

A Facilitator's Guide to...

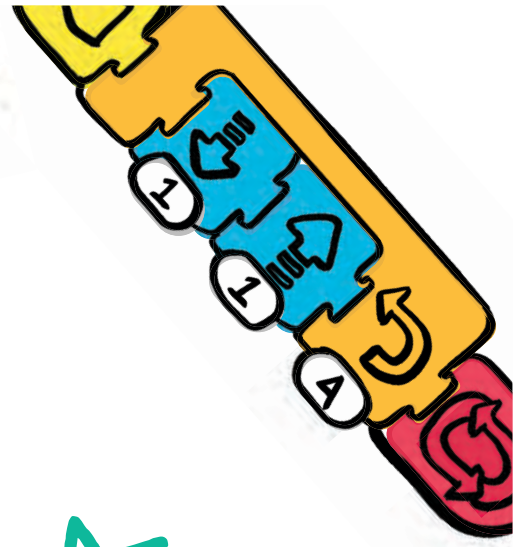
# FAMILY CREATIVE LEARNING

the ScratchJr Edition



July 2022





**THIS GUIDE BELONGS TO:**



# IN THIS GUIDE

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# WHAT IS FAMILY CREATIVE LEARNING?



Family Creative Learning (FCL) is a workshop series that engages children and their parents to learn together—as designers and inventors—through the use of creative technologies. We designed these workshops to strengthen the social support and expertise of families in the context of computing.



**Learning Together:** As families create projects together, they learn how to support one another in their learning from asking questions, giving feedback, and persevering through challenges.



**Engaging in Making:** Children and their parents engage in design-based activities using creative technologies like ScratchJr to create their own personally meaningful projects.



**Building Relationships:** Children and their parents build relationships with facilitators and other families in their community by sharing meals, engaging in family activities, and sharing their projects.

# HOW DOES FAMILY CREATIVE LEARNING WORK?

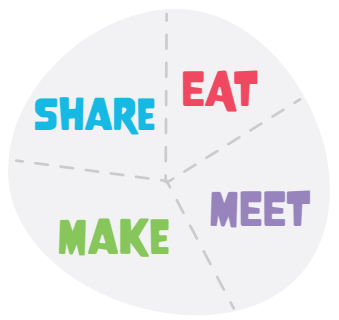
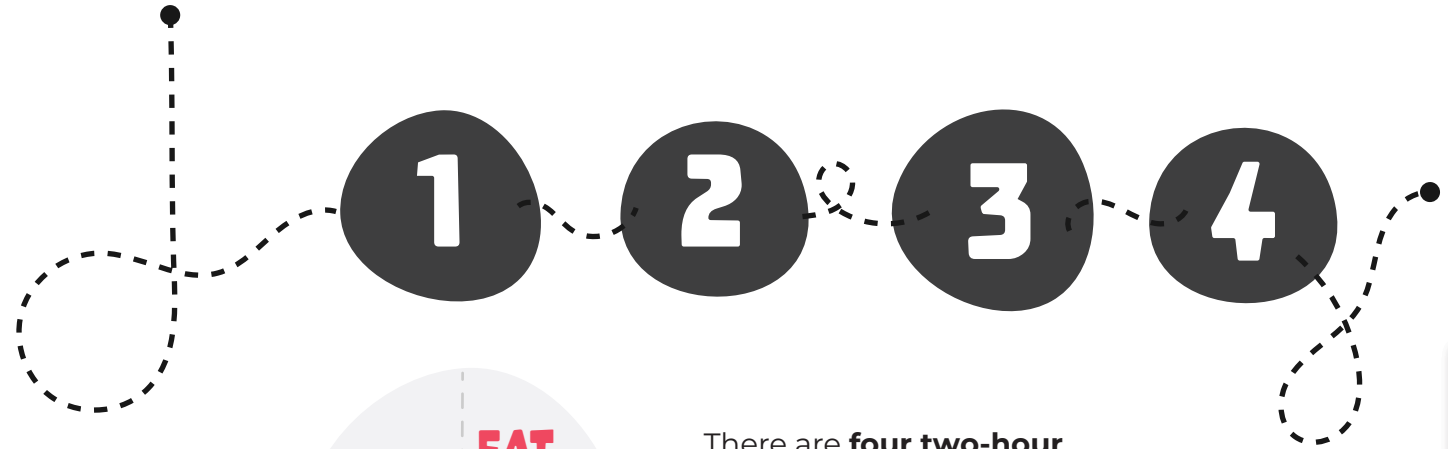


Entire families with children, primarily **5 years old and up**, are invited.

Families **design and invent their own projects** using family stories and ScratchJr.



Workshops **feel like big holiday dinners**: They center around food and family and include times when children and parents come together or mix with peers, but **everyone contributes**.



There are **four two-hour workshops** across four weeks. Each workshop is divided into four parts: **Eat, Meet, Make, and Share**.

At the end of the workshop series, families have both **learned to create their own technologies** and have **access to a supportive network of people** in their community.



# WHY FAMILIES, CREATIVITY, AND LEARNING?

## Everyone Can Play a Role



With technology permeating so many aspects of our lives, parents wonder what they can do to support their children. We want parents to see the kinds of roles they can play from providing encouragement, asking questions, and giving feedback as they work on projects together. At the same time, because children are curious about technology, they can also play roles supporting their families to learn new things about technologies.

## Learning by Creating



We believe learning happens best when people are designing and inventing projects they care about in a socially supportive environment. As they design and build projects, they also develop interests, generate ideas, and overcome challenges. When using ScratchJr families learn to think creatively and computationally as they express their ideas and design their projects. In our workshop activities, the process of building the project is just as important as the product.

## Building a Learning Community



Learning doesn't happen in isolation and neither does this workshop series. The workshops are all designed to support community learning and connecting within and across families. Ultimately, by strengthening relationships between community center staff, volunteers, and families, this program aims to build a community of learning to support the development of young people and their families as creative thinkers and inventors.

# WHY ENGAGE FAMILIES IN CREATING AND EXPRESSING THEMSELVES WITH COMPUTING?



Families have goals, values, and a wealth of knowledge — about their children, their communities, and their histories as well as accumulated skills and cultural resources to support their families' well-being. Engaging with new technologies can be another opportunity for families to build on their intergenerational knowledge and practices to support their goals and interests. Additionally, despite the narrative of the “digital native,” where children seem to take up technology on their own, adult caretakers can still play important roles in supporting their children. Similarly, adult caretakers are curious about the possibilities of technology for themselves and for their families.

Rather than just using technology, such as playing video games and watching videos, children and families can be active participants in creating and expressing themselves with technology—leveraging programming or building their own applications and digital media. And when they design projects, they can develop perspectives and understandings about the world they live in—when they design and invent, they start to see that the world is also designed and can become critical of it. More importantly, they can start to see themselves as designers and creators with technology, which mediates so many of the ways we connect, work, and play. See page 26 to learn more about what else families are learning.

# OUR TOOLS

Storytelling is a valuable context for creating with code in culturally responsive and sustaining ways. Additionally, through storytelling, families can express knowledge, values, and lessons they want to share across generations.

A key tool in our workshops is **ScratchJr**. With ScratchJr, young children and their families (ages 5 and up) can program their own interactive stories and animations.

ScratchJr has visual blocks that you can snap together to program your creation.

Using the blocks, you can tell on-screen objects, called sprites, to move, jump, play sounds, and more. Sprites can do a dance, tell a story, or play music. Learn more here: [www.scratchjr.org](http://www.scratchjr.org)

Throughout the workshops, kids and their parents will engage in various storytelling activities using new tools like ScratchJr and familiar activities like drawing, dancing, and acting.



An example of a family's storyboard and ScratchJr project depicting a trip they took in a plane.



# HOW TO USE THIS GUIDE

## About this Guide

This guide is for educators, community center staff, and volunteers interested in engaging young people and their families as designers and inventors with computing. In this guide, you will find our design rationale for the overall program framework as well as our documentation to illustrate how we implemented the program. We see this guide as a complement (rather than an “upgrade”) to a previous FCL Facilitator Guide released in 2014 and updated again in 2017. One key difference: this particular guide uses ScratchJr and aims to engage kids 5 and up, whereas the previous guide focused on kids 8 and up and used Scratch and Makey Makey. Despite their differences, the guides still build on the same goals and values supporting families to create things that they care about with creative technologies and to see each other in new ways as they design and invent together.

## Here are other new additions to the FCL model in this guide:

*Centering family stories:* Over the course of four workshops, families engage in multiple activities including using ScratchJr to share their stories.

*Facilitator stories:* Facilitators play key roles in supporting families in equitable and creative learning experiences. We illustrate the practices of facilitators in a collection of visual facilitator stories.

## How to adapt FCL into your setting

We understand that every community is different and we encourage you to adapt and remix this program. The guide is licensed under a *Creative Commons Attribution-ShareAlike 4.0 International License*. You might try to do a direct adaptation of the model, tweaking some aspects to work in your community, or you might take bits and pieces to try out with your families. You, your team, and community members know your youth and families best. When we adapt and iterate, we do our best to center our decisions on care, relationship building, joy, and youth and family voices.



Facilitator stories are on pages 19-24.

# ★ ABOUT THE TEAM

This guide is written and designed by Ricarose Roque and Celeste Moreno. The guide reflects numerous Family Creative Learning (FCL) implementations led by Ricarose Roque, who is an assistant professor at the University of Colorado Boulder in collaboration with community-based organizations that include the ideaLAB makerspace network at Denver Public Library, Boulder Public Library, and elementary schools within the Boulder Valley School District. The development of this guide was made possible with support from the Institute of Museum and Library Services (LG-96-17-0176-17) and the CU Boulder Office of Outreach and Engagement.

The FCL model presented in this guide has had significant contributions from Kristina Stamatis,

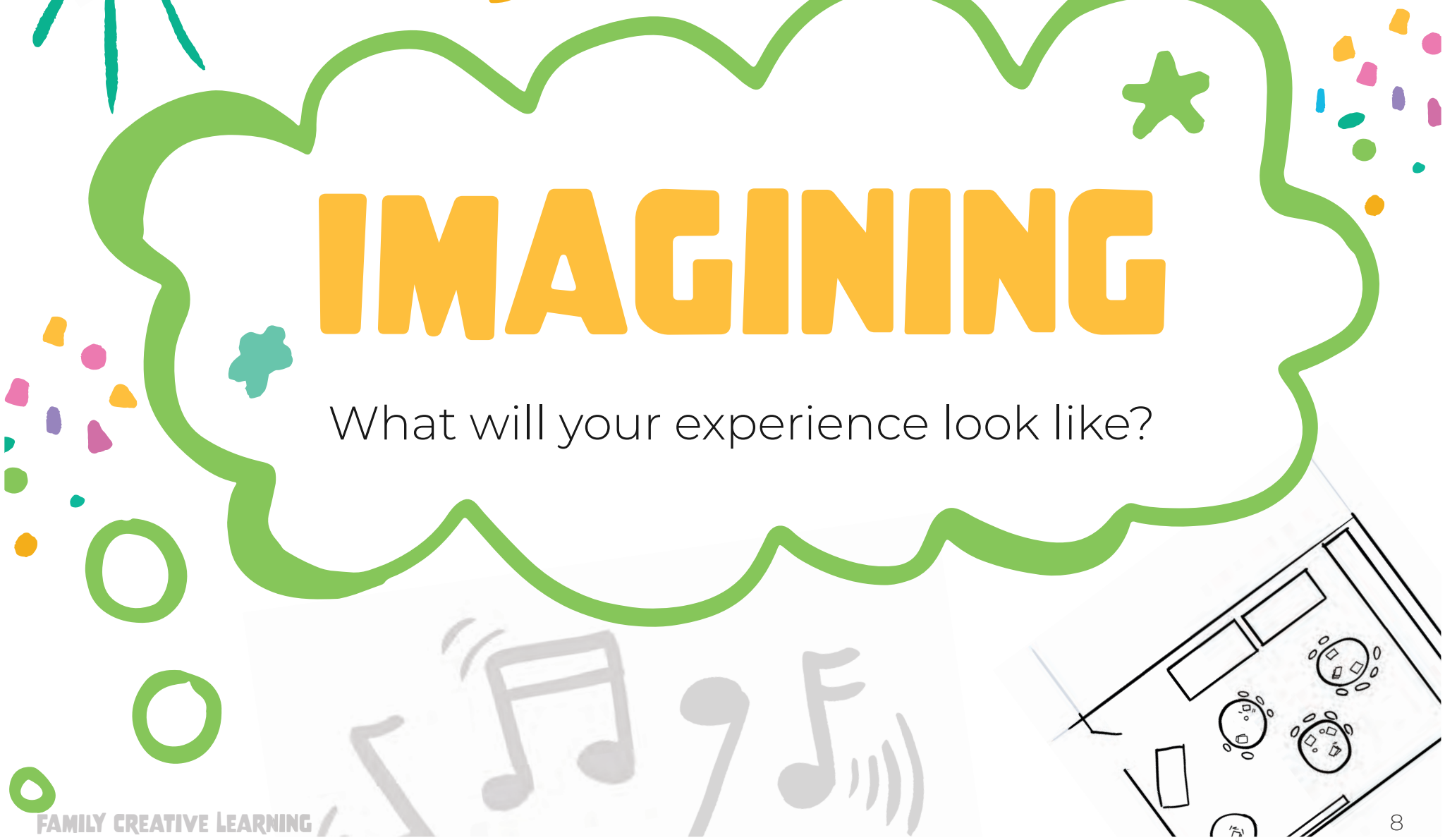
Mariana Tamashiro, Sari Widman, Alexis Newton, Reed Sweetkind, Julisa Granados, Kathryn McConnell, Peter Gyory, and Junnan Yu. The FCL team along with Nicolas Anthony Vallejo captured many of the photos throughout this guide. Facilitator stories are illustrated by Fiona Herse Woo. Saskia Leggett who helped to develop the previous FCL Facilitator Guide gave us valuable feedback. We want to thank the team from 2015-2020 Corporation for Public Broadcasting (CPB) and Public Broadcasting Service (PBS) Ready To Learn (RTL) Initiative for their adaptations of the FCL model — we learned a lot from your remixes. We want to thank our many community partners, CU students, and volunteers who facilitated these workshops and, especially, the families who ate, met, made, and shared with us.





