UNIDOS US
STRONGER COMMUNITIES. STRONGER AMERICA.

Padres Comprometidos Ed-Tech:

Using Educational Technology to Support Student Success

UnidosUS, previously known as National Council of La Raza (NCLR), is the nation's largest Hispanic civil rights and advocacy organization. Through its unique combination of expert research, advocacy, programs, and an Affiliate Network of nearly 300 community-based organizations across the United States and Puerto Rico, UnidosUS simultaneously challenges the social, economic, and political barriers that affect Latinos at the national and local levels.

For more than 50 years, UnidosUS has united communities and different groups seeking common ground through collaboration, and that share a desire to make our community stronger. For more information on UnidosUS, visit www.unidosus.org or follow us on Facebook and Twitter.

UnidosUS
Raul Yzaguirre Building
1126 16th Street, NW, Suite 600
Washington, DC 20036-4845
(202) 785-1670
www.unidosus.org

Padres Comprometidos Ed-Tech:

Using Educational Technology to Support Student Success

Build an Authentic Partnership with Families, Schools, and Community

Connecting Families, Schools, and Community

"In connected teaching, teaching is a team activity. Individual educators build online learning communities consisting of their students and their students' peers; fellow educators in their schools, libraries, and afterschool program; professional experts in various disciplines around the work; members of community organizations that serve students in the hours they are not in schools; and parents who desire greater participating in their children's education."*

In response to the COVID-19 pandemic, UnidosUS has designed a new program within the Padres Comprometidos portfolio, Padres Comprometidos Ed-Tech.

This new program aims to:

• Leverage the strong base of knowledge and content in our Padres Comprometidos program, with expert help to support parents' understanding of the school system's rapid shift to distance learning.

• Familiarize parents and community members with new ways of navigating the educational system, building partnerships with school personnel, and supporting children through this mode of learning.

• Support Latino parents with digital skills and knowledge of distance learning.

• Establish a repository of resources focused on navigational skills, content knowledge, information sharing, and home-school relationships to be used within the PC network and disseminated broadly.

• The program is based on The National Standards for Parent and Family Involvement, as follows:

Standard I: Communicating—Communication between home and school is regular, two-way, and meaningful.

Standard III: Student Learning—Parents play an integral role in assisting student learning.

Standard V: School Decision-Making and Advocacy—Parents are full partners in the decisions that affect children and families.

Standard VI: Collaborating with Community—Community resources are used to strengthen schools, families, and student learning.

---

* United States Department of Education, Transforming American Education: Learning Powered by Technology, Office of Education Technology, 2010, https://www.ed.gov/sites/default/files/NETP-2010-final-report.pdf (accessed September 20, 2020).

Table of Contents

SESSION 1:

Connecting to the Internet and Accessing Your Learning Management System

Purpose

The purpose of this session is to familiarize parents/guardians with their internet connections and the learning management system (LMS) used by their children's schools by following step-by-step instructions.

Objectives

- Determine the level of familiarity parents have with internet-ready technology.
- Familiarize parents with the different types of internet connections.
- Help parents understand the difference between browser-based platforms and apps that are downloaded to run from a computer or phone.
- Introduce parents to the basic controls found in their student's learning management system (LMS).

Before the Session

- Before initiating the session, make sure to log in to your video conferencing platform 10 to 15 minutes before the scheduled start time.
- Consider playing a song at a low volume over your microphone so parents can determine if their speakers are functioning correctly.
- Right before you begin the session, ask parents to give you a thumbs up over their webcam to confirm they can hear you. Alternatively, you can also pose the question on the first slide of your PowerPoint slideshow.
- Be prepared to troubleshoot possible technical issues.
- Remind parents that technical issues are common in virtual learning and that it's okay to take a moment to deal with these issues.

Special Note:

- As you conduct each of the sessions, begin to identify key speakers from community-based organizations (CBOs), educational institutions, religious institutions, or health organizations who will be invited to come share information on the services they provide and resources available to the public. You will have an opportunity to invite community speakers to Session 8, when you acknowledge participants for their learning and work through this series.

Materials

- PowerPoint **Session 1 Presentation Deck**
- Ask parents to have paper and something to write with for this first session. While some parents may be familiar with the communication features on your web conferencing tool, others may be new to web conferencing and may feel more comfortable with writing their responses on a sheet of paper they can hold up to their webcam.

Vocabulary Terms and Definitions

- Internet-ready technology
- Wi-Fi
- Broadband
- Ethernet cable
- Hotspots
- Browser
- Application (App)
- Learning Management System (LMS)

Welcome (10 min)

1. Begin the first session by introducing yourself and explaining the purpose of the PC Ed-Tech trainings and of the first session:

   • *Welcome, everyone, to the first Padres Comprometidos Ed-Tech Session at [school or site name]. This new parent program from our partners at UnidosUS will help familiarize you with the ins and outs of virtual learning. Our first session is focused on understanding common types of technology used by schools, how to connect to the internet, and the ways we can access the learning management systems used at our student's schools.*

2. Introduce the parents to the key video conferencing features you intend to use this first session. Consider asking parents if they use video chat features on their phone, such as FaceTime or Facebook Messenger, and make connections to the similarities between those apps and the video conferencing features. If possible, print images of icons for each feature so you can raise them to your webcam as you guide parents through each one. You can also include a key indicating the function of each icon in the video conferencing program at the bottom portion of your PowerPoint slides.

   • Microphone Mute/Unmute Button
   • Camera On/Off Button
   • Chat Box
   • Raise Hand/Lower Hand

3. If time permits, you may ask parents to introduce themselves using the mic feature on your video conferencing platform. Keep in mind that some parents may have little to no familiarity with the platform and might require guidance. Alternatively, if time is an issue, you can also ask parents to write their name on a piece of paper and place it so it's visible somewhere over their webcam. They may want to add the name of their student as well!

Types of Internet-Ready Technology

Facilitator Notes

- This section will afford parents an opportunity to think about the internet-ready technology commonly used within a school setting or at home. As you review these devices, ask parents to give a thumbs up if they're familiar with the device or a thumbs down if they are not. You can also ask them to type in their response using the chat box. Focus on the three main types of devices used by students to connect to the internet at school and at home. You should feel empowered as a facilitator to make any edits to the descriptions below to establish relevance for your participants.

