



Three Stars & a Wish

A FAMILY LITERACY PROJECT

Handbook for Program Leaders



Copyright © 2011 by Communities 4 Families (The Downtown Parent-Child Coalition).

Authorization to reproduce or copy sections of this manual for program activities with your participants is granted by the copyright owner if accompanied by the source credit and the program is being offered free of charge to the participants. For any other reproduction: all rights reserved. Please contact the publisher.

The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of any of the organizations that contribute resources to Communities 4 Families.

Published by Communities 4 Families (Downtown Parent-Child Coalition)
Winnipeg, Manitoba
Web: <http://www.communities4families.ca>
Email: info@communities4families.ca

Graphic design by Holly Clarke • Edited by Evan Pauls

Preface

Welcome to *3 Stars and a Wish!* As a sub-committee of Communities 4 Families (Downtown Parent-Child Coalition) in Winnipeg, we asked for the development of this manual for several reasons:

- To help fill a gap in community programming for family literacy projects.
- To address the high incidence of children being vulnerable or “not ready” for school in the downtown community, based on the Early Development Instrument used by Healthy Child Manitoba since 2002/3 (see http://www.gov.mb.ca/healthychild/edi/edi_reports.html).

3 Stars and a Wish has been carried out three times at Spence Neighbourhood Association (SNA) and once through The Family Centre of Winnipeg with great success. Each time the project has generated excitement amongst children and their parents about storytelling and writing, as well as giving students at the University of Winnipeg practical experience working with people in their community.

With this handbook, we hope to make it possible for other individuals and organizations to benefit from these efforts. We hope you will draw on what we have learned and make use of this resource.

Communities 4 Families is a network of organizations and residents that work together to support families living in Winnipeg’s downtown area. We are grateful to Communities 4 Families for the support that made it possible to develop and pilot this project. Healthy Child Manitoba suggested the initial framework that brought this coalition together, and has generously provided the funding for its activities.

We would like to thank Professor Herb Katz, University of Winnipeg, who first conceptualized the literacy project. The very first *3 Stars and a Wish* book was completed in April, 2000, by families from Fort Rouge School and Students from The University of Winnipeg.

We would like to extend a huge thank you to the program coordinators of the four editions of the *3 Stars and a Wish* books; Tana Hendren, Lea Neufeld, and Ronna Mariano from the Spence Neighbourhood Association and the Family Centre. They put their hearts and souls into the *3 Stars and a Wish* story-telling workshops, and provided a fun and friendly project for parents and children. We would also like to thank our partners: the staff at Sister MacNamara School; Kim Midford, Signy Stewart, and Alexis Brown for providing their library and families for our story-telling workshops. Thanks to the City of Winnipeg for providing the office space for the program coordinators to develop the project. As well, we would like to thank The University of Winnipeg’s Faculty of Education Mentorship Program Coordinator, Alan Wiebe, for providing volunteer mentors for the project. The committee also thanks our respective workplaces for supporting our involvement in this project.

We wish you well in your efforts to make an exciting project like *3 Stars and a Wish* work in your community. We hope this handbook will give you some of the tools needed to make it happen.

Sincerely,

Judy Baker, *Adult Learning and Literacy, Province of Manitoba*

Dorota Blumczynska, *Immigrant and Refugee Community Organization of Manitoba*

Sherry Funk, *Family Literacy Consultant*

Carol Goosen, *Family Literacy Consultant*

Lea Neufeld La Rue, *The Family Centre*

Ingrid Peters Derry, *Coordinator – Communities 4 Families*

Literacy Committee

Communities 4 Families

Email: info@communities4families.ca

Voicemail: (204) 475 5755

Website: <http://www.communities4families.ca>

Table of Contents

About This Handbook.....	5
Chapter 1: Introduction.....	6
What is 3 Stars and a Wish?	6
Background Information.....	6
Chapter 2: Getting Started	9
Project Preparation.....	9
Finding Partnerships.....	9
The Responsibilities and Duties of the Mentor	11
Recruitment of Families.....	12
Equipment and Supplies.....	12
Preparing Forms.....	13
Resource Binder.....	14
Overcoming Barriers to Participation	14
Chapter 3: Workshops Step-by-Step	15
The Kick-off Event.....	15
Workshop Planning.....	15
The Workshops.....	15
Book Development.....	17
Book Launch.....	18
Project Evaluation	18
Chapter 4: Family Literacy, Nutrition, and Attachment	19
Family Literacy	19
Attachment.....	20
A Word About Nutrition	21
Chapter 5: Challenges for Project Leaders	22
Adults Who Do Not Want to Participate.....	22
Children Who Do Not Want to Participate.....	22
Disruptive Behaviour From Children.....	22
Parents Reacting Harshly to Their Children.....	23
What About Suspected Child Abuse?.....	23
Appendix A: Materials to Help You Get Started.....	24
Mentor Forms.....	25
Participant Forms.....	33
Appendix B: Sample Workshop Plans	44
3 Stars and a Wish Storytelling Workshops	44
Appendix C: Materials to Help You in the Program.....	47
Resource Materials for the Resource Binder.....	48
Resource Materials for the Participants' Folders.....	58
Other Resource Material	63
Appendix D: Additional Resources	64

About This Handbook

We designed this handbook to help you offer 3 Stars and a Wish or a similar project in your community. We believe strongly in this project and would love to see it made available to many more children and their parents.

This handbook consists of five chapters and four appendices:

Chapter 1 – Introduction

This chapter provides you with a brief introduction to the project and its purpose, as well as an overview of its timelines and budget.

Chapter 2 – Getting Started

This chapter explains what you need to do to set up a 3 Stars and a Wish project in your community.

This chapter will direct you to Appendix A – Materials to Help You Get Started.

Chapter 3 – Workshops Step-by-Step

This chapter takes you through all of the components of a session plan; from the time you welcome participants through all of the various activities. It will also give some direction for developing books and having a final book launch as a celebration.

This chapter will direct you to Appendix B – Sample Workshop Plans and Appendix C – Materials to Help You in the Project.

Chapter 4 – Family Literacy and Attachment

This chapter explains the research about Family Literacy and Attachment that shapes this program and gives some tips on Nutrition for snack time.

This chapter will direct you to Appendix D – Additional Resources.

Chapter 5 – Challenges for Project Leaders

This chapter addresses some of the challenges you may face as you deliver this project and offers strategies for handling them.

For more information about the program, contact the Literacy Committee through Communities 4 Families. You can reach us by email at info@communities4families.ca or by voicemail at (204) 475-5755.

Chapter 1: Introduction



What is 3 Stars and a Wish?

Background Information

In 2000 Herb Katz, a professor at The University of Winnipeg conceptualized a literacy project entitled *3 Stars and a Wish*. The first book was completed in April by families from Fort Rouge School and students from The University of Winnipeg.

With the continued support of The University of Winnipeg's Education students, and organizations like Spence Neighbourhood Association and The Family Centre, the project was further developed and this manual was created.

***3 Stars and a Wish* is a project that creates the opportunity for existing oral traditions in the local community to be used as tools for improving literacy.**

Each of the 6 to 8 one-hour sessions includes:

- Activities designed to help promote oral storytelling and literacy skills for children
- Literacy activities for parents and children to do together
- A healthy snack

3 Stars and a Wish connects a child and a parent to a mentor. With the mentor facilitating the sessions, parents are encouraged to share a personal or family story that they feel would be valuable for the child. It is then formulated into writing by the child. Parents and children are encouraged to offer a wish for each other which is written both in the primary language of the family and in English. These stories are printed and published into a book that is distributed to the participants at a final book launch.

Ten children are selected for the project, as well as ten parents. Five mentors each facilitate workshops

for two families. There are 6 to 8 weeks of sessions, with a kick-off dinner preceding the sessions, and a book launch after the sessions have been completed and the books printed.

3 Stars and a Wish strives to provide these resources in an environment that is safe, fun, and accessible to all.

PHILOSOPHY

Children learn language best when parents speak to them in their own language first.

