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ABSTRACT

These handbooks (1978 and 1980) describe procedures for involving parents on school activities and for conducting (1) parent-child interaction activities in schools for disadvantaged families, and (2) workshops for disadvantaged parents to facilitate their social, educational and caregiver role development. The 1978 handbook includes ideas and procedures for involving parents on getting acquainted sessions, field trips, classrooms and school policy advisory committees. In the 1980 handbook, the parent-child interaction program component emphasized activities for helping the child with language development as well as with other cognitive and affective abilities. The Workshop component was focused on the world of work, social, study and communication skills and general educational development. Additional workshops discussed helping children develop a healthy sexuality, personal grooming, sewing and cooking. A major part of the handbook provides an account of what was done by Project Follow Through staff to involve and assist parents, their children and school personnel. The handbook also provides, in several appendices, summary reports on the parent-child interaction activities that were conducted, sample memos and bulletins, minutes of meetings, plans, questionnaires and workshop curricula. It is concluded that both the interaction activities and the workshops can be used to increase home and school cooperation. (Author/RH)

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A HANDBOOK ON PARENT INVOLVEMENT WITH A FOCUS ON
PARENTS' EDUCATIONAL AND SOCIAL DEVELOPMENT
AND
POSITIVE PARENT-CHILD INTERACTIONS

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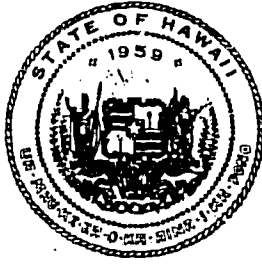
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Office of Instructional Services Hawaii Follow Through Project
Department of Education State of Hawaii MAY 1980



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Illustrations of
Parent-Child Interaction Activities

A
FIELD
DAY
AT
PALOLO
SCHOOL



Parent volunteers prepared cultural lunch favorites as part of the Field Day activities. Ethnic foods were appreciated by all the Field Day participants.



Parents and children participated together in exercises and games. The children were excited and overjoyed seeing the adults attempting their exercises and dancing and playing with them.

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A FIELD TRIP TO WAIMEA FALLS PARK



KATULANI SCHOOL



Parents accompanied children on this trip. Each parent was responsible for one or more students; parents and children tried to get to know each other and to learn together about the environment at Waimea Falls Park.

A FIELD TRIP TO SEA LIFE PARK

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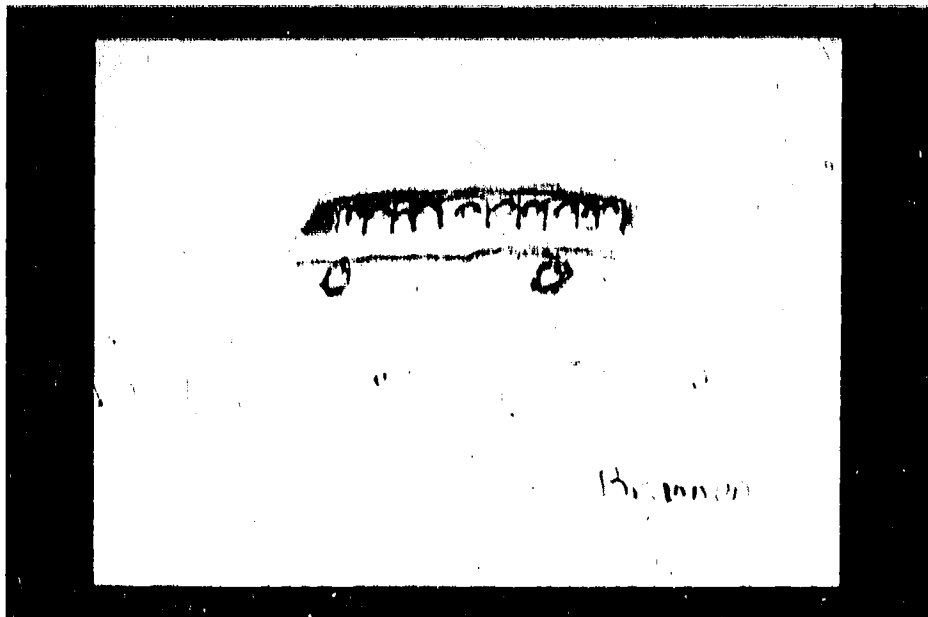
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Many parents accompanied their children on this field trip to learn together about sea life. Parents enjoyed their experiences as much as the children.

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OUTDOOR LEARNING CENTERS
AT SAND ISLAND STATE PARK - -
KAEWAI SCHOOL



Parents, teachers, students, and educational assistants worked within groups teaching and learning about various cultural crafts and games.

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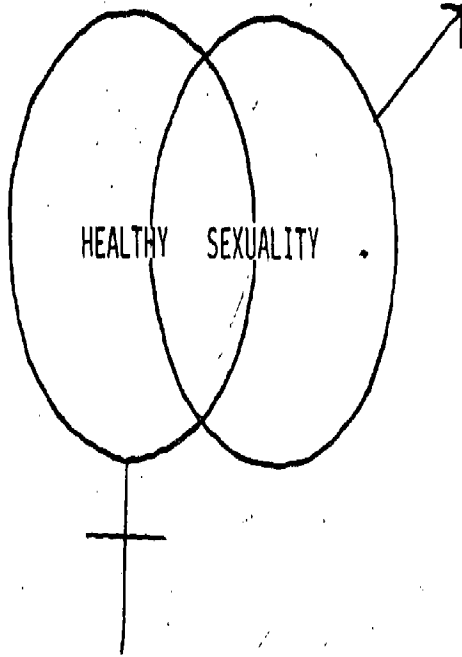
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Parents worked together with their children to create greeting cards using a collage of leaves and to construct puppets.



A T P A L O L O S C H O O L



PALOLO, KAIULANI, AND KAEWAI SCHOOLS



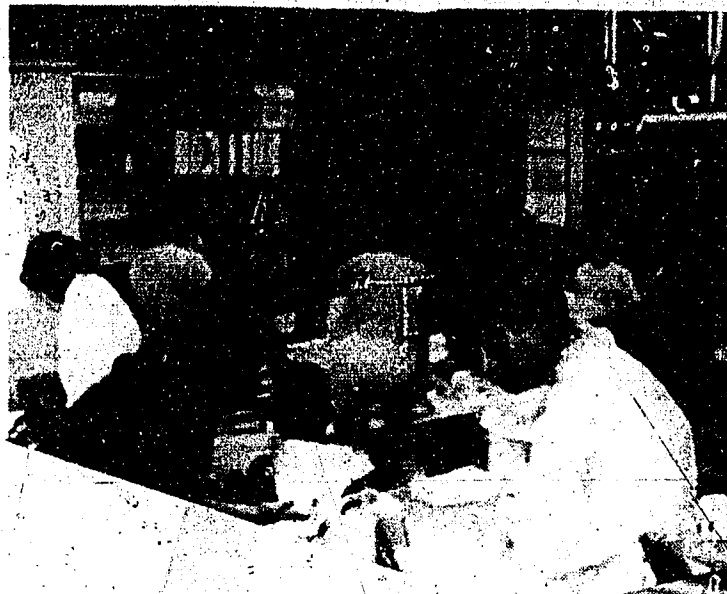
Parents and students learned together about healthy sexuality. A parent in the background translated English for those who are recent non-English speaking immigrants. Instructor for the session was Dr. Don Brown, visiting professor from Trenton State College. Following the presentation by Dr. Brown, the students and parents held small group discussions with each other.

A
Field Day
At
Palolo School



Students, parents, teachers, and educational assistants participated together in Field Day games and races. Parents enjoyed demonstrating and participating in the various relays and games.

A BOOK FAIR
AT
PALOLO SCHOOL



A BOOK FAIR

AT

Parents and children
browsed through books
together, and the parents
guided their children
in the selection of a
book to be kept by each
child as his/her own.



OLO SCHOOL

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The Department of Education is deeply grateful to McInerny Foundation for providing funds to the Hawaii Follow Through Project to try out ideas and activities involving parents in school activities. This handbook presents specific strategies that would not have been possible to develop experimentally to the extent that they were without special McInerny funds. This school year extensive, concentrated efforts were directed at involving parents in their own educational and social development and in learning how to improve in parent-child interactions. Impact of parent involvement on the students was most effective.

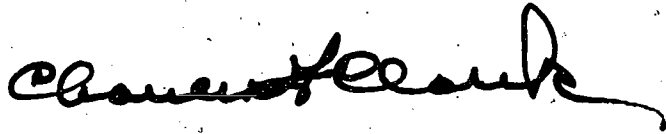
The following people are acknowledged for their involvement and assistance in the various activities and in the preparation of this handbook. The Follow Through project teachers, educational assistants, parents, and administrators were most cooperative in trying out new ideas, activities, and curricular areas. Special efforts were made by the teachers and parents especially in trying out new activities together. Adult Education Program teachers and administrators were most helpful in trying out new ways of instructing parents. The project staff was most helpful in documentation efforts as evident in the descriptive details on parent-child interaction activities presented in the appendix section of this handbook. Local consultants and staff of Bank Street College (sponsor of the project) provided information and guidelines for the project staff and teachers. Special thanks are expressed to Dr. Janet Sumida, Project Director, for her leadership in the preparation of this handbook and in the planning and coordination of the total effort.

FOREWORD

It is an important mission of the Hawaii State Department of Education to provide effective education to Hawaii's youngsters with the cooperation and support of parents. This handbook on parent involvement is indicative of the Department's efforts toward experimenting and determining ways in which parents can participate effectively in school matters, contributing ideas and services and learning how to support their youngsters' learning process at home.

This handbook is a supplement to the earlier one prepared by the Hawaii Follow Through Project in 1978-79 which presented ideas on how to involve parents in school activities. This supplement focuses more specifically on ideas for conducting (1) parent-child interaction activities in school and (2) parent workshops to assist parents with their educational and social development while assisting parents grow into their role of a "partner in education".

Copies of this handbook are distributed to all schools with the hope that increased sharing of educational responsibility by both parents and school personnel can become a reality for all schools and will improve opportunities for positive learning experiences for our students.



Charles G. Clark
Superintendent

Introduction

This is a supplement to "A Handbook on How to Involve Parents in School Activities" developed in 1978-79 by the Hawaii-Follow Through Project. Through a grant award from McInerny Foundation, the Follow Through Project has been able, since September 1979, to extend experimentation in the area of parent involvement and to build on past efforts. Focus of extended efforts has been on: (1) helping parents with their educational and social development anticipated to result ultimately in improved education for their children and (2) promoting positive parent-child interactions. This supplement has an extensive appendix of materials/ideas for effective parent involvement in various kinds of school activities.

Presented in this supplement are the results of experimentation made possible through grant awards including ideas and techniques that can be implemented within existing resources or with little cost at other schools. Experimentation has resulted in the development of new ideas and techniques that could be replicated for achieving effective involvement of parents in school and for helping parents with their educational and social development.

A major part of this handbook includes a running account of what was done by the Follow Through project to involve and assist parents and their children as well as the school personnel. The detailed account is presented with summary reports on the various activities that were conducted, sample memos and bulletins, minutes of meetings, plans, and workshop curricula (in the handbook appendices) to make it easier for anyone interested in replicating: (1) the kinds of dialogue and communication needed to achieve effective parent involvement, (2) cooperative planning among all those involved, (3) workshop curricula, (4) bulletins to parents and school personnel, and (5) support services to teachers and administrators.

Summary and Recommendations

Experimentation with the parent involvement strategies of (1) parent-child interaction activities and (2) workshops for educational and social development of disadvantaged parents has been most fruitful. Both of the strategies, as tried this year, can be used reliably to achieve the kind of cooperation between the home and school that educators always say is basic to effective education of youngsters. Although both strategies are effective, the strategy of parent-child interaction activities can be used more easily and effectively as an integrated part of any ongoing school program.

Parent-Child Interaction Activities

Trial efforts in the area of parent-child interactions have been most challenging and rewarding. This was the first year that the project had focused specifically on parent-child interactions on a large scale involving three of the project schools. Parents learned, worked, and played together with their children in instructional settings during regular school hours. Parents, teachers, and the project staff planned and worked together. Planning also took place with special consultants for some of the activities.

Parent-child activities included the following instructional areas: (1) physical fitness, (2) health and physical education, (3) book fair, (4) healthy sexuality, (5) field trips to Sea Life Park, Waimea Park, and a Tongan farm in Laie, (6) Leeward Community College Theater play, (7) indoor "learning centers," (8) outdoor "learning centers," and (8) field day. A total of 275 parents participated in the activities.

Parents who had never before participated in school activities showed up along with other parents who are more frequently involved at the parent-child sessions. Parents were observed to be at ease in open outdoor environments, school grounds, and parks. They were involved in learning skills and knowledge along with their children. They also helped in preparing nutritious snacks including varieties of ethnic foods as part of the activities. Hidden talents of parents were newly discovered; plans are to request these parents to share their talents for future classroom instructional purposes.

Important observations were made of the parent-child activities as follows:

1. Outdoor activities are more successful than traditional coffee hours for initiating parent participation in school activities. Parents are not as shy and self-conscious outdoors as in formal indoor facilities.
2. Fun type instructional game activities attract more parents to school sessions. All students and parents have opportunities to perform and/or participate actively in such activities. Teachers and parents get to know each other in relaxed settings.
3. Parents and children share common experiences to remember and talk about. Mothers are able to share information about the activities with fathers who are not able to join the children during regular school hours.
4. Learning together in special areas of instruction is effective for developing "comfortable" parent-child relationships. For example, learning together about healthy sexuality makes it easier thereafter for parents to share information with their children about their body, love, and family relationships; parents are

generally reluctant to cover these topics with their own children if they have no other help. Teachers also become more comfortable in dealing with the subject; they also learn more about techniques for giving instruction on healthy sexuality.

5. Parents and teachers learn how to plan and work together. Each group becomes more knowledgeable about each other's role and learns how to complement each other's contribution toward the education of the children. Both groups gain insights through trial-and-error about how school personnel and parents can work together in school activities. Insights pertain to: (a) understanding that teachers and parents need not compete to control instructional activities and (b) understanding that parents mean well in whatever they say or try to do (planning and conducting activities) and that expectations of parents' performance must be realistic and appreciated at their own progressive levels of contributions.
6. It is feasible and rewarding to invite parents to participate in school activities more often than the traditional once-a-year open house and May Day programs.
7. As new areas and ways are explored to conduct formerly traditional instructional activities more meaningfully, productively, and enjoyably while involving parents, all those participating have a lot to benefit. Teachers and parents have as much to gain as the children when they all serve as participants and sources of information and joy for each other.
8. Friendly, personal relationships as developed through parent involvement activities allow for the development of mutual respect, trust, and dependence between parents and school personnel.

The project's experiences have shown that as parents and school personnel get to know each other well enough to call each other by their first names, a cooperative bond develops naturally between the groups. Personal contacts must be more frequent than once per month. Parent involvement contacts can be varied, including observations of students in classrooms, services to students in classrooms, making educational games, sitting side by side with children in instructional sessions, and working and playing together indoors and outdoors, and many parent-child interaction sessions in school.

9. Teachers are observed getting used to the idea of parent involvement through close and frequent contacts with parents for conducting parent-child interaction sessions during regular school hours. Their attitudes show interest and willingness to accommodate parents' participation in classroom activities and they also show increasing appreciation of parent involvement activities.
10. Some classroom activities may not lend themselves to inclusion of parents with younger non-school age children because of safety problems or limitation of space and use of facilities that are involved. Other classroom activities are not affected negatively by the addition of little non-school age children. It is the observation of the project that parent attendance is more successful when no restrictions are placed on parents' participation in activities that are specifically planned for optimum participation by the parents. It is the observation of the project that it is inappropriate to risk extending an open invitation to

everyone when there are restrictions to participation; this precaution will help to avoid misunderstandings about the invitations and intentions.

11. Persistent encouragement and personal contacts and phone calls help to bring out shy and reluctant parents to classroom activities. A first "no" should not be taken as a final "no." It needs to be assumed that parents are interested and want to take part in their children's school activities. It is the observation of the project that parents very often succumb to contacts from school personnel.
12. Positive effects of parent-child activities on classroom learning: According to observations by the project staff, parent-child interaction activities have an effective impact on classroom learning. A wealth of follow-up classroom activities results from parent-child activities. The following are observed about the students during and subsequent to the parent-child activities: (1) increase of vocabulary and abundance of oral language which grow out of the activities (enthusiastic conversations and discussions on the students' experiences), (2) paintings and drawings by the students with details that show their understanding of new knowledge and experiences gained, (3) self-directed block building re-creating their experiences and sharing with their peers, (4) singing and dancing related to their experiences, (5) increased writing about their experiences, (6) increased reading related to their experiences, (7) more applied mathematics evident in follow-up cooking, graphing, and calendar activities, and (9) relevant science learning from their observations of animals, plants and their environment.

13. School personnel are able to learn more about their students by getting better acquainted with the parents through parent-child interaction activities. Learning more about the students' family members helps teachers in providing more pertinent counselling and guidance services to the individual students. Also, more information is gained about the students through more frequent contacts with their parents for purposes of providing individualized instruction and guidance. The ultimate aim is to bring about more effective education of the students through cooperative efforts of the parents and school personnel.

It is recommended that the above observations be tried by others as they work towards effective parent involvement in school activities. It is not possible to appreciate parent involvement without "doing" and "digging in" in varied and creative ways and watching parent involvement become a reality at an optimum level.

It takes time to plan for frequent parent involvement in classroom activities during school hours, but this shows to be the most productive and successful strategy for reaching large enough numbers of parents for the purpose of achieving optimum cooperation between the home and school for youngsters' education. This is also basic to the concept of "community education."

Workshops for Educational and
Social Development of Parents

Workshops for parents were planned to be held at their children's schools to provide a familiar transitional setting in which parents can experience and get used to the idea of taking up adult education/community school type of coursework. Focus of the parent workshops was on the educational and social development of disadvantaged parents. The workshops also helped parents with their career development.

Based on needs assessment results, the following basic workshops were conducted at the three project schools: World of Work; Study Skills; Social Skills; English and Communication; and General Educational Development. Additional related workshops were added to the list including How to Help Children Develop a Healthy Sexuality; Personal Grooming with the John Robert Powers Modeling and Finishing School (gratis); Sewing; and Cooking. A total of 314 parents were enrolled in the various workshops at the three schools.

As in the case of the parent-child interaction activities, there were parents who showed up for workshops in the evenings who had never before participated in school activities. This was the first year that workshops were ever held for parents all throughout the school year in the evenings usually from 7:00 - 9:00 p.m. at the three project schools. This evening scheduling allowed for working parents to attend the workshops; evening scheduling also attracted new parents along with other parents who are more frequently involved in daytime school activities. Babysitting

services also made it possible for a number of the parents to attend the workshops in the evening.

Important observations were made of the parent workshops as follows:

1. Personal and professional qualities of workshop instructors make a difference in attracting parents to the workshops. Uniqueness, newness, and currency/popularity of topics affect parents' interest in and willingness to attend the workshops.
2. It has to be acknowledged that it is difficult to attract parents to workshops especially during the evening when there are competing attractions such as t.v. programs, social events, and family priorities. It takes persistent calling by phone and personal contacts and notices to win over parents to the workshops recognizing that there are such competing attractions.
3. Parent workshops on the selected topics need to be structured and presented in such a way to accommodate changing participants at different sessions of a workshop. Sporadic attendance patterns are not unusual. It would be difficult for instructors of the workshops to be patient and to accommodate parents with uneven attendance records if they are not able to understand the parents' reasons for their sporadic attendance and if they are not able to adjust their workshop plans according to varying attendance patterns.
4. It can be discouraging and disappointing for workshop coordinators and instructors whenever attendance is very low at any of the scheduled sessions. The following strategies may need to be used in such cases: (a) adjust workshop dates (even after dates have been set) according to anticipated competitive events that

may deter parents from attending the workshop on particular days, (b) shorten the workshop period by condensing the content and reducing days to complete a workshop, (c) replace the workshop with another for the particular time of year, or (d) postpone the workshop to another semester. Poor attendance for any workshop may be once only with subsequent better attended sessions; therefore, instructors and coordinators should not give up too hastily or prematurely. When workshops are tried for the first time, patience is needed over a time span before conclusions are made about success or failure of the attempts made.

5. Though workshop groups may end smaller than desired, impact of assistance to individual parents can be sizable enough to offset costs involved. Growth in adults can be more readily observed; adults can communicate or demonstrate their successes more immediately and concretely than children can. Also, adults can express their educational needs and concerns more precisely than children can. Project experiences reveal how individual parents have developed skills, understandings, poise, and leadership within very short periods (one to two years) of participation in workshops and related school activities. These parents have moved on to assume community leadership roles at increasingly sophisticated levels.

It is recommended that schools try offering workshops at their schools for helping parents with their educational and social development. Results of efforts are most gratifying as impact is made on developing community

leaders and effective parenthood. Project surveys show how fully the children are aware of their parents' involvement in school activities and their educational progress.

Parent-Child Interactions

Needs Assessment

Focus of the "developmental-interaction" approach is on the child and helping develop his/her cognitive, affective, social, and physical competences. Positive adult-child interactions are emphasized for helping the child with language development as well as in other specific cognitive and affective areas. Observations of project students' achievement levels in basic skills indicate a need for a challenging and supportive learning environment and opportunities for students to learn to communicate and interact with adults and peers around them for developing basic skills of listening, speaking, problem solving, self-directedness, and positive self-concept. There is a mutual need of adults to learn about effective means for communication and interaction with their children for helping their children achieve such basic educational outcomes.

Brainstorming and Planning

Based on needs as identified above, the Follow Through Schools were funded by the McInerny Foundation to conduct parent involvement activities that focus on positive parent-child interactions. With help from Dr. Harold Kozuma (University of Hawaii) and Dr. Don Brown of Trenton State College, the Follow Through project staff and principals held a brainstorming session to plan activities to be implemented in 1979-80. The following were considered:

1. Objectives of Activities
 - a. Promote positive parent-child interactions
 - b. Promote positive adult (other than parent)-child interactions

2. Other Related Objectives of Activities

- a. Provide activities for parents and children geared for "fun for fun's sake" in addition to those more academically related
- b. Help parents to develop an awareness of the importance of getting together and interacting with their children on a one-to-one basis or within group situations

3. Reminders

- a. Work towards helping children develop a positive self-concept; do not make children feel they are not included in the planned activities (if their parents cannot bring them to the activities, allow older siblings or extended family adults or relatives bring them to the activities)
- b. Allow the total family to attend the activities rather than limit to parents and only Follow Through children
- c. Invite teachers to join the activities
- d. Work towards making effective/efficient use of funds available to reach as many families and children as possible
- e. Ask the children for suggestions on the kinds of activities they would like to have their parents take part in with them
- f. Organize activities to provide opportunities for more parent/adult-child interactions rather than adults and children participating in separate groups
- g. Plan to have parents and children team together in demonstrating, playing, or building/preparing display items

4. Activity Suggestions

- a. Poolside fun activities
- b. Skating parties
- c. Field day (sport activities)
- d. Visit cultural/educational community sites such as Paradise Park and Sea Life Park
- e. Book fairs
- f. Cooking or baking contests
- g. Fair displays

- h. Hula lessons and performances
- i. Talent shows
- j. Parents as classroom lunch guests
- k. Fishing activities

Setting up a Planning Committee-for Each School

It was recommended that each school organize a committee of principal, teachers, educational assistants, and parents to plan specific parent activities based on the above suggestions. The committees met for preliminary planning. See Appendix A for examples of preliminary plans developed by the committees. These plans were expanded as evident in the summary reports on the activities included in Appendix C.

Another helpful source of input capitalized for planning was the Hawaii Policy Advisory Committee (HPAC) for the Follow Through project. Suggestions were made at the January 1980 HPAC meeting to involve parents more closely and deliberately in their children's educational activities by having parents physically present as their children learn about some aspects of music, art, sex education, and other areas that are especially important to be shared between children and their parents. Immediate follow up was started with a focus on helping parents develop skills for positive parent-child interactions. See Appendix B, "Planning Parent-Child Interaction Sessions on Sex Education" (sessions involving students, their parents, and teachers in learning together about developing a healthy sexuality).

Development of School-by-School Plans

Following the first brainstorming session to plan parent-child interaction activities, the school committees were organized, and meetings were held for further brainstorming and planning involving more teachers,

educational assistants, and parents.

Various activities for joint participation by parents and children were identified by the committees without too much difficulty. However, the committees needed help in planning the activities so that the focus was on stimulating positive parent-child interactions during the activities. Various sources of help were tapped to obtain ideas on how to organize, structure, and carry out the activities. Bank Street College consultants helped in providing teachers with guidelines on how to bring parents and children together during the activities for optimum parent-child interactions and benefits. The following are some basic guidelines as suggested to the teachers:

If you are taking a trip:

1. Involve the parents in some of the planning so that they may understand the educational learnings inherent in the experience.
2. "Partner" (pair off) an adult with a child.
3. Prepare a trip-board assignment for the "partners" to record information gleaned on the trip based on the current classroom curriculum.
4. Include parents in some follow-up activity (classroom discussion, dramatization, art experiences, writing, planning for another related trip, etc.)

Ongoing activities may include:

1. Parents and children collecting books, pictures, and realia related to the topic under consideration.
2. A parent and child sharing "ethnic know-how" with the class (cooking, games, customs, language, etc.).

Other Guidelines and Reminders

1. Children need to participate actively in learning situations.
2. Parents need to ask children questions as a teaching strategy to promote the development of their children's language and problem-solving skills.
3. Adults need to minimize negative interactions, saying "do, don't, and no" in response to the children's efforts and questions.
4. Parents and children need to share activities and tasks and talk a great deal with each other; this is expected to result in a mutual exchange of information and physical interactions. Children will be encouraged to seek assistance from their parents who will help to improve their children's performance by correcting their children's mistakes in appropriate ways.

Book Fair Suggestions

1. Suggested titles for parent/child book selection: "Book Bonanza", "Making Books Come Alive"
2. Encourage a mix of categories of books in selection: fairy tales, space, non-fiction, poetry, folk tales
3. Host/hostesses (children): children could make and wear very simple paper bag costumes with a sign in the front - "can you guess who I am?" or "what character am I?"
4. On-going filmstrip of a story: play throughout book selection
5. Display of books written by children: sign saying "Not for Sale," "Just for Browsing"
6. How do you choose books for children? - talk to parents
7. Chart: ways books are used in the classroom
8. Possible follow up by children: write to Scholastic to encourage more ethnic selection

Invitations to Parents

See Appendix G for examples of invitations on parent-child interaction sessions held at the project schools. Invitations were distributed through the students. Personal contacts and phone calls were made following up on the written invitations to assure good attendance of parents at the sessions.

Special Parent-Child Activities

Each of the three project schools had planned varying parent-child interaction activities. At one school, for example, each classroom planned and conducted its own activity, but joined additionally in another common activity in which were involved all or most of the project classes at the school.

A "parent-child book selection" activity served as a common activity for one of the schools. Purpose of the activity was to provide an educational, interactive, and satisfying experience for the parents and children. Soft cover inexpensive library books were bought with consultative assistance of the school librarian and teachers. Demonstrations on book selection were conducted for guiding parents in the process of interacting with and helping their children in selecting a book. A child paired with his/her parent or an adult substitute for choosing a book together. Each child was allowed to take home the selected book as his/her own copy. See Appendix C which includes a detailed description of the book selection activity.

Other special parent-child interaction activities include the following (See Appendix C for details about the activities):

1. Outdoor "Learning Centers" at Sand Island Park, Grades K - 3
Four classes, grades K to 3, joined with their parents to learn about tie-dying, nature printing, kite making, sipa and oshibana, and weaving; they learned to play scavenger hunt, and sungka.
2. Field Trip to Sea Life Park, Grade K
3. Field Trip to Waimea Falls Park, Grades 1 and 2
4. Field Trip to a Tongan Farm in Laie, Grades 2 and 3

5. Field Day, Grades K and 1

Team relays and competitive sports in which parents modelled and participated

6. Physical Fitness, Grades 2 and 3

Special activities that are appropriate for young children

7. Health and Physical Education, Grades 2 and 3

8. Indoor Classroom "Learning Centers," Grades 2 and 3

Summary reports of the various parent-child interaction activities (in Appendix C) provide detailed accounts of how the activities were conducted and what happened. These summary reports can be useful to school personnel who are interested in replicating the special parent-child activities. Also included in the reports are evaluative comments made by students, teachers, and parents as they reviewed their completed activities. The project staff members were able to include in the summary reports their perceptions and observations of the activities. Documented in the reports is information on follow up of the parent-child sessions (additional classroom activities were conducted extending what was experienced in the parent-child sessions). A wealth of information is available in the summary reports.

Follow Up of Parent-Child Activities
in Relation to Ongoing Classroom Curricula

Teachers made special attempts to involve parents as meaningfully as possible as part of their ongoing classroom activities. Parent-child interaction activities were tied in closely with ongoing classroom curricula to provide continuing and relevant experiences for the students.

Parents were involved in the planning, participation, and follow-up phases of each special parent-child activity. The follow-up phase was as important as the rest of the experiences. See Appendix C for copies of summary reports on the parent-child activities conducted by the three project schools; these reports include information on how parents were involved and related follow-up activities. Very meaningful follow-up activities that fostered further interactions between kindergarteners and their parents included a class survey of parents on their favorite fish recipes (including original homemade recipes on how to prepare various kinds of fish dishes) and favorite fish dishes. Many original recipes were collected by the class. The same children constructed booklets about their field trip with drawings and statements that were dictated to their teachers.

According to observations by the project staff, parent-child interaction activities have an effective impact on all areas of classroom learning. A wealth of follow-up classroom activities results from parent-child activities. Students are self-motivated in pursuing the classroom activities because of their enjoyment and excitement experienced during the parent-child activities and because they have concrete experiences to bring to new and related classroom learning activities. Increased reading, writing, oral language, painting and drawing, singing and dancing, and relevant mathematics and science learning are all evident. See Appendix C.