Activity

- **Personal Computers**
  Personal computers include technology like desktop computers, laptops, and netbooks. These devices typically include a keyboard and a mouse or touchpad. The software used by students is usually easier to navigate on a personal computer. Personal computers also provide the most features for software you and your student may use for school or work. It's easier to navigate personal computers when the user needs to use multiple applications at once. Unlike desktop computers, laptops and netbooks are portable but are powered by batteries which may require frequent charging. Most personal computers require a way to connect to the internet.

- **Tablets**
  Tablets include technology like Apple iPads, Amazon Fire, or Microsoft Surface. Instead of a mouse, tablets are equipped with a touch screen that allows users to interact with buttons. Tablets also include a keyboard that is also accessible on a touch screen. Anyone who has sent a text via their smartphones has used a similar interface. While tablets allow for a more intuitive or natural interaction, some application features may be limited or difficult to access. Like personal computers, tablets allow you to use more than one application at a time but limit the number of apps visible on your screen at any given time. Tablets are portable and come equipped with battery technology that considerably lengthens the amount of time between charges. Most tablets require a way to connect wirelessly to the internet.

- **Smartphones**
  Smartphones include technology like the Apple iPhone or the Samsung Galaxy. Smartphones are basically pocket-sized tablets that also allow you to make and receive phone calls, in addition to accessing the same or similar apps as what

you access on your desktop computer or tablet. Similar to tablets, some application features may be limited or harder to access. Additionally, the smaller screen size may impact the way students or parents can interact with online content. Smartphones are as portable as it gets, and like tablets, they are usually equipped with improved batteries that keep the device powered for longer periods of time. One benefit of using a smartphone is that most have internet access through the phone's data plan, but parents should keep the terms of their plan in mind. If students are using the phone to stream video or engage in video game-based exercises, it may deplete plans with limited data. One possibility in this case is to make sure your student uses a phone connected to a wireless network rather than to the cellular network. (You may need to explain the difference between these two networks to participants.)

Internet Connections and Learning Management Systems (10 minutes)

Facilitator Notes

- For this section, you will take parents through a step-by-step process for connecting to the internet and accessing their student's learning management system. While it may be clear that participants already know how to connect to the internet in order to access this training, keep in mind that understanding key terminology and processes may deepen their knowledge of virtual learning. Consider that some parents may have logged into the training with the help of their student or family member.

Activity

1. Begin this portion of the session by briefly describing the three common types of virtual learning models their children may engage in. Some parents may already be familiar with the difference between these three formats:

    - **Asynchronous learning model**
      Asynchronous learning happens on your schedule. While your course of study, instructor, or program will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you can access and satisfy these requirements on your own schedule, so long as you meet the expected deadlines.

    - **Synchronous learning model**
      Synchronous learning happens in real time. This means that you, your classmates, and your instructor interact together in a specific virtual place at a set time.

- **Hybrid learning model**
In the context of virtual learning, hybrid learning happens when a course adopts some aspects that may be asynchronous, but that may also require a certain number of synchronous meetings at predetermined days and times.

2. Continue by describing the main ways we connect our technology to the internet. Keep time constraints in mind and be judicious with the information you *want* to share with participants versus the information you *need* to share with participants. The information below is for reference as the step-by-step process outlined below assumes students and parents will access the internet through a wireless connection.

   - **Wired Connection**
   Allows users to connect to the internet using an ethernet cable that plugs directly from a desktop computer to a wall socket or internet modem. A modem is a small box-like device that allows data to travel from your internet provider to your technology and vice-versa. This method of connecting to the internet is becoming less prevalent. Tablets and smartphones cannot connect to the internet using this method.

   - **Wireless Connection (Wi-Fi)**
   Allows users to connect to the internet wirelessly through a Wi-Fi router, a device that plugs in to a modem and transmits a wireless internet signal. This is the most common way we connect to the internet and wireless connections are often available at businesses, schools, and recreation / community centers. All three types of technology are able to connect via wireless internet connections.

   - **Hotspots**
   Similar to Wi-Fi in which your phone sends a wireless internet connection to your technology. This method uses the phone's cellular data plan to access the internet. Not all phones include this function and those that do may require additional data plan fees.

3. Before you initiate the step-by-step process, make sure you are prepared to visually guide the parents through each step. You can do this by including key graphics in your PowerPoint or by sharing your screen with participants. Let them know that the step-by-step process focuses on wireless connections because this is the most common way to connect to the internet. Focus on accessing a single learning management system for the first session; parents will have an opportunity to engage with diverse LMS platforms in Session 2. Ideally, you will guide them in accessing an LMS that is used by the participant's students. You may have parents with students in different schools. If multiple schools are represented within the group, go with a widely used

LMS like Google Classroom, which tends to be a popular LMS in K-12 education.

- **Step 1:** Make sure your technology is turned on and that your wireless modem is plugged in. You may need to include some visual examples in your PowerPoint slides.

- **Step 2.1:** While sharing your screen, guide parents to the list of wireless connections that are available to you. Let parents know that each available connection is known as a wireless network. Make sure to identify and point out the icon they should look for on their personal computer when connecting through a wireless network. Briefly point out the difference between wireless networks that require passwords (locked) versus those that don't require passwords (public).

- **Step 2.2:** Use the screen on your phone or images in your PowerPoint to indicate to parents where they can find these wireless networks within the settings application on their tablets and smartphones. Point out how the signal symbol will appear at the top of their tablet or smartphone once the device is connected to the wireless network. Before you move on to the next step, get a confirmation from parents that they understand Step 2; you can do this via a thumbs up over their webcam or via the chat box. Review any information parents may be uncertain of.

- **Step 3.1:** Once the internet connection has been established, you will guide parents on how to access the learning management system. Point out the difference on how the LMS are accessed depending on the technology. While sharing your screen, indicate that personal computer users usually access their LMS by entering a link address into the internet browser address bar. Launch your preferred browser (most LMS are compatible with Firefox, Safari, or Chrome; avoid using Internet Explorer) and indicate the location of the address bar. Let parents know that some LMS are accessed by logging into services like Google Classroom.