It is important to understand and respect the strong oral tradition in language, cultural beliefs, and experiences of newcomer and Aboriginal families, as well as others in our communities.

All participants need an opportunity and method to communicate their "story". This is made possible through speaking, listening, reading and writing, art, music, humour, and role-playing.

Parents may not have the skills and/or knowledge to facilitate their child's language and literacy development.

Providing a language-rich environment for children is valuable.

Developing a strong oral language base (not necessarily English) in all children is essential.



PROJECT GOALS

3 Stars and a Wish is a project designed to:

- Improve the literacy skills of children
- Give the parents of these children the opportunity to become involved in their child's education
- Honour each family's culture and encourage attachment and bonding by giving parents the opportunity to be a significant part of the literacy process as a storyteller
- Give Education students the opportunity to work with children and families outside the formal classroom setting, and take part in an innovative model of literacy education

EVIDENCE OF NEED

In developing this manual, *3 Stars and a Wish* was piloted in the centrally located Spence neighbourhood of Winnipeg, Manitoba. The following are some characteristics of this neighbourhood:

- 35.3% of residents identified themselves as immigrants; compared to 18.7% in Winnipeg (Stats Can 2006 Census)
- 30.9% of residents identified themselves as Aboriginal; compared to 10.2% in Winnipeg (Stats Can 2006 Census)
- 36.9% of residents had less than a grade 12 education, compared to 23.1% in Winnipeg (Stats Can 2006 Census)

Many newcomer and Aboriginal families rely on oral storytelling traditions to pass along family history – a method not readily practiced in Western society. *3 Stars and a Wish* embraces the oral storytelling tradition, preserving vital family histories.

Many families feel alienated when they come to a new country. *3 Stars and a Wish* aims to ease this situation by creating an environment where differences in language and culture are respected, embraced, and handled in a manner that accommodates those involved. Through this involvement between parents, children, and mentors a greater sense of belonging is created on a community, family, and societal level.

Parents will gain a sense of accomplishment and pride in creating something tangible with their

children. Children will gain a sense of accomplishment through sharing their family's story in a concrete final form they create.

3 Stars and a Wish helps to bridge the gap between parents who are trying to maintain their cultural values and children who are growing up in a different cultural climate than their parents.

SAMPLE TIMELINE

September/October (this project has also been run quite successfully from January to April)

- Meet with school to decide on families
- Meet with University to decide on mentors (a month before the workshops begin is ideal to contact the University), this will give you enough time to set up volunteer orientation meetings with each of the mentors
- Meet with both the school and University to establish an agreed upon plan and milestone dates
- Kick-off dinner

November/December

- Storytelling sessions
- Transcribe story
- Write wish
- Edit
- Illustrate and take photos
- Compile stories
- Decide on style and layout of book
- Print
- Book launch

The project begins with a dinner where the families and mentors are brought together to share a meal, get to know each other, and learn more about the project through a presentation made by the Project Coordinator.

There are 6 to 8 weeks of sessions after the kick-off dinner.

Upon the completion of the sessions, the Project Coordinator transfers the stories and pictures into book format that is printed and distributed to the participants at a celebration book launch.

PARTNERS

University Faculty of Education Mentorship Program
Elementary school
Community group
Target group

PARTICIPANTS IN 3 STARS AND A WISH

- Ten children from a school/community
- Ten parents of the children selected (parents with more than one child will schedule meetings individually with their children. It is important to have one-on-one time for each child)
- Five mentors from the University's Faculty of Education
- The target audience for the completed book launch would be participating families, their friends, community members, and anyone else interested in reading the families stories

PROJECT BUDGET

(2011)

Supplies

Paper, pens, pencils, printer ink.....	\$150.00
Photocopying/office expenses.....	\$50.00

Administration..... \$550.00

Wages/Honoraria for Project Coordinator 15 hours/week for 12 weeks @ \$20/hour + MERCs.....	\$4,032.00
(3 weeks prep, 8 week project, 1 week wrap-up)	

Refreshments

Kick-off event	
Refreshments, dinner.....	\$200.00
Wind-up event	
Refreshments, dinner.....	\$200.00

Child Minding \$100.00

Other

Promotional material	
Posters, handbills, invitations.....	\$200.00
Printing for final set of stories with colour pictures and drawings (for 100 copies with binding).....	\$500.00

Total Expenses \$5,982.00

Chapter 2: Getting Started



Project Preparation

Finding Partnerships

Finding a partnership at a local school or community center can help provide the *3 Stars and a Wish* project with families to participate in the project. *3 Stars and a Wish* has also been successfully run through a family resource centre, where the families are well known to the program and childcare for additional children is readily available. Meet with principals at the schools or directors of the centres to explain the objectives and goals of the project.

Potential funding sources

Below are some useful links to funding resources for family literacy:

Assiniboine Credit Union Community Grants

<http://www.assiniboine.mb.ca/My-Community/Sponsorships---Grants.aspx>

Canada Post

Literacy is Canada Post's chosen cause to support through its corporate giving and annual literacy awards: Community Literacy Awards

Canadian Centre for Philanthropy

Order the CCP Canadian Directory to Foundations and Grants to search for possible funding opportunities.

CanWest Global Foundation

The Raise-a-Reader program provides funding support to local literacy programs across Canada.

<http://www.fundsnetsservices.com/>

Visit this site to find a selection of foundations and corporations funding projects in Canada.

Healthy Child Manitoba

Parent-child coalitions may be a source for grants. A parent-child coalition brings together community strengths and resources within a geographic boundary through partnerships or coalitions of groups from different sectors. Parent-child coalitions support existing activities for children and their families and initiate new ones that reflect each community's diversity and unique needs. Healthy Child Manitoba focuses on positive parenting, nutrition and physical health, literacy and learning, and community capacity building. There are 26 funded coalitions province wide. <http://www.mbparentchild.com/home>

Indigo Books, Music & More

Find out about sponsorship opportunities through the Indigo Love of Reading Fund.

Kiwanis Clubs

Kiwanis Clubs and Kiwanis International are mandated to support programs for children both locally and internationally. Search for your local Kiwanis Club on the Internet using search words "kiwanis" and the name of your city or town. Also, visit the Kiwanis International site to find more information about programs and links to member clubs: <http://www.kiwanis.org>

Office of Literacy and Essential Skills

http://www.hrsdc.gc.ca/eng/workplaceskills/oles/olesindex_en.shtml

Rotary Clubs

Rotary Clubs support a wide variety of community and international programs. Search for your local Rotary Club on the Internet using search words "rotary club" and the name of your city or town. Also, visit the Rotary International site to find more information on programs and links to member clubs: <http://www.rotary.org>

United Way of Canada

Visit the United Way of Canada website to find links to regional and provincial United Way programs and

learn about local funding opportunities:
<http://www2.unitedway.ca/uwcanada/default.aspx>

Winnipeg Foundation: Literacy for Life Grants
<http://www.wpgfdn.org/grantsagency-literacyforlife.php>

CHOOSING A SITE

Choosing a location for your project should be convenient for the participants selected for the *3 Stars and a Wish* project. Having the workshops run inside a school the participants' attend or at a local community centre are good ideas.

Consider the following factors as you choose your site:

Location: Is the site accessible to participants? Is it close to bus routes? Does it have convenient and affordable parking? Is the location already familiar to and used by the community?



Facilities: Is the space big enough for the physical activities in the project and the number of participants you hope to have? (The sessions are conducted in groups and an elementary school classroom or library is usually ideal. A table for each of the families with their mentor should be available to work at.) Are washrooms nearby?

Storage space: Can you store your supplies and equipment on-site from session to session? Is the storage space secure? Is it free?

Equipment: Does the site have equipment or supplies that you could use?

Affordability: How much does the space cost? Is there any room for negotiation? Can you use this space and still offer *3 Stars and a Wish* at no cost to participants?

