



# IMPLEMENTING MAKING IT WORK IN TRIBAL EARLY LEARNING SETTINGS

## FULL, TWO-DAY TRAINING PRESENTER AGENDA





## DAY 1: FULL-DAY AGENDA

Content	Slides	Time	NOTES
Sign In, Name Tag or Table Tent			Participants sign-in, if necessary
Welcome and Introductions	1-2	20 minutes	Participants introduce themselves
Session Objectives/Agenda	3-4	5 minutes	<b>HO. Participants' agenda</b>
Why It Matters?	5-8	5 minutes	
The Journey and Acknowledgements	9-12	10 minutes	Showcase the MIW webpage on ECLKC
Setting the Stage: Connecting the Dots	13-15	5 minutes	
MIW A Process, A Tool	16-20	5 minutes	<b>HO. MIW Process Cycle</b> or p. 7 in the guide
Language and Culture Matter	21-28	30 minutes	ACTIVITY Small groups use quotes from <b>How to Bring MIW to Your Early Learning Setting, Day 1 Language and Culture Matter Activity</b> ; each table has one of the quotes on card stock or in a handout; use easel paper to record on; report to whole group
<b>BREAK</b>		<b>15 minutes</b>	
Standards and Regulations	29-31	15 minutes	<b>HO. ELOF</b> <b>HO. CCDF Frameworks</b> Easel paper
The HSELOF	32-34	10 minutes	<b>HO. ELOF</b> <b>HO. Introduction and Steps to Put MIW into Practice</b> p. 5-6; Definitions on easel paper for central domains; domain; sub-domain; goals; developmental; progressions; indicators
Making It Work Three Step Process	35-38	10 minutes	<b>HO. Introduction and Steps to Put MIW Into Practice</b> p. 14
Making the Connection Introduction	39	5 minutes	<b>HO. Introduction and Steps Guide to Put MIW Into Practice</b> p. 8-10; Appendix A; <b>HO. Making the Connection (MTC)</b> forms.
Making the Connection: Identify Lifeway	40-41	15 minutes	Activity. Small groups brainstorm lifeways. Each table has easel paper and markers. Presenter has easel paper with "Lifeway" written at top.
Making the Connection: Part A Identifying goals the children will learn	42	30 minutes	Activity. Small groups brainstorm goals. <b>HO. MTC Part A</b> blank form Each table has easel paper and markers. Presenter has easel paper with <b>MTC Part A</b> on it or on the computer projecting the form (so you can fill it in). The domains written on individual pieces of cards stock at each table.
<b>LUNCH</b>		<b>60 minutes</b>	



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Making the Connection: Part B	43-45	30 minutes	<p>Coming back from lunch, questions, ice breaker</p> <p><b>HO. Introduction and Steps to Putting MIW Into Practice</b>, pp. 8-10</p> <p><b>HO. MTC Part B</b> blank form. 2 blank packets for each table of 6. Make sure age-appropriate.</p> <p>Domain on card stock (from last activity)</p> <p>Activity. Use the goals under each domain from <b>MTC Part A</b>. Participants will</p> <ul style="list-style-type: none"> <li>▪ check the box for these goals that are most directly related to their lifeway. Many may apply but they should choose the most relevant.</li> <li>▪ report back.</li> </ul>
Making the Connection: Part C	46-48	30 minutes	<p><b>HO. Introduction and Steps to Putting MIW Into Practice Guide</b>, pp. 8-10;</p> <p><b>HO. MTC Part C</b>. (Note this form looks just like <b>Part A</b> except for the title on the right.)</p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. check those goals most directly related to your lifeway.</li> <li>2. transfer these goals to the <b>Part C</b> form.</li> <li>3. use these goals for their lesson plans in step 2 of <b>MIW – Making It Happen</b>.</li> </ol>
<b>BREAK</b>		<b>15 minutes</b>	
Making the Connection: With Program Lifeways	49	60 minutes	<p>Allow participants time to work through step 1, whether for another domain or another lifeway. They may sit with their teams for this activity. Rotate and offer support.</p> <p><b>HO. Introduction and Steps to Putting MIW Into Practice</b>, pp. 8-10</p> <p><b>HO. MTC forms</b></p> <p>Have available:</p> <ul style="list-style-type: none"> <li>▪ Large easel paper with <b>MTC</b> form on it</li> <li>▪ Sticky notes</li> </ul>
Review	49	30 minutes	<p>Report out from activity above.</p> <p>Activity. Write reflections on the day on their tent cards (if utilized).</p>
Making the Connection: Step 1	50	5 minutes	Questions
Closing Slide	51	5 minutes	Clarify starting time, what to do with their materials, etc. Thank participants for their work today.