- **Step 3.2:** Once you cover the personal computer method, let parents know that tablets and smartphones typically connect to an LMS using an app downloaded from their app stores. Visually guide parents through the process of finding and downloading your LMS app on your phone. Launch the app and remind them that the login process will require a username and password, like other apps they may already use on their phones. Before you move on to the next step, get a confirmation from parents that they understand Step 3; you can do this via a thumbs up over their webcam or via the chat box. Review any information parents may be uncertain of.

- **Step 4:** Once the LMS has been accessed via the internet browser on the personal computer or via the app on a smartphone or tablet, briefly go over the interface of the LMS. Point out that most LMS will use similar tools to communicate or interact with during online lessons. Before you conclude this section of Session 1, get a confirmation from parents that they understand the steps they need to follow to connect to the internet and access their LMS. Review any information that parents may be confused about. The goal is for parents to leave feeling confident about the content covered in Session 1.

Scenarios – Breakout Discussion (10 minutes)

Facilitator Notes

- Breakout room groups may be disorienting to those not used to them during online videoconferences. You might ask by raised hands how many have been in a breakout room before. Explain the process, saying that they will be on their own in a room where only those in the room will hear and see each other, while other participants will be in other rooms. A metaphor may help, such as the main room like being in your living room, with breakout rooms being where you move into private rooms to discuss a topic in small groups.

- Encourage them to turn on their video and microphones in the breakout room to enhance communication.

- Let them know that there is a button they will see to request help if they need it, and that you will join them as soon as you can.

- Explain that they will see pop-up messages from you letting them know how much time is left and asking them to finish their conversation before you bring them back into the main room.

Activity

1. For this portion of Session 1, let parents know that you'll be placing them into different breakout groups. Provide participants with the following directions:

   - *Before we move on to the next section, I will place each of you into different breakout groups so we can look at three different scenarios related to using internet-ready technology. I will designate a reporter in each group who will make sure everyone participates. Your group will then determine which internet-ready technology may be the best option for each scenario. I will move from one breakout group to another and will bring us all back to the main meeting room once the discussion takes place. The reporter will provide the rest of us with brief details of your discussion.*

2. Scenarios

- **Scenario #1**
  Linda is a high school student and she needs to write a research paper for her English class. The assignment requires Linda to research information on the topic she selected. She will also need to search for images to include in the paper. Her teacher has asked that her three-page paper is typed before it is submitted for grading. It is likely Linda will need to use multiple applications at once. She will also need to see multiple applications on her screen at one time. Which type of technology should Linda use?

- **Scenario #2**
  Luis is in middle school and he has been assigned a video to watch on YouTube. The assignment requires that Luis answer multiple-choice questions about the video, where he will need to select the correct answer from a choice of four possible answers. The assignment does not require any writing. Luis will need to complete his assignment in the car as he runs errands with his mother. The places they will visit don't offer internet access. Which type of technology should Luis use?

- **Scenario #3**
  Lupita is in kindergarten and is learning about shapes and colors. Her assignment requires that she listen to brief instructions that ask her to select specific shapes and colors presented on her screen. Lupita's parents work and she spends the day with her grandmother, who doesn't have internet access at her home. Lupita's grandmother lives next door to Lupita's school, which allows students to connect to their wireless internet. Which type of technology should Lupita use?

3. Once you give the groups some time to discuss these scenarios in their respective groups, bring them back to the main meeting room and allow reporters to provide feedback.

- Affirm their responses and thank parents for actively participating.

- Clarify to parents that each student's assignment may require different types of technology. This is important to note as some families may own a single personal computer but may have access to tablets or smartphones, requiring them to prioritize the use of their technology based on their students' assignments.

- Let parents know of any local programs or initiatives that are available to loan technology to students in need.

Closing and Homework (10 min)

1. Begin your closing by reviewing the objectives for Session 1 and asking parents how they feel. Acknowledge that learning how to navigate an online environment and virtual learning can be daunting at first. Encourage them to continue to engage with their technology as their continued learning will benefit them as well as their students.

2. Then, ask parents to use their microphone to share one take-away from the session they felt was important. Encourage each parent to share out, while also remaining aware of the time.

3. Once parents have shared out, point out that one of the best ways to learn a new strategy is by attempting it at home. For this week's homework, ask parents to identify the LMS platform their students are utilizing at their school.

   • Let them know they will get bonus points for helping their student log in to their LMS at least one time during the week.

   • Let parents know this is also a good way to measure their student's ability to log in by asking their students to facilitate the login process.

4. Finally, wrap up by asking if anyone has any final questions or feedback. Thank them for their continued participation and bid them farewell before you end the meeting.

SESSION 2:

Facilitating Family Participation Using Remote Learning

Purpose

The purpose of this session is to explain to parents what technology in schools looks like and how to navigate the different platforms that support their children's learning at home or in school. In this session, the parents will gain an understanding of their role as an instructional facilitator.

Objectives

- Assess what parents already know about technology by completing a KWL (Know/Want to Know/Learned) Chart and playing a "What's the App Game."
- Learn how to use Zoom and spend time exploring its features.

Prepare Ahead of Time:

- Before initiating the session, make sure to log in to your video conferencing platform 10 to 15 minutes before the scheduled start time.
- Consider playing a song at a low volume over your microphone so parents can determine if their speakers are functioning correctly.
- Be prepared to troubleshoot possible technical issues.
- Remind parents that technical issues are common in virtual learning and that it's okay to take a moment to deal with these issues.

Vocabulary Terms and Definitions

- Chat box
- KWL chart
- Whiteboard
- Download
- App
- Mute/Unmute

Materials

- PowerPoint **Session 2 Presentation Deck**
- Paper and pen/pencil

Welcome (10 min)

- *Good morning and welcome to our session on digital literacy. Today we are going to focus on what we already know about technology and what we would like to learn during these sessions on digital literacy. Since the session is on digital literacy, I decided to present this lesson using the video conferencing software, called Zoom.*

Discussion (15 min)

We will begin by reviewing the homework from last week. Raise your hand if you were able to identify the LMS platform your students are utilizing at their school. Was it easy to find?

Call on a few parents who have raised their hand to share the name of the LMS used by the school and what they learned about it.

