if the turnout is small! Nothing will turn the folks off who DID come out faster. Thank all of those who are there for coming.
3. **Make introductions – *In our FLECHA curriculum, we save these till we're into the first section a bit, and we use the "Who do you come from...?" beginning question.*** There are lots of ways for people to introduce themselves to each other that are better than just going around the room. The kinds of introductions you do should depend on what kind of meeting you are having, the number of people, overall goals of the meeting, and the information it would be useful to know.

4. **Review the agenda, objectives and ground rules for the meeting – *In the FLECHA curriculum, we set ground rules by group process, after the movie. Our “agenda” is the curriculum.*** Go over what's going to happen in the meeting. Check with the group to make sure they agree with and like the agenda. You never know if someone will want to comment and suggest something a little different. This builds a sense of ownership of the meeting and lets people know early on that you're there to facilitate THEIR process and THEIR meeting, not your own agenda. The same is true for the outcomes of the meeting. You'll want to go over these with folks as well to get their input and check that these are the desired outcomes they're looking for. This is also where the ground rules that we covered earlier come in.
5. **Encourage participation.** This is one of your main jobs as a facilitator. It's up to you to get those who need to listen to listen and those who ought to speak. Encourage people to share their experiences and ideas and urge those with relevant background information share it at appropriate times.
6. **Stick to the agenda – *In FLECHA classes, follow the Family Handbook. Sample agendas for each class are included in the last section of this Facilitator’s Guide.*** Groups have a tendency to wander far from the original agenda, sometimes without knowing it. When you hear the discussion wandering off, bring it to the group's attention. You can say "That's an interesting issue, but perhaps we should get back to the original discussion."
7. **Avoid detailed decision-making.** Sometimes, it's easier for groups to discuss the color of napkins than the real issues they are facing. Help the group not to get immersed in details. Suggest instead, "Perhaps the committee could resolve the matter." Do you really want to be involved in that level of detail?
8. **Seek commitments.** Getting commitments for future involvement is often a meeting goal. You want leaders to commit to certain tasks, people to volunteer to help on a campaign, or organizations to support your group. Make sure adequate time is allocated for seeking commitment. For small meetings, write people's names down on newsprint next to the tasks they agreed to undertake. One important rule of thumb is that no one should leave a meeting without something to do. Don't ever close a meeting by saying "We'll get back to you to confirm how you might like to get involved." Seize the moment! Sign them up!
9. **Bring closure to each item - *Use this to transition to new topics.*** Many groups will discuss things ten times longer than they need to unless a facilitator helps them to recognize they're basically in agreement. Summarize a consensus position, or ask someone in the group to summarize the points of agreement, and then move forward.

If one or two people disagree, state the situation as clearly as you can: "Tom and Levonia seem to have other feelings on this matter, but everyone else seems to go in this direction. Perhaps we can decide to go in the direction that most of the group wants, and maybe Tom and Levonia can get back to us on other ways to accommodate their concerns."

You may even suggest taking a break so Tom and Levonia can *caucus* to come up with some options. (A caucus is a “time out” for a sub group meeting away from the larger group to discuss issues and reach consensus that is presented to the group.)

Some groups feel strongly about reaching consensus on issues before moving ahead. If your group is one of them, be sure to read a good manual or book on consensus decision making. Many groups, however, find that voting is a fine way to make decisions. A good rule of thumb is that a vote must pass by a two-thirds majority for it to be a valid decision. For most groups to work well, they should seek consensus where possible, but take votes, if needed, to move the process forward.

10. **Respect everyone's rights.** The facilitator protects the shy and quiet folks in a meeting and encourages them to speak out. There is also the important job of keeping domineering people from monopolizing the meeting or ridiculing the ideas of others. Sometimes, people dominate a discussion because they are really passionate about an issue and have lots of things to say. One way to channel their interest is to suggest that they consider serving on a committee or task force on that issue. Other people, however, talk to hear themselves talk. If someone like that shows up at your meeting, look further ahead in this chapter for some tips on dealing with "disrupters."
11. **Be flexible.** Sometimes issues will arise in the meeting that are so important, they will take much more time than you thought. Sometimes, nobody will have thought of them at all. You may run over time or have to alter your agenda to discuss them. Be sure to check with group about whether this is O.K. before going ahead with the revised agenda. If necessary, ask for a five-minute break to confer with key leaders or participants on how to handle the issue and restructure the agenda. Be prepared to recommend an alternate agenda, dropping some items if necessary.
12. **Summarize the meeting results and needed follow-ups.** Before ending the meeting, summarize the key decisions that were made and what else happened. Summarize the follow-up actions that were agreed to and need to take place. Remind folks how much good work was done and how effective the meeting was. Refer to objectives or outcomes to show how much you accomplished.
13. **Thank the participants.** Take a minute to thank people who prepared things for the meeting, set up the room, brought refreshments, or did any work towards making the meeting happen. Thank all of the participants for their input and energy and for making the meeting a success.
14. **Close the meeting.** People appreciate a meeting that ends on time! It's a good idea to have some "closure" in a meeting, especially if it was long, if there were any sticky situations that caused tension, or if folks worked especially hard to come to decisions or make plans. A nice way to close a meeting is to go around the room and have people say one word that describes how they are feeling now that all of this work has been done. You'll usually get answers from "exhausted" to "energized!" If it's been a good meeting, even the "exhausted" ones will stick around before leaving.

