



# LAS MANOS DE APÁ

*The Hands of My Father*



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## STAFF TRAINING MATERIALS



Materials developed by Las Manos de Apá (The Hands of My Father) under the Innovation and Improvement Project grant 90YD0242, from the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.



## Acknowledgements

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**Las Manos de Apá  
Head Start Innovation and Improvement Grant  
Staff Training Materials**

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## Overview of All Modules: Learning Objectives, Materials and Time Information

### Module 1 The Importance/Need to Work with Latino Fathers

Learning Objectives Addressed in This Module  
 Suggested Audience  
 Overview  
 Introduction  
 Key Concepts

#### Module 1 Activities

Activity # and Title	Objectives	Materials	Time (Minutes)
Activity #1 Fathers Have an Impact	Participants will be able to describe at least 3 research-based reasons for the importance of Latino father engagement in the lives of children.	<u>Handouts</u> Module 1 Handout 1 <i>“The Impact of Positive Father Engagement”</i>  Module 1 Handout 2 <i>“The Need for Latino Father Engagement”</i>  Optional: Flip Chart and Markers	30
Activity #2 Fatherhood Storybook Page	Participants will be able to describe at least 1 way in which an important male figure contributed to their lives.	Module 1 Handout 3 <i>“Fathers are Important”</i>  Various Art Materials	40-50
Activity #3 Fatherhood Quotes	Participants will create at least 1 quote or drawing that reflects their thoughts on the importance of father engagement.	Module 1 Trainer Resource 1 <i>“Fatherhood Quotes-Fathers Have an Impact”</i>  Flip chart paper and markers	30



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## **Module 2 What Latino Fathers Really Want for Children**

Learning Objectives Addressed in This Module

Suggested Audience

Overview

Introduction

Key Concepts

### **Module 2 Activities**

<b>Activity # and Title</b>	<b>Objectives</b>	<b>Materials</b>	<b>Time (Minutes)</b>
Activity #1 Latino Families	Participants will be able to identify 3 values/beliefs found in Latino culture.	Flip Chart and Markers  Module 2 Handout 1- <i>“Latino Families”</i>  Module 2 Trainer Resource 1 <i>“Concepts to Consider-Latino Families”</i>  3x5 Cards	45
Activity #2 Strengths of Latino Fathers	Participants will be able to list at least 2 strengths of Latino fathers.	Module 2 Trainer Resource 2 <i>“Latino Fathers: Stories of Strength”</i>  Module 2 Handout 2 <i>“Strengths of Latino Fathers”</i>	45
Activity #3 Latino Fathers on the Importance of Education	Participants will be able to describe the views of Latino fathers regarding the importance of education.	Module 2 Handout 3 <i>“Latino Fathers Value Education”</i>	35



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## **Module 3 Latino Father Engagement in Early Language and Literacy Development**

Learning Objectives Addressed in This Module

Suggested Audience

Overview

Introduction

Key Concepts

### **Module 3 Activities**

<b>Activity # and Title</b>	<b>Objectives</b>	<b>Materials</b>	<b>Time (Minutes)</b>
Activity #1 Storytelling: A time Honored Tradition	<p>Participants will be able to list and discuss at least 3 key factors related to father engagement in early language and literacy development.</p> <p>Participants will be able to list and discuss at least 3 storytelling strategies that support the family’s home culture, language and literacy development.</p>	<p>Flip Chart and markers</p> <p>Module 3: Handout 1 “<i>Defining Language and Literacy</i>”</p> <p>Module 3: Handout 2 “<i>Language Mixer</i>”</p>	30
Activity #2 Everyone is a storyteller	<p>Participate in a storytelling activity and receive suggestions for additional storytelling activities that are easily replicable with parents, children and staff.</p> <p>Describe 3 benefits of using family stories to support Latino father engagement.</p> <p>Describe 3 strategies for welcoming Latino fathers into HS/MSHS classrooms.</p> <p>Describe 3 strategies</p>	<p>Flip chart and markers</p> <p>Module 3: Handout 3 “<i>A Time of Magic</i>”</p> <p>Module 3: Handout 4 “<i>Latino Fathers as Storytellers</i>”</p>	30

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	for engaging Latino fathers in language and literacy activities with children on home visits.		
Activity #3 Latino Father Engagement in the early literacy development of Infants and Toddlers	Participants will be able to describe at least 3 ways fathers can promote infant/toddler literacy development.	Module 3 Handout 6 “Infants and Toddlers as Storytellers” <i>Module 3 I/T Worksheet</i>	35 minutes
Activity #4 Latino Father Engagement in the early literacy development of Preschoolers	Participants will be able to describe at least 3 ways fathers can promote preschool literacy development.	Module 3 Handout 7 “Preschoolers as Storytellers” Module 3 Handout 8 “Preschoolers as Storytellers worksheet”	35 minutes

### **Module 4 Becoming a Latino Father-Friendly Program**

Learning Objectives Addressed in This Module

Suggested Audience

Overview

Introduction

Key Concepts

### **Module 4 Activities**

<b>Activity # and Title</b>	<b>Objectives</b>	<b>Materials</b>	<b>Time (Minutes)</b>
Activity #1 Who’s Responsible?	Participants will be able to describe the responsibility of at least 3 Head Start staff positions with regards to Latino father engagement.	Module 4 Handout 1 “Who’s Responsible?” Module 4 Handout 2 “Staff Roles in Latino Father Engagement”	30
Activity #2 Possible Barriers and Solutions to Latino Father Engagement	Participants will be able to list at least 3 potential barriers to Latino father engagement.  Participants will be able to list at least 3 solutions to potential	Module 4 Handout 3 “Latino Father Engagement Possible Barriers and Solutions Worksheet” Module 4 Handout 4 “Latino Father Engagement	45



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	barriers that impact Latino father engagement.	<i>Possible Barriers and Solutions Informational Page</i>	
Activity #3 Latino Fathers-Rolling Out the Welcome Mat	At the end of this activity participants will be able to describe at least 3 strategies to help Latino fathers feel welcome in the Head Start center and program.	Module 4 Handout 5 <i>“Father Engagement in the Classroom/Center: Welcome Mat Strategies”</i>  Module 4 Handout 6 <i>“Welcome Mat Strategies Worksheet”</i>	30-45
Activity #4 Successful Latino Father Engagemen Strategies	Participants will be able to describe at least 3 strategie proven to be successful in promoting Latino father engagement.	Module 4 Handout 7 <i>“Successful Latino Father Engagement Strategies”</i>  Module 4 Handout 8 <i>“Successful Latino Father Engagement Worksheet”</i>	30-45
Activity #5 The Latino Father Friendly Assessment and Planning Tool	At the end of this activity participants will be able to describe how to use the Latino Father Friendly Checklist and Planning Tool to evaluate the current status of their program with regards to Latino father engagement.	The <i>“Latino Father Friendly Assessment and Planning Tool”</i>  Module 4 Handout 9 <i>“Creating Latino Father Friendly Classrooms/Centers”</i>	30-40



# Introduction: The Importance of Father Engagement in Early Literacy Development

Recent statistics indicate that radical demographic shifts are currently taking place in the United States with regard to culture, ethnicity and language. One in every four Americans identifies as non-white. By 2010, non-white Americans constituted one-third of the population. And by the year 2050, it is anticipated that “the average U.S. resident will trace his/her decent to Africa, Asia, the Latino/Hispanic world, the Pacific Islands, and the Middle East, almost anywhere except white Europe” (Spanos, G. 1991). Furthermore, the most recent U.S. census data has confirmed that Latinos are the largest and fastest-growing minority group in the United States, comprising 13.7% of the total population (U.S. Census, 2004). Since 2003, the number of Latino children ages 5 to 13 doubled, with Latino students comprising one-fourth of the total K-12 school population. (Gibson, 2002)

These demographics reveal Latinos to be the fastest growing population in the United States. Accordingly, evidence from the Head Start (HS) Program Information Report (PIR) indicates that the number of Latino children enrolled in HS programs continues to rise. For example, according to the HS PIR, in 2007 25.43% (272,585) of children enrolled nationally in HS spoke Spanish, up from 21.16% (201,163) in 2001 who spoke Spanish (PIR reports 2001-2007). With this continual increase of the Latino population, HS programs face the challenge of how to best provide equitable services for the children of these families in order to ensure their later social and academic success.

The need to improve educational achievement among Latino populations is a national concern. It has been estimated that Latino youth, in comparison to other minority groups, are twice as likely to be undereducated and experience the highest dropout rate in the United States (Tinkler, B. 2002). Hispanic/Latino females graduate at a rate of only 58.5%; /Latino males fare even worse, with only 48% graduating from high school (Orfield, G. et al., 2004). It is estimated that only 68% of all Hispanic/Latino youth graduate from high school. Furthermore, it is projected that nearly 25% of the 18-24 year old population by the year 2030 will be comprised of Latinos. As the targeted age range from which business, industry and the military traditionally draw their workforce, this population’s academic success is crucially important.

Numerous factors contribute to the academic disparities experienced by Latino youth, some of which include; “language barriers, low expectations of teachers, poverty, racism, and isolation, the lack of cooperation between school, parents, and community” (Tinkler, B. 2002). Because research indicates that there is a link between parental involvement and academic success, a focus on parental involvement should be a priority for programs and schools (Atunez, B. 2000). More specifically, attention should also be paid to father involvement. Fathers play an extremely important, some would argue crucial, role in supporting Latino youth in pursuing and completing their education. Multiple studies have demonstrated that active father involvement contributes significantly to school success. Moreover, positive father involvement has been shown to increase school retention, reduce teen pregnancies, reduce juvenile delinquency and improve social, emotional and behavioral health in children. (*Building Blocks for Father Involvement, Building Block #1*)



The benefits of positive father engagement on the lives of their children cannot be overstated. Due to the ever-increasing number of Latino children and families being served in HS nationwide, programs find themselves in need of culturally and linguistically appropriate training, resources and materials to support their efforts for intentionally engaging Latino fathers in the education of their young children. Additionally, father engagement within HS is a growing area of service provision for programs that have traditionally focused on services to children and mothers. HS programs now face the double challenge of meeting the needs of an ever-increasing, extremely diverse Latino population and for some the relatively new concept of working with men/fathers in general.

In order to be successful at engaging Latino fathers in the education of their children, programs must be able to demonstrate an increased awareness of and sensitivity toward the unique and diverse characteristics of Latino populations. These include various cultural and linguistic practices, child rearing practices, socialization, value systems, heritage, etc. The activities presented in this resource are specifically designed to develop culturally and linguistically appropriate practices and/or strategies for Latino father engagement in the early language and literacy development of their young children within HS programs.

## **How to Use This Resource**

In recent years, the role of fathers in child development has been reevaluated, reexamined and researched, resulting in a national effort to strengthen the engagement of fathers in the lives of children. It is extremely beneficial for children to have as many adults as possible in their lives who love them, nurture them and teach them different ways of problem-solving and viewing the world.

In our experience working with Latino fathers, we have found that fathers are eager to participate in the academic and social development of their children, but are unsure of how to get involved. We have also found that children are eager to have fathers take an active role in their lives. Quotes from and about Latino fathers that appear throughout these materials speak to the power of this relationship.

We have created four training modules designed to provide basic support to HS programs to help them work with Latino fathers to build children's literacy in a culturally and linguistically sensitive manner. The majority of the material deals specifically with Latino fathers, although there is some information related to working with fathers in general. The Las Manos de Apá staff training consists of four modules. Each module is described in more detail below.

## **Module 1: The Importance/Need to Work with Latino Fathers**

This module is designed to support staff in understanding and articulating research-based explanations for why father engagement is important in the lives of children. The module activities involve participants in reviewing and discussing research on father involvement, sharing their personal experiences with important male role models, and listening to individual accounts of the positive impact that fathers can have on their children's lives. Some of the material in this module may trigger emotional responses



from participants and the trainer must be comfortable addressing and supporting the audience.

## **Module 2: What Latino Fathers Really Want**

This module examines Latino father engagement from a strengths-based perspective and is intended to provide insight into the hopes and dreams that Latino fathers have for their children. The activities in this module offer participants the opportunity to consider various aspects/values of Latino culture, engage in a discussion around the strengths of Latino fathers and how these may benefit the HS program, and hear directly from Latino fathers regarding the value of education.

## **Module 3: Father Engagement in Language and Literacy**

There is a large body of research demonstrating the value of early language and literacy development to the future school success of young children. With this module, we are working to combine the powerful effects of father engagement with the powerful effects of early literacy instruction to give children a “Head Start” in school and life. Activities in Module Three provide participants with opportunities to consider the definitions of language and literacy, participate in hands-on storytelling activities, consider how storytelling applies to our work with Latino fathers and families, and discuss various ways in which Latino fathers engage in storytelling and other early literacy-related activities both in the home and in the Head Start classroom.

## **Module 4 Becoming a Latino Father Friendly Program**

Module Four focuses on strategies and information designed to make the HS environment more Latino father-friendly. The activities in this module allow all staff to consider their role in supporting father engagement. They also give participants a chance to discuss and consider strategies designed to make Latino fathers feel welcome in the classroom, and review and discuss strategies that have proven successful in engaging fathers in HS programs.

The final activity of the Module Four contains the newly developed “Latino Father-Friendly Assessment and Planning Tool” that is designed to support programs in creating a welcoming and culturally appropriate environment for Latino fathers in Head Start centers, classrooms and parent areas. The checklist contains an overview of the important elements of successful father engagement, including but not limited to: staff training in father engagement, planning for events and activities that are culturally and linguistically relevant for Latino fathers, and hiring male staff that reflect the culture and language of the families served, for example.

### **In Summary**

When used in sequence, the modules move from a review of the research documenting the importance of the involvement of fathers, specifically Latino fathers, in the lives of their children, to an understanding of the values and strengths of Latino fathers. Included are strategies for making use of these in the Head Start programs, to ways in which



fathers can get engaged in the early language and literacy development of their young children, and finally, to tools designed to systematically implement Latino Father Engagement.

The modules can also stand alone, depending on what aspects of Latino Father Engagement the trainer would like to emphasize to meet the specific needs and interests of their individual Head Start programs and their participants.



# MODULE 1: The Importance/Need to Work with Latino Fathers

## Learning Objectives Addressed in the Module:

*After completing this module, the learner will be able to:*

1. Identify and discuss at least three research-based explanations for the importance of Latino father Engagement in the lives of their children.
2. Identify and discuss the impact of an important male role model based on their own experience.
3. Develop their own thoughts around father engagement and create quotes based on their own experiences with significant males/fathers.

## Suggested Audience:

- All Head Start and Early Head Start staff
- Head Start parents

## Overview:

This module provides a series of activities designed to increase understanding of the research-base regarding the importance of Latino father involvement in the growth and development of their young children. The activities in this module provide participants with opportunities to evaluate personal beliefs and attitudes around working with Latino fathers and to examine the important role that fathers have played in their own lives. Through large and small group discussions/exercises, participants will explore ways to improve the knowledge, skills and attitudes about working with Latino fathers and to increase father participation in the Head Start Program.

## Introduction:

All Head Start staff need to have an understanding of the current research on the importance of father engagement (including Latino father engagement). They must understand the research, and be able to talk about it. Experience working with staff has demonstrated that if they understand the research and information regarding the important contributions of fathers, they are better able to support the fatherhood efforts in their program. An understanding of the research increases staff skill and effectiveness in working positively with Latino fathers. This is important because experience has demonstrated that Latino fathers sense both positive and negative feelings staff members may have towards them. Naturally, staff attitudes towards fathers will influence fathers' levels of participation in the Head Start program.

## Key Concepts:

- Successful father engagement in Head Start begins with a clear understanding of the current research and of one's personal views and attitudes about working with fathers.
- Head Start staff can enhance father/male engagement practices by increasing their understanding of the powerful impact that fathers/males have on the growth and development of their children.



- It is vital for Head Start staff to understand and be able to articulate the benefits of positive father engagement (e.g., increased school readiness, school retention and positive problem-solving behavior, and reduced teen pregnancy, as well as reduced involvement with the juvenile justice system and lesser incidence of difficult behaviors).
- Staff can support positive Latino father/male engagement by increasing their understanding of the personal and cultural views, beliefs, and attitudes of the fathers/males and how they see themselves as role models for their children.



# MODULE 1 ACTIVITIES

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## Module 1 ACTIVITY #1 Latino Fathers Have an Impact

**Purpose:** To provide participants with an opportunity to discuss and consider the important contributions of Latino males/fathers in the lives of children.

**Objective:** Participants will be able to describe at least 3 research-based reasons for the importance of Latino father engagement in the lives of their children.

**Materials:** Module 1 Handout 1 *“The Impact of Positive Father Engagement”*

Module 1 Handout 2 *“The Need for Latino Father Engagement”*

Optional: Flip chart and markers

**Time:** 30 minutes

### Preparation:

Make copies of Module 1 Handout 1 *“The Impact of Positive Father Engagement”*

Make copies of Module 1 Handout 2 *“The Need for Latino Father Engagement”*

Review and be familiar with the contents of the handouts and the Introduction in *“Head Start in Father Engagement: A Birth to Five Programming Guide.”*

### Directions:

A. Pass out **Module 1 HANDOUT 1** *“The Impact of Positive Father Engagement”* and review the information contained in the Handout with participants: *(The information in this handout has been adapted from “The Building Blocks for Father Involvement, Building Block 1”)*

B. Ask participants:

1. Have you heard this information before?
2. When you hear this information, what thoughts come to mind?

Record a few responses and move on.

C. Explain to participants:

1. We are now going to review some Latino specific statistics related to the educational achievement of the Latino population.
2. Pass out **Module 1 HANDOUT 2** *“The Need for Latino Father Engagement”* and





review the handout with participants:

D. Ask participants:

1. This information is based on research, but what does it mean to you?
2. Does this make sense? Are you seeing this in your work with families?
3. Do you think that Latino father engagement can make a difference in the statistics? In what way?
4. Given this information, why do you think Latino father engagement would be important?

**Activity Wrap-up:**

This is a reflection activity for participants to provide them with an opportunity to relate the information they have heard regarding the research on Latino father engagement to their own frames of reference and their own particular work situations. Ensure participants make the connection that father engagement positively impacts school readiness. It is also important for participants to understand that Latino youth experience high dropout rates. Given the findings of the positive effects of father engagement, it can be inferred that increased engagement of Latino fathers will increase the school retention of Latino children and reduce high school dropout rates.

***Variation on Module 1 ACTIVITY #1 Latino Fathers Have an Impact***

*This activity can be done in a small-group format. Write questions 1-4 from section D (above) on a flip chart or individually on 5 x 7 cards. Ask participants to divide into small groups and give each group one or more questions to discuss (from the flip chart or their cards).*



# Module 1 HANDOUT 1

## The Impact of Positive Father Engagement

(Adapted from “Building Blocks for Father Involvement, Building Block 1”)

### Positive Father Engagement Impacts:

- **School Readiness:** Children enter school ready to learn and are comfortable in the school setting.
- **Overall Behavior:** Children experience fewer behavior problems and emotional difficulties.
- **Verbal and Cognitive Skills:** Children who have two actively engaged parents learn two different ways of thinking and problem solving and how these different ways can be accepted and included in the resolution of issues and decision-making.
- **Confidence:** Children who have ongoing relationships with their fathers and see them on a daily basis (in the home) demonstrate greater confidence.
- **Life Choices:** Positive father role models influence the choices that children will make in their future relationships. This includes fathers who model positive problem-solving and who treat women and children with respect.
- **Development of Empathy:** Fathers help children understand how their actions impact the feelings of others.
- **School Retention:** Involved fathers support children in remaining in school, a critical issue for Latino youth.
- **Pregnancy:** Increased father involvement reduces teen pregnancy.
- **Juvenile Justice System:** Involved fathers reduce the involvement of children and youth in criminal activity and the juvenile justice system.

## Módulo 1 MATERIAL IMPRESO 1

### El Impacto del Involucramiento Positivo del Papá

(Adaptado de “Building Blocks for Father Involvement, Building Block 1”)

### Impactos Positivos del Involucramiento del Papá:

- **Preparación Escolar** - Los niños ingresan a la escuela listos para aprender y se sienten cómodos en el ambiente escolar.

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- **Conducta General** - Los niños experimentan menos problemas de conducta y dificultades emocionales.
- **Habilidades Verbales y de Conocimiento** - Los niños que han tenido tanto una madre como un papá activos en el hogar, aprenden de dos formas diferentes de pensamiento y dos formas distintas de solucionar problemas.
- **Confianza** - Los niños que tienen papás en el hogar demuestran una mayor confianza.
- **Elecciones de Vida** - Los modelos de papás positivos influyen las elecciones que los niños harán para sus socios de vida como adultos -Esto incluye a papás como modelos masculinos que se involucran en la solución positiva de problemas y que tratan a las mujeres y a los niños con respeto.
- **Desarrollo de Empatía** - Los papás tenderán a ayudar a los niños a entender la forma en que sus acciones impactan los sentimientos de otros.
- **Permanencia en la Escuela** - Apoya a los niños a permanecer en la escuela lo cual es un problema crítico para la juventud latina.
- **Embarazo** - Reduce el embarazo en las adolescentes.
- **Sistema de Justicia Juvenil** - Reduce el involucramiento de niños y jóvenes en el sistema de justicia juvenil.



## Module 1 HANDOUT 2

### The Need for Latino Father Engagement

#### *The Need for Father Involvement in Latino Communities:*

- Latinos are among the fastest growing population in the United States. It is projected that, by the year 2030, nearly 25% of the 18-24 year old population will be comprised of Latinos. This is the targeted age range from which business, industry and the military traditionally draw their workforce. (*US Census Bureau, 2000*).
- In 2007, 25.43% (272, 585) of children enrolled in Head Start programs nationwide identified Spanish as their home language. This number represents an increase from 2001 when 21.16% (201, 163) children enrolled nationally spoke Spanish. (*Head Start Program Information Reports (PIR) 2001-2007*).
- The status dropout rate for Latino youth (that is, the youth who drop out at ages 16-18) is 28% nationally, which is higher than any other cultural group. (*U.S. Department of Education, National Center for Education Statistics (2001). Status on Dropout Rates by Race/Ethnicity*).
- Given that youth can drop out earlier than the age of 16, some communities estimate that Latino youths experience school dropout rates higher than the status dropout rate. Some communities report Latino youth dropout rates as high as 43%. (*Community meeting participants, Lansing, Michigan, 2005*).
- “More than 2 in 5 Latinos have not graduated from high school.” (*U.S. Census Bureau, The Hispanic Population in the United States: March 2002*).
- “More than one-quarter of Latinos have less than a ninth grade education.” (*U.S. Census Bureau, The Hispanic Population in the United States: March 2002*).

#### *What does this Translate Into for Latino Youth?*

- Without a good education they are less likely to get a good paying job. (*Bridgeland, DiJuilio & Morrison, 2006*).
- “In 2002, 21.4 percent of Latinos were living in poverty. Latinos were 13.3 percent of the population in 2002 but made up 24.3 percent of the population living in poverty in the United States.” (*U.S. Census Bureau, The Hispanic Population in the United States: March 2002*).

## Módulo 1 MATERIAL IMPRESO 2

### La Necesidad para el Involucramiento del Papá Latino

#### La necesidad de la Participación del Papá en las Comunidades Latinas:

- Los latinos se encuentran entre la población de más rápido crecimiento en los Estados

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Unidos. Se proyecta que casi  $\frac{1}{4}$  de la población entre 18 y 24 años de edad en el año 2030 estará integrada por latinos. Este es el grupo de edad de la cual los negocios, la industria y el ejército tradicionalmente obtienen su fuerza de trabajo. (*Oficina de Censo de los Estados Unidos, 2000*)

- En 2007, 25.43% (272, 585) niños inscritos en los programas de Head Start a nivel nacional mencionaron el español como el idioma que se habla en casa. Este número representa un incremento desde 2001 cuando 21.16% (201,163) niños inscritos nacionalmente hablaban español. (*Reportes de Programa de Información de Head Start (PIR) 2001-2007*).
- El estado de la tasa de abandono para la juventud latina (que es la juventud que abandona la escuela a la edad de 16 a 18) es de 28% nacionalmente. Más alto que en cualquier otro grupo cultural. (*Departamento de Educación de los Estados Unidos, Centro Nacional para Estadísticas de Educación (2001). Estatus sobre Tasas de Abandono por Raza/Origen Étnico*).
- Dado que la juventud puede abandonar antes que a la edad de 16 años, algunas comunidades estiman que la juventud latina experimenta mayores tasas de abandono escolar que la tasa del estado de abandono. Algunas comunidades reportan que las tasas de abandono de los jóvenes latinos es tan alta como 43%. (*Community meeting participants, Lansing, Michigan, 2005*).
- “Más de 2 en 5 latinos no se han graduado de la escuela preparatoria.” (*Oficina de Censo de los Estados Unidos, La Población Hispana en los Estados Unidos: Marzo 2002*).
- “Más de un cuarto de los latinos han tenido menos de un noveno grado de educación.” (*Oficina de Censo de los Estados Unidos, La Población Hispana en los Estados Unidos: Marzo 2002*)

### **¿Cómo se traduce esto para la Juventud Latina?**

- Sin una buena educación hay menor oportunidad de obtener un trabajo con buen sueldo. (*Bridgeland, Dijuilo & Morrison, 2006*)
- “En 2002, 21/4 por ciento de los latinos estaban viviendo en la pobreza. Los latinos eran el 13.3 por ciento de la población en el 2002, pero componían el 24.3 por ciento de la población viviendo en pobreza en los Estados Unidos.” (*Oficina de Censo de los Estados Unidos, La Población Hispana en los Estados Unidos: Marzo 2002*)



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## Module 1 ACTIVITY #2 Fatherhood Storybook Page

**Purpose:** To provide fathers with an opportunity to discuss and consider the important contributions of males in the lives of children by examining fathers' own experiences.

**Objective:** By the end of this activity, participants will be able to describe at least one way an important male figure has contributed to their life.

**Materials:** Module 1 Handout 3 "*Fathers Are Important*"

Various art materials (colored pens and pencils, magazines, scissors, colored paper, glitter, pipe cleaners, stickers, etc.).

**Time:** 40-50 minutes

### Preparation:

Organize and distribute art materials at each table.

Create a demonstration page to share with participants that focuses on your own experience with a significant male in your life, which represents either something you learned that you would like to continue or something you learned that you would like to change. Self-disclosure is an art; ensure that you only share as much as you are comfortable with and only as much as will give participants a clear example of the activity.

Copy Module 1 Handout 3 "*Fathers Are Important*" for the participants

### Directions:

A. Explain to participants:

We are now going to do an activity that will offer you an opportunity to reflect on the important contributions that your fathers or other significant males have made in your life. This may be a difficult activity for some of you, so please feel free to share as much or as little as you would like. If things become too difficult or uncomfortable, please feel free to take a break or take care of yourself in whatever way needed.

B. Also, can we agree as a group that whatever is said in this room stays here and what we discuss is kept among the people in this room/group?