Group KWL Chart

1. Explain to the parents that they will create a graphic organizer called a "Know, Want to Know, and Learned" chart, or KWL chart, to see what they already know and what they want to learn about technology and schools.

   • *We are going to begin by typing in the chat box one thing you know about technology. While you are typing in your response, I will write them on the KWL chart on the whiteboard.*

2. After you finish writing their responses on the Know part of the KWL chart, complete the Want to Know section.

   • *Now think about one thing you want to learn in these sessions and type it in the chat box, and I will record your responses on the Want section of the KWL chart.*

3. Thank them for their responses, review together what they already know, and affirm their contributions – parents are probably already familiar with some technology. Review the list of what they want to learn and use their responses to identify future topics to cover in the sessions.

   • *I see that we all have different experiences with digital literacy, and based on your responses, I can see what it is that you want to learn, which will allow me to plan other future lessons.*

Name the App or Website

1. Display the Card Match slide. Read the statements and have the parents type their answers in the chat box.

   • *This is a search engine that started development in 1996 as a research project at Stanford University to find files on the internet. (Google)*

   • *A free photo and video sharing app in which people can upload photos or videos and share them with their followers or with a select group of friends. (Instagram)*

   • *You are in a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities. (Zoom)*

- *This is a visual search engine for kids, offering safe-for-kids web, images, and video search functions. (Kiddle)*

- *What is the name of a platform that offers various digital content to its consumers? You will find all sorts of content available here. (Google Play Store)*

- *A free video-sharing website that makes it easy to watch online videos. You can create and upload your own videos to share with others. (YouTube)*

- *This is a messaging app that lets users text, chat, and share media, including voice messages and video, with individuals or groups. (WhatsApp)*

- *This is a social networking site that makes it easy for you to connect and share with family and friends online. What makes this site unique is the ability to connect and share with the people you care about at the same time. (Facebook)*

- *This social media site launched in 2006 and allows people to connect and share their thoughts with a big audience. The hashtag # symbol is used to tag keywords or topics. (Twitter)*

2. After the activity ask them to chat or voice how many statements they answered correctly. Then ask the following questions:

   - *How do you know these icons?*

   - *How many of you use them?*

   - *How often?*

   - *Why?*

3. Depending on their responses, they may know something about the use of technology for social networking and entertainment, or this may be new information to some extent.

   - *For some of you this may not be new, but for some it might be a bit frightening or they have never used them. Perhaps you have also heard of other apps such as Snapchat, TikTok, etc.*

4. Parents can add to the list by mentioning the names of the apps.

Exploring Zoom

1. *During these sessions, we will explore ways to use these tools to help your children learn while they are either in school or learning virtually. This will also help you as a parent to learn alongside your children.*

2. *Today we will begin by exploring the platform you are using today: Zoom! As the definition says, Zoom is a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities.*

3. *If you do not have Zoom on your phone or if you know someone who doesn't have it, you will now be able to help them understand how to download the app and begin using it.*

   - *If you have an Android phone, locate and select the Google Play Store. If you use an Apple phone, select the Apple Store. Remember the icon from our game?*

   - *When the app opens, type "Zoom" in the "search for apps box" and press enter or another button to search.*

   - *When the Zoom icon and label appear, click on the "Install" button.*

4. *I am going to ask you a couple of questions. Please unmute yourselves now and start your video so that we can see each other. When I ask the question please raise your hand or use the "raise hand" icon and I will call on one of you to answer.*

   - *How did you enter this meeting today?*

   - *Was it difficult for you to join the meeting?*

   - *Do you know someone who would join these meetings but who doesn't know how to join or doesn't have access to the internet?*

5. *Now that we are here talking about digital literacy, let me go over some of the features of Zoom.*

6. *You have already used the Chat feature; now go to the ribbon on the bottom and let's review your tools.*

   - *On the left is the microphone button, used to mute or unmute your microphone so you can speak. Please leave it muted unless you are speaking so background sounds do not interrupt our meeting.*

   - *Next is the Video button, used to start or stop your video. Stopping the video only shows everyone else your name.*

   - *All the way to the right is the Reactions button, where you can let us know what you think. Note it only is on if your video is on.*

   - *Let's test it: With your video on, select the "Reactions" button and click on it. Please wave or give a thumbs up.*

7. *Now I am going to send you into "Breakout Rooms" and you will be in the room for two minutes. When I send you to the breakout rooms you will receive a message inviting you to enter the room. When the two minutes are coming to an end, another message will inform you that the breakout room is closing and that you will return to the main meeting.*

   - *Ready? You will now go into the breakout rooms and you have 2 minutes to introduce yourselves. Be sure your microphone and video are on.*

   - Send them the breakout rooms.

8. When they return, ask them:

- *What happened when you were sent to the room?*

- *Did you notice the timer warning you about returning to the main room?*

9. Share with parents:

- *We have spent some time exploring Zoom, how to join the meeting, and how to install the app, if you don't already have it. You also learned how to use the "chat" feature as well as the "mute" button and how to add "annotations" and send "reactions."*

- *We also had time to see some other apps that you might already be familiar with, like YouTube, Instagram, and WhatsApp.*

10. Complete the "L" section of the KWL chart.

- Go back to the KWL chart and ask the parents to use the chat box to write one thing they learned today and let them know you will annotate the responses on the chart.

- Review the first column of the KWL chart and highlight anything connected to the day's session. Then review the "Want to Know" column and finally say:

- *We are now going to complete the "What I Learned" column.*

- *Go the "chat" feature and type in one thing you learned today, and I will annotate the Learned column.*

Closing (10 min)

1. Assign homework:

- Set up a Zoom meeting with your K-12 child and practice using the features you learned.

- Please record the session to share during our next session.

2. Review the objectives of today's session. Take a few moments to discuss:

- *What are the most important things you learned during today's session?*

- *What did you learn today about helping your child succeed at school and home?*

- *Are you ready to put into practice some of what you learned today?*

3. Thank participants and remind them of the next session.

SESSION 3:

Decreasing Anxiety and Managing Stress

Purpose

The purpose of this session is to familiarize parents with social-emotional learning and how parents can build their student's capacity to deal with life's challenges.