Parent-Child Sessions on Healthy Sexuality

These sexuality sessions were undertaken to meet a curricular need in the health area as well as to involve parents in helping their children in a kind of educational experience that is difficult for most parents to handle alone. A suggestion was made recently by the Hawaii Policy Advisory Committee to have parents present with their children during educational sessions on the topic of "healthy sexuality." As a follow up of this suggestion, teachers were surveyed by their principals to confirm the need for conducting parent-child sessions on such a topic. Teachers responded positively.

"Developing a healthy sexuality," according to Dr. Don Brown, means to be a healthy total person as a girl/woman or boy/man. The following content was proposed for the sexuality sessions:

1. Heredity - why we have brown or blue eyes, brown or blonde hair, etc.
2. How our body grows and changes
3. Differences between a girl and boy
4. What love means to people

Preparations for the sessions were made in the following sequence:

1. Ask the students to write or talk about during Valentine's Day:
 - a. What is love?
 - b. How do people show love?
2. Have the children trace the outline of their clothed body on paper and draw parts of their body starting with their head, hair, eyes, etc.
3. Invite parents to join the class for about an hour's lesson learning about:
 - a. How the body changes from infancy to adulthood
 - b. Differences between a girl and boy
 - c. Parts of the body

- d. Appreciation of being a girl/woman or boy/man.
4. Provide a snack time when parents, teachers, and students can socialize and interact.

The total activity took about ninety minutes during the morning session and additional class time for writing and talking about love and drawing body profiles and parts. Students were involved for sixty minutes.

The students (mostly third graders and a few second graders) wrote statements about their understanding of the term, love, answering the questions of (1) What is love? and (2) How do people show love? A few of the statements are listed below. See Appendix D for listings of other students' responses.

- . Love is caring about somebody. Love is by hugging and kissing. Love means to me caring about my parents.
- . Love is: Caring for somebody when they get hurt. When your mother or father gives you licks to show you the right thing and not the bad thing. When my mother always kisses me when I go to school.
- . What is love? Love is caring for your family and loving them. Love is having friends come over and playing with them. Love is getting work done when we get. How do people show love? By giving them something on Valentine's Day. What does love mean to you? Caring for your whole family and other people too.
- . What does love mean to you? Sharing Valentine's candy. How do people show love? By kissing someone and loving someone. What is love? Helping and sharing and doing something.
- . Love is to want a mom. I love my friends. Love is to have a father.
- . What does love mean to you? Like to help someone in the people's house. Having a lot of fun in the room. My sister like to play with me in the room. We were playing house in the room and my mother said to go home.
- . Love means love to your mom. They love other people. Love means to love your friends.
- . Love is hugging someone that is sad and unhappy. People show love when they listen to the teachers. Love means to me paying attention to your mommys and daddys.

- . Love is everything but hate. People show love by hugging and kissing. By sharing and giving love means a happy long life.
- . Love is: You show love by caring for someone. Love is when you obey your family. Love means sharing with friends. Love means helping your friends.
- . Love is for loving your mother and father. People love when they are happy and when you are not mad.
- . Love is with somebody that you care about. When you give somebody a wedding ring. Love is having a good father and mother that you love.
- . Love is for getting good friends and good mother and father. How people show love is by being good and being friends. Love means to me is that I like my mother and father and my friends.
- . Love is obeying and listening to the teacher and someone I know. People taking care of someone. People being kind to other people.
- . Love is having a good family. By giving a present to you. Love means you like them very much.
- . Love is helping your classmate. Love is sharing things with your friends. That they love each other. To ask help from your teacher.
- . What is love? Helping your mom and dad. How do people show love? By hugging and kissing. What does love mean to you? Love is living in a nice house.
- . Love is to have parents. People show love by liking each other. Love is helping each other. Love is to like everybody. Love is liking everybody in your class.
- . Love is helping each other and giving to each other. Kissing and hugging with each other. What does love mean to you? Happiness and being together with everyone.
- . Love is sharing and playing with each other. People show love by sharing things with people. Love means caring and sharing with each other.
- . Love is when your teacher is helping you. When people hug and kiss and care for people. When people care for one another.
- . Love means helping our mother and kissing our mother and hugging our mother.
- . Love is by kisses and hugs. And love is also by giving to someone that I like.

- . Love is caring and helping each other.
- . Love is loving your parents, sisters, and your brothers. And loving your family.
- . Love is helping your mother and father cleaning the house, washing the truck, and cooking the food. I help my sister do her homework.
- . Love is sharing something you want to share. Love is having a nice teacher. By giving you something you want to have. By giving you surprises. Having best friends.
- . Love means to love our parents. Being friends together. Making friends.
- . Love is to play with our friends. I love my mother. I have my father. I have my sister.
- . Love is not only caring for only one person, but to care for all.
- . Love is caring and loving your parents and your sisters and brothers.
- . Love is loving Jesus and loving your parents. Love is helping old people and listening to Mrs. Ching and your parents. Love is loving your family.
- . Love is loving your brother and your sister and your parents.
- . Love is: Loving care. Parents love their child forever. Kindness and gratefulness, picking flowers for their teacher.

Eight project classes participated in the sexuality classes conducted by Dr. Brown. Generally the following procedures were used in the classrooms:

1. Parents and students wore name tags. Parents sat in the back of the room during presentations, and they sat on the floor with the children during discussions.
2. Introduction of Dr. Brown by the teacher.
3. Content of the session:
 - a. Dr. Brown asked the students why he was there with them and their parents.
 - b. What love means to the students
 - c. How parents show love to their children
 - d. How little children need their parents/adults to take care of them
 - e. Various kinds of families
 - 1) Slides of families with different combinations of adults and children
 - 2) Concept of a family tree
 - f. Study of body profiles drawn by the students
 - 1) Similarities and differences between boys' and girls' bodies
 - 2) Comparison of students' profiles with an adult profile, outline of Dr. Brown's body and parts
 - g. Changes in the body from birth to adulthood (slides and discussion)
 - h. How the different parts of the body (such as the navel and breast) function
 - i. Review of the session with parents (buzz groups made up of the students with their parents and other adults; additional questions about what was learned about sexuality; translation of content by students for their non-English speaking parents; what was new learned in the session; questions by students on their parents' experiences during pregnancy; and new vocabulary learned from the session)
 - j. Snacks shared between students and their parents (snacks prepared by the students and parents)
 - k. Questions and answers during snack time between Dr. Brown and parents

See Appendix C which includes detailed summary reports on the sexuality sessions conducted for eight of the project classes.

Review of Parent-Child Interaction Activities

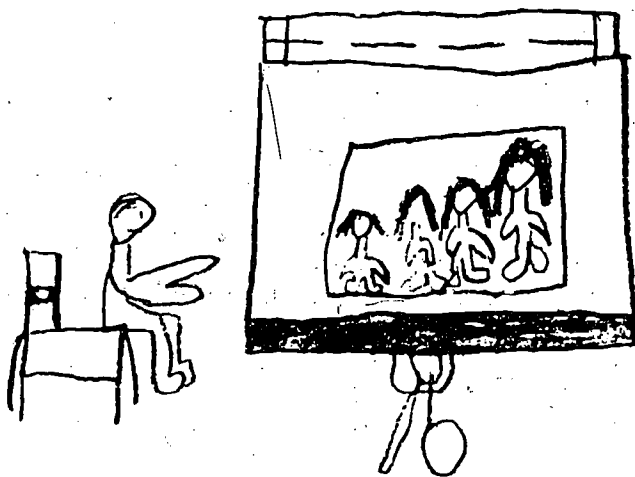
A parent survey questionnaire form was used to obtain reactions of parents to their participation in the parent-child interaction activities at the project schools. The questionnaire was prepared in three languages: English, Ilocano (Filipino), and Samoan. Purpose of the activities was mainly to help parents develop skills and knowledge about effective means for communication and interaction with their children for helping their children achieve basic educational outcomes. The questionnaire focused on the ways in which parents appreciated or benefited from the parent-child activities. See Appendix E for copies of the questionnaires.

Students' Review

Students were also involved in the process of reviewing their parent-child interaction activities. Their reviews were comprised partly of letters they wrote to their consultants who helped conduct their parent-child activities and picture-story booklets they prepared about what they did (field trips, physical fitness exercises, book fair, and cooking). The students' pictures and writings reflect: (1) new vocabulary learned, (2) new knowledge gained, (3) new skills developed, (4) enjoyment in new ways of learning, (5) fun at school, (6) awareness of their parents' presence at their activities, and (7) awareness of their parents' interest and enjoyment as parents learned along with them through joint participation in the activities. Joint participation provided opportunities for the parents and students to have common experiences to talk about at home and to cherish as fond memories of their parent-child experiences.

The following students' comments have been extracted from letters students have written to Dr. Don Brown, consultant for the sexuality sessions:

- (to Dr. Brown) I think that you came for a reason and I think that you did a good job.
- I liked the slides about the changes in the body.
- Thank you for teaching me about a female and a male.
- I learned things that I didn't know.
- I learned that the baby does not come out of the stomach. The baby comes out of the vagina.
- I learned that when we grow up we have good muscles.
- We learned how a baby gets his food from the cord. The food goes in the cord and the food goes in the baby's body. We learned how a baby gets oxygen from his mother. The cord is attached to the baby and the mother.
- We learned how a baby gets his milk from his mother's nipples. When the baby is born and the mother has milk in her nipple she can give milk to her baby.
- I saw a little girl, then a bigger one and then a much bigger one and then a woman.



- I am thanking you for the things that you had told me. You told me that the baby takes nine months before the baby comes out. You showed me a film about love and the belly button.
- Thank you for teaching us about love. I liked the slides that you showed us. When the boys grow up they have muscles. The baby drinks milk from the nipple. I learned that the baby's cord is connected to his mommy's. The cord helps to feed the baby when the baby is in the uterus.
- I was happy when you taught us about love.
- I learned that the lady has a vagina and the man has a penis.
- I learned that the baby comes out of the lady's vagina. When the baby's legs come out first, the lady will have a hard time in getting the baby out of the vagina.

Results of Parents' Review of Parent-Child Activities

Refer to the following page for a copy of the questionnaire with parents' responses for each of the items. See Appendix E for a blank form that schools may want to xerox for their own use.

The number of respondents checking the various questionnaire items include a duplicate count of some parents who attended more than one activity as an interested school volunteer, community aide, or as a parent of several siblings within grades K-3 within a project school. The large numbers of parents who said they "benefitted" or "appreciated" (as indicated by the questionnaire items and the reasons for the benefits and appreciation) reliably confirm for the project that parents are interested in participating in school activities and that everyone has something to gain from parent-child interaction activities conducted during regular school hours. The number of favorable responses to the fourteen questionnaire items ranged from 98 to 206. There were a few parents from whom questionnaires were not retrieved.

Hawaii Follow Through Project
Review of Parent-Child Activities, 1979-80 at

Dear Parents:

We would like to request your help in reviewing the parent-child activities that you attended this school year at your child's school. Will you help answer the following questions about the parent-child activities? Thank you.

A. In what ways did you benefit or appreciate joining your child in the classroom activities? Please check (✓) the reasons for your benefits or appreciation and add any other reasons not included in the list below.

- 206 1. It was fun learning and doing things together.
- 161 2. It was helpful to see what was going on in the classroom.
- 179 3. It was helpful to get to know my child's teacher, educational assistant, other parents, and children in the classroom.
- 190 4. I was able to see my child doing things together with other children.
- 145 5. I was able to go on a field trip with the class.
- 98 6. I was able to teach or share what I know with the children and adults in the classroom.
- 156 7. It was fun watching and taking care of a group of students.
- 151 8. It was fun working with my child's teacher and other adults.
- 138 9. It was helpful to watch the teacher teaching the class.
- 141 10. There are exciting things going on in the school.
- 114 11. I will be able to try out some ideas that I learned during the activities.
- 142 12. I learned new ways of talking and listening to children.
- 180 13. I was able to see how parents and children benefit by doing things together and talking with each other about their interests.
- 140 14. I liked the idea of having the Follow Through classes planning and working together.
- 15. _____
- 16. _____

B. Would you be interested in being able to join your child again in some kind of school activity?

- 211 Yes. Name of Parent _____
Phone Number _____
- 9 No. 11 No Response

C. Would you be interested in volunteering at school to help in a classroom?

- 110 Yes. Name of Parent _____
Phone Number _____
- 57 No. 64 No Response

Educational and Social Development of Parents

Needs Assessment

Through a community needs assessment survey at the end of the 1978-79 school year, it was determined that a large number of parents at Kaiulani, Kaewai, and Palolo Schools are interested in furthering their educational and social development. See Appendix F. It was observed that not too many of the parents attend Adult Education and Community Colleges. It was hypothesized, then, that the parents will be more apt to seek help through workshops within a familiar setting at their own children's school. Services at their children's school could be considered non-threatening and transitional, anticipating that parents will develop self-confidence to eventually move into the adult education schools and community colleges.

Workshops were proposed for parents basically to help parents improve in: (1) English language, (2) social skills, (3) readiness to pursue needed education, (4) information and knowledge about career development and training opportunities available in the community, and (5) self-confidence.

Planning of Workshop Activities

As soon as school started in the fall following receipt of a grant award, survey bulletins were sent out to all parents of grades K-3 at the three project schools to obtain confirmation of their interest in day-time and evening workshops. Different categories of fall workshops were proposed to the parents of the three schools: (1) Social Skills, (2) World of Work, (3) English and Communication, (4) Study Skills, and (5) General Educational Development (GED). Students took home the survey bulletins to their parents and brought back responses in the form of "tear slips" to their teachers. See Appendix G for copies of survey bulletins.

From the beginning, it was proposed that babysitting services be provided at the schools during workshop hours to free parents to attend scheduled workshops, day or night. The survey bulletins included questions as to whether parents needed babysitting services, number of children to be cared for, and ages of the children. Babysitting services were offered to test another related hypothesis that more parents will attend workshops if there are provisions to free them from child care responsibilities for about 2 hours at a time. This hypothesis was based on past observations and information on the need for babysitting services in relation to workshop participation.

Inter-Departmental Planning and Coordination

Workshops were subsequently organized as follows according to anticipated workshops: (1) Social Skills, (2) World of Work, (3) English, and communication, (4) General Educational Development (GED), and (5) Study Skills. Contacts were made with two Adult Education/Community Schools (Kaimuki and Farrington High Schools) to inquire whether they could provide instructional personnel for the various workshops. In the process of planning, it was discovered that the special curricular content for most of the workshops proposed for the target group of parents was not available through ongoing course offerings at the Adult Education/Community Schools. Also, instructors qualified for one of the workshop categories, **Social Skills**, were not available; university consultants were sought subsequently to fill this particular gap. Fortunately, Adult Education Schools were able to provide instructors for some of the workshops and at no cost to the project. Staff of the DOE School Library Services and Federal Program Unit were consulted to obtain assistance in locating recently retired school librarians who would be willing to instruct the Study Skills workshops.

Development of Curricular Content

The project coordinator initiated development of the curricular content for all 4 workshops in view of the need for tailored curricula and guidelines. Used as a basis for development of curricular content was the DOE document on the Foundation Program "student performance expectations (PE's) according to instructional areas, grades, and clusters," August 1978. Workshop topics were selected from the PE's for the instructional areas of (1) career education, (2) guidance, (3) language arts, (4) library skills, and (5) social studies.

The following topics were selected for the four workshop categories as guidelines for the final planning of content for the classroom instruction. The outlines of topics were shared and reviewed with the Adult Education School principals for the purpose of selecting teachers and assisting them in tailoring the curricular content for the parents.

Study Skills Workshops

1. Learning how to make effective use of dictionaries at various levels
2. Learning about what is available at school and public libraries including professional help, books, magazines, newspapers, maps, and reference materials
3. Learning how to locate different materials at libraries
4. Learning how to use reference materials for specific purposes such as finding out about distances between countries and cities, weather, health problems, etc.
5. Learning how to schedule and set aside places for reading and studying times at home
6. Learning how to register at adult education/community schools, community colleges, and the university
7. Learning about the courses and training that are available at community schools and colleges
8. Learning about the special educational programs that are available through community sources such as the YMCA, Honolulu Art Academy, Department of Parks and Recreation, Department of Health, etc.
9. Exploring the kinds of experiences one can pursue in lifelong learning
10. Planning a program of continuing education for oneself
11. Exploring ways of learning more about events, conditions, ideas, and people

Social Skills Workshops

1. Identifying a social issue or problem facing families or the community
2. Outlining steps for problem solving
3. Making family decisions
4. Maintaining good family relationships between parents and children and between children
5. Learning about cultural practices that the family values
6. Learning about cultural practices of an ethnic group other than one's own
7. Learning about personal social values that are derived outside of the family and peers
8. Learning about how the community may influence the development of one's personal social values
9. Learning about personal behaviors and the "aloha spirit" that are helpful in keeping good relationships with others
10. Exploring how home responsibilities can be divided and/or shared among family members
11. Learning about basic human needs and the concept of self-fulfillment
12. Learning about human rights and basic rights and responsibilities in American society in terms of due process of law

World of Work Workshops

1. Learning about the many common and special ways in which people make a living in the local community
2. Learning about the major kinds of economic activities in the local community and the kinds of jobs provided for the people
3. Learning about the various kinds of services provided by various occupational groups
4. Learning about the work ethics of one's culture and local community and that of other people around the world
5. Learning about how job opportunities are affected by economic conditions of inflation and recession
6. Learning about the background knowledge and skills required to qualify for various jobs in the community
7. Learning about how to seek help for job counseling and applications
8. Learning about the Department of Labor, unemployment compensation, job applications, and training opportunities
9. Learning about community colleges, adult/community schools, and other job training agencies and schools

English and Communication Workshops

1. Learning about the English language sounds, vocabulary and grammar
2. Reading and paraphrasing simple sentences from a variety of materials
3. Writing simple sentences, paragraphs, and compositions
4. Responding to oral directions, descriptions, non-verbal messages, and common visual symbols
5. Using appropriate vocabulary in describing people, places, objects, and actions

6. Writing personal and business letters for specific purposes
7. Adapting speech to informal and formal situations within one's experiences
8. Learning how to participate in group discussions and interactions
9. Reading and analyzing newspaper articles

General Educational Development Workshops

Reviewing high school level coursework to prepare for the GED examination (high school diploma qualifying examination)

Final outlines of the various workshop curricula evolved on the basis of ongoing needs assessments conducted by instructors with parents during the first and subsequent sessions of each workshop. Because of the newness of the workshops, the instructors adjusted and updated their workshop curriculum as needed according to the needs and interests of the parents. See Appendix H for sample outlines of curriculum as developed and used for the various workshops.

Resource speakers were brought into the classes to make presentations on sources of information and help such as the Department of Labor, Hawaii Council of Churches, and the personnel department of a large hotel, the Hyatt Regency. Workshop participants also went on field trips to libraries, a community college, and a hotel to learn about the availability of resources and various educational and occupational opportunities. See Appendix E for information on field trips included in the various workshops.

Invitations to Parents

See Appendix G for examples of invitations on parent workshops held at the project schools. Invitations were distributed through the students. Personal contacts and phone calls were made following up on the written invitations to assure good attendance of parents at the workshops.

Maintenance of Good Attendance at Workshops

It is a common concern that attendance at evening workshops and courses in community schools tends to decline if conducted over a long period of time. With this awareness of attendance problems, strategies were developed as follows: (1) send fliers home to parents as reminders, (2) phone parents to remind about attendance a day before or, if possible on the day of the workshop, and (3) motivate parents with advance detailed information about what will be covered at various workshops, especially at the very next session. See Appendix I for sample fliers and information.

Attendance at evening workshops was not any greater than that of day sessions. Fathers were fewer than mothers at the evening workshops although the evening sessions were specially held to attract more fathers as well as working mothers.

Topics as well as instructors appeared to have made some difference in attracting parents to the workshops. Attendance at the General Education Development sessions for the purpose of working towards a high school diploma was steadier and more committed on the part of the parents. The instructor's relationships with the parents and sense of commitment to the workshop appeared to have made a difference in attracting more parents to some of the workshops.

There was a definite need for babysitting services for most of the evening workshops. There was a high correlation between consistency of workshop attendance and need for babysitting services on the part of specific parents. Some of the parents would not have attended any of the workshops in the evening had it not been for the availability of babysitting services.

Workshop Schedules and Attendance Records

Plans were to provide similar parent workshop schedules for the three project schools, Palolo, Kaiulani, and Kaewai. Survey bulletins were sent out to parents periodically to assess their interest in attending the various workshops. There were evening and day time workshops held depending on the survey results for each separate workshop. The final schedules as implemented are summarized on the following page. The summary shows slight variations in the number and titles of workshops conducted at each of the three schools.

Attendance for the workshops at the three schools are summarized below by titles:

	<u>No. of Parents</u>
1. World of Work	34
2. Social Skills	42
3. Study Skills	31
4. English and Communication	38
5. General Educational Development	41
6. Personal Grooming	25
7. Cooking and Nutrition	17
8. Sewing	40
9. Healthy Sexuality	46
	<u>314</u>

Hawaii Follow Through Project
 Schedule of Parent Workshops, 1979-80

Key to Workshop Titles: Eng. & Comm. = English and Communication
 Gen. Ed. Dev. = General Educational Development
 W.W. = World of Work
 (Note: other titles are spelled out fully)

PALOLO	KAIULANI	KAEWAI
<u>Sexuality</u> - (2 sessions in October)	<u>Sexuality</u> - (2 sessions in Oct)	<u>Sexuality</u> - (2 sessions in Oct.)
<u>Social Skills</u> - (8:30 - 10:30) Oct. - 29, 31 Nov. - 5, 7, 13, 15, 19, 21	<u>Social Skills</u> (8:30 - 10:30 a.m.) Feb. - 27 Mar. - 3, 5, 10, 12, 17, 19	<u>Social Skills</u> - (8:30 - 10:30 a.m.) (7:00 - 9:00 p.m.) Jan. - 14, 16, 21, 23, 28, 30
<u>W.W.</u> - (15 sessions 7:00 - 9:00 p.m.) Jan. - 14, 16, 21, 23, 28, 30 Feb. - 4, 6, 11, 13, 20, 22, 25, 27 Mar. - 3, 10	<u>W.W.</u> - (8:30 - 10:30 a.m.) Nov. - 19, 21, 26, 30 Dec. - 3, 5, 10, 12, 17	<u>W.W.</u> (7:00 - 9:00 p.m.) Mar. - 31 Apr. - 2, 7, 9, 14, 16
<u>Gen. Ed. Dev.</u> - (7:00 - 9:00 p.m.) April - 1, 3, 8, 10, 15, 17	<u>Gen. Ed. Dev.</u> - 20 sessions 7:00 - 9:00 p.m. Jan. - 15, 17, 22, 24, 29, 31 Feb. - 5, 7, 12, 14, 19, 21, 26, 28 Mar. - 4, 6, 11, 13, 18, 20	
<u>Study Skills</u> - (9:30 - 11:30 a.m.) Apr. - 3, 8, 10, 15, 17, 22, 24, 29	<u>Study Skills</u> - (8:30 - 10:30 a.m.) May - 6, 8, 13, 15, 20, 22, 27, 29	<u>Study Skills</u> - (8:30 - 10:30 a.m.) Feb. - 12, 14, 19, 21, 26, 28 Mar. - 4, 6
	<u>Eng. & Comm.</u> - (7:00 - 9:00 p.m.) Jan. - 14, 16, 21, 23, 28, 30 Feb. - 4, 6, 11, 13, 20, 22, 25, 27 Mar. - 3, 5	<u>Eng. & Comm.</u> - (8:30 - 10:30 a.m.) Oct. - 30 Nov. - 1, 6, 8, 13, 15, 20, 27, 29 Dec. - 4, 6, 11, 13, 18, 20

Review of Parent Workshop Activities

A parent survey questionnaire form was used to obtain reactions of parents to their participation in the parent workshops. Purpose of the workshops was to assist parents with their educational and social development while helping them grow into their role of a "partner in education." The questionnaire focused on the ways in which parents benefitted from the workshops. Refer to the following page for a copy of the questionnaire with parents' responses for each of the items. See Appendix J for a blank form that schools may want to duplicate for their own use.

The number of respondents checking the various questionnaire items include a duplicate count of some parents who attended more than one workshop. The large number of parents who said they benefitted (as indicated by the questionnaire items and reasons for the benefits) confirm for the project that workshops can attract parents when conducted on familiar school grounds and when the content of the workshops is tailored to the parents' needs. The number of favorable responses to the fourteen questionnaire items ranged from 44 to 111; there were 44 parents who felt they were ready to try taking the high school diploma test. There were 95 parents who felt that there should be more workshops conducted for them.

Hawaii Follow Through Project
Review of Parent Workshops, 1979-80

Dear Parents:

We would like to request your help in reviewing the parent workshops that you attended this school year at your child's school. Will you help answer the following questions about the workshops? Thank you.

A. In what ways did you benefit from the parent workshops? Please check (✓) the reasons why the workshops were helpful and add any other reasons not included in the list below.

- 111 1. I learned new information and knowledge presented at the workshops.
- 93 2. I was able to use the new information and knowledge I learned at the workshops.
- 74 3. The workshops have made me interested in continuing with my education or vocational training.
- 110 4. I got to know other parents.
- 71 5. I improved in my English and communication.
- 93 6. I understand more about how learning takes place.
- 90 7. I feel more confident now about helping my child with his school work.
- 92 8. I feel that I understand my child quite a bit more now as a person and a learner.
- 91 9. I help my family to talk more now at home about school.
- 103 10. I have learned to listen more carefully when my child speaks to me.
- 66 11. I am interested now in finding employment and moving ahead in a job or career.
- 57 12. I learned how to improve in my present job/career.
- 75 13. I know more now about where to ask or look for information.
- 44 14. I feel that I am ready to try taking the high school diploma test.
- 15.

B. Should we have other workshops that might be useful to your and/or others?

95 Yes. Name of Parent _____

Phone Number _____

16 No. 22 No Response

If yes, please suggest the kinds of future workshops that might be useful:



APPENDIX A
School Committee Plans for Parent-
Child Interaction Activities

Hawaii Follow Through Project
Palolo School
January 10, 1980

IDEAS FOR ADULT-CHILD INTERACTION

1. Provide funds for open houses (food, games, prizes). Community Aides would work closely with teachers and Educational Assistants to plan for these.
2. Workshops for parents and children, ex. cooking or art activity with cake decorating, sushi making, ceramic art, etc. Money to be used for consultants, use of facilities, supplies, ingredients, etc.
3. Follow Through Picnic. Pot luck or families provide own lunches. Money to be used for drinks, games, prizes such as books, school supplies.
4. Book purchasing activities. Workshops to help parents learn about books appropriate for children. Parent and child select book together. Money to be used to purchase books.
5. Hawaiian crafts/Polynesian crafts. Parent could teach parents and children how to make tapa and other cultural items. Money to be used for materials.

cc: Florence Huihui
Janet Sumida
Lorraine Doi
Alice Masatsugu
Eishin Tengan
Stanley Morikawa

January 28, 1980
Hawaii Follow Through Project

Summary of "brain-storming" Session on
Parent-Child Interaction" Activities

Present: Mrs. Betty Iwai, Miss Barbara Shiraishi, Mrs. Doreen Saito, Mrs. Sylvia Cariaga
Mrs. Liz Hall, Mrs. Pat Guinther, Mrs. Lillian Lau, Mrs. Frances Miyoshi,
Miss Eva Yonemori, Mrs. Kathy Lum Lung, Mrs. Anita Wahinehookae, Mrs. Janice Simon,
Mrs. Shirley Akiona, Mrs. Alohalinda Tongg, Mrs. Carolyn Ching, Mrs. Gladys
Shiroma, Mrs. Rose Maiola and Mrs. Carol Szadkowski.

Mrs. Kaulani Ramos met with the teachers and educational aides, and they would like to
recommend these following activities:

1. Experience of Snow at Kaulani School Cost: \$10.20 per #300 block
\$20.00 per delivery
 - snowman contest etc. notify 1 week in advance
 - explore the snow by reading the temperature. arrangement to be made
 - telling the time of how long it takes the with John Nashima of
snow to melt Hawaiian Tuna Packers -
 - balancing snow and water. ph. = 536-4965
 - use of the thermometer
 - ties in with Social Studies and Science.
 - experience of seeing and feeling a ski and sleigh.
 - shave ice

2. Kualoa Regional Park - Picnic
 - Mini Workshops: craft, sing, story-telling, hula, canoe riding, use of
resource leaders, cook-out or pot-luck.
 - Office number: 237-8319 John Mau

3. Skating Party
 - rent out the skating ring.
 - Rainbow Skate - 922-0089 (Kalakaua - Waikiki)
cost: \$.100 per child or adult. note: open air.
 - time: can be worked out, given 1 week advance notice. contact: Gy
 - Roller World - 521-8327 (King Street)
cost: \$1.00 per person, with a minimum of a 100persons.
 - time: any school day from 9:00 - 11:30 a.m.
 - contact: Mr. Hashimoto

4. International Village Demonstration
 - craft
 - food making
 - could hire demonstrators or have volunteers.
 - place, Kaulani School

5. Kualoa Regional Park
 - April, Hawaiiana with family competition by building with sand
 - May, in the classroom, a follow through with a mini luau
 - parent involvement: mothers playing games with children or
reading stories with children.