**Note :** (Ensure that there is consensus from the group on this very important point).



C. Divide Participants into small groups

1. Explain to participants:

Oftentimes there are things that we experience with important people in our lives that we want to continue with our children, and things that we want to change. We experience these things from everyone in our social group including our fathers. Sometimes we create fun family traditions around the holidays, on vacations or during everyday routines that we want to be sure are passed on to our children. There are other things that we may have learned that we would like to change with our children, including things like patterns of violence or abuse and/or lack of communication/connection with parents, including fathers/males.

D. Pass out **Module 1 HANDOUT 3** “*Fathers are Important*” and share the following instructions from the Handout with participants:

1. Using the art materials, please create a page that represents a story about something you learned from an important male figure in your life. This can be a father, a brother, an uncle, a grandparent, a friend, a teacher, etc. The story can be about something you learned that you would like to continue, or something you learned that you would like to change.

**Note:** Keep in mind that some participants may not have experienced positive male role models. If participants should ask what to do if they have not had any positive male role models in their lives, suggest they create a page about the kind of positive male figure they would like to be to their child or to a child they know. If the participant is female, suggest she create a story about the kind of positive male role model she would envision for her child or a child she knows.

2. Share your own storybook page with participants as an example. Include both something you learned you would like to continue and something you learned you would like to change. Use caution when sharing your story and only disclose as much as is comfortable and that will be beneficial to the group.
3. Ask participants if there are any questions.
4. Give participants 25 minutes to work on their storybook page. This is an interesting, fun and stimulating activity for participants. Be sure to assess the pace and comfort level of your group. If participants need extra time to work on their storybook page, adjust the schedule accordingly to ensure they can complete their pages.
5. Give participants 15 minutes to share their stories in their small group. Check in with groups to ensure everyone has had a chance to share their stories. It is important that participants do not feel rushed. Adjust timeframes as needed to allow everyone to share.



6. Ask if there are any volunteers who would like to share their stories with the large group and, depending on time, take 2-3 stories.
- E. Ask participants “What did you learn from this activity?”

Answers may include:

1. Fathers have a big impact.
2. The stories are fun and interesting.
3. Both fathers who are present and fathers who are not present have an impact.

### **Activity Wrap-Up:**

Explain to participants:

By considering your experiences with important male role models in your life, you can see that fathers do have a powerful impact in the lives of children. It is important that in Head Start we understand that fathers are having this same, powerful impact on the young children in our care. In our programs, we have a unique opportunity to strengthen the relationship between fathers and children.

### ***Variation on Module 1 ACTIVITY #2 Fatherhood Storybook Page***

*This activity can be modified for a smaller group of 10-15 people wherein each person can take time to make their storybook page and then share their story with the large group. This usually takes longer depending upon group size and serves to build positive relationships among group members.*

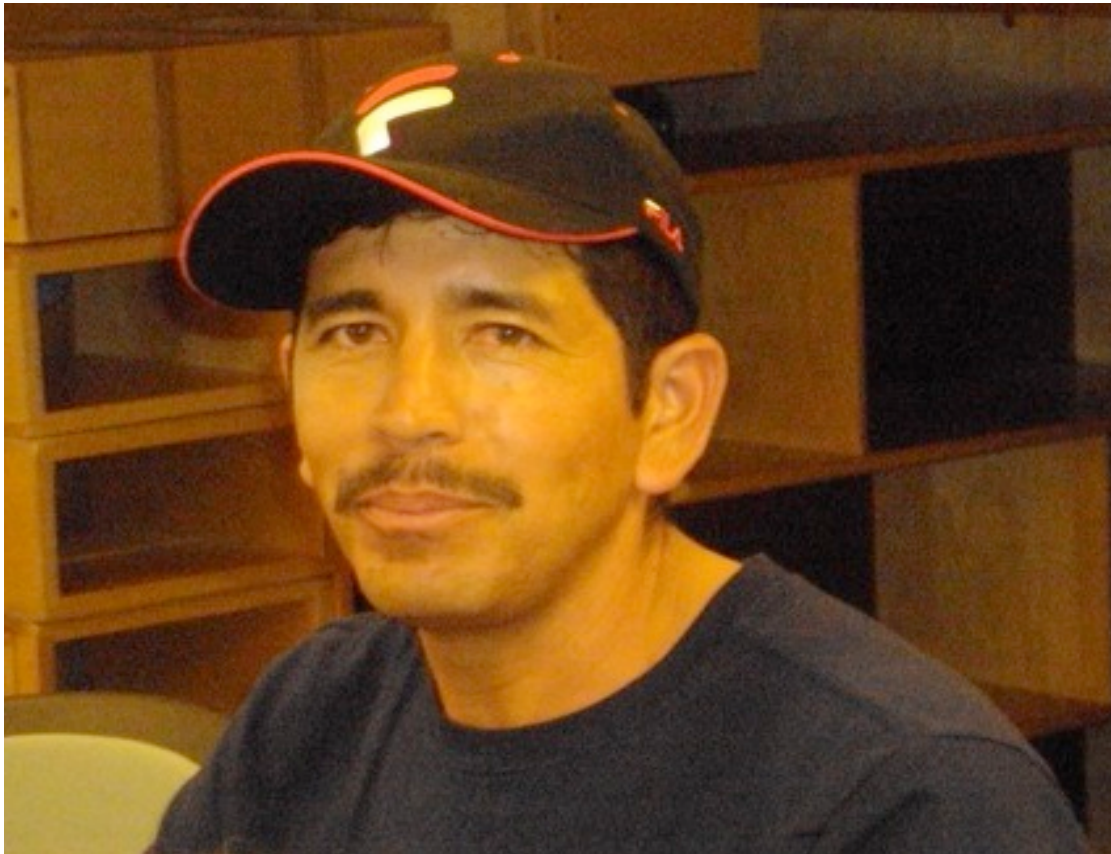




## Module 1 HANDOUT 3

### Fathers Are Important

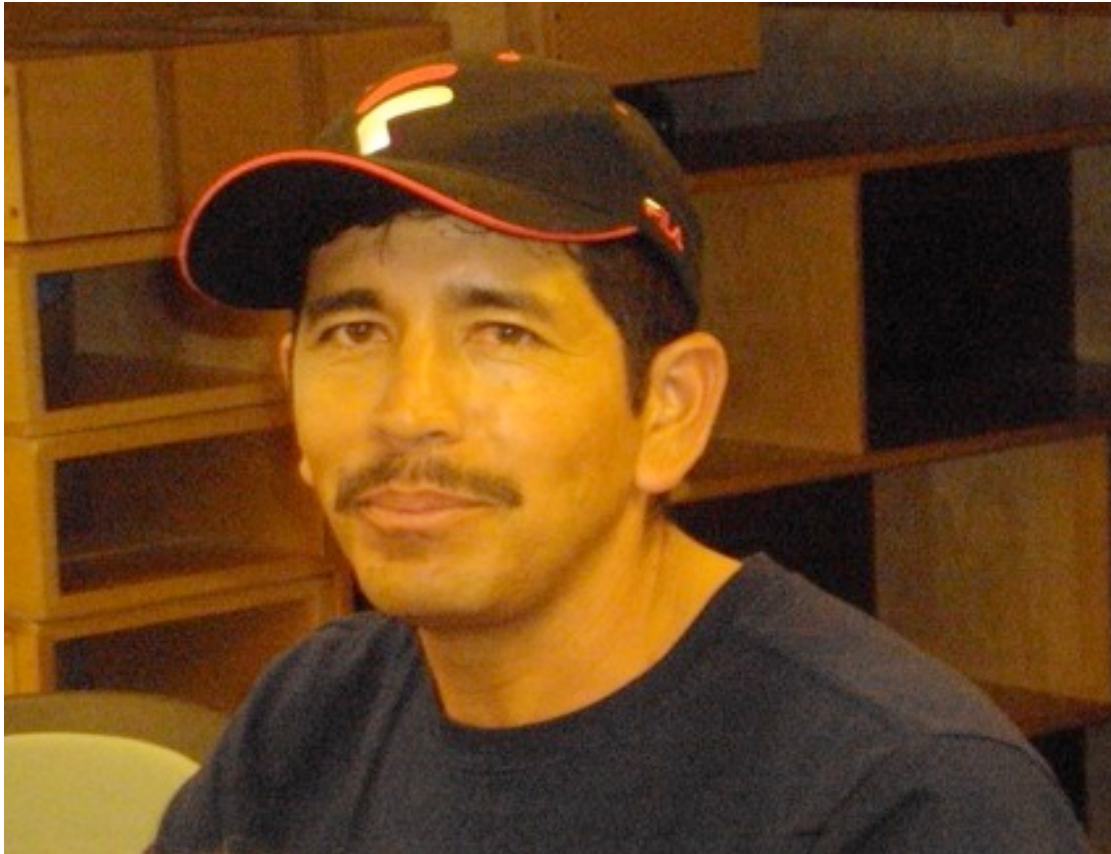
Using the art materials, please create a page that represents a story about something you learned from an important male figure in your life. This can be a father, a brother, an uncle, a grandparent, a friend, a teacher, or someone else. The story can be about something you learned that you would like to continue or something you learned that you would like to change.



## Módulo 1 MATERIAL IMPRESO 3

### Los Papás son Importantes

Usando los materiales de arte, por favor haga una página que represente una historia sobre algo que usted haya aprendido de una figura masculina importante en su vida. Este puede ser un papá, un hermano, un tío, un abuelo, un amigo, un maestro, etc. La historia puede ser acerca de algo que usted aprendió que quisiera continuar o algo que haya aprendido que le gustaría cambiar.



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## Module 1 ACTIVITY #3 Fatherhood Quotes

**Purpose:** To provide participants with an opportunity to hear the importance of Latino father engagement reflected through quotes from fathers, themselves.

To provide participants with a venue to express their views/thoughts/quotes on father engagement.

**Objective:** By the end of this activity participants will have created at least one quote or drawing that reflects their thoughts on the importance of father engagement.

**Materials:** Module 1 Trainer Resource 1 “*Fatherhood Quotes*”  
Flip chart paper and markers

**Time:** 30 minutes

### Preparation:

Write one quote from Module 1 Trainer Resource 1 “*Fatherhood Quotes*” per sheet of flip chart paper and hang them around the room. (Depending upon numbers of participants, the quotes can be repeated, but write only one quote per sheet)

Fold up the bottom of the piece of paper and secure it to the top with a small piece of tape or masking tape so the quotes are not visible to participants until you are ready to share them.

### Directions:

A. Explain to participants:

Recent father engagement research studies have demonstrated that active male involvement in the lives of children has a positive impact on a variety of factors for children. These factors include increased school readiness, school retention, positive problem-solving behavior and reduction in teen pregnancy. The research also shows that positive male involvement reduces the numbers of children in the juvenile justice system and reduces the incidence of difficult behaviors in children.

But the research does not capture the entire story. There is an important human side to the importance of father involvement in the lives of children. Quotes offer us the chance to hear the voices of individuals speaking from their hearts about their fathers. These quotes describe in very human terms the ties between fathers and children, the ways fathers serve as role models for their children and the dreams fathers have for their children. In these words, we hear about the importance and enduring nature of the bond between father and child.



- B. Walk around the room and take off the tape and read each quote, one at a time.
- C. Once all the quotes have been read, explain the following to participants:

Now that we have considered the research about the importance of both father and Latino father engagement and had a chance to tell a story about male role models from our own lives, it is time to give you an opportunity to reflect on what all these activities mean to you (*skip this sentence if you are doing this activity as a stand-alone*). In a moment, I will ask you to get up and reflect on your view of the information you have heard regarding father engagement.

Please feel free to draw images on the flip chart paper below the quote, symbolizing a thought or a feeling related to father engagement; you can write your own quotes about this topic, you can write what comes to mind when you read the quote, or express any thoughts you may have related to father and Latino father engagement. As with the previous activities, please feel free to participate at your own comfort level. I will give you a few moments to reflect on your experience, and then I will ask you to get up and create your expressions.

- D. Give participants approximately one minute to consider their reactions. This may seem like a long time, but don't worry about the silence.
  - 1. After one minute: Ask participants to please get up and write their impressions down on the flip chart paper. Remind participants that they can use words or drawings to express their thoughts.
  - 2. Once participants are seated again, review some of the quotes with the larger group and comment as appropriate. If participants have drawn pictures, you may want to ask for volunteers to share a few words about their drawings.

### **Activity Wrap-up:**

Explain to participants:

Today we have learned through the research and through examining our own experiences that fathers have a powerful and long-lasting impact on the lives of children. I want to thank each and every one of you for sharing your thoughts, feelings, and stories related to this very important topic. The idea that fathers matter and are important in the lives of children is a message we must share with all the families we serve.

### ***Variation on Module 1 ACTIVITY #4 Fatherhood Quotes***

*This activity can be done as a small group activity. Write the one quote on one piece of flip chart paper. Divide participants into groups. Assign each group a quote and ask them to discuss what the quote means to them. Then ask each group member to create their own quote below the existing quote.*



## Module 1 Trainer Resource 1

### Fatherhood Quotes

“This father was very strong, but he was human and had defects. The wishes and hopes of his were that his children would be educated and that they would use their education since he had not used his. The hope was to create new traditions, traditions that came with rewards and not losses.”

*(Migrant and Seasonal Head Start father from a fatherhood training 2003)*

“I am 48 years old and have been just lately realizing how the absence of my father has impacted my life.”

*(Migrant and Seasonal Head Start training participant 2003)*

“What made me study hard was seeing my father. He was illiterate and taught himself to read and write and he even knew more math than me. He was my role model and always will be.”

*(MSHS Teacher, Migrant and Seasonal Head Start Stories, 2003)*

“In listening to my group tell their stories, there were times when people described hard situations with their fathers, but no matter how hard the situation, there always was something that they learned from their experience.”

*(Building Blocks for Father Involvement Training participant 2005)*

“I was a student in Guadalajara, Mexico and this was very difficult for my father, because we were six attending school, and he was the only one working.”

*(Carlos Garcia, Migrant and Seasonal – Head Start Success Stories 2002)*

“My father and his family were one of the pioneers in Weslaco that worked uprooting trees to create Weslaco... He never had an opportunity to attend school; neither did my mother. Both parents were



believers that children needed to be educated.”

*Gerarda H. Chapa (Tri-Valley Opportunity Council, Minnesota), 34<sup>th</sup> Migrant and Seasonal Head Start National Conference – Success Stories 2003*

“As I keep working and struggling to achieve my personal and professional goals, I have seen time and again that we Latinos can achieve our goals and that when we work hard and persevere there are no unreachable dreams.”

*Carlos Garcia (Oregon Child Development Coalition, Oregon), 34<sup>th</sup> Migrant and Seasonal Head Start National Conference – Success Stories 2003*

“My father would ask, “Is this the type of work you want to do for the rest of your life?” He taught us that work was an honorable thing and that we should never be afraid of it. At the same time he instilled in me a strong work ethic and sense of responsibility for follow through.”

*Leo Lopez (Enterprise for Progress in the Community, Washington), 34<sup>th</sup> Migrant and Seasonal Head Start National Conference – Success Stories 2003*



## Módulo 1 Recurso del Entrenador 1

### Citas de Papás

“Este padre era muy fuerte, pero era humano y tenía defectos. Sus deseos y esperanzas eran que sus hijos tendrían educación y que usarían su educación dado que él no había usado la suya. La esperanza era crear nuevas tradiciones, tradiciones que vinieran con recompensas y no con pérdidas.”

*(Padre de Migrant and Seasonal Head Start en un entrenamiento para papás, 2003)*

“Tengo 48 años de edad y recientemente me he estado dando cuenta como la ausencia de mi padre ha impactado mi vida.”

*(Participante en entrenamiento de Migrant and Seasonal Head Start 2003)*

“Lo que me hizo estudiar duro fue ver a mi padre. Él era analfabeto y se enseñó a sí mismo a leer y escribir e incluso sabía más matemáticas que yo. Fue mi modelo a seguir y siempre lo será.”

*(Maestro de MSHS, Historias de Migrant and Seasonal Head Start, 2003)*

“Al escuchar a mi grupo contar sus historias, hubieron ocasiones cuando la gente describió situaciones difíciles con sus papás, pero sin importar que tan dura la situación, siempre hubo algo que aprendieron de su experiencia.”

*(Participante en Entrenamiento de Building Blocks for Father Involvement 2005)*

“Yo era un estudiante en Guadalajara, México y esto era muy difícil para mi padre, porque éramos seis yendo a la escuela, y él era el único trabajando.”

*(Carlos García, Historias de Éxito de Migrant and Seasonal Head Start 2002)*

“Mi padre y su familia fueron uno de los pioneros en Weslaco que trabajaron desarraigando árboles para crear Weslaco... Nunca tuvo la oportunidad de asistir a la escuela, ni tampoco mi madre. Ambos padres



eran creyentes en que los niños necesitaban ser educados.”

*Gerarda H. Chapa (Tri-Valley Opportunity Council, Minnesota), 34<sup>ava</sup> Conferencia Nacional de Migrant and Seasonal Head Start – Historias de Éxito 2003*

“Conforme sigo trabajando y batallando para alcanzar mis metas personales y profesionales, he visto una y otra vez que nosotros los Latinos podemos alcanzar nuestras metas y que cuando trabajamos duro y perseveramos no hay sueños irrealizables.”

*Carlos García (Oregon Child Development Coalition, Oregon), 34<sup>ava</sup> Conferencia Nacional de Migrant and Seasonal Head Start – Historias de Éxito 2003*

“Mi padre preguntaba, “¿Este es el tipo de trabajo que deseas hacer por el resto de tu vida?” Nos enseñó que trabajar era una cosa honorable y que nunca deberíamos tenerle miedo. Al mismo tiempo, me inculcó una fuerte ética de trabajo y un sentido de responsabilidad para concluir lo que se inicia.”

*Leo López (Enterprise for Progress in the Community, Washington), 34<sup>ava</sup> Conferencia Nacional de Migrant and Seasonal Head Start – Historias de Éxito 2003*





# Module 2: What Latino Fathers Really Want

## Learning Objectives Addressed in This Module

*After completing this training, the learner will be able to:*

1. Identify and discuss at least 3 values found in Latino culture
2. Identify and discuss the strengths of Latino fathers
3. Review and discuss quotes around the value Latino fathers place on education

## Suggested Audience:

- Head Start and Early Head Start Staff
- Head Start Parents

## Overview

This module provides a series of activities for developing awareness of the diversity of Latino culture and ideas for creating positive and culturally sensitive relationships with Latino fathers. In the activities, participants consider values found in Latino culture, engage in discussions around the strengths of Latino fathers and hear the dreams fathers have for children in their own voices.

## Introduction

Developing a sense of self and what is important or valued emerges within the context of culture. For those working with diverse populations, it is important to understand their role in the transmission of culture and cultural values. In their role, professionals will have the ongoing responsibility of implementing culturally sensitive practices that support and nurture the families they serve. Moreover, they must employ culturally and linguistically appropriate practices that support the healthy development of children and families. These practices must, to the greatest extent possible, be consistent with the home culture and language. The implementation of culturally sensitive practices begins with an exploration of current values and behaviors within the work place and the community and within one's own culture, beliefs and values.

The activities presented in this module allow participants to explore the complex topic of culture, and more specifically, Latino culture. The information presented in this module reflects general trends related to our understanding of Latino culture. However, it is important to note that a great variety of ethnic groups classified under the larger "Hispanic" and "Latino" cultural groups. It cannot be assumed that these groups are homogenous, nor that their cultural practices, beliefs and values are all alike. Therefore, as common trends are explored in this module, it is important to recognize that culture is complex and unique for each group and individual within a society. It is equally important to recognize that general trends identified within a cultural group do not apply to everyone in that cultural group and that many variations may be observed.

It is extremely important for Head Start programs to consider cultural and linguistic differences as they begin their efforts to reach out to Latino fathers. The process of relationship-building, in addition to the father involvement program activities and events, must meet the unique needs and interests of these fathers. Head Start agencies that will be successful in involving Latino



fathers will need to demonstrate respect, knowledge and understanding of Latino fathers, their families and the culture within which they reside.

## Key Concepts

- An essential part of identity development is rooted in culture.
- Exploring one’s own cultural identity and beliefs is important for becoming sensitive to the cultures of others.
- There are many cultural groups classified as “Hispanic” or “Latino” and Latinos are a non-homogenous group.
- Cultural identity is determined within families and individually. Staff needs to recognize and respect the family’s choice of cultural identity.
- Culture is influenced by a variety of environmental factors, e.g., attitudes, rules, beliefs, values, and behaviors. Each cultural group determines what is “normal” or socially acceptable for the group.
- Individual cultural beliefs and values can produce conflicts and/or strain relationships between program staff and families. Efforts to resolve these conflicts are important for developing successful relationships with families.
- Program practices must be respectful of Latino culture if programs are to be successful in their efforts to meaningfully engage Latino fathers.



## MODULE 2 ACTIVITIES

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### Module 2 ACTIVITY #1: Latino Families

**Purpose:** To provide participants with the opportunity to discuss various aspects of Latino culture and examine their own cultures and experiences.

**Objective:** Participants will be able to identify and discuss at least 3 values/beliefs found in Latino culture.

#### Materials:

Flip chart and markers,

Module 2 Handout 1 “*Latino Families*”

Module 2 Trainer Resource 1 “*Concepts to Consider-Latino Families*”

3x5 cards

**Time:** 45 minutes

#### Preparation:

Make copies of Module 2 Handout 1 “*Latino Families*” for participants

Write one concept on each 3x5 card from Module 2 Trainer Resource 1 “*Concepts to Consider-Latino Families.*”

#### Directions:

During this discussion, encourage the participants to share stories (personal or other) and reflections that will help the group to heighten awareness of Latino family culture. The focus of this activity is to utilize personal (insider) information about Latino families, e.g. family members, social roles, events and daily activities, to examine one’s own identity as well as engage in discussion around one’s current understanding of Latino families.

Explain to the participants:

In this activity we will explore working with Latino Families and Latino culture.

A. Ask the large group the following questions:

1. Have you ever worked with Latino families? If yes, please tell a story about your experience. If no, please explain how you might establish a relationship with a

*Materials developed by Las Manos de Apa (The Hands of My Father) under the Innovation and Improvement Project grant 90YD0242, from the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.*



Latino family. *(Note: If you are training in a program that serves primarily Latino families, ask participants, “What are the most important things we need to do as a program to establish trust and relationship with the families and children we serve?)*

2. Do you know any words in Spanish? What are they? How did you learn them? *(Note: If this training is being done with a primarily Spanish-speaking audience or a bilingual audience, SKIP this question).*
3. Do you know any words in other languages? *Follow up this question with:* What are they? How did you learn them?
4. If a program was going to work with you and your family, what would be the most important thing you would want the program to know about you? About your family? Why?
5. Tell a story about a value you learned growing up that influences your life today. *(Examples include hard work, valuing diversity, having fun, taking care of oneself, etc. Facilitator should share his/her own story)*

*Explain to participants that we are all different and all on a learning curve. We all have different values and ways we view the world, and we all want to be treated with respect and dignity. The things that we all would want in a program are very similar to those listed on the flip chart for question four and are similar to what other families would want as well. It is important that we honor and respect each other’s values in our day-to-day work with each other and Latino fathers and families.*

B. Review **Module 2 HANDOUT 1 “Latino Families”** with participants.

1. Divide participants into small groups.
2. Ask them to choose a recorder and a reporter.
3. Using the concepts written on the 3x5 cards from **Module 2 Trainer Resource 1 “Concepts to Consider-Latino Families,”** give each group one concept to discuss. It is OK if two or more groups have the same concept

C. Explain to participants:

1. Please discuss the concept on your 3x5 card. Consider what the concept means to you and share any stories, thoughts or experiences relating to the concept. Please use your handout as a resource for your discussion.

Give participants 15 minutes to discuss their concepts.

Bring participants back together to share their thoughts with the large group.

Ask participants:



### **Are all Latino fathers and families the same?**

*(Ensure participants understand that the values discussed here represent trends and that not all Latinos are the same. Latinos from South America are different from those from Mexico who, in turn, are different from Latinos from Puerto Rico. Emphasize that it is important for them to get to know each father and family as a set of unique individuals.)*

### **How do you work with a culture that may have similar or different values than your own?**

*(Ideas include: engaging in conversations, keeping an open mind, trying to learn more about the other culture. Ensure participants understand that we tend to view the world through the lenses of our experiences, and it is important for them to honor and respect the culture of others even though it may be different than their own. There is no right or wrong, only differences. These differences create the richness of experience and learning.)*

## **Activity Wrap-Up**

Explain to Participants:

In this exercise the values we have discussed today represent only some of the trends in Latino culture. Think of these trends like a buffet in which there are many different types of cuisines and elements and many diverse options individuals can be within their culture. No one individual is the same, much as no one person would choose all the same food on the buffet. It is important to develop a relationship with each father and family in order to learn about their values, strengths and needs and align service provision accordingly.

***Variation on Module 2 ACTIVITY #1 “Latino Families” This activity can also be done as a walk about. Write one concept from Module 2 Trainer Resource 1 “Concepts to Consider-Latino Families” on one sheet of flip chart paper until all the concepts have been written. (It is Okay to duplicate concepts if the group is large). Put the flip charts up around the room. Once Module 2 Handout 1 has been reviewed with participants, ask participants to get up and write their thoughts about each concept from their own culture or based on their experience working with Latino families.***



## Module 2 HANDOUT 1

### Latino Families

In Latino culture, family or “la familia” is everything. Family is defined in a large way and includes aunts, uncles, grandparents, cousins, and close family friends. Emphasis is placed on the good of the collective group, rather than that of the individual. Often, families will pool money and resources to help each other during times of difficulty and stress.

Generally, close-knit families are the most important social unit in the Latino culture and often include a large number of extended family members (Noble & LaCasa 1991). Family members and friends are always welcome to visit and stay for as long as they like. Families gladly open their homes any time to others, even if they have very little. Furthermore, when travelling, it is normal to stay with relatives or friends of relatives whenever possible (Rodriguez 1995).

Creating a sense of community is central to working with Latino males and families. As Leo Lopez, a Latino father and professional states, “It is not about who you are and what you can get. It is about who we are and what we can be together.” This sense of community must be established before any work can begin. As Roberto Dansie PhD. states, “For Latino males, the “we” must be established before the “I” can emerge. Furthermore, problems are handled discreetly, within the family; the family is also in therapy when help is sought (Casas & Vasquez 1994). Relationships are everything and interactions with Latino males should begin with talking about the elements of everyday life, such as family, work, the weather, etc. before any business can begin. The importance of demonstrating respect, interest and connection with Latino fathers can not be overemphasized.

Children play a very important role in Latino culture and often parents will do things for the children that they may not do for themselves. According to Eden Torres, “The primary relationship in a Mexican-American family is not between husband and wife, but between the parent and the child,” (Torres, p26, 1994). In addition, frequent visits by children when the parents become old and in need of assistance is normal in Latino communities (Holmes & Holmes 1995).

“Comadres” and “compadres” are similar to godparents in western society and are in essence “co-parents” to the children. These individuals have been specially selected by the parents to be the ones who will assist them in raising or co-parenting the children. Compadres and comadres are also expected to take over and raise the children if biological parents are incapacitated, or die. Compadres and comadres are extremely important to children and are individuals that the children respect and admire.