# IMAGINING

What will your experience look like?



# TAKE A MOMENT TO REFLECT

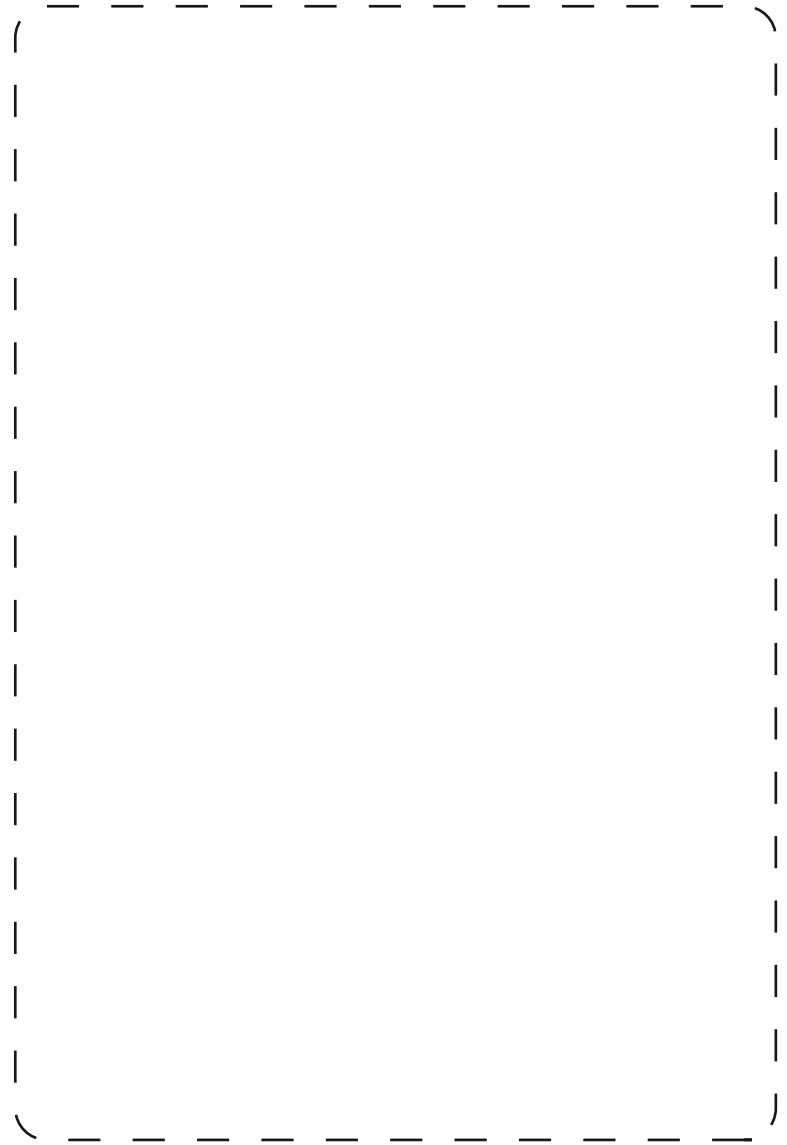
**1** What does creative learning mean to you?



**2** Why are you interested in engaging your community in creative learning with technology?



**3** What are your and your community's goals?



Here's what our Eat, Meet, Make, Share looked like:



## 1. EAT

Having dinner together allows families time to connect—and for some, their only chance to eat together. It engages families in an activity that they are familiar with—eating together—before jumping into a new activity with technology. Providing dinner also makes it more feasible for busy families to attend. Food comes from a restaurant suggested by families. Facilitators sit down and eat together with families as well. **Food is a critical part of this workshop series, don't skip it!**



## 2. MEET

Parents and children split up into two groups and “check-in” with facilitators. These check-ins help build inter-family connections, as parents get to know other parents and children to get to know other children. Over time, Meets can turn into a support group. Family members can ask questions and hear how other participants are doing. Facilitators can engage parents and children to recognize the kinds of roles they can take on during the workshops. It may seem counterintuitive to split children and parents up, but we find that it is very natural for families to spend time together and time apart throughout the workshops.

Here's what our Eat, Meet, Make, Share looked like:



## 3. MAKE

Parents and children create projects based on a favorite family story using the ScratchJr programming environment. Families focus on experimenting and exploring with ScratchJr during the first workshop. Then families move on to creating their projects based on family stories in the remaining workshops, culminating in the Community Showcase in Workshop 4.

## 4. SHARE

Families can learn from each other by sharing their projects, asking questions, and giving feedback. Sharing projects and answering questions help family members talk about their projects with others, get ideas for what to do next, and build confidence in their skills and plans. Talking about their experiences in the workshops helps families share their experiences with other family members, friends, and people in their social networks.

# CONTINUE YOUR REFLECTION

- 4** What will your workshop series look like? Sound like? Smell like?



- 5** When a family enters the workshop, what will make them feel like they belong? How might you design your workshop to support this feeling?



- 6** What would a successful workshop series look like for you?





# FACILITATING

How can you support your learners?





# FACILITATING FUNDAMENTALS

## Build trust and relationships

Learning is a social process. Get to know your learners and help them get to know you. Learning new things requires learners to be open and vulnerable. Being around people that they know and trust can facilitate the learning process. (We believe it also retains families.)



## Hold the tools as a last resort

It's tempting to grab the mouse, but try describing the steps rather than doing it for learners. If you have to grab the tools, let them try it again for themselves after you show them and guide them along.

## Ask questions rather than giving answers

It may be tempting to give the answers to questions right away, but if it's possible, ask questions instead so that learners can arrive at their own answers. Even something as simple as "Can you explain what your program does? What do you want it to do?"

## Listen. Notice. Recognize.

You can learn so much by listening to learners, noticing what they do, and recognizing their voices, interests, and goals — and careful about making assumptions about what their interactions mean.

## Mistakes and failures are welcome!

Rather than avoiding mistakes, encourage learners to be open to them. As you support them through it, help them see what they are learning in the process.

## Use technical words cautiously

Be aware of the words you use. Avoid technical jargon. If you have to use it, use it as a learning opportunity to explain the jargon.



# FACILITATING FUNDAMENTALS

## Put yourself in their (unique) shoes

Learners are not empty vessels to be filled. All learners including facilitators have stories, skills, knowledge, and cultural resources. Create an environment that invites and builds on these resources.

## Authentic enthusiasm goes a long way

Sometimes learners, especially beginners, can feel unsure about their projects. Some encouragement or cheerleading can help them feel good about their work and their next steps.

## Encourage exploration, experimentation, and risk-taking

Not all learning is given or recieved. Encourage families, especially parents, to try things out and see what happens.

## Reflect and then reflect some more

Not everything will go according to plan or as you expected. Individual and collective reflection as a team is essential in continuing to work towards engaging families in equitable experiences.

## Be a learner not an authority

Everyone is a learner including you. You don't have to know everything. Instead learn and collaborate with the families and facilitators around you - figure things out, explore, and tinker together.

## Surface their interests

It can sometimes take time for people to know what they want to do. Create an environment that is open to many interests. Ask questions like "What do you like to do?"



# WHO ARE FACILITATORS?

## **What are facilitators and why do I need them?**

Facilitators play important roles in developing a equitable and creative environment. They help learners surface and pursue their own interests, rather than giving answers and driving projects in a particular direction. Facilitators are also design partners in putting together a smooth, fun, and successful workshop series.

Like families, facilitators can bring a wealth of knowledge, skills, and experiences to the FCL experience. When working together, it's also important to surface the interests, strengths, and needs of facilitators and identify ways they can contribute to the experience.

## **What makes a good facilitator? Do they need to be tech whizzes?**

We have found that strong social and emotional skills, such as being able to understand another's perspective and experiences working with children, are more valuable than a strong technical background. Facilitators are co-learners and co-creators with family members. They do not need to know answers as much as know how to guide learners to answer their own questions and realize their own ideas.

How facilitators help and guide learners can vary and depends on the learner. If the learner is fairly new, facilitators must work to help them feel welcome and comfortable with the materials and

the activity, such as helping them get started. As facilitators get to know the learner and their interests, they may make suggestions or guide the learner towards resources that will help them pursue their project. And as the learner becomes more capable and achieves initial success, facilitators might give them encouragement and ask “what if” questions to challenge and deepen their thinking and their projects.

Throughout facilitation, it is important to know when to step in and out, giving enough space for learners to play with the materials and the tools. Even if learners seem to be making a “mistake,” sometimes letting them experience the mistake—and supporting them to overcome it—can be a valuable learning experience.



# BUILDING YOUR FACILITATION TEAM

## How can we prepare together?

You and your team will be spending lots of time together and will experience ups and downs as you implement the workshops. It's important to build a respectful and caring team. Before the workshops begin, we recommend getting to know each other and meeting regularly to review the workshop activities to adapt them to your setting.

## How can we work and learn together during the workshops?

We find that facilitators are learning about facilitation as they support families. Some facilitators have varying experiences with technology, teaching, and community-based work. Use your time together to also build your experiences as facilitators.

Before each workshop, try to meet beforehand to discuss how you will implement the workshop based on your team reflections and feedback from families. Use this time to also choose one or two “facilitating fundamentals” you’d like to practice more during the workshop.

During the workshops, check in regularly with your facilitators. Ask how they are doing and how they think the workshop is going—they are your eyes and ears!

After each workshop, take about 15 to 30 mins to reflect as a team. What went well? What are you and your team unsure of? What can be improved?

Take some time to also reflect on your practices as facilitators and what you’d like to try next time.

## What roles can different facilitators play during the workshops?

Encourage your facilitators to take the lead in parts of the workshop, such as taking photos, handling logistics (e.g. food ordering, setting up, etc.), calling parents to remind them about an upcoming workshop, and leading a portion of a workshop like Meet or Share.

## How many will I need?

We recommend a facilitator for every three to four families.

## Where can I recruit facilitators?

We recommend pulling from your community: teen mentors, professionals, college students, volunteers, and teachers.

## How can I recruit them?

When recruiting facilitators, we encourage commitment by framing facilitating as learning opportunities—they will learn about youth engagement, technology, and designing creative learning environments, while at the same time building their collaboration and professional skills. Also, it is an opportunity to contribute to their community.



# INTRODUCTION TO FACILITATOR STORIES

Facilitator stories are based on real facilitator's reflections and learning. We hope these stories can make some of the facilitating fundamentals concrete. We decided to make their experiences visual because facilitation isn't just what we say, it's also what we don't say: how we move our bodies, how we use tools, how we work with others.

## **Story 1: Michelle (pages 19-20)**


Michelle's story showcases how to connect with families, even across languages.

## **Story 2: Maria (pages 21-22)**

Maria's story captures what many new facilitators feel when they're unsure about their technology backgrounds

## **Story 3: Sam (pages 23-24)**

Sam's story highlights the balancing act that many facilitators face when trying to support families.



**How might you use these stories with your team?** We suggest reading through the stories and discussing the reflection questions together.

### **Questions to consider while you read the facilitator stories:**

*Where do you see the facilitation fundamentals in action?*

*What questions do these stories raise for you?*

*What would you do in the facilitator's situation?*

*In what ways do you relate to the facilitator's experiences?*


*How do you see facilitators using their bodies and physical spaces in their facilitation?*

Each story has its own unique set of reflection questions, but we also recommend reflecting on these questions after each story.

# FACILITATOR STORY: MICHELLE

Meet Michelle. Michelle has done coding workshops before with young women, but she doesn't have much experience working with families.