6. Tide Pools
 - fishing
 - there are planned activities by the center.

cc: Mr. E. Tengan
Teachers
Educational Aides
Dr. Janet Sumida
Mrs. Eloise Miyasaki
Mrs. Jean Omori

KAIULANI SCHOOL

3/13/80

SEA LIFE PLANNING MEETING: Annette, Alohalinda, Shirley, and Eloise

1. Pre-field Trip Meeting with Parents
 - a. Parents need to know the purpose and focus of the trip (educational)
 - b. Parents need to know that the field trip will be followed up in the classroom
2. Trip Boards and/or Committees
 - a. For K children, to have a trip board in the bus and during the trip may distract the child's attention
 - b. Trip boards can be passed out after lunch and the children can work on them, i.e., checklist, drawing, etc.
 - c. Committees could be responsible for certain things and remember and record during lunch break--follow up in classroom
3. Pairing of Child and Parent: Should parent work with own child?, Will parent exert too much pressure on own child?
4. Explain Focus of Trip to Parents
 - a. Colors and names of objects
 - b. Motion of fish
 - c. Sounds that fish make
 - d. Let parents know that this is an educational trip
5. Follow up with Parents
 - a. Cooking, fish prints, Tamashiro Market, picture file, use of ideas from this trip for another trip
 - b. For those parents who work--parents can work with their children on a fish picture book, collect realia to be sent to school for sharing
 - c. Interview sheet could be sent home: Always note at the bottom of the sheet sent home "This is part of our study on _____ and we would appreciate your assistance."
 - 1) How many times a week do you serve fish?
 - 2) Check the kinds of fish served:
 Akule or _____
 Aku or _____

3) Check the ways fish are prepared in your home:

Fried

Baked

Steamed

Raw

Barbequed

KAEWAI ELEMENTARY SCHOOL
PARENT-CHILD INTERACTION ACTIVITY-PICNIC

Planning for Learning Centers at Sand Island Park

I. Brain Storming Sessions

- A. Parents, Teachers and Educational Aides listed their ideas on the types of parent-child interaction activities.
 1. Parent list: Pokeno (card game), Criket game, One Night Dancing, Trip to Sea Life Park, Handicraft Workshop.
 2. Educational Aides list: Picnic with Educational Workshop, Field Day, Costume Party, Ethnic Party (focusing on cooking activity), Valentine Hop, Egg Hunt.
 3. Teachers list: Tide Pool Visit, China Man's Hat, Hike, Egg Hunt.
- B. Selection
 1. Each teacher and Educational Aide selected one choice from each list. (Parent, Teacher, and Educational Aide list)
 2. The totals were tallied and recorded:
 - a. First choice: Kualoa Park / China Man's Hat.
 - b. Second choice: Egg Hunt / Handicraft Workshop.
 - c. Third choice: Trip to Sea Life Park.
- C. Who Will Go.
 1. All four (4) Follow Through Classrooms.
 2. Parents or Guardians of Children in a Follow Through classroom.

II. Planning

- A. Teachers, Educational Aides and Parents.
 1. Purpose of Parent-Child Interaction Activity:
To develop an activity focusing on parent-child interaction.
 2. Staff discussed the selection results tally.
 - a. First choice: Kualoa Park / China Man's Hat.
 - Kualoa Park was not available, therefore, the idea was dropped.
 - b. Second choice: Egg Hunt / Handicraft
 - We needed a place to have these activities.
 - To be considered in the planning.

- c. Third choice: Trip to Sea Life Park.
 - Cost for the Follow Through Children and buses would exceed our budget. This idea was dropped.
3. Alternatives for parents as part of the process of decision making. Notices were sent out to give parents the alternatives of selecting:
 - a. A Camp or a Picnic.
 - b. Parents selected when the activity should take place: a week day or weekend.
 - c. Parents selected where the activity should take place: Picnic - Waimanalo, Ala Moana, Kapiolani Park or Sand Island. Camp - Camp Kailani or Campbell Estate.
4. Discussion
 - a. Tallied results when notices were turned in.
 - 1) Parents selected picnic on a weekday at Sand Island State Park.
 - 2) Teachers and principal pre-tripped the Sand Island State Park.
 - b. Second notice to parents offered a variety of activities to look at and to add others to the list. Also, opportunity for parents to lead or assist in an activity center.
 - 1) Three parents were willing to lead an activity center:
 - Mele Aipopo - Samoan Weaving
 - Pam Bista - Hawaiian Games
 - Sina Afe - Food Committee
 - c. Third notice to parents to get a tentative head count (for lunches) of the parents or guardians.

APPENDIX B

Sample Memos and Invitations to Parent-
Child Interaction Sessions
on the Topic of Sexuality

GEORGE R. ARIYOSHI
GOVERNOR

CHARLES G. CLARK
SUPERINTENDENT



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P. O. BOX 2360
HONOLULU, HAWAII 96804

January 21, 1980

OFFICE OF INSTRUCTIONAL SERVICES
PROJECT FOLLOW THROUGH
2106 10TH AVENUE
HONOLULU, HAWAII 96816

To : Follow Through Principals

From : Janet Sumida

Subject: Planning of Parent-Child Sessions on Sex Education

This is a follow up of what was suggested at the last HPAC meeting on January 16 which focused on planning the 1979-80 program of parents' HPAC activities. This follow up is important for our parent involvement purposes especially as we work towards effective adult-child interactions. The suggestion was to conduct joint parent-child sessions on sex education. This suggestion was made by one of our HPAC community representatives, Reverend Charles Luttrell. He emphasized the importance of parents accompanying and participating together with their children in educational activities such as attendance at concerts, sex education sessions, and art displays.

Lorraine Doi, Florence Huihui, and I met with Dr. Don Brown to explore possible alternatives for conducting parent-child sessions on sex education. Because of competitive weekend activities such as baseball and family outings, it was suggested that we could perhaps combine parent-child sessions on sex education with open-house sessions when parents would be invited into the classrooms during class time to be present when their children are guided into learning more about themselves through sex education. Aside from being present, parents will participate in their children's classroom activities pertaining to sex education. Dr. Don Brown, who conducted our parents' sexuality workshops, will help with these parent-child sessions on sex education. The sessions will help to follow up on our earlier parents' workshops which focused on helping children develop a healthy sexuality (development of a healthy total person as a girl/woman or boy/man).

Topics for the sessions can include: heredity; changes in the body; boy-girl relationships, and vocabulary pertaining to sex education. Students whose parents may not be able to join in the open-house session during class time can sit in along with the other students. We are suggesting that we start these sessions with our third grade classes at our three FT schools. Depending on the success of these sessions, we could plan later for involvement of the lower grade level students and their parents.

Students and their parents can be involved in enjoying refreshments together as part of the morning's open-house activities. In addition to the focus on sex education and parent-child interactions, there could be other open-house activities planned by the teacher and her/ his students to be conducted before or after the sex education activities. It would be helpful for teachers to observe how Dr. Brown conducts the sessions. Expenses related to the sessions will be covered by the McInerney grant.

We would like to request your assistance in exploring with your teachers on how we can conduct the sex education activities while achieving our objective of working towards parent involvement and effective adult-child interactions. We can start our sessions as early as the beginning of March for each third grade class.

Your early response on this matter will be greatly appreciated.

AN EQUAL OPPORTUNITY EMPLOYER

_____ School
February 12, 1980,

Dear Parents:

You are invited to join the students in learning about developing a "healthy sexuality" which means to be a healthy total person as a girl/woman or boy/man. Sometimes we say "sex education" to mean the same thing. Dr. Don Brown, a professor from Trenton State College, will conduct our class lesson on healthy sexuality to help us learn about:

1. Heredity - why we have brown or blue eyes, brown or blonde hair, etc.
2. How our body grows and changes
3. Differences between a girl and boy
4. What love means to people

The students, parents, and teachers can learn together about healthy sexuality and enjoy the activities that are planned for everyone. If you have any questions, please call 737-1949.

Please come to _____ School.

Room: _____

Time: 9:00 - 10:00 a.m.

Refreshments will be served to everyone. Please return the tear slip below by

Activities on "Healthy Sexuality"

_____ Yes, I will attend.

_____ No, I will not attend.

Parent's Name

Phone No.

Child's Room No.

PROJECT FOLLOW THROUGH
KATULANI SCHOOL
APRIL 21, 1980

DEAR _____

PLEASE COME AND JOIN THE OTHER CHILDREN AND PARENTS OF MY CLASS AND LISTEN TO DR. DON BROWN. HE WILL BE TALKING ABOUT THE GROWTH AND CHANGES THAT OCCUR IN MY BODY. HE WILL BE USING SLIDES AND DRAWINGS TO EXPLAIN THESE CHANGES.

DR. BROWN IS VERY KNOWLEDGEABLE AND HAS CONDUCTED SEVERAL WORKSHOPS WITH PARENTS IN HUMAN SEXUALITY.

DATE: WEDNESDAY, APRIL 30, 1980

TIME: 9:00 - 11:00 A.M.

PLACE: KATULANI SCHOOL, ROOM 30

PLEASE JOIN US. WE HAVE PREPARED REFRESHMENTS ESPECIALLY FOR YOU.

LOVE,

APPROVED: _____
EISHIN TENGAN, PRINCIPAL

DETACH AND RETURN TOMORROW

ROOM 13

I WILL BE ABLE TO ATTEND

I WILL NOT BE ABLE TO ATTEND

PARENT'S SIGNATURE

CHILD'S NAME

PHONE No.

APPENDIX C

Summary Reports on Parent-Child Activities, 1979-80

Healthy Sexuality
An Adult-Child Interaction Activity in B1/2

Teachers: Mrs. L Chou and Mrs. M. Sasaki
EAs : Mrs. F. Cruz and Mrs. D. Dudoit
Date : Wed. March 14, 1980
time : 9:00 - 10:00 a.m.

A. Parent Participants - 12 parents

Mrs. Cho, Mrs. Tagovailoa, Mr. & Mrs. Huihui, Mrs. Petersen, Mrs. Tada
Mrs. Alatini, Mrs. Faumuina, Mrs. Equires, Mrs. Wells, Mrs. Lagon, and
Mrs. Wise

Visitors: F. Shaftel, G. Herman, H. Fantz, M. Akamine, Principal Alice
Masatsugu, L. Doi, J. Sumida

B. Parent Participation

1. Preparation for Dr. Don Brown's presentation on Healthy Sexuality

- a. Mrs. Faumuina, a classroom parent and CA, assisted in drawing outlines of the children's bodies. She also made Samoan bread for refreshments.
- b. Mrs. Huihui, a classroom parent and CA and CA Mrs. Wise worked with a group of 5 children in preparing carrot and celery sticks which were also served as nutritious snacks.

2. Dr. Brown's presentation on Healthy Sexuality

- a. The parents listened to Dr. Brown as they observed the session on human sexuality. Several parents stated that they appreciated the opportunity to hear Dr. Brown.
- b. Following the lecture portion of the session, parents were asked to sit with their children in groups of 8-10 children. The children explained to their parents and/or parent substitutes what they had just learned. The parents also clarified terms and answered questions raised by the children in their groups.

The groups consisted of a few very quiet and very shy parents who had difficulty conversing in English. The teachers assisted in leading the group discussions. This served to promote adult-child interaction. Other parents were observed joining the group as the discussion continued. A child in the group posed a question for Dr. Brown concerning conception and the birth process. Dr. Brown then joined the group as he responded to their questions.

C. Special Highlights about the Healthy Sexuality Session

1. Language Development: The children were introduced to new vocabulary words such as navel, vagina, penis, uterus, breasts etc. These words were added to their vocabulary and spelling lists.
2. Science: Anatomy and Physiology
 - a. The children learned about body development and demonstrated an interest in learning more about muscle development and changes in their bodies as they grow. The boys expressed considerable interest in muscle growth.
 - b. The children learned about the childbirth process. They were impressed by the fact that babies have soft spots and are delivered head first. Questions were raised concerning breech and caesarian section deliveries. One child indicated that she used to think that the baby was delivered through the mothers' navel. This misconception was cleared by the presentation on child birth. The children also seemed to understand the function of the nipples and breasts.
3. Impressions and Attitudinal Changes:
 - a. Since the topic of sexuality was presented in an "open" and "natural" manner, the children as well as adults continued to refer to specific sexual parts and processes in an "open and natural" way. The children have stopped teasing each other as they did prior to the session; e.g., "I saw your panty" used to be a common source of embarrassment for many girls.
 - b. Although one teacher stated that she first had doubts about introducing the topic of sexuality to the youngsters, she found the session to be most gratifying because he demonstrated how to present the topic in a very natural manner. This approach served to develop a healthy attitude towards sex education.
 - c. One teaching staff member commented, "I wish my own children could have had this experience!"

D. Follow-up Activities and Plans:

1. Language Development:
 - a. The children wrote letters to Dr. Brown re the session on healthy sexuality.
 - b. They wrote what they had learned in their diaries.
2. Science/Health/Anatomy & Physiology
 - a. Life-sized model, Tommy Torso, was brought into the classroom. The children could see and handle models of the stomach as well as actually see other body parts "in place."

- b. The children wrote about the changes that occur throughout the various stages of life. The life span was divided into 4 parts to stimulate further questioning by the children.

Ex: / Baby / / / Child / / / Teen / / / Adult /

Why does the mother have breasts?
How does the baby get his food?

This plan seems to serve as a beginning point for more questions and discussion.

- c. Misconceptions cleared:

Following the lecture, a few children needed further clarification re the navel. It has been explained that the navel is a remnant of the cord which once was connected to the mother and served as a source of food for the baby in the uterus.

- d. Teachers and EAs plan to continue to incorporate positive attitudes as well as information learned in their daily teaching.

KAIULANI SCHOOL
PARENT/CHILD INTERACTION ACTIVITY

Healthy Sexuality Session with Dr. Don Brown

DATE: April 18, 1980
TIME: 9:00 - 10:30 a.m.

Adults Present: Charlotte Matapua, Tuputala Tumnuvao, Wanda Dupont, Katherine Martin, Beverly Marcos, Carol Szadkowski, Zeny Pasion, Patlamon Roy, Mona Holewyne, Kauai Ramos, Carol Kaakimaka, Elizabeth Hall, Jean Omori, Audrey Toshi, Eishin Tengan, Elizabeth Gilkeson, Carol Darcy, and Eloise Miyasaki

The initial reactions of parents to the sexuality invitation ranged from uncertainty to curiosity. Nine parents attended the session with their children with six parents remaining for lunch with their children and Mrs. Guinther.

At this session, parents and children listened very attentively to Don Brown's presentation. Initially there were some giggles but this stopped very soon and the children were very good listeners and contributors. Several children surprisingly knew many of the terms. For others it was an entirely new subject.

Some of Mrs. Guinther's students did an in-depth research on body parts prior to the session. This was evidenced by labels such as calf, heart, lungs, liver, kidney, etc.

Many new words were introduced to the students. Slangs were also discussed. The children were made to feel that changes in the body are normal and will occur at different times for different children.

Observations:

1. Some parents were able to lead the small discussion groups very well.
2. Dr. Brown clarified misconceptions about where babies come from.
3. One Samoan mother interpreted for another.
4. One mother did a tremendous job reviewing the terms learned and also the similarities and differences between boys and girls utilizing Don's word cards.
5. Children did in-depth research to label body parts.
6. It was the first time that three of the parents attended a school activity.

7. Parents were very pleased with their visit to the classroom.
8. One child remained with his mother during the follow-up discussion with parents and appeared very comfortable with the discussion
9. The children planned the menu, shopped for the ingredients, prepared, and served the refreshments to parents and guests. Parents commented on this.
10. Following the session, children made additions to their profile without any hesitation - penis, vagina, pubic area, hair and nipples.
11. Follow-up discussions with the children resulted in all positive comments.
12. At lunch, Mrs. Guinther was able to share with parents classroom happenings and upcoming activities.

HAWAII FOLLOW THROUGH PROJECT

PARENT/CHILD INTERACTION ACTIVITY ON HEALTHY SEXUALITY

April 29, 1980

Teacher: Mrs. A. Suzuki, Room: B-9
Educational Assistant: Mrs. K. Munos
Date: Friday April 11, 1980
Time: 9:00 - 10:00 a.m.

A. Parent Participants

Mrs. Bounkham, Mrs. Meksavanh, Mrs. Corpuz, Mr. Ouchi, Mr. Soi,
Mrs. Mafi, Ms. Hind, Mrs. Huihui

B. Parent Participation

1. Parents assisted in preparation: 1) Mrs. Lagon and Mrs. Roy drew life-sized outlines of children's bodies, 2) Mrs. Huihui and Mrs. Lagon shopped for refreshment ingredients, 3) Mrs. Mafi prepared tapioca bread.
2. Parents listened to and observed Dr. Brown's instructional session with children.
3. Parents were part of small group discussions. Children explained what they had learned about sexuality to their parents or parent substitute. Parents answered children's questions and carried on a dialogue with the children. A few examples include:
 - 1) Immigrant children explained to parents what they learned in their native tongue.
 - 2) Parent explained some aspects of the birth process to her group of children as inquired by the children.
 - 3) A child asked a parent, "Where does the parent make shishi (urine) and doo doo (bowel movement)"? The parent then asked Mrs. Brown to help her with the explanation because she was hesitant in answering the question herself.

C. Special Highlights of the Parent-Child Interaction Session

1. Language Vocabulary: Children learned new words pertinent to genitalia and other body parts, pregnancy, etc. They used new words in their conversations with adults, peers, and in their written work.
2. New Information Learned: (As indicated by children's responses)
 - a. One child stated that she didn't know that babies drank breast milk.
 - b. Children learned about the relationship between perspiration and exercise, nervousness, and body odor.

- c. A child commented on the navel as a source of nourishment for the baby during pregnancy.

3. Misconceptions Clarified:

- a. A child had thought that babies were born by having the stomach cut-up.

4. Extended Learnings:

- a. Child wanted to know how waste products were eliminated from the body.
- b. Children wanted to know more about anatomy such as location of lungs, heart, brain, stomach, etc.
- c. Child raised question concerning a relative with one breast.

5. Attitudinal Changes:

- a. While drawing life-sized body outlines, the girls tended to be rather shy about drawing the genitalia; the boys appeared to be more open but were still sensitive to comments made by peers about the size of the penis. Following the session, children tended to communicate more freely and less shyly in referring to genitalia.
- b. Teacher and EA found it easier to explain topics pertinent to sexual parts since children appeared to be less inhibited after the session.
- c. Children continued to show interest about their bodies throughout the remainder of the day of the session.
- d. Monica and Henry borrowed books about the Human Body on our Library day.

D. Follow-up Activities

- i. Children wrote thank you letters to Dr. Brown.
- 2. A follow-up session is being planned to focus on systems such as gastrointestinal tract. F.T. Nurse will serve as a resource person.

B7/8: Healthy Sexuality Session with Dr. on Brown
Team: Mrs. Iwamuro, Mrs. Yokoya (Teachers) and
Mrs. Lewis, Mrs. Naki (Educational Assistants)
Date: 4/9/80 9:00 - 10:00 a.m.

A. Parent Participants

Mrs. Bounkhana	Saysamone Inthasone
Mrs. Bounkham	Donald Nelson
Chair Emerson	Somphone Khounphixay
Karen Young	Finau Mafi
Bilqeez Ibrahim	Bcuntheung Ounphonchareune
Somphith Srisouraj	

B. Parent Participation

1. Parents listened to Dr. Brown's presentation on sexuality.
2. Mrs. Bounkham translated information for Laotian parents.
3. Parents completed the evaluation checklist on the session very willingly.
4. Several parents discussed the topic with Dr. Brown and Mrs. Anne Brown following the formal presentation.
5. One child reported that her mother had given her father a verbatim account of Dr. Brown's presentation. Child remarked that father responded with "good".

C. Special Highlights about the Activities

1. Parents laughed with enjoyment more than the children.
2. Children appeared to be attentive and serious.
3. Letters and writings indicate that children are using sexuality terms such as vagina, penis, uterus, etc., naturally and openly. These are a few of the many new vocabulary words that children are learning.
4. Children now know how babies are born.
5. Children now have positive attitudes towards their body parts.
6. By questions posed by children, they showed interest in what the inside of the body was like.

D. Follow-up Activities

1. Children wrote letters to Dr. Brown.

2. Class saw slides of their human sexuality session taken by Mrs. Brown. As they watched themselves on the screen, the group seemed to reiterate the entire presentation. They could recall reasons for their facial expressions and raised questions concerning specific situations. Ex., Clarification of term "Dr." made - Ex. Ph.D. & M.D. The slides served as a good review.
3. Further follow up includes -
 - a. Using outlines of bodies - children to label parts of body
 - b. Using pictures to learn the body parts
 - c. Using "Tommy Torso" to learn what's inside the body
 - d. Making a bulletin board display utilizing colored photographs of the session and pasting children's work on the board.

Comments:

1. As a result of inviting parents to their class, two unrelated Laotian families invited teachers and EA's to attend a Laotian activity during the weekend.
2. Teachers were able to meet some parents whom they had not had the opportunity to meet before.
3. Dr. Brown was surprised that the children didn't act silly. He was impressed that they were very serious and responsive to the session.

KAIULANI SCHOOL
PARENT-CHILD INTERACTION ACTIVITY - CAROLINE CHING

Healthy Sexuality Session with Dr. Don Brown

DATE: April 30, 1980
TIME: 9:00 - 10:30 a.m.

Adults Present: Tae Sul Chun, Milites Rodrigues, Ruth AhWah, Maile Fetui,
Fele Aasa, Rose Dimacali, Valerie Pasigan, Audrey Toshi,
and Kai Ramos

Observations:

1. Don noted that this was one of the best discussion groups. The children asked very good questions during the presentation.
2. Two children, Rudy and Herbert, were especially outstanding.
3. Children were very mature in responding to the presentation.
4. Children learned new words for body parts.
5. Parents learned how to answer their children's questions.
6. Parents learned new information.
7. Teacher feels better about teaching and answering questions related to sexuality.
8. Children better understand the changes that will occur in their bodies.

HAWAII FOLLOW THROUGH PROJECT

A PARENT/CHILD INTERACTION ACTIVITY: A TRIP TO THE MAFI FARM

April 29, 1980

Teacher: Mrs. A. Suzuki, Room B-9
Educational Assistant: Mrs. K. Munos
Date: March 18, 1980
Time: 7:50 a.m. - 2:15 p.m.

The children in B-9 had been learning about the Tongan culture. The teacher had utilized Mrs. Mafi, a parent and Community Aide (CA) funded by McInerny Foundation, as a resource speaker. Mr. Mafi, her husband, also became involved in teaching the children Tongan songs.

As Mrs. Mafi talked about tapioca, taro, and green mangoes that she used in her cooking demonstration, the children raised questions which indicated an interest in the unfamiliar plants. They wanted to see how the plants grew. Because of their interest in seeing her farm, Mrs. Mafi invited the class to her family farm in Laie.

In addition to learning about Tongan and local plants, the teacher's lesson plans focused on communication and geography.

A. Parent Participation: 23 parents (See attached sheet.)

B. Parent Participation

1. Pre-trip

- a. Mr. & Mrs. Mafi took the teacher to visit the farm.
- b. Community Aides (CA's) Mrs. Huihui and Mrs. Mafi, shopped for ingredients needed for snacks. Mrs. Mafi made tapioca bread.
- c. Mrs. Lagon, parent and CA, wrote songs and helped to assemble "trip boards."
- d. Mrs. Ouchi, a parent who could not go on the trip, typed the songs

2. The Trip

- a. Parents were assigned to work in committees named Taro, Pineapple, Sugar, and Banana. Each group consisting of 2-3 parents and 4-5 children had specific signs and places to observe, identify, and record on trip boards. One group was responsible for completing a map of Oahu. (See attached samples.) The parents assisted the children with the trip boards; in many instances, the children taught parents what to do with the trip boards.

- b. Parents and children sang songs together.
- c. Parents assisted in preparing and serving snacks with and to the children.
- d. The fathers tended to be interested observers.
- e. Parents and children enjoyed the trip to the farm.

3. Significant Highlights

- a. Parents and children compared Palolo Valley with Laie.
- b. This was the first trip to Laie for 2 parents.
- c. Children and parents observed clusters of institutions such as a park, a church, and a school for each community they traveled through on their way to the farm.
- d. Parents got to know each other personally.
Ex: Comments such as, "Oh, you're Mrs. _____,"
or "Now I know who's _____ mother/father"
Child's Name
were commonly heard.
Two parents known to be extremely quiet and shy were
observed conversing freely with each other.
- e. Approximately 9 parents arranged to have a day off from work to accompany their children on the trip.
- f. Several parents offered to assist the teacher with future parent involvement activities.

D. Follow-up Activities: (Completed and planned for)

- 1. Mrs. Lagon and Mrs. Mafi prepared and served a variety of Filipino and Tongan dishes utilizing green mangoes, tapioca, green bananas, and green papayas for and to the children. These were first tasting experiences for a majority of the class.
- 2. Language arts: Children wrote stories and a poem about the trip. They interviewed their parents re "How they enjoyed the trip." Other children drew pictures depicting specific events, observations that were pertinent for them.
- 3. Children will sing a Tongan song at the Palolo School May Day Song Fest.
- 4. Tentative plans include drawing a mural focusing on the farm trip.

KAIULANI SCHOOL

A PARENT-CHILD INTERACTION ACTIVITY: A TRIP TO SEA LIFE PARK

Teachers: Mrs. Akiona and Mrs. Tongg

Date: March 21, 1980

Time: 8:15 a.m. - 2:00 p.m.

The kindergarten study of myself and the eventual study of fish led to the involvement of parents in a variety of activities. Mrs. Pepee, Martin, Chun, Edu, Estavillo, Ah Wah, Walker, Fernandez, and Crawford were involved in ongoing activities related to the kindergarten's study of fish. Some of these activities included setting up and maintaining aquariums, cooking with children (fish cake, Kamaboko dip), making dioramas, making fish booklets, compiling a recipe book, graphs and charts, writing language stories, and sharing fish records.

An invitation to the kindergarten parents was sent inviting them to a field trip with their children to Sea Life Park. Teachers, Educational Assistants, and ancillary staff members, Community Aides (CA's) and Visiting Teacher (VT) encouraged and reminded parents to attend through personal contacts, memos, and telephone calls.

On the morning of the trip, the CA's assisted in setting up the meeting room, welcomed parents, and assisted with the attendance and name tags. Mrs. Akiona and Mrs. Tongg met with the parents to review general rules and responsibilities, parent-child assignments, the purpose of the trip, and follow-up activities in the classroom that would involve parents.

Each parent boarded the bus with his/her own child and one other child whose parent could not attend. The children and parents together viewed the oceanarium, the show at Whaler's Cove, and the seal and dolphin show, and toured the whaler's museum. The parents pointed out things to the children and answered questions.

On the way to Waimanalo Beach Park, the bus made a stop at the tide pools across Sea Life Park. Mr. Tengan and the parents found specimens from the tide pools and talked about them with the children. In the planning, it was decided to make this stop to introduce parents to another place where parents could take their families which required no cost and yet provided a wealth of information.

Lunch at Waimanalo Beach Park was a pleasant affair in itself. Parents and groups of children sat together, ate, and dialogued. Following lunch, the parents together with their children cooperatively worked on their trip boards. It was fun to see parents and children trying to recall the experiences of the morning. This time was also used to complete the parent evaluation forms.

The bus ride back to Kaiulani School was another "show" in itself when our Samoan mothers sang while one danced in the aisles. You could see the delight of the Samoan children. How proud they were of their parents and their heritage!

Survey questionnaires were sent home following the trip as part of the follow-up activities. Mrs. Akiona's survey resulted in a wide variety of returned favorite recipes. Parents shared recipes in great detail as well as in Pidgin English. It was gratifying to see such a wide range of parent responses. Mrs. Akiona then edited, reproduced and collated the recipes with parent help. This resulted in a mother's day gift recipe book.

Mrs. Tongg's survey was on questions about the types of seafood that are eaten at home and how they are eaten. This information provided the basis of information for graphs and charts. Both classes also sent a thank you booklet (a collection of pictures and stories) to the McInerny Foundation, who made the trip possible.

Plans are being made for a culminating activity that will include both parents and children. Plans are to serve seafood type refreshments (stuffed tuna boats and kamaboko dip with crackers) prepared by parents and children. Teachers will share with parents the follow-up work done by the children since their visit to Sea Life Park.

The parents and children will also view a carousel of slides taken on and following the trip to Sea Life Park.

PARENTS ON FIELD TRIP: (29)

R. Adrejilo	P. Auvae
E. Crawford	A. Chun
D. Daquio	B. Faasipa
J. Estavillo	L. Maafala
E. Fernandez	N. Gungab
M. Geronimo	L. Keo
B. Ha'o	K. Martin
P. Malepeai	S. Salavea
C. Matapua	S. Suapilimai
B. Miller	L. Suyat
T. Nikolao	L. Tuifao
L. Pepee	L. Waiiau
D. Quiocho	E. Rogers
R. Tadio	M. Vallejos
D. Mew	

CLASSROOM ACTIVITIES:

- Akiona:
1. Collection of favorite recipes by parents
 2. Thank you booklet to McInerny: pictures and dictated stories
 3. Choral speech: sounds and sighs of fish
 4. Fish poems
 5. Fish songs and dane: Hukilau, Three Little Fishies, Humunukunukuapuaa
 6. Types of fish eaten at home
 7. Ways fish are prepared at home
 8. Mural
 9. Fish booklet (i.e., a fish swims, a fish breathes thru gills, fishes are many colors, etc.)
 10. Cooking
 11. Aquarium
- Tongg:
1. Draw, cut and paste mural
 2. Dioramas
 3. Thank you booklet to McInerny
 4. Putting pictures in sequential order (polaroid) and writing dictated stories
 5. Cooking
 6. Paintings, drawings
 7. Aquarium
 8. Fish booklets

SIGNIFICANT OBSERVATIONS

1. Some parents took a day off from work to attend.
2. For some parents, it was their initial participation of the year.
3. First visit to Sea Life Park for some parents and children.
4. Postive comradeship among parents.
5. First time visit for all to the tide pools, including teachers.
6. The parents helped one another with the evaluation - translating.
7. Teaching team met some parents for the first time.
8. Parents were just as excited about the performances as the children.
9. The parents really "got their feet wet" and let their hair down in the tide pools.
10. The parents had fun working on the trip boards and comparing observations with one another.
11. Teaching team got to know some parents better.
12. Teachers observed positive interactions between parents and children.
13. Parents and teachers all felt it was a good field trip.
14. Parents told the teachers that they'll be very happy to go on a field trip with the class again.

KAIULANI SCHOOL
WAIMEA FALLS PARK: LAU, MIYOSHI, & YONEMORI:

May 1, 1980

Initial planning meetings focused on extending the first grade's study on living things. Several possible field trip sites were discussed (Moanalua Park, Polynesian Cultural Center, Waimea Falls Park, Kualoa Park and Aiea State Park). It was decided that the trip to Waimea Falls Park would best extend their study of living things.

Since none of the teaching team members or the ancillary staff had visited Waimea Falls Park, a pre-trip was scheduled. Mrs. Lau, EA Cathy Lum-Lung and VT toured the Park with Ms. Diane Rohrbach, Educational Coordinator. Based on this pre-trip, the day's activities for the May 1 field trip as well as the trip board was planned.