Objectives

- Evaluate participant understanding of social-emotional learning.
- Familiarize parents with signs of stress and anxiety in school-aged children.
- Identify strategies for coping with stress and anxiety at home.

Before the Session

- Before initiating the session, make sure to log in to your video conferencing platform 10 to 15 minutes before the scheduled start time.
- Consider playing a song at a low volume over your microphone so parents can determine if their speakers are functioning correctly.
- Be prepared to troubleshoot possible technical issues.
- Remind parents that technical issues are common in virtual learning and that it's okay to take a moment to deal with these issues.

Special Note: Preparing for Final Session 8

- Continue to identify key speakers from community-based organizations (CBOs), educational institutions, religious institutions, health organizations who will be invited to Session 8 to share information on the services they provide and resources available to the public. You will begin to extend invitations to these key speakers after Session 4.

Materials

- PowerPoint **Session 3 Presentation Deck**
- Paper & pen/pencil

Vocabulary Terms and Definitions

- Social-emotional learning (SEL)
- Stress
- Anxiety
- Stress management
- Coping mechanisms

Welcome (10 min)

1. Begin Session 3 by welcoming parents back to your virtual learning room and affirm their continued participation in the PC Ed-Tech sessions.

   - You may have new parents join the session; acknowledge them and thank them for joining in.

2. Take some time to briefly review the topics discussed in the previous meeting.

   - Ask a couple of parents to provide brief feedback for the homework assigned in session 2 by using the mic and camera feature in the video conferencing platform.

3. Once parents offer feedback, you can go over the objectives and provide participants with a brief introduction to Session 3:

   - *In the previous two sessions, we learned how to access the internet and the LMS applications our students use for virtual learning. We also learned how parents can facilitate their students' virtual learning experiences. In Session 3, we will focus on our students' mental health by understanding how to identify signs of stress in our children. We will also learn strategies to help our students cope with the stress of virtual learning, and more broadly, the current situation we are facing with the ongoing pandemic.*

Discussion/Activity

Social-Emotional Learning—Breakout Session (15 min)

1. Ask parents if they are familiar with the term "social-emotional learning," sometimes abbreviated as SEL.

   - Ask parents to type their response into the **chat box**.
   - If a parent confirms in the affirmative, ask if they'd like to share this insight over their microphone.

1. Once you allow a parent to share out, let participants know that social-emotional learning considers a student's capacity for positive social interactions and emotional well-being as an important part of their development.

2. Share this definition of SEL from the Collaborative for Academic, Social, and Emotional Learning (CASEL). (This organization has some great resources and stats.)

   - *"Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."*

3. Once you've defined SEL, let parents know that in context of the pandemic, the focus of the session is to learn how to identify signs of stress and anxiety in their student and in themselves.

4. Define the terms "stress" and "anxiety" so that everyone is on the same page. You can use these following definitions:

   • **Stress** *is how the brain and body respond to any demand. Any type of challenge—such as performance at work and school, a significant life change, or a traumatic event—can be stressful.*

   –National Institute of Mental Health

   • **Anxiety** *is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. People experiencing anxiety may have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness, or rapid heartbeat.*

   –American Psychological Association.

5. **Breakout Discussion**—Let participants know they will now be assigned into groups for a **breakout discussion**. Provide them with the following prompt:

   • *I'm going to ask each group to create two lists. Each group will pick a reporter to write down the causes of stress on each list. I'll be moving from group to group to see how the discussion is going.*

   • *On the first list, include two to three possible causes of stress in your students' lives before the pandemic.*

   • *On the second list, include two to three possible causes of stress affecting your students in the ongoing pandemic.*

   • *Once time runs out, I will bring you back to the main virtual classroom and each group's reporter will share the group's findings.*

6. After time runs out, have each group share the contents of their lists.

   • Create a T-Diagram on your virtual whiteboard and list the feedback in their corresponding categories: "Before the Pandemic" and "After the Pandemic."

   • Positively affirm their responses.

7. Keeping time in mind, the list of stressors below can be used to supplement the responses you get from parents.

   • Some general causes of stress in school-aged children:

   • Problems at home; especially problems involving conflict between parents

- Conflict they're experiencing between themselves and a friend or sibling

- Taking a test, known as test anxiety

- Issues stemming from negative self-image or poor self-esteem

- Feeling as if they don't have enough privacy

- Lack of basic necessities like food insecurity or homelessness

- Unexpected life changes like a house fire, car accident, or pandemic

- Some pandemic-related causes of stress in school-aged children:

  - The disruption of a student's daily routines

  - Worry about their health or the health of their loved ones

  - Separation anxiety; unable to socialize with friends

  - Having to care for younger siblings or older relatives if parents work

  - Amplification of pre-pandemic stressors; e.g. lack of access to free school breakfast and lunch for food-insecure students.

Identifying Signs of Stress (10 min)

1. Now that parents have identified some of the causes of stress, ask them to think about a moment in their lives when they've experienced stress or anxiety. Ask them if they experienced changes to their behavior, their interactions with others, and/or the way they carried out their daily routines.

   - You can ask parents if they wish to volunteer some examples from their own experiences.

   - Those parents who wish to share may do so over their **mic** or in **chat box**.

   - List the examples mentioned by parents on the **whiteboard**.

   - You may want to share experiences you yourselves have experienced or observed in others.

   - Affirm and thank parents who offered to share their experiences.

2. Let them know that stress and anxiety affect people in ways that may or may not be immediately observable.

   - Remind parents that everyone experiences stress and anxiety in their personal lives. At times, adults forget that children are also people and possess the same emotional needs as their adult counterparts.

   - Children, like adults, also experience behavioral changes when they are confronted with stressful situations. Knowing

what these changes are can help them identify moments when their students may be experiencing a moment of stress and/or anxiety.

3. Share the following signs of stress with parents. Let them know that these signs are also known as "coping mechanisms," which can be defined as "adaptations to environmental stress that are based on conscious or unconscious choices and that enhance control over behaviors or bring psychological comfort." Explain that coping mechanisms can manifest in both negative and positive ways and it's important to know when their student's methods of coping with stress take a negative turn.

- As you share, ask parents to give a yes or no via the **chat box** if they've ever observed these behaviors in their students before or after the pandemic.