HI, I'M MICHELLE!




In her FCL, many of the parents primarily spoke Spanish.

HOLA

¿HABLAS ESPAÑOL?

UN POCO

On her first night, Michelle did her best trying to get to know the families around her table during Eat.



As families started to work on their ScratchJr projects, Michelle noticed one family that was still working on their storyboard and hadn't started working on Scratch Jr.- Socorro and Andres



HOLA!...

IT'S A STORY ABOUT LIVING IN NEW YORK CITY SOMEDAY...

CAN YOU TELL ME ABOUT YOUR FAMILY STORY?




OH COOL! AND WHAT DO YOU WANT TO DO IN NEW YORK?

I DON'T KNOW...SEE THE CITY.



HMM...HIS MOM DOESN'T SEEM TO BE IN THE STORYBOARD

AND WHAT DOES YOUR MOM WANT TO DO IN NEW YORK?



...RELAJA...

OH - I THINK 'RELAJA' MEANS RELAX!



**Take a moment to reflect:**

What do you think of Michelle's facilitation moves so far?

What else might she try to support Andres and Socorro?

What supports do you think Michelle needs?

# FACILITATOR STORY: MICHELLE

Later when Michelle walked by again, she noticed that Andres had added Socorro to their storyboard.



Michelle continued to interact with the family throughout the workshops.



Socorro also shared photos of her other sons in the workshop.



At the last workshop, during the group photo,



# FACILITATOR STORY: MARIA

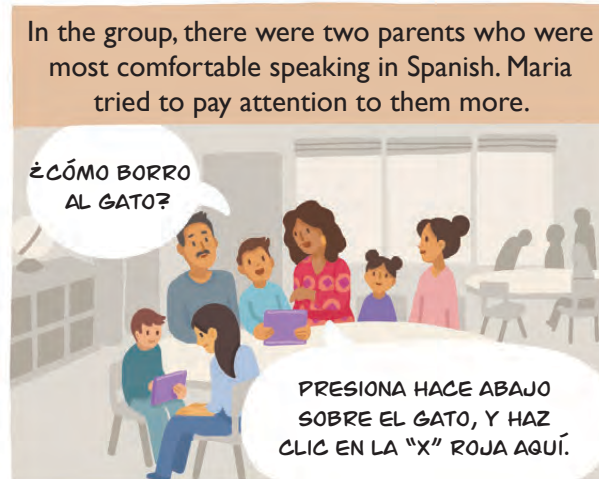


HI! I'M MARIA.

Maria is a former teacher. She feels unsure about new technologies, but she's interested to learn more and work with families.

Maria is the most fluent Spanish speaker on the team.

In the group, there were two parents who were most comfortable speaking in Spanish. Maria tried to pay attention to them more.



¿CÓMO BORRO AL GATO?

PRESIONA HACE ABAJO SOBRE EL GATO, Y HAZ CLIC EN LA "X" ROJA AQUÍ.

As their projects got more complex, so did their questions.




¿POR QUÉ LOS SPRITES NO EMITEN SONIDOS?



...

Unsure, she called another facilitator for help.



JACKSON, CAN YOU HELP?



...

Later in the workshop, they asked Maria how to make their sprites dance.



CARLA?

Unsure, she called another facilitator.

During reflection, Maria shared her frustration with herself, not being able to answer parents' questions.



I FELT USELESS...

**Take a moment to reflect:**

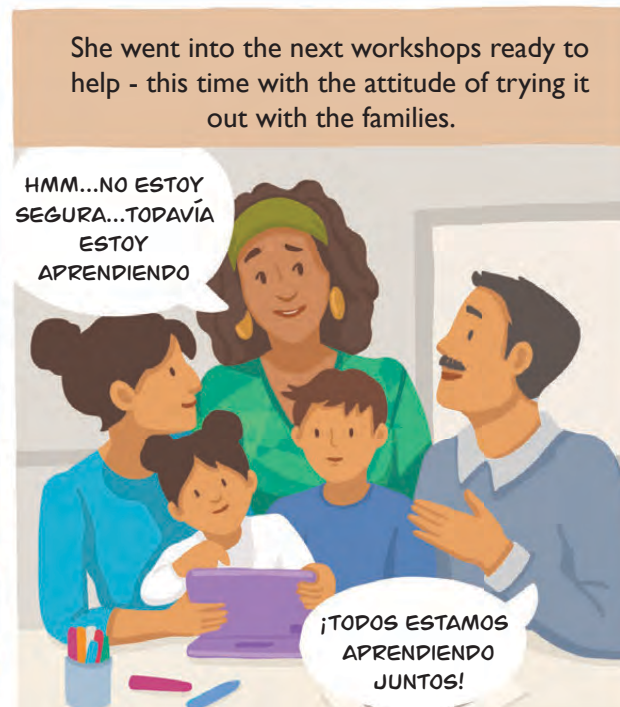
What do you think of Maria's experience so far?

What might you suggest for Maria?

What supports do you think Maria needs?



# FACILITATOR STORY: MARIA



# FACILITATOR STORY: SAM

Sam is a staff member at the community center hosting FCL.

He enjoys helping kids create with new technologies like robots, but he has less experience working with families.



HI. I'M SAM.


Sam met Julia and Eric, a mother and son. He noticed they were both quiet.



WHAT DO YOU LIKE TO DO AT HOME?

I LIKE TO BUILD THINGS WITH MY LEGOS!

I LOVE LEGOS TOO!



When it was time to begin family projects, Sam watched as Eric and Julia discussed their project.



He checked in with them and learned about their idea to tell a story about a rollercoaster ride.

I DON'T KNOW ABOUT THIS...

OURS DOESN'T LOOK RIGHT...



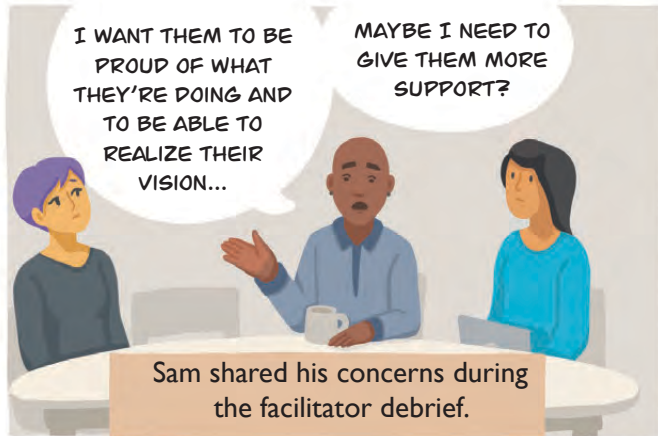
Near the end of the second workshop, Sam started to grow concerned about Julia and Eric.

When it was finally time to share, he sensed a low energy from them as they described their project.

I WONDER WHAT ELSE I COULD DO TO SUPPORT THEM...



# FACILITATOR STORY: SAM

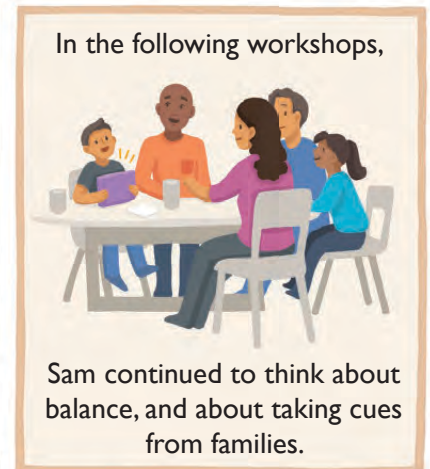
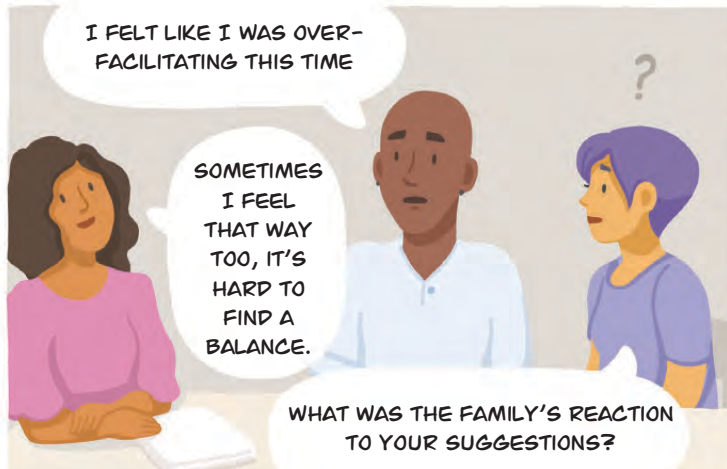
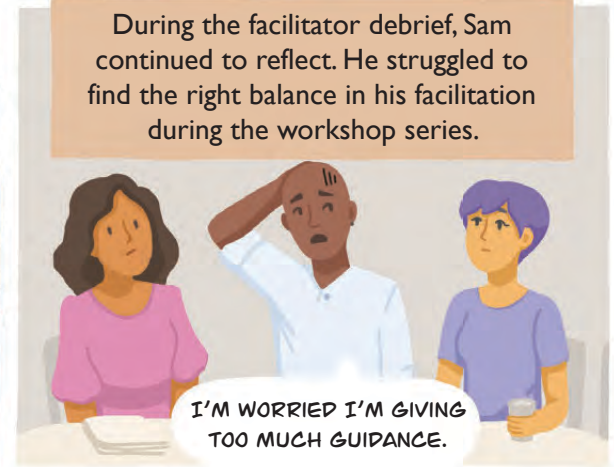


**Take a moment to reflect:**

What do you think of Sam's facilitation moves so far?

What might you suggest for Sam?

What supports do you think Sam needs?





# DOCUMENTING

How can we make learning visible to families and facilitators?

# WHAT ARE FAMILIES LEARNING?

## **What are families learning when they co-create interactive projects using ScratchJr in Family Creative Learning?**

First, they learn mathematical and computational ideas and practices. For example, when they connect ScratchJr blocks together, they are engaging with sequencing, or expressing a series of steps to produce an action. When they program a ScratchJr project to respond to the Green Flag being pressed, they are learning about events, or how one action can trigger other actions. And as they express their ideas into projects, they learn to break down complex ideas into simpler ones, to try things out after developing smaller parts, and to debug and fix issues as they arise.

## **Families also develop perspectives about themselves and the increasingly digital and networked world around them.**

They learn to see technology not as a black box, but as something they can control and use to express ideas. When they share their projects with others and see how others interact with their projects, they can see the ways in which working with other people can enrich their projects and learning. And when they design projects, they can see the ways in which the world around them is designed and they can begin to question it. These computational ideas, practices, and perspectives can be useful to express ideas and solve problems beyond computing.

## **As they work on projects together, families learn valuable skills in communication and collaboration.**

They can also leverage existing family learning practices which they use in other activities, such as homework help and helping around the house. Some parents are unsure how they can be helpful to support their children's use of technology. However, parents can play many roles, such as asking questions, providing encouragement, and showing genuine interest. Additionally, families can try out new ways of working together on their create their project.

## **Finally, families learn about creative learning.**

In creative learning, people build things that they care about in a playful and exploratory way. We believe that learning is a social experience. Families learn from each other when they work on projects together, share their work, and give feedback. We want families to appreciate the process of learning by designing projects, pursuing their interests, working with others, and trying new things.

# HOW ARE FAMILIES LEARNING?

## How can we “see” these learning moments as families participate in the workshops and co-create their interactive projects?

In Family Creative Learning, we see the learning moments we described in the previous page as authentically embedded in families’ interactions and project design process.

These computational practices and collaborative skills are part of families’ experiences as they design their projects—and not the end goal of their Family Creative Learning experience.

To understand how families are progressing during the workshops, we pay attention to three things: their projects, their interactions among families and facilitators, and the reflections families share with us—rather than using surveys or other formal assessment instruments.

*Use the questions on this page as “tools” to help you understand how your families are doing.*

## PROJECTS

*How do their projects change over time?*

*How do they develop their ideas?*

*How do they talk about their projects?*

*What kinds questions do they ask?*

*Are they invested in their projects?*

### Sample Observations:

In an early workshop, a child clicks on each block to see what it does. Later in the workshop, the child starts to connect different blocks together to see what happens.

During share, a family excitedly talks about a recent family reunion they had with grandparents and then point out all the sprites in their ScratchJr project that represent family members.

## INTERACTIONS

*How are they working together?*

*Who is holding the materials and tools?*

*How are they getting stuck and unstuck?*

*What emotions are they expressing?*

### Sample Observations:

A younger brother asks his older brother how he added a picture of his face onto a sprite. His older brother then shows him the steps in ScratchJr.

In the first workshop, a family is trying to start their project. The mother reminds them to add a Green Flag block. In a later workshop, the family is trying to start their project again. The daughter reminds them to add a Green Flag block.

