



# IMPLEMENTING MAKING IT WORK IN TRIBAL EARLY LEARNING SETTINGS

## HALF-DAY TRAINING PRESENTER AGENDAS





## FIRST HALF-DAY AGENDA

Content	Slides	Time	NOTES
Sign In, Name Tag or Table Tent			Please sign in
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</b> , Day 1 Language and Culture Matter Activity. 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>10 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. HSELOF</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 to Put MIW Into Practice</b> <b>HO. Appendix A</b> <b>HO. Blank Making the Connection (MTC) forms</b>
Making the Connection: Identify Lifeway	40-41	15 minutes	Activity. Small group brainstorms 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 group brainstorms lifeways. <b>HO. MTC Part A</b> Each table has easel paper and markers. Presenter has easel paper with the <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 construction paper at each table.



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Content	Slides	Time	NOTES
Making the Connection: Part B	43-45	30 minutes	Coming back from lunch, questions, ice breaker <b>HO. Introduction and Steps to Putting MIW Into Practice</b> pp. 8-10 <b>HO. MTC Part B</b> Two blank packets for each table of 6. Make sure age-appropriate. Domain on card stock (from last activity) Activity. Use the goals under each domain from <b>MTC Part A</b> . Participants will <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	<b>HO. Introduction and Steps to Putting MIW Into Practice</b> pp. 8-10 <b>HO. MTC Part C</b> (Note this form looks just like <b>Part A</b> except for the title on the right.) Participants will <ol style="list-style-type: none"> <li>check those goals most directly related to their lifeway.</li> <li>transfer these goals to the Part C form.</li> <li>use these goals for their lesson plans in Step 2 of <b>MIW: Making It Happen</b>.</li> </ol>
Making the Connection: Step 1	49-50	5 minutes	Questions
Closing Slide	51	5 minutes	Activity. Participants write reflections from the day on tent cards (if utilized). Thank attendees for their participation.

## SECOND HALF-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 prior training. Have resource materials available at each table.
Welcome and Introductions (consider if there are any new participants)	51	5 minutes	
Review of Session Objectives and Agenda	52-53	5 minutes	<b>HO. Participants' agenda</b>
Making the Connection <b>with Program Lifeways</b>	49	45 minutes	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. Handouts <b>HO. Introduction and Steps to Putting MIW! Into Practice</b> pp. 8-10 <b>HO. Blank MTC forms</b>  Have available: <ul style="list-style-type: none"> <li>Large easel paper with MTC</li> <li>Sticky notes</li> </ul>



## SECOND HALF-DAY AGENDA

Content	Slides	Time	NOTES
Review Making the Connection	51	25 minutes	Report out from activity above. Activity. Participants may write reflections on their tent cards (if utilized)
Scope and Sequence	55-57	25 minutes	<p><b>HO. Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers</b></p> <p>Using the handout on the table or packets, participants will</p> <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. 8.</li> <li>report back to the large group.</li> </ul>
<b>BREAK</b>		<b>10 minutes</b>	
Goals and Activities	58-60	20 minutes	<p><b>HO. Goals and Activities</b></p> <ul style="list-style-type: none"> <li>Domains written individually on pieces of construction paper</li> <li>Easel paper and markers</li> </ul> <p>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 work from prior session (or earlier in this session).</p> <p>Participants will</p> <ul style="list-style-type: none"> <li>review the information in the handout and add two activities for the goal listed in the assigned domain;</li> <li>write these activities on chart paper;</li> <li>report back to the large group when finished; and</li> <li>review work from prior session and change anything that may be activities and not goals.</li> </ul>
Making It Happen: Introduction	61-62	15 minutes	<p>Make sure resource materials are on the table.</p> <ul style="list-style-type: none"> <li>Easel papers from activity above</li> <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> </ul> <p>Participants will use <b>MTC Part C</b> from prior session (or earlier in this session).</p>
Making It Happen: Transition Slides	63-64	10 minutes	
Making It Happen: Lifeway and Goals	65	15 minutes	Participants transfer work from earlier activity onto the form.



## SECOND HALF-DAY AGENDA

Content	Slides	Time	NOTES
Making It Happen: Activities and Strategies	66	20 minutes	Participants fill out <b>MIH</b> form. 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 fill out the MIH form. Participants refer to their assessment indicators and may use the TSG handout if relevant when completing this section of the form. Share examples from both age groups for drumming lifeway.
Making It Happen: PFCE Activities	69-70	15 minutes	Participants fill out the MIH form. Talk about the 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	
Making It Happen: Step 2		5 minutes	Questions
Closing Slides		15 minutes	Activity. Participants write reflections from the day on tent cards (if utilized). Thank attendees for their participation.

## THIRD HALF-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 prior training. Have participants sit at the same table as last session, if possible. Have resource materials available at each table.
Welcome and Introductions (consider if there are any new participants)	51	5 minutes	
Session Objectives and Agenda	52-53	5 minutes	<b>HO. Participants' agenda.</b>
Review of Content from Two Prior Sessions		20 minutes	Programs have their SRG, lesson plans, and assessment tool at their tables. Briefly ask for questions and thoughts about last two sessions.
Making It Happen: Activity	72	45 minutes	Each table will complete the <b>MIH</b> form for the lifeway(s) their program identified. ECE and other resource personnel should assist throughout this activity. You can set this up several ways (see pre-training checklist in <b>How to Bring Making It Work to Your Early Learning Setting</b> ).
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 PCFE activity.</li> <li>▪ Discuss how they will know the child is learning.</li> </ul>
<b>BREAK</b>		<b>10 minutes</b>	



Making It Real: Introduction	74-75	5 minutes	Summarize <b>Making It Real (MIR)</b> .
Making it Real: Activity	76-77	30 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	78	5 minutes	
Reflection	79	20 minutes	<b>HO. Pause and Reflect</b> Complete handout 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</b> , section on <b>Implementing Making It Work is a Multi-Year Journey</b> .
Continue the Learning	81	15 minutes	Answer questions at their table and with their program staff.
Review Session Objectives	82	5 minutes	Read the objectives.
Final Questions and Closing Remarks	83	10 minutes	Take questions and remarks.
CLRP on MyPeers and Other Resources	84-87	10 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	5 minutes	
Contact Information and Evaluation	89	10 minutes	<b>HO. Evaluation</b> (if utilized)
THANK YOU	90		Thank the tribe, programs, and participants.