- If parents wish to share their experiences in depth, they can do so over their microphone.

- Affirm and thank parents who share their experiences.

- Keeping time in mind, the list of behaviors below can be used to supplement the responses you get from parents.

- Nighttime disruptions like increased nightmares or bed wetting

- Changes in sleep patterns; too much or too little sleep

- Trouble with focusing on or completing their schoolwork

- Increased aggression or irritability

- Increased risk-taking; self-harm or substance abuse

- Heightened emotional states or overreactions to minor issues

- Eating disorders; eating more or less than usual

- Withdrawal from friends and family

- Physical pain like headaches, stomachaches, general malaise

- Lack motivation to try new things or engage in daily routines

- Affirm and thank parents for their active participation.

4. **Stretch Time**—Ask parents to take a moment to stand up or stretch for a few seconds.

- Join them in this exercise—you might need a stretch, too!

- Ask them to return to their screens and perform some easy head rotations to deal with the physical stress on the neck from sitting in front of a screen for this session.

5. Use this as a way to introduce the next section by stating:

- *Didn't that feel good?! So far, we've discussed that stress and anxiety may be caused by challenging situations we encounter in our daily lives. We've also discussed how*

stress and anxiety may negatively impact our emotional and physical well-being, which in turn may affect the way we carry out our daily routines and how we interact with others. In the next section, we will consider some positive coping mechanisms that may help manage the stress and anxiety our children experience on a daily basis.

Managing Stress at Home (10 min)

1. Introduce the section by stating the following:

   - *As mentioned, a moment ago, we've already learned some useful information about the causes of stress and some of the negative coping mechanisms that can manifest in our student's behavior, if that stress goes unchecked. It's important to remember that our students encounter stressful situations under normal circumstances and that the ongoing pandemic may amplify these stressors even further. We are now going to look at some positive strategies we can utilize to cope with the stress and anxiety in our lives.*

2. Keep the dialogue open with parents as you share some of the strategies listed below. As you move through the list, gauge if they feel they can carry out each tip by picking the **smiley face emoji** for "yes" and the **sad face emoji** for "no."

   - Affirm all the smiley faces and address parents who select the sad face emoji.

   - Engage sad face responses and ask how the group might help them work through a possible obstacle to implementing some of the listed strategies.

   - Remind them of the community aspect of your virtual classroom. It's okay if some parents refuse to share any feedback.

   - **Be observant and take note of any negative behavioral changes.** Keep an eye on your student's interactions with friends or siblings. Monitor what your student may be watching on television; stress often leads us to focus on the negative.

   - **Set realistic, attainable goals alongside your student.** Help students accomplish larger goals by establishing smaller goals or benchmarks that will get them to the finish line. Celebrate each time one of these smaller goals is accomplished. Even a high five can go a long way in acknowledging each accomplishment and can have a positive, affirming effect on your student. You can also incentivize the completion of these goals by rewarding them with a piece of their favorite candy, assigning fewer chores, or letting them pick what to eat for dinner.

- **Pay attention to your student's physical well-being.** In addition to practicing good hygiene, it's also important that your student eat nutritionally balanced meals, gets plenty of sleep, and is engaged in exercise and physical activity. Make exercise a family event!

- **Speak honestly to your student.** It's possible to communicate honestly about difficult topics like the pandemic while keeping the conversation age-appropriate. Talk to your student about what is and isn't in their control. Then empower them to set a goal of focusing and acting upon one thing that is in their control. Celebrate when that goal is accomplished.

- **Relax with your student.** Make some time for hobbies, special interests, and purposeful relaxation. Consider engaging in activities that will provide them with a sense of accomplishment like baking cookies, working on an arts and crafts project, or putting a puzzle together. Have you ever played video games with your student? Try it!

- **Listen effectively to your student.** More often than not, students will choose not to share their emotions with parents. Make sure to listen to your students when they bring up an issue they're working through. Be supportive and make yourself available to help them work through their problem in positive ways.

- **Seek support when necessary.** No one has the perfect formula when it comes to helping students cope with excessive stress. Reach out to your school counselor or parent coordinator to determine if they offer support to families or know of organizations that do. If you subscribe to a faith group, reach out to your spiritual community for comfort and/or advice.

- **Take care of yourself, too.** Sometimes we forget to focus on our own stress and anxiety levels. It'll prove more difficult to help your student cope with stress if you are also experiencing high levels of stress or anxiety. Make sure you adopt healthy, positive coping mechanisms as well. It will make you feel better and you will model positive stress management strategies for your student.

Closing and Homework (10 min)

1. Begin your closing by reviewing the outcomes for Session 3 and asking parents how they feel. Acknowledge that tackling the issue of stress at home is a difficult task but one they must commit to in order to ensure their student's emotional well-being.

2. Then, ask parents to use their microphone to share one take-away from the session they felt was important. Encourage each parent to share out, while also remaining aware of the time.

3. Once parents have shared out, point out that one of the best ways to learn a new strategy is by attempting it at home. For this week's homework, ask parents to observe for signs of stress in their students. Ask them to then implement one of the positive strategies for managing stress with their student and give them a heads-up that the group will share and discuss their experiences at the beginning of Session 4.

4. Finally, wrap up by asking if anyone has any final questions or feedback. Thank them for their continued participation and bid them farewell before you end the meeting.

SESSION 4:

Supporting
K-12 Learners
at Home and
at School

Purpose

Learn how parents can help their children succeed academically by creating a personal learning space for their children and fostering open communication with their teachers and their school.

Objectives

- Become acquainted with the resources available for parents to support their children's education at home, at school, and in their community.
- Practice some basic yet important steps parents can take at home to support their children's education.
- Prepare to better support children at home and at school by understanding the teacher's role and by meeting with teachers regularly.

Before the Session

- Before initiating the session, make sure to log in to your video conferencing platform 10 to 15 minutes before the scheduled start time.
- Consider playing a song at a low volume over your microphone so parents can determine if their speakers are functioning correctly.
- Be prepared to troubleshoot possible technical issues.
- Remind parents that technical issues are common in virtual learning and that it's okay to take a moment to deal with these issues.

