**Learning Guide 5.1 Family – Setting the Stage:**

**Pre-Module**

**Objectives**

Identify the challenges practitioners face when working with families to promote family-centeredness, family capacity building, and encourage positive parent-professional relationships.

|  |
| --- |
| **Related Content:** [Module 5, Setting the Stage](https://rpm.fpg.unc.edu/setting-stage-family) |
| **Instructional Method:** Discovery |
| **Level:** Beginner |
| **Estimated Time Needed:** 10-15 minutes |
| **Learner Form:** None |

## Description

Identify the challenges practitioners face when working with families to promote family-centeredness, family capacity building, and encourage positive parent-professional relationships.

## Materials/Resources

An account with www.polleverywhere.com (it’s free).

## Facilitator Instructions

1. View Module 5: Family “Setting the Stage.”
2. Introduce the topic of Families by emphasizing that both practitioners and family members feel nervous when first working together and many misconceptions about their individual roles can arise. In this activity, learners will have the chance to anonymously share their own misgivings about working with families.
3. Start the Poll Everywhere software by logging in to the website and tapping the red “Create” button at the top left of the My Polls page. Choose the “Open-ended” activity type and enter the following prompt:

*What do you think about when considering working with families? What are your hopes and what are your fears?*

Learners can respond using their computer or their cell phone – directions will appear on the screen.

1. Allow time for responses to be recorded.
2. Read responses aloud and ask for general reflections from the group.

Note: If you do not have access to the internet have learners write their thoughts on blank pieces of paper and submit them to the instructor anonymously.

## Suggested Assessment

None

## Distance Learning Tips

* The polleverwhere.com software works best for synchronous class sessions. If you teach an asynchronous class period the use of different polling software might be necessary (i.e. Google polls). Provide learners a set deadline for submitting their polls and then compile results to share with the group and allow time for reflection.