An invitation was sent home to the parents. Teachers and EAs encouraged parents to attend through memos, personal contacts, and telephone calls. On the morning of the field trip, each of the three teachers met with her parents to explain the schedule for the day as well as the parent's role on the field trip - children responsible for rules, trip board, etc.

Parent Participation:

Parents assisted in several ways:

- Mrs. Estavillo and Mrs. Matapua: assisted with planting and care of plants
- Mrs. Edu: brought fish to share with the children
- Mr. Feliciano: fixed fish tank
- Mrs. Szadkowski: set up aquarium
- Mrs. Lau: brought plants for planting
- Ms. Shiraishi: drew pictures for the trip board

Significant Observations:

1. The children recalled many things (in addition to those on the trip board).
2. The teachers felt very comfortable and enjoyed the trip since parents were assigned to at least 2 children; this left time to interact with parents.

3. Parents were comfortable and seemed to feel good about what they were doing.
4. A number of parents said they would return with other members of their families.
5. The teachers and EA's met some parents for the first time.
6. Many parents took a day off from work to attend.
7. Rainy but no complaints, happily got wet.
8. Although parents may be involved for only this activity, the teachers felt the involvement was worthwhile.
9. Teachers felt good about certain parents whom they were unsure about before the trip.
10. One child was surprised to learn that bus drivers can be women.
11. Several teaching team members noted that this was the best trip taken among all their previous field trips.
12. Teachers noted that the fathers (5) did an outstanding job.
13. Mr. Tengan was very supportive of teachers and EA's. He assisted teachers by pointing out and clarifying children's observations.
14. Due to the rain, the Hawaiian game site was not accessible. This was originally planned to be one of the highlights of the trip since it would have provided additional means for parent-child interaction. Teachers, however, felt that not participating in the games did not present any problems and was not crucial to the success of the trip.
15. Having the evaluation translated in Samoan and Filipino made it much easier for some parents.
16. Adults observed a peacock in a tree for the first time.
17. Majority of the parents responded they would be interested in volunteering in the school. The teachers will use this list to invite parents to participate in the follow-up activities.
18. In the future, an activity such as this should be scheduled early in the school year to capitalize on more follow-up activities involving parents.

PARENTS ON FIELD TRIP: (33)

Mrs. Namauu

Mr. Grafia

Mene

Taufa

Tumanuvao

Leleo

Grafia

Pelarca

Billedo

Ulep

Atiga

Pelupelu

Daguo

Marcos

Tulonghari

Vallejos

Waiuu

Pasigan

Ferreira

Crawford

Shiraishi

Taufa

Reid

Keo

Martin

Teo

Magarro

Matapua

Copeman

Pelarca

Monterde

Hanawahine

Mew

Although the Waimea field trip was on the verge of being cancelled due to rain, both parents and teachers felt that the rain did not present an obstacle to the enjoyment of this trip.

The general consensus of the teachers was that although it would be nice to have ongoing parent participation by all parents this is not always possible. Therefore, an activity such as this, although it may be a one-time participation for some, did provide an opportunity for parents and teachers to interact positively in a well planned activity. For others, the common experience shared with teachers and children can help parents to feel more comfortable in participating subsequently in the classroom.

Therefore, the teachers will utilize the parents who responded in their follow-up activities. Some of these activities include the preparation of taro in a variety of ways and by ethnic groups. Parents also will be asked to assist in continued planting, observing and recording activities.

Even with the cost of admission and the long drive, many parents expressed their eagerness to return with other members of their families. The trip board also provided a means for the children to recall and clarify the day's activities. The teachers felt that it further helped the children to remember many other details.

Related Classroom Activities

Lau

1. Collected seeds: observed different colors, differences and similarities, seeds made into jewelry, seeds that can be eaten.
2. Planted seeds: observed and recorded growth
3. Life cycle of a butterfly
4. Paintings, drawings
5. Dictated stories
6. Study of what plants need in order to grow
7. Grew sweet potato; tasted variety of potatoes -- sweet, irish, yams, purple

Miyoshi

1. Observed and recorded life cycle of a butterfly; compared with moth
2. Growth of avocado from seed: observed and recorded
3. Discussion on death of potato plant: why did the plant die?
4. Dictated stories related to living things
5. Language experience stories: individual and group
6. Drawings and paintings
7. Cooking

Yonemori

1. Tasted vegetables: recorded reactions and graphed
2. Mural of Waimea
3. Planted, observed, and recorded growth of plants
4. Individual recordings (booklet) of growth of lima beans - pictures, graphs and stories
5. Drawings and paintings
6. Life cycle of a butterfly: observation and discussion

CURRICULAR EXPERIENCES RESULTING
FROM THE PARENT-CHILD INTERACTION
ACTIVITIES

May 1980

KINDERGARTEN FIELD TRIP TO SEA LIFE PARK (AKIONA, TONGG)

Walking into both classrooms one cannot help but hear about and see the value of this particular field trip as it relates to the curriculum. "Sea life" is an appropriate topic for Hawaii classrooms. In addition, Tamashiro Market is easily accessible for the children to further examine and reinforce concepts experienced at Sea Life Park.

The first and most important observation was the abundance of oral language which directly grew out of this field trip experience. Enthusiastic participation was noted in conversations and discussions between children and also between teachers or EA's and children. Topics such as What is a Fish, What did You Like Best about the Trip, Similarities and Different Types of Sea Life Move, and What Kind of Fish does Mother Cook at Home were discussed and explored. Specific vocabulary was increased. Words such as fish, swim, penguin, dolphin, shark, whales, museum, leap, enormous, etc. were a direct outgrowth of the trip.

Children were encouraged to use paints, crayons, clay and other materials to recreate the field trip experience. In a general survey of paintings, crayon drawings, murals, dioramas, etc., it was found that the children showed an increased understanding of concepts as seen through the details of color, size, shape, action, etc. These Art products are also well displayed in the rooms so that children can have easy access to them. This further encourages oral interaction and also the reading of words and of sentences.

The block center with little or no teacher direction showed many evidences of the trip. A giant aquarium as seen at Sea Life Park was constructed. Moises, Tasi and Daniel worked especially hard at problem solving on how to build the sides, the glass viewer, etc. Evidences of Tamashiro Market were also seen in the block center. Children used their own cut-out drawings of crab, fish, etc. to stock up the store with products.

Activities encouraging rhythmic responses were used by the two teachers. Songs (Humuhumunukunuku, 3 Little Fishes), choral speaking (Let's Go Fishing, Goldfish) and a dance (Hukilau) were taught. These experiences seemed especially valuable to the more timid children and the non-English speakers such as Wilson, Domimic, Suzanna, Inoki, Linda, etc. It gave them an opportunity to practice effective English without singling out one child for correction. These activities not only increased children's oral vocabulary but also introduced them to reading from charts.

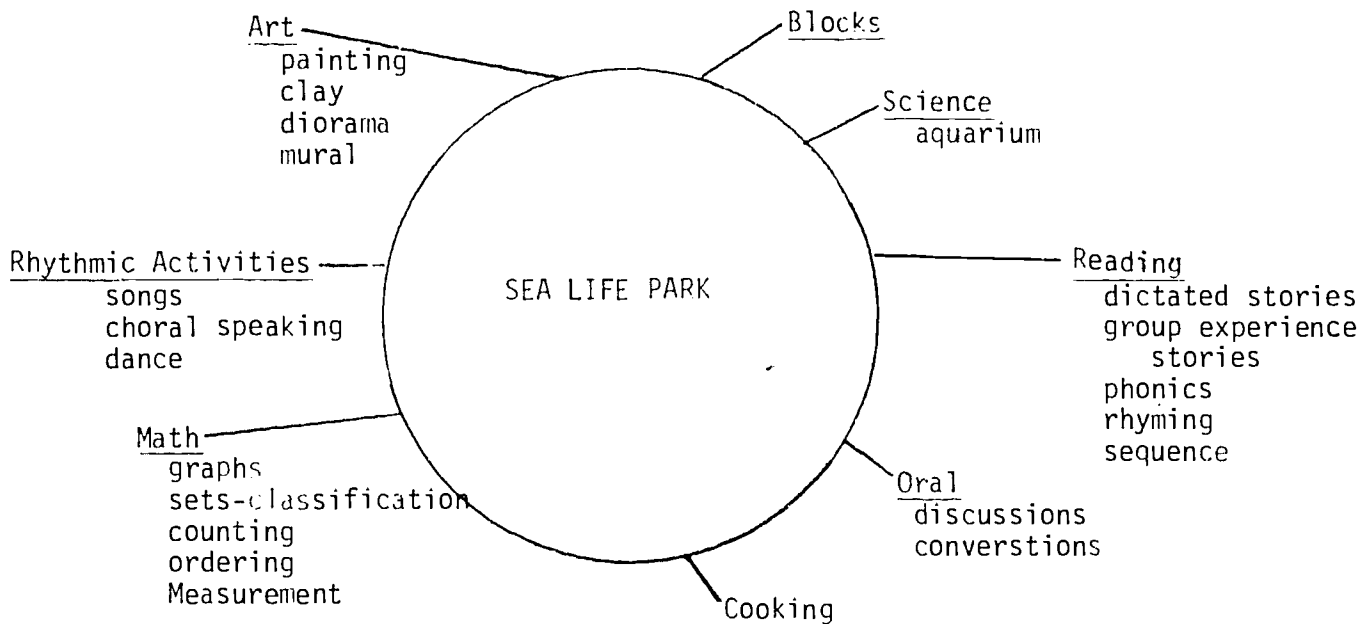
Besides the many dictated stories that accompany crayon drawings, paintings, etc., children made individual books on What is a Fish and several group books. One particular teacher used the polaroid pictures taken on the trip to teach sequence skills through a game. These were later made into a group book "A Trip to Sea Life Park". Group language experience stories were also used to teach reading. For example the word fish was emphasized and it was used as a take off point to reinforce color words learned earlier. Initial "f" words and rhyming fish words were explored. Also books such as "Swimmy", "One Fish, Two Fish", etc. were read to the children to motivate their love of books.

Many math experiences were observed. Through cooking, measurement skills were applied and reinforced. Children made tuna and celery sticks, kamabuko dip, fish cake, fish soup, etc. Fish of varying color and size were classified into sets, ordered from small to large, and counted from one to ten. Lastly, graphs were made to help give children a pictorial representation of the information gathered. Colors of fish seen on the trip, how many times a week the child eats fish, etc., were discussed, counted, and graphed.

Throughout these experiences the following Science concepts were discussed and explored:

1. Kinds of Sea Life
2. Kinds of Fish
3. Basic needs of fish vs. basic needs of child:
Food, Habitat, Growth, Death

In summary, the following flow chart shows the integration of the basic skills through the Sea Life Park trip:



FIELD TRIP TO WAIMEA FALLS PARK (YONEMORI, LAU, MIYOSHI)

The three classes went to Waimea Falls with the focus on plant life. The trip was at first disappointing because the rain prevented in-depth exploration of the variety of plant life in the park and the children were unable to participate in Hawaiian games. On the tram the guide expected everyone to be quiet so adult-child interaction was impossible. Also her vocabulary was many times too difficult for the children and parents. What saved the experience was the great number of parents who went on the field trip. Each adult was able to work with a small group of only two to three children. It was most satisfying for all (as noted through parents', teachers', and children's comments) to see the principal of the school take an interest in the trip and actually interacting with two assigned children. Besides plant life, Koloa ducks, Nene geese, Macaw birds, a wild boar, a wild goat, a donkey, and a few butterflies were seen. Through oral interactions and use of the trip boards, the children gained a great deal from this field trip experience.

The two teachers made a special effort to tie this experience in with the basic skills area using the Reading and Math texts as guides.

In Reading, stories such as "Tony's Surprise," "A Green Plant," "Tommy," etc., that dealt with plants and butterflies were used while the children's interest was high. Vocabulary words such as caterpillar, leaves, cocoon, soil, seed, living, sunshine, etc., which were introduced in the Reading text were used and reinforced in their language experience stories. Initial consonant sounds and blends were reviewed and reinforced through these words (seeds, plants, butterfly, cocoon, etc.).

In math, the calendar and addition and subtraction tasks were introduced through watching the caterpillars going from worm to cocoon to butterfly. Children not only kept track of each cocoon and how many days each took to turn into a butterfly but also recorded the number hatched each day and the number left in cocoon form. Through this calendar and addition and subtraction experiences the children were directed to do like problems in their texts. In the observation of seeds planted, the children recorded growth through bar graphs and again were directed to do like problems in their textbooks. In other words, teachers used the children's interests and experiences so that their textbook learning will have some meaning for them.

Following this field trip, children showed enthusiasm in writing. Either because the children now feel more competent as writers or because of the interest generated by the trip or both, the children in general now seem to enjoy writing; the volume of stories has increased.

Much oral and written language development and language experience type reading were evidenced in the room through blocks, cooking, painting, murals collages, science center, etc. The children showed the most understanding as expressed through painting and blocks. The paintings of the children showed much detail of the tram, the plants, the tent where we

ate, etc. In one particular class, the children accurately reproduced the park including the animal area, the falls area, and the entrance/tent area. Trams made of lego were used to role play taking children to various points in the park.

KAEWAI ELEMENTARY SCHOOL
PARENT-CHILD INTERACTION ACTIVITY

Healthy Sexuality Workshop for Grade 3 conducted by Dr. Don Brown

DATE: April 25, 1980

Parents attending:

- | | |
|----------------|-----------------|
| 1. Mrs. Fetui | 2. Mrs. Afoa |
| 3. Mrs. Bista | 4. Mrs. Higashi |
| 5. Mrs. Afe | 6. Mrs. Aipopo |
| 7. Mr. Momosea | |

Objective: To develop healthy sexuality

Topics:

1. Heredity - Why we have brown or blue eyes, brown or blonde hair, etc.
2. How our body grows and changes.
3. Differences between a girl and boy.
4. What love means to people.

The Healthy Sexuality Workshop was truly an educational experience, not only for our children but for our parents that attended. There were seven parents that attended the workshop. Four of the parents related that this was their first experience in seeing slides on the growth of the male and female body. They also learned the English word "womb" and "uterus", which they never knew before. Two parents felt that a program like this should be continued.

The children were shy and giddy. Two of the Laotian children covered their eyes and peeked between their fingers when the nude slides were being shown. As Dr. Brown began to explain the different parts of the body calling each by it's name the children gradually settled down. The experience was new, but it helped develop an awareness, that knowing something about "my body" was alright.

PROJECT FOLLOW THROUGH
Kaewai School
April 10, 1980

Dear _____,

The Hawaii Follow Through Project at Kaewai School cordially invites you to a picnic which is planned to foster parent-child interaction. This picnic is possible due to a grant from the McInerny Foundation.

DATE : Thursday, April 17, 1980'
TIME : 9:30 - 2:00 p.m.
PLACE: Sand Island State Park

Please come and take part in a fun-filled learning day. The teachers, parents, and children of Kaewai School will be actively involved in a variety of learning centers, i.e., cultural games, tie-dyeing, nature printing, kitemaking, oshibana and others. The parents and teachers will serve as resource persons.

We look forward to seeing you there. Lunch will be provided.

Sincerely,

attachment

KAEWAI ELEMENTARY SCHOOL
PARENT-CHILD INTERACTION ACTIVITY -- OUTDOOR LEARNING CENTERS
SAND ISLAND STATE PARK

A Concise Outline on how the Parents Participated

DATE: April 17,1980

Activity Centers

A. Scavanger Hunt

1. Parents participated and interacted well as a whole with the children that were assigned to them.
2. Two grandparents could not understand the verbal and written instructions. Leader explained and demonstrated again to the adults and children. Then they were able to proceed.
3. Two parents were able to interpret instructions to the children.

B. Hawaiian Games

1. One parent hardly participated in the activity or interacted with children, but there was a positive step.
2. Three parents assisted the leader, interacted with the children and enjoyed being there.

C. Tie-dyeing

1. Seven parents participated. The interaction between parent and child, the child holding the tee-shirt and the parent winding the rubber band. The non-verbal expression, of the parent interacting with child said "I care."

D. Sungka

1. One parent took a long time to comprehend the verbal instruction. She finally caught on.
2. Three parents understood the game. Parents shared more than one way to play the game.
3. Group was able to develop another game from the Sungka.

E. Nature Printing

1. The parent-child interaction was very good. Parents verbally interacted with the child on the colors and shapes of objects to use.

F. Weaving

1. The level of parent-child interaction was hard. The weaving was too complicated.
2. Only two parents participated.
3. Could have used more parent involvement (four parents and their children were absent.)

G. Kite Making

1. As a whole the parents worked well with the children.
2. One parent was unable to follow directions.
3. One parent had no verbal interaction with the children. One parent did everything for her child.
4. Two parents interacted very well with their children.

H. Sipa and Oshibana

1. There were choices for the children to make, therefore they liked the activities. They wanted to do everything.
2. Parents also made choices
3. There was verbal interaction between adults and children as they walked around the area to collect weeds. Parents needed help in interacting with and assisting the children.

PARENT-CHILD INTERACTION ACTIVITY
KAEWAI ELEMENTARY SCHOOL
SAND ISLAND STATE PARK -- OUTDOOR LEARNING CENTERS

Evaluation by Kaewai Teachers and Educational Aides.

DATE: April 17, 1980

Time Schedule

- Some of the children were hungry early.
- Activity Centers could be a little longer.
- There was a mix-up in handing out the lunches. But it was resolved, when parents returned the children's lunches and received adult servings.
- Get ready for lunch: Time should have been communicated to the leaders in order for the children to use the restrooms, wash their hands and drink water.
- The block of time after lunch should be organized. (40 min.)
- We left Kaewai School 10 minutes late. Made allowance for this.

Activity Centers

- Major factor : If the morning weather was favorable, some of the outdoor activities would have functioned much better. (We had wind and light showers.) Leaders were able to adjust to the environment.

Hawaiian Games

- One parent was not free enough to participate in the activity nor to interact with her children. (Brought a sibling)
- The children participated with excitement.
- Three parents enjoyed themselves as they interacted with the children in their group.

Tie-dyeing

- This group had seven parents participating. They assisted and interacted with their children.
- Comments made by parents could be used as a spring off point for expansion in the classroom. (Parent : "My kid never have a chance to do that (tie-dyeing); can he make?" Leader: "We will be doing it in the classroom; could you come and assist in the classroom?")
- Making choices or selections are experienced by our children everyday in class.

Sangka

- Verbal instruction was given on how to play the game. But still a parent and some children could not comprehend. By watching and then doing, the parent was able to play the game.
- The parents were still able to interact with their child although instructions needed to be repeated and demonstrated.
- Children enjoyed themselves.

Nature Printing

- For this activity an enclosed area would be most helpful.
- Parents and children interacted by working and talking together about their cards.
- The mixture of grade levels was good. The older children assisted the younger ones.

Weaving: Samoan

- The weaving style selected was very hard. Children could not manage.
- Yarn lei was manageable for the children to make.
- Parents from other activities were interested in the yarn lei activity.

Kite Making

- This activity was at the right level for the children in the group.
- Permanent felt pens should have been used.
- As a whole, the parents worked well with the children.
 - * Mrs. _____ was unable to understand the directions.
 - * Mrs. _____ shows the possibility of a parent that could begin to get involved in the classroom.
 - * Mrs. _____ showed no verbal interaction with her children. She showed them how to do the activity. (Brought sibling)
 - * Mrs. _____ did everything for her child.
 - * Mrs. _____ interacted with her children, but, if not guided, could overpower the group.

Scavenger Hunt

- Parents interacted very well with their group.
- Written instructions were given to each group. Leader went over instructions verbally. Mrs. _____ and Mrs. _____ did not understand.
- Some parents were able to interpret instructions to children.
- Each group was willing to share their picture with the larger group.

Sipa and Oshibana

- The children liked the activities. They wanted to do everything.
- The children had to choose the kind of sipa they would like to make (the washers with yarn or the rock with crepe paper).
- Parents made choices, too (the washers with yarn or rock with crepe paper).
- This group had the most kindergarten children. This was too much to handle because of insufficient adult supervision.
- The second and third graders were very independent and wanted to work on their own.
- Leader liked the verbal interaction when the group went around to collect weeds. But parents need help in order to assist the children.

Recommendations:

- Parents should come to the classrooms to get instructions from the teachers. This would curb the concern of siblings attending.
- It would help for better communication if there were one, two, or three orientation meetings held. Give parents the option of choosing one meeting day.
- The block of time after lunch should be organized for better control and extension of parent-child interaction.
- Adult leadership role needs to be defined.
- For the number of people at the picnic, one juice jug was not sufficient. Needed more.
- Clean-up before lunch should have been announced, so that this could have given the lunch group time to set up. Also, children needed time to use the restrooms.
- If possible, each group should have a male adult, so that he can take the boys to the restrooms.
- Because the groups were mixed, it would have helped the leaders to know what child(ren) and parent(s) belonged together.
- Know before hand the many ways of playing the game.
- Parents are willing to teach the sungka game in class.
- Sharing of skills and knowledge between group leaders would have helped the weaving group.

KAEWAI ELEMENTARY SCHOOL
PARENT-CHILD INTERACTION ACTIVITY
SAND ISLAND STATE PARK -- OUTDOOR LEARNING CENTERS

General Summary

The opportunity to extend the classroom to outdoor learning was made through a grant from McInerny Foundation, focusing on parent-child interaction activities. We focused on the concept of "activity centers" for the picnic at Sand Island State Park. The objective was to create an environment for experiencing parent-child interaction through the use of "activity centers."

Plans were made to include all 4 Follow Through classes. Therefore eight different activity centers were developed. The system of color coding was used in the selection of centers, name tags and as lunch tickets. The centers were led by a teacher, educational aide, or a parent. There were two to four parents per center. Some of the centers were fortunate to have a father assisting.

The efforts by the teachers and educational aides were consistent. Their offering of alternatives for parents in the decision-making process was helpful.

Significant highlights of the activities comprised of comments made by parents as follows:

- "I'm taking off from work, so that I can come with my child"
- "My child cried, because I could not come, so I asked the grandmother to take my place"
- "This picnic is different but fun. Going to have this next year?"
- "I didn't want to come, but my kid forced me and I'm glad I came"

Some leaders noted that a few parents were able to interact naturally with the children, comprehend directions, and follow through. These parents could be potential volunteers in the classroom. The interaction between parent-child or adult-child (verbal or non-verbal) was felt and seen within each center.

The day ended by having the parents follow youngsters to their classrooms for final remarks with their leaders.

Because of the planning, cooperation, coordination and communication between parents, teachers, and educational aides the parent-child interaction activities were successful.

PARENT/CHILD INTERACTION ACTIVITY: A FIELD DAY FOR ROOMS A1/2 & A-4
TEACHERS: MRS. FUJII, MRS. KAHN, MISS FONG, MISS MIYAHARA
EA's : MRS. LOGAN, MRS. TUMACDER
DATE : Friday, May 9, 1980
TIME : 12:30 - 2:00 p.m.

The teachers and EA's felt that a field day event featuring mini-olympic activities such as running, jumping and balancing would serve to promote optimum parent/child interactions for their K-1 children.

The initial plans called for ethnic type relay games with simple doughnut-and-punch refreshments to end the program. However, several immigrant parents who volunteered to participate experienced considerable difficulty during their planning in describing their specific ethnic games due to their limited English speaking background. (Parents are currently enrolled in English communication courses offered at Palolo Housing for immigrant parents.) Therefore, the planning group consisting of EA's, teachers, parents, and CA's decided to have running, jumping, and balancing relays (running race, jump rope, fill the jug, relay eraser, and jump rope) coupled with a variety of ethnic dishes such as sushi rice (Japanese), fried won ton (chinese), spring roll (Laotian), three-bean salad (Portuguese), and doughnuts (American).

With the intention of providing parents with opportunities to interact with their own children in A1/2 & A-4 (less competition from preschool siblings) the initial announcement suggested that parents come to school without siblings. Approximately 17 out of 75 parents indicated that they would attend the event.

Plans were altered to attract more parents and a second flyer was sent home informing parents to bring preschool siblings to school. As a result 35 parents, grandparents, and aunts of A1/2, A-4 children attended the field day event. In addition, 2 CA's and a volunteer parent assisted the group.

At the end of the activity all participants, parents, teachers, EA's, CA's and ancillary staff, unanimously agreed that the field day activity was most enjoyable and successful!

- A. No. of Parents Who Participated: Total of 38 parents:
35 parent, grandparents, aunts of A1/2, A-4 children 2 CA's and 1 volunteer helper. (See attached list)
- B. How Parents Participated:
1. Parents and EA's served on the planning committee. Two meetings were held to decide on games and refreshments
 2. CA's assisted EA's in contacting parents who did not respond to written flyers.
 3. Parents reminded other parents to attend the activity.

4. Parents assisted with food preparation and serving:
 - a. CA's shopped for food.
 - b. Parents assisted children with food preparation.
 - c. Laotian parents donated, prepared, and taught other parents how to prepare spring rolls.
 - d. Chinese parents demonstrated wonton wrapping and cooking.
 - e. Parents served the refreshments to children and other parents.
5. Parents assisted with field day games:
 - a. Parents demonstrated different races to the children; i.e. sack race, egg race, fill the jug, eraser relay, and jump rope.
 - b. Parents supervised "line ups" and helped to maintain safety conditions throughout the activities.
 - c. Parents assisted with score keeping.
 - d. The majority of the parents observed the games and cheered heartily for their individual children's teams.

C. Special Highlights About the Parent/Child Interaction Activities.

1. Parents and children had a great time. They cheered and "let their hair down." Children observed parents in a "different light."
2. A grandmother who had three grandchildren in A1/2, A-4 was apparently chosen as a "substitute mother" by another youngster whose parents were unable to attend the event. The youngster was seen hugging the grandmother at frequent intervals. The grandmother later commented that she had not known the child previously.
3. Parent reactions to the activities were positive. Frequent verbal comments such as the following were made by parents and other adults present: "this is terrific!" and "the children are really having fun!"
4. The children enjoyed the prizes (balloons, balls, etc) awarded. Each child who participated earned a prize.
 - a. Teachers, EA's and the parent of a particular child were especially pleased because he willingly participated in the relays. In the past, the child had tended to be a "loner" and had refused to participate in a number of activities. Although initially motivated by the prizes offered for merely participating, he appeared to realize that he could compete successfully with his peers.
 - b. Children were observed showing their parents as well as other adults their prizes. In response, parents hugged their children.
5. Parents made many favorable comments about the delicious ethnic refreshments. Parents who had not participated in the food preparation offered to do the cooking in the future.

6. A Laotian child wrote the following about her mother who helped with the cooking: "I am happy to have my mommy come and make it."
7. A-4 teacher and EA had planned to have an end-of-the-year luncheon for their class. They feel that the response has been favorable because of the successful field day event.

D. Follow Up Plans:

1. Children wrote "thank you for coming" notes to their parents.
2. Children wrote stories and drew pictures describing the field day and expressing their feelings re winning the races.
3. A booklet made up of children's stories will be compiled and sent to McInerny Foundation as a token of appreciation for their funding having made the event possible.

E. Parent Participants

1. Helen Wise		18. Huihui, Florence	
2. Lagon, Evelyn		19. Huihui, Robert	
3. Lagon, Kathy		20. Faumuina, Edith	
4. Lagon, Julie		21. Chindarsi, Kathleen	
5. Pada, Barbara		22. Mafi, Finau	
6. Srisouraj, S.		23. Nizam-ul-Dir, Susan	
7. Tautolo, Alfred		24. Petersen, Fitu	
8. Choi, Mrs.		25. Mamea, Alitasi	Mo
9. Inthasone, Saysamone		26. Lutali, Anna	Mo of J.Moe
10. Khounphixay, Somphone		27. Soriano,	Mo
11. Inglis, Mr.		28. Torres, Joanne	Mo
12. Inglis, Mrs.		29. Kaul, HL	Fa
13. Martinez, Elida		30. Oshiro, Mary	Mo
14. Rodrigues, J.	Mo	31. Ōung, Karen	
15. Rodrigues Mrs.	Grdmo	32. Kamihara, Phyllis	Mo
16. Corpus, Fol-Ann		33. Lopes, Sheila	
17. Faria, Wanda		34. Seminiak,	Grdmo
A-4			
1. Bounkham, Khek			
2. Young, Cynthia			
3. Young, Mr.			
4. Oshiro, Carole			

PARENT/CHILD INTERACTION ACTIVITY IN PHYSICAL EDUCATION
PALOLO SCHOOL

TEACHERS: Mrs. E. Yokoyama and Mrs. J. Iwamuro, Room B7/8
Educational Assistants: Mrs. A. Lewis and Mrs. A. Naki

DATE: Friday, May 16, 1980

TIME: 10:15 - 12:30 p.m.

The physical education session consisted of a number of activities involving running, exercising, ball throwing, and dancing to music.

- A. Number of Parents Who Participated: 15 parents (including CA's)
Names of parents: Mr. & Mrs. Bird, Mrs. Srisouraj, Mrs. Karen Young
Mr. M. Ibrahim, Mrs. L. Hind, Mrs. J. Viela, Mrs. S. Bounkham
(preparation only), Mrs. B. Pada, Mrs. M. Ouchi, Ms. F. Mafi,
Mrs. F. Huihui, Mrs. E. Faumuina, Mrs. H. Wise, and Mr. R. Huihui.
- B. How the Parents Participated:
1. Eleven parents, Mr. & Mrs. Bird, Mrs. Srisouraj, Mrs. Young, Mr. Ibrahim, Mrs. Hind, Mrs. Viela, Mrs. Pada, Mrs. Ouchi, Mrs. Wise, and Mr. Huihui exercised and played with the children in the covered yard.
 2. The parents danced with selected children to demonstrate to the rest of the class.
 3. The parents and CA's assisted EA's with food preparation on 5/15 and on 5/16 while children and eleven parents participated in physical education activities.
 4. Mrs. Faumuina, CA demonstrated and involved 5 - 6 children in making homemade ice cream with an electric ice cream maker.
 5. Following lunch, the parents watched and enjoyed puppet shows presented by the children.
- C. Special Highlights About the Activities
1. Throughout the entire session, both parents and children appeared to be enjoying themselves thoroughly.
 2. The children enjoyed having the parents with them. They seemed to appear pleased that they excelled over their parents in physical education activities.
 3. The parents were "good sports"!
 4. The children were very supportive of the parents and encouraged them to continue when the parents indicated that they were "too old" or "out of shape."
One parent stated that she was pleased when a child said, "grandma, you can do it! Just keep trying!"