RECRUITMENT AND ORIENTATION OF VOLUNTEER MENTORS

Through Spence Neighbourhood Association's partnership with the University of Winnipeg's Faculty of Education Mentorship Program, they were able to provide the volunteer mentors for the project. The education students' part of the Mentorship program must fulfill a designated number of volunteer hours as a requirement of their degree and their participation in the *3 Stars* project as mentors helps meet these requirements.

For a project that does not have such a partnership, volunteer mentors can be recruited from the community by posting advertisements in high schools, universities, recreation centres, libraries and newsletters. Many high schools or universities have volunteer requirements for their students, so it would be useful to inform them of this opportunity. Without a thorough background in education, like the mentors from the University of Winnipeg had, a more complete orientation and closer supervision of mentors would be a necessary part of the project.

Mentors must be trained and matched with families before the kick-off event so they can begin their experience together.

CHARACTERISTICS OF AN EFFECTIVE MENTOR:

- Has positive self-esteem
- Reacts well to stressful situations
- Tolerates frustrating situations
- Communicates on a level the mentee can understand
- Is non-judgmental
- Respects alternative lifestyles
- Cares about helping a child in need
- Is committed (reliable and prompt)
- Accepts the mentee and recognizes her/his worth
- Is able to keep confidences
- Accepts responsibilities

The Responsibilities and Duties of the Mentor

The role of the mentor is two-fold:

1. To facilitate storytelling sessions with families involved in the project
2. To assist/support children in recording and illustrating the story

Mentors are also role-models. While many education students are women, men who are mentors have a powerful role by providing a positive masculine role model. The possibility of selecting positive youth from a community and pairing them with an older mentor as a “mentor-in-training” was suggested as a way of building self-esteem and a broader sense of community.

Mentors help the participants with brainstorming story ideas, editing stories, and are in charge of choosing the literacy activities they will be participating in with the family for each of the sessions. It is the duty of the mentor to submit the work as it is completed and to meet deadlines.

Mentors are asked to keep a log of how the session went.

OTHER GUIDELINES FOR MENTORS

Physical contact should be limited to:

Holding a hand, giving a soft pat on the back, or sharing a hug in full view of others.

Always ask permission to give a Mentee a hug and set this boundary for the Mentee as well.

It is strongly suggested that Mentors do not add a Mentee(s) to their friends on Facebook or other networking sites. If you choose to add a Mentee(s) to your Facebook it is required that you restrict your privacy settings immediately.

(Thanks to the Newcomer Employment and Education Development Services, Inc. for these guidelines)

VOLUNTEER JOB DESCRIPTION

(see Appendix A)

All potential volunteers should be given a project/volunteer job description of the duties they will be responsible for. This should include a description of the project, their duties, time commitment, location of the sessions, contact information, and other important information. It should be distributed during recruitment or the volunteer orientation.

VOLUNTEER ORIENTATION

After successful completion of the application and interview process, volunteers will go through a volunteer orientation of the organization hosting *3 Stars and a Wish*.

The following is taken from the Spence Neighbourhood Association's Volunteer Management Guide:

Why we do it:

- To let potential volunteers know about our mission and values and about what is expected from them; this helps people decide if they want to volunteer with us
- To act as a first opportunity for you to meet potential volunteers
- To develop volunteers' skills
- To learn about volunteers' approaches, values and work styles; this helps with assigning volunteer positions and with the final decision on whether a person is appropriate for your project or not
- To tell potential volunteers about our policies, methods and philosophies

Volunteer training:

After successful completion of the application and interview process, volunteers must attend on-site training in their volunteer project.

Volunteers will receive specific on-the-job training to provide them with the information and skills necessary to perform their volunteer duties by staff members in their particular volunteer project.

Volunteer orientation/training procedures:

- Staff will go through the volunteer manual with the volunteer
- Provide volunteer with a copy of the manual and copy of volunteer duties for their specific volunteer project.
- Go through all the policies and procedures

Go through the specific duties required for the volunteer position thoroughly with the volunteer:

- Hours
- List of duties that the volunteer will do on shift
- Dress code
- List the knowledge, skills, and attributes that a volunteer should have for this position
- What the benefit is for the volunteer

Fill out Criminal Record Check and Child Abuse Registry Forms

Give volunteer a blank calendar to fill in availability and sign a contract with the volunteer coordinator/ program coordinator.

On the volunteer’s first shift, a staff member must accompany the volunteer and provide a tour of the workplace:

- Washrooms
- Safety exits/first aid kits
- Supplies

NOTE: Ask volunteers if they have any questions or concerns after each step of the training.

Volunteers are encouraged to have first-aid/CPR and Non-Violent Crisis Intervention training. There will also be workshops and training opportunities available to volunteers.

Volunteers have the option of receiving monthly evaluations upon request.

Recruitment of Families

It is important to establish a partnership with a local elementary school or community centre in order to carry out recruitment of the children and their families. Once a partnership is set up, meetings can be arranged to ask principals, teachers, or other staff about families that might be interested in participating in the project. In our pilot of the project we decided, together with staff at the school, to select students from Grades 3 to 6. When the families have been identified, a letter can be distributed to them giving information about the project and inviting them to join. An example of this invitation is included in Appendix A.

One of the unintended results of developing these stories and working with a young adult is that parents have the chance to see their children from a different perspective – through the eyes of their mentor.



Equipment and Supplies

Each family should have a folder which includes:

- A notebook/ruled paper for story writing
- Worksheets to help with brainstorming ideas
- Blank paper for illustrations
- A copy of the workshop schedule.

The equipment and supplies needed for the workshops are:

- Folders
- Notebooks
- Blank paper (for illustrations)
- Markers
- Pencil crayons
- Crayons
- Pens
- Pencils
- Erasers
- Sharpener
- At least one or two dictionaries and a thesaurus
- A big box with a lid to store all these supplies

Preparing forms

(see Appendix A)

Keeping an up-to-date record of participation and finances of the project will help you evaluate the project and sustain it over the long term. Sponsors, donors, and other funding groups may ask you for this information.

Your participants' confidentiality needs to be respected at all times. Let participants know why you are collecting information and how it will be used.

MENTOR FORMS

(Appendix A)

- Application form
- Criminal record check and child abuse registry checks
- Your organization's Volunteer Manual
- Volunteer job description
- Availability form
- Volunteer contract
- Schedule
- Mentor log
- Evaluation form
(Mentors use this form to evaluate the overall project. Final evaluations can help you identify ways to improve the project, and potential funding groups may ask to see them.)

PARTICIPANT FORMS

(Appendix A)

- Selection process
- Permission and application form
- Brochure
- Availability form
- Selection letter
- Registration and photo release form
- Photo release form
(Participants who agree to sign this form give the project permission to photograph them and their children, and to use the photographs to promote the project to the general public and funding agencies. This form needs to be signed by a legal guardian. The photo release form is optional.)
- Schedule
- Important information form
- Invitation to kick-off event
- Evaluation form
(Participants use this form to evaluate the overall project and its impact on their behaviour at home. If literacy or language is an issue, you can conduct evaluations in person or over the phone, recording participants' responses for them. Final evaluations can help you identify ways to improve the project, and funding groups may ask to see them.)





Resource Binder

(see Appendix C)

- Supply list (Project leaders use this form to track what they need to bring to each session. As they prepare each session, they list the supplies they need for the activities and then use this form as a checklist.)
- Sign-in forms
- Master copy of workshop schedule
- Literacy activities
- Story planner form
- Wishes form
- Incident reports
- Staff log form
- Mentor log form (Completed every session, this form gives mentors a place to record their impressions. They take note of what worked and what didn't; they also mention any necessary follow-up, any unusual incidents, and any comments made about the project by participants. This form is a helpful tool for tracking the strengths and weaknesses of the project as you look for ways to improve it over time.)
- Certificates for participants (We recommend that you present certificates to participants upon completion of the project. Participants appreciate being acknowledged for their efforts.)