Special Note: Preparing for Final Session 8

- Continue to identify key speakers from community-based organizations (CBOs), educational institutions, religious institutions, health organizations who will be invited to come share information on the services they provide and resources available to the public. You will want to extend an invitation now to community speakers to Session 8, when you acknowledge participants for their learning and work through this series.
- By the end of this session, extend invitations to potential speakers, including:
- Set guidelines for the content
- Ask the invitees to sign up for five- or ten-minute slots
- Send out a Zoom meeting invite

Materials

- PowerPoint **Session 4 Presentation Deck**
- Paper & pen/pencil

Vocabulary Terms and Definitions

• No new terms

Welcome (10 min)

1. *Good morning, and welcome to this session, where we will discuss how you can support your child or adolescent as they attend school either virtually or at home. Today we will be addressing the following outcomes:*

   • *Become acquainted with the resources available to parents at home, at school, and in their community to support their children's education.*

   • *Practice some basic yet important steps parents can take at home to support their children's education.*

   • *Prepare to better support children at home and at school by understanding the teacher's role and meeting with teachers regularly.*

2. Review homework from the previous lesson.

Looking Back/Looking Ahead

Discussion (15 min)

1. Tell parents:

   • *We are now going to have a quick discussion about what resources you have available and what other resources you need to support your students.*

2. Ask parents to think about their children's education over the past few years and then share it with the group.

   • Read the first statement on slide 4, "Looking Back/Looking Ahead."

   • Parents reflect and then answer by entering their response in the chat box.

   • The facilitator writes ideas suggested using whiteboard tools on the slide "Looking Back/Looking Ahead."

   • Repeat this for all three statements:

   • *Things that have changed since the pandemic: in school and in technology.*

   • *Things that have stayed the same with the pandemic: in school and in technology.*

   • *Things that will be common in five years: in school and in technology.*

3. Now that the "Looking Back/Looking Ahead" chart has been completed, prepare parents for a breakout room discussion:

- *Next we will take five minutes to discuss your ideas with 3-4 others in breakout rooms. After I move you:*

- *Please introduce yourselves and share your thoughts on the changes you have noticed in schools and in technology.*

- *When you return to the main room, one person from each group can summarize the discussion.*

4. Move into breakout rooms for 5 minutes.

5. Bring the group back and ask them to summarize their group's discussion.

Resources for Support (10 min)

1. Now we know more about what has changed in schools and with technology since the pandemic started. What are some resources you need to support your K-12 learner's academic needs?

2. We will make a list of the resources that you might already have available to you and what resources you might still need to acquire in order to best support your children. Take a few minutes to look through this inventory and fill in as much information as you know. I am aware that some of you might have children in different schools, but please complete the information for your own K-12 learner's schools.

3. **Show slide 5**

4. Ask parents to volunteer to share their answers via the chat or by raising a hand:

- *Why is it important for you to have this information handy?*

- *What other information do you need to know?*

5. **Show slide 6**

6. *Other important information you might need to know includes:*

- *When will the school do a "meet the teacher" event?*

- *Will it be done virtually or face-to-face?*

- *When will the school issue the report cards?*

- *What new information will I need to know regarding the grading system?*

- *Will it remain the same or has it been adapted to reflect the virtual learning environment?*

7. Share these links in the chat for parents:

- **Progress Report (English)**
  https://progressreport.co/unidosus-guiding-questions-and-critical-action-items-for-school-reopenings/
- **Progress Report (Spanish)**
  https://progressreport.co/guia-de-preguntas-y-puntos-de-accion-criticos-para-la-reapertura-de-escuelas-de-unidosus/
- **Back to School Resources**
  https://unidosus.org/issues/health/articles/coronavirus-covid-19-reopening-guidance-back-to-school-resources

8. Tell parents:

- *Here are links to a guide developed by UnidosUS in English and in Spanish with questions to help guide your discussions or questions regarding school reopening.*
- *You can also find additional back-to-school resources.*

Practice and Application (15 min)

- Presentation Deck, slides 7-8
- Websites
- **20 Best Free Online Libraries**
- **10 of the world's best virtual museum and art gallery tours**

1. Ask parents:

- *What are some of the most important things that you as parents are doing for your children now?*
- Jot down some information on a piece of paper.

2. Prepare parents for a breakout room discussion.

- We will now go into randomly assigned breakout rooms for 10 minutes. Each group will read one section out of the five showing that are described in more detail on your handout. Please add any additional information that you identify in your discussion.
- Breakout room 1 will look at: Study Time
- Breakout room 2 will look at: Proper Rest
- Breakout room 3 will look at: Proper Diet and Exercise
- Breakout room 4 will look at: TV and Internet
- Breakout room 5 will look at: Family/Reading Time
- When we return to the main room, be prepared to discuss with the rest of the group what information you added, if any.

3. Move into breakout rooms for 10 minutes.

4. Bring parents back to the main room.

- Participants in each room will have the following to aid in their discussions.

- **Study Time**

  - Create a quiet, personal space—even if it's small—where children can study without interruptions.

  - Keep the tools and school supplies they need to do their work in that study space (for example, computer, paper, pens, markers, and tape).

  - Set a daily "School Day Schedule" and make it a routine. On your cell phone, set an alarm for five or ten minutes before the "School Day Schedule" so that you can remind children to start getting ready for it.

- **Proper Rest**

  - Ensure that your children get a good night's rest. Sleep affects how children think and feel. Children who don't get enough sleep have difficulty listening to instructions and focusing on school activities.

  - Have children go to sleep and wake up at the same time every day.

  - Create a consistent and relaxing bedtime routine for your elementary-level child and a reasonable bedtime for your adolescent, no later than midnight.

- **Proper Diet and Exercise**

  - Encourage children to eat breakfast every day, whether at home or school. Children who are hungry have trouble listening to instructions and participating in school activities.

  - Encourage children to choose to eat fruits and vegetables every day. The vitamins and minerals these contain will help them stay healthy.

  - Limit "junk food." Keep nutritious, easy-to-eat snacks at home, such as cheese and crackers, frozen low-fat yogurt, grapes, apples, bananas, and mini carrots that can be dipped in a low-fat salad dressing.