5. One couple brought an infant. They took turns carrying the baby to permit each other the opportunity to participate in the physical education session.
 6. The activity provided the teachers with opportunities to observe the parents and socialize with them in a pleasant atmosphere.
 7. A Sun Press reporter who happened to be passing by was curious when he heard the laughter and music. He stated that he was impressed by the parent involvement in evidence. He took pictures, collected information and published an article in an issue.
 8. The children served their parents at lunch time.
 9. The parents sat and ate with their individual children.
- D. Follow-up Plans
1. Since the parents indicated that they would like to do this again, plans are in progress to have a creative dramatics session on the last Friday of the school year.
 2. The parents will be asked to assist with cooking.

Hawaii Follow Through Project
Palolo School, Rooms B-7/8 and B-9

Adult/Child Interaction Activity: A trip to Leeward Community College
to attend a play entitled The Parade That Might Have Been

Date: Tuesday, May 13, 1980

Time: 10:00 a.m. - 2:00 p.m.

Places to Look for While Riding on the Bus: (See map)

Kamehameha School (hillside)	Pearl Harbor
Tripler Army Hospital (pink)	Pearl Ridge Shopping Center
Aloha Stadium	

Adult-Child Interaction: Following are questions that parents could ask
the children about the play The Parade That Might Have Been:

1. What are clowns? How do clowns behave?
2. What does one usually see in a parade?
3. How do the people in the parade march?
4. Who might carry a balloon at a parade?
5. How does a balloon move about in the air?
6. Do you know of anyone who plays in a marching band? If yes, who?
7. How would you like to be in a marching band?
8. How do you think you would feel if you were marching in a parade? Why?



These are just suggestions. Children, parents, and other adults may think of many other questions to ask each other.

Rules for Children to Follow: These rules serve to provide for children's safety and to promote good attitudes such as being courteous and showing consideration for others.

1. Children are to remain with assigned groups.
2. Stand in line while waiting to board the bus and to enter the theatre quietly and without pushing.

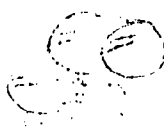
3. Keep head and hands inside the bus at all times.
4. Remain seated whenever the bus is moving.
5. Be sure everyone in the group has a chance to speak; listen to each other.

While in the Theatre:

6. Listen to the actors while watching the show.
7. Show appreciation by clapping hands; whistling and yelling are not considered to be acceptable in the theatre.

At the Park:

8. Follow any other instructions given by the teachers and EA's.



Hawaii Follow Through Project
Palolo School
A Trip to Leeward Community College Theatre to Attend
the Play "A Parade That Might Have Been"
A Parent/Child Interaction Activity

Teachers: Mrs. Esther Yokoyama and Mrs. Jean Iwamuro, Room B-7/8;
Mrs. Amy Suzuki, Room B-9

Educational Assistants: Mrs. Amelia Lewis and Mrs. Angeline Naki,
Room B-7/8; Mrs. Katherine Munos, Room B-9

Date: Tuesday, May 13, 1980

Time: 10:00 a.m. - 2:00 p.m.

The B-7/8 and B-9 children had been invited to attend the play "A Parade That Might Have Been" at the Leeward Community College. This was an opportunity for the children to see a mix of puppets and mime in a play. The children in the three classes had recently presented puppet shows for each other as a part of their language arts experiences. The teachers prepared their children for the play as suggested by the Leeward Community College Theatre.

The group had lunch at Pearl Harbor Park.

A. Number of Parents Who Participated

1. Eleven parent attended the play.
2. Names of parents: F. Peterson, B. Ibrahim, K. Young, E. Lagon, K. Lagon, F.A. Corpus, F. Mafi, M. Ouchi, and CA's E. Faumuina, F. Huihui, and H. Wise. (Four parents had signed up to go on the trip but were unable to due to personal reasons.)

B. How the Parents Participated

1. The parents assisted EA's with the packing of package lunches for the children.
2. Each parent was encouraged to interact with and supervise a group of 3-5 children.
3. The parents sat with their assigned groups on the bus, in the theatre, and ate with the children during the lunch hour.

C. Special Highlights About the Trip

1. Pre-trip preparation for the parents included information about the play and rules the children were instructed to follow. The parents were also provided with suggestions to help promote interaction between the children and themselves. Included were suggestions focusing on 1) places to look for while riding on the bus with a map of the island, and 2) question focusing on the play itself.
2. While riding on the bus, the parents pointed out various landmarks to the children. Children also identified familiar sites that were not known to the parents.
3. The parents joined in as the teachers, EA's, and children sang on the bus.
4. Several parents were observed holding the children's hands.
5. Two parents indicated that they did not enjoy the play and felt that some of the children were bored. However, a follow-up discussion with the teachers revealed that the majority of the children expressed enthusiasm over parts of the play. This was reported back to these two parents.
6. The parents stated that the pre-trip preparation helped them understand the play.
7. One parent reported that she asked her child if he had enjoyed the play. When he said that he enjoyed it, she was pleasantly surprised. She stated that he liked the puppets in the play.
8. The parents were reassured that it's "all right not to enjoy the play." With added experiences and increased understanding children and parents can learn to enjoy an event such as a mime.
9. Several parents stated that they did not have a chance to ask the children too many questions re the play because the opportunities for talking were limited: 1) the children preferred to sing on the bus, 2) they had to be quiet in the theatre, 3) the children, as well as the parents, were hungry and ate without saying too much, and 4) the children preferred to play with each other while at the park.
10. The teachers appreciated having the parents assist with supervising the children.

D. Follow-up Activities

1. The teachers discussed the play with the children.
2. The children wrote stories and/or drew pictures about the play.
3. The children wrote thank you letters to their parents or parent substitutes.

HAWAII FOLLOW THROUGH PROJECT

PALOLO SCHOOL -- INDOOR LEARNING CENTERS

Teachers: Mrs. L. Chou and Mrs. M. Sasaki, Rooms B1/2

Educational Assistants: Mrs. D. Dudoit and Mrs. F. Cruz

Date: Tuesday, May 20, 1980

Time: 8:30 - 10:45 a.m.

In planning for their Parent/Child Interaction activity, the teachers and EA's had three goals in mind. 1) they wanted the parents to experience the activities that children do as a part of their regular classroom work, 2) they wanted the activities to be learning situations for the parents, and 3) they wanted the parents to realize that these regular classroom activities are enjoyable and can be carried on very easily at home. They felt that "Learning Centers", which would provide the parents and their children with a variety of classroom activities, would best serve their purposes in achieving their goals.

Activities selected for the Learning Centers included 1) puppetry, 2) math games, 3) pressed flower collages and cards 4) painting and 5) Samoan crafts (weaving with coconut leaves). Before hand, children conferred with parents on possible choices. They had the opportunity to select two centers in which to participate. Parents were to accompany their children and participate with their children in their respective centers. Name tags for the children and their parents included activities the children had selected.

A. Parent Participation: 26 parents (23 parent/parent substitutes 1 friend, 2 parent volunteers without children in B1/2)

B. How Parents Participated:

1. Mrs. Faumuina, parent of B1/2 child and CA, volunteer for the Samoan craft center. She taught children and their parents how to make coconut plates, windmills, glasses, and wrist watches with coconut leaves. Mr. & Mrs. Mafi, Tongan parents assisted her. Mrs. Mafi made a Tongan basket.

Initially, two other parents had volunteered to serve in the Samoan craft center. However, one parent learned the day before the scheduled activity that she had to return to work, and the second parent had to take an ill sibling to the doctor on the day of the activity. Mrs. Faumuina, who had volunteered to serve as an alternate, took over the center even if it meant not being able to paint with her son Don.

2. The parents assisted with the refreshments. Mrs. Huihui, CA and parent of B1/2 child, assisted with some of the shopping. Mrs. Wise, CA and Mrs. Pada, parents of children in other classes, assisted with last minute preparations and serving of refreshments. The utilization of other classroom parents made it possible for parents of B1/2 children to participate in the learning centers activities. Another parent, Mrs. Gouveia made a special layered jello for the occasion.

C. Special Highlights About the Activities:

1. The parents and the children were observed to be enjoying themselves.
2. The parents painted enthusiastically as their children served as teachers and critics, and vice versa.
 - a. Children taught their parents how to mix colors.
 - b. One child was not completely satisfied with a tree painted by his mother. He proceeded to teach her how to improve her picture.
 - c. One parent who had intended to remain for just "10 minutes" was heard advising her nephew. She did not want to leave until he had completed his painting.
3. A grandmother explained that "in all of her 66 years," this was her first experience in painting.
4. The parents appeared to be concentrating intensely on their work and interested in producing good products.
5. Many parents indicated that they were proud of their products such as puppets, woven coconut crafts, pressed flower cards/collages, and paintings and wanted to take them home with them.
6. The children and their parents learned about the Samoan and Tongan culture.
7. Parents Mrs. Faumuina, Mr. and Mrs. Mafi demonstrated leadership abilities as resource persons.
8. Teachers and EA's "got to know" their parents in a relaxed, non-threatening atmosphere as contrasted with parent-teacher conferences
9. Four fathers attended the session; they were Mr. Osako, Mr. Huihui, Mr. Cho, and Mr. Mafi.
10. In math games parents learned that children could learn their addition and subtraction facts through "fun games".
11. Many parents who normally do not attend school functions came for the Learning Centers Parent/Child Interaction session. The teachers feel that the high attendance is attributed to the fact that Mrs. Dudoit made a special effort to contact all parents who did not return their "plan to attend" or "plan not to attend" slips or who had responded negatively. The personal contact by the teaching staff helped to convince parents that their presence was important to their children. Teachers and EA's also repeatedly urged the children to encourage their parents to attend the

Parent/Child Interaction activity. Mrs. Dudoit used a checklist to facilitate her efforts in contacting the parents.

12. The classrooms appeared to be exceptionally orderly and well organized as children moved about the classrooms and/or worked in their centers. The noise level was surprisingly low when one considers the fact that there were approximately 50 children and 31 (or more) adults rotating through the centers located in three rooms.
- D. Follow-up Activities Completed and/or Planned For:
1. The children wrote stories, drew and/or painted pictures expressing their experiences.
 2. The children wrote thank you notes to their own parents as well as other adults for attending the session.
 3. The children are in the process of writing letters to McInerny Foundation to express their appreciation for making these experiences possible.
 4. The children will be given opportunities to participate in other centers on another day.
 5. Mrs. Faumuina will work with her son Don in the painting center on another day.
 6. The teachers have asked Mrs. Faumuina to conduct a Samoan craft center since other children had requested it. Teachers and EAs would also like to learn how to weave with coconut leaves.
 7. The children, teachers, EAs, parents will have an opportunity to view video tapes of days' activities.
 8. The teachers and EA's would like to plan for a similar activity in the fall of 1980 before the parent-teacher conference in November. They feel that this would foster positive interactions between the school and home.

PARENT INVOLVEMENT IN PHYSICAL FITNESS DEVELOPMENT AT KAIULANI SCHOOL

Teachers: Mrs. Carolyn Ching and Mrs. Betty Iwai
Educational Assistants: Mrs. Sylvia Cariaga and Mrs. Carol Szadkowski
Support Staff: Mrs. Thelma Yoshida and Mrs. Eloise Miyasaki
Grades: 2 & 3 Rooms: 13 & 19
Dates: May 6, 8, 13, 15, 20, and 22, 1980
Time : 12:00 - 1:30 p.m.

The consultant's personal work with the children and her observations that the child's physical fitness and well being are vital to the child's learning led to six physical fitness sessions. These were conducted by Mr. Wilfred Louie who had extensive experiences in developing physical fitness programs in several Honolulu schools. Assisting him were Miss Jann Lim, part time p.e. resource teacher, and Mr. Tommy Kono of the Kalihi Parks and Recreation Division.

The primary objective was to involve parents in the program as observers, learners and aides. Parents learned that the child's physical well being is important for learning and that the total body must be fit in order to maximize learning.

The following schedule was devised and used for the six sessions:

12:00 - 12:30 p.m. - Lecture, planning session with parents
and teachers

12:30 - 1:30 p.m. - Activity and involvement of approximately
60 children, parents, and teachers

Mr. Louie and Miss Lim focused on the following skills: running, running with obstacles and directional changes, throwing, catching, striking, and kicking.

The school's p.e. equipment was utilized in these sessions as well as simple and inexpensive homemade ones. Parents and teachers learned how to make yarn balls, sock balls, and paper balls. They were also introduced to milk cartons, $\frac{1}{2}$ gallon size, as kicking apparatus.

The sessions in themselves were beneficial to all. The teachers and EA's observed "experts" and with their assistance were able to plan activities that they felt comfortable in executing. Teachers, as well as parents, were able to observe the wide range in physical abilities of children. This was an opportune time to point out the need for providing children with many experiences. The children, from their actions and responses, were all in favor of learning how to play.

One mother said that her child told her, "You have no excuse for not coming because Thursday is your day off." Another mother realized after attending the final session that her child was not as physically adept as his peers. The same mother said that from this session she learned

that p.e. is not only fun and games but requires thinking and evaluating on the part of the child.

These sessions have resulted in follow-up sessions led by educational assistants. One EA has shared her new learned skills with another EA and they have teamed to teach their respective classes and have systematically followed up on each of the presentations by Mr. Louie and Miss Lim.

Parent Participation

Faasau Faasipa

Lydia Aguilar

Zeny Pasion

Clement Lopez, Sr.

Toshiko Garcia

Rose Dimacali

Val Pasigan

Juanah Sok

Tae Sul Chun

Mili Rodrigues

Gloria Atanes

Cynthia Shiraishi

Rosalinda Lum

These parents participated in the following:

1. Listened to the presentations made by Mr. Wilfred Louie about the skills and activities to be covered.
2. Parents assisted in setting up the equipment on the playing field.
3. Parents helped man the stations for hurdles and other activities.
4. Assisted the instructors by participating in the following skill areas: running and running with obstacles, throwing, catching, hitting and striking, and kicking.
5. In turn, the parents taught the skills presented to the children with the instructor's support.
6. Parents interacted with the instructors, teachers and educational assistants. The instructors were also able to point to the parents the areas that their particular child needed help in.

OBSERVATIONS

1. Some children who did not do well academically excelled in these sessions and felt good about their physical ability.
2. Some mothers were very reluctant to participate even with encouragement.
3. It was difficult to get sustained participation by some of the parents.
4. Parents got to see the differences in abilities of children. This helped to show them the importance of providing experiences for children.
5. Teachers and EA's became very familiar with the p.e. equipment available in the school and the versatility of its use.
6. Parents and teachers were shown how to make inexpensive p.e. equipment.
7. "I learned how to throw and catch properly" was a response from a child concerning his reaction to the p.e. sessions.
8. Alternative means of discipline in p.e. were discussed - instead of rejecting a child from a game it was suggested that points be taken away and to exert peer pressure.
9. One child literally made his mother attend a session since he felt so great about his participation.
10. Parents and teachers learned that there is a safe way of playing, i.e. how to tag without hurting others.
11. In order to teach and take the fear out of learning (p.e.), the adults must develop a system of taking short steps, then long ones.
12. Parents and teachers must look at children as human beings with individual differences.
13. The total body, not only the head, must be fit for learning.

STUDENTS' EVALUATION OF PHYSICAL EDUCATION SESSIONS

May, 1980

- Rudy : "I like the p.e. classes cause I learn how for catch, throw and hit."
- Nelson : "I like the classes because it's fun. I learn running backwards, hitting and throwing."
- Peter : "Good fun."
- Douglas : "Good. I learn throwing, rolling the ball, jumping and going over the hurdles."
- Michael : "I learn to throw and catch properly."
- Paul : "Good fun."
- George : "Good fun jump and throw the ball."
- Tiare : "When you throw the ball you have to watch where you're going to catch."
- Gabriel : "Good, make you learn. Learning how catch and throw."
- Joel : "I like it because it's fun."
- Tu Huang : "Good, I like jump over hurdles."
- Rizalyne : "They're nice."
- Jerry : "They're good. I learn jumping, running, throwing, catching."
- Dellia : "I learn how to throw a ball nicely."

HAWAII FOLLOW THROUGH PROJECT
PALOLO SCHOOL

A Parent-Child Interaction Activity in the Selection of a Book

Classes: All Follow Through classes grades K-3
Palolo School Rooms A1/2, A4, B1/2, B7/8, and B9

Workshop: "How to Help Your Child Select a Book"

Speaker: Mrs. Betty Caceres
Date: Tuesday, May 20, 1980
Time: 7:00 - 8:00 p.m.
Place: Rooms A-9 and A-10

Book Fair: Children Select Books with Parents' or Parent Substitutes'
Assistance

Dates: Thursday, May 22 and Friday, May 23, 1980
Time: 8:15 a.m. - 2:15 p.m.
Place: Rooms A-9

A. Number of Parents Who Participated and Names of Parents

1. Workshop on "How to Help Your Child Select a Book"
 - a. Number of parents who attended workshop: 13 parents
 - b. Names of parents: Florence Huihui, Evelyn Lagon, Chun K. Pak, Chun Kyoung Chong, Robert Lee, Minera Lee, Kathleen Chindarsi, Mr. and Mrs. Muhammad Ibrahim, Mrs. Tuquero, Mrs. Constance Eguires, Mr. and Mrs. Soriano.
2. Book Fair
 - a. Total number of parents who participated in helping the children select their books: 33 parents
 - b. Names of parents: Abigail Kehano, T. Yamanaka, E. Martinez, J. Tayabas, Joanne M. Torres, E. A. Nourrie, Bounthan Phonlamuongdy, Somphone Khounphixay, Somphit Srisouraj, Ana Lutali, Katherine Lagon, Kay Inglis, Yang Sook Choi, Diane Tupua, Winnie K. Rivera, Barbara Pada, Mabel Ouchi, Helen Wise, Shirley Tada, Edith E. Faumuina, Jane M. K. Quiming, Alexandria Rawlins, Florence Huihui, Evelyn Lagon, Ata Bate's, Josanne Wong, Mabel Semeniak, Lorraine Tovio, Jane Viela, JoAnn Rodrigues, Dolores Lopes, Karen K. Young, Harumi Nagai.
 - c. Parents who participated on May 22 and May 23:
CA's: H. Wise, E. Faumuina, F. Huihui.
Parent volunteers: B. Pada, M. Ouchi, A. Rawlins, and J. Quiming who preferred to attend separate sessions for her two children.

B. How the Parents Participated

1. An evening book selection session was conducted for parents who were unable to attend during regular school hours. The parents learned about criteria that are useful in helping children select books to read, borrow, and share with others. The parents were able to examine all the books that were displayed for the book fair. The parents interacted with the children and discussed the various books that interested their children.
2. Two day sessions were conducted for the children to select their books with their parents, Community Aides (CA's), teachers, and Educational Assistants (EA's). There were a number of fathers who participated along with mothers in the book fair. Parents came to the book fair according to a schedule made for each classroom. About 20-25 minutes were spent by each group of 12-15 students for selecting their books. Parents mingled with other adults as they paired with their own children in browsing through the book collection.
3. CA's and parents, E. Faumuina, E. Lagon, F. Huihui, H. Wise, F. Mafi, B. Pada, and M. Ouchi assisted the Follow Through staff with setting up the books for the book fair. They served as parent substitutes for children whose parents were unable to be with them, and they checked to see that specific adults who interacted with the children signed the children's nameplates. They also assisted in pasting nameplates onto the inside covers of the children's books.

C. Special Highlights About the Workshop and Book Fair

1. The children were encouraged to talk about the books with an adult as they browsed. Questions asked by the adults include: What do you like about the book? Who will read the book (self, parent)? Is the story real or make-believe? What do the pictures tell you? Have you looked at other books? Answers to these questions served as clues for the adults in providing the children with further guidance in their selections. These questions also served to facilitate the children's decision-making process for choosing books.
2. In order to determine the appropriateness of the books relative to the children's reading levels, the adults were instructed to ask the children to read a page in the books that they had selected. The children who planned to do their own reading were encouraged to look at other books if they made more than 4-5 errors and/or struggled considerably as they read. The children were quite accepting of the adults' suggestions that they do this.

3. A number of children tended to make "hasty decisions" based on book covers or pictures alone. After looking inside the books, as suggested by the adults, many children were observed changing their minds.
4. Although the parents and the children were encouraged to select books that were appropriate for the children involved, one child who had discussed her choice with her parent had decided to select a book that she knew her 4 year old brother would enjoy. It was very important to her to be able to select a specific book which was much too easy for her. She stated that she wanted the book to read to her brother. She was especially pleased when she learned that she could have the book that she wanted.
5. A number of children appeared to be reluctant to look at other books as suggested. However, as they were reassured that their parents or parent substitutes would "hold on to the books that they desired, and that the books will be available for them," the children appeared to be more willing to browse further. Many of these children eventually selected books other than their initial choices and were heard informing their parents of their decisions.
6. Every effort was made to accomodate the parents and to promote interactions between parents and their children. Children were permitted to attend the book fair at a time other than that scheduled with parents who have more than one child in grades K-3, as well as with parents who arrived late (even if their children had already attended the fair). These parents stated that they appreciated being able to interact with their children.
7. One mother who had arrived for the book fair a day early returned to work and obtained special permission to be absent from work on another day to attend the book fair with her child.
8. The children whose parents attended appeared to be pleased to have their parents with them.
9. One parent attended the sessions on both days to permit her children to attend the book fair with their own classes.
10. A number of children sat on the sidelines reading other books after they had made their selections.
11. A few parents appeared to be interested in reading the books themselves. One parent volunteer utilized every spare moment to read the books that were on display.
12. Teachers were seen utilizing opportunities to communicate with parents regarding their children's reading.

13. There were a few instances in which the parents may have influenced the children to select books which the parents preferred more than the children. However, instructions to parents regarding book selection focused on encouraging the children to make the final decision themselves.
14. Because of the combined efforts of the CA's and volunteer parents (Mrs. Huihui, Mrs. Wise, Mrs. Faumuina, Mrs. Pada, and Mrs. Ouchi), and Follow Through staff, the children received their books within one day following their book selections. These efforts consisted of (1) pasting the nameplates on 216 books, (2) labeling 216 book marks with the children's names, (3) recording the names of each parent who assisted each child in his/her book selection as well as the names of the books selected by each child, and (4) delivering the books to the classrooms.
15. According to the teachers, the children were excited and "elated" with their books.

D. Plans for Follow-up

1. Survey the names of books selected and identify books the children seemed to prefer. Discuss with Mrs. Fujiyoshi, librarian, about books of interest such as those pertinent to dinosaurs and sharks that were especially popular.
2. Several parents expressed disappointment in not being able to purchase additional books. It would be worth investigating parent interest in starting a paper book ordering program for children in grades K-3 during the 1980-81 school year.
3. Children can share their selected books in groups explaining their reasons for selecting and enjoying their particular book.

MEMO TO: Janet Sumida
F R O M: Lorraine Doi
D A T E: April 24, 1980
SUBJECT: Session with John Powers Model
For Your Information

Speaker - Roxanne Kuhn

Participants: 20 parents attended: Of these, 4 Kaiulani, 2 Kaewai,
12 Palolo. (See attached Sheet).

Highlights: Speaker focused on grooming for work as follows:

1. Take an inventory of your assets before you even begin to look for a job. Self-confidence stressed.
2. For job finding - recommended the (1) newspaper ads, and (2) Hawaii State Employment Service which is free. Private employment agencies are also available, but there is a percentage charge for their services.
3. Important to take a bath and use deodorants when applying for a job and/or working. This is to avoid offending others. (Follow-up session included types of deodorants available - aerosol, roll on, creams, and powder for foot).
4. Also important to wash hair.
5. Hair style that is appropriate depends on one's face shape.



Triangular



Oval



round



Heart
(like a)



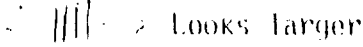

Diamond



Square

6. Care of skin

- a. Use special soap such as Neutrogena. Can be purchased at Longs for 3/\$1.00. Determine type of skin and purchase appropriate soap. (oily face -- shiny 10 minutes after washing)
- b. Blush should be applied in area extending outward from center of eye to end of eye brow. Avoid applying blush below nose. Blush accentuates area - if too close to nose, nose will appear larger.
- c. Use substance with sunscreen during day - not baby oil which can cause skin to burn.
- d. Use a translucent powder to absorb oil - pat on powder.

7. Clothing - Recommend conservative clothes for work.
- a. Economical to sew own clothes and still look good. Polyesters look like expensive silks.
 - b. Skirts and blouses and pants provide for variety through mix and match. Therefore they increase the size of wardrobe.
 - c. Lines
 - 1) If one is large avoid stripes.

 - 2) The location of the line is where one looks larger.
ex:  A line at shoulder, gives a broad shoulder appearance.
 - 3) A single vertical line is the most slimming line.
 - 4) A short person should wear shorter skirts than a tall person. The closer the hemline is to the ground, the shorter one appears.
 - d. Color:
 - 1) Light colors broaden
 - 2) Dark colors make one look smaller and thinner. Person with large hips should wear dark pants and skirts.
 - 3) Large prints enlarge appearance.
 - e. Wear panty hose with dresses and skirts.
 - f. Wear shoes - not slippers.
8. Language
- a. Body language reveals confidence. Carry self with shoulders up - look tall. Sit with legs together. If legs are crossed avoid having one leg straight. This can interfere with circulation and can cause varicose veins to develop. It is better to cross legs so that both legs are slanted.
 - b. Use Standard English - don't speak in Pidgin English when applying for a job. Research has shown that people in Hawaii are capable of conversing in Standard English as well as Pidgin.

Note: This is a good lesson for World of Work.

APPENDIX D

STUDENTS' UNDERSTANDING OF THE TERM, LOVE

What is love?

How do people show love?

- . Love is Listening to Mrs. Ching and Mrs Szadkowski.
- . Love is helping our mother with the clothes. And my family was home with my sister. And love is cleaning the house when my mom and my dad are sick.
- . Love is sharing with someone. And loving your mother and father and sisters and brother and friends.
- . Love is loving other people and parents and sister and brother. And helping mother carry the clothes to my aunty's house.
- . Love is loving your parents.
- . Love is caring and giving things to other people.
- . Love is caring for another.
- . Love is: I love my mother and father and brother and aunty. I like to help my mother on Saturday; we wash clothes.
- . Love is being with each other and loving my mother and father.
- . Love is giving presents to your family and caring for them.
- . Love is loving your parents. And love is loving and caring for them. And I love my parents. And loving is your present to give to your friends.
- . What love is about: Love is loving people and caring for them. Love is loving your family. Love is giving letters to people you love. Love is helping people.
- . Love is loving everybody. Loving your sister and your parents and your brothers. And helping others. And helping your mother bake a cake on a rainy day.
- . Love is holding hand and love is loving people. And love is caring for people.
- . Love is playing with each other.
- . Love is helping your mom and your dad.
- . Love is helping your mom. And mopping the floor for your mom.
- . Love is loving everybody and loving your parents and loving your sisters and brothers and aunties and your uncles. And love is fun and love is nice.
- . Love is loving your parents and loving and caring for everybody. Love is helping people learn just like Joselit.
- . Love is caring and sharing and listening to your mother and your teacher.

- . What is love? Cleaning the house for my parents because I love them. I cook the rice and chicken and make the cole slaw.
- . Love is doing things for others. Love is making friends with others. Love is helping others. Show your love to others by telling them you like them. Love is making your mommy and daddy happy by cleaning your room without being told. Love is making people happy. Showing love to God. Love is kissing mommy and daddy before I go to sleep. Love is giving things to others.
- . Love is doing things. Loving God. Helping each other. Show that you love mother and father. Helping everyone.
- . If you love somebody, you help them. And if somebody falls into the water, if you love them you have to help them. That means you love somebody, because you help them. If you love your mother, help your mother sweep the house, help your mother do everything.
- . Love is making friends. Do things for other people. Helping the handi-capped. Sharing things with other people. Thanking your parents for taking care of you. Thanking Jehova. Thanking Jesus. Hugging your parents. Telling your parents you love them. Thanking the teachers for helping you learn.
- . What is love? Thank God. Be friends. Thank teachers. Help others. Share my love. Thank my parents. Help sick people. Write love letters. Be helpful. Doing something for your parents.
- . My love is showing my mom and dad by giving them a pretty present of a love doll. And by kissing my mom and dad good night.
- . How I show my love to someone is caring for them, playing with them, and sharing things with them. And loving my parents, thanking the teachers for teaching us.
- . I show my love by helping around the house by doing my chores. I help cook dinner. When I sleep over my aunty's house, in the morning me and my cousin watch TV. My uncle gets up and goes to work. Then after me and my cousin watch TV, we go back in the room and fold the blanket.
- . What is love? Helping my mommy carry the groceries to the car. Carrying the groceries in the house, then helping my mommy put the groceries away in the refrigerator. Love is helping my mommy clean my bed.
- . What is love? Love is writing letters to your cousins and showing them how you love them. Helping daddy and mommy clean the house. Helping them put the things away. And helping them take the mats away.
- . What is love? Helping other people. Thank God. Care of other people. Help in your house. Love your teacher. Giving a Valentine to mom. Writing a letter to dad. Help your mom in the kitchen. Giving presents to my parents. Loving your parents.