## REFLECTIONS

*What do they say about themselves, about each other, and about the technologies?*

*How do these perspectives change over time or apply to other contexts?*

### Sample Observations:

Before using ScratchJr, a mother shares how unsure she feels about her ability to learn. In the next workshop, the same mother shares how it was fun to create a project with her children.

A child shares how he is usually the “tech person” in the family and has to help his mother. Now, his mother is introducing him to ScratchJr.

# WHY IS DOCUMENTATION IMPORTANT?

**Making learning visible\***: The process of creative learning can reveal a lot about learning as much as their final project. Use your photo and video documentation to show how children and their parents are interacting, how they are using the tools and materials, and the kinds of conversations they are having throughout the workshop.

**Encouraging reflection among facilitators**: Photos and videos can be useful to reflect with your team about the workshop process. In addition to media, we encourage you to document your process. For example, create a shared Google Doc for the whole team and write down your plan for every workshop, what actually happened, and your team's reflections on each workshop session. You can also review photos and videos together to see your facilitation in action.

**Sharing experiences with families**: Families love photos and videos of themselves. Take photos and videos of families in action and share them directly with families by printing them, sharing on a USB drive, or on social media page. Families use these photos to also share their experiences with other family members and friends. Check out the Family Creative Learning Facebook page for inspiration. Promoting workshops to stakeholders and colleagues: Rather than telling them, show them! Photo and video media posted on a website is also a

great way to share the story of your workshops to community stakeholders such as funders, volunteers, and other families.

*\* We are inspired by the documentation practices of Reggio Emilia schools. Learn more in the book "Making Learning Visible" by Project Zero and Reggio Children.*

A facilitator documenting by writing notes



A facilitator documenting by taking pictures with their phone



# DOCUMENTING THE WORKSHOP EXPERIENCE

**How can I make the most of my photo and video documentation?** A picture really is worth a thousand words. Here are some tips to help your documentation tell a thoughtful and compelling story:

*Take shots from multiple perspectives.*  
Help people understand the multiple ways people experience your workshop.

From a **designer's** view  
*(how does the space and the materials arrangement look before anyone enters?)*



From the **participant's** view  
*(what are their hands doing?)*



From the **facilitator's** view  
*(how are people interacting with each other and the tools?)*



From an **on-looker's** view  
*(what does it look like to someone walking by?)*





# DOCUMENTING THE WORKSHOP EXPERIENCE (CONTINUED)

## What kinds of pictures should we take?

Facilitators can sometimes feel overwhelmed when we ask them to take any kind of photo. Instead, we give them a set of interactions to consider and focus on one question for a workshop. For example: *How are people working together? What are people doing with their hands? What questions are people asking? What happens when someone gets stuck?*

Additionally, facilitators could pick one or two families to follow and take photos/videos of their entire process, using multiple perspectives, from the moment they walk in, to when they are making their projects, and ending with the time they step away from the workshop space.

## How can we help families feel comfortable with documentation during the workshops?

At the start of the workshops, we announce to families we'll be taking photos and videos and to let us know if they do not want to appear in any photos and videos. We make it very clear that they do not have to agree to participate. If it makes sense for your organization, you might consider using media release forms. During the workshops, we're very transparent about documentation. Kids especially like to go up to facilitators who've taken photos/videos and ask to see their cameras. We take any notes out in the open rather than in secret. Finally, we curate documentation and share it with

families at every workshop so they can see what we have been capturing — they're families creating and learning together in joyful and playful ways.

## How might we organize ourselves as a team?

If it's possible, you might ask a member of your team who enjoys taking photos and documentation to lead documentation for your team. But we find it valuable for every member to participate. Taking documentation encourages facilitators to observe and notice families closely and reflect on what they see.



# HOW WE'VE SHARED DOCUMENTATION WITH FAMILIES

We love to share our documentation with families and have experimented with different approaches. After every workshop, a facilitator or two might work together to curate all the documentation. Documentation might consist of photos of families, their projects, and any interesting dialog we overheard. In what we call, the “hexagons,” we then print and cut them into hexagon shapes. We present the hexagons to parents first during Parent Meet at the next workshop and then parents share the hexagons with their kids. Afterwards, they post their hexagons on a wall with other families. The hexagon shape allows us to create a tessellating pattern to connect all families’ documentation together. We don’t expect you to implement something this intense, but we’ve enjoyed taking this approach -- and so have the families!

## Testimonials from the families:

*“What I saw in those [hexagons] was that you were showing the good things. You showed the essence of this program... They show our families together, our families working with our kids, and [the hexagons] focus on that”.*



*“When I saw the hexagons, I wanted to stay in the program. I felt like I could trust you even more and stay in the program without fear of, “Ah, I have to see what the person beside me says.” Does that make sense? I wasn’t afraid to stay in the program, and show the kids that it didn’t matter what the people beside us thought (about what we were doing), if it was pretty or ugly.”*



# A CLOSE LOOK AT HEXAGONS

Here's an example of hexagon documentation for one family: Nina (Mother), Maya (Child, age 6), Lorena (Child, age 5). Facilitators curated some photos and quotes that captured how Maya, Lorena, and Nina worked together. Notice the ways that Nina physically situates herself between her daughters and how she invites them into the process.



(Nina was asking Lorena and Maya about what they remembered from where they went camping)

**“¿Te recuerdas los animalitos?”**  
“Do you remember the animals?”

(Nina)

**“El oso”**

“The bear”

(Lorena)

**“¿Cómo puedo agregar un oso, Lorena? Enseñame.”**

“How do I add a bear, Lorena? Teach me.”

(Nina)



(Nina introducing Scratch sprites to Maya and Lorena)

**“Maya, aquí vamos escoger un personaje, un animalito, o un monster. ¿Cuál quieres?”**

“Maya, here we are going to chose a character, an animal, or a monster. Which one do you want?”

(Nina)

# EXERCISE: WHAT DO YOU NOTICE?

As you view images on this page and throughout the guide, reflect on their composition:

What materials are in the photo? Who is holding them?

Where are hands and eyes directed?\*

How are bodies and facial expressions positioned in relation to others?

What perspective is the photo being taken from?

What is being valued and communicated by the facilitator who took this photo?

\*This question is inspired by the work and ideas shared by Vossoughi et al., Vossoughi, S., Escudé, M., Kitundu, W., & Espinoza, M. L. (2021). Pedagogical “Hands and Eyes”: Embodied Learning and the Genesis of Ethical Perception. *Anthropology & Education Quarterly*, 52(2), 135–157. <https://doi.org/10.1111/aeq.12382>



# EXERCISE: PRACTICING DOCUMENTATION



Documentation is a practice that takes experience to develop. As a facilitation team, try out these exercises to practice noticing, capturing, curating, and sharing documentation:

**Individually: Each facilitator will create a project (with ScratchJr or any materials of your choice) and document.**

Document your process as you go along (e.g. photos, notes, screenshots, videos, drawings, whatever and however you want!)

Share your documentation with another partner and reflect on creating your own documentation

**In Pairs: Take turns being a “creator” and a “documenter.”**

The creator makes a project using ScratchJr, while the documenter uses photos, video, and/or notes to capture documentation.

The documenter reviews and curates the documentation to present to the learner.

Present the documentation to creator:

- Documentation should highlight what they were trying to capture and why.
- Ask creator to share impressions of the documentation. *What does it capture well?*

*What did it not capture that you felt was an important part of your learning experience?*

- Ask both facilitators to reflect on what it was like to document and to be documented.

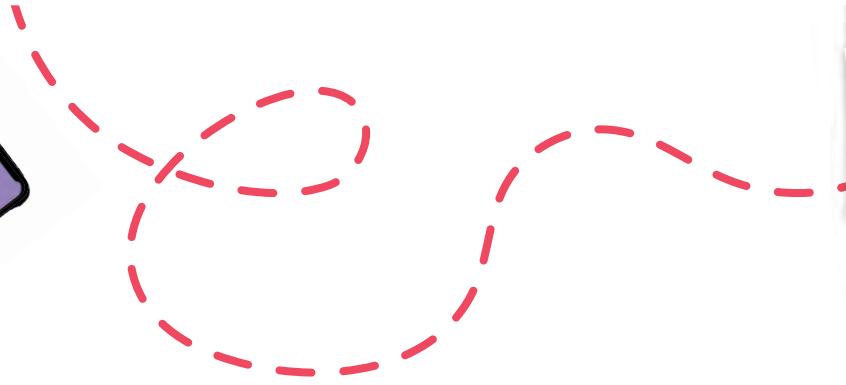
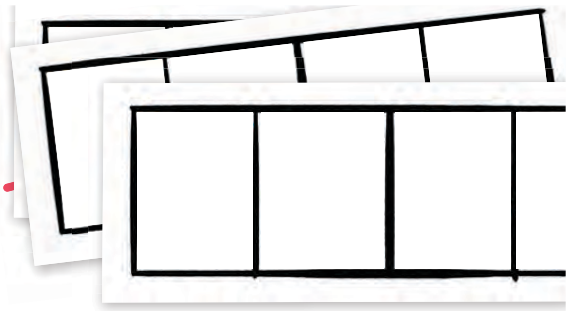
**As a Facilitation Team, reflect on the experience of documentation:**

What was challenging about documenting?

What are the strengths of each medium of documentation? (photo, notes, video, project artifacts, etc.)

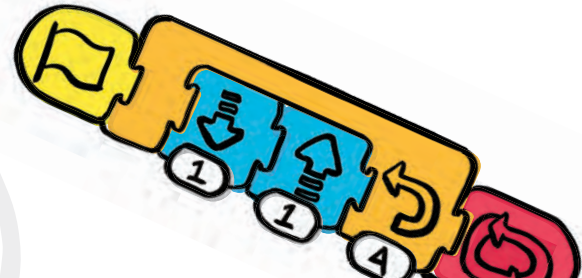
How might you use different forms of documentation to tell the story of how someone is learning?

When facilitating, how might you incorporate documentation into your practices?



# PREPARING

What do you need to get ready?



# SUGGESTED TIMELINE

## 3 MONTHS BEFORE

- Discuss your plans with your organization
- Determine spaces for the workshops
- Recruit facilitators
- Plan recruitment strategy for families
- Become familiar with Scratch Jr
- Figure out your budget and what needs to be acquired

## 2 MONTHS BEFORE

- Recruit families
- Begin reviewing workshops and tools with facilitators
- Test your technology and talk to an IT person if necessary
- Create a documentation plan

## 1 MONTH BEFORE

- Continue recruiting families/remind recruited families
- Gather materials
- Finalize plans with your facilitation team
- Prepare your social media page

## WORKSHOP

- Workshop 1: Welcome and Introduction to Scratch Jr
- Workshop 2: Designing Family Projects
- Workshop 3: Building Family Projects
- Workshop 4: Sharing at the Community Showcase

## 1 MONTH AFTER

- Reunion night with all the families

# SUPPORTING DIVERSE FAMILIES

**Families come in all shapes and sizes.** We welcome all families. To do so, you need to address yours and your team's assumptions about families and create opportunities for families to participate.

**Families' Resources:** All families have "funds of knowledge," or an accumulated set of skills, knowledge, and cultural resources that they've gathered across generations, their communities, and academic and professional lives. Approach families knowing they have these strengths, backgrounds, and histories.

**Parents:** Parents can be any adult caretaker that may include children's parents, grandparents, extended family, older siblings, or family friends.

**Ages:** The workshops are especially suited for children ages 5 and up, but families come in different configurations. You might provide childcare or a craft corner for younger children or give roles to teenage siblings like helping with workshop documentation.

**Language:** English may not be the primary language spoken among families. We want to celebrate the many ways families want to communicate. When possible, try to find facilitators who speak the languages spoken by your families and provide translated materials. Fortunately ScratchJr is icon based. Sometimes children or other family members can help translate too.





# RECRUITMENT

**We cannot stress enough how important and challenging recruitment is!** Recruitment is important for families to understand what they are signing up for and the amount of commitment involved. You may already have your own recruitment techniques. Whatever recruitment strategies you choose, here are some important guiding principles:

*Children should choose to be there.* We often recruit through children first, making sure they are excited and dedicated, then we begin to talk to their parents about the workshops.

*Build relationships.* People are more willing to participate when they feel comfortable with the facilitators running the workshops. If you do not already have relationships with families, use recruitment to get to know them or leverage your relationships with community leaders who have established trust with families.

*Follow up.* And then follow up some more! Talk to families a few times to remind them of the workshops. During the workshops, continue contacting families. Some may prefer text messages, but we still believe in good old-fashioned phone calls. You can make sure they understand the information and use this as a chance to build your relationship with them.

*Be clear about commitments.* Make sure your families know that FCL is a series of workshops, not just a one time event. This program is for the whole family; parents and children should be available to attend all workshops.