*Respeto* (respect) is a key concept in Latino families and Latino culture. Respect goes very deep and refers to honoring the spirit within individuals. It implies that there is a connection of *confianza* (deep trust) between individuals and family members. *Confianza* is a very deep trust that goes beyond words. *Respeto* may also lead Latino people to keep from voicing opinions, which conflict with the positions of people in authoritarian roles (Ginorio et al 1995).



# Módulo 2 MATERIAL IMPRESO 1

## Familias Latinas

En la cultura latina, familia o “La familia” es todo. Familia se define en una forma amplia e incluye tías, tíos, abuelos, primos y amigos cercanos a la familia. El énfasis se coloca en lo bueno de lo colectivo más que lo individual. A menudo, las familias contribuyen con dinero y recursos para ayudarse unos a otros durante los tiempos difíciles y de tensión.

Los latinos son muy hospitalarios; creen que “juntos tenemos más”. Generalmente, las familias cercanas son la unidad más importante en la cultura Latina y usualmente incluyen a un gran número de miembros extendidos de la familia (Noble y LaCasa 1991). Los miembros de la familia y los amigos son siempre bienvenidos de visitar y permanecer tanto como deseen. Las familias de buena gana abren sus casas en cualquier momento a familiares y amigos aún si disponen de muy poco. Más aun, cuando viajan es normal quedarse con familiares o amigos cuando sea posible (Rodríguez 1995).

El sentido de comunidad es central para trabajar con hombres latinos y sus familias. Como Leo López, un papá latino y profesional señaló, “no se trata de quien eres y lo que puedes obtener. Se trata de quienes somos y lo que podemos obtener juntos.” Este sentido de comunidad debe ser establecido antes de iniciar cualquier trabajo. Como Roberto Dansie PhD indica, “Para los hombres latinos, el “nosotros” debe establecerse antes de que pueda surgir el “yo”. Las relaciones son todo y las interacciones con los hombres latinos debe empezar hablando acerca de los elementos de la vida diaria tales como la familia, el trabajo, el clima, etc. antes de iniciar cualquier negocio. La importancia de demostrar respeto, interés y conexión con los papás latinos no puede ser sobre enfatizada.

Los niños desempeñan un papel muy importante en la cultura latina y con frecuencia los padres hacen cosas que no harían por ellos mismos. Como Eden Torres indica en su artículo, “La principal relación en una familia México Americana no es entre marido y mujer, sino entre el papá y el niño,” (Torres p26 1994). Además, las visitas frecuentes por parte de los hijos cuando los padres se hacen grandes y necesitan ayuda es normal en las comunidades latinas (Holmes y Holmes 1995).

“Comadres” y “compadres” son algo similar a los padrinos en la sociedad occidental y son en esencia “co-padres” de los niños. Estos individuos han sido seleccionados en forma especial por los padres para ser aquellos que los ayudarán en el crecimiento o co-educación de los niños. Se espera también que los compadres y comadres se hagan cargo y críen a los niños en caso de que los papás biológicos queden incapacitados o mueran. Los compadres y comadres son extremadamente importantes para los niños siendo individuos que los niños respetan y admiran.

Respeto es un concepto clave en las familias y en la cultura latina. El respeto va profundamente y se refiere a honrar el espíritu entre los individuos. Esto implica que hay una conexión de confianza (confianza profunda) entre los individuos y los miembros de la familia. La confianza es un sentimiento muy profundo que va más allá de las palabras. El respeto también puede llevar



a evitar que la gente latina exprese sus opiniones cuando haya conflicto con las posiciones de la gente en puestos de autoridad (Ginorio y otros, 1995).



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# Module 2 Trainer Resource 1

## Concepts to Consider-Latino Families

*Cut each concept out and paste one concept on one 3x5 card. (Concepts can also be written on 3x5 cards as long as writing is legible) Depending upon group size, it is fine for one or more small groups to have the same concept.*

<p><b>La familia-</b> Define or explain the various family and extended family members (either from your experience with Latino families or from your own family). Identify any other important roles that are not listed on the Handout.</p>	<p><b>Juntos tenemos mas</b> (together we have more)- In your group, please share any examples of this either from your personal experience or from your experience working with Latino families.</p>
<p><b>Sense of community-</b> In your group, discuss the “I” vs. “We” concept. Please share your thoughts about what this means to you. Also please share any examples you may have from your personal experience.</p>	<p><b>Comadres/Compadres-</b> Consider the importance of comadres and compadres in Latino families. Discuss what you have observed regarding this concept in your personal experience or your experience working with Latino families. Discuss how you would reach out to important individuals in the lives of Latino fathers and children to involve them in program.</p>
<p><b>The importance of children-</b> What are some of the dreams and aspirations you have for your children (or a child you know)? How do these dreams and what you want for the future of your children play out in daily routines and decisions?</p>	<p><b>Respeto/confianza</b> (Respect/Trust)- Discuss these two terms. What is your understanding of respect in your own culture? What is your understanding of trust in your own culture? What is your understanding of respect within the Latino culture? What is your understanding of trust within the Latino culture? How might this play out in your work with children and families?</p>



## Módulo 2 Recurso del Entrenador 1

### Conceptos a Considerar-Familias Latinas

*Corte cada concepto y pegue un concepto en una tarjeta de 3x5. (Los conceptos también pueden ser escritos en tarjetas de 3x5 siempre y cuando la escritura sea legible) Dependiendo del tamaño del grupo, es correcto que uno o más grupos pequeños tengan el mismo concepto.*

<p><b>La familia</b> - Defina o explique los varios miembros de la familia y familia extendida (ya sea de su experiencia con familias Latinas o de su propia familia). Identifique cualquier otro papel importante que no esté listado en el folleto.</p>	<p><b>Juntos tenemos más</b> (together we have more) En su grupo, por favor comparta cualquier ejemplo de esto ya sea de su experiencia personal o de su experiencia trabajando con familias Latinas.</p>
<p><b>Sentido de comunidad</b> - En su grupo, discuta el concepto de “Yo” vs. “Nosotros”. Por favor comparta sus pensamientos acerca de lo que esto significa para usted. También por favor comparta cualquier ejemplo que pueda tener usted de su experiencia personal.</p>	<p><b>Comadres/Compadres</b> - Considere la importancia de las comadres y compadres en las familias Latinas. Discuta lo que ha observado con respecto a este concepto en su experiencia personal o su experiencia trabajando con familias Latinas. Discuta como se acercaría a individuos importantes en las vidas de papás y niños Latinos para involucrarlos en el programa.</p>
<p><b>La importancia de los niños</b> - ¿Cuáles son algunos de sus sueños y aspiraciones que tiene para sus niños (o algún niño que conozca)? ¿Cómo intervienen esos sueños y lo que usted quiere para el futuro de sus niños en las rutinas y decisiones diarias?</p>	<p><b>Respeto/confianza</b> (Respect/Trust)- Discuta estos dos términos. ¿Cuál es su entendimiento de respeto en su propia cultura? ¿Cuál es su entendimiento de respeto dentro de la cultura Latina? ¿Cómo podría intervenir esto en su trabajo con niños y familias?</p>



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## Module 2 ACTIVITY #: 2 Strengths of Latino Fathers

**Purpose:** Provide participants with an opportunity to list and discuss the strengths of Latino fathers

**Objective:** Participants will be able to list at least 2 strengths of Latino fathers

### Materials:

Module 2 Trainer Resource 2 “*Latino Fathers: Stories of Strength*”

Module 2 HANDOUT 2 “*Strengths of Latino fathers/males.*”

Flip chart paper (Post-it type is preferable; if not you will need painters blue masking tape to post flip chart pages)

Markers, pens/pencils

### Preparation:

Review and become familiar with Module 2 Handout 2 “*Strengths of Latino fathers/males.*”

Cut out the stories from Module 2 Trainer Resource 2 “*Latino Fathers: Stories of Strength*” Put one story on a 3x5 card. It is okay for multiple groups to discuss the same story if the group is large.

**Time:** 45 Minutes

### Directions:

Explain to the participants:

During this session we will use group activities to consider and explore the many strengths of Latino fathers/males. We will discuss how these strengths can be used in our work with fathers in Head Start programs.

A. Ask participants:

1. Please divide into small groups and select a recorder and a reporter.



- B. Give them a few minutes to complete their selection.
- C. While participants are making their selections, pass out one flip chart page and one marker to each group.
- D. Once the groups have selected their recorders, ask participants:
1. Based on your experiences working with Latino fathers and families (or what you have heard about the strengths of Latino families), please write the strengths of Latino fathers on the flip chart page. Consider things like family values, values around work, values around community, etc.
  2. Give the groups about 15 minutes to complete the task.
  3. Next, give participants one of the stories from **Module 2 Trainer Resource 2** “*Latino Fathers: Stories of Strength*” to discuss in their group. Ask them to note any additional strengths they find from their story on the flip chart page.
- E. Ask participants:
1. Please post your flip chart pages and let’s have the recorders share the story of your Latino father and what you have recorded on the flip chart with the large group.
  2. As each group shares their ideas, many positive and possibly some stereotypical thoughts may come up as well as many terms/labels. Be sure to emphasize strengths and engage in thoughtful discussion during the share-back and challenge the group to think about when their ideas are assumptions and when individual families. Ensure that the discussion covers the information covered in **Module 2 HANDOUT 2** “*Strengths of Latino Fathers.*” At the end of the discussion, pass out the “*Strengths of Latino Fathers*” to participants as a resource.
- F. Ask participants:
- Please return to your groups and write out some strategies you might use or activities you might do to engage Latino fathers in home visits and at the center. Remember to keep in mind ways to build on the strengths you have already listed.
- G. Give participants 10 minutes to list their ideas
- H. Have participants share their ideas with the large group. (*Ideas might include things like having fathers do a woodworking project in the classroom, playing a song, telling a story, etc.*)



## Activity Wrap-Up:

Latino fathers are a unique and varied population with incredible strengths and interests. These strengths can be built upon and utilized to encourage Latino father participation in the program and with children. It is extremely important for Head Start program staff to learn about each Latino father as a unique individual, including his needs, strengths and interests, through the process of respectful relationship-building. A positive, trusting relationship will increase fathers' engagement and result in positive outcomes for children.

*Activity variation for Module 2 ACTIVITY #2 Strengths of Latino Fathers.*

*This activity can also be done as a large-group discussion.*

- *Ask for a recorder to help record answers on a flipchart.*
- *Ask participants to share the strengths of Latino fathers based on their experiences working with Latino fathers and families, or based on what they have heard about Latino fathers and families.*
- *Read one story from Module 2 Trainer Resource 2 “Latino Fathers: Stories of Strength.”*
- *Ask participants if, after hearing the story, they would like to list any additional strengths.*
- *Review the listed strengths of Latino fathers with the large group and ensure the points covered in Module 2 Handout 2 are included in the discussion.*
- *Ask participants if they have any ideas for father engagement based on the strengths listed and list ideas on a flip chart.*
- *Pass out Module 2 Handout 2 as a resource for participants.*



## Module 2 Trainer Resource 2

### Latino Fathers: Stories of Strength

*Ask participants to list the strengths they see in the following stories about Latino fathers: (Note: These stories about Latino fathers are based on true stories - the names have been changed and some artistic license has been taken.)*

<p>Juan Castro worked harvesting fruit in the western stream (meaning he migrated with his family between California, Oregon and Washington picking crops during the harvest). He worried about his two children and wanted a bright future for them. He came to Head Start in 1999 and was elected to the Policy Council. The other Parents on the Policy Council immediately recognized his leadership potential and elected him Policy Council President.</p>	<p>Juan Garcia left his home and his family in search of work at the age of 11. He went by himself to Mexico City, but no one would hire such a young boy. He convinced them he could work very hard and he was hired. At the age of 15, he immigrated to the state of New York; once again he faced obstacles in finding work. He finally was able to find work in a nursery where he was promoted to shift manager. He knows that he wants his children to succeed, but is worried about his ability to help because he never had a chance to go to school.</p>
<p>Miguel Garza entered the Early Head Start program with his wife, Estrella, and their six-month-old son, Eberado. During father's group one evening he stated that he was very shy and did not like to talk with others. He said it was very hard for him to be in the group, but he felt he needed to come now that he had his son.</p>	<p>Pablo Castillo works in agriculture in the state of Michigan. He is recognized as a leader among the fathers and regularly attends fatherhood activities. He loves music and always brings his guitar to the father's group activities. He also comes in to the Head Start center to sing with the children when his work schedule permits.</p>
<p>Jorge Gonzalez and his six brothers and sisters worked alongside their parents in the fields and orchards of Texas, Arkansas and Michigan. Each year they migrated, and even though his father could not read, he managed the finances and used maps to help the family move around the country. Jorge valued education and as the children got older, the family stopped migrating. The children would work at night in agriculture with their family and attend school during the day. It was a difficult schedule, but Jorge and his wife encouraged their children to attend school.</p>	<p>Omar Rodriguez is adult son of migrant farm worker parents. Along with his mother, he is now the owner of a landscaping business he inherited from his father. At 19 years old, he is the proud father of a six-month-old baby girl. He knows what the baby likes and how she likes to be held. He attends night school at community college where he is studying business in the hopes of one day having his own car dealership.</p>

## Módulo 2 Recurso del Entrenador 2



## Papás Latinos: Historias de Fortaleza

***Pida a los participantes listar las fortalezas que ven en las siguientes historias acerca de papás Latinos: (Nota: Estas historias acerca de papás latinos están basadas en historias verdaderas- los nombres han sido cambiados y se ha tomado algo de licencia artística.)***

<p>Juan Castro trabajó cosechando fruta en la corriente oeste (lo cual significa que el migraba con su familia entre California, Oregon y Washington recogiendo cultivos durante la cosecha). Se preocupaba por de sus dos hijos y quería un futuro brillante para ellos. Vino a Head Start en 1999 y fue elegido al Concilio Político. Los otros Padres del Concilio Político inmediatamente reconocieron su potencial de liderazgo y lo eligieron Presidente del Concilio Político.</p>	<p>Juan García dejó su hogar y su familia en búsqueda de trabajo a la edad de 11 años. Se fue sólo a la Ciudad de México, pero nadie contrataba a un muchacho tan chico. Los convenció que podía trabajar muy duro y fue contratado. A la edad de 15 años, migró al estado de New York, encarando una vez más obstáculos para encontrar trabajo. Finalmente pudo encontrar trabajo en un vivero donde fue promovido a gerente de turno. Sabe que quiere que sus hijos tengan éxito, pero está preocupado acerca de su habilidad de ayudarles porque nunca tuvo la oportunidad de ir a la escuela.</p>
<p>Miguel Garza entró al programa de Early Head Start con su esposa, Estrella, y su hijo de seis meses Everado. Durante el grupo de papás una tarde, manifestó que era muy tímido y no le gustaba hablar con otros. Dijo que era muy difícil para él estar en el grupo, pero sentía que necesitaba venir ahora que tenía a su hijo.</p>	<p>Pablo Castillo trabaja en agricultura en el estado de Michigan. Es reconocido como un líder entre los papás y regularmente asiste a actividades de papás. Le encanta la música y siempre trae su guitarra a las actividades de grupo de papás. También viene al centro de Head Start para cantar con los niños cuando el horario de su trabajo se lo permite.</p>
<p>Jorge González y sus seis hermanos y hermanas trabajaban junto con sus padres en los campos y huertos de Texas, Arkansas y Michigan. Cada año migraban y aun cuando su padre no podía leer, administraba las finanzas y usaba mapas para ayudar a la familia a moverse alrededor del país. Jorge valoraba la educación y conforme los niños crecieron la familia dejó de migrar. Los niños trabajaban en la noche en la agricultura con su familia y asistían a la escuela durante el día. Era un sistema difícil, pero Jorge y su esposa animan a sus hijos a ir a la escuela.</p>	<p>Omar Rodríguez es el hijo adulto de padres campesinos migrantes. Junto con su mamá, ahora es el dueño de un negocio de diseño de jardines que heredó de su padre. A los 19 años de edad, es el orgulloso padre de una bebé de 6 meses. Sabe lo que le gusta a la bebé y como le gusta que la carguen. Asiste a la escuela nocturna en un colegio comunitario donde está estudiando administración con la esperanza de tener algún día su propia agencia de autos.</p>



## Module 2 HANDOUT 2

### Some Strengths of Latino Fathers

*(This handout represents just some, not all of the strengths that Latino fathers possess. Each program needs to establish a respectful relationship with fathers to learn the unique strengths of every father. These concepts are not all research-based, but instead grow out of our experience working with Hispanic fathers and families for over 20 years).*

#### *Latino Fathers/Males: Some Strengths:*

**Spiritual:** Many Latino fathers/males may be spiritual, positive and have a great faith that things will work out even in difficult times.

**Dedicated to family:** Many Latino fathers/males are dedicated to family or “La familia.”

**Value education:** Many Latino Fathers/males value education, understand that education is the key to success, want their children to “salir adelante” (move ahead), and like most parents want children to be even more successful than themselves.

**Hard working:** Many Latino fathers/males are hard working and value work.

**Sacrifices for family:** As part of their dedication to family, many Latino fathers may travel long distances to find work.

**Value relationships:** Many Latino Fathers/males value relationships and the demonstration of respect and caring.

**Want to be involved:** Many Latino fathers/males want to be involved in their children’s lives, but may often be unsure of how to get involved.

**Creative/Inventive:** Fathers are very creative problem-solvers.

**Artistic/musical:** Many Latino fathers/males are amazing artists and can draw, paint, sing, play musical instruments, wood work, etc.





## Módulo 2 MATERIAL IMPRESO 2

### Algunas Fortalezas de los Papás Latinos

*(Este material impreso representa solamente algunas y no todas las fortalezas que poseen los papás latinos. Cada programa necesita establecer una relación respetuosa con estos papás para aprender las fortalezas únicas de cada papá. Estos conceptos no son todos basados en la investigación sino basados en nuestra experiencia al trabajar con papás y familias hispanas por más de 20 años).*

*Papás Latinos/varones: Algunas Fortalezas:*

**Espirituales** - Los papás latinos/varones tienden a ser muy espirituales, muy positivos y tienen una gran fe en que las cosas van a marchar bien aún en tiempos difíciles.

**Dedicados a la familia** - Los papás/varones valoran y están dedicados a la familia o “La familia.”

**Valoran la educación** - Los papás/ varones valoran la educación, entienden que la educación es la llave del éxito y desean que sus niños puedan “salir adelante” y como muchos papás, quieren que sus hijos sean más exitosos que ellos mismos.

**Trabajadores** - Los papás latinos/varones son muy trabajadores y valoran el trabajo.

**Sacrificios por la familia** - Como parte de su dedicación a la familia, los papás latinos pueden viajar largas distancias en busca de trabajo.

**Valoran las relaciones** - Los papás/varones valoran las relaciones y las demostraciones de respeto y cuidado.

**Desean involucrarse** - Los papás latinos/varones desean estar involucrados pero a menudo no están seguros de como involucrarse.

**Creatividad/Inventiva** - Los papás son muy creativos en la solución de problemas.

**Artísticos/musicales** - Muchos papás latinos/varones son grandes artistas y pueden dibujar, pintar, cantar, tocar instrumentos musicales, trabajar en madera, etc.



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## **Module 2 ACTIVITY #3: Latino Fathers on the Importance of Education**

**Purpose:** To provide participants with the opportunity to consider, discuss and understand the value Latino fathers place on education.

**Objective:** Participants will be able to describe the views of Latino fathers regarding the importance of education.

**Materials:** Module 2 Handout 3 “*Latino Fathers Value Education*”  
Module 2 Handout 4 “*Quotes from Latino Fathers*”

**Time:** 30-40 Minutes

### **Preparation:**

Copy Module 2 Handout 3 “*Latino Fathers Value Education*”

Review all handouts. Be familiar and comfortable enough with the content to share the information and lead discussions.

### **Directions:**

- A. Divide participants into small groups and give them the following instructions:
1. “Take a few minutes in your group to talk about what you learned from your family around the topic of education. There may be many ideas in your group and be sure to listen and consider all ideas shared.”
  2. Give participants 5-10 minutes to share in their groups.
  3. Ask for a couple of volunteers to share a few thoughts with the large group.
- B. Explain to participants:

As you can see there are a variety of ideas about education, but the majority of the group recognizes the importance of education. Research indicates that there is a direct positive correlation between the level of education and a person’s income, i.e., the higher the level of education, the higher the level of income (Bridgeland, 2006).



Point out that Latino fathers also highly value education. That is major reason why they come to the United States; it is the reason they will leave their family in search of work, and it is the reason they will leave their children with relatives, rather than interrupt their schooling. This is often hard for the fathers, who are sad to leave their children, and for the children, who are sad to see their fathers leave.

C. Pass out Module 2 **HANDOUT 3** “*Latino Fathers Value Education*” and review the handout with participants. Explain to participants that this information is taken directly from working with Latino fathers.

D. Read (or ask a volunteer to read) the quote from the father at the bottom of the Handout, namely:

Once upon a time there was a father with two children. This man sacrificed and worked extremely hard because he had hopes that his children would study hard. He wanted his children to be honest and educated people. He wanted his family to be simple and humble.

E. Ask participants for their thoughts about the quote as it relates to the concepts in the handout. (*Ensure participants mention that this quote could demonstrate the tremendous value that Latino fathers place on education and also the concept of being “bien educado,” in that he wanted his children to both “study hard” and “be good and honest educated people.”*)

Pass out **Module 2 HANDOUT 4** “*Quotes from Latino Fathers*”

Ask participants:

A Please read each quote in your group and make notes in the right-hand column that address the following questions:

1. What message is this father sharing about his children?
2. How might this message fit with being “bien educado,” “No sufrir como nosotros sufrimos,” “A veces no sabemos como” and “Seguir Adelante”
3. Give participants 10-15 minutes to consider the quotes.
4. Ask for volunteers to review each quote and the thoughts of the group around each quote. (*There are no right or wrong answers and participants may find ways to make the quotes fit all the categories or only one. The point of quotes is to hear the voices of the fathers and understand they care deeply about their children.*)



- B. Once all quotes have been discussed, ask participants:
1. What has been your experience working with Latino fathers and families related to education?
  2. What thoughts do you have regarding these quotes?

### **Activity Wrap-Up**

Parents want the best for their children, and Latino fathers are no exception. Emphasize for participants that sometimes, for a variety of reasons, Latino fathers are sometimes less aware that their involvement counts and they are unsure how to be involved, at times, as well. This provides a great opportunity for Head Start staff in that fathers care and do want to be involved, only they do not know how. Therefore, it is our responsibility to help fathers understand the role they can play, share with them the ways they can be involved and encourage their on-going participation.

*Module 2 VARIATION ACTIVITY #3: Latino Fathers on the Importance of Education. Cut one quote from Module 2 Handout 4, “Quotes from Latino Fathers,” and paste it to one 3x5 card. Make enough cards to cover the number of groups anticipated to take part in the training. It is OK if more than one group has the same quote. Pass the quotes out one or two to each group. Ask the groups to consider the following:*

1. *What message is this father sharing about his children?*
2. *How might this message fit with being “bien educado,” “No sufrir como nosotros sufrimos,” “A veces no sabemos como” and “Seguir Adelante”*



## Module 2 HANDOUT 3

### Latino Fathers Value Education

*(This information is taken directly from our work with Latino Fathers)*

Latino Fathers:

- Want their children to be “BIEN EDUCADO.” This translates to “well educated,” but it means both well educated in school and also well educated in terms of interacting with the world in a way that is honorable and respectful.
- Want their children to “NO SUFRIR COMO NOSOTROS SUFRIMOS.” In other words, fathers don’t want their children to “suffer as they have suffered,” and they believe education will help children obtain occupations in which they do not have to work as hard as their parents.
- Want their children to “SEGUIR ADELANTE.” This translates to wanting children to “get ahead” and be successful. Fathers view education as the key to helping their children get ahead.
- Want to be involved with their children but “AVECES NO SABEMOS COMO.” This translates to fathers wanting to be involved with children but “sometimes just not knowing how”

#### Quotes from Latino fathers regarding education:

“Once upon a time, there was a father with two children. This man sacrificed and worked extremely hard because he had hopes that his children would study hard. He wanted his children to be honest and educated people. He wanted his family to be simple and humble.” (Father involvement training participant, 2002).

This quote demonstrates the tremendous value that Latino fathers place on education and also the concept of “bien educado” in that he wanted his children to “study hard” and “be good and honest educated people.”

Research focuses on what fathers can do for children, but there are a great many things children do for fathers. Given the importance of children in Latino culture, children can often greatly influence their parents. One Latino father stated:

“When I first held my child in my arms after he was born, I knew I had to make some changes. I wanted better for him than what I had and what I was doing.” (Father involvement training participant, 2002).



## Módulo 2 MATERIAL IMPRESO 3

### Los Papás Latinos Valoran la Educación

*(Esta información fue tomada directamente de nuestro trabajo con Papás Latinos)*

Los Papás Latinos:

- Quieren que sus hijos sean “BIEN EDUCADOS” Esto se traduce como “well educated” pero significa tanto bien educados en la escuela como también bien educados en términos de interactuar con el mundo en una forma honorable y respetuosa.
- Quieren que sus hijos “NO SUFRAN COMO NOSOTROS SUFRIMOS” Esto se traduce en papás diciendo que no quieren que sus hijos “sufran como ellos sufrieron” y creen que la educación ayudará a sus hijos a lograr ocupaciones en las que no tengan que trabajar tan duro como sus papás.
- Quieren que sus hijos “SALGAN ADELANTE” Esto se traduce en desear que sus niños “progresen” y sean exitosos. Los papás ven la educación como la clave para ayudar a sus hijos a progresar.
- Quieren involucrarse con sus hijos pero “A VECES NO SABEMOS COMO.” Esto se traduce en que los papás desean participar más con sus hijos pero “en ocasiones no sabemos como”

### Citas de papás latinos en relación con la educación:

“Había una vez un papá con dos hijos. Este hombre se sacrificaba y trabajaba extremadamente duro porque tenía la esperanza que sus dos hijos estudiarían duro. El quería que sus hijos fueran gente honesta y educada. El quería que su familia fuese sencilla y humilde.”

Esta cita demuestra el tremendo valor que los papás latinos asignan a la educación y también al concepto de “bien educado” en cuanto a que él quisiera que sus hijos “estudien duro” y “sean gente honesta y educada.”

La investigación se centra en lo que los papás pueden hacer por sus hijos, pero hay una gran cantidad de cosas que los hijos pueden hacer por sus papás. Dada la importancia de los niños en la cultura latina, los niños pueden ejercer gran influencia sobre sus papás. Un papá latino señaló,

“La primera vez que tuve a mi hijo en mis brazos de recién nacido, me di cuenta que tenía que hacer algunos cambios. Yo quería algo mejor para él de lo que yo tenía y de lo que yo estaba haciendo” (Father Involvement training participant, 2002).