- . Love means when you care for someone and when you like someone and when you help someone.
- . Love means when you kiss someone. And when you go over with someone. And when you love someone. And when you love God. And when you care for someone. When you play with someone. When you hug someone. When you go park with someone.
- . Love means when you kiss someone. And help someone and go with someone to the store. And hug someone and go with someone in the house, and kiss in the house.
- . Love means when you like your brother and sister. When my mommy buys me something, I love her. My daddy loves me when I do his work like cleaning the car.
- . Love means taking care of someone and giving them presents to make them happy.
- . Love means when you kiss someone. And when you marry someone. And when you walk together with someone. And when you hug someone. And when you help someone. And when you eat dinner with someone. And when you play with someone.
- . Love is when you like someone, play with someone. I make friends with them. I love my sister.
- . Love means when I play with someone, sometimes they ask me to play hide and go seek with them. When the day is over everyone goes to sleep. Good night.
- . Love is when you like people because they are my friends. I love my mom because my mom loves me. She gives me a hug.
- . Love means when you hug someone. And when you play with someone. And when you go out with someone and when you love someone. And when you play with your dog.
- . Love means when I love my mother because my mother helps me cook. And my mother takes me some place with my sisters. When I make my mother's food she loves me.
- . Love means you like someone and you kiss someone. And you work with someone. And you marry someone.
- . Love means when my mommy gives me something. I love her and she loves me when she loves me. I love her the best.
- . Love means when my sister does something for me and I do something for her. Love is when we bring flowers for mommy and when we give candy.
- . Love means to help people and to hug people. And my father takes me to the place. I love my father and my mother.

- . Love means that you care for someone or you help someone, like I take good care of my grandma in the hospital. And I help my mom clean the house and help my dad take out the rubbish.
- . Love means caring for someone. That you like someone the best. And kissing someone. And love means to play with someone.
- . Love means when you hug someone and care for someone. And when you play with someone. And sleep with someone. And help someone. And when you kiss someone.
- . Love means when they hold hands and sleep together in the house and marry together. When you help someone. When you work with someone.
- . Love means you like someone. And you sleep with someone. You go with someone. And you love someone. And you kiss someone. And you marry with someone. And you play with someone.
- . Love means when I hug someone or when I give somebody a gift and feel happy about it because they did something for me. And when I say goodbye to my grandma I say have a nice day at work grandma.
- . What means love? When you kiss someone. When you marry someone. When you be friends. When you help someone. When you like someone. When you go with someone. When you give something to someone.
- . Love means when I invited someone over to my house for dinner. And after dinner we go to my play room and play all night together.

- . Love is for kissing and hugging. And loving our mother and sister and brother. We share candy and read stories to the children.
- . Love means be kind to someone and helping your mom wash the dishes. You could share things with your friends.
- . Love is to make dinner for my father.
- . Love means when you say something nice to them and teach them how to read and write too. Love is helping your friends how to do something and showing that you love them. And when they are sad make them happy.
- . Love is caring for people. I show love by doing the things that have to be done in the house for my mother.
- . Love means loving one another by helping someone. I help mother and dad by washing the dishes. I help my dad rake the yard.
- . Love means helping your mother and father by wiping the table and taking the rubbish bag outside.
- . Love is giving something to a friend, like presents. I show love for my mom. I help my mom in different ways like washing the dishes.
- . Love means forgiving each other and sharing the food with one another.
- . Love is helping my mother pick up rubbish. I give my sisters money and I give my cousin money.
- . How do you show love? By sharing your toys with your girlfriend, helping your friend with a word, and helping your mother clean the house.
- . Love is sharing the toys and loving mom. How do you show love? By kissing mom.
- . Love is when you care for one another. Love is when you read a book to someone. I show love when I share with someone.
- . Love is helping my mother to clean house. Love is helping someone to spell words.
- . Love is helping someone. Love is to take care of your mother. You have to show love by taking your mother out, even your father. Love is helping my mother clean the house.
- . Love is sharing with my father and mother. I can help them clean the yard.
- . Love is caring and taking someone to the movie. I help someone with the words and show someone you love by teaching them how to wash the dishes.
- . Love is to be friends with one another. I show love by helping my mother and father by taking care of our baby.

- . Love is when I help my mom clean the house. I show love by sharing toys and reading to my friend.
- . Love is caring for each other and helping one another. To show love by giving and helping my mother do things.
- . I think love means kissing someone, like your mother.
- . Love means to me to embrace. Love is to go steady. And love is to give people presents. And give people a big hug and kiss. I love my family. And my family loves me.
- . Love means that you love someone like your friends. You give something you like or giving presents to someone that you like. To kiss mom and dad.
- . What does love mean to you? Love means to me: Caring for someone. Also if you like your friends very much that is love. Also you could love your fish by feeding it.
- . Love means caring and helping each other. Love means making friends with each other.
- . Love means to care and love. Love is when you care and being friends. When I said it means kisses, being friends and taking care.
- . Love means to scold someone, because if Mrs. Chou scolds you to get down from the jungle jim with your shoes she doesn't want you to fall down. Love means to care about you or by kissing your mother.
- . What does love mean? Love means when you kiss and hug and love means when you love your mother. Thats what love means.
- . Love means taking good care of somebody from dangerous objects or else they could get a cut.
- . Love is hug and kiss and share with your friend. Being nice to your mom, helping your mom wash dishes.
- . What does love mean? I think love means caring for each other. Also by kissing your mother. And hugging one another.
- . Love is scolding someone when they are bad because you want them to learn to be good. I show my love to my mommy by kissing her and hugging her.
- . Love means charity.

- . Love is caring for each other.
- . Love is kissing, hugging, and liking each other.
- . Love is sending each other mail and giving presents. And love is being thoughtful.
- . Love is kissing and hugging and holding hands and being thoughtful.
- . Love is holding hands and kissing, liking each other, going to the movies.
- . Love is kissing boys and boys kissing girls and hugging mother. Love is caring for brother and sister.
- . Love is kissing a boy. And going disco, going to the movies.
- . Love is caring for each other, getting married, having a baby, and don't hog the cake.
- . Love is giving things and playing with each other and sitting together and talking to one another.
- . Love is being kind to my family. And kissing and loving my mom and daddy too.
- . Love is sharing and being thoughtful and giving things like letters, and giving presents.
- . Love is hugging, kissing, getting a boyfriend.
- . Love is holding hands and kissing, hugging and to be boyfriend and girlfriend and getting engaged to one another.
- . Love is going to the movies. And love is taking care of each other. Love is getting ready to get married. Love is kissing our family, and sticking with each other. Girls and boys play with each other. And cleaning the house for my mother. And caring for baby and buying clothes for the baby and buying clothes for each other. And shooting the arrow to each other and giving each other a kiss.
- . Love is kissing each other and holding hands and having a wedding.
- . Love is shooting the arrow in the heart.
- . Love is kindness, kissing, massage grandma's knee.
- . Love is caring for each other, thinking of others and be responsible. Get married and have a baby. Don't pig the cake.
- . Love is being kind to the people.
- . Sharing things.

- . Love the teachers, love mom and dad.
- . Love is kindness to family.
- . Love is kissing. When you hug mother.
- . Love is hugging.
- . Like someone.
- . Love is kissing a boy.
- . Love is liking each other , kissing, hugging.
- . Love is liking each other. Have a wedding ring on. Girls kissing boys. Happy.
- . Love is holding hands.
- . Love is Valentine.
- . Kind to each other. Responsible to each other. They do things together. Special people.
- . Love is hugging, kissing. They talk kind to each other.
- . Go to the movies, stick around with each other. Sharing, thoughtful, giving things.
- . Love, like friends.
- . Love, taking care.
- . Sending letters to each other. Birthday card, love letter, inviting for birthday.
- . Shoot the arrow in the heart.
- . When you like your friend.
- . Kindness, kissing, happiness. Massage grandma's knee.

- . What is love? Love is hugging, kissing. How do people show love? By taking them some place. What love means to me. Is hugging, kissing taking them some place.
- . What is love? Hugging. How do people show love? Kissing. Staying with someone. What love means to me. Loving, tucking me in bed. Going out with someone.
- . What is love? Love means that you like somebody. You share things with people. How do people show love? That you like them. If you hug them they love you. What love means to me. Love is that you like your daddy, mommy, brothers and sister. I love me too.
- . What is love? Love is Valentine's Day and to love everyone. How do people show love? Kissing and hugging. What love means to you. Going out with someone.
- . What is love? Love is liking people. How do people show love? People show love by kissing. What love means to me. Love means getting married.
- . What is love? Loving each other. How do people show love? By hugging and kissing. What love means to me. Caring about each other.
- . What is love? Love is kissing and touching someone. How do people show love? Giving someone, that's good, things. What love means to me. Caring for each other.
- . What is love? Loving and hugging. How do people show love? Smiling and kissing and caring. What love means to me. Sharing with each other. Helping one another. Teaching somebody.
- . What is love? Love is like you love somebody. How do people show love? Love is kissing. What love means to me. Love means you can hug somebody.
- . What is love? Love is a thing you should share. Have happiness together. How do people show love? Caring for everybody. What love means to me. Caring, sharing with everybody. Showing, that is how you show love.
- . What is love? Dates and hugging. How do people show love? Kissing and marry. What love means to me. Going to the movie.
- . What is love? Love is hugging my mother. How do people show love? By smiling, by kissing. What love means to me. Love makes me feel happy for my mother and father and brother and grandmother.
- . What is love? Love is kissing. How do people show love? Laughing. What love means to me. I love my mommy and my grandma and my father and my brother.
- . What love means. Love means hugging each other and sharing and caring and helping each other and loving each other.

- . What love means. Love means hugging each other and sharing and caring and helping each other and loving each other. How do people show love? Helping, walking with each other and shaking hands and doing things together. What love means to me. Loving your mother and father and sisters.
- . What is love? Buy something for you. By kissing. How do people show love? Bringing you someplace by kissing you. By smiling at you. By giving him something. What love means to me. By kissing me. By hugging you. By saying good morning and night. By reading stories.
- . What is love? Love means kissing. How do people show love? They hug and feel good. What love means to me. Love means happy.
- . What is love? Hugging and like you love someone. How do people show love? Kissing. What love means to me. Hugging and tucking me in bed and singing a song to me and taking me to special places.
- . What is love? Love means that you like somebody. How do people show love? By kissing somebody. That you like somebody. What love means to me. Love is that I like daddy, mommy, and my brother.
- . What is love? How do people show love? What love means to me. Love means to hug your father and mom. By kissing someone. My father and mom love me.
- . What is love? Love is to love someone who is sick and love is to love your parents. How do people show love? Hugging, kissing. What love means to me. Someone put you to bed or taking you some place.
- . What is love? Love is to marry. How do people show love? Love is kissing. What love means to me. You love.
- . What is love? Love is like you love something. How do people show love? Love is kissing. What love means to me. Love means --
- . What is love? Love is kissing. How do people show love? By hugging. What love means to me. My mom and dad love me.
- . What is love? Hugging. How do people show love? Giving flowers to your mother. What love means to me. Kissing.
- . What is love? Hugging. How do people show love? Kissing. What love means to me. Kissing.
- . What is love? How do people show love? By kissing the person they care about. Love means taking care of each other.
- . What is love? How do people show their love? My mother cooks things I like, like Chicken Noodle soup. Love my family.
- . What is love? Love is getting married and sharing each other's love. How do people show love? People show love by being nice to each other. What love means to me. Love means being good.

- . What is love? How do people show their love? My mommy loves me. She kisses me when I am a good boy. Love means happy face, or smiles.
- . What is love? How do people show their love? They show their love by sharing. My sister shares her candy. Love means hugging.
- . What is love? How do people show their love? When I am sick my mommy and daddy worry and take care of me. Love means to help someone who needs it.
- . What is love? How do people show love? People show they love someone by hugging. My mommy hugs me. She loves me. Love means to care.
- . What is love? Love is when my mommy takes care of me. How do people show love? People show love by getting married and living happily. What love means to me. Love means to hug my mother good night.

- . I love my mom because she helps me clean the house and puts on my clothes and washes the clothes. I love my teacher because teacher helps us do our work and teaches us how to read and spell words that we don't know how to spell. I love coming to school because it is fun coming to school and learning.
- . I love my dog. I love my family. I love my friends because they give me money. I love Sam because he is my friend.
- . I love my family especially my father and mother because they treat me like they love me and my brothers and sisters. They buy food for our family and they buy us a lot of clothes for us to wear at school and at places we go like the restaurant and to his working place or to my mother's working place. Their names are Melinda, Melanie, Anthony, Arthur and I.
- . I love my mom because she helps me with my homework. I love my teacher because she helps me with my story. I love my Title One teacher because she helps me with my red book.
- . I love my parents because they give me any thing I want. I love my friends because they play with me. I love my puppy because he does tricks for me. I love my cousin because she gave me a game. I love my brother because he lets me play with his toys. I love my auntie and uncle because they give me money. I love my teachers because they teach me.
- . I love my parents. They take care of me. And they buy me clothes. And they taught me to read. And I love my dog.
- . I love my mother and father because they love me and my family and they gave me something.
- . I love my mother. I love my father and I love my family all the time. I love my friends. I love my cousins and my grandmother and grandfather and my grandma and grandpa because they care about me so much and I care about them so much too.
- . I love my mother and father. They give me money. They take me go out. They buy me something that I like. My mother buys me ice cream. At night we go to the movies. I watched Bruce Lee challenge the dragon. The other day we went shopping.
- . I love you. I love my baby. I love my mother. I love my brother. I love my sister. I love my flower. I love Mrs. Chang. I love Tamara. Why do you love them? Because I like that kind.
- . I love my parents because they take care of me. I love my pet cat because he likes me. I love my parents because they get my clothes.
- . I love my mother and my father because they love me too. I love my teachers because they help me spell the words I don't know. I love my baby sister because she likes me.

- . I love my mother and my father because they buy us anything we like. They buy ice cream and they give us money to buy cookies, soda, and candy. And we can play outside too.
- . I love my dog. He plays with me. When he sees a stranger he bites and he barks at the stranger. And the man came out with the gun; then the stranger shot the dog.
- . I love my father, mother, sister, and cousins because they care for me and they give me money.
- . I love my mother because she cares about me. I love my pet kitten because she plays ball. I love my cousin because she gave me a game.
- . I love my parents because they buy clothes for me. And they cook for me. And they taught me to read and to walk. They take care of me.
- . I love my cousins and I love my mom and I love my dad. I love my auntie and I love my grandfather. Because they play with me everyday. Because everyday they give me money. Because they play with me. Because he loves me.
- . I love my mother and my father because they take me places. I love my cousins because they give me food. I love my friend because she likes me.

APPENDIX E
A Parent Survey Questionnaire for a Review
of
Parent-Child Interaction Activities, 1979-80

Hawaii Follow Through Project
Review of Parent-Child Activities, 1979-80 at

Dear Parents:

We would like to request your help in reviewing the parent-child activities that you attended this school year at your child's school. Will you help answer the following questions about the parent-child activities? Thank you.

A. In what ways did you benefit or appreciate joining your child in the classroom activities? Please check (✓) the reasons for your benefits or appreciation and add any other reasons not included in the list below.

- 1. It was fun learning and doing things together.
- 2. It was helpful to see what was going on in the classroom.
- 3. It was helpful to get to know my child's teacher, educational assistant, other parents, and children in the classroom.
- 4. I was able to see my child doing things together with other children.
- 5. I was able to go on a field trip with the class.
- 6. I was able to teach or share what I know with the children and adults in the classroom.
- 7. It was fun watching and taking care of a group of students.
- 8. It was fun working with my child's teacher and other adults.
- 9. It was helpful to watch the teacher teaching the class.
- 10. There are exciting things going on in the school.
- 11. I will be able to try out some ideas that I learned during the activities.
- 12. I learned new ways of talking and listening to children.
- 13. I was able to see how parents and children benefit by doing things together and talking with each other about their interests.
- 14. I liked the idea of having the Follow Through classes planning and working together.
- 15. _____
- 16. _____

B. Would you be interested in being able to join your child again in some kind of school activity?

Yes. Name of Parent _____
Phone Number _____

No.

C. Would you be interested in volunteering at school to help in a classroom?

Yes. Name of Parent _____
Phone Number _____

No.

Hawaii Follow Through Project
Panangamiris Kadagiti Aramid ti Naganak ken Anak, 1979-80 iti Kaewai School
(Review of Parent-Child Activities in Ilocano Language)

Ay-ayaten a Nagannak,

Kayatmi a dawaten ti tulongyo iti panangamiris kadagiti aramid ti naganak ken anak nga inatendaranyo iti daytoy a tawen iti eskuelaan ti anakyo. Di lang mabalin a tumulong kayo a mangsungbat kadagito saludsod maipanggep kadaqiti aramid ti naganak ken anak? Dios ti agnqina.

A. Ania a panagdalan ti nakaited ti pagimbaganyo wenna panangbigbigyo ti pateg ti pannakikadduayo iti anakyo kadagiti aramid iti eskuelaan? Ikkanyo ti tsek (✓) dagiti rason para kadagiti pagimbaganyo wenna panangbigbigyo ket inayonyo dagiti sabali a rason a saan a nairaman iti listaan ti baba.

- ___ 1. Naragsak a panagsursuro ken panagkaddua kadagiti maar-aramid.
- ___ 2. Nakatulong ti pannakakita ti maar-aramid iti eskuelaan.
- ___ 3. Nakatulong ti pannakam-aimo iti maestra ti anakko, ti katulonganna, sabsabali a nagannak, ken dagiti ubbing iti klase.
- ___ 4. Nakitak ti anakko ken dagiti sabali nga ubbing nga agkakaddua iti ar-aramidenda.
- ___ 5. Napadasak ti napan nangkuyog iti klase a nagpasiar.
- ___ 6. Napadasak ti nangisuro wenna nangiparaman iti ammok kadagiti ubbing ken nataengan iti klase.
- ___ 7. Nakaparagsak ti nangkita ken nangaywan iti grupo dagiti estudiante.
- ___ 8. Nakaparagsak ti pannakiobrak iti maestra a mangisursuro iti klase.
- ___ 9. Nakatulong ti pannakakitak iti maestra a mangisursuro iti klase.
- ___ 10. Adu ti nasayaat a maar-aramid iti eskuela.
- ___ 11. Mabalinko nga ipadas dagiti nadumaduma a naadalko kadagiti inar-aramidmi.
- ___ 12. Nakasursuroak kadagiti baro a panagdalan ti pannakisarita ken panangdengngeg kadagiti ubbing.
- ___ 13. Nakitak no kasano ti panagimbag dagiti nagannak ken ubbing iti panagakadduada iti ar-aramidenda ken panagsasaritada maipanggep kadagiti pakaay-ayoan da.
- ___ 14. Kayatko daytoy a kapanunotan a mangted iti panagplano ken panagakaddua iti ar-aramiden kadagiti klase ti Follow Through.

B. Kayat mo ti makikaddua iti anakmo manen iti nadumaduma nga aramid iti eskuela?

___ Wen. Nagan ti Naganak _____

___ Telepono _____

___ Saan.

C. Kayatmo ti agboluntario iti eskuela a tumulong iti klase?

___ Wen. Nagan ti Naganak _____

___ Telepono _____

___ Saan.

HAWAII FOLLOW THROUGH PROJECT

Aiaiga o Galuega a Matua ma Fanau, 1979-80 i le A'oga a Kaewai

(Review of Parent-Child Activities in Samoan Language)

Matua e,

Matou te mana'omia la outou fesoasoani i le aiaiga o galuega a mātua ma fanau na e 'auai i lena tausaga a'oga i le a'oga a lou alo. Pe mafai ona e fesoasoani mai i le taliina o fesili nei e uiga i galuega a mātua ma fanau? Fa'afetai tele.

A. O a ni ala na aoga ia te oe, pe na e fiafia fo'i iai i lou 'auai fa'atasi ma lou alo i ni galuega i totonu o le potu a'oga? Fa'amolemole tusi le (✓) i mafua'aga mo lou fiafia po'o aoga na e maua ma tusi fa'apoopo iai nisi mafua'aga ua e silafia ae le o tusiina atu i le lisi o i lalo ofo.

- ___ 1. Sa manaia a'oa'oga na maua ma le galulue fa'atasi.
- ___ 2. Sa aoga le va'ava'ai i mea na fai i totonu o le potu a'oga.
- ___ 3. Sa aoga tele le fa'amasani atu i le faia'oga a la'u tama, faia'oga fesoasoani, isi mātua, fa'apea tamaiti i totonu o le potu a'oga.
- ___ 4. Sa mafai ona 'ou va'ai i la'u tama o galulue fa'atasi ma isi tamaiti.
- ___ 5. Sa mafai ona 'ou alu i se tafaoga ma le vasega.
- ___ 6. Sa mafai ona 'ou a'oa'oina pe fa'amatalaina atu mea ou te iloaina i tamaiti ma tagata matutua i totonu o le vasega.
- ___ 7. Sa manaia le va'ava'ai ma tausí o se vaega o tamaiti i totonu o le potu a'oga.
- ___ 8. Sa manaia le galulue fa'atasi ma le faia'oga a la'u tama fa'apea isi tagata matutua.
- ___ 9. Sa aoga tele le matamata i le faia'oga a'o fai le vasega.
- ___ 10. E iai mea matagofie e faia i totonu o le a'oga.
- ___ 11. O leā mafai ona 'ou fa'ata'ita'i ona fa'atino ni nai a'oa'oga na 'ou maua mai i nei galuega.
- ___ 12. Sa 'ou a'oa'oina ni ala fou e tautala ma fa'alogoa ai i tamaiti.
- ___ 13. Sa mafai ona 'ou va'ai i le a'oga e maua e mātua ma tamaiti peā latou galulue fa'atasi 'ae maise le talatalanoa o le tasi i le tasi i mea latou te fiafia iai.
- ___ 14. Sa 'ou fiafia i le manatu lea o le taupulepule ma galulue fa'atasi o vasega a le "Follow Through".

B. Pe ete toe fia 'auai fa'atasi ma lou alo i nisi itu'āiga galuega tau a'oga?

___ Ioe Suafa o le Mātua: _____
o le Telefoni: _____

___ Leai

C. Pe fia ofo fua atu lou taimi i le a'oga e fesoasoani ai i totonu o se potu a'oga?

___ Ioe Suafa o le Mātua: _____
o le Telefoni: _____

___ Leai

APPENDIX F
A Needs Assessment Questionnaire and Results
on
Educational and Social Development of Parents

Results of Survey on Palolo's Parents
Number of Respondents = 59

HAWAII FOLLOW THROUGH PROJECT PARENT SURVEY
April 27, 1979

Questions:

1. Would you like to continue your education at a:

17% <u>10</u> high school	7% <u>4</u> four-year university	25% <u>15</u> N/R
22% <u>13</u> community college	29% <u>17</u> other schools (business; trade; etc.)	

2. What grade level did you complete?

<u>0</u> 1	2% <u>1</u> 2	<u>0</u> 3
<u>0</u> 4	3% <u>2</u> 5	<u>0</u> 6
<u>0</u> 7	3% <u>2</u> 8	2% <u>1</u> 9
12% <u>7</u> 10	3% <u>2</u> 11	29% <u>17</u> 12
10% <u>6</u> 13	10% <u>6</u> 14	<u>0</u> 15
12% <u>7</u> 16	14% <u>8</u> N/R	

3. Would you prefer to have workshops or classes during the day or evening?

24% <u>14</u> Day Hours	66% <u>39</u> Evening Hours	10% <u>6</u> N/R
-------------------------	-----------------------------	------------------

What time would be convenient?

See Attachment

4. Please check any of the following types of classes for parents that you might want to attend at your child's school during the day or evening:

19% <u>11</u> How to make family decisions		
19% <u>11</u> English language		
32% <u>19</u> How to take courses at community colleges and adult education schools		
54% <u>32</u> How to improve your own talents and abilities		
	69% <u>22</u> Cooking	44% <u>14</u> Ceramics
	63% <u>20</u> Sewing	9% <u>3</u> Art
34% <u>20</u> How to interact and communicate with your own children and family		
27% <u>16</u> How to become a better speaker		
10% <u>6</u> How to study		
56% <u>33</u> How to help your children learn at home and in the community		
	33% <u>11</u> Storytelling	61% <u>20</u> Reading
	70% <u>23</u> Math	27% <u>9</u> Games
	45% <u>15</u> Social Studies	
37% <u>22</u> Information about job opportunities		
44% <u>26</u> Learn about family health (first aid, prevention of illness, how and where to get help for health problems, and nutrition)		

5. What other kinds of workshops or classes would be of interest to you?

See Attachment

Attachment for Survey on Palolo Parents

3. What time would be convenient?

Day Hours:	8:30 - 2:00	<u>1</u>	2%		
	9:30 - 10:30	<u>1</u>	2%		
	10:00 - 12:00	<u>1</u>	2%		
	3:00 - 5:00	<u>1</u>	2%	No response	<u>10</u> 19%
Evening Hours:	4:00 - 6:00	<u>1</u>	2%		
	6:00 - 9:00	<u>3</u>	6%		
	6:30 - 8:30	<u>1</u>	2%		
	7:00 - 8:00	<u>1</u>	2%		
	7:00 - 9:00	<u>12</u>	23%		
	7:00 - 10:00	<u>1</u>	2%		
	7:30 - 9:30	<u>1</u>	2%		
	8:00 - 9:00	<u>1</u>	2%		
	8:00 - 10:00	<u>2</u>	2%	No response	<u>16</u> 30%

5. What other kinds of workshops or classes would be of interest to you?

- 1 Learn about federal, state, city, community resources - what services/programs are available for everyone!
- 1 Business, courses (typing, bookkeeping, shorthand)
- 1 Learning to speak in Tagalog, Samoan, Korean, Chinese
- 1 Driving class
- 1 Exercise, French, horticulture
- 1 Courses on self-awareness
- 1 Courses on dealing with children who have difficulties

Results of Survey on Kaiulani's Parents
Number of Respondents = 68

HAWAII FOLLOW THROUGH PROJECT PARENT SURVEY
April 27, 1979

Questions:

1. Would you like to continue your education at a:

28%	<u>19</u>	high school	9%	<u>6</u>	four-year university	32%	<u>22</u>	N/R
12%	<u>8</u>	community college	19%	<u>13</u>	other schools (business; trade; etc.)			

2. What grade level did you complete?

3%	<u>2</u>	1		<u>0</u>	2		<u>0</u>	3	
1%	<u>1</u>	4	3%	<u>2</u>	5		9%	<u>6</u>	6
	<u>0</u>	7	4%	<u>3</u>	8		9%	<u>6</u>	9
10%	<u>7</u>	10	7%	<u>5</u>	11		31%	<u>21</u>	12
3%	<u>2</u>	13	7%	<u>5</u>	14		1%	<u>1</u>	15
1%	<u>1</u>	16	12%	<u>8</u>	N/R				

3. Would you prefer to have workshops or classes during the day or evening?

41%	<u>28</u>	Day Hours	35%	<u>24</u>	Evening Hours	24%	<u>16</u>	N/R
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What time would be convenient?

See Attachment

4. Please check any of the following types of classes for parents that you might want to attend at your child's school during the day or evening:

12%	<u>8</u>	How to make family decisions								
21%	<u>14</u>	English language								
21%	<u>14</u>	How to take courses at community colleges and adult education schools								
54%	<u>37</u>	How to improve your own talents and abilities								
		33%	<u>20</u>	Cooking	25%	<u>15</u>	Ceramics			
		34%	<u>21</u>	Sewing	8%	<u>5</u>	Art			
31%	<u>21</u>	How to interact and communicate with your own children and family								
26%	<u>18</u>	How to become a better speaker								
16%	<u>11</u>	How to study								
54%	<u>37</u>	How to help your children learn at home and in the community								
		12%	<u>7</u>	Storytelling	34%	<u>20</u>	Reading	10%	<u>6</u>	Games
		29%	<u>17</u>	Math	14%	<u>8</u>	Social Studies			
25%	<u>17</u>	Information about job opportunities								
31%	<u>21</u>	Learn about family health (first aid, prevention of illness, how and where to get help for health problems, and nutrition)								

5. What other kinds of workshops or classes would be of interest to you?

See Attachment

Attachment for Survey on Kaiulani Parents

3. What time would be convenient?

Day Hours:	10:00 - 1:00	<u>1</u>	2%		
	10:30 - 11:00	<u>1</u>	2%		
	10:00 - 11:00	<u>1</u>	2%	No response	<u>25</u> 48%
Evening Hours:	2:00 - 10:00	<u>2</u>	4%		
	3:00 - 5:00	<u>1</u>	2%		
	4:00 - 5:30	<u>1</u>	2%		
	6:00 - 7:00	<u>1</u>	2%		
	6:00 - 8:00	<u>3</u>	5%		
	6:00 - 9:00	<u>3</u>	6%		
	7:00 - 9:00	<u>2</u>	4%		
	8:00 - 10:00	<u>2</u>	4%	No response	<u>9</u> 17%

5. What other kinds of workshops or classes would be of interest to you?

- 1 Music - Like singing with groups
- 1 Creative work
- 1 Office types of work
- 1 How to adjust to the American way of life - mainly for the immigrant parents

APPENDIX G

- * Sample School Survey Bulletins
- * Parent Workshop Invitations
- * Invitations to Parent-Child
Interaction Sessions

HAWAII FOLLOW THROUGH PROJECT
Kaewai School
1929 Kam IV Rd.
Honolulu, Hawaii 96819

September 25, 1979

Dear Parents,

You are invited to attend a special workshop on "How Parents Can Help their Children Develop a Healthy Sexuality." To "develop a healthy sexuality" means to be a healthy total person as a girl/woman or boy/man. Sometimes we use the term, "sex education," to mean the same thing.

We have an excellent instructor, Dr. Don Brown, visiting Hawaii from New Jersey to conduct this workshop for us. We will have 2 sessions as follows:

Date: October 18 and 25, 1979

Place: Kaewai School Library

Time: 7:00 p.m. to 9:00 p.m.

Please complete the tear slip below and return by October 3. If you have any questions about this workshop, please call the Follow Through office, 737-1949 or 737-8271. Thank you.

(Please complete and return by October 3, 1979)

Yes, I am interested in the Sexuality Workshop

No.

Parent's Name

Phone Number

Child's Room Number

September 17, 1979

To: Parents of Palolo School, Grades K-4
From: Alice Masatsugu, Principal / JH.
Subject: Offer of Workshops to Parents

This is to notify the grades K, 1, 2, and 3 parents that we plan to offer the following workshop at your school where your child attends:

Name of Workshop: Social Skills
Place: Palolo School
Dates: Oct. 29 and 31
Nov. 5, 8, 13, 15, 19, and 21
Time: 7:00 p.m. - 9:00 p.m. or 8:30 a.m. - 10:30 a.m.
Room: A-10

The Follow Through Project has received funds from McInerney Foundation to conduct workshops for educational and social development of parents at Palolo, Kaula, and Kaewai Schools during the 1979-80 school year. We plan to offer about 4 different kinds of workshops during different times of the year.

