



Family Creative Learning

Facilitator Guide

A multi-generation engagement program designed to activate creative and collaborative learning using PBS KIDS media and resources

This Guide Belongs To

WQED Education Department

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Session 1

What is a Maker?

Eat - Family and facilitator introductions

Explore - Technology, Makers, and Maker hats

Make - PBS KIDS ScratchJr

Share - Set norms, discuss thoughts and share projects

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Welcome to Session 1!

The first session is important as you kick off FCL and work to establish your community. During this first session, everyone will get to know each other, the space, and the tools and tech that will be used throughout the experience. This session is all about setting a positive tone, having fun, exploring the use of technology and learning about what it means to be a maker.

One week before the session:

- Gather materials
- Contact grown-up participants to remind them of the session time and date
- Confirm food order
- Check-in with facilitators and designate roles for each person
- Confirm the space

Materials:

For Participants

- Nametags
- Directional signs
- Media release forms
- iPads loaded with pre-FCL surveys
- How-to Cards
- Take home materials

Activities

- Poster-size/butcher paper
- Markers and crayons
- Other craft materials
- Hat-making paper
- Craft corner materials

Space:

- A communal table
- A food table
- A welcome tab
- A separate room or space for the Explore and Make sections (if you plan on separating grown-ups and kids)
- Craft corner for younger siblings

Eating

- Tablecloth
- Paper goods (plates, napkins, utensils, cups)
- Aluminum foil
- Trash bags and trash can

Tech

- Session 1 Powerpoint
- Document projector
- Tablets (iOS or Android)
- Tablet Chargers
- Protective Tablet Cases
- Camera(s)
- Speakers (and music)

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Eat (45 minutes)

Welcome (30 minutes)

1. Create a friendly environment with music playing and facilitators present to greet participants as they arrive
2. Use the welcome table for introductions, sign-ins, and nametag creations
3. Invite families to get food and eat

Tip: It will be tempting to allow the Eat to serve as a rolling start time for families to show-up and get food. Resist this temptation and encourage families to all arrive on time. Families showing-up at different times will hurt your efforts to create a shared momentum and flow.

Tip: Encourage facilitators to grab food and sit amongst families while eating. Facilitators can help create an inclusive atmosphere for the experience by making connections with families and encouraging inter-family conversations.

4. As participants finish eating, welcome everyone to PBS KIDS Family Creative Learning! Explain that first things first, you need the grown-ups to fill out a pre-FCL survey. Pass out the surveys and media release forms for grown-ups to fill out while inviting the kids to an open area in the room for an ice breaker game (such as Simon Says). Make sure facilitators are available to support grown-ups as they fill out the surveys. Surveys should take 10-20 minutes to complete.

Tip: There may be a wide range of language and literacy capabilities among grown-up participants. Make sure you have facilitators available to help support and guide grown-ups as they fill out the surveys and forms.

Introductions (10 minutes)

1. Once the grown-ups have completed their surveys, bring the group together for a round of introductions. Starting with yourselves, go around the room and have everyone introduce themselves. Encourage participants to speak loudly and clearly, and ask them to share one interesting thing about themselves and/or one reason why they are attending Family Creative Learning sessions.

Tip: Throughout the sessions, you can utilize the accompanying sessions slideshow to provide visual reinforcement. Feel free to edit the slides to match any adaptations you make.

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2. Introduce PBS KIDS Family Creative Learning; a series of interactive sessions that invite families to explore, make, and play together using PBS KIDS media and interactive tools. Families will use digital tools to create projects together as they develop new skills and support one another as learners and as a family.

PBS KIDS ScratchJr

1. Point out that this experience isn't just about using technology as a family, but it's also about creating with technology. By creating with technology, families will learn new ways to express themselves, to support one another's learning, and to engage in a problem-solving process that can be applied beyond the sessions.
2. The digital tool families will be using during the sessions is PBS KIDS ScratchJr, an app that will introduce kids and families to computer programming as they create their own stories, animations, and projects featuring PBS KIDS characters