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## Module 2 Handout 4

### Quotes from Latino Fathers

Quote	What message is this father sharing about his children? How might this message fit with being “bien educado,” “no sufrir como nosotros sufrimos,” <i>aveces no sabemos como</i> and “seguir adelante”?
<p>“I wanted my children to be taken care of, to learn and to be in a safe environment while I was at work,”  <i>(Antonio Daniel, Migrant Head Start Success Stories, 2000).</i></p>	
<p>“I did not have the opportunity to study. I had to work. I know that I have not, but I know that I will.” <i>(Raul Marquez, Migrant Head Start Success Stories, 2000).</i>”</p>	
<p>“As a father, I was proud that my child was so sociable, but I would also stop and think about what’s going to be of her life here in the fields; I couldn’t see a future for her.” <i>(Jose Castro, Migrant Head Start Success Stories, 2000).</i></p>	
<p>“During these times my father and mother would have talks with us regarding the importance of education...My father would ask, ‘Is this the type of work you want to do for the rest of your life?’ At the same time he instilled in me a strong work ethic and a responsibility for follow through,” <i>(Leo Lopez, Migrant and Seasonal Head Start Success Stories, 2003).</i></p>	
<p>“Before I came to Head Start, I was not sure how to relate to children, but now I know how and I am thankful to the program for that. Now I play with them and have fun,” <i>(Raul Marquez, Migrant Head Start Success Stories, 2000).</i></p>	
<p>“I give value to education...I think everyone has potential...we need to encourage ourselves. I am proud of my children. My son was given a special award in kindergarten,” <i>(Carlos Garcia, MSHS 2002)</i></p>	



## Módulo 2 MATERIAL IMPRESO 4

### Citas de Papás Latinos

Cita	¿Qué mensaje está este papá compartiendo acerca de sus hijos? ¿Cómo encaja este mensaje con el ser “bien educado,” “No sufrir como nosotros sufrimos,” “A veces no sabemos como” y “Seguir Adelante”?
<p>“Yo quería que mis hijos estuvieran bien cuidados, que aprendieran y que estuvieran en un ambiente seguro mientras yo estaba en el trabajo.” (<i>Antonio Daniel, Migrant Head Start Success Stories, 2000</i>).</p>	
<p>“Yo no tuve la oportunidad de estudiar. Tuve que trabajar. Sé que no tengo, pero sé que tendré,” (<i>Raúl Márquez, Migrant Head Start Success Stories, 2000</i>).”</p>	
<p>“Como papá, estaba muy orgulloso de que mi hija fuera tan sociable, pero también me detengo a pensar en lo que va a ser su vida aquí en los campos; no podía ver un futuro para ella” (<i>José Castro, Migrant Head Start Success Stories, 2000</i>).</p>	
<p>“Durante esos tiempos mi papá y mi madre tenían conversaciones con nosotros en relación con la importancia de la educación...Mi papá preguntaba, ¿es éste el tipo de trabajo que quisieras hacer por el resto de tu vida?...Al mismo tiempo él me inculcaba una fuerte ética de trabajo y una responsabilidad para seguir, (<i>Leo López, Migrant and Seasonal Head Start Success Stories, 2003</i>).</p>	
<p>“Antes de venir a Head Start, no estaba seguro como relacionarme con los niños, pero ahora sé cómo y esto se lo agradezco al programa. Ahora juego con ellos y me divierto,” (<i>Raúl Márquez, Migrant Head Start Success Stories, 2000</i>).</p>	
<p>“Yo valoro la educación...Creo que cada uno tiene un potencial...necesitamos animarnos a nosotros mismos. Estoy orgulloso de mis hijos. Mi hijo recibió un premio especial en kinder,” (<i>Carlos García, MSHS 2002</i>)</p>	





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# MODULE 3: Latino Father Engagement in Early Language and Literacy Development

## Learning Objectives Addressed in the Module

*After completing the training, the learner will be able to:*

1. State at least 3 experiences that support early communication, language and literacy for young children.
2. Identify at least 3 strategies for Latino father engagement in early language and literacy development activities in the Head Start classroom and on home visits.
3. Identify and discuss the importance of storytelling as a strategy for supporting Latino culture and including Latino fathers in early language and literacy development of their children.

## Suggested Audience

- All Head Start and Early Head Start staff
- Head Start Parents

## Overview

This module provides a series of activities for increasing understanding the research-base regarding the importance of father engagement, more specifically Latino father engagement in the early language and literacy development of their children. The activities in this module provide participants with opportunities to explore their understanding of storytelling as a medium for communication, language, literacy and cultural development. Furthermore, participants will examine the important contributions that fathers make to this tradition. Through large and small-group discussions/exercises, participants will explore ways for increasing knowledge, skills and attitudes about working with Latino fathers and increasing their participation in the early language and literacy development of their young children.

## Introduction

There is a growing interest and attention in the early literacy development of young children. Educators, parents and policymakers share the understanding that proficient literacy skills, reading and writing, are key for later school and career success. Although much of this interest is driven by federal and local initiatives to improve child learning outcomes, it is also the result of a growing body of research that helps us to better understand literacy development (*Armbruster, B. B. et al., 2003*). Recent research reveals that literacy is not easily defined, and there are many ways in which it is acquired. However, most researchers share the understanding that “becoming literate is a multifaceted phenomenon that involves more than learning a set of technical skills (such as learning the alphabet, learning how to form letters and spell words, and learning how to decode print) that are typically taught in elementary school; becoming literate also includes mastering a complex set of understandings, attitudes, expectations and behaviors

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as well as specific skills, related to written language” (Brooks-McLane, J. & Dowley-McNamee, G., 1991).

Early language and literacy research has shown that a child’s capacity for speaking, listening, reading and writing is rooted in early communication experiences. Parents and caregivers play a vital role in fostering these early experiences by supporting the child’s early attempts at communication. These attempts include stringing together sounds, gestures and words to convey meaning, making discoveries about themselves and their environment and coordinating the five senses, feelings and action (Epstein, A. S. et al., 2005). Stories, books, rhymes and songs are important elements of these early experiences. “These experiences familiarize them with the conventions of reading and talking about stories” (Epstein, A. S. et al., 2005). Additionally, “children who see the significant people in their lives enjoy reading and writing and feel an irresistible urge to imitate their behavior, pretending to ‘read’” (EHS, NRC- Zero to Three, 2001).

Yet it is also important to recognize that “some culturally and linguistically diverse families may have early language and literacy practices that differ from the American culture. For example, some cultures have a rich history of using storytelling, rather than the written word, for education and entertainment” (EHS, NRC- Zero to Three, 2001). It is important that every Head Start program (including Early Head Start, Migrant and Seasonal Head Start and American Indian and Alaska Native Head Start programs) recognize and value various cultural practices in oral language development, as well as the written word. Additionally, a very important element of school readiness is the development of a positive self image. Children develop a positive self image along with the ability to recognize how they “fit” into the context of the home culture and that of the larger societal culture. When children are not afforded the opportunity to be grounded in who they are and why they matter in their cultures, their ability to learn is greatly impaired. Storytelling is a great strategy that addresses both literacy and social and emotional development.

Building a language and literacy program that is culturally sensitive and father-friendly has to begin with an understanding of how this learning occurs within the family’s culture, as well as within the community culture. This is particularly true when working with Latino fathers and their families. According to Flores and Aguilar (2003).

“A strong cultural tradition, and one of the ways that language is acquired in Latino communities, is through storytelling. It’s part of our values. It is part of what we grow up with. It’s what we do with our grandparents. Our grandparents sit with us and tell us stories. And stories become a way in which we acquire language and vocabulary. Being able to read is crucial for later success, but we should not discount the importance of storytelling as an avenue to acquiring language and vocabulary”

Latino fathers have rich histories and many amazing stories to share with their children. Encouraging fathers to tell stories to their children provides a culturally and linguistically



relevant avenue for both the development of children’s literacy and the fostering of strong bonds with their fathers, families and culture. Strategies for supporting fathers in using storytelling with children, as well as using storytelling as part of curriculum development in the Head Start classroom, are central to the learning activities in this module.

### **Key Concepts:**

- Oral language development/vocabulary development in the early years are key to later school success and career advancement.
- Successful language and literacy outcomes for young children begin with the understanding that this development is a multifaceted phenomenon that involves more than learning a set of technical skills.
- Successful Latino father engagement in early language and literacy experiences for children requires not only an increased understanding of this multifaceted phenomenon, but also increased understanding and support of cultural traditions and approaches for teaching these skills, e.g., storytelling.
- Fathers are already serving as language and literacy models for their children, in a variety of ways, every day.
- Fathers can use intentionality (when fathers know why they are using words, talking and singing with children and intend to teach them new vocabulary) during day-to-day interactions with children (e.g., singing, playing, talking to children during daily routines, etc.) to promote vocabulary development.
- Head Start staff can enhance their father/male engagement practices by increasing their understanding of the powerful impact that fathers/males have on early language and literacy development. This includes a careful examination of research and studies that demonstrate the precursors to literacy development, e.g., communication and oral language and the social, emotional, linguistic and literacy benefits of including storytelling as a medium for supporting this development.



## MODULE 3 ACTIVITIES

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### Module 3 ACTIVITY #1: “Storytelling: A Time-Honored Tradition”

**Purpose:** Participants will identify and discuss ways in which storytelling is an important precursor to and support for early language and literacy development.

Participants will discuss various ways in which Latino fathers contribute to early language and literacy development.

**Objectives:** Participants will be able to list and discuss at least 3 key factors related to fathers’ engagement in early language and literacy development.  
Participants will be able to list and discuss at least 3 storytelling strategies that support the family’s home culture, language and literacy development.

**Time:** 30 minutes

**Materials:**

Flip Chart and markers

Module 3 Handout 1 “*Defining Language and Literacy*”

Module 3 Handout 2 “*Language Mixer*”

**Preparation:**

Review Module 3 Handout 1 “*Defining Language and Literacy*” and select key points to share with participants

Make copies of Module 3 Handout 2 “*Language Mixer*”

**Directions:**

Welcome participants and begin the session by asking:

- A. What do we mean by Language and Literacy?
  - 1. List responses on a flip chart.



- B. Ensure that participants include a broad definition of language and literacy that goes beyond just reading and writing. Encourage participants to think of literacy as learning to read, interpret, understand and function in the world. Ensure participants understand that all interactions with children, such as bathing, eating, and playing can be considered part of literacy development. Emphasize that daily activities can be used to develop vocabulary and that caregivers should be intentional (or mindful) in their conversations to ensure children are learning new vocabulary words and having interesting experiences on a regular basis. Most of all, children and adults should take advantage of their interactions to learn and have fun with each other. Having fun, learning and playing, can help to foster a love of literacy and learning that lasts a lifetime. Once the discussion has concluded, pass out **Module 3 HANDOUT 1 “Defining Language and Literacy”** to participants as a reference.
- C. Pass out **Module 3 HANDOUT 2 “Language Mixer”** and explain:  
In today’s session, we will be exploring early language and literacy experiences within the context of culture and early interactions. To begin this exploration, we will begin with an exercise that allows us to examine our own early experiences.
- D. Ask participants to answer all of the questions on **Module 3 HANDOUT 2 “Language Mixer.”**
- E. Next explain to participants: After you have completed all of your responses, find two other people that have answered at least three to four of the same questions.
1. Give participants 5-7 minutes to walk around and talk with other participants.
- F. Bring the group back together and ask participants:
1. As a young child, what kinds of things did you learn as a result of the experiences you shared from the language mixer? What new ways of “reading” the world did you learn as a result of your early experiences? *(All the experiences participants will share will involve learning new vocabulary, new concepts, new ideas about themselves and their roles in their lives. Be sure to weave the importance of vocabulary development into this discussion and ask participants about new ideas and concepts they learned as a result of their experiences. Ensure that participants understand that vocabulary development is a key to later reading and school success. Also, point out that in the situations they shared, literacy and language were not actually being “taught” and that learning arose naturally from the interactions that took place.*



2. In working with Latino fathers around early literacy, what messages do we want to share about how early literacy development occurs and about what role fathers can play? *(Ensure participants understand that fathers are interacting with children on a daily basis during meals, at family gatherings, during play time, etc. Their role as Head Start staff is to help fathers understand how they can be more intentional in their interactions with children. This means staff needs to help fathers strategize and think about how to weave new vocabulary words and experiences in their daily routines with children. Staff needs to help fathers understand they play a vital role in helping children understand and use new words as they play, live and be together)*

**Activity wrap up:**

Remind participants that their responses have revealed that their experiences contributed to early development in the areas of language, literacy, identity, culture, relationships, and other skills. Given the opportunity, you could easily generate many other experiences that were important to your development. We want to encourage Latino fathers to create these types of language- and literacy-rich experiences for children as part of everyday interactions.



## Module 3: HANDOUT 1

### Defining Language and Literacy

Listed below are some thoughts on the definition of literacy. Literacy is a very broad term and encompasses many of the interactions we have with the world around us. This list includes some, but not all, of the ways literacy is defined.

Having the ability to read and write	Having or showing skill in using words
Educated, knowledgeable	Intentional interactions that result in communication, other desired outcomes achieved
Speaking, using body language and gestures, communicating, and understanding what others say.	Effectively using tools that humans use to communicate and share thoughts, ideas and emotions
Understanding of a set of rules shared by individuals who are communicating	Ability to convey meaning, e.g., crying, gestures, speech
Ability to understand meaning	Ability to vocalize and react to sounds
Ability to socialize, attach, bond and interact with others	Understands language can be expressed through writing, signs, symbols and nonverbal communication
Ability to follow directions	Ability to use oral language and possess an understanding of vocabulary and ability to use words in context
Utilizing tools and objects, e.g., naming, communicating, understanding meaning and use	Using words and sentences
Understands spatial concepts	Understands how to use verbs, nouns, pronouns, prepositions, descriptive words, adjectives, plurals, questions





## Módulo 3: MATERIAL IMPRESO 1

### Definiendo Lenguaje y Alfabetismo

A continuación se citan algunos pensamientos sobre la definición de Alfabetismo. Alfabetismo es muy amplio y cubre todo el mundo a nuestro alrededor. Esta lista incluye algunas, pero no todas las formas en que alfabetismo puede definirse.

Tener la habilidad de leer y escribir	Tener o mostrar destrezas en el uso de las palabras
Educado. Conocedor	Interacciones intencionales que resultan en comunicación, otros resultados deseados son alcanzados
Habla, usando el lenguaje corporal y gestos, comunicándose y entendiendo lo que otros dicen.	Usa efectivamente herramientas que los humanos usan para comunicarse y comparte los pensamientos, ideas y emociones
Entendimiento de una serie de reglas compartidas por individuos que se están comunicando	Habilidad para transmitir el significado ej. llorar, gestos, el habla
Habilidad para entender el significado	Habilidad para vocalizar y reaccionar a los sonidos
Habilidad para socializar, juntarse, vincularse e interactuar con otros.	Entiende el lenguaje que puede ser expresado a través de escritura, señales, símbolos y comunicación no verbal.
Capaz de seguir instrucciones	Habilidad para usar el lenguaje oral y posee un entendimiento del vocabulario y habilidad para usar el contexto de las palabras
Utiliza herramientas y objetos, ej. nombrar, comunicar, entender el significado y su uso	Utiliza palabras y frases
Entiende los conceptos de espacio	Entiende como usar los verbos, sujetos, pronombres, preposiciones, palabras descriptivas, adjetivos, plurales, preguntas, etc.



## Module 3: HANDOUT 2:

### “LANGUAGE MIXER”

What is your favorite song or lullaby? Who first sang it to you?

Where was your favorite place to be read to or to hear stories? Who told them?

As a child, when was it OK to talk? Not to talk?

Who in your family is a storyteller?

What was your favorite reading material as a young child? In what language was it read to you?



What were some of the first words you learned? In what language?

As a child, were there words you were not allowed to say?

Should children be allowed to interrupt adults?

How were you encouraged as a child to use your home language?

As a child, how were you expected to address someone who was older than you?

What is your favorite nursery rhyme or finger-play?

Goodwin-Bowers, L (2004) Language Mixer. WestEd, Program for Infant/Toddler Caregivers, California Department of Education. Retrieved on May 1, 2004, from, [http://www.pitc.org/cs/pitclib/download/pitc\\_res/526/52%20Language%20Mixer.pdf?x-r=pcfile\\_d](http://www.pitc.org/cs/pitclib/download/pitc_res/526/52%20Language%20Mixer.pdf?x-r=pcfile_d).



## Módulo 3: MATERIAL IMPRESO 2

### “MEZCLADOR DE LENGUAJE”

¿Cuál es su canción de cuna favorita?  
¿Quién se la cantó primero a usted?

¿Cuál era su lugar favorito para que le leyeran o escuchar historias? ¿Por quién?

Cuando era niño,  
¿Cuándo era correcto hablar?  
¿Cuándo no?

¿Quién en su familia es un buen narrador de historias?

¿Cuál era su lectura favorita cuando era un niño pequeño?  
¿En qué idioma le fue leído?



¿Cuáles fueron las primeras palabras que aprendió? ¿En qué idioma?

Cuando era niño,  
¿había palabras que no le permitían usar?

¿Debe permitirse a los niños interrumpir a los adultos?

¿Cómo fue animado como niño a usar su idioma del hogar?

Como niño, ¿cómo se esperaba que usted se dirigiera a alguien mayor?

¿Cuál es su canción infantil o mímica favorita?

Goodwin-Bowers, L (2004) Language Mixer. WestEd, Program for Infant/Toddler Caregivers, California Department of Education. Obtenido el 1 de Mayo del 2004, de [http://www.pitc.org/cs/pitclib/download/pitc\\_res/526/52%20Language%20Mixer.pdf?x-r=pcfile\\_d](http://www.pitc.org/cs/pitclib/download/pitc_res/526/52%20Language%20Mixer.pdf?x-r=pcfile_d).

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## Module 3 ACTIVITY #2: Everyone is a Story Teller

**Purpose:** Participants will identify ways in which storytelling can be used as a communication tool for supporting Latino father engagement.

**Objectives:** Participants will participate in a storytelling activity and receive suggestions for additional storytelling activities that are easily replicable with parents, children and staff.

Participants will describe 3 benefits of using family stories to support Latino father engagement.

**Time:** 30 minutes (dependent upon the number of participants)

### Materials:

Flip chart and markers

Module 3 Handout 3 “*A Time of Magic*”

Module 3 Handout 4 “*Latino Fathers as Storytellers*”

### Preparation:

Make copies of Module 3 Handout 3 “*A Time of Magic*”

Make copies of Module 3 Handout 4 “*Latino Fathers as Storytellers*”

Review the Module 3 Handout 4 and be familiar enough with the information to discuss and share with participants

### Directions:

Explain to participants:

I would like to begin this session by sharing a story.

- A. Ask for a volunteer to read **Module 3 HANDOUT 3 “*A Time of Magic*”** (have handout available for participants at closing of the session).
- B. Once the story has been read, ask Participants:
  1. Please take a few moments to think about the story. You can write down thoughts, or draw, or just sit and think. In a few moments we will share.
  2. Give participants approximately one minute to gather their thoughts and ask for volunteers to share their thoughts and reactions to the story.



- C. Once participants have had a chance to share, ask participants the following questions:

**Why is it important for fathers to tell their stories to their children?**

*(Ensure that staff share that this is an opportunity for fathers to create connections with their children; storytelling also helps to connect children to the previous generation, helps them feel a part of the larger whole of the family, imparts life lessons, helps children to see that their fathers understand and/or have survived the same problems or challenges that they may face)*

**What are the benefits of telling a story?**

*(Ensure that staff explain that storytelling builds on oral language skills, a precursor to the literacy skills that are necessary for school and career success; supports communicative, social and cognitive development; supports identity development and self esteem; supports relationships, attachment and bonding)*

**Where do stories come from?**

*(Explain that stories come from our ancestors, relatives, parents, culture, society, world, weddings, birthdays, traditions, and in many forms, e.g., pictorial, oral, written).*

**How might you work with fathers around storytelling in your Head Start classroom?**

*(Ensure staff share ideas such as: ask fathers to come in and share a story with all the children; depending upon his work schedule, ask fathers to tape record a story and have the teacher play it in the classroom for children, ask fathers to draw a story and share it in the classroom, send art materials home and activities home for fathers to use with children, ask fathers if they play guitar and/or another instrument and if they would be willing to sing/put the story to music)*

**How might you work with fathers around storytelling on a home visit?**

*(Ensure staff share ideas such as: talking with fathers about the importance of storytelling; asking fathers about something funny that happened when they were young; asking fathers to draw a picture with their child and then tell the child about the story and/or tell a story and draw a picture about it; asking fathers to do something fun/positive that their fathers did with them; asking fathers what would be important for their child to learn and how they could share that information with the child via stories, drawings, songs, and in other ways)*

Pass out **Module 3 HANDOUT 3 “A Time of Magic”** and **Module 3 HANDOUT 4 “Latino Fathers as Storytellers”** and to participants as a resource.



## Activity Wrap-Up

Explain to participants:

A variety of organizations and researchers have presented information to educate and advocate for Latino father engagement and storytelling. For example, Marcos Torres (2002) points out, “according to the Department of Justice, the (Respect and Read) campaign targets Latino children, who as a group have one of the highest dropout rates in the nation. Reading, storytelling and positive male involvement promise to be a major factor in reducing this statistic, according to literature distributed by Circulo de Hombres.” Torres and many others continue to advocate for storytelling as important to “encouraging fathers, grandfathers, big brothers and uncles to take time to share positive stories, songs, games and reading to children” and “a way of promoting a child's love for learning, which in turn promotes success in school life and positive relationships” (Torres, M. 2002).

*Variation on Module 3 ACTIVITY #2 Everyone is a Storyteller*

*This activity can also be done as a small group activity for a larger audience. In preparation, write each of the discussion questions from Module 4 HANDOUT 4 “Latino Fathers as Storytellers” on an index card ensuring there will be one card for each group. It is acceptable for more than one group to have the same question. Ask each group to select a recorder and a speaker. Give the groups 10-15 minutes to discuss their questions and then ask the questions aloud to the large group, allowing all groups to share their responses.*



## Module 3: HANDOUT 3

### “A Time of Magic” (Dansie, R. 2005)

"Do you want a book story or a story from me?" This was the question my father always asked when putting me to bed. It was my favorite time of the entire day. I got to choose. And if I went for a story from him, my father would give me two more options. A true story, or just a story. Invariably I would choose a true story, which had to do with him when he was a little boy.

My youngest brother also went through this family ritual. When it came to the true stories, Martin interrupted my father and said. "Dad, millions of years ago there were dinosaurs. That means that when you were a little boy you got to see the dinosaurs didn't you?" I laughed and wondered how my father would take such a comment, but he just smiled and proceeded to tell Martin a story of the dinosaurs he encountered when he was just a little boy.

As I grew older, my father shared with me more stories, the ones that actually happened to him. I found them just as captivating as the ones he told me in my younger years. That is how I came to see this world, at the turn of the 20th century and in the land of Montana. I got to know his favorite dogs, the work with the sheep, the buggies and horses, the fly fishing, the habits of the deer and moose, the long winter nights, and the colorful skies of the aurora borealis.

"Time to go to sleep!" my mother would say, bringing me back to my time and place, and my father would say "we will finish it some other time." And I would wonder about what had happened next. The night would come and he would start the story where he had left it, and still there would always be more waiting, always something to look forward to.

When my father passed away the stories stopped. It is kind of hard to go on with life without stories. The substitute for these stories were books, TV, and movies. They were generic, distant, impersonal. They killed time, but did not infuse it with life.

When my children arrived, and the time came for them to be put to bed. I read to them from their children's books, and then, one day, I told them a story of my father, and the stories that he told me. I found in their eyes the look that my father had found in mine. And magic came back into my life, and I felt my father near, so near. The day came when I told them my first real story. A key moment in our lives. The stories of the adventures I went through when I was just a little boy. These stories have become their favorite. And it's funny; these stories still have no end. For the most interesting story is the story of our life. My father died when I was a young man. My children never met him, yet they know him and his adventures. I have no doubt my children will find



themselves telling their children of their grandfather, their father and their own adventures of a lifetime. They to will find their time of Magic. Dansie, R. (2005).



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## Módulo 3: MATERIAL IMPRESO 3

### “Un Tiempo de Magia” (Dansie, R. 2005)

"¿Deseas la historia de un libro o una historia sobre mí?" Esta era la pregunta que mi papá siempre hacía cuando me llevaba a acostar. Era mi momento favorito de todo el día. Yo podía escoger. Y si yo escogía una historia de él, mi papá me daba otras dos opciones. Una historia verdadera, o sólo una historia. Invariablemente, yo escogía una historia verdadera, que tuviera que ver con él siendo todavía un niño.

Mi hermano menor también pasó a través de este ritual familiar. Cuando llegaba al punto de las historias verdaderas, Martín interrumpía a mi papá y decía, "Papá, hace millones de años habían dinosaurios. Esto quiere decir que cuando tú eras niño viste los dinosaurios, ¿verdad?" Yo me reía y me preguntaba como mi papá tomaría ese comentario, pero él siempre sonreía y procedía a contarle a Martín una historia de los dinosaurios que con los que se había encontrado cuando era sólo un niño pequeño.

A medida que fui creciendo, mi papá compartía conmigo más historias, aquellas que en realidad le habían ocurrido a él. Yo las encontraba tan cautivadoras como aquellas que me contaba cuando yo era menor. Esta es la forma en que vine a ver este mundo, a la llegada del siglo 20 y en la tierra de Montana. Llegué a conocer a sus perros favoritos, el trabajo con las ovejas, los carruajes y los caballos, la pesca con mosca, los hábitos de los venados y los alces, las largas noches de invierno y los cielos coloridos de las auroras boreales.

"¡Hora de dormir!" diría mi madre, trayéndome a mi tiempo y lugar y mi papá decía entonces "terminaremos esto en otro momento." Y yo me preguntaba que pasaría después. Llegaría la noche y él comenzaría la historia donde la había dejado y aún habría más espera, siempre algo para aguardar ansioso.

Cuando mi papá murió, las historias se acabaron. Es difícil ir en la vida sin historias. Los substitutos para estas historias eran los libros, la televisión y el cine. Estos resultaban genéricos, distantes e impersonales. Servían para pasar el tiempo, pero no estaban llenos de vida.

Cuando llegaron mis hijos y era la hora de llevarlos a la cama, yo les leía sus libros de cuentos y un día, les conté una historia de mi papá y las historias que él me había contado a mí. Encontré en sus ojos la mirada que mi papá había encontrado en los míos. Y la magia regresó a mi vida y sentí a mi papá cerca, muy cerca. Llegó el día cuando les conté mi primera historia verdadera. Un momento clave en nuestras vidas. Las historias de las aventuras que yo pasé cuando era un niño pequeño. Estas historias se han convertido en sus favoritas. Y resulta cómico; estas historias aún no llegan a su fin. Porque la historia más interesante es la historia de nuestra vida. Mi papá murió siendo yo un joven. Mis hijos nunca lo conocieron, sin embargo ellos lo conocen a él y sus aventuras. No tengo



duda de que mis hijos se encontrarán un día contándoles a sus hijos acerca de su abuelo, su papá y sus propias aventuras de la vida. Ellos también encontrarán su tiempo de Magia. Dansie, R. (2005).