  - Take time to exercise as a family (for example, dancing and going on bike rides or walks). Research done by the Institute of Medicine shows that children who are physically active do better in school.

  - Regardless of the school reopening model, students who rely on school lunches should not experience a disruption in accessing meals.

- **TV and Internet**

  - Limit the amount of time children spend watching television, using the computer for fun, or playing video games. Your son/daughter may experience screen fatigue.

  - Follow the 20-20-20 rule: every 20 minutes, look at an object at least 20 feet away for at least 20 seconds.

  - Take a longer break of about 15 minutes after every 2 hours you spend on your devices.

  - Make sure the lighting in the room you're in is bright enough. You don't want your device to be brighter than the surroundings.

  - Listen to music instead of watching TV.

- **Family/Reading Time**

  - Create a "Family Hour" when you can talk with your children every day about school and read a book or magazine together.

  - Keep a lot of reading materials, such as magazines and books, around your home. You can even start your own family library.

  - Connect with your children's interests through reading. You can, for example, read about building a skateboard ramp, beading jewelry, discovering how the pyramids were built, and so on.

  - Take a virtual visit to the public library to discover new interests together. In addition to a public library in your town or city, share **20 Best Free Online Libraries** you can use.

  - Take virtual family field trips to museums to learn more about what you read together in books. Here are **10 of the world's best virtual museum and art gallery tours**.

- **Understanding the Teacher's Role and Meeting with Teachers Regularly**

  - Begin by letting parents know that teachers work very hard to ensure that their children have an excellent education and that they are there to help you support your child. Point out that a teacher's job is very rewarding, but it's also very challenging and it is almost never "done."

  - Now more than ever, teachers are working harder to teach not only children who are present in the school, but also to teach students who may be receiving instruction at home. It is important to remember to practice patience with your child's teacher, who may also be learning to navigate this new system of learning.

5. Show slide 8 and discuss:

- *Some of a teacher's responsibilities include:*
- *Designing curriculum (now adapting it for virtual instruction)*
- *Creating classroom presentations (both in school and virtual)*
- *Grading students' work*
- *Assisting students who fall behind*
- *Developing testing materials*
- *Assigning homework*
- *Evaluating students*
- *Preparing grade cards*
- *Meeting with parents*

6. Now take a few moments to ask parents why they think it might be important to meet with their children's teacher, remembering to affirm all responses as best you can.

- *It's important to meet regularly with our children's teacher because...*
- *Our children's teacher is usually the second most important person in their lives.*
- *It shows our children that we care and that they can trust their teacher because we do.*
- *We need information about what our children are learning and how they're learning it so that we can help them at home and in our communities.*
- *A positive parent-teacher relationship is a partnership that contributes to a child's academic success.*

Homework (5 min)

1. Ask parents to adopt at least one recommendation from each of the boxes on slide 7, "The Most Basic Yet Very Important Things Parents Can do at Home for their Children."

2. Point out that you will begin the next session of the program with a brief discussion of their experience putting those recommendations into practice.

3. Show slide 9: Remind parents to schedule a virtual visit with their children's teacher and ask the following questions:

- How is my child doing in school?
- Is s/he keeping up with the standards?
- What is my child finding most challenging?
- What can I do to help her/him do better in school?

- Is the district providing English learners with resources to continue developing and learning their first language? (If your child is an English learner)

- Will schools offer virtual tutoring and coaching in languages other than English?

- What additional supports will districts provide for English learners and students with disabilities?

- What type of physical exercise or elective classes will the school be providing?

4. Remember to thank the teacher for the work s/he is doing.

5. Review the objectives of today's session. Take a few moments to ask: "What are the most important things you feel you are taking away from today's session? What did you learn about helping your child succeed at school and home today? Are you ready to put into practice some of what you learned today?"

Closing (10 min)

- Websites:

  - **Progress Report (English)**

  - **Progress Report (Spanish)**

  - **Back to School Resources**

1. Ask parents to adopt at least one recommendation from each of the boxes on slide 7, "The Most Basic Yet Very Important Things Parents Can do at Home for their Children."

2. Point out that you will begin the next session of the program with a brief discussion of their experience putting those recommendations into practice.

3. Show slide 9: Remind parents to schedule a virtual visit with their children's teacher and ask the following questions:

   - How is my child doing in school?

   - Is s/he keeping up with the standards?

   - What is my child finding most challenging?

   - What can I do to help her/him do better in school?

   - Is the district providing English learners with resources to continue developing and learning their first language? (If your child is an English learner)

   - Will schools offer virtual tutoring and coaching in languages other than English?

   - What additional supports will districts provide for English learners and students with disabilities?

- What type of physical exercise or elective classes will the school be providing?

4. Share these links in the chat for parents:

   - **Progress Report (English):**
     https://progressreport.co/unidosus-guiding-questions-and-critical-action-items-for-school-reopenings/
   - **Progress Report (Spanish):**
     https://progressreport.co/guia-de-preguntas-y-puntos-de-accion-criticos-para-la-reapertura-de-escuelas-de-unidosus/
   - **Back to School Resources:**
     https://unidosus.org/issues/health/articles/coronavirus-covid-19-reopening-guidance-back-to-school-resources
   - Tell parents:

     - *Here are links to a guide developed by UnidosUS in **English** and in **Spanish** with questions to help guide your discussions or questions regarding school reopening.*
     - *You can also find additional **back to school resources** at this UnidosUS website.*

5. Remember to thank the teacher for the work s/he is doing.

6. Review the objectives of today's session. Take a few moments to ask:

   - *What are the most important things you feel you are taking away from today's session?*
   - *What did you learn about helping your child succeed at school and home today?*
   - *Are you ready to put into practice some of what you learned today?*

SLIDE 5:
Inventroy of Parent Resources

Title	Name	Phone Number	Email	Days/Time Available to Parents
Principal				
Vice-Principal				
Counselor				
Secretary				
Attendance Monitor				
Nurse				
Parent Liaison				
Bilingual/ESL Coordinator				
Special Ed Coordinator				

SLIDE 6

Event/Activity	Date	Contact Person	Email/Phone Number
Meet the Teacher			
Report Cards Issued			
School Board Meetings			
State Testing			
Other Resources			
Local Library			
Food Bank			
Unemployment Office			