RESOURCE MATERIALS FOR THE PARTICIPANTS' FOLDERS

(see Appendix C)

- Brainstorming of story ideas
- Story planner form
- Editing form
- Wishes form

Overcoming Barriers to Participation

Take the time to really think about accessibility. Imagine yourself in your potential participants' shoes. Are you likely to be able to attend the project for the entire six to eight sessions? Are you likely to want to?

Consider these potential barriers to participation and ways to overcome them:

Cost

Offer the project free-of-charge to make it accessible to all participants.

Infant care

Offer free and reliable care for infants too young for the project. Set up child minding in the same room as the project to make the separation easier for parents and their infants.

Time of day

Offer the project at a time that works for parents and their children.

Transportation

Offer the project at a central location that is close to bus routes, and consider making bus tickets available. If your organization has access to a vehicle, you could pick up participants.

Literacy and language

Use simple language, pictures, and demonstrations as much as possible (songs and games may be difficult to appreciate for participants less fluent in English). Consider working with a translator or hiring project leaders who speak more than one language. Repeat important points slowly and clearly, and offer to help participants with any paperwork associated with the project.

Isolation

Since social isolation can make it difficult for families to find out about the project, target your advertising so that it reaches as many people as possible.

Create an environment that is welcoming and non-judgmental, recognizing that some people find it difficult to speak. Be especially encouraging to those who seem to lack confidence in their parenting and social skills.

Chapter 3: Workshops

Step-by-Step



The Kick-off Event

Before the story-telling workshops begin, a kick-off event takes place for the participants, mentors, and staff that are involved in the project.

Choosing a location:

Find a site that is convenient for the participants in the project. If you are having storytelling workshops at a school library, consider having the kick-off event there.

Setting a date and time:

Meet with the staff at the center or school that you are working at to book a good date and time for the event.

Providing refreshments:

Find out from the site what the policies are with regards to food. Many schools and youth centers are peanut free and do not allow caffeinated drinks to be sold or served in the school.

Providing information to participants and mentors:

The program coordinator should give some form of presentation to the guests about the workshops, i.e. how the sessions will be set up, important dates, times and location.

(See Appendix A)

Introducing participants and mentors:

Give families their schedules and a registration form to fill out. The mentors they are matched with can help them.

Workshop Planning

The Program Coordinator meets with the mentors prior to the start of the story-telling workshops. This gives the opportunity for mentors to get acquainted with the sessions.

Each workshop needs to be structured and deadlines need to be set in order to get all the stories, illustrations, and wishes completed for the final book (see Appendix A). While the original format of *3 Stars and A Wish* is to include six workshop sessions, an additional session or two would enable the families to complete their stories in a less hurried way. It might be useful to include a “make up” week in the schedule for those families that, due to illness or other circumstances, missed a session. They can also arrange an alternate meeting time with their mentor.

The Workshops

Welcoming participants and mentors to the project:

On the first day of workshops, after the kick-off event, introduce the mentors and participants to one another by having everyone participate in an introductory activity.

(See Appendix C)

Provide each family and mentor with their folder of story-telling resources.

Give participants and mentors the opportunity to get acquainted with the workspace; location of washroom facilities, location where supplies are located, and rules of the space.

Have the mentors discuss the structure of each workshop with the participants that they are working with.

Participant and mentor sign-in sheets:

Have participant and mentor sign-in sheets in the resource binder and make sure that they are filled out at each session. This should help keep track of attendance and volunteer hours.

(See Appendix C)

Brainstorming ideas:

Provide participants with a list of story ideas and have the mentor assist by going over each item and asking the parent the brainstorming questions below:

Story ideas:

- A story from when you were a child
- Newcomer stories – your experience when you moved to Canada
- Special holidays/traditions from your country
- Folktales, myths, or legends from your country or region of origin
- A personal family story
- A family trip
- A biography of yourself or another relative

Questions for brainstorming:

- What is one of the best memories from your childhood?
- What story would you love to tell your child?
- Do you have any stories of important or life changing events?
- Is there a story that has been passed down through your family?
- What was your favourite summer holiday when you were a child?
- What is a fun activity you and your child do together?
- Can you think of a memory together about this activity?
- Is there a funny event in your life that you can share?

(See Appendix C for sample brainstorming sheet)

Storytelling:

Once parents have decided on a story that they would like to share, fill out a story planner worksheet (see Appendix C). Once this is filled out, have the parent or guardian share the story with the child

and mentor. While this is happening, mentors and children can listen and begin to transcribe parts of the story.

Transcribing of stories:

Each child will be given a notebook for transcribing the story. The mentor can help the child with spelling and grammar corrections. Have a dictionary and thesaurus available.

Snack:

Since our sessions occur after school hours, provide a healthy snack to all the participants in the workshop to help maintain the children's ability to focus throughout the workshop.

Literacy activities and games:

Since participants may need a break from the story-telling process, provide other literacy activities and games in the resource binder and bin, e.g. Scrabble Jr. and a small selection of books might be included.

(Some sheets with games and activities found in Appendix C)

Illustrations:

Provide blank sheets of paper for participants to illustrate their stories on, and art supplies for participants to create their artwork with.

Wishes:

Towards the end of the sessions provide the participants with a Wishes Form (see Appendix B for sample Wishes forms). This is where parents and their children can develop wishes for one another in both English and their primary language.

Sample wishes:

I wish for [child's name] to continue to dream. Reach for the stars because you can do anything that you desire. Love, Mom

Editing and developing final drafts of stories:

When participants have completed transcribing the first draft of their story, have them edited by their mentors, parents, and other participants in their workshop.

Self edit: Have the child and parent edit their story together. Make any additions to their story, spelling and grammar checks.

Peer edit: If there is enough time and if the child would like to have their story edited by another child, make arrangements with another family. Have one of the other participants read the story and provide comments and corrections.

Adult edit: Have the mentor read the story and provide any comments or corrections.

If there are computers available at your location have the children type out their stories. If not, provide ruled paper for them.

Resource binder and supplies:

Have a binder that includes the following:

- Sign-in forms for the participants and the mentors
- Master copy of workshop schedule
- Literacy activities
- Story planner form
- Wishes form
- Extra copies of storytelling resource forms
- Incident reports
- Contact information form

Keep the resource binder and supplies in a secure place.

Book Development

An important aspect to consider is where the final book will be printed. In order to help structure the story-telling workshops, finding a printer before the workshops begin would be ideal. It will help determine deadlines for the project.

Things to consider when looking for a printing company to publish the books:

- The number of books that are needed
- How much printing will cost
- How long printing will take
- What format the books should be in when submitting them

Compiling the stories and wishes:

Once all the final copies of the stories and wish forms are edited and submitted, the coordinator can start transferring the stories and wishes onto the computer using a word processor.

For the Wish forms that are written out in the participant's primary language, scan the image into the computer using a scanner.

Be sure to save all the work on the computer and on a USB flash drive.

Scanning illustrations:

When all the illustrations are complete, scan them into the computer using a scanner. Some of the photos may need to be retouched. A basic photo editor found on most PCs may be adequate to make a few basic enhancements, adjusting brightness and contrast, and changing coloured images to black and white. If not, use a design program like Adobe Photoshop.

Designing the layout of the book:

When all the stories and illustrations are completed, start to think about the layout of the book including:

- A consistent theme or layout for the stories
- Cover art
- An acknowledgement section
- Photos of the children, parents, and mentors (ensuring you only include those who have signed a permission form)
- The wishes in both their primary language and in English

The computer program that works best for the development of the book is Microsoft Publisher. If you do not have this program, a free 60-day trial can be downloaded from the Microsoft website.

Editing the final copy of the book:

Have other staff or volunteers edit the final copy for spelling and grammatical errors. If the draft of the book is completed before the workshops, have the families look over the stories. Some participants might want to add or remove certain items from their stories.

Sending the final draft to the printers:

Send the final draft of the book to the printers using the format they require. Usually they can accept multiple formats, so let them know which program you are using.

Book Launch

After the completion of the book, a book launch should be held for the participants and mentors to showcase all the hard work that they have done. At the book launch, all participants and guests should receive a copy of the book at some point during the event.