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## Module 3 HANDOUT 4

### Latino Fathers as Storytellers

<p><b>Why is it important for fathers to tell their stories to their children?</b></p>	<ul style="list-style-type: none"> <li>○ Provides an opportunity for fathers to create connections with their children</li> <li>○ Helps to connect children to the previous generation</li> <li>○ Helps children to feel that they belong to a large family group</li> <li>○ Shares life lessons</li> <li>○ Helps children to see that their fathers understand and/or survived problems or challenges that the children may face</li> <li>○ Allows father to be creative and share their hearts with their children</li> </ul>
<p><b>What are the benefits of telling a story?</b></p>	<ul style="list-style-type: none"> <li>○ Builds on oral language skills which are a precursor to literacy and reading comprehension</li> <li>○ Supports communicative, social and cognitive development</li> <li>○ Promotes identity development and self- esteem</li> <li>○ Supports relationships, attachment and bonding</li> <li>○ Helps children learn about sequences (e.g., beginning, middle, end)</li> <li>○ True stories about family members or family experiences create connection with family. This also helps children learn family history and creates lasting memories.</li> <li>○ Provides the opportunity to view experiences as lessons learned in order to move forward.</li> <li>○ Offers opportunities to role play and create imaginary personas (dad can be funny, dad can be scared, dad can wise)</li> <li>○ Provides the chance to lean from the past to create the future.</li> </ul>
<p><b>Where do stories come from?</b></p>	<ul style="list-style-type: none"> <li>○ Our ancestors (relatives, parents, family members)</li> <li>○ Our culture, society, world</li> <li>○ Weddings</li> <li>○ Birthdays</li> <li>○ Holidays</li> <li>○ Traditions</li> <li>○ Work experiences</li> <li>○ A trip to the store</li> </ul>



	<ul style="list-style-type: none"> <li>○ Daily encounters with people</li> <li>○ Daily routines</li> </ul>
<p><b>How might you work with fathers to incorporate storytelling in your Head Start classroom?</b></p>	<ul style="list-style-type: none"> <li>○ Ask fathers to come in and share a story with all the children, depending upon his work schedule</li> <li>○ Ask fathers to record a story and play it in the classroom for children</li> <li>○ Ask fathers to draw a picture and share the story in the classroom. Display the pictures from fathers in the classroom</li> <li>○ Provide art materials and ask fathers to create a storybook for children</li> <li>○ Ask fathers if they play guitar and/or another instrument, and if they would be willing to sing/put a story to music</li> <li>○ Ask fathers if they have a skill such as carpentry or woodworking they would like to demonstrate/share with children</li> <li>○ Depending on father's literacy level, ask father to read a story to the children</li> </ul>
<p><b>How might you work with fathers and families around storytelling on a home visit?</b></p>	<ul style="list-style-type: none"> <li>○ Talk with fathers about the importance of storytelling with children</li> <li>○ Ask fathers about something funny that happened when they were young and ask if they would be willing to share that story with their child</li> <li>○ Ask fathers to draw a picture with their child and then tell the child about the story that goes with the picture</li> <li>○ Ask fathers to tell a story to their child about something they like to do and draw a picture depicting it</li> <li>○ Ask fathers to share about something fun/positive that their fathers or another significant male in their lives did with them and if they could share that with their child</li> <li>○ Ask fathers what would be important for their child to learn and how they could share that information with the child via stories, drawings, songs, and other means</li> </ul>



## Módulo 3 MATERIAL IMPRESO 4

### Los Papás Latinos como Narradores de Historias

<p><b>¿Por qué es importante que los papás cuenten historias a sus niños?</b></p>	<ul style="list-style-type: none"> <li>○ Ofrece la oportunidad para los papás de establecer conexiones con sus hijos</li> <li>○ Ayuda a conectar a los niños con las generaciones anteriores</li> <li>○ Ayuda a los niños a sentirse parte de la familia entera</li> <li>○ Comparten las lecciones de la vida</li> <li>○ Ayuda a los niños a ver que sus papás entienden y o han superado los problemas o retos que ellos pueden confrontar</li> <li>○ Permite al papá ser creativo y compartir su corazón con sus hijos</li> </ul>
<p><b>¿Cuáles son los beneficios de contar una historia?</b></p>	<ul style="list-style-type: none"> <li>○ El contar historias fortalece las habilidades del lenguaje oral que son precursoras del alfabetismo y comprensión de la lectura</li> <li>○ El contar historias fortalece el desarrollo comunicativo, social y cognoscitivo</li> <li>○ El contar historias promueve el desarrollo de la identidad y la autoestima</li> <li>○ El contar historias apoya las relaciones, la unidad y el acercamiento</li> <li>○ El contar historias ayuda a los niños a aprender secuencias (ej. inicio, mitad y final)</li> <li>○ Las historias reales acerca de miembros de la familia o experiencias familiares crean conexión con la familia. Esto también ayuda a los niños a aprender la historia familiar y crea recuerdos permanentes</li> <li>○ Las historias ofrecen la oportunidad para ver las experiencias en términos de lecciones aprendidas para seguir adelante,</li> <li>○ Ofrece oportunidades para jugar representaciones y crear personas imaginarias (papá puede ser chistoso, puede estar asustado, puede ser sabio)</li> <li>○ Ofrece la oportunidad de aprender del pasado para crear el futuro.</li> </ul>
<p><b>¿De dónde vienen las historias?</b></p>	<p>Nuestros ancestros (parientes, papás, miembros de la familia)          Nuestra cultura, sociedad, mundo          Bodas          Cumpleaños          Días festivos          Tradiciones          Experiencias de trabajo</p>



	<p>Un viaje a la tienda</p> <p>Encuentro diario con la gente</p> <p>Rutinas diarias</p>
<p><b>¿Cómo podría usted trabajar con los papás sobre el contar historias en su Salón de Clase de Head Start?</b></p>	<ul style="list-style-type: none"> <li>○ Pida a los papás que vengan y compartan una historia con todos los niños dependiendo de su horario de trabajo</li> <li>○ Pida a los papás grabar una historia y traerla para que los niños la escuchen en la escuela</li> <li>○ Pida a los papás dibujar una figura y compartir la historia en el salón de clase – exhiba las figuras en el salón de clase</li> <li>○ Entregue a los papás materiales de arte y pídale crear un libro de historias para niños</li> <li>○ Pregunte a los papás si tocan guitarra o cualquier otro instrumento y si quisieran cantar o ponerle una historia a su música</li> <li>○ Pregunte a los papás si tienen algún pasatiempo tal como carpintería o trabajos en madera que quisieran demostrar o compartir con los niños</li> <li>○ Dependiendo de su nivel de alfabetismo, pida al papá que lea una historia a los niños</li> </ul>
<p><b>¿Cómo podría usted trabajar con los papás y familias acerca de contar historias durante una visita al hogar?</b></p>	<ul style="list-style-type: none"> <li>○ Hable con los papás respecto a la importancia de contarles historias a los niños</li> <li>○ Pregunte a los papás acerca de algo chistoso que les haya ocurrido cuando eran jóvenes y pregunte si quisieran compartir esa historia con sus hijos</li> <li>○ Pida a los papás dibujar una figura con sus hijos y después contarle al niño la historia que corresponde a esa figura</li> <li>○ Pedir a los papás contar a sus niños una historia acerca de algo que les gusta y dibujar una figura al respecto</li> <li>○ Pedir a los papás compartir algo chistoso o positivo que sus papás hicieron con ellos y si quisieran compartir eso con sus hijos</li> <li>○ Preguntar a los papás lo que sería importante para que aprendan sus niños y como podrían compartir esa información con el niño a través de historias, dibujos, canciones, etc.</li> </ul>



## Module 3 ACTIVITY #3 Latino Father Engagement in Infant/Toddler Literacy Development

**Purpose:** To provide participants with an opportunity to explore ways to promote Latino fathers' engagement in the literacy development of infants and toddlers

**Objective:** By the end of this activity, participants will be able to describe at least 3 ways in which Latino fathers can use everyday objects to promote the early literacy development of infants and toddlers

### Materials:

Module 3 Handout 5 “*Infant/Toddler Storytelling/Literacy Development*”

Module 3 Handout 6 “*Infant/Toddlers Early Literacy Storytelling Worksheet*”

**Time:** 30 minutes

### Preparation:

Review Module 3 Handout 5 “*Infant/Toddler Storytelling/Literacy Development*” and select a few key points to share with participants

Copy Module 3 Handout 5 “*Infant/Toddler Storytelling/Literacy Development*”

Copy Module 3 Handout 6 “*Infant/Toddlers Early Literacy Storytelling Worksheet*”

### Directions:

Explain to participants:

Share with the participants that storytelling is often considered one of the first steps in developing literacy (*Boss, S. 1999*).

Storytelling or personal narrative is often used by people (both children and adults) to understand the world around them, to build and/or sustain relationships, to express experiences and feelings and to exercise imagination and creatively use language.

“Historians say there are several reasons why storytelling has been a part of so many cultures. They believe storytelling was used to: teach history, settle arguments, make

*Materials developed by Las Manos de Apa (The Hands of My Father) under the Innovation and Improvement Project grant 90YD0242, from the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.*



sense of the world, satisfy a need for play and entertainment, honor supernatural forces, communicate experiences to other humans, and record the actions and characteristics of ancestors for future generations” ( Koralek, D., 2005).

Storytelling is important for families, as it is often used to help define culture, family, members of a family and the individual. Families share stories (fiction/nonfiction) informally, often orally during meals, gatherings, celebrations, bedtime, and so on. These stories are accounts of families’ lives that let us know that something happened in their world (or in their ancestral past). They are a means for communicating with other humans, particularly with those we trust and view as our conversational partners.

So what does this mean for infants and toddlers? First, we have to recognize that infants and toddlers are capable storytellers. Researchers have shown that within the first year of life, babies begin to share their stories with a willing listener and observer. Infants utilize cries, whines, various voice tones, gestures and nonverbal communication to tell us their story or let us know that something happened (*Jervay-Pendergrass, D. 1999/2000*). With responsive conversational partners, infants and toddlers utilize this pre-narrative dance to increase vocabulary, develop communication skills, learn language and social interactions, including the various roles (e.g., teller, listener) adopted in a conversation and the structure of a story (e.g., beginning, middle, end). Lastly, we need to explore how teachers and parents (emphasizing fathers) play a role as conversation partners and contribute to the early language and literacy experiences of young children.

- A. Pass out **Module 3 HANDOUT 5** “*Infant/Toddler Storytelling/Literacy Development,*” and review a few key items with participants around the ways infants and toddlers acquire language and literacy skills and the responsibilities of adults.
- B. Ask participants to divide into small groups.
- C. Pass out **Module 3 HANDOUT 6** “*Infant/Toddlers Early Literacy Storytelling Worksheet,*” and ask them to complete the worksheet in their group.
- D. Ask groups to share their ideas. Literacy toolkits consist of any items that infants and toddlers may find in their day to day environment, such as rattles, noise makers, squeak toys, pull toys, etc. Remind participants that it is not just the items in the toolkit that enhance children’s literacy abilities, but the interactions with adults around those items that are the key. Through these interactions with adults, infants and toddlers learn sounds, facial expressions, words, vocabulary and a myriad of other literacy based skills. Encourage participants to take notes on their worksheets about good ideas they hear during the discussion.





## Activity-Wrap Up

Explain to participants:

Infant/toddler literacy development is related to interactions and storytelling with care givers. Storytelling with these young children involves facial expressions, non-verbal communication, playing, talking, singing, etc. Head Start staff is charged with helping fathers to understand how to make the most of their day-to-day interactions with their young children in order to keep the story going. This, in turn, helps infants/toddlers develop language and literacy skills.

*Module 3 VARIATION OF ACTIVITY #3 Latino Father Engagement in Infant/Toddler Literacy Development. Write one question per flip chart page (it is OK to have more than one flip chart page with the same question, but only one question per page) from Module 3 HANDOUT 6, "Infant/toddler Early Literacy Storytelling Worksheet". Post the flip chart pages around the room and have participants walk around the room and write their responses.*



## Module 3 HANDOUT 5

### Infant/Toddler Storytelling/Literacy Development

The following activities and responses are representative of an infant/toddler's early experiences, e.g., routines, interactions and environmental influences. This list is certainly not all-inclusive and can be adapted and or expanded.

#### Infant/Toddler action/activity

- Facial expression
- Crying
- Body language
- Diaper changing and toileting
- Bathing
- Feeding and eating
- Baby carrier/ sling
- Carried by adult
- Strollers
- Scribbling
- Music/song
- Picture books
- Storybooks Oral stories
- Outdoor walks
- Finger painting
- Talking to infant/toddler
- Manipulating objects
- Eye contact
- Sounds
- Textures
- Smell
- Vocalizations (babbling, cooing, early words)
- Home language
- Photos and pictures
- Imitation
- Finger plays
- Attention getting signals
- Give and take communication
- Naming and describing
- Asking/answering questions
- Rocking chair

#### Look for these stories/responses

- Communicating meaning, e.g., pain, pleasure, hunger, boredom, messages and turn taking.
- Two-way communication builds strong, healthy attachment, validates baby as an effective communicator, and encourages future communication attempts.
- Feeding and eating: opportunity to hold, speak and interact, socialize, describe, name and make meaning of the world.
- Diaper-changing: opportunity to communicate, to listen to sound/voice, watch facial expressions, interact; they learn the normality of bodily functions.
- Bathing: opportunity to communicate, to listen to sounds/voice, watch facial expressions, use senses, e.g., splash water, bite and suck on toys, smell water/soap, experiment with dumping and filling containers.
- Strollers, slings, carriers, holding: opportunity to communicate and explore, attachment/bonding, senses (vision, hearing, smell and touch) are more richly stimulated in these positions, establish trust.
- Music, songs, finger plays, and reading and storytelling: gain information about the world, culture, socializing, attachment, communication, language, stimulates brain development, understanding the world, concepts of story.
- Communication causes things to happen, gets results, helps them master speech and listen; develop later reading and writing skills.
- Describing actions, people, objects, photographs, etc.: language use, making meaning of the world, speech, and vocabulary development.



## Módulo 3 MATERIAL IMPRESO 5

### Narración de Historias/Desarrollo de Alfabetismo a Bebés y Niños Pequeños

Las siguientes descripciones son representativas de las primeras experiencias de un infante o niño pequeño, ej., rutinas, interacciones e influencias ambientales. Esta lista ciertamente no es completamente inclusiva y puede ser adaptado o expandida.

#### Acción/actividad de Bebés/Niños Pequeños

- Expresión facial
- Llorar
- Lenguaje corporal
- Cambio de pañales y aseo
- Baño
- Alimentación
- Silla de bebé/canguro
- Cargado por un adulto
- Carreola
- Garabatear
- Música/canciones
- Libros de pintar
- Libros de cuentos
- Cuentos orales
- Caminatas en el exterior
- Pintura con los dedos
- Hablarle al bebé o niño pequeño
- Manipulación de objetos
- Contacto visual
- Sonidos
- Texturas
- Aromas
- Vocalizaciones (balbuceo, arrullos, primeras palabras)
- Lenguaje del Hogar
- Fotos y figuras
- Imitación
- Juegos con los dedos
- Señales que producen atención
- Dar y tomar comunicación
- Nombrar y describir
- Preguntar/dar respuesta
- Silla mecedora

#### Espere estas historias o respuestas

- Comunicar significado ej., dolor, placer, hambre, aburrimiento, mensajes y cambio de turno.
- Comunicación de dos sentidos forma un acoplamiento fuerte y saludable, valida al bebé como un comunicador efectivo y promueve los intentos futuros de comunicación.
- La alimentación y la comida ofrece la oportunidad de abrazar, hablar e interactuar, socializar, describir, nombrar y hacer sentido del mundo.
- El cambio de pañales: oportunidad de comunicarse, escuchar el sonido y la voz, observar expresiones faciales, interactuar, de una forma agradable aprenden la normalidad de las funciones del cuerpo.
- El baño ofrece la oportunidad de comunicarse, escuchar los sonidos de la voz, observar las expresiones faciales, el uso de los sentidos, ej., sacudir el agua, morder y chupar juguetes, oler el agua y jabón, experimentar con derramar y llenar recipientes.
- Las carreolas, canguros, sillas, sostenedores: oportunidad de comunicarse y explorar, acercamiento, sentidos (visión, oído, olfato y tacto) son mejor estimulados en estas posiciones, establecen confianza.
- Música, canciones, juegos con los dedos y lectura y narración de historias: obtienen información acerca del mundo, cultura, socialización, acercamiento, comunicación, lenguaje, estimula el desarrollo del cerebro, entendimiento del mundo, conceptos de la historia.
- La comunicación causa que las cosas ocurran, obtención de resultados, dominio del habla y de escuchar y más tarde lectura y escritura
- Descripción de acciones, gente, objetos, fotografías, etc.: uso del lenguaje, hacer un significado del mundo, el habla y desarrollo del vocabulario.



## Module 3 HANDOUT 6

### Infant/Toddlers Early Literacy Storytelling Worksheet

If you were going to have a “literacy toolkit” in your classroom, what kinds of materials would it contain?

How would you use these materials with fathers when they come to visit your classroom?

How would you use these materials with fathers on a home visit?

What would you tell fathers about early literacy development in infants and toddlers?



## Módulo 3 MATERIAL IMPRESO 6

### Hoja de Trabajo de Narración de Historias de Alfabetismo Temprano para Bebés y Niños Pequeños

Si usted fuera a tener una “caja de herramientas de alfabetismo” en su salón de clase, ¿qué tipo de materiales contendría?

¿Cómo usaría usted esos materiales con los papás cuando ellos vienen a visitar su salón de clase?

¿Cómo usaría esos materiales con los papás en una visita al hogar?

¿Qué diría a los papás sobre el desarrollo del alfabetismo temprano de bebés y niños pequeños?



## **Module 3 ACTIVITY #4 Latino Father Engagement in Preschool Literacy Development**

**Purpose:** To provide participants with an opportunity to explore ways to promote Latino father engagement in the literacy development of preschoolers.

**Objective:** By the end of this activity, participants will be able to describe at least 3 ways in which Latino fathers can use everyday objects to promote the early literacy development of preschoolers

### **Materials:**

Module 3 Handout 7 *“Preschoolers and Storytelling”*

Module 3 Handout 8 *“Preschoolers and Storytelling Worksheet”*

**Time:** 30 minutes

### **Preparation:**

Review Module 3 Handout 7 *“Preschoolers and Storytelling”* and select a few key points to share with participants

Copy Module 3 Handout 7 *“Preschoolers and Storytelling”*

Copy Module 3 Handout 8 *“Infant/Toddlers Early Literacy Storytelling Worksheet”*

### **Directions:**

Explain to participants:

Storytelling is often considered one of the first steps in developing literacy (Boss, 1999).

Storytelling or personal narrative is often used by people (both children and adults) to understand the world around them, to build and/or sustain relationships, to express experiences and feelings and to exercise imagination and creatively use language.

“Historians say there are several reasons why storytelling has been a part of so many cultures. They believe storytelling was used to: teach history; settle arguments; make sense of the world; satisfy a need for play and entertainment; honor supernatural forces;



communicate experiences to other humans; and record the actions and characteristics of ancestors for future generations.” ( Koralek, D., 2005).

Storytelling is important for families as it is often used to help define culture, family, members of a family, and the individual. Families share stories (fiction/nonfiction) informally, often orally during meals, gatherings, celebrations, bed time, and so on. These stories are accounts of life, letting us know that something happened in their world (or in their ancestral past), a means for communicating, particularly with those we trust and view as our conversational partners.

So what does this mean for preschool children? First, we need to recognize that preschool children are capable storytellers. They use stories to make sense of the world. “Stories confirm their observations and feelings by exploring familiar situations and dilemmas, sometimes in realistic, sometimes in symbolic terms” (Grier, K. 1997). Storytelling in both oral and written forms contributes to the development of pre-literacy skills. For example, children learn to recognize that “stories and rhymes have predictable structures and that you can play with them” (Grier, K. 1997). Children discover early on that storytelling is a creative and non-threatening tool of communication and can come in many forms, such as speaking, listening, photos/pictures and print to communicate their ideas, thoughts and feelings. Teachers and parents (emphasize fathers) nurture these early storytelling behaviors by providing experiences and tools that enable children to “build on oral language to learn about written language” (NWREL, 2005).

- A. Pass out **Module 3 HANDOUT 7** “*Preschoolers and Storytelling,*” and review a few key items with participants around the ways preschoolers acquire language and literacy skills and the responsibilities of adults.
- B. Ask participants to divide into small groups.
- C. Pass out **Module 3 HANDOUT 8** “*Preschoolers and Storytelling Worksheet*” and ask them to complete the worksheet in their group.
- D. Ask groups to share their ideas. Literacy toolkits consist of any items that preschoolers may find in their day-to-day environment such as books, blocks, envelopes, cars, trucks, and dolls. Remind participants that it is not just the items in the toolkit that enhance children’s literacy abilities, but the interactions with adults around those items that are the key. Through these interactions with adults, preschoolers are learning sounds, facial expressions, words, vocabulary and a myriad of other literacy based skills. Encourage participants to take notes on their worksheets about good ideas they hear during the discussion.



## Activity-Wrap Up

Explain to participants:

Preschooler literacy development is related to interactions and storytelling with caregivers. Storytelling with these young children involves facial expressions, non-verbal communication, playing, talking, singing, etc. Head Start staff members are charged with helping fathers to understand how to make the most of their day to day interaction with their young children to keep the story going. This, in turn, helps preschoolers develop language and literacy skills.

*Module 3 VARIATION OF ACTIVITY #3 Latino Father Involvement in Preschool Literacy Development-write one question per flip chart page (it is OK to have more than one flip chart page with the same question, but only one question per page) from Module 3 HANDOUT 8 “Preschoolers and Storytelling Worksheet”. Post the flip chart pages around the room and have participants walk around the room and write their responses.*





## Module 3 HANDOUT 7

### Preschoolers and Storytelling

The following activities and responses are representative of the preschool child's early experiences, e.g., routines, interactions and environmental influences, as they relate to storytelling. This list is certainly not all-inclusive and can be adapted and or expanded.

#### Infant/Toddler action/activity

- Nonverbal communication, e.g., gestures, expressions, body language.
- Toileting
- Eating/meal time
- Scribbling
- Music/song
- Books, e.g., picture, narrative, information, number, alphabet, rhyme, poetry
- Oral stories
- Outdoor walks
- Finger painting
- conversation
- Manipulating objects
- Express feelings
- Asks and answer questions
- Rhyming
- Sounds
- Textures
- Smell
- Home language
- Photos and pictures
- Imitation
- Finger plays
- Naming and describing
- Mold clay/play-dough
- Sand play
- Painting
- Water play

#### Look for these stories/responses

- Communicating meaning, e.g., feelings, needs, pain, pleasure, hunger, boredom, messages and taking turns.
- Eating/meal time: allows for opportunity to speak and interact, socialize, describe, name and make meaning of the world.
- Water play provides opportunity to communicate, listen, observe, use senses, e.g., splash water, experiment with dumping and filling containers.
- Music, song, finger plays, rhymes, reading and storytelling: gain information about the world, culture, socializing, relationship-building, communication, language, vocabulary development, stimulation of brain development, concepts of story.
- Conversations: experience the two-way nature of conversations, e.g., turn-taking, talk about their own interests, family, what they do at home or what they are playing.
- Communication causes things to happen, gets results, mastering speech and listening and later reading and writing.
- Describing actions, people, objects, photographs, etc.: language use, making meaning of the world, speech, and vocabulary
- Molding clay or play-dough, sand play, and painting: extends vocabulary, use new words to describe, e.g., sticky, wet, smooth, soft, rough
- Books and stories: Learn about the different forms of literature, understand how a story works, e.g., beginning, middle, end, characters, setting, sequence of events. They learn book- handling behaviors, knowledge of print and how it works, how communicate meaning, and comprehension.



## Módulo 3 MATERIAL IMPRESO 7

### Preescolares y la Narración de Historias

Lo que sigue es representativo de las primeras experiencias de niños preescolares ej. rutinas, interacciones e influencias ambientales. Esta lista ciertamente no es completamente inclusiva y puede ser adaptada o expandida.

#### Acción/actividad de Bebés/Niños Pequeños

- Comunicación no verbal ej., gestos, expresiones, lenguaje corporal.
- Ida al baño
- Tiempo de comidas y alimentación
- Garabatear
- Música/canciones
- Libros ej., de figuras, narrativos, de información, números, alfabeto, rimas y poesía
- Cuentos orales
- Caminatas al exterior
- Pintar con los dedos
- Conversación
- Manipulación de objetos
- Expresión de sentimientos
- Preguntas y respuestas
- Rimas
- Sonidos
- Texturas
- Aromas
- Lenguaje del hogar
- Fotos e imágenes
- Imitación
- Juegos con los dedos
- Nombrar y describir
- Juegos con plastilina/arcilla
- Juegos en la arena
- Pintar
- Juegos en el agua

#### Espere estas historias o respuestas

- Significado de la comunicación ej., sentimientos, deseos, necesidades, dolor, placer, hambre, aburrimiento, mensajes y tomar turnos.
- Tiempo de alimentación y comida: ofrece la oportunidad de hablar e interactuar, socializar, describir, nombrar y hacer sentido del mundo.
- Los juegos en el agua ofrecen la oportunidad de comunicarse, escuchar, observar, uso de los sentidos ej., salpicar el agua, experimentar con llenado y vaciado de recipientes.
- Música, canciones, juegos con los dedos, rimas, lecturas y contado de cuentos ganan información acerca del mundo, cultura, socializar, lenguaje, desarrollo del vocabulario, estimula el desarrollo del cerebro, conceptos de historia.
- Conversaciones: experimenta las dos formas naturales de conversación ej., espera de turnos, hablar acerca de sus propios intereses, la familia, lo que hacen en el hogar o que es lo que están jugando.
- La comunicación produce que las cosas ocurran, logra resultados, mejora el habla y el poder escuchar y más tarde la lectura y la escritura.
- Descripción de acciones, gente, objetos, fotografías, etc.: uso del lenguaje, hace sentido del mundo, el habla y el vocabulario.
- El juego con arcilla y plastilina, el juego en la arena y la pintura: aumenta el vocabulario, usa nuevas palabras para describir ej., pegajoso, mojado, suave, duro
- Libros e historias: aprende sobre las diferentes formas de literatura, entiende como una historia trabaja ej., el principio, la parte media y el final, personajes, ambiente y secuencia de eventos. Aprenden la conducta sobre el cuidado de los libros, el conocimiento de la impresión y como trabaja, el significado de comunicarse, comprensión, disfrutar de la historias.

## Module 3 HANDOUT 8



## Preschoolers and Storytelling Worksheet

If you were going to have a “literacy toolkit” in your classroom, what kinds of materials would it contain?

How would you use these materials with fathers when they come to visit your classroom?

How would you use these materials with fathers on a home visit?

What would you tell fathers about early literacy development in preschoolers?



## Módulo 3 MATERIAL IMPRESO 8

### Hoja de Trabajo de Narración de Historias de Preescolares

Si usted fuera a tener una “caja de herramientas de alfabetismo” en su salón de clase, ¿qué tipo de materiales contendría?

¿Cómo usaría usted esos materiales con los papás cuando ellos vienen a visitar su salón de clase?

¿Cómo usaría esos materiales con los papás en una visita al hogar?