## **Our recruitment strategies have included:**

- Talking to children and parents face-to-face
- Asking previous families to recruit new ones
- Partnering with local organizations that engage families
- Handing out printed flyers (see appendix for an example flyer)
- Hosting an open house or an info table at a local school or other organization
- Participating in community fairs
- Making announcements at school assemblies
- Visiting classrooms and talking to students

## **Things you might say during recruitment:**

*To children:*

- “Like art, music, games, and stories? You’ll learn to create your own.”
- “Bring your parents and family members so they can learn with you.”

*To parents:*

- “This program is a great learning opportunity for the whole family.”
- “Experience the educational benefits of creating with technology.”
- “Build your skills with creative technologies. Meet more families in your community”

*To both:*

- “No experience necessary with technology.”
- “Free food (and childcare for young children).”

# SPACE

Knowing how you want to configure the space helps to identify what your logistic needs are. Identify the spaces that you're going to use beforehand.

**Here are some questions you should consider when selecting your space:**

Can you eat in this space? If not you might need a different space for food.

Are the spaces configurable? Can you move things around?

Where can you store things?

How far apart are the spaces you'll use for different parts of the workshop? (eating, kids meet and parents meet, etc.) You don't want them to be too far apart because people will be moving between these spaces.

# MATERIALS

Different materials require different amounts of preparation. We recommend preparing your materials early, especially when technology is involved.

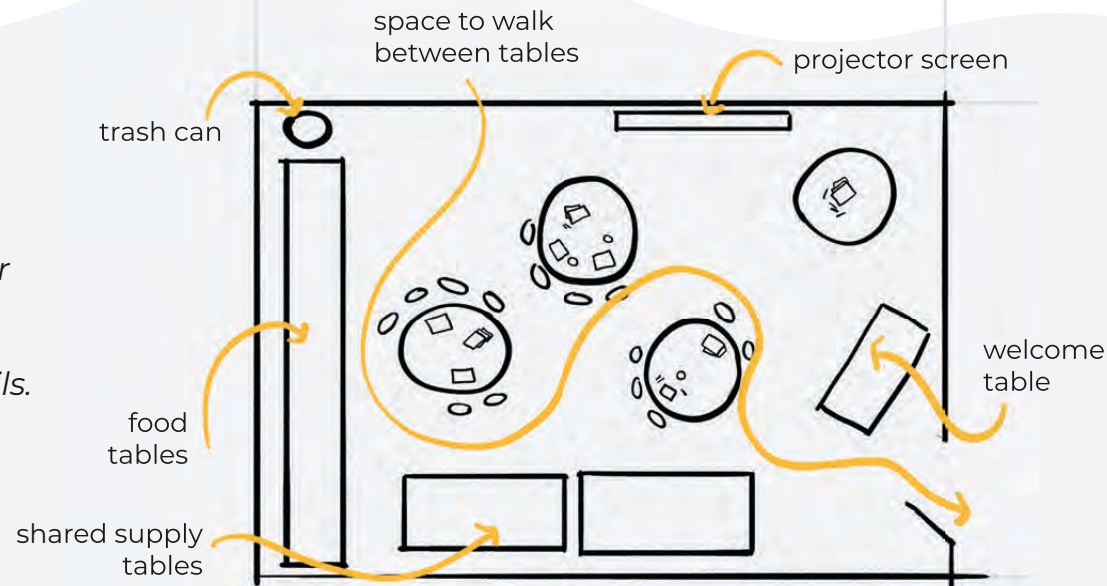
**Here are some questions you should consider when gathering and organizing your materials:**

Where will you find the tech (tablets)? Do you need to reserve them beforehand? If so, do you need to consult with someone to add ScratchJr to the tablets?

Do you have a plan for printing all of the forms and materials? Do you need to translate any of these materials?

How will you dispose of materials during workshops? Do you need to bring bags for recycle and trash?

*Here's one way to consider organizing your main workshop space. See Workshop 1 for more details.*





# WORKSHOPPING

What happens at each workshop?



# WORKSHOP 1

Families will create and connect by:

**EAT**

Connecting with other families and facilitators

**MAKE**

Exploring and playing with Scratch Jr

**MEET**

Developing a shared community code and promoting a safe and creative space

*Parents and children will **meet** separately and **make** together*

**SHARE**

Sharing their ScratchJr explorations with other families

# WELCOME TO WORKSHOP 1!

(total time: 2 hours)



The first workshop is an important opportunity for families to begin to build a community and for them to get to know each other, the space, and the facilitation team. The majority of the workshop will be spent getting to know each other and getting creative using ScratchJr.

## Getting Ready

*One week before your workshop:*

- Gather materials
- Call parents to remind them of the workshop time and date
- Confirm your food order
- Check in with facilitators and designate roles for each person
- Secure an extra room for parents' Meet time
- Print "About Me, About Us" materials (see appendix)

## Gathering Materials

*For Participants:*

- Relevant forms and fliers (media release forms)
- Signs
- Name tags

*For Eating:*

- Table cloths
- Paper goods and utensils
- Leftover boxes and/or aluminum foil
- Trash cans

*For Activities:*

- Butcher paper
- Markers, crayons, pens
- Construction paper
- About Me, About Us

*For Tech:*

- Projector
- Tablets
- Camera
- Speakers (and music!)

### Facilitator tip:

Butcher paper makes a great background for displaying workshop documentation and can be used as a tablecloth in a pinch!

# WORKSHOP 1 PREP

## Make sure your space has:

- A welcome table
- A food table
- A communal table or groupings of larger tables
- A separate room for parents
- Enough room for facilitators to move around and see everyone
- A projector and sound capabilities

## Arranging for community

*Today is about building community.*

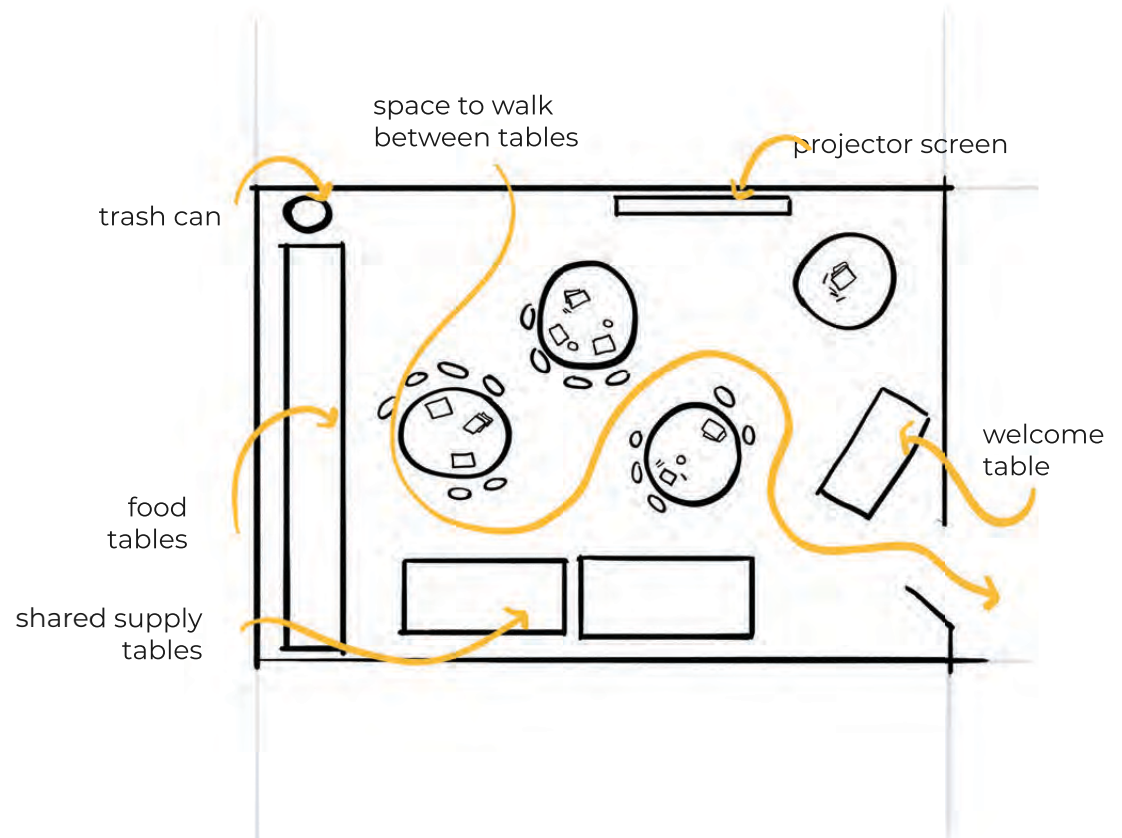
Having a communal table, or groupings of larger tables, where families may congregate is a great way to set the tone for the remainder of the workshops.

**Position a welcome table at the entrance**, so that families will have easy access to initial materials such as name tags and forms.

Since parents and kids will be spending time writing and drawing, **arrange craft materials in the center of the communal table(s)**. You may consider setting these materials out at the beginning of Meet or Make, to encourage families to engage in conversation during Eat.

**Keep tech materials close at hand**, so they are ready, available, and easy to access when needed.

Finally, make sure you **allow enough room for facilitators to comfortably move** around the space.



# WORKSHOP 1 PREP:

## WHAT WILL YOUR FLOOR PLAN LOOK LIKE?

Draw your floor plan here

# WORKSHOP 1: THIS IS WHAT OUR SPACE LOOKED LIKE



Welcome table

**Make:** families work together at shared tables. The tables are set up so that facilitators can move around between tables as needed.



**Eat:** We like to have hot food at our workshops. We consider dietary preferences, not just limitations. *Food should be more than sufficient, it should be delicious!*



# EAT

(30 minutes)

Welcome  
(15 minutes)

As families enter the room, play music to set a friendly mood!

Use the welcome table to prompt them to create name tags and sign in (if necessary), then invite them to the communal table to eat and get to know other families and facilitators.

As families eat, you might want to pass out the About Me, About Us activity. (details on the next page)

When they are done with their About Us, About Me cards, ask them to post on a shared wall to showcase all the families in the room.

## Facilitator tip:

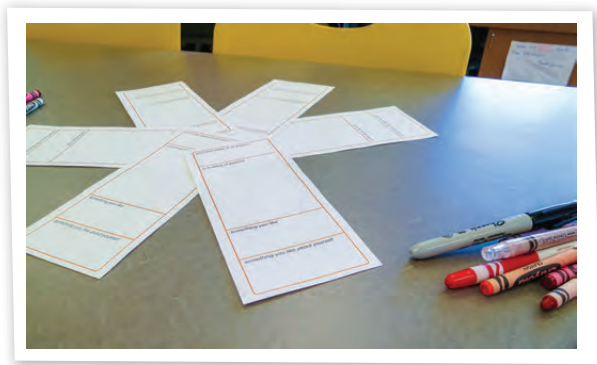
We try to order food from restaurants that are equipped for catering and provide materials like food warmers, serving utensils, etc.



# EAT (ABOUT ME, ABOUT US)

“About Me, About Us” allows everyone to share their names, a drawing of themselves, something they like to do, and something they like about themselves. This activity serves many purposes: It signals that this program is not just about technology. It helps ease everyone into creating with materials that are familiar. Finally, it allows all families to share who they are and see who else is present.

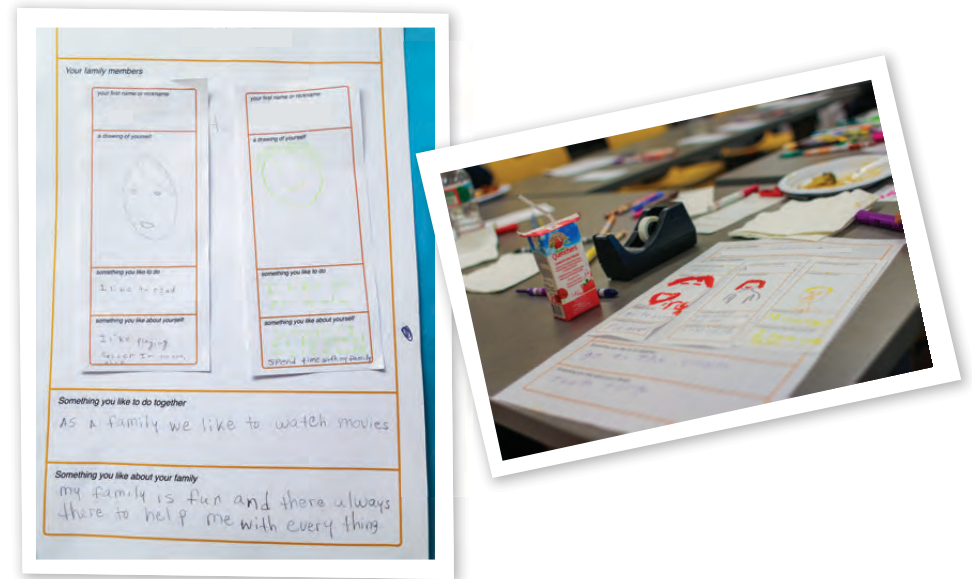
At the communal table, we scattered markers, crayons, and About Me cards.