Choosing a location:

Find a site that is convenient for the participants in the project.

Setting a date and time:

Meet with the staff at the center or school that you are working at to book a good date and time for the event.

Sending invitations:

Once the location, date, and time has been set, create an invitation to send out to all the participants, mentors, partners and funders. If it is at a different location than where the workshops took place, print out a map and have it sent with the invitations.

Providing refreshments at the event:

Find out from the site what the policies are regarding food. Many schools and youth centers are peanut-free and do not allow caffeinated drinks to be sold or served. Be sure to respect all policies of the site in which you are having the event.



Agenda for the book launch:

It is good to think about the following for the book launch:

- Setting up the space before the guests arrive
- Having greeters at the door to help seat guests
- Serving healthy refreshments such as fruit, vegetable, cheese and cracker platters, coffee, juice, water
- Having staff help set up and clean up
- Asking participants ahead of time if they would like to read their stories
- Purchasing or making gifts for the participants and mentors
- Creating certificates for the participants and mentors

During the ceremony, the Program Coordinator should welcome the guests and discuss details of the project for those who do not know what the project is about. The Program Coordinator should also introduce the mentors and families to the guests, and thank all those involved; participants, mentors, partners, funders and others.

Also, this is when participants, mentors, and partners should be presented with a copy of the book, a certificate, and a small gift and/or thank you card to acknowledge all their hard work throughout the project.

See Appendix C for a sample agenda for the book launch.

Project Evaluation

After the book launch, give project evaluations to all the participants and mentors in order to get feedback about the project. Have participants mail them in or turn them in to the staff member at their school or community center, and pick them up once they are submitted. To ensure that the evaluations get submitted to the program coordinator, they can also be distributed and completed on the last day of the workshops.

See Appendix C for sample project evaluation forms.

Chapter 4: Family Literacy, Attachment and Nutrition



Family Literacy

Literacy

Literacy is much more than being able to read and write. Literacy helps us understand the world we live in, ourselves, our identity, our ideas and our culture.

Family

In this context, family is interpreted in the broadest sense. The responsibility to provide inter-generational support, education and advocacy is shared within the community. Our intention is to empower families and establish reading as a valued activity.

Family literacy

Family literacy refers to the many ways parents, children, and extended family members use literacy to accomplish everyday tasks within the context of their own culture and community. Family literacy is about the ways families use literacy and language in their daily lives. It is about how families:

- Learn
- Use literacy to do everyday tasks
- Help children develop literacy
- Use literacy to maintain relationships within the family, community and with institutions



Examples of family literacy

There are many different literacy practices used by families. Some are reading and writing activities, while others help build literacy in other ways. Examples of family literacy might include using drawing or writing to share ideas, composing notes or letters to communicate messages, keeping records, making lists, reading and following directions, or sharing stories through conversation, reading and writing.

Every family uses literacy to do different things every day. This includes families that rely on an oral tradition as well as families that use print often.

Family literacy programs:

- Help build self-esteem
- Build on the strengths of the individual and the family
- Recognize adult family members' skills, knowledge, and attitudes as powerful influences on children's budding literacy and success in school
- Promote the development of closer, stronger relationships within families
- Value families' use of first languages and diverse cultural practices
- Provide resources that increase the motivation to learn
- Help prepare children for school
- Help families understand the school system and their roles in it
- Include as many of the following program components as possible:
 - Early childhood education
 - Parenting support
 - Interactive parent-child learning activities
 - Adult literacy instruction and/or support
 - Information about community resources and help accessing them
 - Health and nutrition education

- Family literacy programs should:
 - Strive to understand parents’ literacy strengths and reinforce them
 - Recognize the literacy history of parents
 - Respond to the interests of adults and children
 - Document their experiences and learn from them, which contributes to building a research base for family literacy



**Sources: Ontario Literacy Coalition,
Literacy Matters and Family Literacy Fact Sheets**
<http://www.aflo.on.literacy.ca/index.htm>



Attachment

Attachment theory originated in the early 1950s with John Bowlby, a child psychiatrist, and was furthered in the 1970s by Mary Ainsworth, a psychologist who became interested in young children’s responses to experiencing loss. This work spawned one of the most creative lines of research in twentieth century psychology.

Attachment is an emotional bond to another person. John Bowlby described attachment as a “lasting psychological connectedness between human beings” (*Attachment and Loss*. John Bowlby. New York, Basic Books. 1969. p. 194). Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life.

The most important principle of attachment theory is that a young child needs to develop a relationship with at least one primary caregiver for social and emotional development to occur normally. Reading together and creating family stories is an important way for attachment to happen in families.

Infants become attached to adults who are sensitive and responsive to them in social interactions, and who remain consistent caregivers for some months during their development from about six months to two years of age. Children begin to use this attachment as a secure base to explore from and return to.

Attachment theory provides not only a framework for understanding emotional reactions in infants, but also a framework for understanding love, loneliness, and grief in adults.

Attachment theory has become the dominant theory used today in the study of infant and toddler behaviour, and in the fields of infant mental health, treatment of children and related fields.



From: <http://psychology.about.com/od/loveandattraction/a/attachment01.htm> and <http://www.personalityresearch.org/attachment.html>

A Word About Nutrition

Since the project happens after school, it is important for the children and their parents to have a snack to enable them to focus on the material at hand.

As people register for the project, find out whether they have any dietary restrictions. You need to know whether they have any food allergies, whether they are practicing vegetarians or vegans, or have cultural sensitivities to certain foods. Decide whether your project can accommodate special dietary needs. If you cannot, talk to participants as soon as possible to explain the project's limitations.

How to choose snacks:

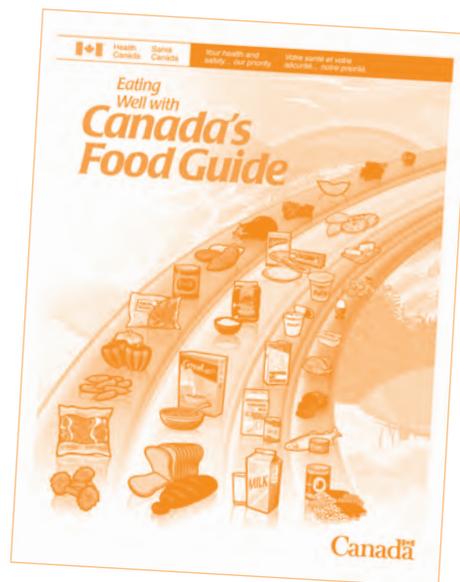
The snacks offered at *3 Stars and a Wish* follow the basic principles of healthy eating.

- Offer only milk or water to drink
- Serve a lot of vegetables and fruit (Offer fruit instead of juice because it has less concentrated sugar, and many guidelines recommend a limit of 4 ounces of juice per day)
- Choose whole grains whenever possible
- Include food from at least three food groups at each snack

www *When choosing snacks, we followed recommendations of Canada's Food Guide to Healthy Eating. For a copy of Canada's Food Guide contact your local health office or download from Health Canada's Website at <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>*

Snacks that follow these recommendations and appeal to children make the best choices. Keep in mind that children usually prefer colourful foods. They also like to dip their foods. Snacks that children help to prepare, such as sandwich faces and pizza crackers, also tend to go over especially well.

(See Appendix E)



How to feed your children safely:

Food must be prepared and stored carefully to avoid the risk of contamination and food-borne illness. Follow these basic rules for keeping food safe:

- Wash your hands before preparing and serving food
- Do not prepare or serve food if you are sick
- Wear a clean apron when preparing food
- Keep long hair tied back
- Restrict the kitchen area to those who are preparing food
- Before and after preparing food, wipe counters and cutting boards with a solution of bleach and water (use approximately one cap full of unscented bleach to every four litres or one gallon of water)
- Refrigerate all perishable foods, and if refrigerator space is not available, use a cooler and ice packs (perishable food that is left at room temperature for more than two hours should be thrown out)
- Never reuse disposable cutlery or cups as they are difficult to clean and sterilize
- Wash dishes and utensils in hot soapy water and soak them in a bleach and water solution for 1 to 2 minutes (use approximately one cap full of unscented bleach to every four litres or one gallon of water)

For more information about food safety, contact your local public health department.