II. Facilitator Skills and Tips

Here are a few more points to remember that will maximize your role as a facilitator:

1. **Don't memorize a script - or read directly from your FLECHA book!** Even with a well-prepared agenda and key points you must make, you need to be flexible and natural. If people sense that you are reading memorized lines, they will feel like they are being talked down to, and won't respond freely. *If you get nervous and need the support of your book, have people take turns reading from the book.*
2. **Watch the group's body language.** Are people shifting in their seats? Are they bored? Tired? Looking confused? If folks seem restless or in a haze, you may need to take a break or speed up or slow down the pace. If you see confused looks on too many faces, you may need to stop to check in with the group, to make sure that everyone knows where you are in the agenda and that the group is with you.
3. **Always check back with the group. *These check-ins will make everyone feel included. "Did everyone hear that?" "Does that make sense?"*** Be careful about deciding where the meeting should go. Check back after each major part of the process to see if there are questions and that everyone understands and agrees with decisions that were made.
5. **Summarize and pause. *This will also make everyone feel included. "Is anyone surprised about that?" "Does anyone have a question about that?"*** When you finish a point or a part of the meeting process, sum up what was done and decided, and pause for questions and comments before moving on. Learn to "feel out" how long to pause -- too short, and people don't really have time to ask questions; too long, and folks will start to get uncomfortable from the silence.
6. **Be aware of your own behavior.** Take a break to calm down if you feel nervous or are losing control. Watch that you're not repeating yourself, saying "ah" between each word, or speaking too fast. Watch your voice and physical manner. (Are you standing too close to folks so they feel intimidated, making eye contact so people feel engaged?) How you act makes an impact on how participants feel.
7. **Occupy your hands.** Hold onto a marker, chalk, or the back of a chair. Don't play with the change in your pocket!
8. **Watch your speech.** Be careful you are not offending or alienating anyone in the group. Use swear words at your own risk!
9. **Use body language of our own.** Using body language to control the dynamics in the room can be a great tool. Moving up close to a shy, quiet participant and asking them to speak may make them feel more willing, because they can look at you instead of the group and feel less intimidated. Walking around engages people in the process. Don't just stand in front of the room for the entire meeting.
10. **Don't talk to the newsprint, blackboard or walls--they can't talk back!** Always wait until you have stopped writing and are facing the group to talk.

III. Dealing with Disrupters: Preventions and Interventions

The most common kinds of disrupters are people who try to dominate, keep going off the agenda, have side conversations with the person sitting next to them, or folks who think they are right and ridicule and attack other's ideas. *Try using these "Preventions" when you set up your meeting to try to rule out disruption:*

1. **Get agreement on the agenda, ground rules and outcomes.** In other words, agree on the process. These process agreements create a sense of shared accountability and ownership of the meeting, joint responsibility for how the meeting is run, and group investment in achieving outcomes and goals.
2. **Listen carefully.** Don't just pretend to listen to what someone in the meeting is saying. People can tell. Listen closely to understand a point someone is making. Check back if you are summarizing, always asking the person if you understood their idea correctly. **In FLECHA trainings, this is especially important! "Let me make sure I'm clear on what you just said..." "Do you mean...?"**
3. **Show respect for experience.** We can't say it enough. Encourage folks to share strategies, stories from the field, and lessons they've learned. Value the experience and wisdom in the room.
4. **Find out the group's expectations.** Make sure that you uncover at the start what participants think they are meeting for. When you find out, be clear about what will and won't be covered in this meeting. Make plans for how to cover issues that won't be dealt with: Write them down on newsprint and agree to deal with them at the end of the meeting, or have the group agree on a follow-up meeting to cover unfinished issues. There are lots of ways to find out what the group's expectations of the meeting are: Try asking everyone to finish this sentence: "I want to leave here today knowing..." You don't want people sitting through the meeting feeling angry that they're in the wrong place and no one bothered to ask them what they wanted to achieve here. These folks may act out their frustration during the meeting and become your biggest disrupters.
5. **Stay in your facilitator role.** You cannot be an effective facilitator and a participant at the same time. When you cross the line, you risk alienating participants, causing resentment, and losing control of the meeting. Offer strategies, resources, and ideas for the group to work with, but NOT opinions.
6. **Don't be defensive.** If you're attacked or criticized, take a "mental step" backwards before responding. Once you become defensive, you risk losing the group's respect and trust, and cause folks to feel they can't be honest with you.
7. **"Buy-in" power players.** These folks can turn your meeting into a nightmare if they don't feel that their influence and role are acknowledged and respected. If possible, give them acknowledgment up front at the start of the meeting. Try giving them roles to play during the meeting such as a "sounding board" for you at breaks, to check in with about how the meeting is going.

Try using these "Interventions" when disruption is happening during the meeting: Sometimes in FLECHA, we'll have one or two parents who dominate the discussions. This can make the experience feel intimidating and unsafe for others, and it should be gently controlled by the facilitator.

1. **Have the group decide.** If someone is dominating the meeting, refuses to stick to the agenda, keeps bringing up the same point again and again, or challenges how you are handling the meeting: First try to remind them about the agreed-on agenda. If that doesn't work, throw it back to the group and ask them how they feel about that person's participation. Let the group support you.
2. **Use the agenda and ground rules.** If someone keeps going off the agenda, has side conversations throughout meeting, verbally attacks others--go back to that agenda and ground rules to remind folks of the agreements made at the beginning of the meeting.
3. **Be honest:** Say what's going on. If someone is trying to intimidate you, if you feel upset or undermined, if you need to pull the group behind you: It's better to say what's going on than try to cover it up. Everyone will be aware of the dynamic in the room. The group will support you if you are honest and up-front about the situation.
4. **Use humor.** If there is a lot of tension in the room, if you have people at the meeting who didn't want to be there, or scared/shy about participating, or if you're an outsider: Try a humorous comment or a joke. If it's self-deprecating, so much the better. Humor almost always lightens the mood. It's one of the best tension-relievers we have.
5. **Accept or legitimize the point or deal.** If there is someone who keeps expressing doubts about the group's ability to accomplish anything, is bitter and puts down others' suggestions, keeps bringing up the same point over and over, seems to have power issues, try one or more of these approaches: Show that you understand their issue by making it clear that you hear how important it is to them. Legitimize the issue by saying, "It's a very important point and one I'm sure we all feel is critical." Make a bargain to deal with their issue for a short period of time ("O.K., let's deal with your issue for 5 minutes and then we ought to move on.") If that doesn't work, agree to defer the issue to the end of the meeting, or set up a committee to explore it further.
6. **Use body language.** If side conversations keep occurring, if quiet people need to participate, if attention needs to be re-focused: Use body language. Move closer to conversers, or to the quiet ones. Make eye contact with them to get their attention and convey your intent.

7. **Take a break.** If less confrontational tactics haven't worked, someone keeps verbally attacking others, shuffling papers, cutting others off: In case you've tried all of the above suggestions and nothing has worked, it's time to take a break, invite the disruptive person outside the room and politely but firmly state your feelings about how disruptive their behavior is to the group. Make it clear that the disruption needs to end. Try to find out what's going on if there are ways to address concerns.
8. **Confront in the room. FLECHA trainings usually don't go here (thank goodness)!** If all else has failed, if you're sure it won't create backlash, if the group will support you, and you've tried everything else: Confront the disruptive person politely but very firmly in the room. Tell the person very explicitly that the disruption needs to stop now. Use body language to encourage support of other group members. This is absolutely the last resort when action must be taken and no choices remain!

A Must for Your Tool Kit: PLAN FOR SUCCESS!

The environment and general "climate" sets an important tone for participation. Consider these things in preparing for your meeting:

- Is the location a familiar place, one where people feel comfortable? A comfortable and familiar location is key.
- Is the meeting site accessible to everyone? Are accommodations available for persons with disabilities?
- Is the space the right size? You want folks to stay focused and relaxed. Moral: choose a room size that matches the size of your group.



As a facilitator, the logistics of the meeting should be of great concern to you, whether you're responsible for them or not. Some things to consider as you plan include:

- Chair arrangements: Having chairs in a circle or around a table encourages discussion, equality, and familiarity. Speaker's podiums and lecture style seating make people feel intimidated and formal. Avoid them at all costs.
- Places to hang newsprint: You may be using a lot of newsprint or other board space during your meeting. Will tape damage the walls? Is an easel available?
- Registration: Is there a table for folks to use? Do you have sign in sheets? Who will be in charge of registration? Will materials be provided during registration or distributed during the meeting?
- Refreshments: Grumbling stomachs will definitely take folks' minds off the meeting. If you're having refreshments, who is bringing them? Do you need outlets for coffee pots? Can you set things up so folks can get food without disrupting the meeting?
- Audio visual equipment: Do you need a laptop, projection screen or other equipment? Can someone set up and test the equipment before you start?

Quick Tools & Tips: Conducting Effective Meetings

Humorist Dave Barry has said, "If you had to identify, in one word, the reason why the human race has not achieved, and never will achieve, its full potential, that word would be 'meetings.'"

It is possible, however, to conduct effective meetings. If you plan for each of the phases described here, your time and that of your members will be spent purposefully, and your meetings will contribute to the momentum of your initiative.

Community Toolbox, University of Kansas.

Phase 1: Planning

- Decide the goal of the meeting (**Read and reflect on the FLECHA manual.**)
- Do your homework (Flyers, personal call, invitations, complete activity planner)
- Decide who needs to be there
- Plan with others
- Take care in setting the agenda (**FLECHA classes: The Family Handbook is the agenda! Sample agendas for each class with descriptions of activities and other info can be found in the last section of this Facilitator's Guide**)

Phase 2: Setting up the meeting

- Start and end on time
- Ask each participant to Sign In using the appropriate Sign In sheet
- Have adequate space
- Build in social time
- Establish regular meeting cycles

Phase 3: Running the meeting

- Do introductions
- Get agreement on the agenda and rules
- Keep the discussion on track
- Watch the time
- Summarize what you hear
- Encourage participation
- Use the power of your position wisely
- Develop new leaders by rotating facilitators

Phase 4: Follow-up

- Gather feedback from the group (evaluations)
- Summarize the meeting
- Make follow-up calls

Be The Best That You Can Be!

Being the very best facilitator takes practice. We learn by doing. Take time to get to know yourself so that you can expand your skills as a facilitator. You can also ask others (someone you trust and admire) to help you critique your skills. *Constructive criticism* is a way to help us use our strengths to tackle areas that seem to challenge us.

My Strengths:

My Small Challenges: (Things I need to work on a little bit to be more effective.)

My BIG Challenges: (Things I really need to work on or strategies that I to learn to be an effective facilitator.)

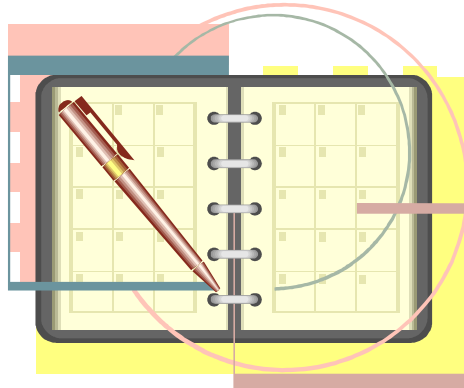
My Action Plan for Learning

(What did you learn today that you will use to expand your skills as a facilitator?)

Notes and Reflections



FLECHA Classes



Class Agendas

Activities

Background Information for Discussions

Project FLECHA Core Principles

Source: L. Kahn, 2006

1. The family serves the role of **Learning Advocate**, defined by NM SPARK as:

A Learning Advocate respects, cares for and nurtures the child through an intentional process that builds upon the child's strengths. The Advocate looks for opportunities to help move the child forward by knowing, listening to and supporting the child, through observation of the child's unique needs and interests, and actively seeking resources to meet them. The Learning Advocate is the voice for the child until the child can voice for him/herself.

The long-lasting and purposeful role of the Learning Advocate is supported by NM SPARK by providing assistance with skills-building and information about available resources for parent advocacy.

A Learning Advocate seeks answers to their concerns about their children's learning and education, and is willing to take risks and consequences for their child.

2. The teaching and learning methodology is based upon parent-to-parent peer teaching and learning, with the trainer as facilitator rather than content expert.
3. There is a social justice framework that promotes equity and access for all families and their children, and provides for awareness and discussion of disparities in health and educational outcomes.
4. There is a cultural strengths foundation, utilizing content developed from within the parent group in the training.
5. There is a goal to develop and support the emergence of parent leaders who can choose to utilize their skills at home, at school, in the community and/or at the state or national levels, and avenues for participation at all levels are supported and encouraged by the NM SPARK participating sites and the Family Leadership activities provided by Parents Reaching Out..

Evidence of commitment of a site to this principle would be the presence of a parent organization, meaningful family participation on Joining Hands teams and other community activities (as outlined in strategies for the "Families as Partners" indicators).

FLECHA: The First Step to Family Leadership

FLECHA offers families the first step in the process of becoming a leader, the step of becoming a leader of your own family. We need to take this first step before we can become leaders in our schools, communities, states or countries.

Lev Vygotsky, a Russian educator, viewed children's development as being helped and supported along by the "scaffolding", or steps in learning, that adults and older children provide younger children to help them learn new information and develop more complex thinking abilities. Once the scaffolding is no longer needed in building a new building, it can be removed and the building stands alone.

This is what we are trying to do with FLECHA – provide the steps of scaffolding that will help families to learn the basics, to be more effective leaders of their families, and then, if they want to go further, to lead in their communities to improve the lives of children and families in New Mexico.

FLECHA classes were developed with a suggested framework for each class, but the participants themselves determine the destiny of each class. If they need to stay on a topic longer than you had planned, to cover it more deeply, it is up to them. If you can't get through all the material for one class, you are not a failure as a facilitator. Your job as a FLECHA Facilitator is to try to keep the group process flowing, not to control the conversation.

Class 1

FLECHA Introduction and “The Problem” Educational Disparity

Goal for this class: To develop awareness of educational disparity, explore its causes, and discuss cultural supports that can strengthen the ability of the family to raise children who are healthy and ready to learn.

Materials Needed: Sign in sheets, pens or pencils, evaluation forms, FLECHA Family Handbooks, FLECHA DVD, Projector/Lap Top/Screen Jelly Bean Jars, flipchart w/ paper and markers, talking circle heart, koosh balls, pre-packaged LEGO© sets, index cards, music and boom box. Touch stone or other object needed for talking circle.

Gathering: Welcome participants as they arrive. Ask them to sign in and make a name tag.

Sign-in sheets - Make name tags

Introductions : Use the **Adjective Game** (see page 27) for brief introductions.
More in-depth introductions will be shared during “Who do you come from?”

FLECHA Overview Show FLECHA DVD

Intro to manual and concept of “Learning Advocate”

Ground Rules/Agreements (*Tips provided on page 6 of this guide.*)

Safety, confidentiality, diversity of styles

Activity: Jelly Bean Jars

Frame- What can we do to help more of our children become more successful in school?

One factor-children who come from poor and/or minority families

Pass around jars that represent % of whites, Hispanics,

Nat. Am., Black and Asian in the following areas:

Total enrollment, High school, Bachelors Masters Doctoral

(See graphs on page 7 of Family Handbook and chart on p.20 of this guide.)

Debrief and Chart-

What do you think may be causing this to happen?

Activity: Who do you come from? Talking Circle (beginning w/ Facilitator)

Talking circle-All members have an equal chance to speak

-All members respect each other’s words

-You have a choice to speak or not to speak

Cultural Coat of Arms How do we define culture?

Activity: Fill in the Coat of Arms on p. 9 of the FLECHA Family Handbook

Use Group Discussion to discuss the Cultural Coat of Arms

How it represents our families and us. How culture protects us in the larger society, as well as how pigeonholes and stereotypes can oppress us.

Closing / Collect Evaluation Forms /Share Date/Time of Next Class

Background Data for Jelly Bean Jar Discussion

The numbers reflected in the chart below were used for the Jelly Bean Jars to give a visual representation of what is happening in New Mexico. The numbers are a little dated –it is the concept is what we are going for in this activity.

	Anglo/White	Hispanic	Native American	Black	Asian
Total School Enrollment¹	32.8	52.5	11.1	2.4	1.2
High School¹	41.3	44.7	10.6	1.9	1.4
Associate's²	38	38.3	10.5	2.1	2.2
Bachelor's²	42.3	35.9	4.2	2.3	2.5
Master's²	48.7	20.5	2.7	1.5	1.7
Doctoral²	54.4	17.4	2.5	2.2	5.7

Percentage of Graduates from High School through Doctoral Programs
By Ethnicity in the State of New Mexico

1 New Mexico Department of Education. Accountability Data System 2003.
<http://www.ped.state.nm.us/div/ais/data/dcrfactsheets.html>

2 New Mexico Commission on Higher Education. The Condition of Higher Education in New Mexico: 2003.
www.nmche.org

It may seem strange to use colored jelly beans to represent people of different ethnicities in this exercise. The exercise uses this method as an exercise to show how society and politics does divide us into these categories, and we use this demonstration to promote change and movement toward equality and social justice. It is a form of what is called “strategic essentialism”.

Class 2

Developing Your Child's Learning Foundation

Goal for this class: To develop better awareness of the impact of health on children's learning, and to improve parent's effectiveness in using the supports of preventive health, early intervention, and nutrition programs available to their families.

Materials Needed: Sign in sheets, pens or pencils, name tags, markers, evaluation forms, FLECHA Family Handbooks, flipchart & stand, talking circle heart, koosh balls, pre-packaged LEGO© sets, doctor props, index cards, music and boom box. Touch stone or other object needed for talking circle.

Gathering: Welcome participants as they arrive. Ask them to sign in and make a name tag.

Welcome: Review class 1 and Ground Rules Agreements

Warm-up What are you doing? Brushing my teeth!

In pairs, one person mimes a daily activity (such as brushing my teeth)

The other person asks, "What are you doing?"

The first person continues miming her action but response

With a different activity (such as tying my shoe)

The other person then mimes tying her shoe.

The first person asks, "What are you doing?"

And the game repeats for a number of rounds.

Debrief- How easy it is to miscommunicate our thoughts?

Part 1: What can parents do to prepare their child to go to school?

Share research and chart ideas to answer this question.

What does your child need to be healthy and ready to learn?

Share Circle Chart (p.22 of this guide)

Part 2: Advocating for your child's health

Activity: Talking Circle to Share Health Care Stories

Discuss -Ways to get most out of appointments.

-Parents as Expert on their Children

Communication Strategies: *Use one of the activities listed below. Descriptions on p.22.)*

1. LEGO© building

2. Role-Play Health Care visit

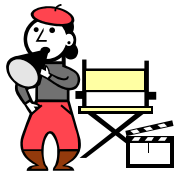
Share Resources

Solo Reflection-

How will you use this information to help your family?

Closing / Collect Evaluation Forms / Share Date/Time of Next Class

*** Remind families to bring pictures for next class.**



Group Activity

Practicing communication strategies

Role-playing activity with props (10-15 minutes)

2 parents and 1 child enter clinic with receptionist and provider. Parents want to have child checked for stomachaches he's been having every day after preschool. Parents are blocked at the front and the provider is in a hurry. Or use another scenario the groups would like to try.

OR

LEGO© Activity: Building Positive Communication Skills

This activity is used by Parents Reaching Out in many of their workshops.

Explain to the group that the purpose of this activity is to think about the results of positive communication— families and children receiving the services that are needed and that they are entitled to, questions answered respectfully, families taking the lead in situations that involves their child(ren). Effective communication results in families making informed decisions and being empowered by the fact that they are their child's first and lifelong advocate and teacher.

1. Have everyone get into pairs and sit back to back (You can demonstrate first with just one pair to show everyone how it works),
2. Give one person in the pair a pre-built LEGO© structure, give the other person a baggie with the individual LEGO© pieces that “hopefully” were use to build the structure that the other person was given. (Sometimes one piece is left out. It's hard it is to do complete something without all of the resources or information required!)
3. The goal is that the one who has the pre-built structure describes to their partner how to build what is in their hands and the partner tried to build it by the description given.
4. The team only has 1.5 minutes, and then the facilitator informs them they only have one more minute left (amount of time is flexible, just need to put some time pressure on...)
5. They are not allowed to look over each other's shoulders. *They can ask one another questions and confirm what the other has said.*
6. After the 2.5 minutes are up, have them come together as a group and discuss what happened, and what they felt – what worked, what didn't work, what could have made it easier, what they learned and how their discoveries relate to the value of effective communication in any and all settings where information is exchanged.

Circle Chart

Draw this a large version of this diagram on a flip chart. You don't have to be an artist—just a simple drawing to illustrate the point.

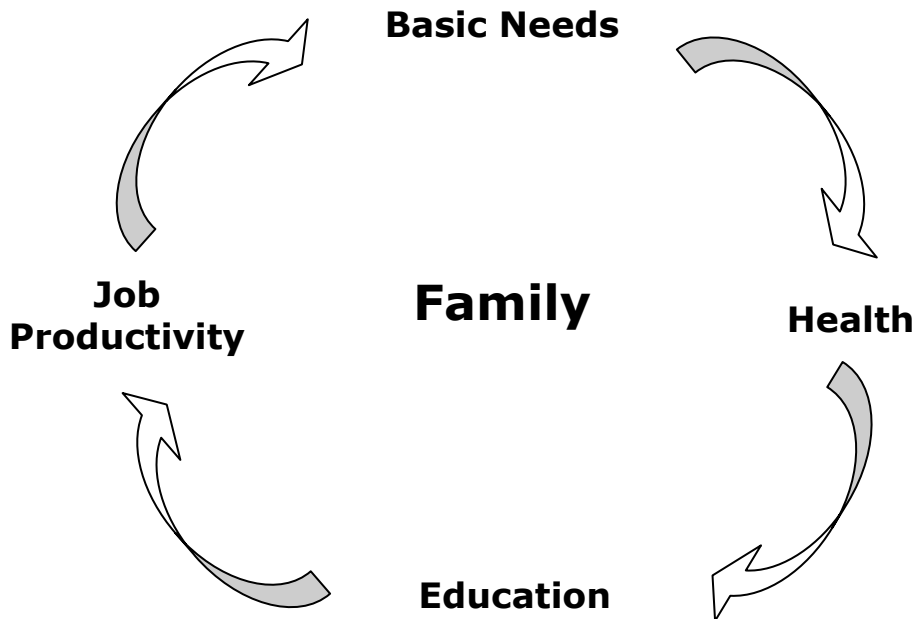


Chart Concept by Terry Schleder, MPH

The purpose of the chart is to demonstrate that all families are a part of the intertwining process and how each part of the circle of it impacts the effectiveness of the following section of the circle. The point is, if we start early with good health care and family involvement, our children's education and even adult life will have greater success and positive outcomes

Class 3

Being a Learning Advocate for Your Child

Goal for this class: To improve parents' skills and understanding of the importance of their role as their children's first teachers, and to build awareness of the many opportunities for early learning at home and in the community.

Materials Needed: Sign in sheets, pens or pencils, name tags, markers, evaluation forms, FLECHA Family Handbooks, flipchart & stand, talking circle heart, koosh balls, index cards, music and boom box. Touch stone or other object needed for talking circle. Scrapbooking materials: stickers, markers, crayons, colored pencils, scissors, construction paper, old magazines, glue sticks, etc.

Gathering: Welcome participants as they arrive. Ask them to sign in and make a name tag.

Warm-up-koosh ball (Need brief description of this activity)

- Learn names,
- What do we juggle as parents?
- What did it take to succeed?

Review Class 2 and agreements (Ground Rules)

Communicating with Health Care Providers /Importance of Well Child Checks and Screenings.

Intro to Being a learning advocate for your child *Discuss and/or chart*

- What do children need?
- What does a successful family look like?
- When should you start getting children ready for school? (learning from birth)

Activity: Stories of starting school- talking circle The purpose of this activity is:

- To help parents remember their own experiences,
- to build empathy for their children who may be having similar good or bad experiences
- To talk about what help and what doesn't work well for children and parents during this important transition.

Discuss information on pages 27-29 about ways that parents can be Learning Advocates (after stories and/or while making books)

1. Social-Emotional development
2. Communication learning and literacy
3. Parents involved in children's education usually leads to successful students-At Home
4. At School

Activity: Create a scrapbook for your family learning activities

Hopes and Dreams for family/share

Closing / Collect Evaluation Forms /Share Date/Time of Next Class

Class 4

Supporting Your Child at Home and in School

Goal: To demonstrate that experiential learning provides the fullest learning opportunity for children, to understand you are own and your child's temperament and learning style, and to provide information about the educational rights and responsibilities of parents and children.

Materials Needed: Sign in sheets, pens or pencils, name tags, markers, evaluation forms, FLECHA Family Handbooks, flipchart & stand, talking circle heart, koosh balls, index cards, music and boom box. Touch stone or other object needed for talking circle. Apple activity materials (apples, pictures, objects, etc.)

Gathering: Welcome participants as they arrive. Ask them to sign in and make a name tag.

Review Agreements (Ground Rules) and Class 3 topics.

Welcome Back with Apple Exercise as families finish eating dinner

Divide into 3 groups-small groups examine apple and describe to whole group.

Group 1-picture of apple

Group 2- plastic apple

Group 3- an apple

Which of these methods provides the most info? How do we learn best?

Understanding Temperament and Learning Styles

- 1. Human Knot:** Debrief by noticing the different temperaments and learning styles. Who jumped in right away? Who held back and observed? Who analyzed? Who led? Who followed? Who wanted to break the rules? Who made sure they were followed?
- 2. That Would be Me"** Stand up (or raise hand) and say *that would be me*, if the statement applies to you. (Adapt list to fit group)
 - **I like to move around a lot,**
 - **I like to daydream.**
 - **I hate when my plans change.**
 - **I always make lists.**
 - **I like to be the first person at an event.**
 - **I am often late.**
 - **I like to exercise.**
 - **I go to bed at the same time every night.**
 - **I bite my pencils.**
 - **I like to sit in the front of the class.**
 - **I like to talk.**
- 3. Discuss Temperament (pages 35-37 in FLECHA Family Handbook)**
- 4. Chart Mix and Match-Self and Child** Discuss temperament and behavior.
- 5. Review learning styles information (page 39).** Complete Learning Styles Checklist.

Review Children and Parents' Educational Rights and Responsibilities (p. 42-47)

Activity: Group discussion of experiences with educational system.

Closing /Collect Evaluation Forms Present Certificates of Completion.

Ice Breakers and Energizers

Icebreakers and energizers are excellent for helping workshop participants relax and get to know and understand each other. These activities help participants disengage themselves from whatever they were doing before the session and focus on the class goals. The ideas in this section were adapted from *Creating Collaborative Action Teams: Working Together for Student Success* by the Southwest Educational Development Laboratory (SEDL) and other sources.

Adjective Game: The purpose of this activity is to learn names and create classroom community in a quick, playful way.

1. Using the first letter of your name, think of a word that describes you. It can be accurate or humorous. Example: Amazing Amanda, Devious Dorothy, Helpful Henry.
2. Introduce yourself by stating your name with the adjective.
3. Each person must repeat the adjective and name of those that came before him/her. (Give help when needed)

The Human Spider Web (10 minutes) (*Human Knot without the rope!*)

Divide class members into groups of 5–7. Have each group move where they can stand in a small circle. Tell everyone to extend their left hand across the circle and grasp the left hand of the person opposite them. Then have them extend their right hand across the circle and grasp someone’s right hand. Tell them to unravel the spider web of interlocking arms without letting go of anyone’s hand. You can time them or have them compete with other groups to see who finishes first. Ask members to share what they learned from this activity.

Koosh Ball Review

Use a Koosh ball to play Hot Potato. Say, “Hot potato, hot potato, hot potato” as the team members toss the ball around the room. When you say “stop,” the person with the ball must tell one thing he or she got out of today’s session.

Elevator Training

Ask everyone to stand up and look up at the ceiling for several seconds. Then say, “You have all just participated in a training session. You are on your way to the top because you have participated in elevator training.”

Fortune Cookies (30–60 seconds per participant)

Give participants a fortune cookie as they arrive. At the beginning of the session, ask them to read their fortune and then explain to the person sitting on their left how the fortune relates to their life or their family.

M&M’s Bongo (5–10 minutes)

Place a cup of M&M’s on each table. Ask class members to pass the cup and have each person take two M&M’s. Eat one! Write the following on the flipchart. According to the remaining color, ask each team member to share with the whole group or in small groups (depending on the time available) the following:

- Red** Tell about someone you love.
- Brown** Share anything fun (hobby).
- Blue** Share what or how you connected with Parents Reaching Out.
- Green** Share something unique about yourself.
- Orange** Share something you do well.
- Yellow** Share what makes you happiest.

Middle Name Game (15–30 seconds per participant)

Have each class member give his or her middle name and tell how or why the name was chosen. Begin the process yourself, and if appropriate, do so in a light, humorous way.

Name Tents (5–10 minutes)

Before class members arrive, place five markers and several blank sheets of paper at each table. Instruct class members to take a sheet of paper and to fold it into threes, like a letter. On one side of the tent, have them write their name and decorate it any way they want. On the other side, have them draw a picture that shares anything they want to share about themselves—a hobby, etc. Draw a stick figure to show that class members don't have to be artists. They just need to draw a picture that gets the idea across. Then instruct class members to meet as many people as possible in a given time by using the name tent to tell other team members something about themselves. Note: You can prepare blank tent cards in advance and provide stickers and colored markers on a table with the blank tent cards so that class members can make their tent card as they sign in for the class.

Preferences (10 minutes)

This activity works best in an area where no tables will block participants' movements from one side to another. Explain that we all have different preferences or different views on various issues. Say you'll be asking for two different points of view on some items or issues. Ask participants to choose which they prefer. As you call out each item, raise your right hand when you mention the first point of view and ask those who agree to go to the right. Raise your left hand when you call out the other point of view and ask everyone else to go to the left. Repeat this process for each pair of items. Then have them walk to the side that represents their choice. Select any number of items that fits the time available. Avoid sensitive topics or political issues..

What do you prefer?

<i>Soft-Serve Ice Cream</i>	<i>or</i>	<i>Hand-Dipped Ice Cream</i>
<i>Like to Study Alone</i>	<i>or</i>	<i>Like to Study With Others</i>
<i>Rock and Roll</i>	<i>or</i>	<i>Easy Listening Music</i>
<i>Coca-Cola</i>	<i>or</i>	<i>Pepsi</i>
<i>Trains</i>	<i>or</i>	<i>Airplanes</i>
<i>Morning</i>	<i>or</i>	<i>Night</i>

After the activity, lead a discussion of the preferences we have in our lives and how they affect the way we act and behave. Ask if class members were comfortable making these choices and sharing them for all to see. How can we use this information as Learning Advocates?

Sit on It! (2 minutes)

Here's something you can do if some team members seem preoccupied or negative or don't want to be at this session. Provide blank sheets of paper at each table. Ask everyone to take a piece of paper and write down everything that's on their mind that they should be doing instead of being at this meeting. Then have them fold the paper up and sit on it for the rest of the meeting. There is nothing they can do about those things while they are in this session. (It's a good idea for the facilitator to do this to as a model for the other members of the class.)

Checklists for FLECHA Classes

It is important the each FLECHA Facilitator be well prepared for each FLECHA class. To assist you in your preparations, Parents Reaching Out has developed a Resource Folder and FLECHA Kits for each class. These materials are available for check out and use following our Activity Planner and Clerical Request process at PRO. When you complete a class, just check in the materials so that our Clerical Staff can restock items.

	Resource Folder
20	Name tags
10	Sign-In sheet
20	FLECHA Evaluation Forms
20	PRO Overview
20	DYK #11 (class 1)
20	Achievement Gap handout (class 1)
20	FHCT # 10 & # 13 (class 2)
20	FS # 41 and Brain Growth Graph (class 2)
20	FS # 23 & DKY # 33 (class 3)
20	Temperament handout (class 4)

Class #1

	Materials
20	Pencils
	Flipchart and markers
	Object for Talking Circle
	Jelly Bean jars
	Laptop, speakers, extension cord and projector (or TV and DVD)
	FLECHA video
	Food and drinks (optional)

Class #2

	Materials
20	Pencils
	Flipchart and markers
	Object for Talking Circle
	LEGOS or House
	Food and drinks (optional)

Class #3

	Materials
20	Pencils
	Flipchart and markers
	Object for Talking Circle
	Scrap book materials: brown bags, color paper, scissors, rubber bands, stickers, chopsticks, hole puncher, tape or glue sticks, etc
	Food and drinks (optional)

Class #4

	Materials
20	Pencils
	Flipchart and markers
	Object for Talking Circle
	Apples (picture, plastic and real)
	Certificates of Completion and mug or gift
	Ropes (optional)
	Food and drinks (optional)

What Counts—Gets Counted! Enter your Activity in the database. Be sure to complete a training folder for each FLECHA class. Your training folder should include the completed evaluations sign in sheets and your Evaluation Summary from your class



Parents Reaching Out

Your One Stop Resource for a Stronger Family

As a statewide non-profit organization, we connect with parents, caregivers, educators and other professionals to promote healthy, positive and caring experiences for New Mexico families and children. We have served New Mexico families for over twenty five years. Our staff and Family Leadership Action Network volunteers reflect the unique diversity of the communities throughout our state.

Children do not come with instructions on how to deal with the difficult circumstances that many families experience. Parents Reaching Out believes that families' needs go beyond the bounds of formal services. *What we can offer to each other is uniquely ours. We have all been there.*

Our Mission

The mission of Parents Reaching Out is to enhance positive outcomes for families and children in New Mexico through informed decision making, advocacy, education, and resources. Parents Reaching Out provides the networking opportunities for families to connect with and support each other. This mission supports *all families* including those who have children with disabilities, and others who are disenfranchised. Parents Reaching Out achieves this by:

- ♦ Developing family leadership
- ♦ Connecting families to each other
- ♦ Building collaborative partnerships
- ♦ Providing families knowledge and tools to enhance their power

Our Beliefs

- ♦ Families need support where ever they are in their journey.
- ♦ All families care deeply about their children.
- ♦ Families may need tools and support to accomplish their dreams.
- ♦ All families are capable of making informed decisions that are right for their family.
- ♦ Families in the state benefit from our organization having the staff and materials that meet their diversity.
- ♦ Systems that listen carefully to the family perspective improve outcomes for our children.

We invite all families and those serving families and children in New Mexico to make *Parents Reaching Out your one stop resource for a stronger family.* Our publications, workshops, and Resource Center offer tools for informed decision-making and building partnerships in communities. Our trained staff and network of volunteers are here to serve you.

Parents Reaching Out is the home of:

- NM Parent Information and Resource Center (NMPIRC)
- NM Parent Training and Information Center (NMPTIC)
- NM Family to Family Health Information Center (NMF2FHIC)

Parents Reaching Out

1920 B Columbia Drive, SE
Albuquerque, NM 87106
1-505-247-0192 ♦ 1-800-524-5176
www.parentsreachingout.org

From I-25—take the Gibson Blvd Exit 222 and go East on Gibson. Turn left at the third stop light (Girard). Turn left on Vail. Go one block to Columbia. Turn left on Columbia. Parents Reaching Out is on the east side of the street. Welcome!

