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WORKSHOP TEMPLATE

WORKSHOP TITLE Teaching Responsibility through Reading WORKSHOP DATE 3/27/19

WORKSHOP FACILITATOR(S) Joe Chan WORKSHOP TIME 10:30-1:30pm

TARGET POPULATION: Fathers

OBJECTIVES: *What knowledge, skills, values and/or experiences will change for the target population as a result of this workshop?*

Fathers will learn how to teach the concept of “Responsibility” through the actions of reading

1. **QUESTIONS:** *briefly state and number the questions that will be addressed during your workshop.*

- Why is learning to be “Responsible” important?
- Why is “Reading” important in child-rearing?
- What types of reading material do you use or allow when child-rearing?
- How can “Reading” and “Responsibility” be combined?

2. **REFERENCES:** *for each question, provide at least one source of information that provides direct answers to it. Examples of data sources include articles and videos. Details of each reference should be provided so that another person can locate it without assistance.*

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- <https://www.care.com/c/stories/5219/9-tips-for-teaching-kids-responsibility/>
9 Tips for Teaching Kids Responsibility
 - 1) Start Young. You can't suddenly spring responsibility on a teenager and expect he will know how to follow through. ...
 - 2) Let Them Help You. Don't grumble and mope when it's time to do housework. ...
 - 3) Show Kids the Way. ...
 - 4) Model Responsibility. ...
 - 5) Praise Them. ...
 - 6) Manage Your Expectations. ...
 - 7) Avoid Rewards. ...
 - 8) Provide Structure and Routine.
 - 9) Teach Consequences
 - <https://www.mona.uwi.edu/cop/sites/default/files/resource/files/prac%20reading.pdf>

Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities.

- <https://www.youtube.com/watch?v=YpJKWcl6CL8>
A YouTube video of a book called "I'LL DO IT, TAKING RESPONSIBILITY (BOOK)KIDS READING"

3. **KEY WORDS, TERMS AND PHRASES:** *list and define the key words and terms related to your workshop.*

- **Responsible** - The state or fact of having a duty to deal with something or of having control over someone or something
- **Reading** - The action or skill of reading written or printed matter silently or aloud
- **Book** - a book is its text. A book is a unique string of words, as good as its bits.

4. **SUPPLIES/RESOURCES & SPECIAL INSTRUCTIONS/LOGISTICS:** *list any supplies, materials, templates or special conditions/set-up required to implement this lesson.*

Pencil, paper, Handouts, A/V Projector, Laptop

5. **EXPLORATORY EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to use a reference to find its answers (i.e. paired reading; round-robin reading; Powerpoint mini-lecture).*

The workshop begin with the facilitator asking the above questions to begin dialog. He then handout the “9 Tips of Teaching Kids Responsibility” and discussed it. They will discuss the importance of reading and handout the PDF from the website www.mona.uwi.edu. A YouTube video will be shown called “I’ll do it: Taking responsibility, Kids Reading”

6. **EXPRESSION EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit).*

The facilitator had the fathers read as if they were reading to their child. Different books was on display as examples that fathers can used to read to their children. After the role play exercise handouts of “Your library card now gets you free access to more than 30 NYC museums” and “A home library can have a powerful effect on children”

7. **REVIEW:** *ask participants to summarize what they learned from this workshop. They should restate 1. the questions explored; 2. the answers found; 3. the references used; and 4. the activities done.*

8. **REFLECTION:** *ask participants to give their feedback about this workshop. They should state how they feel after completing this workshop; what they liked about it; what they didn't like about it; and offer suggestions for improvement.*

9. **EVALUATION:** *ask participants to complete and return the evaluation form that will be provided.*