Chapter 5: Challenges for Project Leaders



This chapter addresses some of the challenges you may face as you facilitate the project:

- Adults who don't want to participate
- Children who don't want to participate
- Disruptive behaviour from children
- Parents reacting harshly to their children's disruptive behaviour

The chapter concludes by explaining how you would handle a suspected case of child abuse.

Adults who don't want to participate:

Parents may not be used to projects that expect them to participate with their children. It is important to state this expectation up front so that everyone understands how *3 Stars and a Wish* works.

Adults may feel uncomfortable with some of the activities. If they feel embarrassed, they may be tempted to watch their children or stay off to the side of the room. The following techniques can help you encourage them to join in as full participants:

- Model the behaviour you want to encourage
- Acknowledge their feelings of discomfort
- Quietly encourage them to participate, without harassing them or making them feel more uncomfortable
- Remind them that they are role models for their children, who love to have fun with their parents
- Include parents who are not participating by moving the activity closer to them, or bringing them into the activity by asking for their input

Children who don't want to participate

Sometimes children will also be reluctant to participate in *3 Stars and a Wish* activities, particularly early in the project. Try these techniques to encourage children's participation:

- Get their parents to participate (when parents do the activities, children are much more likely to follow)
- If a parent has more than one child in the project, the project leader or an available child minder can help out with one of the children (children are more successful in *3 Stars and a Wish* if they do the sessions one-on-one with their parents, rather than with a sibling)
- Let children do it their own way (sometimes children just need a little time to do things on their own terms)

Disruptive behaviour from children

It is not unusual for children to react to new situations with disruptive behaviour such as playing with inappropriate things and fighting with other children.

Parents will vary in their ability to deal with such behaviour, but there are things you can do to minimize its effect on the group. By maintaining a combination of routine, repetition, and consistency, you can help children feel secure and better able to participate.

PLAYING WITH INAPPROPRIATE THINGS

To limit the problem of children playing with inappropriate things, childproof the room before participants arrive, moving the things you will not be using out of the room or out of sight. Doing so can reduce the frustration of constant correction.

When children have their attention elsewhere, distracting and redirecting them can help. Be consistent and immediate in your message to get the best results.

FIGHTING

In the event of fighting between children, ask parents to intervene immediately and let the children cool down and relax. Suggest activities that do not require children to partner with each other.

Parents reacting harshly to their children

3 Stars and a Wish must be a safe place for everyone. To keep it safe, physical punishment and verbal put-downs cannot be tolerated. While most parents can deal with their children in appropriate ways, a parent who is overwhelmed by their child's disruptive behaviour may act out inappropriately.

To deal with unacceptable behaviour from a parent, you can ask whether he or she needs help. You can take responsibility for the child for a couple of minutes and give the parent a little cool down time to leave the room for a water break.

Alternatively, you could offer to take the child to a corner of the room, away from the others, until the child (and the parent) has had an opportunity to regain control of his or her emotions.

A parent may decline your offer to help and opt to leave with the child instead. If you are feeling uncomfortable about a parent's ability to cope with a child, you could ask permission to contact the parent after the project to see how they are doing.

What about suspected child abuse?

Everyone working with children needs to understand what child abuse is. We all have a legal responsibility to report child abuse when we suspect it.

In Manitoba, child abuse occurs "when a child's life, health or emotional well-being is put at risk by something a person does or fails to do."

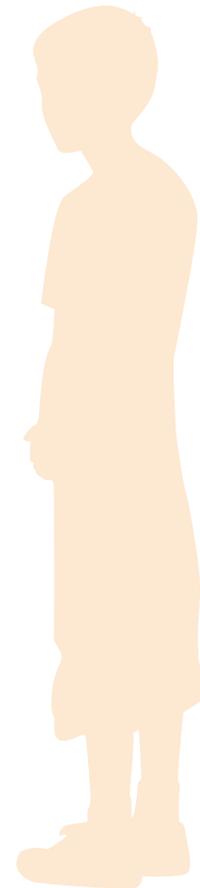


For more information about the definition of child abuse, refer to this website: http://www.gov.mb.ca/fs/childfam/child_protection.html

If you believe that a child attending *3 Stars and a Wish* is not safe, you must report it. Reports of child abuse are kept confidential, and the source of such information is not revealed.



For more information contact your local child welfare agency.



Appendix A: Materials to Help You Get Started

Mentor Forms

Volunteer Application Form	26
Police Records Check and Child Abuse Registry Check.....	27
Volunteer Job Description: Mentor	28
Timeline of the 3 Stars and a Wish Project.....	29
Mentor Availability Form	30
Volunteer and Staff Compliance Contract	31
Volunteer Schedule.....	32

Participant Forms

Invitation.....	34
Selection Process.....	35
Availability Form.....	36
Selection Letter.....	37
Registration Form.....	38
Schedule.....	39
Important Information Form	40
Timeline of the 3 Stars And A Wish Project.....	41
Invitation to Kick-off Event	42
Agenda for Kick-off Event	43
Kids' Evaluation.....	44
Project Evaluation for Adults and Mentors.....	45

Mentor Forms



3 Stars and a Wish Volunteer Application Form

Name: _____

Address: _____

Phone: _____ Email: _____

Why would you like to volunteer with 3 Stars and a Wish? _____

Are you familiar with 3 Stars and a Wish? Yes _____ No _____

How did you find out about 3 Stars and a Wish? _____

What skills are you willing to share with 3 Stars and a Wish? _____

What hours/days are you available to volunteer? _____

How many hours/week would you like to volunteer? _____

What is the best way for us to contact you? _____

Signature: _____

Date: _____

Thanks for your interest in being part of our community!



POLICE RECORDS CHECK AND CHILD ABUSE REGISTRY CHECK

Mandatory (This might also be part of the school's requirement and could be done through the school division)

Why we do it:

- To protect the vulnerable people we serve
- To provide documentation

Police checks MUST be submitted before a volunteer assumes any responsibility with the organization.

All high school volunteers (under 18 years of age) must submit paperwork to have a police record check completed.

All volunteers working with children and youth must have a Police and Child Abuse Registry check processed.

- Volunteers will not be left alone at a facility or with children until their checks have been processed and a comfortable relationship has been established between staff, volunteers and participants
- In a participant-volunteer mentor relationship the checks will be completed prior to participant placement

How to obtain a criminal record check:

Cost: there is a cost in obtaining a Criminal Record Check. Consider this cost when budgeting.

Mandatory identification:

- Driver's license
- Birth certificate
- Permanent resident card
- Passport
- Canadian immigration documents (Record of Landing, Work Permit, Study Permit, Canadian Visa)
- Certificate of Indian Status

Secondary identification:

- Provincial health card
- SIN card
- Old Age Security card

Website: <http://www.winnipeg.ca/police/AboutTheService/faqs.stm#1-1>

Funds payable to: City of Winnipeg

Can apply in person or by mail

Two pieces of ID are required

To apply in person:

Go to the Public Safety Building located at 151 Princess St. at William Ave.

To apply by mail:

Download and complete the Winnipeg Police Service application for Criminal Record Check Certificate from the City of Winnipeg Website: <http://www.winnipeg.ca/police/AboutTheService/faqs.stm#1-1>

And mail to:

Chief of Police
Winnipeg Police Service
Attn: Bureau of Police Records
P.O. Box 1680
Winnipeg, MB
R3C 2Z7

How to obtain a child abuse registry check:

Cost: fee exempted

You can apply in person, by fax or mail.

To apply in person:

Go to the Provincial Services office located at 102 – 114 Garry Street.