## DAY 2: FULL-DAY AGENDA

Content	Slides	Time	NOTES
Sign In, Name Tag or Table Tent	51		Please have participants sign in or initial next to their name from yesterday. Resource materials are at each table.
Welcome	51	10 minutes	Participants sit at the same table as yesterday afternoon. Programs have their school readiness goals (SRG), lesson plans, and assessment tool at their tables. Briefly ask for questions and thoughts about yesterday. Discuss.
Session Objectives/ Agenda/Review of Day 1	52-54	15 minutes	<b>HO. Participants' agenda</b> Easel papers from yesterday. Activity: At their table they reflect on their work from the previous day (use their tent cards, <b>Making the Connection</b> easel paper). Give each table 3-5 minutes to share with whole group.
Scope and Sequence	55-57	25 minutes	<b>HO. Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers</b> Using the handout on the table or packets, participants will <ul style="list-style-type: none"> <li>take turns reading the handout out loud, p. 1-6, or read independently.</li> <li>discuss by answering the questions on p. 6.</li> <li>report back to the large group.</li> </ul>
Goals and Activities	58-60	20 minutes	<b>HO. Goals and Activities</b> <ul style="list-style-type: none"> <li>Domains written individually on pieces of card stock or construction paper</li> <li>Easel paper and markers</li> </ul> Assign each group two ELOF domains or allow participants to choose most relevant ELOF domain(s) based on their school readiness goals and planning, building upon day 1 work. Participants will <ul style="list-style-type: none"> <li>review the information in the handout.</li> <li>add two activities for the goals listed in each domain.</li> <li>write these activities on chart paper.</li> <li>report back to the large group when finished.</li> <li>review work from yesterday and change anything that may be activities and not goals.</li> </ul>
<b>BREAK</b>		<b>15 minutes</b>	
Making It Happen: Introduction	61-62	15 minutes	Make sure resource materials are on the table. <ul style="list-style-type: none"> <li>Program's school readiness goals (SRG), lesson plans, and assessment tool at their tables</li> <li>Include 2 packets for <b>Making It Happen (MIH)</b> for the age group you are working with.</li> <li>Pages 11-12, and page 56 (<b>MIH Approaches to Learning Birth to Three</b>) or 76 (<b>MIH Approaches to Learning Three to Five</b>).</li> <li>Domains written on card stock.</li> <li>Easel paper and markers.</li> <li>Participants will use <b>MTC Part C</b> from yesterday morning.</li> </ul>
Making It Happen: Transition Slides	63-64	10 minutes	



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Making It Happen: Lifeway and Goals	65	15 minutes	During the activity, participants transfer work from yesterday afternoon onto the form.
Making It Happen: Activities/Strategies	66	20 minutes	Make sure if using the birth to 3 form, participants complete both ages on the form. There is one form for each domain.
Making It Happen: Documentation and Assessment	67-68	10 minutes	Participants should refer to their assessment indicators and may use the TSG handout if relevant when completing this section of the form. Discuss example of both age groups for drumming lifeway.
Making It Happen: PFCE Activities	69-70	15 minutes	Talk about the boxes on the form and sample letter. <b>HO. Introduction and Steps to Put Making It Work into Practice for Children Ages Birth to 5 p. 20</b>
Making It Work: Connect the Dots	71	5 minutes	
<b>LUNCH</b>		<b>60 minutes</b>	
Making It Happen: Activity	72	45 minutes	Assign a recorder for each table. Participants fill out the <b>MIH</b> form. ECE and other resource personnel should assist throughout this activity.
Share work: Summary of MIH	73	20 minutes	You may need to adjust the time according to the number of groups reporting out. Have each group share part of their <b>MIH</b> work. Ask them to do the following: <ul style="list-style-type: none"> <li>▪ Discuss one activity they will be doing for this lifeway and how it is tied to the goal</li> <li>▪ Discuss one PFCE activity</li> <li>▪ Discuss how they will know the child is learning</li> </ul>
<b>BREAK</b>		<b>15 minutes</b>	
Making It Real: Introduction	74-75	5 minutes	Summarize <b>Making it Real (MIR)</b> .
Making it Real: Activity	76-77	15 minutes	Participants will see a completed example of <b>MIR</b> . They can refer to page 93 of <b>Introduction and Steps to Put Making It Work into Practice for Children Ages Birth to 5</b> .
Making It Work: A Process Summary	78	5 minutes	
Reflection	79	20 minutes	<b>HO. Pause and Reflect</b> Complete individually. Then participants may share at their table and with larger group. After sharing with group, participants may want to make additional notes on tent card (if utilized).
Implementation	80	20 minutes	Have the program staff get together, answer the questions, and record on the easel paper. Have participants refer to <b>How to Bring Making It Work to Your Program, section on Implementing Making It Work is a Multi-Year Journey</b> .
Continue the learning	81	10 minutes	Answer questions at their table and with their program staff.
Review of Session Objectives	82	2 minutes	Read the objectives.



## DAY 2: FULL-DAY AGENDA

Content	Slides	Time	NOTES
Final Questions and Closing Remarks	83	5 minutes	Take questions and remarks.
CLRP on MyPeers and Other Resources	84-87	5 minutes	Encourage participants to join the CLRP MyPeers community to keep the conversation going.  If time permits, show participants how to navigate the ECLKC website to find <b>MIW</b> materials.
Closing Quote	88	2 minutes	
Contact Information and Evaluation	89	5 minutes	<b>HO. Evaluation</b> (if utilized)
THANK YOU	90	2 minutes	Thank the tribe, programs, and participants.