Babysitting services will be provided during the hours of the workshops. We will have experienced people to take care of the children during the hours of the workshops in a room next to where the workshops will be conducted.

We will have qualified instructors either from the University of Hawaii or the DOE Adult Education/Community Schools. The instructors will provide curriculum that is planned with the parents and which is appropriate for the interests and needs of those who enroll in the workshops.

The curriculum for the Social Skills workshop could include the following topics in addition to others that could be planned jointly with the parents:

1. Identifying a social issue or problem facing families or the community
2. Outlining steps for problem solving
3. Making family decisions
4. Maintaining good family relationships between parents and children and between children
5. Learning about cultural and health practices that the family values
6. Learning about personal behaviors and the "aloha spirit" that are helpful in keeping good relationships with others

Will you help us plan this workshop by adding to or substituting suggestions for the above topics for the workshop? Also, will you please complete the tear slip below and send it back to your child's teacher by September 20, 1979?

If you have any questions about the workshops, please call the Follow Through office at 737-1949 or 737-8271.

We will inform you of the exact details of the workshops as soon as we learn that there are enough parents interested in the workshop. Thank you for your interest and cooperation.

(Please complete and return to your child's teacher)

____ Yes, I am interested in the Social Skills workshop
Check preferred time: a) ____ 8:30-10:30 a.m.
b) ____ 7:00- 9:00 p.m.
c) ____ either morning or night

____ No

Need for Babysitting Services

____ Yes, I will need babysitting services
Write the age(s) of the children who will need care at the workshop:

____ years old ____ years old
____ years old ____ years old

Write total number of children: ____

____ No, I will not need babysitting services

Please use this space and the back of this slip for suggestions on workshop topics:

Parent's Name Phone Number Child's Room Number



September 17, 1979

To: Parents of Kaiulani School, Grades K-3
From: Eishin Tengan, Principal
Subject: Offer of Workshops for Parents

This is to notify the grades K, 1, 2, and 3 parents that we plan to offer the following workshop at your school where your child attends:

Name of Workshop: World of Work
Place : Kaiulani School
Dates : Oct. 29 and 31
Nov. 5, 7, 14, 16, 19, 21, 26, and 28
Dec. 3, 5, 10, 12, 17, and 19
Time : 7:00 p.m. - 9:00 p.m. or 8:30 a.m. - 10:30 a.m.
Room :

The Follow Through Project has received funds from McInerney Foundation to conduct workshops for educational and social development of parents at Palolo, Kaiulani, and Kaeoai Schools during the 1979-80 school year. We plan to offer about 4 different kinds of workshops during different times of the year with the help of the Adult Education School.

Babysitting services will be provided during the hours of the workshops. We will have experienced people to take care of the children during the hours of the workshops in a room next to where the workshops will be conducted.

We will have qualified instructors either from the University of Hawaii or the DOE Adult Education/Community Schools. The instructors will provide curriculum that is planned with the parents and which is appropriate for the interests and needs of those who enroll in the workshops.

The curriculum for the workshops could include the following topics in addition to others that could be planned jointly with the parents:

1. Learning about the many common and special ways in which people make a living in the local community
2. Learning about the background knowledge and skills required to qualify for various jobs in the community
3. Learning about how to seek help for job counseling and applications
4. Learning about the Department of Labor, unemployment compensation, job applications, and training opportunities
5. Learning about community colleges, adult/community schools, and other job training agencies and schools
6. Preparing a career development plan for high school or post-secondary education or employment
7. Learning about the dignity and worth of tentative career choices
8. Learning about how career development helps to achieve self-fulfillment

Will you please complete the tear slip below and send it back to your child's teacher by September 21, 1979?

If you have any questions about the workshops, please call the Follow Through office at 737-1949 or 737-8271.

We will inform you of the exact details of the workshops as soon as we learn that there are enough parents interested in the workshop. Thank you for your interest and cooperation.

(Please complete and return to your child's teacher)

____ Yes, I am interested in the World of Work workshop
Check preferred time: a) ____ 8:30-10:30 a.m.
b) ____ 7:00- 9:00 p.m.
c) ____ either morning or night

____ No

Need for Babysitting Services

____ Yes, I will need babysitting services
Write the age(s) of the children who will need care at the workshop:
____ years old ____ years old
____ years old ____ years old

Write total number of children: ____

____ No, I will not need babysitting services

Parent's Name

Phone Number

Child's Room Number

September 13, 1979

To: Parents of Kaewai School, Grades K-3
From: Stanley Murikawa, Principal
Subject: Offer of workshops to Parents

This is to notify the grades K, 1, 2, and 3 parents that we plan to offer the following workshop at your school where your child attends:

Names of Workshop	1. English and Communication 2. General Education Development (High School Diploma)
Place	Kaewai School
Dates	Oct. 30 Nov. 1, 6, 8, 13, 15, 16, 20, 27, and 29 Dec. 4, 6, 11, 13, 18, and 20
Time	7:00 p.m. - 9:00 p.m. or 8:30 a.m. - 10:30 a.m.
Room	1

The Follow Through Project has received funds from McInerney Foundation to conduct workshops for educational and social development of parents at Palolo, Kaula, and Kaewai Schools during the 1979-80 school year. We plan to offer about 4 different kinds of workshops during different times of the year with the help of the Adult Education School.

Babysitting services will be provided during the hours of the workshops. We will have experienced people to take care of the children during the hours of the workshops in a room next to where the workshops will be conducted.

We will have qualified instructors either from the University of Hawaii or the DOE Adult Education/Community Schools. The instructors will provide curriculum that is planned with the parents and which is appropriate for the interests and needs of those who enroll in the workshops.

The curriculum for the workshops could include the following topics in addition to others that could be planned jointly with the parents:

1. English and Communication Workshop
 - a. Learn about the English language sounds, vocabulary, and grammar
 - b. Learn how to speak and write English
2. Preparation for a High School Diploma

Review high school work that is generally covered in the "General Education Development" test to qualify for the diploma

Will you please complete the tear slip below and sent it back to your child's teacher by _____?

If you have any questions about the workshops, please call the Follow Through office at 737-1949 or 737-8271.

We will inform you of the exact details of the workshops as soon as we learn that there are enough parents interested in the workshop. Thank you for your interest and cooperation.

(Please complete and return to your child's teacher)

Yes, I am interested in the English and Communication workshop

Check preferred time: a) 8:30-10:30 am
b) 7:00- 9:00 pm
c) either morning or night

No

Yes, I am interested in the General Education Development (High School Diploma) workshop

Check preferred time: a) 8:30-10:30 am
b) 7:00- 9:00 pm
c) either morning or night

No

Need for Babysitting Services

Yes, I will need babysitting services
Write the age(s) of the children who will need care at the workshop:

_____ years old _____ years old
_____ years old _____ years old

Write total number of children: _____

No, I will not need babysitting services

Parent's Name

Phone Number

Child's Room Number

September 25, 1979

- G-6 -

To: Parents of Palolo School, Grades K-3
From: Alice Masatsugu, Principal (C) (D) (C).
Subject: Offer of Workshops to Parents

This is to notify the grades K, 1, 2, and 3 parents that we plan to offer the following workshop at your school where your child attends:

Name of Workshop: Social Skills
Place : Palolo School
Dates : Oct. 29 and 31
Nov. 5, 8, 13, 15, 19, and 21
Time : 7:00 p.m. - 9:00 p.m. or 8:30 a.m. - 10:30 a.m.
Room : A-10

WORKSHOP REMINDER TO PARENTS (WHO HAVE NOT
TURNED IN WORKSHOP QUESTIONNAIRE)

If you're still interested in the Social Skills workshop, please complete the tear slip below and return as early as possible. We still have room for more parents in the workshop.

(Please complete and return to your child's teacher)

_____ Yes, I am interested in the Social Skills workshop
Check preferred time: a) _____ 8:30-10:30 a.m.
b) _____ 7:00- 9:00 p.m.
c) _____ either morning or night

_____ No

Need for Babysitting Services

_____ Yes, I will need babysitting services
Write the age(s) of the children who will need care at the workshop:
_____ years old _____ years old
_____ years old _____ years old

Write total number of children: _____

_____ No, I will not need babysitting services

Please use this space and the back of this slip for suggestions on workshop topics:

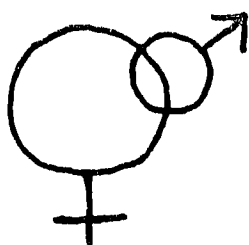
182

Parent's Name

Phone Number

Child's Room Number

WORKSHOP ON HEALTHY SEXUALITY



DATE OF WORKSHOP: October 22, 1979

TIME: 7:00 p.m. - 9:00 p.m.

PLACE: A-10, Parent's Room
Palolo School

There will be special slides used to help us learn about:

1. How to care for our reproductive systems
2. Myths and fallacies about male and female reproductive systems
3. Basic understanding about the reproductive systems that will help parents answer children's questions more easily

The workshop will be informative and helpful for both fathers and mothers.

We will not have babysitting services for this session. It is recommended that parents do not bring children only to this session because it will be difficult to discuss the slides in the presence of children.

COME JOIN US AT THE WORKSHOP!!

HAWAII FOLLOW THROUGH PROJECT
Palolo School
2106 10th Avenue
Honolulu, Hawaii 97816
December 26, 1979

Dear Parents:

Thank you for your interest and early response to our bulletin announcing the World of Work workshop. We will have workshop sessions only in the evening. We will conduct the workshops according to the following schedule:

Dates: January 14, 16, 21, 23, 28, 30
February 4, 6, 11, 13, 20, 22, 25, 27
March 3 and 5

Time : 7:00 - 9:00 p.m.

Place: Palolo School, Room A-10

We will have babysitting services during the hours of the workshop sessions. We will look forward to seeing you on January 14. If you have questions, please call 737-1949.

January 19, 1980

To: Parents of Kaewai School,
From: Stanley Morikawa, Principal
Subject: Offer of Workshops to Parents

This is to notify all Kaewai School parents that we plan to offer the following workshop at your school where your child attends:

Name of Workshop: Study Skills
Place : Kaewai School, Room 1
Dates : February 5, 7, 13, 14, 19, 21, 26, 27 (Tues. & Thurs.)
Time : 7:00 p.m. - 9:00 p.m. or 8:30 a.m. - 10:30 a.m.

The curriculum for the Study Skills workshop could include the following topics in addition to others that could be planned jointly with the parents:

1. Learning how to register at adult education/community schools, community colleges, and the university.
2. Learning about the courses and training that are available at community schools and colleges.
3. Learning about the special educational programs that are available through community sources such as the YMCA, Honolulu Art Academy, Department of Parks and Recreation, Department of Health, etc.
4. Exploring the kinds of experiences one can pursue in lifelong learning.
5. Planning a program of continuing education for oneself.
6. Exploring ways of learning more about events, conditions, ideas, and people.

Will you please complete the tear slip below and send it back to your child's teacher by January 25, 1980? If you have any questions about the workshops, please call the Follow Through office at 737-1949 or 737-8271.

We will inform you of the exact details of the workshops as soon as we learn that there are enough parents interested in the workshop. Thank you for your interest and cooperation.

(Please complete and return to your child's teacher)

Yes, I am interested in the Study Skills workshop
Check preferred time: a) 8:30-10:30 a.m.
b) 7:00- 9:00 p.m.
c) either morning or night

No

Need for Babysitting Services

Yes, I will need babysitting services
Write the age(s) of the children who will need care at the workshop:

_____ years old _____ years old
_____ years old _____ years old

Write total number of children: _____

No, I will not need babysitting services

Please use this space and the back of this slip for suggestions on workshop topics:

Parent's Name

Phone Number

Child's Room Number

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HAWAII FOLLOW THROUGH PROJECT
KAEWAI SCHOOL
1929 Kam IV Road
Honolulu, Hawaii 96819
January 30, 1980

Dear Parents:

Thank you for your interest and response to our bulletin announcing the Study Skills workshops at Kaewai School. We will conduct the workshops according to the following schedule:

Dates: February 12, 14, 19, 21, 26, and 28 ; March 4 and 6

Time : Morning Sessions: 8:30 - 10:30 a.m.

We will conduct only morning sessions. There were not enough parents able to attend evening sessions. There is still room for more parents to join the morning sessions. We will look forward to seeing you in room 1 at Kaewai School on February 5. If you have questions, please call 737-1949.

- G-11 -

HAWAII FOLLOW THROUGH PROJECT
PALOLO SCHOOL
2106 10th Avenue
Honolulu, Hawaii 96816

March 5, 1980

Dear Parents:

Thank you for your interest and response to our bulletin announcing the Study Skills workshops at Palolo School. We have changed the workshop dates but we hope you will still be able to take part in the workshops. We will conduct the workshops according to the following schedule:

Dates: April: 3, 8, 10, 15, 17, 22, 24, 29

Time : Morning Session: 8:30 - 10:30 a.m.

We will conduct only morning sessions. There is still room for more parents to join the morning sessions. We will look forward to seeing you in room A-9 at Palolo School on April 3. If you have questions, please call 737-1949.

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HAWAII PROJECT FOLLOW THROUGH
KAEWAI ELEMENTARY SCHOOL
MARCH 13, 1980

Dear Parents,

The Parent-Child Interaction activity survey showed that the majority of the parents selected:

WHAT: PICNIC
WHEN: WEEKDAY (Thursday, April 17, 1980)
WHERE: SAND ISLAND STATE PARK
WHO: PARENTS OR GUARDIANS AND FOLLOW THROUGH CHILDREN ONLY.
HOW: BY BUS.

Would you like to suggest the kinds of activities, you might like to share as an Activity Center? If so, please add to the list below:

1. Scavenger Hunt
2. Tie-dying
3. Cultural Games
 - Hawaiian
 - 1.
 - 2.
 - 3.
 - Japanese
 1. Bon Dance
 - 2.
 - 3.
 - Filipino
 1. Sipa
 - 2.
 - 3.
4. Cultural Craft
 - Samoan
 1. weaving
 - 2.
 - 3.
 - Japanese
 1. Oragami
 2. Oshibana
 - 3.
 - Filipino
 1. Kite making
 - 2.
 - 3.
- 5.
- 6.
- 7.

If you can teach any of these Activities or if you have any questions, feel free to call Kauilani Ramos (#847-3373) or come into the Follow Through Parent Room.

Parents or Guardians

Phone No.

Child's Name

PROJECT FOLLOW THROUGH
Kaewai School
April 10, 1980

Dear

The Hawaii Follow Through Project at Kaewai School cordially invites you to a picnic which was planned to foster parent-child interaction. This picnic is possible due to a grant from the McInerny Foundation.

DATE: Thursday, April 17, 1980
TIME: 9:30 a.m. - 2:00 p.m.
PLACE: Sand Island State Park

Please come and take part in a fun-filled learning day. The teachers, parents and children of Kaewai School will be actively involved in a variety of learning centers, i.e., cultural games, tie-dyeing, nature printing, kite-making, oshibana and others. The parents and teachers will serve as resource persons.

We look forward to seeing you there. (Lunch will be provided.)

Sincerely,



Attachment

Parent Child Interaction Activity
Sand Island State Park - Picnic
April 17, 1980

Time Schedule:

Board the Buses	8:15 a.m. - 8:30 a.m.
Leave Kaewai for Sand Island	8:30 a.m. - 8:35 a.m.
Unload at Sand Island	9:00 a.m. - 9:15 a.m.
Directions to Activity Centers	9:15 a.m. - 9:25 a.m.
Participants will be Involved in one (1) Activity Center	9:30 a.m. - 10:30 a.m.
Sharing Time	10:30 a.m. - 11:00 a.m.
Sing-----A -----Long-----	11:00 a.m. - 11:30 a.m.
Get Ready for Lunch	11:30 a.m. - 12:00 noon
Use the Restrooms	
Interaction with Parents	
Lunch	12 noon - 12:45 p.m.
Clean-up	12:45 p.m. - 1:00 p.m.
Board the Buses and Leave Sand Island	1:00 p.m. - 1:15 p.m.
Arrive at Kaewai and Unload	1:35 p.m. - 1:45 p.m.

PROJECT FOLLOW THROUGH
KAIULANI SCHOOL

APRIL 14, 1980

DEAR _____,

MY CLASS IS GOING TO WAIMEA FALLS PARK ON THURSDAY, MAY 1, 1980.
THE BUS WILL BE LEAVING KAIULANI SCHOOL AT 8:30 A.M. AND RETURNING AT
2:00 P.M. MY TEACHERS AND I WOULD LIKE TO INVITE YOU TO COME WITH US.

UNFORTUNATELY WE CANNOT TAKE ANY OTHER CHILDREN!

THE FOLLOW THROUGH PROJECT RECEIVED SOME MONEY FROM THE McINERNEY
FOUNDATION. WE WILL BE USING SOME OF THIS MONEY TO PAY FOR THE BUSFARE
AND THE COST OF ADMISSION FOR YOU AND FOR ME.

THE ONLY THINGS YOU NEED TO BRING ARE PACKAGED LUNCHES AND CANNED
DRINKS FOR US WHICH CAN BE THROWN AWAY AFTER LUNCH.

LOVE,

APPROVED: _____

EISHIN TENGAN, PRINCIPAL

DETACH AND RETURN

ROOMS 21/22/23

I WILL BE ABLE TO GO TO WAIMEA FALLS PARK

I CANNOT GO.

MY CHILD MAY GO WITH HIS/HER CLASS TO WAIMEA FALLS PARK.

PARENT'S SIGNATURE

CHILD'S NAME

PHONE No.

HAWAII FOLLOW THROUGH PROJECT
KAIULANI SCHOOL

April 28, 1980

Dear Parents:

Mr. Wilfred Louie will be conducting a series of workshops in developmental skills in physical fitness for parents, children, and teachers. Mr. Louie has worked with several school groups in helping parents and teachers understand and teach these skills.

Please join us for these fun afternoons.

Date : May 6, 8, 13, 15, 20, 22

Time : 12:00 - 1:30 p.m.

Place: Kaiulani School, Room 30

If you cannot attend all 6 sessions but are available for some sessions, please join us.

If you have any questions, please call 841-0810.

Approved:

Mr. Eishin Tengan, Principal

Detach & Return

P.E.

I will be able to attend

I will not be able to attend

Parent's Signature

Child's Name

Phone No.

April 30, 1980

Dear Parents:

On Friday, May 16, 1980 we are having Parents' Day from 10:15 to 12:30 for Team 6. We would like you to join your children for some fun in Physical Education activities and then have lunch with us. After lunch the children will present a program for your enjoyment.

We would like to prepare some of the food on Thursday morning, May 15. We would like your participation in preparing our lunch.

Please come and join your children in action. We hope to see all of you.

Sincerely,

Team 6 Teachers

B 7/8

_____ Yes, I can come on Thursday morning to help prepare food for
Parents' Day (9:00 to 10:00 a.m.)

_____ I can come on Friday for Parents' Day activities (10:15 to 12:30)

_____ number of adults coming

_____ number of children coming

_____ No, I will not be able to join you.

_____ Parent's Name

_____ Telephone no.

FOLLOW THROUGH PROJECT
Palolo School

May 8, 1980

Parents of B 7/8 and B-9 Children:

You are invited to Leeward Community College Theater to attend the play THE PARADE THAT MIGHT HAVE BEEN with your children in B 7/8 and/or B-9.



Date : Tuesday, May 13, 1980

Time : Leaving Palolo School at 10:00 a.m.
Returning to School at 2:00 p.m.

Place: Play begins at 11:00 a.m.
at Leeward Community College Theatre

Lunch: Will be provided by Follow Through Project
to be eaten at Pearl Harbor Park



We will not be able to take younger brothers and sisters who are not in school on this trip. If you are planning to go on the trip, please meet in the Follow Through Conference room at 9:30 a.m. on Tuesday May 13, 1980.

Tear Off and Return

Return this portion to your child's room by tomorrow May 9, 1980.

I will attend the play on May 13, 1980

I will not be able to attend the play

Name of Parent: _____

Phone: _____

HAWAII FOLLOW THROUGH PROJECT
Palolo School
May 8, 1980

JUST A REMINDER

Dear Parents:

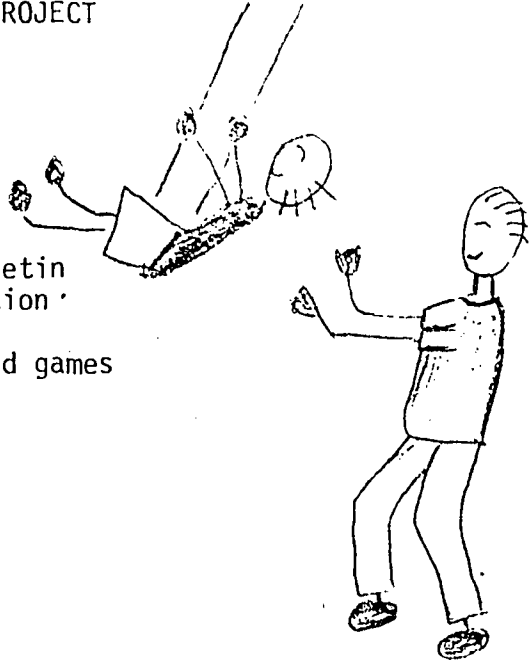
Thank you for your interest in our bulletin announcing our Parent-Child-Teacher interaction field day.

We hope to see you tomorrow for fun and games with our children.

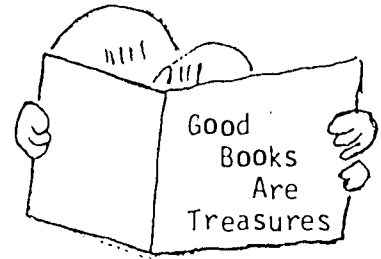
Date : Friday, May 9, 1980

Time : 12:30 - 2:00 p.m.

Place: Rooms A1/2 and A-4



HAWAII FOLLOW THROUGH PROJECT
 Palolo School
 May , 1980



Parents:

Through the McInerny Foundation, the Follow Through project is able to hold a "book fair" for Palolo School grades K - 3 children and their parents. Parents are invited to the book fair to help their children by sharing and selecting a book to take home as their own. Interested parents are also invited to participate as substitute parents in helping other children whose parents are unable to come to school to help them select their books.

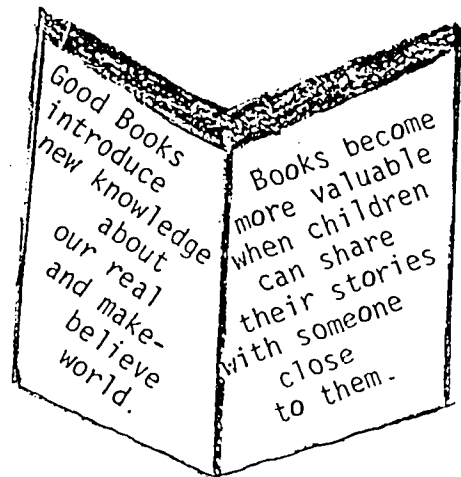
An evening workshop on "How to Help Your Child Select a Book" will be held before the book fair. Parents will be able to see the books that the children will be able to select during school hours.

Date : Tuesday, May 20, 1980
 Time : 7:00 - 8:00 p.m.
 Place : Room A-9, Palolo School
 Speaker : Mrs. Betty Caceres

Please also come to our "book fair" to be held during school hours.

Date : Friday, May 23, 1980
 Time : 9:15 - 10:15 a.m.
 Place: Room A-9, Palolo School

For parents with more than one child in grades K-3, arrangements will be made to call for your children while you are here.



(Tear Off and Return Tomorrow)

Please help us with our planning by completing this portion. Check (✓) your responses.

 Yes, I will attend the "book fair" on
 day: May 23, 1980 at 9:15 - 10:15 a.m.

 I will not attend the "book fair"

 Yes, I would like to help other children select their books if their parents cannot come for the "book fair."

 Parent's Name

 Child's Name

 Room No.

 Phone No.

APPENDIX H
Sample Curricular Outlines for Parents'
Educational and Social Development

WORLD OF WORK WORKSHOP

Nov. 19, 1979

Session #1

Objectives

1. To give parents a bird's eyeview of what the workshop will cover.
2. To develop a positive attitude about career, its dignity and worthiness.

Activities

1. Get to know the people involved in the workshop
2. Familiarize parents with the topics that instructor will cover:
In applying for jobs:
 - a. How to use the classified pages of the newspaper
 - b. How to gather the necessary information over the phone
 - c. How to fill in application forms
 - d. Going to the interview
3. Field trips class will take
Dept. of Labor
Community College
4. Resource people who will come in: (to be filled in later)
5. The taxes the wage-earner must comply with

Nov. 21, 1979

Session #2

Topic covered:

1. The job application form and how to fill in the details (instructor, Miss Rentz had a few samples to show)
2. Forms available to parents for practice work

Nov. 26, 1979

Session #3

Objectives

1. To give parents knowledge of the kinds of questions they will be asked in applying for jobs
2. To give parents practice in preparing for an interview

Activities

1. The application forms vary with each company, but basically the information requested is the same
In compliance with the law, what is not needed:
marital status
sex
ethnic background
names of schools attended
others
The do's and don't's in answering the questions
2. The interview
Interviewer - Mr. Emmet Cahill, Hawaii Council of Churches

Discussion: The kinds of questions that will be asked
The kinds of questions the applicant can ask
The applicant's attitude
The applicant's appearance, courtesy, etc.

Nov. 30, 1979

Session #4

Objectives

1. To review the topics covered so far
2. To discuss how they felt during the interview

Discussion

1. It is natural to feel nervous during an interview.
2. What are the questions you can ask of the prospective employer?
Good idea to jot these down in preparation.
3. Good manners, neat appearance, serious attitude are important.

Dec. 3, 1979

Session #5

Objectives

- a familiarize parents with agencies intended for temporary assignments
- b introduce parents to the assistance obtainable from the State of Hawaii
3. To be able to interpret the classified ads

Materials used

1. Temporary job assignments may be obtained from:
 - Manpower
 - Western Temporary Service
 - Employers Overload
 - Kelly Girls
 - CETA
2. Hawaii State Employment Service
 - Jobs range from professional to custodial
 - No fee charged
 - Parents should listen to job listings announced over the radio every day
 - Mrs. Hayane of the Kalihi Office will be present at the next session
3. Parents were encouraged to assess their strengths:
 - What can you do well?
 - What do you like to do?
 - What experience have you had?

Practice work

Using classified ad, each parent was asked to phone one place to get used to asking for job requirement, location, hours of work etc.

Dec. 5, 1979

Session #6

Objective

To familiarize parents with the State Employment -- what it offers, how to apply, etc.

Resource persons

Mrs. Grace Hayane, director at the Kalihi office
401 Waiakamilo Road
Honolulu, Hawaii

Handout: brochure LOOKING FOR A JOB?

This explains briefly and simply the interview, how to look for a job, how to prepare.

Parents are urged to fill in the form and keep it for a reference. Brochure summarizes many of the points Miss Rentz stressed.

Dec. 10, 1979

Sessions #7

Objectives:

1. To review quickly the points stressed by Mrs. Hayane of the State Employment Service.
2. To plan for Wednesday's field trip to the Honolulu Community College's CAREER COUNSELLING CENTER.

Dec. 12, 1979

Session #8

Objective: To provide an opportunity for parents to see that the World of Work encompasses a number of professional careers which are within their reach

Activity: A guided tour of Honolulu Community College with Mrs. Elsie Choy, student counsellor.

Arrangements were made with the Student Services, HCC.

Insights given by Mrs. Choy:

- Who may enroll? How? Cost
- services available to students:
 - Counselling on choice of subjects
 - Financial aid to students
 - Tutorial help

Some of the departments visited;

- Cosmetology
- Design
- Power machinery
- Carpentry
- Auto mechanic
- Bakery
- Learning Resource Center

12/12/79

Dec. 17, 1979

Session #9

Objective

Review the Interview as part of job application.

Teacher's textbook: Adam Lim - JOB SEARCHING IN HAWAII
Available at the Honolulu Book Store

Topics covered:

- a. When you appear for a job interview, you should be:
 - assertive but not aggressive
 - composed
 - cooperative
 - enthusiastic
 - independent but not humble
 - positive
 - sincere
 - well-groomed and tastefully dressed
- b. Expectations from the employer:
 - promptness
 - reliability
 - responsibility
- c. If you experience an employer who is over-friendly
- d. The probation period, leave with notice, the letter of recommendation

World of Work
Jan - March 1980

I. Objectives

1. To gain a general overview of the world of work.
2. To develop a positive attitude toward the world of work.
3. To know the basic procedure in job application and interview.
4. To know the basic procedures in application for post high school education.
5. To know the Sources of job information, i.e. newspaper classified ads, Employment agencies, job centers, etc.
6. To learn about tests such as GATB and inventories that would assist a person to know more about him/her self.
7. Through such activities as Value Inventory, Interest Inventory, and Decision Making exercises, learn more about self in terms of interests, values, and decision making skills.

II. Content Outline

A. General

1. Initial brainstorming session on class interests, desires and direction.
2. General overview of the world of work.

3. Brochures(handouts) pamphlets, and booklets are to be discussed and analyzed: (all from Career Information Center, U of H. - Manoa)

"Where Tomorrow's Job Will be"

"How to Choose A Career"

"Looking for A Job"

"Steps in Getting A Job"

"How to Fillout A Job Application"

"Knowing Your Rights"

"Labor Union: and You"

"How To Keep Your Job"

4. Discussing and Knowing national and local jobs and job trends through such aids as:

Occupational Outlook Handbook

A Directory of Employment Training Resources in Hawaii - 1979

Occupational Opportunities in Hawaii

Bank of Hawaii Annual and Monthly Economic Review

Occupational Projections and Training Data

Pay Rates in Hawaii

Selected Wage Information for Hawaii

- B. Major Points to consider for:

1. Completing application forms for certain companies
2. Completing application forms for 2 year colleges for certificate and associate degree programs.

