



# THE FAMILY LITERACY CONNECTION

## Fall Issue 2007

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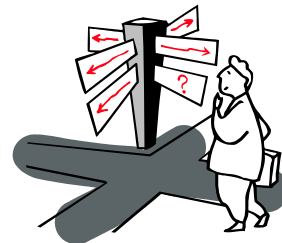
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## Workshop Report

### Parents as Volunteers and Goal Setters

Are you looking for a workshop to help your parents focus on their goals? **Parents as Volunteers and Goal Setters** features two parts. The first part helps parents think about the benefits of volunteering to themselves and to others. Local volunteer opportunities are discussed, including their children's schools and classrooms. The second part of the workshop, based on the book *A Dream That Walks*, emphasizes the process of goal setting. Parents complete basic self-awareness activities, including learning style and work environment



preferences, leading to developing a simple goal plan. This workshop is ideal for any adult learners who would benefit from practice with goal setting, including parents who could be more involved in their child's education. Each program receives a copy of *A Dream that Walks*. Children's books that have been given with this workshop include *The Little Engine that Could*, *Mike Mulligan and His Steamshovel*, and *Oh, the Places You'll Go*.



## Workshop Under Construction

A new workshop, tentatively titled **Diversity and Me**, is being prepared. The workshop will emphasize the child as an individual, then as part of a family, then as part of the larger families of the school and community. Activities will be presented and demonstrated that center on the child as a unique and valuable individual, with certain characteristics and strengths, and offer the parents ideas to help the child develop those strengths. The workshop will then proceed to suggest activities that will encourage and help the individual child to recognize and appreciate similar and different characteristics in others. As with all TLC workshops, a folder of handouts and activities and a children's book will be provided to each participant. A list of children's books that support the theme will be included.



## Valuable Volunteers at YWCA Tri-County Area

The YWCA Tri-County Area Adult Literacy Center welcomes and appreciates wholehearted volunteer support from several sources, including individuals and organizations.

Two women in particular have a strong history of involvement. The first is a former President of the YWCA Board of Directors. Marie Ann Thompson and her husband, Jim, visit the Family Literacy program at least once a month to read to the children. The children have adopted them as grandparents, calling them Grandmom and Grandpop, and it's mutual. The Thompson's even opened their home to the families for their end of summer picnic. The festivities had been planned for outside, but when the weather did not cooperate, the activities moved inside to their furnished basement. After setting up several carnival-style games, such as ducks in a pond, the "grandparents" interacted and played with the children. And there's more ... Marie Ann also chairs the Annual Cookie Sale fundraiser for the Adult Literacy Center.



A second outstanding woman offering support in multiple ways is Hanna Hartman, the current President of the YWCA Tri-County Area Board of Directors. Aware of the space crunch at the YWCA on King Street, this Sunnybrook Branch Manager of National Penn Bank assisted in acquiring tutoring, classroom, and office space for the Adult Literacy Center in the lower level of the bank. It was cleaned, painted, and readied for moving in last April. The space includes a large, welcoming room, which is also a classroom, side offices for one-on-one tutoring and staff, book storage, and a small outside patio. Bank employees have followed Hanna's lead and visit, sometimes bringing lollipops.



### The Family Literacy Connection

One sunny day, when bubbles began floating up past her window, she came outside and downstairs to encourage the children in their fun.



The Pottstown Rotary is an organization with a literacy mission! With a heart for Pottstown and literacy, the group donates funds for children's books, English workbooks, a water cooler, and even hinges for dividers. Dr. Richard Whittaker, President of Rotary, and George Jackson, the connection between Rotary and Literacy, actively participate in literacy activities and events. Pottstown Rotary was in the lead when Rotary Clubs on a national level were challenged to become involved with and support literacy. The club donates funds for children's books for families, and members help distribute the books to the children and read to them.



Individual Rotarians tutor adults in reading or math. Rotary purchased a six headphone Listening Center for children and adults learning English. Rotary representatives attend the yearly ESL multicultural celebration and participate in the end of summer picnic, to the delight of the families. Dr. W. is well traveled and speaks several languages. When he spoke to an Afghanistan family in their native language, they were amazed! He then asked them to speak to him in their new language, English, so he could see how much they had learned. Later he spoke with a family in Spanish. The Rotary proudly advertises their support of literacy with posters that bear both the Rotary and Adult Basic Education and Literacy logos.