Everyone filled out their own About Me cards.



Families taped their About Me cards together and filled in their information about their families on About Us cards.

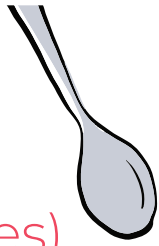


Families taped About Us cards up on poster-size paper.



# EAT

(30 minutes)



## Introduction to Family Creative Learning

(15 minutes)

### Get settled

Greet everyone and thank them for coming to Family Creative Learning

### Introductions

Starting with yourself, go around the room and ask people to introduce themselves.

Encourage people to speak loud and clear so that everyone can hear -- you will be spending lots of time together, it's important to know who's here!

Play a quick ice breaker (we find that icebreakers help ease nerves and add a bit of fun right away).

Introduce Family Creative Learning:

*"Family Creative Learning is a workshop series that invites children and their families to design and invent together using creative technologies.*

*Families will create projects while spending time together and getting to know other families that participate. We believe that people learn best when they are creating things they care about."*

Share a bit about ScratchJr and an example project:

*"ScratchJr is a program where kids 5 and up can create interactive stories and animations."*

### Preview a workshop roadmap

Describe the time and commitment of the entire workshop series by showing the dates and giving a brief description of each workshop

Describe the structure of each workshop and its four parts: Eat, Meet, Make, and Share. Every workshop will start with a meal. *If possible, welcome food recommendations from families.* After eating, facilitators will briefly check in with parents and children separately, then everyone will dive into the design activities. Finally, every night will end with people sharing their projects.

#### Facilitator tip:

Try a laughing meditation as an icebreaker. Ask for volunteers to share a laugh and the rest of the group has to do the same laugh!

# MEET

(20 minutes)

Remember that parents and kids will gather separately for the “Meet” section of this workshop. They will come back together for “Make”.

## Kids

### Introduce

Encourage kids to introduce themselves again. Ask a little bit more about why they came.

### Explain

Explain why we have separated parents and kids. Every workshop, facilitators will check in with parents and children separately. Kids can get to know each other, ask questions, and share their thoughts without worrying about what their parents will think.

Explain the kids’ role. In these workshops, everyone can play a role in supporting each other to learn and create with technology. Because kids are so curious about technology and some may have more comfort than their parents, they can support their family members in learning how to create with technologies.

### Create

Co-create a community code. (See the “meet: community code details” page for more information)

## Parents

### Introduce

Encourage parents to introduce themselves. Ask them where they are from, what they do, and why they came. *Share your story as a facilitator and learner, too! Why are you organizing this program?*

### Explain

Review the FCL format again of Eat, Meet, Make, and Share and describe what happens in each part. Explain why we have separated parents and kids: during every workshop, facilitators will check in with parents and children separately. This is an opportunity for parents to get to know each other, ask questions, and share their thoughts without worrying about what their children will think.

Explain the parent role. Parents are their children’s first and most important teacher. We want to equip them, not necessarily with expert technology skills, but rather with ways to support their children in their learning. We want parents to be active facilitators, rather than be passive observers of their children using and creating with technology.

### Create

Introduce Scratch Jr (see the “Introducing Scratch Jr” page for more details)

# MEET (INTRODUCING SCRATCH JR)



## What is ScratchJr?

With ScratchJr, kids as young as 5 years old can program their own interactive stories and animations.

## Demo a simple story using ScratchJr. You might show them how to do the following:

- Drag and drop a motion block and press it while showing them how the cat moves
- Add Green Flag (in yellow category) and press the green flag block
- Add a say block (in purple category). Write Hello.
- Add a background
- Add a friend. Point out how there are no blocks.
- Need to program this new friend like the Cat.
- Click the Cat to see the old blocks.

## Fearless exploration

Spend about five minutes encouraging parents to fearlessly explore Scratch! Connect blocks together, press to see what happens, try out as much as you can. You will not break it!

## Share examples of stories

After parents explore, encourage a few to share what they found. Afterwards, share some example family stories that facilitators have made to show the diverse possibilities with ScratchJr.

## Create projects together

Encourage parents to create a simple scene or action. *“What kinds of characters might you add? What are they doing? Where are they? There is a*

handout in front of you with more instruction. We’ll soon invite your kids back and you’ll get a chance to introduce them to ScratchJr and show them different features.”

## Next steps

Before Meet ends with parents, let them know that their children will be joining them soon. Now parents will introduce their kids to ScratchJr! Encourage parents to share things they’ve noticed, tried, or created with ScratchJr.



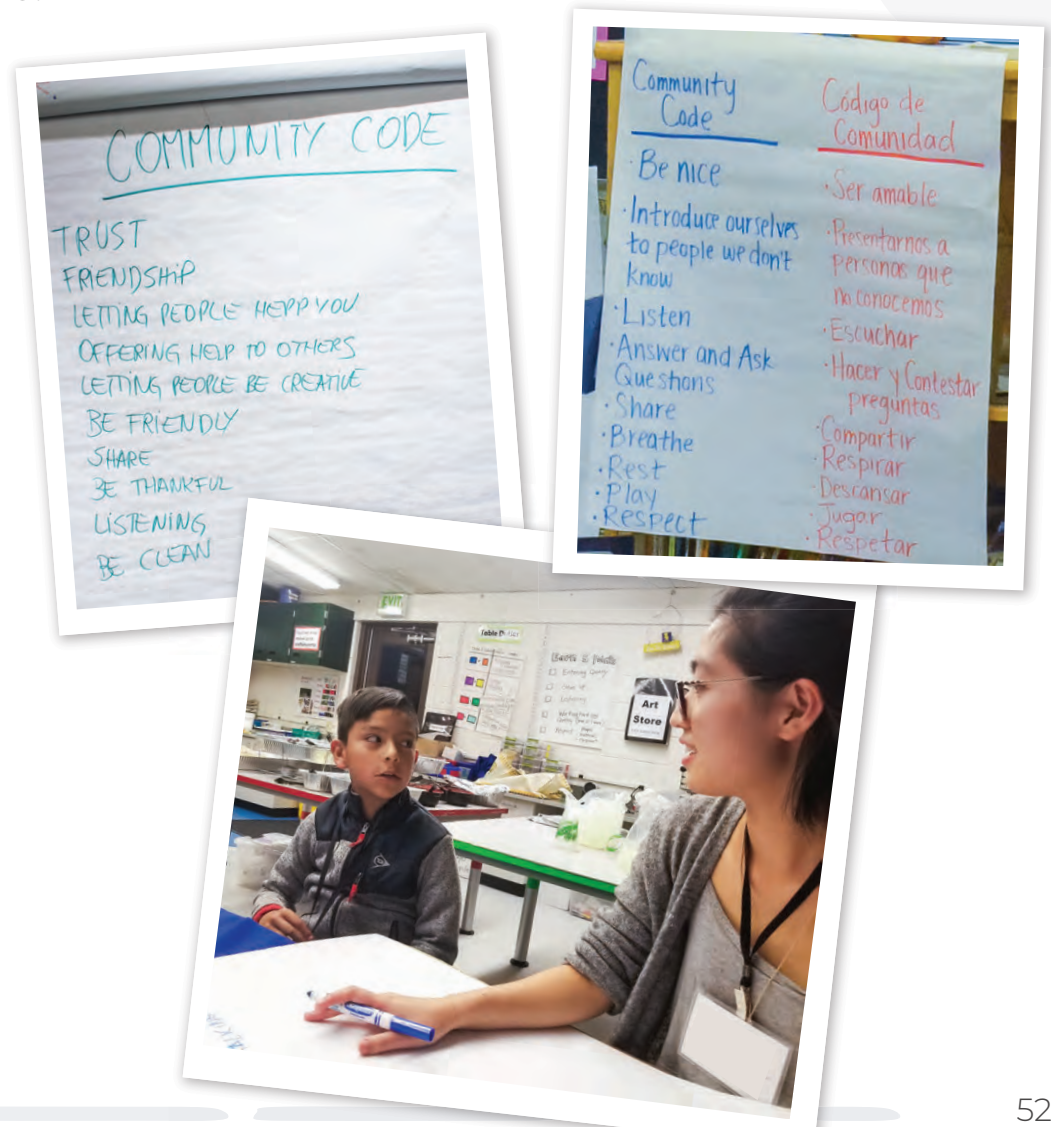
## Facilitator tip:

Narrate your process in a conversational tone as you go through the demo. Ex: “I’m going to click the green flag, this is how you start the program.”

# MEET (COMMUNITY CODE DETAILS)

**Creating a community code.** Community codes both build community and serve as a reminder to work with others in mind. Use these steps to create Community Codes with your families:

- 1** Introduce the concept of a community code: in order to learn together, we need to all be respectful of each others' needs
- 2** Start with the idea of respect. How can we be respectful while others share their ideas out loud?
- 3** Move on to creating the rest of the code. Try to refer to the concrete activities you'll be engaging in such as sharing projects, giving feedback, and working with someone. Ask them how they would like people to interact in those activities.
- 4** If your group of families speak multiple languages, you might want to include some suggestions for how to welcome all languages and encourage everyone to communicate in different ways



# WHAT “MEET” LOOKED LIKE:



## Parents Meet

The first parent's meet is time to connect with caregivers on a personal level. For many adults, this will be the first time they've used Scratch Jr. Some may be excited and some may be nervous. It's important to recognize and validate those emotions.

## Kids Meet

Kids meet is a special time where kids get the opportunity to get to know one another. They will likely be curious about the other children and about what their parents are doing during Parents Meet. Encourage kids to connect during this time and remind them that this is their time and space.



workshop 1

# MAKE

(40 minutes)

Parents introduce their kids to ScratchJr and explore together.

## Share community code

Invite kids to share their community code and ask parents if they would like to add anything.

Explain that the code is important because it allows us to take risks and build ideas in a safe way

## Explore together

Parents introduce kids to ScratchJr and experiment together.

*“Today we’re going to get to know ScratchJr. Parents have already been introduced to some of the features. Your goal is to explore the app and try things out. See if you can figure out how to add multiple backgrounds and sprites. We’ll use these skills to create and share stories during our next workshop.”*

This is your first opportunity to see how families work together. This a great time to observe families’ interactions and to take documentation.





# WHAT “MAKE” LOOKED LIKE:

## Every family is different.

Take time to observe and notice their interactions — and be careful about making assumptions of what looks like a “productive” interaction.



### Facilitator tip:

If there are more than three family members, consider asking the family if they'd like an extra tablet.

# SHARE

(30 minutes)

Introduce the concept of sharing, which is an important element of the workshop.

## Set sharing norms

Remind families that we do not have to be masters of ScratchJr (or any of the technologies). Being uncomfortable means they are learning! Their goal today was to explore ScratchJr and create something simple. The process of making is more important than the final product!

Before jumping into sharing, model ways to interact. Remind families to listen, be present, be enthusiastic, and to be supportive.

## Share family work

Encourage families to share with at least one other family. Facilitators should spread themselves out to assist families in sharing. As they share, facilitators and families can ask:

*What did you do and how did you do it?*

*How did you add \_\_\_\_?*

*What made you include \_\_\_\_?*

*If you had more time, what would you add/what else would you do?*

**Encourage others to give constructive feedback and ask questions.**

## Celebrate everyone for learning to program their first ScratchJr project!

Before families leave, make sure to celebrate everyone's accomplishments! Take a moment to congratulate the group. Then, preview what families will accomplish in the next workshop.



# What are your team's reflections after workshop 1?

**GREEN**

**YELLOW**

**RED**

What went well?  
Who had positive interactions?

What questions do you have?  
What are you unsure of?

What could be improved?  
Were there any challenging interactions?



# WORKSHOP 2

Families will create and connect by:

**EAT**

Continuing to share meals with other families and facilitators

**MAKE**

Creating projects based on a favorite family story or memory

**MEET**

**Parents** reflecting on how it felt to use Scratch Jr  
**Kids** engaging in a robot dance activity and reviewing community values

**SHARE**

Sharing projects in small groups of 2-3 families

# WELCOME TO WORKSHOP 2!

(total time: 2 hours)



Preparation for workshop 2 is the same as workshop 1. Review the workshop 1 prep page for reminders of things to consider when arranging your space for the workshop.