To apply by fax:

Fax forms to (204) 949-2222

To apply by mail:

Download and complete the Child Abuse Registry Check Application form from the Government of Manitoba Website:

http://www.gov.mb.ca/fs/childfam/child_abuse_registry.html

To apply by mail:

Child Protection
201 – 114 Garry Street
Winnipeg, MB R3C 4V5

3 Stars and a Wish

Volunteer Job Description: Mentor

Description of the project:

3 Stars and a Wish is a project that creates the opportunity for existing oral traditions to be used as tools for improving literacy. The project connects families and mentors in the valuable tradition of storytelling.

Parents are encouraged to share a personal or family story which is then written down and illustrated by their child. They will also be encouraged to offer them a wish which will be written in both the primary language of the family and in English. These stories will be printed and published into a book that will be distributed to all participants.

The project runs over an eight to ten week period. There will be six to eight weeks of sessions, with a kick-off dinner preceding the sessions, and a book launch after the sessions have been completed and the books are printed.

Goals of the project:

- To improve the literacy skills of ten children
- To give the parents of these ten children the opportunity to become involved in their children's education
- To empower these ten parents by giving them the opportunity to be a significant part of the literacy process as the storyteller
- To give education students from the University the opportunity to work with families outside the formal classroom setting

Other important info:

- Families and mentors will be partnered based on availability

Location:

- Snacks and supplies will be provided for each session
- The project will wrap up with a book launch once all the stories are completed

Responsibilities and duties:

The role of the mentor is two-fold:

1. To facilitate storytelling sessions with families involved in the project
2. To assist/support children in recording and illustrating the story

Time commitment for the mentors:

Two times a week for two hours (4 hours a week)

Session Times: _____

Location: _____



3 Stars and a Wish Timeline of the Project

(Exact dates for the kick-off dinner and book launch have yet to be determined. You will be contacted when there are any changes made.)

- September and October: Individual volunteer orientations and a meeting with all the Mentors involved in the project will take place
- Week of October [dates]: kick-off dinner at [location]
- October [date] to December [date]: Sessions with families and mentors begin. Participants share, record and illustrate stories.
- End of November: Printing and publication of the book
- Week of December [dates]: book launch evening at the [location]

For more information, or to get involved, please contact:

3 Stars and a Wish Program Coordinator: [Name]

[Phone]

[Email]



3 Stars and a Wish Mentor Availability Form

Name: _____

Availability: (Please circle two days that you will be available and write down the time slot that you would be able to volunteer)

Programming will run at [time]

Day of the Week	Monday	Wednesday	Thursday	Friday
Time				

You will be contacted and provided a schedule with the days and time your sessions will take place.

Contact [name] at [phone] or [email] if you have any questions or concerns.

Please list any dates in October and November that you will not be able to mentor:



3 Stars and a Wish Volunteer and Staff Contract

As a volunteer I agree to:

- Support and work within the philosophy, policy, and guidelines of the organization
- Maintain confidentiality
- Abide by safety and risk management requirements
- Carry out the tasks outlined in the Volunteer Job Description
- Attend on the agreed time and day or if unavailable, contact the Volunteer Coordinator or Program Coordinator
- Participate in orientation, meetings, and training
- Maintain a record of volunteer hours by completing the volunteer log-in/out sheet every shift

The (organization) and the Program Coordinator(s) agree to:

- Read the volunteer management guide
- Adhere to all policies and procedures
- Provide information about the organization
- Provide orientation, support, training and supervision
- Provide a safe working environment
- Acknowledge and recognize the contribution of volunteers to the organization

Volunteer's name	Volunteer's signature	Date
------------------	-----------------------	------

Volunteer Coordinator/ Program Coordinator	Volunteer Coordinator/ Program Coordinator signature	Date
---	---	------



3 Stars and a Wish Volunteer Schedule

Name: _____

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Location: _____

If you have to cancel or reschedule a shift please contact [name] at [phone] or [email].

Participant Forms



3 Stars and a Wish

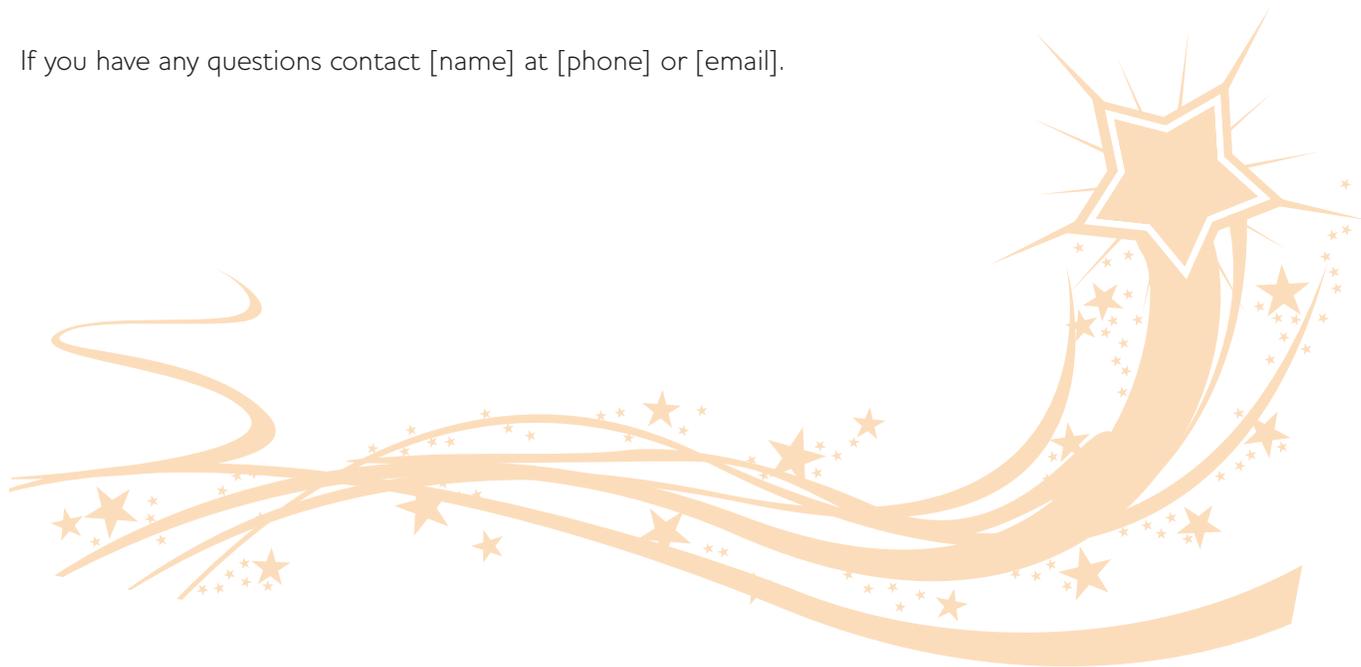
A Storytelling Project for Children and Their Families

Things to know:

- You will be given the opportunity to share a family story with your child. You will work with a facilitator to record the story and add illustrations. The finished stories will be published into a book and you will receive your very own copy of it.
- The project is facilitated by Education students from the University of Winnipeg.
- You may choose the day of the week (Monday to Friday) and the time (between 4 to 8pm) you would like to attend.
- There will be a maximum of eight sessions offered.
- Each session will be two hours long.
- Location: TBA
- Kick-off dinner will be held on [date].
- More information will be shared during the kick-off dinner.

I hope you will take advantage of this wonderful opportunity to spend time with your child and share a family story.

If you have any questions contact [name] at [phone] or [email].



3 Stars and a Wish Selection Process

Dear _____ ,

You have been selected to be part of a special story sharing workshop offered by the [your organization] and the University [name]. Please see the attached sheet for more information. If you are interested in participating and are available in the evenings for two hours a week, please fill out the form below and return it to me by [date].

We are accepting up to ten families on a first come first served basis. Please return your form on time to avoid disappointment. I hope you are able to be part of this exciting family and cultural exchange.

Sincerely,

[Teacher's name and teacher's contact info]

Other important contacts:

3 Stars and a Wish Program Coordinator: [Name]

[Address]

[Phone]

[Email]



Please return this portion and the availability form back to the school.