To the YWCA Tri-County Area Adult Literacy Center, our dedicated volunteers are more valuable than gold!

# Volunteer Retention

This is the last segment in a series of articles on volunteers. Segments on volunteer incorporation, recruitment and management have appeared in previous newsletter issues.

## What Can I Do To Retain Volunteers?

- ✓ Treat each volunteer professionally and with respect.
- ✓ Have a variety of types of jobs available.
- ✓ Provide training, workshops, and in-service trainings.
- ✓ Provide access to the appropriate and available materials volunteers might need.
- ✓ Let volunteers work in their interest areas. Don't assign someone who hates math to tutor a parent in math.
- ✓ Be specific about responsibilities.
- ✓ Allow the volunteer to have some personal responsibility.
- ✓ Give new challenges and permission to take calculated risks or try new ideas.
- ✓ Create a warm, friendly atmosphere where volunteers feel welcome.
- ✓ Meet with volunteers on a regular basis.
- ✓ Explain their support system (who to contact with questions and problems).
- ✓ Listen to volunteers' questions and suggestions.
- ✓ Make sure volunteer needs are being met. Is the experience making them feel good? Is it boosting their self-esteem?
- ✓ Provide networking time with other volunteers so they can share ideas.
- ✓ Thank and praise the volunteers frequently.
- ✓ Nurture all volunteers and recognize their achievements.
- ✓ Recognize volunteers in as many ways as possible.
- ✓ Recognition should be both formal and informal, including organization-wide events and personal notes and communication.
- ✓ Publish names and achievements in newspaper or newsletter (with permission).
- ✓ Recognition shows that your



- program values volunteer support.
- ✓ Recognition provides a motivation for continuing commitment.
- ✓ Nominate volunteers for recognition by other organizations.
- ✓ Have an end of the year recognition activity.
- ✓ Award gifts, pins, certificates, or flowers at recognition events.
- ✓ Send holiday, birthday, congratulatory, and sympathy cards.
- ✓ Include volunteers in program events, such as holiday activities.

## When Volunteers Leave?

- ✓ Exit interviews should be conducted when possible.
- ✓ Ask why the volunteer is leaving; ask for suggestions for improving the position.



## Dismissal of a Volunteer

Volunteers who do not adhere to the rules and procedures of the agency or who fail to perform their volunteer assignment satisfactorily are subject to dismissal. The volunteer should be given the opportunity to discuss the reasons for possible dismissal.

Reasons for dismissal:

- ✓ Gross misconduct or insubordination
- ✓ Failure to perform assigned duties satisfactorily
- ✓ Failure to abide by agency policies and procedures
- ✓ Breaking confidentiality
- ✓ Theft of property or misuse of agency equipment or materials
- ✓ Abuse or mistreatment of clients or co-workers
- ✓ Failure to meet physical or mental standards of performance
- ✓ Being under the influence of alcohol or drugs

*Thanks*

## Activities with One Children's Book

A children's book that lends itself to many activities is *Bear Shadow* by Frank Asch. We've included a few activities here to whet your appetite, and encourage you to schedule **Activities with Children's Books** to find more activities for this and other children's books.

### Background Information

Shadows are formed when solid objects are located between a light source and a surface, such as the ground or a wall. The relative position of the sun/light affects the direction and shape of the shadows it forms.

### Make Silhouettes

Tape a large piece of white paper on the wall next to a chair and shine a flashlight or sit a table lamp so that the light falls on the paper. (If you have access to an overhead or slide projector, that light works great.) Darken the room and sit the child in the chair sideways, so that his profile is projected onto the paper. Adjust the size of the shadow by moving the child and/or the light. Trace around the edge of the shadow with black marker.



Variation: Tape a piece of black paper on the wall, and trace the outline with light pencil or crayon. Cut out the shape, and attach it white paper. Place the silhouette in a frame, or hang silhouettes of family members on a wall.

### Flashlight Art

(<http://lifestyle.msn.com/FamilyandParenting/RaisingKids/Article.aspx?cp-documentid=240555&GT1=8990>)

Place a piece of construction paper flat on a table. Take a flashlight and place it face down on the construction paper. Have your child trace the outline of the flashlight on the paper. Do this several times, for several circles the size of the flashlight lens. Draw simple shapes, such as hearts or stars, within the circle. Cut out the circles, and use a utility knife to cut out the shapes within the circles. Tape a design to the flashlight lens. Shine the light on the wall, and see the shape.



### Guess the Object

Have your child stare straight ahead at a wall, while you place an object in front of a lamp or flashlight to cast a shadow. Have your child guess the object.

Turn the object in different directions to make different shadows. For example first hold a book so that it casts a narrow shadow, then turn it to cast the wider shadow.

Do some objects always cast the same shadow? A ball, for example?

Are there different objects that cast the same shadow? Try a small book and a can. You only get the sense of roundness of the can from the top or bottom.

Find objects that form very different shadows in different orientations, such as a can or a paper towel tube. Can you arrange the tube to get a bright circle with a shadow around it?



## Investigate Shadows Throughout the Day

On a flat surface, such as a driveway or sidewalk, trace around your child's feet, or around a soda bottle or other object with chalk. Then trace the shadow, and write the time next to it. Throughout the day, or over a few days, stand your child or the object in exactly the same place, and trace the shadow. Talk about the changes in the shadow: its length, its position, its shape.

Variation: Do this activity with a small object, and draw on a piece of paper.

## Investigate Shadows in the House

Can you make more than one shadow of yourself, from two different lamps in a room? Examine where the shadows overlap, and where they are separate.

Move closer to and farther from the wall. Move closer to and farther from the light source. Do your shadow creatures get sharper or fuzzier, larger or smaller?

## Play Shadow Games

**Shadow Tag:** "I t" must step on someone's shadow to tag her.

**Tag an Object:** Drop an object on the ground; try to cover it with the shadow of your hand.

**Shadow Touch:** Let your shadow and your child's shadow touch without your bodies touching. Can you give shadow hugs?



## Be Phil

Pretend you're Punxsutawney Phil and go outside on February 2 to try to see your shadow.

Check your prediction; see if winter lasts six more weeks, or if spring is just around the corner.

## Read Other Books about Shadows

Try *What Makes a Shadow* by Clyde Robert Bulla, *Nothing Sticks Like a Shadow* by Ann Trompert, *Me and My Shadow* by Melinda Lilly, *Shadow Magic* by Seymour Simon, *Whose Shadow Is This* by Claire Berge. Read the poem *My Shadow* by Robert Louis Stevenson.



## Play with Words

Choose a word from the book, such as bear. What other words do you know that start with the same sound as bear? Do you know anyone whose name starts with that sound? Point out the word bear on the cover of the book. Can you find that word on each page? Can you change the beginning sound of the word bear to make a different sounding word? Does the bear have hair?



## Take Home Activities

Several of these activities would work in take-home bags. Flashlight Art, Guess the Object and Shadow Games might make a good combination, along with one of the suggested books.

## Results of Bureau of ABLE's Family Literacy Volunteer Survey

Did you use volunteers in the 2005/2006 program year? 33 yes 12 no

Total number of volunteers: 996; Range 1 - 271, Average 30

Did any of the parents from your program volunteer this program year? 34 yes 11 no

Total number of parents who volunteered: 481; Range 2 - 44, Average 14

Task	Number	Volunteer Opportunity	Number
Summer Reading Program	219	Their Child's School Classroom	161
Tutor for Adults	193	Early Childhood Classroom	134
Guest Speakers	177	Plan/Prep Program Activities/Events	118
Plan/Prep Program Activities/Events	177	Other	59
Assist in E C C	141	Lead Parenting Workshop/Session	38
Other	91	Outside Organizations	37
Tutor for Children	69	Summer Reading Program	20
Maintenance	33		
General Office Assistant	17		
Assist with Home Visits	12		

Did you actively recruit volunteers in the 2006-2007 program year? 21 yes 24 no

Where do your volunteers come from?

Type of Recruitment	Number	Avg Ranking 5 very useful	Potential Sources	Number
Word of Mouth	22	4.3	Collaborating Agencies	479
Volunteer Placement Agency	8	3.6	Parents Family Literacy Program	330
Phone Calls	11	3.6	High Schools	244
Newspaper Articles/Ads	6	3.5	Colleges	108
Colleges or Schools	19	3.4	Local Business/Companies	49
Posters	8	3.4	AmeriCorps	19
Presentation Local Groups	16	3.2	Foster Grandparent Program	5
Bulletin Boards	10	3.1	Senior Center	4
Newsletters	6	3.0	Literacy Corps Program	3
Other	5	3.0	Other	169
Flyers	11	2.8		
Radio/TV Ads	5	2.8		
Church Bulletins	3	2.7		
Letters to Businesses	3	2.7		
No Recruitment	15	2.2		
Job Fairs	6	2.0		



Does your agency employ a volunteer coordinator? 8 yes 31 no



### A Take-Home Idea for *Planting a Rainbow*

*Planting a Rainbow* by Lois Ehlert suggests several take-home ideas. Provide construction paper and a straw for a handprint lily (Enchanted Learning). Trace each family member's hand, and cut it out. Curl each finger around a pencil, and wrap the hand around a straw and attach. Include a picture of a sunflower, and some seeds to count and taste. Or include several types of seeds to sort and plant. Make a match game of different colored flowers to add to the bag.

# TLC Training Calendar

## SEPTEMBER:

Saturday, September 15 & 29, 9:00AM-3:00PM  
Basic Tutor Training  
Franklin County Literacy Program

Mon & Thurs, Sept. 24 & 27, 5:00PM-8:00PM  
Basic Tutor Training  
Blair County Literacy Program

Wed & Thurs, Sept. 26 & 27, 8:00AM-4:00PM  
Basic Tutor Training  
SCI Fayette

## OCTOBER:

Monday, October 1, 5:00PM-8:00PM  
ESL Tutor Training  
Blair County Literacy Program

Thursday, October 3, 1:00PM-4:00PM  
BTT: Small Group Tutoring  
Bradford-Wyoming County Literacy Program

Wednesday, October 10, 10:00AM-1:00PM  
Training for New Trainers  
Central Susquehanna IU #16

Saturday, October 13, 9:00AM-12:00PM  
ESL Tutor Training  
Susquehanna Valley Adult Lit, CSIU#16

Saturday, October 20, 10:00AM-12:00PM  
Activities with Children's Books  
Genesis II - Caton Village

## NOVEMBER:

Saturday, November 3 & 10, 9:00AM-3:00PM  
Basic Tutor Training  
Franklin County Literacy Council

Saturday, November 3, 10:00AM-1:00PM  
Techniques for Teaching Writing  
Mayor's Commission on Literacy

Saturday, November 10, 9:00AM-12:00PM  
BTT: Psychology of Learning  
Literacy Council of Reading Berks

Saturday, November 17, 10:00AM-12:00PM  
Math Activities for Parents as Volunteers  
Genesis II - Caton Village

## DECEMBER:

Saturday, December 8, 10:00AM-12:00PM  
Geography Activities for Parents as Vol.  
Genesis II - Caton Village

For the most up-to-date listing of TLC activities check ecampus at <https://www.ecampus.ed.state.pa.us/> or call TLC at 814-867-0203.



## Another Workshop Under Construction Preparing Your Child for Kindergarten



Preparing Your Child for Kindergarten emphasizes the skills that kindergarten teachers hope their students will have when they arrive in school, and activities parents can do with their children to help to develop those skills. The workshop points out that volunteering in their child's pre-school/family literacy classes, and in other programs, is an excellent way for parents to practice activities themselves, and to learn more about the techniques and expectations of the teachers in how they help children to develop their skills. As with all TLC workshops, a folder of handouts and activities, and a children's book will be provided to each participant, and a few take-home pack ideas will be suggested.

# Family Literacy Workshops

## Offered by Tutors of Literacy in the Commonwealth

Parents as Volunteers and Goal Setters  
Activities with Children's Books  
Nature and Science Activities for Parents as Volunteers  
Math Activities for Parents as Volunteers  
Geography Activities for Parents as Volunteers  
Food Activities for Parents as Volunteers  
Volunteers in the Early Childhood Classroom  
Supporting Children's Education for Volunteers  
Helping Your Child Succeed in School  
Family Literacy Consultations

To schedule or receive information about any of TLC's free trainings,  
either for tutor training or family literacy workshops,  
please contact Kim Rossman or Colleen Serencsits  
by phone at (814) 867-0203  
or by email at [literacy@tlcliteracy.org](mailto:literacy@tlcliteracy.org), [kim@tlcliteracy.org](mailto:kim@tlcliteracy.org), or [colleen@tlcliteracy.org](mailto:colleen@tlcliteracy.org)

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