## Getting Ready

*One week before your workshop:*

- Gather materials
- Call parents to remind them of the workshop time and date
- Confirm your food order
- Check in with facilitators and designate roles for each person
- Secure an extra room for parents' Meet time
- Print and cut out ScratchJr block cards  
[scratchjr.org/pdfs/blocks.pdf](http://scratchjr.org/pdfs/blocks.pdf)

## Gathering Materials

*For Participants:*

- Relevant forms and fliers (media release forms)
- Signs
- Name tags

*For Eating:*

- Table cloths
- Paper goods and utensils
- Leftover boxes and/or aluminum foil
- Trash cans

*For Activities:*

- Butcher paper
- Markers, crayons, pens
- About Me, About Us
- ScratchJr block cards
- Storyboards

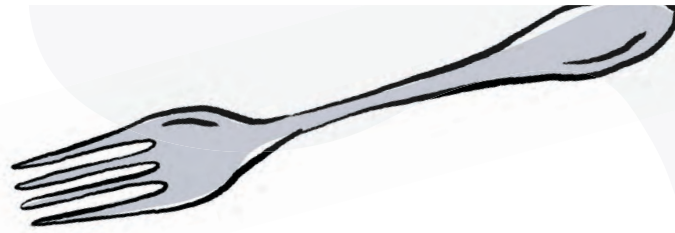
*For Tech:*

- Projector
- Tablets
- Camera
- Speakers (and music!)



# EAT

(30 minutes)



Facilitators can re-share the community code families created during Eat (workshop 1)

(20 minutes)

## Meal time

Everyone sits together and shares a meal. New families can engage in the “About Me, About Us” activity.

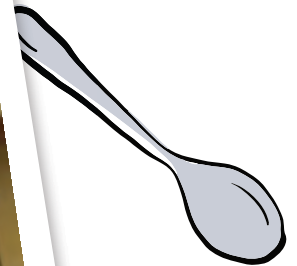
(10 minutes)

## Welcome

Reintroduce participants if there are new families in the room. Remind families of the workshop logistics, roles, and goals. Tip: remind families that we want to use all of the languages in the room to learn about creating stories together.

## Transition to meet

Remind families that there will be food available at the end of the session to take home. Tell family members where they should go next. For example, remind adults that they will go with a facilitator to talk about the workshops. The kids may stay in the room to help remaining facilitators clean up, and then they will do an activity together.



# MEET

(20 minutes)

Remember that parents and kids will gather separately for the “Meet” section of this workshop. They will come back together for “Make”.

## Kids

### Prepare space

Invite kids to help clean up the room and the food.

### Review community values

Ask if they remember seeing anyone using the values last week. Facilitators can offer their own examples.

Remind kids that they will be working with their family. Ask what could be added to the list when working with parents/siblings, and how they can help their parents learn when working together.

### Robot dancer activity

Introduce the Robot Dancer Activity:

*“We are going to learn how to program someone to dance using some of the same coding language we use in ScratchJr.”*

Use ScratchJr cards to teach kids how to “program” one or two facilitators to dance.

After activity is introduced, split into smaller teams and have kids program a “dance-off.”

## Parents

### Check in

Check in with parents, ask how they’re doing and how they felt about last week.

### Talk about documentation

If you have it available, show parents the documentation collected from the previous week and ask what they think about the documentation. Point out things that facilitators noticed about families during the workshops.

### Review ScratchJr

Review ScratchJr and new features: adding a new Page, switching to a Page, and using the built-in camera on a tablet to put their face onto a sprite.

### Facilitator tip:

Documentation can be as simple as sharing pictures. Check out “Documenting” on page 25 to learn more.



# WHAT “KIDS MEET” LOOKED LIKE



**Facilitator tip:**  
Play some music in the background while kids are creating their dances!





# MAKE

(55 minutes)

Introduce the activity - Families will create projects based on a favorite family story or memory.

Try saying,

*“We are going to create projects based on a story that is meaningful to your family. It can be about a family vacation or a moment you’ve shared together. First, storyboard these stories for five to ten minutes, then we’ll quickly share our stories within small groups, and then work to express our stories in ScratchJr.”*

(10 minutes)

## Storyboarding time

Families can brainstorm their family stories on the paper-based storyboards.

(10 minutes)

## Share

Encourage families to share with one other family.

(5 minutes)

Before transitioning into ScratchJr, ask facilitators to **share a couple example projects** of a family story in ScratchJr. After sharing the examples, take a couple of minutes to point out some of the ScratchJr features used to create it.

(10 minutes)

## Translate stories into ScratchJr

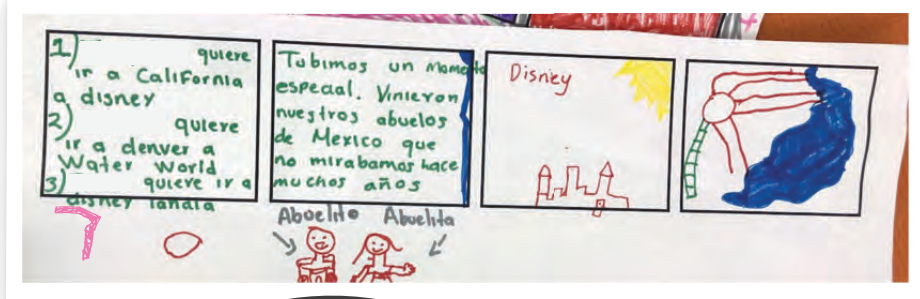
Encourage families to get started with their family story in ScratchJr. *For families with more than 2 or 3 people, you may want to give them another iPad.*

**Examples can help show the breadth of possibilities as well as make the project less intimidating and more relatable.** For

example, one facilitator shared a story of visiting grandparents while another shared a favorite camping trip.

Be thoughtful of what examples to include: **show a range of stories** (e.g. a favorite and a fantastical story), **aesthetics** (e.g. using included ScratchJr assets as well as custom-made), **and computational complexity** (e.g. using motion and event blocks and a few more advanced features like scene changes)

# WHAT "MAKE" LOOKED LIKE:



**Facilitator tip:**  
Now is a great time to see if anyone is missing from families' stories. Check out Michelle's facilitator story on page 19 for an example of what this might look like.

# SHARE

(15 minutes)

Families will share in small groups with two or three other families.

(10 minutes)

## Families share projects

Organize families into small groups of two or three families to share their stories. Facilitators and family members can ask questions. Facilitators should guide the share process with families, asking questions like: *How did you make that happen?* *What would you like to do next?* Facilitators can also point out and compliment features in families' stories and projects.

(5 minutes)

## Wrap up workshop

Facilitators discuss the upcoming community showcase (workshop 4) and share invitations to pass out. If there are any leftovers, encourage families to take some on their way out.



# What are your team's reflections after workshop 2?

## GREEN

What went well?  
Who had positive interactions?

## YELLOW

What questions do you have?  
What are you unsure of?

## RED

What could be improved?  
Were there any challenging interactions?



# WORKSHOP 3

Families will create and connect by:

**EAT**

Continuing to share meals with other families and facilitators

**MAKE**

Continuing to develop family stories in ScratchJr

**MEET**

**Parents** reflecting on creating and sharing a family story with their children

**Kids** engaging in remixing stories

**SHARE**

Sharing projects in small groups of 2-3 families

# WELCOME TO WORKSHOP 3!

(total time: 2 hours)



During this workshop, families will continue to creating and sharing their family story with ScratchJr. As a facilitator, pay attention to their dynamics. Every family is different. Some families can work well together on one project, but for other families, you may need to suggest working separately on multiple projects.

## Getting Ready

*One week before your workshop:*

- Gather materials
- Call parents to remind them of the workshop time and date
- Confirm your food order
- Check in with facilitators and designate roles for each person
- Secure an extra room for parents' Meet time

## Gathering Materials

*For Participants:*

- Relevant forms and fliers (media release forms)
- Signs
- Name tags

*For Eating:*

- Table cloths
- Paper goods and utensils
- Leftover boxes and/or Aluminum foil
- Trash cans

*For Activities:*

- Butcher paper
- Markers, crayons, pens
- Paper
- Families' storyboards from the previous workshop along with extra storyboards

*For Tech:*

- Projector
- Tablets
- Camera
- Speakers (and music!)

### Facilitator tip:

Make sure to have family storyboards and projects from last week ready to give back to families

# EAT

(30 minutes)

After families have had some time to get settled with their dinner, take a moment to Congratulate them on all their hard work and the progress they have been making with their stories and ScratchJr. Then, give families a preview of today's workshop, reminding them that they will continue to work on their family stories with ScratchJr.



**Facilitator tip:**  
We like to have a pizza night for one of the meals. Kids love pizza night!



# MEET

(20 minutes)

Remember that parents and kids will gather separately for the “Meet” section of this workshop. They will come back together for “Make”.

## Kids

### **Reflect on last week’s workshop**

If the kids are in the same room as the meal, encourage the kids to help clean up room/food. Ask kids what they remember from last week and what they’re excited to create today.

### **Remix stories**

Engage kids in a storytelling activity that encourages remixing, or building on each others’ ideas. Set out paper and markers on the tables. Group kids with a facilitator (2-5 kids per group). Prepare a one and two minute timer.

*“We are going to practice creating and remixing stories. The first story will be written. You have one minute to plan with your group and two minutes to create. Ready, set, go!”*

Facilitate each group to share their story. Then prepare the groups to remix the stories. *“Now we’re going to build off of these stories by drawing, again we have one minute to plan and two minutes to create, ready, go!”* Facilitate groups to share their stories.

*“Finally, we are all going to act out our stories. One minute to plan, two minutes to make.”* Facilitate groups to share. Then, talk about the ways that stories happen and how this relates to ScratchJr.

## Parents

### **Reflect on last week’s workshop**

Ask Parents: *What was it like to create and share a family story last week and then start using ScratchJr to translate it? What was surprising? What was challenging? What was fun?*

Try to encourage other parents who are not talking by asking directly if they would like to share their experiences.

Sometimes during this reflection, parents might share how their kids took over the project or how they were unsure of how to participate and share their ideas. You could respond by encouraging parents and saying that their ideas matter too. Parents could participate in multiple ways such as asking questions or asking for help when their family needs it. If there are extra tablets, we invite parents to work on their own project.

**Ask parents if they have questions or if they would like something reviewed about ScratchJr.**



# WHAT OUR "MEET" LOOKED LIKE

Kids meet



Parents meet

# MAKE

(55 minutes)

## Digging deeper into family projects

Families will continue to work on their family projects based on a favorite family story or memory. They can continue their project from last week, or get started with a new idea.

If you have not introduced it yet, you can share these different features in ScratchJr to take their projects further. As you share these features, it helps if you share these features with compelling examples. For example, some families click through their pages manually to change scenes, but Page transitions can do that programmatically. Here are some other features you can suggest families try:

- Page transitions
- Adding faces to sprites
- Loops
- Sending Messages

If some families seem “done” with their projects, you can ask them to share their project with you. After listening, you could make additional suggestions, like animating different parts of their story or adding personalizations like sounds. You might also ask questions, such as asking for more details about their story or what each family member is doing in the story.

**A couple things to consider during this “Make” session:** If you have a nice camera and a well-lit setting, you might *ask families if they might be interested in taking a family portrait with their ScratchJr project.* It’s a nice memento to share with the family at the end of the series. We started to take these photos during workshop 3 in case we wanted to print them for workshop 4 or in case we ran out of time to take the photos during workshop 4.

Related to the Facilitating Fundamental of “authentic enthusiasm goes a long way” - Some families might feel unsure about their project, especially as they see others make progress. *Ask them about their projects and celebrate their progress.*



# SHARE

(15 minutes)

Families will share in small groups with two or three other families.

(10 minutes)

## Families share projects

Organize families into small groups of two or three to share their stories. Facilitators and family members can ask questions. Facilitators can guide the share process by asking questions like: *How did you make that happen? What would you like to do next?* Facilitators can also point out and compliment features in families' projects.

(5 minutes)

## Wrap Up Workshop

Facilitators discuss the upcoming community showcase (workshop 4) and share invitations to pass out. Encourage them to keep thinking about what they want to do with their projects. *What do you want to do with it next? What materials do you want to use?* Remind families there will be some time in the last workshop to work on their projects.

If there are leftovers, encourage families to take some on their way out.

Sometimes families are so passionate about their projects, that they might try working on their projects during Share. You could remind families that they will have more time at the next workshop. If needed, encourage families to turn over their tablets so the screens are no longer in view.



# What are your team's reflections after workshop 3?

**GREEN**

What went well?  
Who had positive interactions?

**YELLOW**

What questions do you have?  
What are you unsure of?

**RED**

What could be improved?  
Were there any challenging interactions?



# WORKSHOP 4

Families will create and connect by:

**EAT**

Continuing to share meals with other families, facilitators, and invited guests

**MAKE**

Continuing to develop and finish family stories in ScratchJr

**MEET**

**Parents** reflecting on creating and sharing a family story with their children  
**Kids** engaging in remixing stories

**SHARE**

Sharing projects through the community showcase

# WELCOME TO WORKSHOP 4!

(total time: 2 hours)



This is a time for celebration! Your families have been working hard and the Community Showcase is an opportunity for them to share their work with other family and friends. It is also an opportunity to welcome new people into the environment you have all co-created and have them see what Family Creative Learning looks like.

## Getting Ready

*One week before your workshop:*

- Gather materials
- Call parents to remind them of the workshop time and date
- Confirm your food order
- Check in with facilitators and designate roles for each person
- Prepare a gift or memento to give to families at the end, such as a photo collage

## Gathering Materials

*For Participants*

- Relevant forms and fliers (media release forms)
- Signs
- Name tags

*For Activities:*

- Butcher paper
- Markers, crayons, pens
- Construction paper

*For Eating:*

- Table cloths
- Paper goods and utensils
- Leftover boxes and/or aluminum foil
- Trash cans

*For Tech:*

- Projector
- Tablets
- Camera
- Speakers (and music!)



# WORKSHOP 4 PREP

## Preparing for the Community Showcase

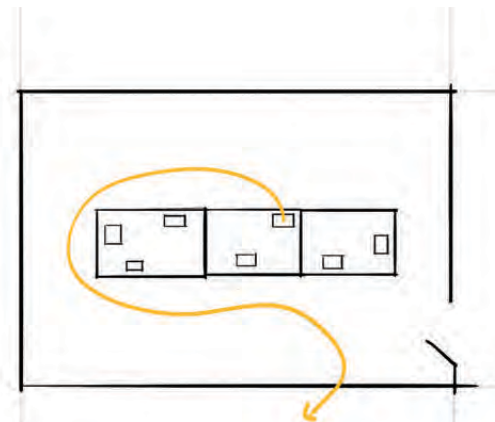
### Space

Depending on how many guests you plan to have, consider using a larger space or arrange your current space to accommodate more people or allow for easy flow and movement.

The Community Showcase can feel like your past workshops where families worked on tables. Or you can make it feel like an exhibition, with a distinct space for every family, so that guests can easily walk around and check out the projects. If you can, create signs with family names and place them above each family's space.

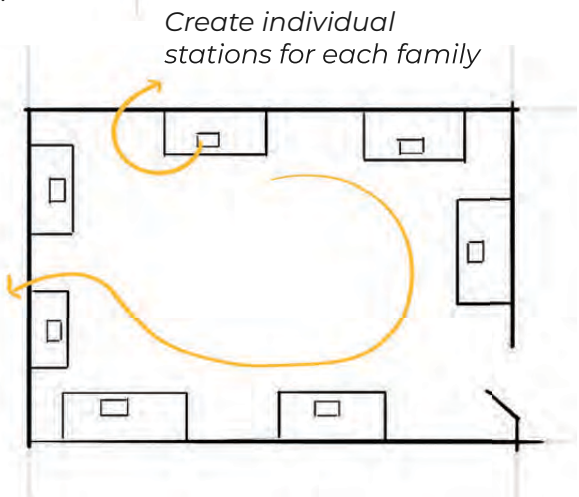
If you took photos and/or video during the workshops, you could have a running slide show in the background.

**Keep family dynamics in mind as you set up your Showcase.** More outgoing families may work best towards the front of the space, while less outgoing families may work well in the middle of the room—so they're not quietly isolated in the back, but not who guests immediately encounter at the door.



*Bring tables together in the center of the room.*

Here are two considerations for organizing your space:



*Push the stations to the peripheries of the space to make space for people to walk around*

*Create individual stations for each family*

### Food

You might want to include extra food for guests or desserts like cake to celebrate the occasion!

### Next steps

Consider what next steps families might take after the workshop series. For example, will there be future workshops like what they experienced with Family Creative Learning? Are there other opportunities in the organization for kids, adults, and families? Might you invite leaders from other local organizations to meet families and share opportunities with families during the Showcase?

# WHAT WORKSHOP 4 LOOKED LIKE



**Facilitator tip:** Since it's the last workshop and community showcase, you might include a special treat to mark the occasion like a cake.





# EAT

(30 minutes)

## Welcoming everyone to the showcase

### Set the stage

- 1** Explain what Family Creative Learning is and what projects families created. Since there are new people present, help them understand what families experienced and accomplished together in the last four weeks.
- 2** Do a live demo of ScratchJr to show how it works.
- 3** You may also want to provide a bigger picture, explaining that we live in a world where almost everything we do is done through technology. While many of us use and interact with technology, there has been growing attention on the importance of also being able to create and express oneself with technology. And families in this program created their own interactive technologies with ScratchJr!
- 4** **Start the celebration**  
Share photos or videos of what the experience was like for families.
- 5** Give families and guests a road map for the Community Showcase. Share how the time will be split up, what kinds of

projects to expect, and what they can do. Encourage guests to try out all the projects and to ask lots of questions.



# MEET & MAKE (OPTIONAL)

(30 minutes)

It's not necessary, but sometimes families and facilitators are interested in maintaining the Eat, Meet, Make, Share structure. Here's what we've done.

## Reflecting on their experiences

You can do this independently with kids and parents or you can have them meet together. If you've been collecting photo documentation, we've used this time to share photos with family members and reflect back on their experiences. We ask families to create a collage of their experience and write out their reflections, if possible.

## Putting on some finishing touches

Families might want some time to keep working on their projects. Facilitators can help families to wrap up their projects or realize any last minute ideas. We do emphasize to families that it's okay if they do not finish and can talk about what they would do next if they had more time.



# SHARE

(60 minutes)

## Share

After most guests have arrived, go around the room and introduce each family.

To share families projects, you can facilitate a gallery walk to see each project, have families share using the projector, or encourage families and guests to mingle.

Encourage each family to share and talk about their projects and the process they went through to create them. *How did they decide on what family story to create and share? What is something about their project that they are especially proud of?*

Encourage everyone to ask questions.

Give a big round of applause for each family!

## Celebrate

Before the end of the showcase, take a moment to personally recognize every family for all their hard work and creativity.

Say a few words about how they progressed and worked together.

If possible, give each family a parting gift, like an action shot of the family working together or a collage of their experience.

## Share next steps

If you have plans to continue engaging with the families in some capacity, share what your next steps are or share other relevant opportunities with families from around the community

## The end!

Before all the families depart, take a group picture! Speak to families about ways they can keep in touch, follow up, and connect. Consider having a family reunion night one month after your Showcase. Remember to take your group photo and get in lots of hugs before everyone heads out!

When recognizing families, **talk about their learning and collaborative process more than their final product**. Also, make sure to **equally distribute attention** across families so that others do not feel less recognized or appreciated. You may want think about a few sentences to recognize something special about each family beforehand.

# WHAT WORKSHOP 4 LOOKED LIKE (CONTINUED)

We took family photos toward the end of the workshops where families posed together and shared their final projects. This was another way we celebrated families.



# What are your team's reflections after workshop 4?

**GREEN**

**YELLOW**

**RED**

What went well?  
Who had positive interactions?

What questions do you have?  
What are you unsure of?

What could be improved?  
Were there any challenging interactions?

# APPENDIX

- Recruitment Flyer
- Media release form
- Registration form
- About me, about us
- Storyboard (tabloid size)
- Storyboard (letter size)

**Here's an example of a recruitment poster that we've used.** Keep your audience in mind when you design your poster. An over-designed poster could be interpreted as a program by outsiders. Consider translating any printed recruitment materials like flyers into the languages that are most relevant to the families you are trying to recruit.

A Collaboration Between [Your Community Partner] and [Your Organization]

## Family Creative Learning Workshops

Eat, Make, and Share With Us!



### WHO

You and your family!

*Free dinner and childcare provided.*

*No technology experience needed!*

*[add other relevant important information here, like if people who speak a language relevant to your community will be present]*

### WHEN

Four [day of the week] Nights:

[list dates here]

From [list time here]

### WHAT

Interested in how you can use technology with your family? Like to make cool projects with your kids? Join us for a series of fun family workshops!

In this series of workshops, you will learn to create animations and stories with computer programming. Design and invent together with your family, and meet other [your community] families!

Families should plan to attend all four sessions. Ideal for families with children ages 5-7. Siblings are welcome!

### HOW DO I SIGN UP?

[list a contact person and ways to get ahold of them here]



## Media Release Form

Please check one of the following:

- I hereby grant [Your name or your organization name] the right to:
- Record my and my child's participation and appearance on video, audio, film, photograph, or any other medium.
  - Use my name and my children's names, likeness, voice, and biographical material in connection with these recordings.
  - Reproduce, distribute, publicly display and/or publicly perform, either electronically or by any other medium, and to allow others to do the same, the recordings and/or copies of the materials listed below, in whole or in part and without restrictions or limitations, for educational and related non-profit purposes.

- I do NOT grant permission.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_





# REGISTRATION FORM

Please fill out all applicable information. Your contact information will only be used for communication purposes, and will not be sold, shared, or released.

## Parent (or Guardian) Information

Parent (or Guardian) Information	
<b>Guardian 1</b>	<b>Guardian 2 (if applicable)</b>
<b>First Name:</b> _____	<b>First Name:</b> _____
<b>Middle Initial:</b> _____	<b>Middle Initial:</b> _____
<b>Last Name:</b> _____	<b>Last Name:</b> _____
<b>Birthdate:</b> ____ / ____ / ____	<b>Birthdate:</b> ____ / ____ / ____
<b>Gender:</b> _____	<b>Gender:</b> _____
<b>Address:</b> _____	<b>Address:</b> _____
<b>City:</b> _____ <b>Zip:</b> _____	<b>City:</b> _____ <b>Zip:</b> _____
<b>Home Phone:</b> ( ____ ) _____	<b>Home Phone:</b> ( ____ ) _____
<b>Cell Phone:</b> ( ____ ) _____	<b>Cell Phone:</b> ( ____ ) _____
<b>Email Address:</b> _____	<b>Email Address:</b> _____
<b>Best Time to Call:</b> _____	<b>Best Time to Call:</b> _____
<b>Preferred Method of Contact:</b>	<b>Preferred Method of Contact:</b>
<input type="checkbox"/> Home Phone <input type="checkbox"/> Cell Phone <input type="checkbox"/> Email	<input type="checkbox"/> Home Phone <input type="checkbox"/> Cell Phone <input type="checkbox"/> Email
<b>Race (check all that apply, optional):</b>	<b>Race (check all that apply, optional):</b>
<input type="checkbox"/> Asian <input type="checkbox"/> Black or African-American	<input type="checkbox"/> Asian <input type="checkbox"/> Black or African-American
<input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native-American	<input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native-American
<input type="checkbox"/> White <input type="checkbox"/> Other	<input type="checkbox"/> White <input type="checkbox"/> Other

## Student Information

Student Information	
<b>Student 1</b>	
<b>First Name:</b> _____	<b>Cell Phone:</b> ( ____ ) _____
<b>Middle Initial:</b> _____	<b>Email Address:</b> _____
<b>Last Name:</b> _____	<b>School Name:</b> _____
<b>Birthdate:</b> ____ / ____ / ____	<b>Grade Level:</b> _____
<b>Gender:</b> _____	

If more than one child will participate, please use the back of this form to enter their information.

## Student Information (cont...)

<b>Student 2</b> <b>First Name:</b> _____ <b>Middle Initial:</b> _____ <b>Last Name:</b> _____ <b>Birthdate:</b> ____ / ____ / ____ <b>Gender:</b> _____	<b>Cell Phone:</b> ( ____ ) _____ <b>Email Address:</b> _____ <b>School Name:</b> _____ <b>Grade Level:</b> _____
<b>Student 3</b> <b>First Name:</b> _____ <b>Middle Initial:</b> _____ <b>Last Name:</b> _____ <b>Birthdate:</b> ____ / ____ / ____ <b>Gender:</b> _____	<b>Cell Phone:</b> ( ____ ) _____ <b>Email Address:</b> _____ <b>School Name:</b> _____ <b>Grade Level:</b> _____
<b>Student 4</b> <b>First Name:</b> _____ <b>Middle Initial:</b> _____ <b>Last Name:</b> _____ <b>Birthdate:</b> ____ / ____ / ____ <b>Gender:</b> _____	<b>Cell Phone:</b> ( ____ ) _____ <b>Email Address:</b> _____ <b>School Name:</b> _____ <b>Grade Level:</b> _____
<b>Student 5</b> <b>First Name:</b> _____ <b>Middle Initial:</b> _____ <b>Last Name:</b> _____ <b>Birthdate:</b> ____ / ____ / ____ <b>Gender:</b> _____	<b>Cell Phone:</b> ( ____ ) _____ <b>Email Address:</b> _____ <b>School Name:</b> _____ <b>Grade Level:</b> _____

*your first name or nickname*

*a drawing of yourself*

*something you like to do*

*something you like about yourself*

*your first name or nickname*

*a drawing of yourself*

*something you like to do*

*something you like about yourself*

*your first name or nickname*

*a drawing of yourself*

*something you like to do*

*something you like about yourself*

*Your family name(s)*

*Your family members*

*Something you like to do together*

*Something you like about your family*

Family name: \_\_\_\_\_


Family name: \_\_\_\_\_


Family name: \_\_\_\_\_