The Sessions

1. Describe the time and commitment of the entire experience by sharing the dates and giving a brief description of each session, pointing out that each will build upon the last
2. Describe the structure of each session and its four parts, Eat, Explore, Make, and Share:
 - a. Eat - Families will share a meal and have time to get to know one another
 - b. Explore - Grown-ups and kids will engage in hands-on activities to explore the goals of the experience
 - c. Make - Families will work together on projects that utilize media and technology
 - d. Share - Families will share their projects with one another

Explore (25 minutes)

The Explore portion is a time to engage grown-ups and kids in hands-on activities and discussions designed to tie into the goals of FCL. We encourage you to separate kids and grown-ups during this time to give each the opportunity to participate without having to worry about what their counterparts are thinking and doing. With that said, some families may not be comfortable with separating and/or may really cherish the uninterrupted 2-hours of together time with their kids. Like all things in this guide, feel free to modify the experience as needed.

Grown-ups

Introduce (5 minutes)

1. Welcome grown-ups and explain why they and their kids have been separated into two groups. During each session, facilitators will use the 'Explore' time to check-in with and engage grown-ups and kids separately. This is an opportunity for grown-ups to get to know other grown-ups, to ask questions, and to explore together as a cohort of learners.

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2. Explain the role of grown-ups during the experience. We want grown-ups to be active facilitators, rather than passive observers of their children’s learning experience with technology. We want the sessions to be a place for grown-ups to explore how they can provide that support.

Technology (10 minutes)

1. Ask grown-ups about their thoughts on technology in the lives of their kids
 - a. What are the potential benefits of your kids using media and technology?
 - b. What are the potential drawbacks?
 - c. What roles can you play as parents and caregivers to support your kids’ use of media and tech?
2. During the sessions, we’re specifically going to be using technology and media in a creative way, which may be new for a lot of kids and grown-ups. Why might it be valuable to use technology to be creative and self-expressive?

Tip: There are no right answers to these questions! Allow grown-ups to share their own thinking. Feel free to contribute your own thoughts as facilitators. This should feel like a discussion as opposed to instruction.

Tip: Capture the group’s thinking in writing at the front of the room. This is a valuable way to synthesize the conversation for all learners, and it can be helpful for participants to see their ideas as opposed to just hearing them out loud.

Creativity/Makers (10 minutes)

1. Explain to the grown-ups that their kids are having a conversation about what it means to be a Maker, and are making hats that show off their creativity and what they like to make. Ask the group if they have heard the word ‘Maker’ before and engage in a discussion about what it means to be a Maker.
 - a. Who/what are Makers?

Makers: creative problem-solvers who like to design and build their own projects

- b. What do Makers create? What do your kids like to make? What do you like to make?
2. What skills are Makers developing when they design and build their own projects? How do these skills help them in school and in life?

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Tip: Check-in often with your participants to make sure they are understanding and following the conversation. Avoid simply asking if participants have questions because they may be nervous about speaking up. Instead, provide a safe and easy way (thumbs up/thumbs down) to gauge participant understanding.

Children

Introduce (5 minutes)

1. Encourage kids to reintroduce themselves and share what they are looking forward to the most
2. Explain why grown-ups and kids have been separated. During each session, facilitators will use the 'Explore' time to check-in and engage with grown-ups and kids separately. This is an opportunity for kids to get to know other kids, to ask questions, and to do some fun kid-only activities

Makers (10 minutes)

1. Reiterate that FCL is about families working together to create projects with technology. We want families to learn about fun technologies that they can use to make projects together
2. Ask kids to define and discuss what it means to be a Maker. Discuss and capture their ideas at the front of the room
3. Ask kids to express the kinds of things they like to make or what they would like to make in the future. Discuss and capture their responses at the front of the room

Tip: Capturing ideas in writing at the front of the room is a valuable way to reinforce the conversation for all learners, and can be especially helpful for participants who respond well to seeing ideas as opposed to just hearing them.

Tip: Check-in often with your participants to make sure they are understanding and following the conversation. Avoid simply asking if participants have questions because they may be nervous about speaking up. Instead provide a safe and easy way (thumbs up/thumbs down) to gauge participant understanding.

Maker Hats (10 minutes)

Explain that all Makers need Maker hats so that everyone knows that they are, in fact, Makers!

1. Pass out hat making materials and encourage kids to use the materials to make their own Maker hats (which can look and be anything)
2. Encourage kids to design their hats to show off what it means to be a maker and what kinds of thing they like (or would like) to make

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3. Have them put on their hats and look around. Are there any two hats alike?
4. Point out and celebrate the fact that everyone's hats are different, which is exactly as it should be! We all bring unique perspectives and talents, which is one of the reasons why it's so much fun to engage in creative and collaborative work. There's never a single 'right' answer and we all have something special to contribute to the process.

Make (40 minutes)

For the first half of the Make portion, we encourage facilitators to keep families separate to give grown-ups a chance to play with the PBS KIDS ScratchJr app while the kids are engaged in the crafting of community guidelines. The reason for this separation is to build some comfort among grown-ups with the app before they begin using the app as a family. Adults often need more time than the kids to familiarize themselves and get comfortable with using the app.

Grown-ups

Introduce (5 minutes)

1. Pass-out tablets to grown-ups
2. Open up PBS KIDS ScratchJr and project the app on a large screen
3. Point out the various 'help' features in the app and show grown-ups how to get started by creating a new project
4. Point out the main features on the project screen
5. Demonstrate how to add characters
6. Demonstrate how to drag a block into the programming area, how to test the block, how to connect additional blocks, and how the characters respond to the sequence of blocks in order
7. Make the PBS KIDS ScratchJr How-To Cards available to grown-ups for use as needed

Tip: This video shows what to cover in your demo <https://www.youtube.com/watch?v=JoHpVzltafU>

Tip: When talking about a feature within the app, model and demonstrate the functionality as you explain. Combining live visual references with descriptions will help further support understanding among participants.

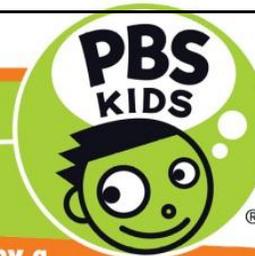
Explore and Discover (15 minutes)

1. Give grown-ups ten minutes to freely play with and explore the app

Tip: As grown-ups explore the app, facilitators should be floating around the room to support and answer questions that may come up.

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Tip: Throughout FCL, use a visual timer to help both you and participants manage time.

2. After ten minutes, ask grown-ups to share any fun discoveries they have made with a neighbor
3. Share some of your favorite features and blocks with the group. Don't worry if you don't touch on every block and feature. Families will have lots of time to play and discover
4. Explain to grown-ups that as they snap the various blocks together to animate the characters on screen, they're actually engaging in basic computer programming by **creating a series of instructions that tell a computer (or other technology) what to do**, which is something they will continue to explore and learn about in upcoming sessions
5. Prep grown-ups for the next activity, where they will introduce their kids to the PBS KIDS ScratchJr app

Children

Community and Collaboration Guidelines (15 minutes)

1. Explain to kids that during Family Creative Learning sessions, they will be working together as a family to create projects using tablets and additional crafting supplies/materials
2. Ask the group if they know what the word **collaboration** means. As a group, work to create a definition and write it at the front of the room
3. Explain that when collaborating and learning together as a community, it is really important to have some guidelines to make sure everyone has a fun and positive experience together. Ask the group why they think that might be so
4. Tell the group that you want them to come up with those guidelines! Starting with the idea of respect; ask the group how they would handle a situation if they were in the middle of using a tablet but their parent or sibling wanted to take a turn. How would they respect their parent or siblings wanting to take a turn? Capture the main idea on a piece of poster paper.
5. Move on and discuss other collaboration and community guidelines you want to set as a group. Focus on the concrete activities you'll be engaging in, such as planning projects, expressing ideas, asking questions, giving feedback, etc. Ask the kids how they would like to act in those situations and how they would like others to act as well.

Tip: Giving kids ownership of their guidelines is a powerful way to set a positive tone and to create an inclusive atmosphere for the experience.

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Together Introduce (5 minutes)

Bring kids and grown-ups back together for some joint exploration and play with the PBS KIDS ScratchJr app

1. Have the kids show off their Maker hats to the grown-ups. Reiterate the same point you made to the kids about how everyone's hats are different, which is exactly as it should be! We all bring unique perspectives and talents, which is one of the reasons why it's so much fun to engage in creative and collaborative work; there's never a single 'right' answer and we all have something special to contribute to the process.
2. Encourage kids to share their definitions of collaboration and community, as they share their community guidelines with the grown-ups
3. Ask the grown-ups if there is anything they would like to add to the guidelines
4. Make sure every family has at least one tablet, a Family Journal, and the How-To cards as you explain that the next 15 minutes is a chance for families to explore the PBS KIDS ScratchJr app together. Point out that the Family Journals are a tool that families can use to help guide their experiences during Family Creative Learning.

For families with multiple children present, consider providing an additional tablet to make sharing and creating easier to manage for the grown-ups.

Play (15 minutes)

1. Encourage grown-ups to introduce their kids to the app by showing off its main features and the fun discoveries they made during their initial exploration with the app
2. From there, encourage families to continue to explore the app together with no specified goal other than to get familiar with how it works

Tip: Again, facilitators should be floating around the room to support families as they start working together for the first time.

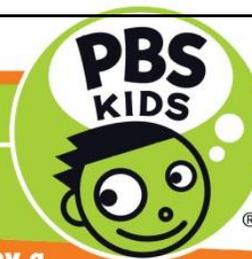
3. As families play, remind them of your maker conversations and the hat building activity. With a tool like PBS KIDS ScratchJr, there is no 'right' answer and families are free to explore and create what is most interesting to them

Tip: Some participants may struggle with open-ended exploration and may prefer to have more goal-oriented tasks. If this is the case for any of your participants, give them a small challenge to focus their energy on. Here are some possibilities:

- Make a character move when you tap it
- Record your own voice to make a character talk
- Make a character talk and move at the same time
- Create a dialogue between two characters

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Tip: During the Make portion, younger siblings may be more engaged with activities available at the Craft Corner. If this is the case, we encourage you to provide the space and facilitator support to engage younger kids in the supplemental activities to keep them engaged while providing support to other family members who are exploring the app.

Share (15 minutes)

Each session concludes with the Share portion: a chance for families to share their ideas and work with one another. This is a valuable time to celebrate all of the fantastic work that families are engaging in. This time will also be used to practice giving and receiving feedback that can be valuable for continued learning and exploration.

Set Sharing Norms

1. Explain that sharing is an important part of the learning process. When sharing with others, we can be inspired by their ideas and work, and can get help with difficult and confusing problems. It's also a great opportunity to build confidence as we explore our own ideas and work
2. Nobody is expecting anybody else to have mastered ScratchJr, and it's normal to feel uncertain about sharing. Being uncomfortable means learning is happening!
3. Model ways for families to interact with one another. Encourage participants to be present, to be enthusiastic, and to listen to, and support one another
4. Encourage families to turn their tablets over when they aren't sharing their own work to avoid the temptation of continuing to play on their devices

Share

1. Have 2-3 families join together for a small group share

Tip: A small group share is a nice way to facilitate sharing early on. Often, speaking in front of a whole group can be scary and stressful. The small group share not only takes away some of that stress, but it also creates opportunities for deeper engagement and connection among participants as they engage in small group discussions.

2. Encourage participants to share one of the things they made or discovered within ScratchJr. Ask them to talk about one thing they found awesome about the app, and one thing they found confusing or strange.

Tip: Facilitators should join in on the different small group discussions. Encourage them to model providing feedback, and to also share their initial thinking about the app.

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3. After 10 minutes, ask the whole group if anyone wants to share one thing discussed in their small group with the whole room

Tip: Once participants have a chance to try out their ideas in a small group setting, they may feel more confident contributing them aloud to the whole group. This wider sharing can help cross-pollinate the ideas that emerge from the small group discussions. .

Wrap-up and Take-home

1. Close out the first session with a lot of congratulations and a recap of all the great work the group engaged in over the course of the session
2. Remind families of the date, time and location of the next session. Then, provide a brief preview of what families will be doing during session two: learning about computer programming/coding and how they can use coding to make ideas come to life with the PBS KIDS ScratchJr app
3. Collect tablets and nametags, and encourage families to take home their Maker hats

Tip: Keep track of which tablet(s) each family used. You'll want them to have access to the same tablet in subsequent sessions so that families can access their past projects.

4. Finally, provide families with the Session 1 take home materials, which contain activities and supports for families to continue their collaborative and creative learning at home in-between sessions.

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