¿Qué diría a los papás sobre el desarrollo del alfabetismo temprano de bebés y niños pequeños?



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# MODULE 4: Becoming a Latino-Father-Friendly Program

## Learning Objectives Addressed in the Module

*After completing the training, the learner will be able to:*

1. Discuss the responsibility of various staff positions in the engagement of Latino fathers.
2. Discuss strategies for helping Latino fathers feel welcome in the center and Head Start classroom.
3. Describe how to use the Latino Father-Friendly-Checklist-and-Planning Tool to evaluate the current status of their program with regard to Latino father engagement.
4. Evaluate their own programs' efforts with father engagement and consider next steps.

## Suggested Audience

- All Head Start and Early Head Start staff
- Head Start Parents

## Overview

This module focuses on creating programs that utilize the “Latino-Father-Ready Checklist and Planning Tool.” The Checklist contains an overview of the important elements of successful Latino father engagement. These include elements such as staff training in Latino father engagement, planning for events and activities that are culturally and linguistically relevant for Latino fathers, hiring male staff that reflect the culture and language of the families served, etc. The planning tool also includes many other important elements that programs will need to accomplish in order to be successful in engaging Latino fathers in Head Start programs.

## Introduction

The key to successful Latino father involvement is relationships. Relationships are extremely important in Latino culture. Fathers may be uncomfortable for a variety of reasons when they first come to the program. The first encounter with Head Start staff members needs to be a successful one or the father will not come back. It is up to Head Start staff members to make fathers feel comfortable, welcome and valued. Successful programs will work with Latino fathers to establish relationships that are open and welcoming to fathers and that demonstrate understanding, respect (*respeto*) and value for Latino fathers and the culture within which they reside.



In order to assist programs in helping fathers feel welcomed and valued upon their arrival, this module contains strategies to help create this atmosphere. It contains the “Latino Father-Ready Assessment and Planning Tool.” The planning tool is based on other Father-Friendly Assessment planning tools developed by the National Center for Non-Profit Community Leadership and from the “Building Blocks for Father Involvement.” It has been modified specifically for the purpose of promoting Latino father readiness in programs. The activities in this module offer participants opportunities to consider the roles of each Head Start staff person and parent in making father a success. It also offers staff members a chance to use the checklist to reflect on the Latino father readiness of their program and to plan next steps. Depending upon the group, the facilitator can select sections of the checklist to focus on; for example, teachers may want to focus on making centers and classrooms father-friendly and administrators may focus on hiring and planning practices, among other steps.

## Key Concepts

Agencies must have a vision, mission and plan for father engagement that touches on all areas of program and administrative service provision.

Father engagement is not just the responsibility of the father engagement staff and the family services team. All staff must have a role in greeting fathers, communicating with fathers and supporting their engagement.

Systems must be in place to ensure that once fathers are engaged, they remain engaged in meaningful ways.

It is not enough just to do activities and have fathers participate; programs should forge a connection and engagement between fathers and children that lasts a lifetime.

All staff need to ensure that centers and classrooms are father-ready and welcoming fathers; they should be places where fathers see themselves portrayed in a positive light.



## MODULE 4 ACTIVITIES

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### **Module 4 ACTIVITY #1: Who's Responsible** *(adapted from "Working With Head Start Fathers" Early Head Start Trainers Manual, August 2001)*

**Purpose:** Provide participants with an opportunity to discuss staff roles and responsibilities regarding the engagement of Latino fathers.

**Objective:** Participants will be able to describe the responsibility of at least 3 Head Start staff positions with regards to successful Latino father engagement.

#### **Materials:**

Module 4 Handout 1, "*Who's Responsible?*"

Module 4 Handout 2, "*Staff Roles in Latino Father Engagement*"

Module 4 Trainer Resource 1, "*Who's Responsible Questions*"

**Time:** 30 minutes

#### **Preparation:**

Make copies of Module 4 Handout 1, "*Who's Responsible*"

Make copies of Module 4 Handout 2, "*Staff Roles in Latino Father Engagement*." Print or type the questions from Module 4 Trainer Resource 1, "*Who's Responsible Questions*," on a 3x5 card, with one question per card.

#### **Directions:**

Explain to participants:

"In the next (insert your time frame here) we are going to discuss how to create father-ready environments in our programs. It is important that fathers feel comfortable in our centers, and it is the responsibility of all staff to ensure father engagement is a success."

- A. Ask participants to divide into small groups.
  1. Ask for a volunteer to read **Module 4 HANDOUT 1** "*Who's Responsible*" scenario to the entire group.
  2. Pass out a copy of **Module 4 HANDOUT 1** "*Who's Responsible*" to each group and explain that it is for their reference as they work on the activity.





3. Pass out one 3x5 card to each group (Note: it is OK for groups to discuss the same question. Also, depending upon group size and time allotted for the training, groups may discuss more than one question.).
  4. Ask participants to discuss the question related to the “*Who’s Responsible*” scenario in their small groups.
  5. Allow 5-10 minutes for discussion
  6. Ask each group to share some of the main ideas about question. There are no right or wrong answers to the questions on the cards. The focus of the activity is to generate discussion around how each staff person can take responsibility for father engagement.
- B. Explain to participants:
- All positions in Head Start have the responsibility to make the father engagement initiative a success. The bus driver is sometimes the first person the father meets from the Head Start program when his child is picked up each morning and dropped off each afternoon. When the fathers come to the centers, the first person they meet is the receptionist. During recruitment, the first person the fathers may meet is the family service worker; this individual must be friendly, respectful and welcoming of Latino fathers at all times, as other staff members should be.
- C. Pass out **Module 4 HANDOUT 2** “*Staff Roles in Latino Father Engagement.*” Review the responsibilities with participants.
- D. Ask participants:
1. Do you see yourself and your responsibilities reflected in this handout?
  2. What is one thing you personally could do today in your work with families to increase father engagement?

### Activity wrap-up

It is extremely important that all staff members recognize they have a vital role to play in the engagement of Latino fathers and families in the program. Relationships are everything in Latino culture and all staff members need to be sensitive and caring in their work in order to foster strong relationships with fathers. Latino fathers will increase their participation in the program and with the children if each staff member does her/his part in supporting and valuing Latino father involvement. To make successful Latino father engagement possible, everyone must work together.



*Module 4 VARIATION ON ACTIVITY #1 Wh's Responsible? This activity can also be done in a large group format. The scenario can be read to the entire group and each question from MODULE 4: Trainer Resource 1 "Who's Responsible" questions can be asked to the large group.*



## Module 4, Trainer Resource 1

### Who's Responsible? Questions

1. What are the strengths in this scenario?
2. What are the challenges presented in this scenario?
3. How might staff in this scenario have done things differently?
4. If you were working in this program, what would you have done to help?
5. What do you think are some key messages presented in this scenario related to father engagement?



## Módulo 4, Recurso del Entrenador 1

### Preguntas sobre Quien es Responsable

1. ¿Cuáles son las fortalezas en este escenario?
2. ¿Cuáles son los retos presentados en este escenario?
3. ¿Cómo podría haber hecho las cosas diferentes el personal en este escenario?
4. Si usted estuviera trabajando en este programa, ¿qué habría hecho para ayudar?
5. ¿Cuáles cree que son unos de los mensajes claves presentados en este escenario con respecto a involucramiento de papás?



## Module 4, HANDOUT 1

### *Who's Responsible: The Story of Ricardo*

*(Adapted from "Working With Head Start Fathers" Early Head Start Trainers Manual, August 2001)*

Kalamata County Head Start recently attended a training session on Latino father engagement and has decided to incorporate active father engagement strategies in the program. Ricardo is the Family and Community Partnerships Manager and has been working with the program for many years. He is familiar with community resources and was once a migrant himself.

Kalamata County Migrant and Seasonal Head Start is a one-site facility in a rural area. There are 40 staff and 4 are male, the assistant director, a janitor, a van driver/cook and Ricardo. The executive director, Maria, has spoken very passionately about the need for Kalamata County to reach out to fathers of children served by the program.

Ricardo's responsibilities at the Head Start center involve supervision, program development and family involvement. He works hard to manage his time well, but still seems to have more work than can fit in an 8-hour workday. He knows he needs to get more fathers involved, but it is difficult to make this happen.

As Ricardo begins to make efforts at engaging more fathers, attitudes begin to affect his work. He has overheard the female staff expressing concerns about more fathers at the center. He has also heard staff say that it is their impression that many families believe the role of the father is to work and feed the family and that the raising of the children belongs solely to the mother including school activities. Many of his female co-workers, especially a teacher named Carmen, are almost surprised to have a man working in the program and asked him why, as a male, he would want to work at the center.

Ricardo found out about a 3-day skill-building workshop for fatherhood practitioners and Maria supported his desire to attend. It was a great experience and Ricardo went home "fired-up" and full of new ideas. He decided that the agency should look at some systemic issues such as intake. He also decided to start a *circulo* for fathers and to spend some time creating relationships with key agencies in the community. Maria gave him the freedom to develop the program.

When Ricardo raised the issue of intake procedures at a staff meeting, some people reacted defensively. One of the intake workers, Lydia, felt she was being personally criticized. After a long discussion it was decided that procedures wouldn't formally change, but workers would take more initiative in encouraging father engagement.



In spite of these difficulties, Ricardo developed a close working relationship with Rochelle, a parent involvement specialist, who seemed very supportive on the fatherhood issue. Once Rochelle began focusing on the issue of fathers, she realized she could be doing more. She started taking additional steps to engage fathers when she made home visits. She realized that in some cases, the fathers were around, but did not feel they had a role with the home visit. She also learned that she needed to adjust her schedule to do home visits after the father had returned home from work.

Rochelle and Ricardo spent several weeks planning a *circulo* and inviting men to come, but when they had their first session, only two fathers showed up. Over the next few weeks, a few more fathers began to show up, but there were never more than four or five men at a time (and often fewer). They continued to work together to build trust among fathers, who, in turn, encouraged other fathers to participate. They also worked with teachers such as Carmen to display pictures and photos of the fathers participating in activities with children at home and in the classroom. Ricardo continued to provide training and information to their colleagues on working with fathers and advertised the program through pictures and word of mouth.

As time went by, some staff members began to criticize Ricardo about the small numbers of fathers engaged in the program. At a staff meeting, Carmen stated that engaging fathers was very difficult and very different than engaging mothers. Ricardo continued with his efforts, but the fathers' participation did not grow.



## Módulo 4, MATERIAL IMPRESO 1

### *¿Quién es Responsable?: La Historia de Ricardo*

*(Adaptado de “Working With Head Start Fathers” Early Head Start Trainers Manual, August 2001)*

Head Start del Condado de Kalamata recientemente asistió a un entrenamiento sobre la participación de papás latinos y ha decidido incorporar estrategias de participación activa de los papás en el programa. Ricardo es el Gerente de Sociedades Comunitarias y Familiares y ha estado trabajando en el programa por muchos años. Él está familiarizado con los recursos de la comunidad y una vez él mismo fue migrante.

Migrant and Seasonal Head Start del Condado de Kalamata es una instalación de un sólo sitio en un área rural. Hay 40 miembros del personal siendo hombres 4 de ellos, el Director Asistente, un encargado de la limpieza, un chofer/cocinero y Ricardo. La Directora Ejecutiva, María, ha hablado apasionadamente acerca de la necesidad de que el Condado Kalamata utilice los amplios recursos de los papás en los hogares de los niños que atiende el programa.

La posición de Ricardo comprende la supervisión, el desarrollo del programa y la participación de la familia. Él trabaja duro para administrar bien su tiempo, pero aún así parece tener más trabajo de lo que puede acomodar en un día de 8 horas laborales. Él sabe que necesita involucrar a más papás, pero siente el reto en lograr que esto ocurra.

Cuando Ricardo empieza con sus esfuerzos de involucrar a más papás, las actitudes del personal empiezan a afectar su trabajo. Él ha escuchado a sus compañeras de trabajo expresando preocupaciones acerca del asunto que más hombres estarán en el centro. Él también ha escuchado al personal diciendo que las familias vean al hombre como trabajador y responsable para dar de comer a la familia y que el crecimiento de los niños es trabajo de la mamá, especialmente las actividades de la escuela. Muchas de sus compañeras de trabajo, especialmente una maestra que se llama Carmen, están sorprendidos de ver a un hombre trabajando en el centro y preguntaron porque Ricardo, como hombre, quiere trabajar en el centro.

Ricardo supo acerca de un taller de trabajo de 3 días para construir habilidades para papás profesionales y María apoyó su deseo de asistir. Fue una gran experiencia y Ricardo volvió a casa “alentado” y lleno de nuevas ideas. Decidió que la agencia debe explorar algunos problemas sistémicos tales como las admisiones. También decidió empezar un círculo para los papás y dedicar algún tiempo estableciendo relaciones con agencias claves de la comunidad. María le otorgó la libertad para desarrollar el programa.

Cuando Ricardo mencionó el asunto de procedimientos de registro en una reunión del personal, algunas personas reaccionaron defensivamente. Uno de los trabajadores de



registro, Lydia, sintió que ella estaba siendo criticando personalmente. Después de una discusión larga, decidieron que no se van a cambiar los procedimientos formalmente, sino que los trabajadores tomarán mayor iniciativa en fomentar la participación de hombres. Ricardo se desanimó porque él ha escuchado a Lydia diciendo que su esposo no le dio mucho apoyo. Ricardo sintió que está quizás está afectando la actitud de Lydia acerca de los hombres en el programa.

A pesar de esas dificultades, Ricardo desarrolló una estrecha relación de trabajo con Rochelle, Especialista en involucramiento de padres, la cual parecía apoyar bastante el asunto de paternidad. Una vez que Rochelle comenzó a enfocarse en el problema de los papás, se dio cuenta que ella podría hacer algo más. Comenzó tomando pasos adicionales para involucrar a los papás cuando ella hacía las visitas al hogar. Se dio cuenta de que en muchos casos, los papás eran parte importante de la familia, estaban extremadamente interesados y apasionados acerca de los niños pero que no sentían que tenían algún papel en las visitas al hogar. Ella aprendió que necesitaba aumentar sus destrezas en alcanzar a los papás y que necesitaba ajustar su tiempo para realizar las visitas al hogar después de que el papá ha regresado de su trabajo.

Rochelle y Ricardo dedicaron varias semanas planeando un círculo e invitando a los hombres a venir, pero cuando se realizó la primera sesión sólo dos papás se presentaron. A través de las siguientes semanas, unos pocos papás más comenzaron a venir, pero nunca hubo más de cuatro o cinco (en ocasiones menos). Continuaron trabajando conjuntamente estableciendo la confianza con los papás quienes a su vez invitaban a otros papás a asistir. También trabajaron con maestros tales como Carmen para mostrar imágenes y fotos de la participación de los papás en actividades con los niños en el hogar y en el salón de clase. Ricardo continuó ofreciendo entrenamiento e información a sus colegas en el modo de trabajar con los papás y anunciaba el programa mediante imágenes y exposiciones orales.

Algunos miembros del personal empezaron a criticar a Ricardo por la poca participación de padres en el programa. En una reunión del personal, Carmen dijo que el involucramiento de hombres es muy difícil y muy diferente que el involucramiento de mamás. Ricardo siguió con sus esfuerzos pero el programa de involucramiento de hombres no se crece.





## Module 4, HANDOUT 2

### Staff Roles in Latino Father Involvement

*(Adapted from “Working with Head Start Fathers” Early Head Start Trainers Manual, August 2001)*

**The governing body, policy group (Policy Council/Committee)** and agency management need to have representation from Latino fathers and need to provide leadership to strategically plan for father engagement, including those aspects that may be specific to the unique needs of Latino fathers.

**Latino fathers and mothers** recruit fathers, plan program activities, motivate other parents, and participate in advisory and evaluation committees.

**Directors** provide leadership in supporting cultural and linguistic diversity, developing long-term strategic plans that include services and training specific to Latino fathers, and provide leadership and establish staff accountability.

**Managers** communicate the mission to the frontline staff, support the director in strategic planning and leadership and provide day-to-day support and coaching in working with Latino and culturally diverse fathers and families.

**Teaching Staff** inquire about each child’s father, build relationships with fathers when they come in the classroom and recruit fathers for all parent engagement activities.

**Family Workers** ensure that fathers are involved in Family Partnership Agreements and home visits and that these are carried out in a culturally and linguistically appropriate manner, support the fatherhood coordinator in carrying out activities and encouraging fathers to participate.

**Transportation staff** see dads every day, help recruit Latino fathers and pass on helpful information to the fatherhood coordinator.

**Fatherhood Coordinators** work with Latino fathers to design activities and events that are culturally and linguistically appropriate and meet the expressed needs and interests of the fathers. Fatherhood Coordinators also work with fathers to evaluate the effectiveness of the fatherhood programming.

**Receptionists** present a friendly face (or voice) to Latino men and fathers, create relationships with fathers when they come in or call, pass on information regarding activities and encourage participation.

**Food Service Staff** may see fathers when they are in the classrooms, dropping off and picking up children or attending parent meetings and can offer friendly greetings.



## Módulo 4, MATERIAL IMPRESO 2

Papeles del Personal en el Involucramiento del Papá Latino (*adaptado de “Working With Head Start Fathers” Early Head Start Trainers Manual, August 2001*)

**El cuerpo gobernante, el grupo de política (Concilio/Comité Político)** y la administración de la agencia necesitan tener representación de papás latinos y necesitan ofrecer liderazgo al plan estratégico para la participación de los papás incluyendo aquellos aspectos que pueden ser específicos a las necesidades únicas de los papás latinos.

**Los papás y mamás latinas** reclutan papás, planean las actividades del programa, motivan a otros papás y participantes en comités asesores y de evaluación.

**Los Directores** otorgan liderazgo en apoyo a la diversidad lingüística y cultural, desarrollando planes estratégicos de largo plazo que incluyen servicios y entrenamiento específico a los papás latinos y ofrecen liderazgo y establecen la responsabilidad del personal.

**Loa Gerentes** comunican la misión al personal de primera línea, apoyan al director en la programación estratégica y el liderazgo y ofrecen apoyo diario e instrucción en los trabajos con los papás y familias culturalmente diversas.

**Los Maestros** preguntan acerca del papá de cada niño, establecen relaciones con los papás cuando éstos vienen al salón de clase y reclutan a los papás para todas aquellas actividades de participación de los papás

**Los Trabajadores Familiares** se aseguran que los papás están involucrados en los Acuerdos de Sociedad Familiar y en las visitas al hogar en una forma apropiada, tanto lingüística como culturalmente, apoyan al coordinador de paternidad en el desempeño de sus actividades e animan a los papás a participar.

**El personal de transporte** ve a los papás diariamente, puede ayudar a reclutar papás latinos y pasar información útil al coordinador de paternidad.

**Los Coordinadores de Paternidad** trabajan con los papás latinos para diseñar actividades y eventos cultural y lingüísticamente apropiados y satisfacen las necesidades expresadas e intereses de los papás. Los Coordinadores de Paternidad también trabajan con los papás para evaluar la efectividad del programa de paternidad.



**Los Recepcionistas** ofrecen una cara amable (o voz) a los hombres y papás latinos, establecen relaciones con los papás cuando vienen o hablan, pasan información en relación a actividades y fomentan la participación.

**El Personal de la Cocina** puede ver a los papás cuando están en los salones de clase, dejando y recogiendo a los niños o asistiendo a juntas de padres y pueden ofrecerle saludos amables.



## **Module 4 ACTIVITY #2: Potential Barriers and Solutions to Latino Father Engagement**

**Purpose:** To provide participants with an opportunity to examine and discuss potential barriers to Latino father engagement.

**Objective:** Participants will be able to list at least 3 potential barriers to Latino father engagement.

Participants will be able to list at least 3 solutions to barriers that impact Latino father engagement.

### **Materials:**

Module 4 Handout 3 “*Latino Father Engagement Possible Barriers and Solutions Worksheet*”

Module 4 Handout 4, “*Latino Father Engagement Possible Barriers and Solutions Reference Sheet*”

**Time:** 30 Minutes

### **Preparation:**

Review and become familiar with the handouts.

### **Directions:**

A. Explain to participants:

1. Given that we know Latino fathers value education and want to be involved, we will now consider some barriers that may negatively impact their engagement.

B. Ask participants:

1. In your experience working with families, have you observed any barriers to their participation?
2. If so, what are the barriers you have observed?
3. How have you worked with families to overcome barriers?

Take just a few examples and move on to the small group activity.



### C. Small Group Activity

1. Divide participants into small groups.
2. Pass out **Module 4 HANDOUT 3** “*Latino Father Engagement Possible Barriers and Solutions Worksheet*”
3. Explain to participants that this worksheet contains some of the barriers Latino fathers may face as they work to participate more in the education and literacy development of their young children.
4. Depending upon the number of groups, assign each group to work on creating solutions for specific barriers using the numbers in the boxes (i.e. assign group 1 to work on barriers 1-3, group 2 to work on barriers 4-6, etc.)
5. Give the groups 15-20 minutes to work on solutions.
6. Encourage participants to take notes on their worksheet to take back home as each group shares back their solutions. Be familiar with **Module 4 HANDOUT 4**, “*Latino Father Engagement Possible Barriers and Solutions Reference Sheet*” and share ideas as necessary.
7. Once all groups have shared. Ask participants:
  - a) Do you see any of these barriers to Latino father engagement in you program?
  - b) Have you heard any suggestions as part of this activity that will help in your work at your program? If so, what are they?
8. Pass out **Module 4 HANDOUT 4**, “*Latino Father Engagement Possible Barriers and Solutions Reference Sheet*” as a reference/resource for participants.

### Activity Wrap-Up

Share with participants:

Typically, the popular perception of fathers is that they do not care and they do not want to participate. In most cases, this could not be further from the truth. It is our job to avoid assumptions and ensure that we are sensitive to the needs and conditions of the fathers and families we serve. Once we understand who the fathers are and the barriers they face, it is up to us to adjust our services accordingly.

*Activity Variation Module 4 ACTIVITY #2: “Potential Barriers and Solutions to Latino Father Engagement” This activity could also be done as a walk about. Prior to the*

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*Materials developed by Las Manos de Apa (The Hands of My Father) under the Innovation and Improvement Project grant 90YD0242, from the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.*



*training, write one barrier per one page of flip chart paper and post them around the room. Ensure they are folded and held up with painters tape so that participants can see them. After the large group discussion concludes, remove the painters tape and instruct participants to walk around and write down their ideas as to how they would address the barrier on the flip chart page. Remind participants to keep moving every 3-4 minutes.*



## Module 4 HANDOUT 3

### Latino Father Engagement Possible Barriers and Solutions Worksheet

*Below is a list of possible barriers and solutions related to engaging Latino fathers in the education of their young children. This list mentions only some of the barriers and solutions and is not intended to be all-inclusive. Each program is encouraged to assess its own community for locally-based barriers and to create solutions to barriers based on the unique strengths of the community in which they reside.*

<b>Barrier to Participation</b>	<b>Possible Solution to Barrier</b>
1. Latino fathers tend to be harshly stereotyped.	
2. Economic issues (joblessness, needing to migrate for work).	
3. Latino fathers care and want to reach out to children, only they don't know how.	
4. Young Latino fathers may have difficult relationships in the past with the mother of their child.	
5. Latino fathers may have had negative experiences in school settings.	
6. Families and staff may see the role of the Latino father as a provider, rather than as an educator.	
7. Child Support Enforcement systems may be confusing or not have staff who speak Spanish.	
8. Immigration issues (loss of family in country of origin, separation, the immigration systems, etc.).	
9. Acculturation issues (Learning to balance	



the different values and beliefs from the home culture and the values and customs of the new dominant society)	
10. School systems where the home language of the fathers is not spoken.	
11. Fathers may feel their challenges with speaking English or the language of the dominant culture makes them unable to help their children in school.	
12. Latino fathers may feel that due to their own educational challenges they are unable to help their children in school.	
13. Fathers may feel intimidated or overwhelmed in school settings and feel they have little to offer.	
14. Immigrant Latino fathers may have had little to no exposure to schools in the United States.	





## Módulo 4 MATERIAL IMPRESO 3

### Involucramiento del Papá Latino Hoja de Trabajo de Posibles Barreras y Soluciones

*A continuación está una lista de posibles barreras y soluciones relacionadas al involucramiento de papás Latinos en la educación de sus niños pequeños. La lista menciona sólo algunas de las barreras y soluciones y no se pretende que sea una lista que incluya todo. Se anima a cada programa a evaluar a sus propias comunidades para barreras basadas localmente y crear soluciones a barreras basadas en fortalezas únicas de las comunidades dentro de las cuales residen.*

<b>Barrera a la Participación</b>	<b>Solución Posible a la Barrera</b>
1. Los papás latinos tienden a ser duramente estereotipados.	
2. Aspectos económicos (falta de trabajo, necesidad de migrar para trabajar)	
3. Los papás latinos se preocupan y quieren tenderle la mano a sus niños, sólo que no saben como.	
4. Los papás latinos jóvenes tienen relaciones difíciles en el pasado con la mamá de su niño.	
5. Los papás latinos pueden haber tenido experiencias negativas en el ambiente escolar o relacionado con la escuela.	
6. Las familias y personal pueden ver el papel del papá Latino como proveedor a diferencia de educador.	
7. Los sistemas de Aseguramiento de Cumplimiento de Manutención pueden ser confusos o no tienen personal que hable Español, etc.	
8. Asuntos con inmigración (pérdida de familia en país de origen, separación, sistemas de inmigración, etc).	



9. Asuntos de aculturación (aprender a balancear los diferentes valores y creencias de la cultura madre y los valores y costumbres de la nueva sociedad dominante)	
10. Sistemas escolares donde el idioma de casa de los papás no es hablado.	
11. Los papás pueden sentir un desafío hablar Inglés o el idioma de la cultura dominante hace que no puedan ayudar a sus hijos en la escuela.	
12. Los papás latinos pueden sentir que debido a sus propios retos educativos no pueden ayudar a sus niños en la escuela.	
13. Los papás expresan sentirse intimidados o abrumados en el ambiente escolar y sienten que tienen poco que ofrecer.	
14. Para papás latinos inmigrantes, poco o nada de exposición a escuelas en los Estados Unidos.	



## Module 4 HANDOUT 4

### Latino Father Engagement Possible Barriers and Solutions Informational Page

*Below is a list of possible barriers and solutions related to engaging Latino fathers in the education of their young children. This list mentions only some of the barriers and solutions and is not intended to be all-inclusive. Each program is encouraged to assess its own community for locally-based barriers and to create solutions to barriers based on the unique strengths of the community in which they reside.*

<b>Latino Fathers/ Possible Barrier</b>	<b>Possible Solution to Barrier</b>
1. Latino fathers tend to be harshly stereotyped.	Staff needs to be provided with on-going anti-bias training.
2. Economic issues (joblessness, needing to migrate for work)	Support Latino fathers in identifying their talents and skills and in resume and cover letter writing. Maintain good relationships with community partners who may be able to offer jobs or assistance with job training or locating other types of work.
3. Latino dads care and want to reach out to children, only, at times, they don't know how.	Work with Latino fathers to teach them about the important roles they play in the education of their children. Assure them that as fathers, they have much to contribute to their children through talking, playing, listening and interacting. This includes sharing family stories and history.
4. Young Latino fathers may have difficult relationships in the past with the mother of their child.	Support Latino fathers in developing positive relationships with their partners by utilizing the concept of <i>familia</i> and accessing culturally and linguistically appropriate support from mental health consultants and mental health partner agencies.
5. Latino fathers may have had negative experiences in school settings.	Validate the experiences of the fathers and support them in having positive school experiences with their child.



6. Families and staff may see the role of the Latino father as provider as opposed to educator.	Provide training to staff and fathers and mothers regarding gender roles and stereotyping.
7. Child Support Enforcement systems may be confusing or not have staff who speak Spanish, etc.	Ensure that your agency has a relationship with the Child Support Enforcement agency, including an interagency agreement or Memorandum of Understanding. Ensure there is a designated contact person who speaks the primary language of the parents and can inform fathers about their legal rights and responsibilities.
8. Issues with immigration (loss of family in country of origin, separation, the immigration systems, etc.).	Support fathers in learning about the country (banking systems, mail systems, health systems etc.) Support fathers in accessing classes, learning about their legal rights and/or other services related to immigration that may be relevant to the fathers.
9. Acculturation issues (learning to balance the different values and beliefs from the home culture and the values and customs of the new dominant society)	Provide information, training and activities for fathers that openly discuss the challenges associated with learning to live in a different country. This includes discussing the culture clash that may impact a family as children grow and mature.
10. School systems where the home language of the fathers is not spoken.	Demonstrate respect for the home language of the family. Encourage families to use their home language and promote bilingualism. Whenever possible, provide activities and other events in the primary language of the fathers. Educate fathers and mothers about their rights to request interpreters for educational events including IEP meetings, parent teacher conferences, etc.
11. Fathers may feel their challenges with speaking English or the language of the dominant culture makes them unable to help their children in school.	Help fathers understand that they can help their children through talking, playing, singing and telling stories to their children about family history and lessons. Support



	parents in recognizing their strengths and sharing these with children. Alert parents that they may contact the school to request tutoring and other support for their children, if additional help with homework in English is needed.
12. Latino fathers may feel that due to their own educational challenges they are unable to help their children in school.	Research demonstrates that fathers who show an interest in the education of their children can make a positive difference for the children, regardless of the fathers' educational levels. Support Latino fathers in understanding this important role and also encourage them to pursue their own educational goals in a positive manner. It is never too late to learn, and fathers and children can learn together.
13. Fathers may feel intimidated or overwhelmed in the school setting and feel they have little to offer.	Validate the unique skills and talents of the fathers and find ways to incorporate them in the classroom and throughout other educational activities. Latino fathers have a variety of skills, such as woodworking, guitar/musical instrument playing and singing, drawing, making things with their hands, etc. Fathers need to be validated and reminded that they are the primary educational role models for their children.
14. Immigrant Latino fathers may have had little to no exposure to schools in the United States.	Provide information about the school system in the United States. Respectfully ask fathers to share their experiences with schools in their country of origin and compare and contrast the differences with the school systems in the United States. Invite fathers to visit the schools and introduce them to individuals on the school staff. Ensure fathers have positive experiences at the Head Start program with their child and provide support for transition to public school.



## Módulo 4 MATERIAL IMPRESO 4

### Involucramiento de Papás Latinos Página Informativa de Posibles Barreras y Soluciones

*A continuación está una lista de posibles barreras y soluciones relacionadas al involucramiento de papás Latinos en la educación de sus niños pequeños. La lista menciona sólo algunas de las barreras y soluciones y no se pretende que sea una lista que incluya todo. Se anima a cada programa a evaluar a sus propias comunidades para barreras basadas localmente y crear soluciones a barreras basadas en fortalezas únicas de las comunidades dentro de las cuales residen.*

<b>Barrera a la Participación</b>	<b>Posible Solución a la Barrera</b>
1. Los papás latinos tienden a ser duramente estereotipados.	Se necesita proveer al personal entrenamiento continuo anti prejuicios.
2. Aspectos económicos (falta de trabajo, necesidad de migrar para trabajar)	Apoyar a los papás Latinos en identificar sus talentos y habilidades y en escritura de currículo y cartas de presentación. Mantener buenas relaciones con socios comunitarios que pudieran ofrecerles trabajos o ayuda con entrenamiento laboral o localizar otros tipos de trabajos.
3. Los papás latinos se preocupan y quieren tenderle la mano a sus niños, sólo que no saben como.	Trabajar con papás Latinos para darles información acerca del papel importante que juegan en la educación de sus niños. Validar que como padres tienen mucho que contribuir a sus niños a través de pláticas, juegos, escucha e interacción. Esto incluye compartir historias y relatos familiares.
4. Los papás latinos jóvenes tienen relaciones difíciles en el pasado con la mamá de su niño.	Apoyar a los papás Latinos en desarrollar relaciones positivas con sus parejas utilizando el concepto de familia y accediendo a apoyo cultural y lingüísticamente apropiado de parte de consultores de salud mental y agencias socio de salud mental.
5. Los papás latinos pueden haber tenido experiencias negativas en el ambiente	Validar las experiencias de los papás y apoyarlos en tener una experiencia escolar



escolar o relacionado con la escuela.	positiva con sus niños.
6. Las familias y personal pueden ver el papel del papá Latino como proveedor a diferencia de educador.	Proveer entrenamiento a personal y papás y mamás acerca de papeles de acuerdo al género y estereotipos.
7. Los sistemas de Aseguramiento de Cumplimiento de Manutención pueden ser confusos o no tienen personal que hable Español, etc.	Asegurar que su agencia tenga una relación con la agencia de Aseguramiento de Manutención para incluir un acuerdo interagencia o un Memorándum de Entendimiento. Asegurar que haya una persona contacto designada que hable el idioma primario de los padres y pueda informarle a los papás acerca de sus derechos y responsabilidades legales.
8. Asuntos con inmigración (pérdida de familia en país de origen, separación, sistemas de inmigración, etc.).	Apoyar a los papás en aprender acerca del país (sistemas bancarios, sistemas de correo, sistemas de salud, etc.) Apoyar a los papás en acceder a clases, aprendiendo acerca de sus derechos legales y/u otros servicios que puedan interesar a los papás con respecto a inmigración.
9. Asuntos de aculturación (aprender a balancear los diferentes valores y creencias de la cultura madre y los valores y costumbres de la nueva sociedad dominante)	Proveer información, entrenamiento y actividades para papás que discutan abiertamente los retos asociados con aprender a vivir en un país diferente. Esto incluye discutir el choque de culturas que puede impactar a su familia conforme sus niños crecen y maduran.
10. Sistemas escolares donde el idioma de casa de los papás no es hablado.	Demostrar respeto por el idioma de casa de la familia. Animar a las familias a usar su idioma de casa y promover ser bilingües. Cuando sea posible proveer actividades y otros eventos en el idioma primario de los papás. Educar a los papás y mamás acerca de sus derechos para solicitar intérpretes para eventos educativos incluyendo juntas IEP, conferencias padres-maestros, etc.
11. Los papás pueden sentir un desafío	Apoyar a los papás en el hecho de que



<p>hablar Inglés o el idioma de la cultura dominante hace que no puedan ayudar a sus hijos en la escuela.</p>	<p>pueden ayudar a sus niños a través de hablar, jugar, cantar y contar historias a sus niños acerca de historia familiar y lecciones. Apoyar a los papás en reconocer sus fortalezas y compartirlas con los niños. Ayudar a los padres en reconocer que si sus niños requieren ayuda adicional con la tarea en Inglés pueden ir a la escuela y solicitar tutoría y otros apoyos para su niño.</p>
<p>12. Los papás latinos pueden sentir que debido a sus propios retos educativos no pueden ayudar a sus niños en la escuela.</p>	<p>Investigaciones demuestran que los papás que muestran un interés en la educación de sus niños pueden hacer una diferencia positiva para sus niños sin importar el nivel educativo del papá. Apoyar a papás Latinos en entender este papel importante y también animarlos a perseguir sus propias metas educativas de una manera positiva. Nunca es muy tarde para aprender y los papás y niños pueden aprender juntos.</p>
<p>13. Los papás expresan sentirse intimidados o abrumados en el ambiente escolar y sienten que tienen poco que ofrecer.</p>	<p>Validar las habilidades y talentos únicos de los papás y encontrar maneras de incorporarlos en el salón de clases y a través de otras actividades educativas. Los papás Latinos tienen una variedad de habilidades tales como trabajar con madera, tocar guitarra/instrumento musical, cantar, dibujar, hacer cosas con sus manos, etc. Los papás necesitan ser validados y recordados que son el principal modelo educativo a seguir para sus niños.</p>
<p>14. Para papás latinos inmigrantes, poco o nada de exposición a escuelas en los Estados Unidos.</p>	<p>Proveer educación e información acerca del sistema escolar en los Estados Unidos. Pedir respetuosamente a los papás compartir sus experiencias con escuelas en su país de origen y comparar y contrastar las diferencias con los sistemas escolares en los Estados Unidos. Invitar a los papás a visitar las escuelas y presentarlos con individuos del personal escolar. Asegurar que los papás tengan experiencias positivas en el programa de Head Start con sus niños</p>





	y proveer apoyo para la transición a la escuela pública.
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*Materials developed by Las Manos de Apa (The Hands of My Father) under the Innovation and Improvement Project grant 90YD0242, from the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.*



## Module 4 ACTIVITY #3 Latino Fathers: Rolling out the Welcome Mat

**Purpose:** Provide participants with an opportunity to discuss strategies for helping Latino fathers feel welcome in Head Start centers and programs.

**Objective:** Participants will be able to describe at least 3 strategies to help Latino fathers feel welcome in Head Start centers and programs.

### Materials:

Module 4 Handout 5 “*Father Engagement in the Classroom/Center: Welcome Mat Strategies*”

Module 4 Handout 6 “*Welcome Mat Strategies Worksheet*”

**Time:** 30 minutes

### Preparation:

Make copies of Module 4 Handout 5 “*Father Engagement in the Classroom/Center: Welcome Mat Strategies*”

Select a few key points to share with participants from Module 4 Handout 5 “*Father Engagement in the Classroom/Center: Welcome Mat Strategies*”

Make copies of Module 4 Handout 6 “*Welcome Mat Strategies Worksheet*”

### Directions:

Explain to participants:

It is extremely important to ensure that classroom environments and centers are father-friendly. When a father comes in, there may be only one opportunity to make sure that father feels welcomed and valued in the program.

- A. Pass out **Module 4 HANDOUT 5**, “*Father Engagement in the Classroom/Center: Welcome Mat Strategies*” and review a few key points you selected previously with participants.
- B. Pass out **Module 4 HANDOUT 6**, “*Welcome Mat Strategies Worksheet*”
- C. Divide participants into small groups

Ask participants:

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In your small groups, please choose 3 strategies from the Handout “*Father Engagement in the Classroom/Center: Welcome Mat Strategies*” and share how you would utilize the strategy in your classrooms/programs/centers.

Give participants 10-15 minutes to develop their ideas for using the strategies in their centers/classrooms.

Ask all the groups to share their ideas. Encourage participants to take notes on their handouts regarding good ideas they hear from other groups that they can take back to their own programs.

### **Activity wrap-up**

Thank participants for sharing their ideas. Emphasize that Latino father engagement requires conscious effort and a variety of strategies to help fathers feel welcomed and valued. Challenge participants to be creative when they return to their centers and to think of some of their own ideas to make fathers feel comfortable in their classrooms.

*VARIATION ON ACTIVITY Module 4 Activity #3 “Latino Fathers: Rolling out the Welcome Mat” This activity could also be done using a walk-about format. Create four flip chart pages with the following headings: 1) A Thoughtful Approach, 2) Classroom Orientation, 3) Dad’s Corner, 4) Father-Focused Projects (repeat the headings on as many flip chart pages as you need if you have a larger group). Fold up the flip chart sheets and secure them with blue painters tape so that participants cannot see the headers when they enter. Review Module 4 HANDOUT 3, *Father Engagement in the Classroom/Center: Welcome Mat Strategies*.” Once the review is complete, uncover the flip chart headings and ask participants to walk-about and write under each heading what strategies/activities/materials they would they utilize in order to help fathers feel welcome in their classrooms/centers.*



## Module 4 HANDOUT 5

### “Father Engagement in the Classroom/Center: Welcome Mat Strategies”

#### A Thoughtful Approach:

- Father-focused invitations: phone calls, home visits, written invitations to fathers and mothers.
- Father-friendly schedules: plan events at times convenient for father engagement.
- Male recruiters: enlist fathers/males to recruit other fathers (someone they can relate to).
- Male opportunities: spell them out and design activities to appeal to male interests (e.g., decision-making groups, construction/repair, outdoor activities, shared hobbies, field trips, etc.). Poll fathers and other males to determine what their genuine interests are.
- Male-friendly environments: displays and media depicting males/fathers, male staff, Do It Yourself (DIY) opportunities, resources and displays depicting male roles/interests as fathers and as men, information/resources/activities that support father engagement with their children at home, at the center and in the community and father engagement with others, e.g., family members, neighbors, community organizations.

#### Classroom Orientation:

- Personal greetings and small talk
  - Introductions
  - First tour of the classroom - includes a welcome bag to get the ball rolling. Some objects you might include: pen, tablet, small treat, a greeting card, book, disposable camera, etc.
- Get their autograph
  - Sign-in sheets inside the classroom/center - this draws them in and opens up opportunities for fathers to get to know one another.
  - Make it interesting - have fathers initial or sign their name at the locations where they live and work on a map displayed on the wall. You could take it up a notch by adding photos.
  - Add photos to a bulletin board (ask for permission to take a photograph, e.g., and add it to the bulletin board).
- Photo displays of fathers, grandfathers, uncles and other significant males
  - My Father and Me (you could also include My Mother and Me as well)
  - Men at work
  - Men with their families (try not to leave mom out of the scheme of things).
  - Men having fun (e.g., grilling outdoors, sports, dances, relaxing, etc.).
  - Fathers interacting with children (e.g., reading, writing, playing games, outings, routines, talking, etc.)



- Father-friendly bulletin boards - special messages from fathers, grandfathers, uncles to children, information about the fathers and their families and pictures or short write-up of fathers' individual interests and talents, such as playing guitar, singing, woodworking, landscaping, etc.
- Map of classroom and center - offer a brief explanation, e.g., pointing out and defining symbols, where you are at now, and encourage fathers to touch and experiment and to explore on a Do It Yourself tour.
- Dad's corner:
  - Include photos, pictures and/or drawings of fathers
  - Include books, magazines, newspaper and other media depicting father engagement with children, family and community.
  - Make it child- and dad-friendly - create the corner in an existing learning center or area in which you have toys/tools for children, e.g., puzzles depicting fathers/males, books and other media that include fathers/males, constructing and experimenting.
  - Add a mailbox and/or writing center that allow fathers and children to leave messages for each other. During the orientation, help fathers create post cards and mail it to their children.
- Scavenger hunt - hide a few items and openly display others and have the fathers (moms and children are welcome too) find items in the environment that depict fathers or that are of interest to fathers (write them down or check them off of a list).
- Active Experimentation
  - Have an area (indoor or outdoor) that allows fathers to plant a seed. Insert a marker with a line drawn at the top of the soil and write the date and their name or initials. If the child is available, they can plant a seed as well.
  - Tell the fathers how you plan to engage children and report to them about this activity, e.g., graphing growth, marking days on the calendar, making predictions, comparisons, and journaling (written/pictorial) between home and school.
- Have a voice recorder in the room and encourage fathers to leave their child a message. You could also record the child leaving the father a message.
- Add a Daddy/Papa surprise pocket to the child's cubby - have the fathers place a small item or note in the pocket that describes their day, e.g., a paper clip, gum wrapper, coupon, stamp, etc. or anything that says "Today I did this.....and I thought of you."
- Create a cardboard structure (e.g., spaceship, tunnel) outdoors and have the fathers help cut out windows/doors and/or paint it (also encourage them to invite mom and child to join them).
- Start a project - this is a good way to find out what fathers are interested in. For example, preparing the ground for a garden, setting up an area to play soccer, building a play house or puppet stand or even a shade structure, creating an outdoor music center (build a stage and have instruments available), etc.
- Have a cook out - ask for volunteers to help prepare the food.



## Módulo 4 MATERIAL IMPRESO 5

### “Participación de los Papás en el Salón de Clase o en el Centro: Estrategias de Tapete de Bienvenida”

Un Acercamiento Considerado:

- Invitaciones centradas en el papá: llamadas telefónicas, visitas al hogar, invitaciones escritas al papá y a la mamá.
- Calendarios favorables al papá: programar los eventos en horas convenientes para la participación de los papás.
- Hombres reclutas: enlistar papás/varones para reclutar a otros papás (alguien con quien pueden relacionarse).
- Oportunidades masculinas: diseño de actividades que atraigan el interés masculino (ej., grupos de toma de decisiones, construcción/reparaciones, actividades al aire libre, compartir un pasatiempo, días de campo, etc.). Hacer una encuesta entre los papás y otros hombres para determinar cuáles son sus intereses genuinos.
- Ambientes masculinos: exposiciones y noticias mostrando hombres/papás, personal masculino, oportunidades de hágalo usted mismo (DIY), recursos y exhibiciones orientados a intereses masculinos como papás y como hombres, información/recursos/actividades que apoyan la participación de los papás con los niños en el hogar, en el centro y en la comunidad así como la participación de los papás con otros ej., miembros de la familia, vecinos, organizaciones comunitarias.

Orientación en el Salón de Clase:

- Bienvenida personal y charla
  - Presentaciones
  - Primera visita al salón de clase- incluye una bolsita de bienvenida para iniciar la participación. Algunos objetos que puede incluir son una pluma, libreta, un pequeño dulce, una tarjeta de bienvenida, un libro, una cámara desechable, etc.
- Obtenga su firma:
  - Hojas para firmar en el salón de clase/centro – esto los atrae y abre oportunidades para conocerse mejor.
  - Hágalo interesante – haga que los papás pongan sus iniciales o firmen sus nombres en la localidad en que viven y muestre eso en un mapa en la pared. Puede hacerlo aún mejor añadiendo unas fotos.
  - Ponga fotos en un boletín en el pizarrón (pida permiso para tomar fotos ej. con una cámara Polaroid o digital y añádalas al boletín en la pizarra).
- Muestra de fotos de los papás, abuelos, tíos y otros varones importantes.
  - Mi papá y Yo (también puede incluir Mi Mamá y Yo)
  - Hombres trabajando



- Hombres con sus familias (trate de no excluir a la madre del esquema de cosas).
- Hombres divirtiéndose (ej., cocinando al aire libre, deportes, bailes, descansando, etc.).
- Papás interactuando con los niños (ej., leyendo, escribiendo, jugando, rutinas, hablando, etc.)
- Pizarras de boletines propicios para los papás: mensajes especiales de los papás, abuelos, tíos de los niños, información acerca de los papás y sus familias y figuras o notas cortas sobre los intereses y talentos individuales de los papás tales como tocar la guitarra, cantar, trabajos en madera, diseño de patios y jardines, etc..
- Mapa del salón de clase y del centro; ofreciendo una breve explicación ej., señalando y definiendo los símbolos, donde se encuentra usted ahora e invitar a los papás a tocar y experimentar y animar a los papás a explorar en una visita DIY (Hágalo usted mismo).
- La esquina de papá
  - Incluir fotos, imágenes o dibujos de los papás
  - Incluir libros, revistas, periódicos y otros medios de información mostrando a los papás involucrados con los niños, la familia y la comunidad.
  - Hágalo amigable al niño y al papá – crear esta esquina en un centro de aprendizaje o área existente en la cual tiene juguetes y herramientas para niños ej., rompecabezas mostrando papás/varones, libros y otros medios que incluyan papás/varones, construyendo y experimentando, etc.
  - Añada un buzón y/o un centro de escritura que permita a los papás y niños dejar mensajes a los otros. Durante la orientación ayude a papá a crear una tarjeta postal y envíela a su niño.
- Juego de búsqueda de unos pocos artículos, escondiendo unos y dejando otros a la vista y haga que los papás (las mamás y los niños son bienvenidos también) a encontrar los artículos en un ambiente que presenta a los papás o que son de interés a los papás (escriba una lista o tenga una para ir borrando).
- Experimentación Activa - (adentro o afuera) tenga un área que permita a los papás plantar una semilla, insertando un marcador con una línea dibujada al nivel del suelo, póngale fecha y su nombre o iniciales. Si el niño se encuentra disponible, él también puede plantar una semilla. Diga a los papás como piensa involucrar a los niños y reportarles sobre esta actividad ej., dibujar el crecimiento, marcando los días en el calendario, haciendo predicciones, comparaciones y llevando un diario (por escrito o pictóricamente) entre el hogar y la escuela.
- Tenga una grabadora en el cuarto e invite a los papás a dejar un mensaje a sus hijos. También puede usted grabar al niño dejándole un mensaje a su papá.
- Añada un bolsillo de sorpresas de papá (Daddy/Papa) al casillero del niño – haga que los papás depositen en ese bolsillo un pequeño artículo o nota que describa su día ej., un clip de papel, una cubierta de chicle, un cupón, una estampa, etc. o algo que diga “Hoy hice.....y estuve pensando en ti”



- Crear una estructura de cartón para exteriores (ej., una nave especial, un túnel) y haga que los papás le corten las puertas y ventanas y lo pinten (anímelos a invitar al niño y a la mamá a participar).
- Inicie un proyecto – ésta es una buena forma de descubrir en que están interesados los papás. Por ejemplo, preparar el suelo para hacer un jardín, establecer un área para jugar futbol, construir una casa de juegos o un escenario de títeres o aún una estructura para tener sombra, crear un centro de música exterior (tenga los instrumentos disponibles – construya el escenario), etc.
- Cocine al exterior – solicite voluntarios para ayudar a preparar la comida.





## Module 4 HANDOUT 6

### Welcome Mat Strategies Worksheet

Instructions: Choose three items from the Handout “*Father Engagement in the Classroom/Center: Welcome Mat Strategies*” and describe how you would implement them in your classroom or center.

Welcome Mat Activity	Something I could do in my Classroom/Center
For example: Create a cardboard structure outdoors	Depending upon the interests of the children, ask fathers and children to create a race car or a boat out of cardboard and have them talk about the parts of the car/boat, where they would go in it if they could go anywhere they wanted, what colors are best to paint it, etc.
1.	
2.	
3.	



## Módulo 4 MATERIAL IMPRESO 6

### Hoja de Trabajo de las Estrategias de Bienvenida

Instrucciones: Escoja tres artículos del Material Impreso “*Involucramiento de Papás en el Salón de Clase/Centro: Estrategias de Tapete de Bienvenida*” y describa cómo los implementaría en su salón de clase o centro.

Actividad de Tapete de Bienvenida	Algo que yo podría hacer en mi salón de clase o centro
Por ejemplo: Crear una estructura de cartón para uso exterior	Dependiendo de los intereses de los niños, haga que los papás y niños creen una carro de carreras o un barco hecho de cartón y haga que los papás y niños platicuen acerca de las partes del carro/barco, a dónde irían si pudieran ir a cualquier parte que quisieran, de que colores sería mejor pintarlos, etc.
1.	
2.	
3.	



## **Module 4 ACTIVITY #4: Successful Latino Father Engagement Strategies**

### **Purpose:**

To provide participants with the opportunity to consider and discuss strategies for successful Latino father engagement.

### **Objective:**

Participants will be able to describe at least 3 strategies proven to be successful in promoting Latino father engagement.

Participants will have an opportunity to examine their current practices related to successful Latino father engagement strategies.

### **Materials:**

Module 4 Handout 7, *“Successful Latino Father Engagement Strategies”*  
Module 4 Handout 8, *“Successful Latino Father Engagement Worksheet”*

**Time:** 30-45 Minutes

### **Preparation:**

Make copies of Module 4 Handout 7, *“Successful Latino Father Engagement Strategies”*  
Make copies of Module 4 Handout 8, *“Successful Latino Father Engagement Worksheet”*

### **Directions:**

Explain to participants:

We are now going to discuss strategies related to the successful engagement of Latino fathers with their children in Head Start programs. This information is based on actual experiences working with Latino and other fathers in Head Start.

Pass out **Module 4 HANDOUT 7**, *“Successful Latino Father Engagement Programs”* and review the handout with participants.

Divide participants into small groups.

Pass out **Module 4 HANDOUT 8**, *“Successful Latino Father Engagement Worksheet.”*

Explain to participants:



“In your small groups, please consider how your program is addressing some of these key strategies for Latino father engagement and what might be next steps your program could take for each strategy.”

Give participants 15-20 minutes to work on their strategies and then ask each group to share, in a round-robin forum.

Ask Participants:

Are there any strategies that you have tried or would consider trying that are not mentioned here?

### **Activity wrap-up**

Explain to participants:

It takes a conscious effort on the part of programs to implement successful Latino father engagement. The strategies presented here have been used and proven useful. Please take your worksheet and your handouts back and work on some strategies you would like to try in your next steps towards promoting/enhancing Latino father engagement in your program.

#### *ACTIVITY VARIATION #3: Successful Latino Father Engagement Strategies*

*This activity can also be completed by dividing participants into small groups and then cutting out each of the strategies from Module 4 **HANDOUT 5**, “Successful Latino Father Engagement Worksheet.” One strategy can be given to each group with the instructions to share what they are currently doing and possible next steps. Each group can then share back with the large group regarding their particular strategies.*



## Module 4 HANDOUT 7

### Successful Latino Father Engagement

*(These concepts are taken from the “Building Blocks for Father Engagement” and adapted to apply to Latino fathers)*

- **Do more than simply engage fathers.** Latino fathers should be given access to a variety of services, which respond to their needs and interests in a culturally and linguistically appropriate manner.
- **Have a fatherhood coordinator who** reflects the language and culture of Latino fathers.
- **Train and support** the Fatherhood Coordinator in a variety of areas related to father engagement, such as cultural diversity, family violence, substance abuse, men’s health and mental health.
- **Train all staff on fatherhood issues**, especially those related to the unique interests, needs, strengths and cultures of Latino fathers.
- **Take concrete steps to become more Latino father friendly.** This includes ensuring that staff understand the unique cultural and linguistic strengths, needs and interests of Latino fathers and families and that program environments reflect Latino fathers and their culture in a positive and welcoming light.
- **Use diverse recruitment strategies that are culturally and linguistically appropriate.** This includes using fathers to recruit other fathers and putting up flyers and other information in both English and Spanish (or other languages) at places Latino fathers and mothers may frequent.
- **Work with fathers even in difficult situations.** This includes supporting Latino fathers who may be incarcerated, away working to support the family, working long hours, etc.
- **Work closely with community agencies** and provide for a smooth referral process. This includes ensuring that community agencies and partners provide culturally and linguistically appropriate services that meet the needs of the Latino fathers. We know that relationships are everything in Latino culture; if a Latino father goes to a community agency and is not welcomed or treated with respect at that agency, they will most likely not return to the community agency or the Head Start program.



*The following information is taken directly from programs that have been successful in working directly with Latino fathers. In addition those mentioned above, these programs should:*

- **Provide culturally and linguistically appropriate events and services** and ensure that all activities, events and groups are conducted in the primary language of the fathers.
- **Survey fathers** to ensure that the topics and information provided are meaningful and meet their expressed needs and interests.
- **Provide culturally relevant activities** for fathers with children that can be easily and realistically replicated at home.
- **Provide incentives** for the participation of Latino fathers in father’s groups and other activities.
- **Provide childcare** (for father’s groups) **and meals** for events with fathers. This provides mothers with an incentive for encouraging fathers to attend and gives mothers some free time.
- **Ensure that activities validate the unique skills, knowledge and history of Latino fathers.** Latino fathers have many unique experiences and stories about their lives to share with children. As Anne Lamott states in her book, *Bird by Bird: Some Instructions on Writing and Life*, “If you have survived childhood, you have tons of stories to tell.” Also consider that Latino fathers have many skills and talents to share with their children at Head Start centers. These skills include things like singing, wood working, drawing, etc.
- **Value the role of Latino fathers as providers and recognize the current contributions fathers are making.** It is extremely important to validate the contributions fathers are already making to their children. Fathers must feel that their long hours working are of value and that they are supported in finding creative ways to spend time with their children.
- **Advertise the father involvement event** in a variety of ways, such as during parents meetings, through multi-colored flyers home, when fathers come to pick up children.
- **Invite fathers personally to participate,** through phone calls, home visits and other outreach activities.



- **Utilize all staff members** to support the effort and have teachers, family workers, and others advertise and invite fathers to events.
- **Send correspondence home that is addressed to the attention of fathers** as well as the mothers.
- **Ask participating fathers to help** with recruitment of additional participants.
- **Follow up with a call** when fathers miss a group or activity to let them know their participation is important and they were missed.
- **Ensure that events and other activities** take place on the days and times that Latino fathers are available to participate including evenings and weekends.
- **Welcome** all male members of the family who are involved in the life of the Head Start child to participate in the fatherhood activities. This could include, but is not be limited to, older brothers, uncles, grandparents, *compadres*, friends of the family, stepfathers, mothers' boyfriends, etc.

## Módulo 4 MATERIAL IMPRESO 7

### Programas Exitosos de Involucramiento de los Papás Latinos

*(Estos conceptos son tomados de “Building Blocks for Father Involvement” y adaptados para su aplicación a papás latinos)*

- **Haga más que procurar el involucramiento de los papás** – Esto incluye el apoyo a papás latinos para acceder a una variedad de servicios y responder a sus necesidades e intereses de una manera cultural y lingüísticamente apropiada.
- **Tenga un coordinador de papás** – que refleje el lenguaje y cultura de los papás latinos
- **Entrene y apoye** al Coordinador de Papás en una variedad de áreas relacionadas con involucramiento de papas tales como diversidad cultural, violencia familiar, abuso de sustancias, salud de hombres y salud mental, etc.
- **Entrene a todo el personal en asuntos de sobre papás** – especialmente aquellos relacionados a los intereses, necesidades, fortalezas y culturas únicas de los papás



latinos

- **Tome pasos concretos para hacerse más amistoso con los papás latinos** – Esto incluye asegurarse de que el personal entiende las fortalezas lingüísticas y culturales únicas, las necesidades e intereses de los papás latinos y sus familias y que el ambiente de los programas refleje a los papás latinos y su cultura en una forma positiva y de aceptación.
- **Use estrategias de reclutamiento diversas que sean cultural y lingüísticamente apropiadas** - Esto incluye el empleo de los papás para reclutar a otros papás y colocar volantes y otra información tanto en inglés como en español (u otros lenguajes) en aquellos lugares que frecuentan los papás y mamás latinas.
- **Trabaje con los papás aún en situaciones difíciles** – Esto incluye apoyar a los papás latinos que pueden estar en la cárcel, que pueden estar trabajando lejos para sostener a la familia, que trabajan largas horas, etc.
- **Trabaje estrechamente con las agencias de la comunidad** y ofrezca un proceso de referencia sin complicaciones. Esto incluye asegurarse que las agencias de la comunidad y sus socios son cultural y lingüísticamente apropiadas para satisfacer las necesidades de los papás latinos. Sabemos que la relación es todo en la cultura latina. Si un papá latino va a una agencia de la comunidad y no es bienvenido o tratado con respeto, lo más seguro es que no regresará a esa agencia o al programa de Head Start.

*La siguiente información se ha tomado directamente de programas que han tenido éxito trabajando directamente con papás latinos. En adición a lo anterior, estos programas:*

- **Proveen eventos y servicios cultural y lingüísticamente apropiados** y aseguran que todas las actividades, eventos y grupos sean en el idioma primario de los papás.
- **Sondean a los papas para asegurar que los temas e información** provista sean significativas y cumplan sus necesidades e intereses expresados.





- **Proveen eventos y servicios cultural y lingüísticamente apropiados** y aseguran que todas las actividades, eventos y grupos sean en el idioma primario de los papás.
- **Ofrecen actividades culturalmente relevantes** para los papás con niños que pueden fácil y realísticamente ser replicados en el hogar.
- **Ofrecen incentivos** para la participación de los papás latinos en grupos de papás y otras actividades de carácter masculino.
- **Ofrecen cuidado infantil** (para grupos de papás) y comidas para eventos con los papás – esto provee a la mamá con un incentivo para que vayan los papás dándole a mamá algún tiempo libre.
- **Asegura que las actividades validen las habilidades únicas, conocimiento e historia de los papás latinos** – los papás latinos cuentan con muchas experiencias únicas e historias acerca de sus vidas para compartir con sus hijos. Como Anne LaMont indica en su libro, “Bird by Bird: The Art of Writing Stories,” “si usted ha sobrevivido la niñez, tiene toneladas de historias que contar.” También considere que los papás latinos cuentan con muchas habilidades y talentos para compartir con sus hijos en el centro de Head Start. Estas habilidades incluyen cosas como cantar, trabajar la madera, dibujar, etc.
- **Valoran el papel del papá latino como proveedor y reconocen las contribuciones actuales que los papás están haciendo.** Es extremadamente importante validar las contribuciones que los papás ya están haciendo a sus niños. Los papás necesitan entender que sus largas horas de trabajo son valiosas y deben ser apoyados para encontrar formas creativas de dedicar tiempo a sus niños.
- **Anuncian el evento de involucramiento de papás** en una variedad de formas tales como durante juntas de padres, a través de volantes multicolores a casa, cuando los papás van a recoger a los niños, etc.
- **Invitan a los papás personalmente** a través de llamadas telefónicas, visitas al hogar, etc.
- **Utilizan a todos los miembros del personal** para apoyar el esfuerzo y hace que maestras, trabajadoras familiares, etc. anuncien e inviten a los papás a los eventos.
- **Envían correspondencia al hogar dirigida a la atención** del papá así como de la mamá.



- **Piden a los papás participantes ayuda** con el reclutamiento de participantes adicionales.
- **Hacen seguimiento con una llamada** cuando los papás no van a un grupo o actividad para hacerles saber que su participación es importante y que se les extrañó.
- **Aseguran que los eventos y otras actividades** se efectúen en los días y horas que los papás Latinos estén disponibles para participar incluyendo tardes y fines de semana.
- **Le dan la bienvenida** a todos los miembros masculinos de la familia quienes estén involucrados en la vida del niño de Head Start para participar en actividades para papás. Esto podría incluir, pero sin limitarse, a hermanos mayores, tíos, abuelos, compadres, amigos de la familia, padrastro, etc.



## Módulo 4 MATERIAL IMPRESO 8

### Hoja de Trabajo de Involucramiento Exitoso del Papá Latino

Estrategia	Lo que nuestro programa está haciendo actualmente	Sigüientes Pasos que podemos tomar
Reclutar y entrenar al personal sobre la participación de los papás		
Proveer servicios completos a los papás (ej. en relación a la salud, abuso de drogas, etc.)		
Asegurar que las actividades son cultural y lingüísticamente relevantes a los papás y niños		
Asegurar que las actividades se desarrollan en las horas y fechas en que los papás se encuentran disponibles para participar (ej. tardes y fines de semana)		
Procurar que los ambientes y salones de clase resultan agradables al papá y los hace sentir bienvenidos.		
Reclutar papás y asegurar su participación continua.		



## **Module 4, ACTIVITY #5: The “Latino Father-Friendly Assessment and Planning Tool”**

### **Purpose:**

Provide participants with an opportunity to become familiar with and discuss the “Latino Father Friendly Assessment and Planning Tool”

### **Objective:**

At the end of this activity, participants will be able to describe how to use the Latino Father Friendly Checklist and Planning Tool to evaluate the current status of their program with regards to Latino father involvement

### **Materials:**

The Latino Father Friendly Assessment and Planning Tool  
Module 4 Handout 9 Module, “*Creating Father Friendly Classrooms and Centers*”

**Time:** 30-40 minutes

### **Preparation:**

Make copies of the “*Latino Father Friendly Assessment and Planning Tool*”  
Make copies of Module 4 Handout 9, “*Creating Father Friendly Classrooms and Centers*”

Read through the “*Latino Father Friendly Assessment and Planning Tool*” carefully and note a few items you think are particularly important and relevant to your audience.  
Prepare a few examples you might use in describing these items for participants.

### **Directions:**

#### **Explain to participants:**

I am now going to introduce the “Latino Father Friendly Assessment and Planning Tool”.  
(*The following steps for introducing the tool have been adapted from “Working With Head Start Fathers” Early Head Start Trainers Manual, August 2001*)

1. Pass out copies of the “*Latino Father-Friendly Assessment and Planning Tool*” to participants

Explain to participants that this assessment and planning tool was developed by reviewing and adapting the “*Father-Friendly Assessment and Planning Tool*” developed by the Community Leadership Center (formerly known as the National Center for



Strategic Nonprofit Planning and Community Leadership) in collaboration with the National Head Start Association and other academic partners and the “Father-Friendly Environment Assessment” from the Building Blocks for Father Involvement (Building Block #3 pages 22-24).

### **Explain to participants:**

This is a simple tool that Early Head Start and Head Start agencies can use to:

- Assess the current level of services available to Latino fathers.
- Based on the assessment, develop a plan to provide or enhance those services.
- Reinforce commitment and “buy-in” of parents and staff as they work together to make the program more Latino father-friendly.

Hold up your copy of the Assessment Tool and use it as a reference to enable you to walk staff through an explanation of each of the various items.

Ask participants to look at the first page of the Latino Father Friendly Assessment and Planning Tool and present the following information:

- You will assess your agency in each topic area and answer with a “yes” or a “no” response. As you can see the tool is divided into five areas, they are:
  - Vision and Importance of Latino Fathers
  - Meeting the Unique Needs of Latino Fathers
  - Record Keeping
  - Center Environment
  - Planning
- In the first section entitled “Vision and Importance of Latino Fathers,” direct participants to review the first item, which asks if “*program staff and parents can describe the importance of the engagement of Latino fathers in the lives of children, including statistics and information regarding the unique situation of Latino children and families.*” In deciding whether to put a yes or a no for your program, consider whether or not staff and parents can state the research-based reasons why father involvement is important in the lives of children.
- The questions in the “Meeting the Unique Needs of Latino Fathers” section address programming. These questions are designed to inquire if father engagement events are relevant and meaningful, as well as convenient, for fathers. In deciding whether to put a yes or a no for your program, consider each question in the section and examine any related documentation supporting the answer.



- In terms of “Record Keeping,” questions inquire into the engagement of fathers in educational planning and other activities related to the children and program. In answering yes or no to this question, programs need to consider how this relates to the Head Start Program Performance Standards. They should also consider to what extent they should support fathers in their primary roles as educators and nurturers of their children, engaging fathers as equal partners in educational planning for their children, communicating to fathers that their input is valued and important, and responding to their expressed goals and interests in appropriate ways.
- In terms of the “Center Environment” section, programs are asked to mark yes or no based on the presence of materials, images and activities that portray Latino fathers in a positive light. Walk through the centers and see if there are posters and other pictures of fathers in waiting areas, classrooms and parent areas. Check to see if there are books in the classrooms and materials for children to use around fathers and families that are culturally and linguistically appropriate. Ensure that waiting and parent areas contain magazines, books, brochures and other information relevant to the interests of fathers.
- In the “Planning” section, administrative issues around father engagement are addressed such as recruiting fathers as employees, planning for the systematic integration of the father engagement efforts and budgeting for the cost of involvement. In deciding whether to answer yes or no to this question, relevant documentation (strategic plans, Human Resources Recruitment Plans, etc.) should be examined.
- The final section of the form offers the opportunity to list both the strengths and challenges of the current efforts of the program around father engagement. This section also includes a section where programs can plan to address identified issues.

Highlight any additional sections or ideas contained in the checklist as it may be relevant to your program.

1. Ask participants to divide into small groups and give them **Module 4 HANDOUT 9**, “*Creating Father-Friendly Classrooms and Centers*”
2. Explain to participants:

This handout reflects the section of the tool entitled, “*Center Environments*” and the purpose of this exercise is to provide you with practice answering and thinking through the statement in the tool. Programs will need to access the expertise of all staff and parents in



evaluating the program on each of the items and in creating one cohesive, systematic father engagement plan.

3. Give participants 10-15 minutes to work on the Handout in their small groups.
4. Once the groups have completed their work ask:
  - Do you think this is something you can use with your agency?
  - How receptive do you think managers and other staff at your agency will be to this approach?
  - If there is resistance from staff in terms of addressing these issues, how would you address their concerns?

### Activity wrap-up

Explain to participants that this is a simple tool that they can use for systematic integration of Latino father engagement in their program. The more diverse the members of the team who are using the evaluation tool (parents, teachers, family service workers, etc.), the more ideas and points of view that will emerge for the father engagement program. Programs should not be afraid to view themselves honestly and continue striving for that next level of excellence.

*VARIATION ON ACTIVITY # 2 The “Latino Father Friendly Assessment and Planning Tool”:* Prior to the training, cut out each one of the items on **Module 4 HANDOUT 9**, “Creating Father-Friendly Classrooms and Centers.” Ask participants to divide into small groups and give each group one item from the handout. Instruct participants to discuss how their program is doing in that particular area of Latino father engagement and what their next steps might be to move their work with fathers to the next level.



## Latino Father-Friendly Assessment and Planning Tool

The Latino Father-Friendly Assessment and Planning Tool is designed to help prepare your program to provide services to Latino fathers and support their engagement in the lives of their children. Utilize this checklist to evaluate the current progress of your program with regards to serving Latino fathers, and make a plan to enhance your services. To best use this tool, we suggest gathering a small group of individuals, including Latino fathers, to complete this checklist and develop your plan. Examine all relevant documents and information related to the question and then in the small box next to each item, write “yes” or “no.” (Note: *This tool is adapted from the “Father-Friendly Assessment and Planning Tool” from the National Center For Non-Profit Community Leadership (NPCL) and “The Father Friendly Environment Assessment” from the “Building Blocks for Father Involvement, Building Block 3” by the Academy for Educational Development, Las Manos de Apá project, 2009.*)

Vision and Importance of Latino Fathers	
	Can program staff and parents describe the importance of the engagement of Latino fathers in the lives of children, including statistics and information regarding the unique situation of Latino children and families?
Meeting the Unique Needs of Latino Fathers	
	Can staff describe the demographics of the Latino fathers of the children in their programs? (Strengths, frustrations, challenges, goals)
	Are Latino fathers involved in meaningful events and activities with the children at the center that are culturally and linguistically appropriate? (Father engagement with children reading, playing, as opposed to only gardening, assembling play structures and other equipment or doing cleaning work)
	Are events and activities designed for Dad’s culturally and linguistically relevant?
	Do fathers’ groups and other activities for Latino fathers take place on weekends or evening hours or during the best times for fathers to attend?
	Are educational and other events and activities provided for Latino fathers reflective of their expressed needs and interests as indicated by the Needs and Interest Questionnaires and Family Partnership Agreements?
	Do community partnerships exist with agencies that address the expressed needs and concerns of Latino fathers in a culturally and linguistically appropriate manner? (Mental health, drug and alcohol, men’s health, literacy skill development etc.)
	Are Latino fathers actively participating on Center Parent Committees and as members of Policy Groups?





	Are curriculums and other materials used in Latino father groups culturally and linguistically appropriate?
<b>Record Keeping</b>	
	Are Latino fathers involved at enrollment? Are enrollment forms signed by both parents (when both parents are in the home)?
	Are Latino fathers present during home visits? Do their signatures appear on home visit forms?
	Are Latino fathers engaged in the curriculum planning for their children? Do their signatures appear with the mothers' on the education-related home visit forms and plans for the child(ren) as well as other parent questionnaires and informational surveys?
	Are letters, updates on children and other materials sent to Latino homes addressed by name to both the mother and father of the child?
<b>Center Environment</b>	
	Are Latino men observed working in a variety of positions at the center? (teachers, father involvement coordinators, and social service workers)
	Is the center Latino father-friendly? Do posters, digital pictures, and pictures from magazines, drawings by children, and other materials on the walls and in the classrooms reflect Latino culture? Do these materials also portray Latino fathers in a positive light?
	Have teachers received training and support so that they are welcoming to Latino fathers and have culturally and linguistically appropriate activities ready for Latino fathers in the classrooms?
	Are Latino fathers observed participating in classroom activities, either during the day or as part of evening parent events?
	Are father-friendly books and other materials that portray Latino fathers in a positive manner available in the classrooms?
	Are Latino fathers personally invited and encouraged to participate in center activities and events?
	Are culturally and linguistically appropriate magazines and brochures available in parent areas, waiting rooms and on bulletin boards that target the specific needs and interests of the Latino fathers?
	Are magazines and brochures available in waiting areas and in the parent rooms that are in the home language of the Latino fathers?
<b>Planning</b>	
	Does the program actively recruit Latino males to work in the center, both with fathers and families and also in positions with children?
	Does the program have a written plan or can staff describe their plan for father engagement including steps to meet the unique needs of Latino fathers?
	Does the budget reflect funds for fathers/Latino fathers in the parent engagement



	or other budget line items?
	Are Latino fathers involved in the planning of the fatherhood programming and in the evaluation of activities and outcomes?
	Do the agency training plan, pre-service training logs and staff development plans reflect on-going training for staff around cultural sensitivity and working with Latino families and fathers?

Areas of strength in Latino Father Engagement

Areas of challenge

Plans to address challenges



## Herramienta de evaluación y planeamiento propicia para el padre latino

La evaluación propicia para el padre latino está diseñada a fin de ayudarlo a preparar su programa para que brinde servicios a los padres latinos y apoye su participación activa en la vida de los hijos. Utilice esta lista de verificación para evaluar el progreso actual de su programa con relación al servicio hacia los padres latinos, y a trazar un plan para aumentar el valor de sus servicios. Se sugiere que reúna a un grupo pequeño de individuos, incluyendo a padres latinos, para completar esta lista de control y desarrollar su plan. Revisé toda la documentación relacionado a la pregunta y en cada cuarto pegado a la pregunta contesta “sí” o “no.” (Nota: Este herramienta fue adaptado por “*Father Friendly Assessment and Planning Tool*” from the National Center For Non-Profit Community Leadership (NPCL) and “*The Father Friendly Environment Assessment*” from the “*Building Blocks for Father Involvement, Building Block 3*” by the Academy for Educational Development, *Las manos de apá* project 2009.)

Visión e importancia de los padres latinos	
	¿Pueden el personal y los padres del programa describir la importancia de la participación activa de los padres latinos en la vida de los niños incluyendo estadísticas e información en relación a la situación única de los niños y las familias latinas?
Satisfaciendo las necesidades únicas de los padres latinos	
	¿Puede el personal describir la demografía de los padres latinos de los niños en sus programas (fortalezas, frustraciones, desafíos, metas, etc.)?
	¿Participan activamente los padres latinos con los niños en los eventos y las actividades importantes del centro, que son cultural y lingüísticamente apropiadas? (La participación de los padres en la lectura, el juego, etc. de los niños, en oposición a sólo en la jardinería, armar estructuras de juego y otro equipamiento o realizar trabajo de limpieza)
	¿Hay eventos y actividades diseñados para el papá que sean cultural y lingüísticamente pertinentes?
	¿Se realizan grupos de padres y otras actividades para los padres latinos los fines de semana o durante las horas de la noche o durante los mejores horarios para que los padres asistan?
	¿Reflejan las actividades educativas y los otros eventos proporcionados para los padres latinos las necesidades e intereses expresados en los Cuestionarios de Necesidades e Intereses y en los Acuerdos de Asociación con la Familia?
	¿Existen asociaciones comunitarias con las agencias que aborden las necesidades



	y preocupaciones expresadas por los padres latinos en una forma cultural y lingüísticamente apropiada? (Por ej.: Salud mental, drogas, alcohol, salud masculina, desarrollo de las destrezas de alfabetización, etc.)
	¿Participan activamente los padres latinos en los Comités de Padres del Centro y como miembros de los Grupos que Formulan las Políticas?
	¿Son la currícula y los otros materiales que se utilizan en los grupos de padres latinos cultural y lingüísticamente apropiados?
<b>Registro de documentación</b>	
	¿Participan los padres latinos de la matriculación? ¿Firman los dos padres los formularios de matriculación? (Cuando los dos padres están en el hogar)
	¿Se encuentran los padres latinos presentes durante las visitas al hogar? ¿Están sus firmas en los formularios de visita al hogar?
	¿Participan los padres latinos en la planificación de la currícula para sus niños? ¿Están sus firmas junto con las de la madre en los formularios de la visita al hogar y en los planes en relación con la educación del niño(s) así como en otros cuestionarios de padres y encuestas informativas?
	¿Se dirigen las cartas, las actualizaciones sobre los niños y los otros materiales que se envían a los hogares de latinos a nombre tanto de la madre como del padre del niño?
<b>Ambiente del Centro</b>	
	¿Están los papás latinos siendo observados trabajando en una variedad de posiciones en el centro? (maestros, coordinadores de involucramiento de papás, trabajadores de servicios sociales, etc.)
	¿Es el ambiente del centro amigable con los papás? ¿Los carteles, fotos digitales y figuras de revistas, dibujos de los niños, etc. y otros materiales en las paredes y en los salones de clase reflejan la cultura latina? ¿Estos materiales también representan a los papás latinos de una manera positiva?
	¿Los maestros han recibido entrenamiento y apoyo de modo que den la bienvenida a los papás latinos y tienen actividades cultural y lingüísticamente apropiadas listas para los papás latinos en el salón de clase?
	¿Los papás latinos están siendo observados participando en las actividades del salón de clase, ya sea durante el día o como parte de los eventos de papás por las tardes?
	¿Hay libros y otros materiales amigables a los papás disponibles en los salones de clase que muestran a los papás latinos en una forma positivar?
	¿Son los papás latinos invitados personalmente y animados a participar en las actividades y eventos del centro?
	¿Se encuentran revistas y folletos cultural y lingüísticamente apropiados disponibles en las áreas de los papás, salas de espera y en los pizarrones de anuncios que se orientan a las actividades e intereses específicos de los papás latinos?
	¿Se encuentran revistas y folletos disponibles en las áreas de espera y en los salones de papás que están en el idioma nativo de los papás latinos?
<b>Planificación</b>	



	¿El programa recluta activamente a hombres latinos para trabajar en el centro, tanto con padres y familias así como también en cargos con niños?
	¿Tiene el programa un plan escrito o pueden describir su plan para la participación activa del padre, incluyendo los pasos para alcanzar las necesidades únicas de los padres latinos?
	¿Refleja el presupuesto fondos para padres/padres latinos en la línea de participación activa de los padres o en otras líneas con otros ítems del presupuesto?
	¿Participan padres latinos en la planificación de la iniciativa de paternidad y en la evaluación de las actividades y los resultados?
	¿El plan de capacitación, los registros de la capacitación pre-servicio y los planes de desarrollo del personal de la agencia reflejan una capacitación continua para el personal en relación a la sensibilidad cultural y el trabajar con familias y padres latinos?

Cuales son las areas de fortalezas en el involucramiento de padres Latinos?

Areas de retos?

Planes para enfrentar los retos



## Module 4 HANDOUT 9

### Creating Father Friendly Centers and Classrooms

Item	What are we currently doing?	What next steps can we take?
Are Latino men observed working in a variety of positions at the center? (teachers, father engagement coordinators, social service workers, etc.)		
Is the center Latino father friendly? Do posters, digital pictures, and pictures from magazines, drawings by children, etc. and other materials on the walls and in the classrooms reflect Latino culture? Do these materials also portray Latino fathers in a positive light?		
Have teachers received training and support so that they are welcoming to Latino fathers and have culturally and linguistically appropriate activities ready for Latino fathers in the classrooms?		
Are Latino fathers observed participating in classroom activities, either during the day or as part of evening parent events?		
Are father-friendly books and other materials available in the classrooms that portray Latino fathers in a positive manner?		
Are Latino fathers personally invited and encouraged to participate in center activities and events?		
Are culturally and linguistically appropriate magazines and brochures available in parent areas, waiting rooms and on bulletin boards that target the specific needs and interests of the Latino fathers?		
Are magazines and brochures available in waiting areas and in the		



parent rooms that are in the home language of the Latino fathers?		
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## Module 1 HANDOUT 2

### The Need for Latino Father Engagement

#### *The Need for Father Involvement in Latino Communities:*

- Latinos are among the fastest growing population in the United States. It is projected that, by the year 2030, nearly 25% of the 18-24 year old population will be comprised of Latinos. This is the targeted age range from which business, industry and the military traditionally draw their workforce. (*US Census Bureau, 2000*).
- In 2007, 25.43% (272, 585) of children enrolled in Head Start programs nationwide identified Spanish as their home language. This number represents an increase from 2001 when 21.16% (201, 163) children enrolled nationally spoke Spanish. (*Head Start Program Information Reports (PIR) 2001-2007*).
- The status dropout rate for Latino youth (that is, the youth who drop out at ages 16-18) is 28% nationally, which is higher than any other cultural group. (*U.S. Department of Education, National Center for Education Statistics (2001). Status on Dropout Rates by Race/Ethnicity*).
- Given that youth can drop out earlier than the age of 16, some communities estimate that Latino youths experience school dropout rates higher than the status dropout rate. Some communities report Latino youth dropout rates as high as 43%. (*Community meeting participants, Lansing, Michigan, 2005*).
- “More than 2 in 5 Latinos have not graduated from high school.” (*U.S. Census Bureau, The Hispanic Population in the United States: March 2002*).
- “More than one-quarter of Latinos have less than a ninth grade education.” (*U.S. Census Bureau, The Hispanic Population in the United States: March 2002*).

#### *What does this Translate Into for Latino Youth?*

- Without a good education they are less likely to get a good paying job. (*Bridgeland, Dijuilo & Morrison, 2006*).
- “In 2002, 21.4 percent of Latinos were living in poverty. Latinos were 13.3 percent of the population in 2002 but made up 24.3 percent of the population living in poverty in the United States.” (*U.S. Census Bureau, The Hispanic Population in the United States: March 2002*)

## Módulo 1 MATERIAL IMPRESO 2

### La Necesidad para el Involucramiento del Papá Latino

#### La necesidad de la Participación del Papá en las Comunidades Latinas:

- Los latinos se encuentran entre la población de más rápido crecimiento en los Estados

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