- C. Learning interviewing, job searching and testing skills and techniques through:
 - 1. Guest speaker on interview skills.
 - 2. Reading and interpreting the newspaper classified ads.
 - 3. Reading and interpreting the Yellow Pages of the Telephone Directory.
 - 4. Speaker on the latest local job situations.
 - 5. Guest speaker to clarify employment testing and inventory.
- D. Learning decision making skills as related to one's interests, values, and career choice through:
 - 1. Focusing mainly on Values Clarification, doing exercises in the decision making outline, courtesy of the College Board decision making series.
- E. Audio Visual Aids - all courtesy of CIC:
 - A. 16mm movies:
 - a. "The World of Work"- Parts one and two
 - b. "Is a Career In the Service Industries for You?"
 - c. "How A Career Develops"
 - d. "Clarifying Your Values - Guideline for Living"
 - 2. Filmstrips:
 - a "Career Decision Making Series"

SOCIAL SKILLS WORKSHOP OUTLINE
March 7, 1980

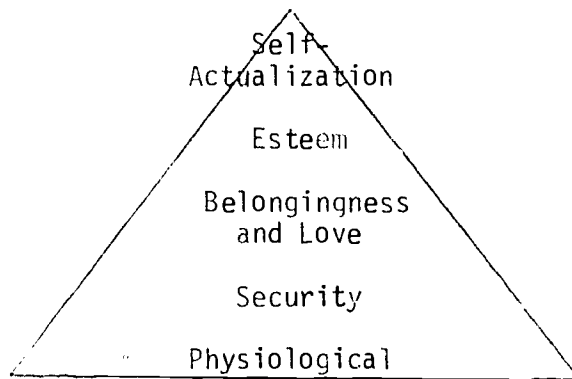
A. Objectives

1. To help participants to better understand and appreciate their own uniqueness. (Self-love)
2. To improve parent effectiveness in:
 - a. Developing positive discipline
 - b. Developing greater self-discipline in their children
 - c. Improving their children's social and academic skills
 - d. Developing and maintaining a positive relationship between the home and the school
3. To encourage participants to better utilize their intellectual and social skills through improved awareness of their ability and greater development of their verbal and non-verbal communication skills.
4. To help each participant to develop greater insight into personal, family, and social values.
5. To help participants develop a greater awareness of their feelings - both emotional and physical.

B. Content Outline

1. Value Clarification
 - a. Source of values
 - b. Value Clarification Techniques
Partner Risk; Forced Choice; 20 Things in life
 - c. IALAC Sign Story
2. Discipline
 - a. Purpose
 - b. Techniques
 - c. Handouts
3. Learning to Love Yourself

- a. Building your self-concept
- b. Sharing problems (much in common)
- c. Handout
4. Counseling/Problem Solving
 - a. Purpose
 - b. Techniques - Using specific examples
 - c. Handouts
5. How Parents Can Help Their Children in School
 - a. Academic
 - b. Social
6. Coping Patterns
 - a. Improving our response to various situations
 - b. Handouts
7. Human Needs (Based on Maslow's Hierarchy.)



8. Human Sexuality
 - a. Sexism - Effect on both Male and Female
 - b. Human Sexual Response
 - c. Sexual Dysfunctions
9. Communication
 - a. Verbal
 - b. Non-verbal

10. Using More of Your Brainpower
 - a. Relaxation Techniques
 - b. Use of Right Brain
 - c. Memory Improvement
 - d. Reducing Stress
 - e. Handout
11. Touching
 - a. Positive Communication
 - b. Needed at all ages
 - c. Skin, the largest organ of the body, considered as a source of pleasure, communication and body image
 - d. Handout
12. Listening
 - a. As a skill
 - b. As an important source of communication
 - c. To children - often neglected or considered unimportant
 - d. Handout

C. Homework Assignments

1. List, in order of importance, the three things you value most in life.
2. List 3 things you like about your child/children.
3. If you have more than one child, list some of the differences between them.
4. List three things you would like to improve at home.
5. List 3 social situations in which you tend to feel uncomfortable.

D. Audio Visual Aids (All 16mm Movies)

1. Development of the Child: Cross-cultural Approach and Standards

Time: 24 minutes/color

Source: Sinclair Library, U.H., 4-F58

2. Title: First Date

Source: Multi Media Resource Center, San Francisco
(School of Social Work, U.H.)

Time: 5 Minutes

3. Title: The Sexually Mature Adult

Time: 20 Minutes/Color

Source: John Wiley & Sons, Inc., N.Y.
(School of Social Work, U.H.)

Social Skills Workshop

Instructor: Dr. Harold Kozuma

Dates: Jan. 14, 16 21, 23, 28, 30.

Time: 7:00 p.m. - 9:00 p.m.

Session #1

Objectives/Topics

- I. Parent-child Relationship
 - A. Principles
- II. Other Things Children Learn
 - A. Respect
 - B. Cooperation
 - C. Responsibility
 - D. Independence
- III. Why Problems With Children
 - A. As parents we don't know what to do.
- IV. How to Begin to Do Right
- V. Self Concept
- VI. Practice at Home What We Will Learn in Class.
 - A. Come to class and discuss.

Parents' interests and needs as expressed by parents.

- I. The parents who attended could relate to the topics that were presented.
- II. Parents expressed the need on how to handle discipline problems.

Activities

- I. Each person introduced own self, and shared information about his/her age and about children in his/her family.

Procedures

- I. Lectured and encouraged parents to share problems.

Participants reactions and progress

- I. A parent came directly from work, therefore was quite tired.
- II. A few parents expressed, "Why don't we have more parents, to attend, because this helps us to raise our children better."

Session #2

Dr. H. Kozuma dismissed class. Only one parent showed up due to conflicting activities on the day of the class session.

Social Skills Workshop

Session #3

Objectives/Topic

- I. Purpose of Education.
- II. Self Concept
 - A. Determines the behavior of the child.
 - B. How the child sees himself/herself.
 - C. Positive self concept: necessary is love, worth.
- III. We Need to Listen as Well as Talk to Children
 - A. Positive ways of learning the language.
- IV. Logical Consequence is When a Child Misbehaves and the Situation Calls for Consequence
Punishment is -
 - a. 'Slap in the head'
 - b. 'Called stupid'
- V. As Much as Possible Do Not Use Physical Punishment
 - A. Children in turn will be physical in relating to others.
- VI. Use of Consequence Must Be Firm and Consistent
- VII. Establishing Order in the family
 - A. Be firm and consistent

Follow-up for next session: What we can do to be positive or better individuals?

Session #4

No parents, no class.

Session #5

Objectives/Topics

- I. Dr. Kozuma passed out hand-outs
 - A. A Discipline "Daily Dozen"
 - B. Child's Mistaken Goals
 - C. Discipline Suggestions

Procedures

- I. Discussed Discipline Suggestions and A Discipline "Daily Dozen."
- II. Parents showed concerns of how to discipline their own children.

Session #6

No parents, no class.

General Education Development Workshop (GED)

Instructor: Mr. Kazuo Aghena

Dates: Jan. 15, 17, 22, 24, 29, 31

Feb. 5, 7, 12, 14, 19, 21, 26, 28

Mar. 4, 6, extension 11, 13, 18, 20

Time: 7:00 p.m. - 9:00 p.m.

Session #1

Objectives/Topics

- I. California Achievement Test was given to each parent
A. Reading
B. Mathematics
- II. Find out what point the parents are at.
- III. Each student will be assigned a workbook.
- IV. Ask questions if you don't understand or see Mr. Aghena at Farrington Union School in room #178, Art and Crafts Building.

Parents' Interests and needs as expressed by parents.

- I. Could my daughter come and use this class as a refresher course?
- II. I already have my diploma, can I still attend the class sessions?
Yes (2 parents already received their diplomas)

Activities

- I. Parents assigned a workbook for English and a workbook for Math.

Procedures

- I. First 15 minutes will be vocabulary. Words brought in by parents from the newspaper.
- II. English comprehension will follow directly after the vocabulary session.
- III. 5 minute break
- IV. Second hour will be Mathematics.

Participants' reaction and progress

Session #2

Objectives/Topics

- I. Lots of Practical Work.
- II. Come to Work.
- III. Vocabulary (see attached sheet)
- IV. Comprehension Skills will be reviewed in depth.

Activities

- I. Text book for English - "Be a Better Reader"
 - A. 2 or 3 units will be accomplished per session.
 - B. Discuss and analyze each unit.

Participants' reactions

- I. Parents were hesitant in saying how many they had incorrect.
- II. When one parent began to say she did not understand a problem, she found that a lot of the other parents made the same error.
- III. All the parents are serious about their commitment in attending the sessions.

Session #3

Objectives/Topics

- I. Vocabulary (see attached sheet)
- II. Reading Comprehension - Units ____, ____, ____
- III. ~~Mathematics - Addition and Subtraction~~
- IV. Know your Multiplication Tables

Participants' reactions

- I. Still feel embarrassed to ask questions.
- II. One parent felt the class was progressing too slowly, so she dropped out.

Session #4

Objectives/Topics

- I. Vocabulary (see attached sheet)
- II. Reading Comprehension - Units ____, ____, ____
- III. Mathematics - Division and Multiplication

Participants' reactions

- I. Parents have dropped out (3/4 parents dropped). The math session became to complicated.
- II. Would not ask the teacher to review the incorrect answers. Embarrassed.

Session #5

Objectives/Topics

- I. Vocabulary (see attached sheet)
- II. Reading Comprehension
 - A. Read groups of words.
 - B. Read meaning of words.
- III. Mathematics - Multiplication

Participants' reactions

Session #6

Objectives/Topics

- I. Vocabulary hand-out. Parents matched meanings to words.
- II. English - Bold face Headings
 - A. Help you think of events in order in which they happened.
 - B. Finding the main idea in each paragraph.
- III. Mathematics - Progress Test
 - A. Addition, Subtraction, Multiplication, and Division

Participants' reactions

Session #7

Objectives/Topics

Continuation of Session #6 which is:

- I. Vocabulary
- II. English
 - A. Finding the main ideas in each paragraph
- III. Math
 - A. Multiplication and division

Reviewed and zeroed in on multiplication and division. Session 6 was spent on a progress test.

Participants' reactions

Session #8

Objectives/Topics

- I. English - Working with New Words
- II. Reading Headings
 - A. Look for progress in yourself when you compare last week's work to today's work.
- III. Mathematics - Multiplication, Division, and Division (borrowing)

Participants' reactions

- I. Anticipating the unit on Fractions

Session #9

Objectives/Topics

- I. Vocabulary Test - Matching the meanings to the words
- II. English - Unit 4 - Reading a story and Finding out.
- III. Mathematics
 - A. Adding Whole Numbers and Fractions
 - B. Checking up on Addition of Fractions

Participants' reactions

Session #10

Objectives/Topics

- I. Matching word meanings to words.
- II. English - Unit 5
- III. Mathematics
 - A. Subtracting Fractions and Like Denominators

Discussion

- I. Six parents would like to continue when the sessions are extended.
- II. Mr. Agena would like to use the extended sessions to review the sample GED test.

Session #11

Objectives/Topics

- I. English
 - A. Working with Social Studies Words.
 - B. Working with Science Words.
 - C. Unit 6

- II. Mathematics
 - A. Multiplying Fractions and Whole Numbers
 - B. Multiplying Fractions by Fractions
 - C. Using Cancellation
 - D. Multiplying Mixed Numbers

Session #12

Objectives/Topics

- I. English

- II. Mathematics

Session #13

Objectives/Topics

- I. English
 - A. Fact Questions
 - B. Classifying Animals
- II. Mathematics
 - A. Dividing Fractions by Whole Numbers

Session #14

Objectives/Topics

- I. English
 - A. A new book - "Be a Better Reader"
 - B. Pages 6, 25, 43, 45
- II. Mathematics
 - A. Pages 60, 61, 63

Session #15

Objectives/Topics

- I. English
 - A. Page 66 - Social Studies Words
 - B. Page 68 - Unit Four
 - C. Page 72 - American Colonies (1775-1783)
- II. Mathematics
 - A. Page 63 - Progress test
 - B. Page 64 - Decimals
 - C. Pages 66, 67, 68, 69

Session #16

Objectives/Topics

- I. English
 - A. Mr. Agena had the parents take the Sample GED Test - First Section
 - B. Reading Comprehension
- II. Mathematics
 - A. Review Test.

Palolo School Parents' Workshop on Study Skills

April 3 to May 5, 1980

Session #1 - April 3

Getting to know each other

The bus schedule as a source of information and vocabulary

Practice in following directions - Work sheets

Assignment: Bring telephone book on Tuesday
What info can we extract from it?

Session #2 - April 8

Review vocabulary derived from bus schedule (Palolo - Aala Park)

Discussion: What are the ways by which we learn?

The phone book tells us much:

street

classified ads

zip code

emergency and disaster

time zone

others

The T puzzle for each parent

Session #3 - April 10

For effective study we must have....

Discussion and chart building

Review vocabulary from the phone book

Books are the main source of learning:

fiction

non-fiction

juvenile

adult

picture books

reference books

Introduce parents to a picture book

Read "Swimmy" as an example of a book for very young children

TEL-MED as a source of learning

Session #4 - April 15

Visiting Palolo School Library - Have Mrs. Fujiyoshi explain how her library is arranged to include the fiction section, non-fiction, and reference books.

Letter writing to Congressmen

Purpose: to plead for help in preventing a cut-back in funds for
Follow Through.

Session #5 - April 17, cancelled - April 22

Understanding that the newspaper is an economical source of information -- that coverage is world-wide -- that the daily newspaper is the result of all kinds of services
Use filmstrip borrowed from the school library to prepare parents.

Session # 6 - April 24, 10:00 - 11:00

Visit to the Kaimuki Regional Library to become familiar with what the public library offers as service to their readers.

Session #7 - April 29, 9:30 - 10:35

Visit to Hawaii Newspaper Agency - Ann Fong, tour guide

Session # 8 - May 5

Review of excursion to Hawaii Newspaper Agency

Discussion

Writing "What I Remember Best"

"The Reader's Digest"

It is good reading because the articles are short

It offers a variety of articles of general interest

(Give one copy to each parent to take home.)

Pot luck luncheon - ethnic foods donated by parents

A RESUME OF ACTIVITIES FOR THE FOLLOW THROUGH PROJECT
OF TEACHING STUDY SKILLS TO PARENTS

First Session, Thursday., 2/21/80

Assessment of Students and Their Expectations

No records were available so students were asked for the following information:

Name	Address	Phone No.
From what country?	How many years in Hawaii?	
How many years of schooling?	Where & year last attended school?	
No. of children in family?	Ages of children?	

On the first day, there were only 6 parents: 2 Laotians who spoke very little English; 3 Samoans ranging from one who has lived in Hawaii for 19 years, to others who have lived here 1 -7 years. One parent was part-Hawaiian, a Farrington High School graduate of 1969. She is working part time in a nursing home but wants to go to Honolulu Community College to take up Cosmetology..

Expectations:

Information on how to plan for furthering their education.
How to fill in application to Honolulu Community College.
How to fill in job applications.
Learn to speak and understand English - Laotians

I discussed the educational opportunities open to them for free at the adult education classes at Farrington High School, and encouraged them to work toward their G.E.D. certificate. The Laotians are waiting for the next session because the classes this term are all full. All of the parents seemed to be familiar with the program offered by the City & County Parks & Recreation Dept., and with the health services in the clinics at the Kalihi Valley Housing and the one near Kaewai School.

Introduction to the Library

A few transparencies about the library and the kinds of materials to be found in the library were shown. Followed this with actual books and other materials that were borrowed from the school library. I stressed the importance of the library as a good source of information and for continuing their education. I suggested a visit to the Kalihi-Palama Branch Library. They thought it would be a good thing to do. We planned to go on a field trip to the library at our next session. (I had already made the arrangements with the branch librarian, so I had only to confirm our visit.)

Follow Through Action

Went to the Kalihi-Palama Branch Library and consulted with the branch librarian about the class visit on the following Tuesday morning.

Went to Honolulu Community College to pick up application forms, brochures about the school, some of the various trade training offerings, and had a conference with one of their counselors to find out what help the counselors could offer to our parents.

Tuesday, 2/26/80

Activity:

Field trip to Kalihi-Palama Branch Library .

Objective:

To introduce parents to the resources and services of a public library.

Preparation:

At our first session, the library and its resources was discussed.

No. of Parents Who Went:

Only 5

Transportation:

The Bus

The Visit:

I had given the librarian a general idea of the make-up of the parents. She had various books of interest displayed on the table as she talked of the many types of information that might be useful to them. One of the parents needed directions on how to find the McKinley Adult Education School Annex, the librarian brought a map book of Honolulu and showed him how to find it. A brief tour of the library was given with special attention to ethnic materials for Samoans, Filipinos, etc. which were shelved in a special section of the library. There were language tapes, and audio-book packets for learning English. In the children's department, some parents took out audio-programs for their children. The visit lasted almost an hour.

Learning Experiences:

1. Parents learned how to go to the library.
2. Were introduced to the services and resources of the library.

3. Learned how to sign out for materials.
4. The Laotian parent was happy to take out one of the English Self-taught programs, consisting of a tape and a text.
5. Learned how to fill out a request for reserving material that was out.

Follow-Through Action

Picked up job applications at several business firms in the Kalihi-Palama area: Long's at Kam Shopping Center, Star Super Market, American Savings, First Hawaiian Bank. These are to be used at our Thursday session, February 28th.

Thursday, 2/28/80

Objective:

Practice in learning how to fill in applications to Honolulu Community College, and for job applications.

We went over each of questions asked on the applications. The students filled in the information requested. They were able to see for themselves what kind of information would be needed to fill in applications when they needed to do so. This experience was provided so that these parents would be able to see that they would need to attend adult education classes to further their education. For others, it was to get them started to go down to Honolulu, Community College for counseling on how to further their education and job training.

The Learning Experiences

1. Exposure to actual application forms.
2. Qualifications and background experiences needed for some jobs.
3. More information about Honolulu, Community College, especially having to register by July 1 for the fall session.

The Kaewai School Library was having a paperback book sale. We spent about 20 minutes looking over the display and making purchases if we wanted to.

Tuesday, 3/4/80

Activity:

Alphabetization.

202

Dictionary

Telephone directory

Purpose:

To improve the ability of the students to use the dictionary and the telephone directory as sources of information.

The session started off with a 10 minute drill on alphabetization. The drill consisted of exercises which covered the arrangement of the letters of the alphabet, arranging words by the first letter, by the second letter and by the third letter, ending with a scrambled list of words to arrange. One person had no errors.

The dictionary study began with looking up a list of words that were representative of the different types of information that could be found in a dictionary about people, places, things and events. Attention was focused on the aids such as the pronunciation key, directions on how to use the dictionary, guide words, etc. The parents seemed to be most interested in the use of words especially when a word had several meanings.

Most of the time spent on the telephone directory was spent on the general information part of the directory: when in an emergency, what numbers to call; how to look up zip codes in Honolulu, on Oahu, and on the neighbor islands; how to make oversea calls, area code numbers, what time of the day to make calls at the best rate. The parents knew about the classified section (yellow pages) so we learned to look up agencies in the federal government.

Help to the Laotians:

Found two agencies listed which could help them in obtaining tutoring in beginning English. One was the St. Luke's Episcopal Church, Education Center, the other was the Susannah Wesley Community Center, Immigrant Services.

APPENDIX I

Sample Workshop Fliers/Notices to Parents

HAWAII FOLLOW THROUGH PROJECT
Kaewai School
1929 Kam IV Rd.
Honolulu, Hawaii 96819

September 25, 1979

Dear Parents,

You are invited to attend a special workshop on "How Parents Can Help their Children Develop a Healthy Sexuality." To "develop a healthy sexuality" means to be a healthy total person as a girl/woman or boy/man. Sometimes we use the term, "sex education," to mean the same thing.

We have an excellent instructor, Dr. Don Brown, visiting Hawaii from New Jersey to conduct this workshop for us. We will have 2 sessions as follows:

Date: October 18 and 25, 1979

Place: Kaewai School Library

Time: 7:00 p.m. to 9:00 p.m.

Please complete the tear slip below and return by October 3. If you have any questions about this workshop, please call the Follow Through office, 737-1949 or 737-8271. Thank you.

(Please complete and return by October 3, 1979)

Yes, I am interested in the Sexuality Workshop

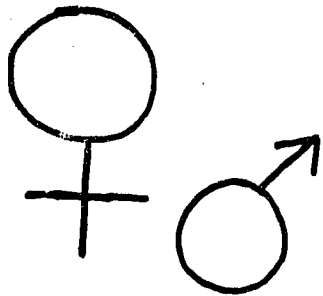
No.

Parent's Name

Phone Number

Child's Room Number

Sexuality Workshop



REMINDER

On Monday, October
at 7:00 - 9:00 p.m.

It will be in the Parent's Room, A-10,
in Palolo School. Now don't forget and don't be
late. Let's all get together and make it a date.

REMINDER

SOCIAL SKILLS WORKSHOP



DATE: NOVEMBER 19, 1979

TIME: 8:30 AM TO 10:30 AM

PLACE: A-10, PARENTS' ROOM
PALOLO SCHOOL

PLEASE DON'T FORGET!

REMINDER

COOKING/NUTRITION CLASS



DATE: TUESDAY, NOVEMBER 27, 1979

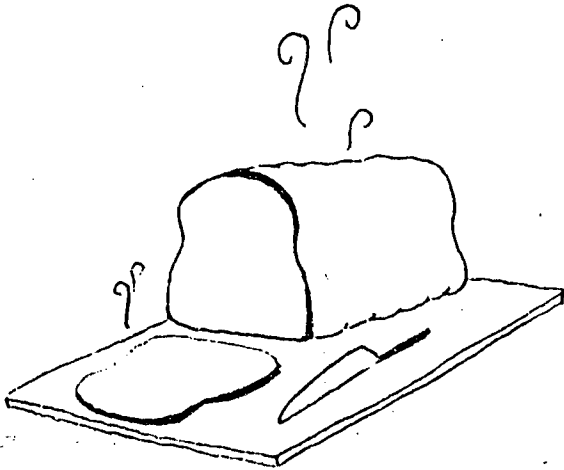
TIME: 9:00 AM - 11:00 AM

PLACE: A-10, PARENTS' ROOM
PALOLO SCHOOL

PLEASE DON'T FORGET!

REMINDER

COOKING/NUTRITION CLASS



DATE: November 20, 1979

TIME: 9:00 a.m. - 12:00 p.m.

PLACE: A-10, Parent's Room
Palolo School

The cooking class on Tuesday, November 20 will be held from 9:00 a.m. - 12:00 p.m. It will be held at this time because this session will be about making bread which takes extra time to prepare.

Please look at the recipe to help you decide how much flour and other ingredients you will need to make your own bread and to bake at home after class. Bring your own supplies only if you wish to make your own bread to take home.

WHITE BREAD Makes 2 loaves

5½ to 6½ cups unsifted flour
3 tablespoons sugar
2 teaspoons salt
1 package Fleischmann's
Active Dry Yeast

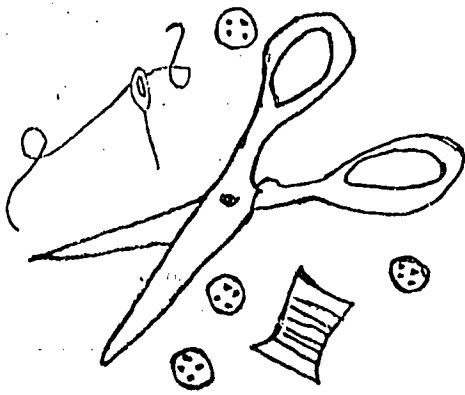
1½ cups water
½ cup milk
3 tablespoons Fleischmann's
Margarine

In a large bowl thoroughly mix 2 cups flour, sugar, salt and undissolved Fleischmann's Active Dry Yeast.

Combine water, milk and Fleischmann's Margarine in a saucepan. Heat over low heat until liquids are warm. (Margarine does not need to melt.) Gradually add to dry ingredients and beat 2 minutes at medium speed of electric mixer, scraping bowl occasionally. Add ¼ cup flour, or enough flour to make a thick batter. Beat at high speed 2 minutes, scraping bowl occasionally. Stir in enough additional flour to make a soft dough. Turn out onto lightly floured board; knead until smooth and elastic, about 8 to 10 minutes. Place in greased bowl, turning to grease top. Cover; let rise in warm place, free from draft, until doubled in bulk, about 1 hour.

Punch dough down; turn out onto lightly floured board. Cover; let rest 15 minutes. Divide dough in half and shape into loaves. Place in 2 greased 8½ x 4½ x 2½-inch loaf pans. Cover; let rise in warm place, free from draft, until doubled in bulk, about 1 hour.

Bake in hot oven (400° F) about 25 to 30 minutes, or until done. Remove from pans and cool on wire racks.



SEWING CLASSES

DATE: December 13, 1979

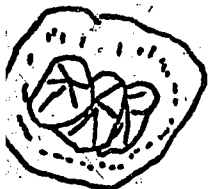
TIME: 8:00 a.m. to 12:00 noon

PLACE: A-10, Parent's Room
Palolo School

Please mark it on your calendar, and we hope
to see you there.

So don't forget !!

Do you remember the... ?

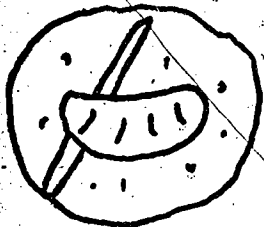


..... COOKING/NUTRITION CLASSES

DATE: DECEMBER 18, 1979

TIME: 6:00 p.m. - 9:00 p.m.

PLACE: A-10; Parent's Room
Palolo School



Please come.

HAWAII FOLLOW THROUGH PROJECT
Kaewai Elementary School
1929 Kam IV Road
Honolulu, Hawaii 96819
March 31, 1980

INVITATION TO THE WORLD OF WORK WORKSHOP AT KAEWAI SCHOOL

Would you like to learn about:

- . How to fill out a job application
- . How to interview for a job
- . How to look for job information
- . Different tests used to know about your own knowledge, skills, and aptitude
- . How to apply for post high school education
- . How people work in various kinds of jobs
- . How people succeed in their jobs

Please join us on April 2, at Kaewai School in room 1. Classes are held on Mondays, and Wednesdays, 7:00 - 9:00 p.m.

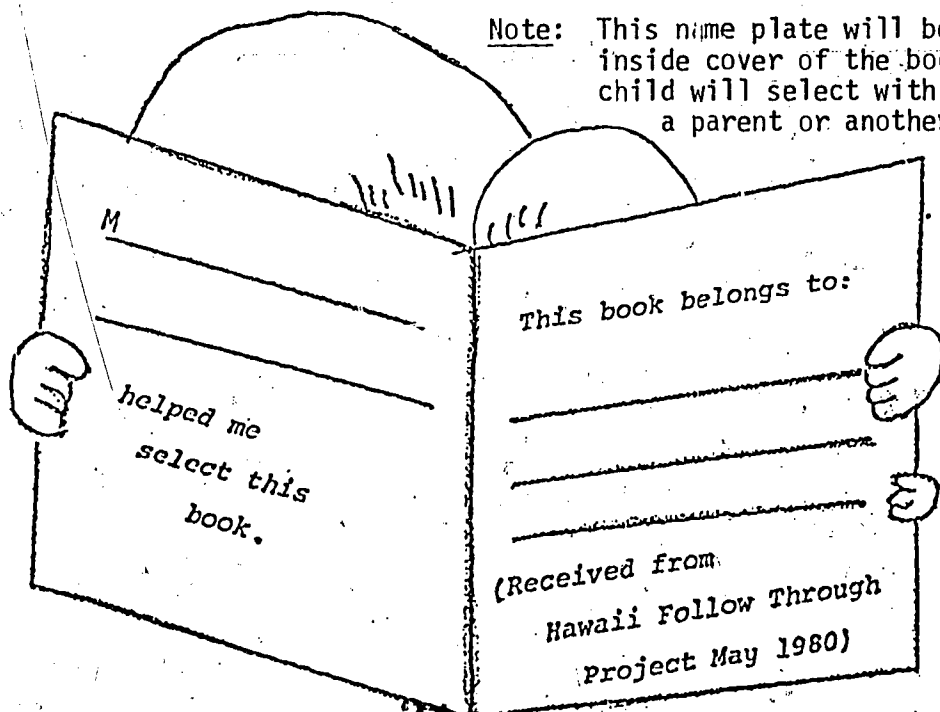
A Workshop on How to Help Your Child Select a Book

R E M I N D E R
on Tuesday, May 20
at 7:00-8:00 p.m.

in Room A-10, Palolo School

Please come to learn about the books that your child will choose from to keep as his/her own. Your child will appreciate your coming and caring about the books that he/she likes.

Note: This name plate will be pasted on the inside cover of the book that each child will select with the help of a parent or another adult.



APPENDIX J

A Parent Survey Questionnaire for a
Review of Parent Workshops, 1979-80

Hawaii Follow Through Project
Review of Parent Workshops, 1979-80

Dear Parents:

We would like to request your help in reviewing the parent workshops that you attended this school year at your child's school. Will you help answer the following questions about the workshops? Thank you.

A. In what ways did you benefit from the parent workshops? Please check (✓) the reasons why the workshops were helpful and add any other reasons not included in the list below.

- 1. I learned new information and knowledge presented at the workshops.
- 2. I was able to use the new information and knowledge I learned at the workshops.
- 3. The workshops have made me interested in continuing with my education or vocational training.
- 4. I got to know other parents.
- 5. I improved in my English and communication.
- 6. I understand more about how learning takes place.
- 7. I feel more confident now about helping my child with his school work.
- 8. I feel that I understand my child quite a bit more now as a person and a learner.
- 9. I help my family to talk more now at home about school.
- 10. I have learned to listen more carefully when my child speaks to me.
- 11. I am interested now in finding employment and moving ahead in a job or career.
- 12. I learned how to improve in my present job/career.
- 13. I know more now about where to ask or look for information.
- 14. I feel that I am ready to try taking the high school diploma test.
- 15.

B. Should we have other workshops that might be useful to your and/or others?

Yes. Name of Parent _____

Phone Number _____

No.

If yes, please suggest the kinds of future workshops that might be useful:

