

Facilitator Guide



PURPOSE AND SUMMARY OF MODULE 3: GROWING SELF-CONFIDENT CHILDREN THROUGH GOAL SETTING AND GROWTH MINDSET



Module 3 focuses on the foundation of building self-confidence in children.

The module will begin with an explanation of executive functioning skills and will focus on the importance of supporting the development of these skills and the impact these skills have throughout life. The connection between executive functioning skills and self-confidence will be highlighted. Participants will be introduced to growth mindset and identify what it looks like for themselves and their children. Building on growth mindset concepts, a discussion about appropriate, realistic goals for adolescents will explore why goal setting is important. Strategies and communication techniques will be shared and practiced through scenarios and new ideas and skills will be introduced.

Participants will have the opportunity to learn about their own growth mindset and set personal goals. Once participants have experienced these activities and had time to reflect on their family routines and schedules, they can plan how to best utilize these new strategies with their families.

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GETTING YOUR TRAINING TOOLS PREPARED



Weeks before the training:

- Review the Module Preparation Facilitation Checklist from Module 1: Facilitators Overview of Migrant Parent Modules.
- Preview the entire module at least twice before the training.
- Prepare all materials listed on the activity plans before the training.

Days before the training:

- Print necessary parent handouts for the meeting from the module.

Hour before the training:

- Set up LCD projector and screen, computer, and speaker. **TEST SOUND BEFORE SESSION BEGINS.**
- Place parent handouts on tables or hand them out as participants enter the room.
- Set up chairs so participants have room to move, write, and talk with each other during the training.

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INTERACTION STRATEGIES



The following comments/questions and actions are for facilitating deeper understanding and creating opportunities for personal reflection, practice, and implementation of the information in the module. Follow the chart to facilitate these interactions.



Use the column on the right to take notes in preparation for the training. As you preview the material, take notes on these slides to help you personally connect to the material so that you have your own personal stories to share and use to facilitate conversation. Modeling sharing and having a personal connection to the material motivates participants to do the same and to feel safe to share.

Remember to preview the module at least twice before the training and to read all handouts and activity plans before the training.

Comments are listed by slide title so that the facilitator may pause the module and complete the interaction (conversation, reflection, or activity). Once participant discussion has ended, the facilitator may continue with the module presentation.


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Slide Image	Slide Title	Facilitator Action	Facilitator Notes from Module Preview
	<p>Growing Self-Confident Children Through Goal Setting and Growth Mindset</p>	<p>Welcome participants to the training.</p> <p>Share the style of the training (online module with interactive activities and conversations).</p> <p>Let participants know that you can pause the module at any moment to clarify, discuss, or listen again.</p>	
	<p>Activity: What is important to me for my children?</p>	<p>Pause the module from advancing and invite participants to find the What is important to me for my children? handout.</p> <p>Follow the directions on the Activity Sheet: What is important to me for my children? Encourage participants to think about their children a few years into the future before answering the questions.</p>	


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		<p>Encourage participants to share what they wrote on their handout if they are comfortable.</p>	
	<p>Slow Down and Discuss</p>	<p>Pause the module from advancing and invite participants to find the Supporting Self-Confidence handout.</p> <p>Ask participants if the examples in the module and on the handout are situations they see at home. Ask them to share a few more examples for each of the areas (attention, memory, self-control).</p> <p>Participants can write down new ideas on the handout. Encourage them to make note of something new they might try with their children.</p>	

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	<p>Activity: Creating Routines and Asking Questions</p>	<p>Pause the module from advancing and follow the directions on the Activity Sheet: Creating Routines and Asking Questions. This activity can be done as a large group.</p> <p>Create two chart papers and write one of these questions on each paper:</p> <ul style="list-style-type: none"> • What routines do you do with your family? • What questions do you ask your children? 	



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		<p>Ask participants the chart questions (one at a time). Chart the answers they give under the corresponding question; make sure you have at least four answers for each question. Ask participants to think about what a child can learn from each routine or question.</p> <p>Share the following examples, if participants need prompting:</p> <ul style="list-style-type: none"> • Example #1—Setting the table for a meal, eating together, and cleaning up after a meal teaches family time and cooperation for getting a job done. • Example #2—Asking children what their homework is teaches responsibility and helps them recall information (memory). 	


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	<p>Slow Down and Discuss</p>	<p>Pause the module from advancing and ask participants these questions about the video:</p> <ul style="list-style-type: none"> • What do you say to your child to encourage them when they are struggling? • What messages did you hear about praise that you would like to try at home? 	<p><i>Watch the video and find some messages she shares so you can give examples to get the participants started.</i></p>
<p>Activity: Mindset Quiz</p> 	<p>Activity: Mindset Quiz</p>	<p>Pause the module from advancing and invite participants to take out the Mindset Quiz handout. Give them some time to take the quiz.</p> <p>When they are done, ask them to think about these questions:</p>	<p><i>Take the quiz and think about the questions for yourself.</i></p>

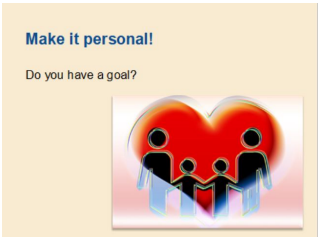
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Slide Image	Slide Title	Facilitator Action	Facilitator Notes from Module Preview
		<ul style="list-style-type: none"> • Were you surprised by what you learned about yourself? • Do you recall a time when you thought differently than you do now? • If yes, what changed how you think? <p>Give participants the chance to share if they feel comfortable.</p>	
<p>Make it Personal: How can you model a growth mindset?</p> <ul style="list-style-type: none"> • Think about your own mindset. • What can you do to model a positive response to challenges? • How is this different from what you already do? 	<p>Make it Personal: How can you model a growth mindset?</p>	<p>Pause the module from advancing and invite participants to discuss the questions on the screen:</p> <ul style="list-style-type: none"> • What can you do to model a more positive response to challenges? • How is this different from what you already do? 	<p><i>Think about and answer these questions for yourself.</i></p>


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		<p>These questions are also on a handout if participants want to write their reflections or take notes.</p>	
	<p>Make it personal!</p>	<p>Pause the module from advancing and invite participants to take out the Goal Setting Worksheet handout.</p> <p>If you have cut out cardstock to make bookmarks, distribute those now.</p> <p>Read the directions on the handout and ask participants to answer the questions about their goals.</p> <p>After a few minutes, encourage participants to use markers or colored pencils to write their goal on one of the bookmarks.</p>	

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		<p>Invite participants to share their goals if they are comfortable. Remind participants to take the bookmarks home as a reminder about their personal goals. Participants can do this activity with their children at home to help children write their own goals.</p>	
	<p>Practicing Strategies</p>	<p>This section of the module has three scenarios. The goal of this section is to have participants consider the scenarios and then work together as a group to come up with strategies or messages that can be used with the child.</p> <p>As a facilitator, you should guide this discussion. Each of the scenario slides are listed on this handout with suggested strategies or messages.</p>	

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		<p>You can use these suggestions as a starting point to help participants get comfortable sharing or you can use them to add to the strategies they share with the group.</p>	
<p>Sharing Feelings</p> <p>What can you say to Ruben to help him practice self-control?</p> <ul style="list-style-type: none"> • Ruben is 11 years old and loves playing video games. He asks every day afterschool to play his games on the tv. • You come home from work and see Ruben on his game and none of his jobs are done. • You tell Ruben he needs to turn off his game three times and each time he says "ok" but does not turn off his game. • When you take his game away he goes to his room and slams his door. 	<p>Sharing Feelings</p>	<p>Listen to the narration of the scenario, then pause the module and repeat the question on the slide: What can you say to Ruben to help him practice self-control?</p> <p>Suggested responses:</p> <ul style="list-style-type: none"> • Describe his feelings, "You are really mad that I took the game away." This teaches the child to name their feelings. 	<p><i>Listen to the scenario and write down additional suggestions to share with participants if needed.</i></p>

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		<ul style="list-style-type: none"> Suggest to Ruben what he can do when he is mad. “It is okay to be mad, but slamming doors is not okay. You can listen to music to help you calm down or maybe lay in your bed until you feel better.” This helps him learn to practice self-regulation. 	
<p>Supporting Goal Setting</p> <p>What can you do to help Susana with setting her goal?</p> <ul style="list-style-type: none"> Susana is nine years old and loves playing soccer. She has played with the same team for two years. Each year, a few of her teammates get picked for the all-star team. Susana is always disappointed when she isn't chosen. She tells you she really wants to make the team this year. 	<p>Supporting Goal Setting</p>	<p>Listen to the narration of the scenario, then pause the module and repeat the question on the slide: What can you do to help Susana with setting her goal?</p> <p>Suggested responses:</p>	<p><i>Listen to the scenario and write down additional suggestions to share with participants if needed.</i></p>


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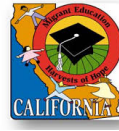
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		<ul style="list-style-type: none"> • “This seems very important to you. Why don’t you write this down so you can remember it is something you really want. Then when you see it, you can think about working hard at each practice and game.” • “You work very hard at soccer. Can you think of something you can work on that may be hard for you during the games? Then we can talk about what you can do to practice that skill.” This tells her that goals are a good reminder to keep working hard for what she wants. 	


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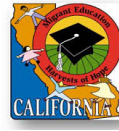
Slide Image	Slide Title	Facilitator Action	Facilitator Notes from Module Preview
<p>A Closer Look at Praise</p> <p>What words of praise might you offer Juego to focus on a growth mindset?</p> <ul style="list-style-type: none"> Juego is a 14-year-old eighth grader who has just completed his first engineering challenge: making a roller coaster. He stayed home all weekend to complete the project by 6:00 a.m. on Monday. He had to walk the project to school and left at 6:30 a.m. on Monday morning to ensure he was there in time to submit it to the Maker Fair. 	<p>A Closer Look at Praise</p>	<p>Listen to the narration of the scenario, then pause the module and repeat the question on the slide: What words of praise might you offer Juego to focus on a growth mindset?</p> <p>Suggested responses:</p> <ul style="list-style-type: none"> “You spent so much time on your project. I’m happy to see you worked hard to build it.” “You must be very proud of your project because you have put in so much time. It makes me proud to see you work so hard in school.” This gives Juego praise about the hard work he has done. 	<p><i>Listen to the scenario and write down additional suggestions to share with participants if needed.</i></p>

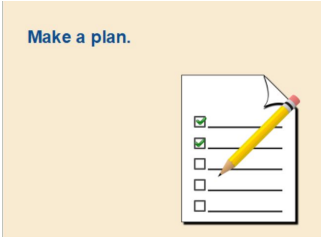
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	<p>Activity: Praise Poster</p>	<p>Distribute the blank paper and markers or colored pencils.</p> <p>The previous slide has suggested responses for praise. You can go back to that slide and leave it up for participants to see for this activity. Then give the directions on the Activity Sheet.</p> <p>Participants can share their posters with the group. Encourage participants to take the poster home and put it up somewhere for the whole family to see.</p>	

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	<p>Make a plan.</p>	<p>This activity can be used at the end of the module. It can also be used at the end of the meeting if only part of the module was presented.</p> <p>Invite participants to use the Action Planning handout to write down one or two things they want to try at home.</p> <p>Encourage them to keep the handout and make notes after they try something new.</p> <p>If participants are comfortable, they can share what they want to try at home with the group.</p> <p>Ask participants to complete an evaluation form after you have completed the meeting's online module.</p>	

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		If you will meet with this group again, ask them to bring the handout back so they can share.	

PLANNING FOR ACTIVITIES

Each activity slide has an Activity Guide sheet. Review this guide to plan for each activity prior to the training.

The Activity Guide sheet for this complete module includes the following:

- **Activity: What is Important to Me for My Children?**
- **Activity: Creating Routines and Asking Questions**
- **Activity: Mindset Quiz**
- **Activity: Praise Poster**

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WRAP-UP

Ask participants to complete an evaluation form after you have completed the meeting's online module.

Invite families to use the Action Planning handout to write down one or two new ideas they are going to try between now and the next meeting.

Allow families and participants to continue discussing and sharing their thoughts about the module.

Remind participants that all changes take time and any small change is powerful.

Let participants know you will ask about how they have experienced any new strategy the next time you come together.