Yes, I am interested and available to attend the story sharing sessions at [location].

No, I am not interested or I am unavailable to attend the story sharing sessions at [location].

Child's name: _____

Parents' name: _____

Phone: _____

Parents' signature: _____

Date: _____



3 Stars and a Wish Availability Form

Name of parent: _____

Name of child: _____

Availability: (Please circle day and write time available underneath each day)

Programming will run after school for 2 hours. Time slots offered: [4 to 6pm and 6 to 8pm].

Day of the Week	Monday	Wednesday	Thursday	Friday
Time				

If you have been chosen as one of the families to participate in the 3 Stars and a Wish Literacy Project, you will be contacted and provided a schedule with which day and time your sessions will take place.



3 Stars and a Wish Selection Letter

[Date]

Dear _____,

Congratulations!

We are delighted that you have been selected to participate in the *3 Stars and a Wish* Literacy Project, which is scheduled for [dates]. Attached to this letter is an invitation to the *3 Stars and a Wish* kick-off event, a list of important information/dates, and a participant registration form that must be filled out and handed in on the day of the kick-off or on the day of your first storytelling session.

At the *3 Stars and a Wish* kick-off event each family will:

- Be given the opportunity to meet the mentors and staff that are involved in the project
- Be given a schedule of their storytelling sessions
- Have the opportunity to ask any questions

Food and beverages will also be provided.

Sincerely,

[Name]

3 Stars and a Wish Literacy Project

[Organization]

[Email]

[Phone]



Three Stars & a Wish

A FAMILY LITERACY PROJECT

3 Stars and a Wish Registration Form

Name: _____
(First) (Last)

Age: _____ Birthday: _____ Phone: _____
(Month/Day/Year)

Address: _____
(House/apartment #) (Street)

Name(s) of parents or guardians _____ and _____

Emergency contact name and phone number: _____

Does your child have any allergies or medical conditions, if so please state: _____

RELEASE

By signing below you give your permission for your son/daughter to participate in the *3 Stars and a Wish* literacy project.

I also understand that (your organization) is not responsible for any accidents that may occur. Should any accidents occur, appropriate action will be taken and parents will be contacted immediately.

Parent/guardian's signature _____

PHOTO WAIVER FORM

I _____ (Parent's Name), give permission for photographs of my child(ren) _____ (Child's Name) to be used in the book *3 Stars and a Wish* as well as in any media materials including (list any other places you might use the photographs – newsletters, etc.) and all other *3 Stars and a Wish* promotional materials, including brochures and presentation boards. I also understand that there will be media personnel at the final book launch on [date], and give permission for photos of myself and my child(ren) to be taken there and to be used in news stories.

Parent/Guardian's Signature: _____

Date: _____



3 Stars and a Wish Participation Schedule

Name: _____

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Location: _____

If you have to cancel or reschedule a shift please contact [name] at [phone] or [email].

3 Stars and a Wish

Important Information

[Date]

3 Stars and a Wish is a project that uses existing oral traditions as tools for improving literacy. The project connects families and mentors in the valuable tradition of storytelling.

Parents are encouraged to share a personal or family story which is then written down and illustrated by their child. They will also be encouraged to offer them a wish which will be written in both the primary language of the family and in English. These stories will be printed and published into a book that will be distributed to all participants.

The project runs over an eight to ten week period. There will be six to eight weeks of sessions, with a kick-off dinner preceding the sessions, and a book launch after the sessions have been completed and the books are printed.

Other important info:

- Sessions will be held [dates]
- All sessions will take place during after school hours from [times]
- Families and mentors will be partnered based on availability
- [Location]:
- Snacks and supplies will be provided for each session
- The project will wrap up with a book launch once all the stories are completed

Goals of the project:

- To improve the literacy skills of ten children
- To empower ten parents through learning their important role in the literacy process as storyteller
- To give education students the opportunity to work with families outside the formal classroom setting



3 Stars and a Wish

Time Commitment for Participants

Two hours once a week. Total of six (or eight) sessions starting [dates].

Timeline of 3 Stars and a Wish

(Exact dates for the kick-off dinner and book launch have yet to be determined. You will be contacted when any changes have been made)

September and October: Individual volunteer orientations and a meeting with all the Mentors involved in the project will take place

Week of [dates]: kick-off dinner at [location]

[Dates]: Sessions with families and mentors begin. Participants share, record and illustrate stories.

End of November: Printing and publication of the book

Week of [dates]: book launch evening at [location]

For more information, or to get involved, please contact:

[Names], 3 Stars and a Wish Project Coordinator

[Organization]

[Phone]

[Email]



You are Invited to the 3 Stars and a Wish Kick-off Dinner!

Come and celebrate the launch of [your organization]'s Literacy Project!!!

The project has been made possible through the support of:

- [Funders]
- The University's Education Department's Mentorship Program
- School

When: [date, time] _____

Where: [location] _____

Please call [name] at [phone] or [email], if you are planning to attend.

Food and Beverages will be served!

We look forward to seeing you there!



Three Stars & a Wish

A FAMILY LITERACY PROJECT

Agenda for Kick-off Event

3:30 pm Seat guests and introduce families with their mentors

Have families fill out registration forms

4:00 pm Presentation by Program Coordinator

- Introduce yourself to the guests
- Describe details about the project and about the workshops such as goals of the project, dates, location and times
- Also, have previous editions of the books and brochures at the kick-off event for families to look at
- Thank the families, mentors, staff and funders of the project

4:15 pm Serve refreshments

Mingle with families and staff and answer questions that they may have

5:00 pm Hand out schedules to families and mentors

5:30 pm Clean up

3 Stars and a Wish Kids' Evaluation

Please fill out the evaluation form and give it to the Project Coordinator. At the end of the workshop or bring it to the book launch. If you need help filling out the form, bring it to the book launch and a mentor or Project Coordinator will help you fill it out. Thanks so much!

What did you like best about the kick-off dinner? Was there anything you did not like?

How did you feel about the location of the sessions? Is there a place that you would have rather have been at for the sessions?

Did you like being part of this literacy project? What did you like the best about it?

Is there anything that you did not like about being in the literacy project? What would have made it better?

[Your organization]

[Address]

[Phone]

[Fax]

Literacy Project Coordinator

[Name]

[Phone]



3 Stars and a Wish Project Evaluation

Please fill out the evaluation form and give it to the Project Coordinator at the end of the workshop or bring it to the book launch. If you need help filling out the form, bring it to the book launch and a mentor or the Project Coordinator will help you fill it out. Thanks so much!

(If you need more space, please feel free to use the back of the form)

How was your experience at the kick-off dinner? Was there anything that you would have made the dinner more enjoyable?

Did you feel that the presentation at the kick-off dinner helped you understand what the project was about? How could the Literacy Project Coordinator have made the project clearer during the presentation?

How did you feel about the location of the session? Is there a location that you would have rather have been at the sessions?

Overall, how do you think the Project Coordinator did organizing the *3 Stars and a Wish* project? How could s/he improve in order to communicate with participants, children, and the mentors? Are there ways s/he could have organized the project better?

Over all, did you enjoy being part of this Literacy Project? What did you find positive about this experience?

Is there anything that you think could have been improved? What would have made the experience more enjoyable for you?

[Your organization]

[Address]

[Phone]

[Fax]

Literacy Project Coordinator

[Name]

[Phone]



Appendix B: Sample Workshop Plans

3 Stars and a Wish Storytelling Workshops

[location and time]

WORKSHOP #1 – [DATE]

Introductory activity – get to know each other

Brainstorm story ideas

Storytelling begins

WORKSHOP #2 – [DATE]

Continue Storytelling, transcribing, and illustrating stories

Literacy Activities

WORKSHOP #3 – [DATE]

Photo week – photos will be taken of participants and mentors to add to the book

Continue Storytelling, transcribing, and illustrating stories

Literacy activity

Parents/guardians: think of wishes they would like to have for their child(ren)

Written out in their primary language and English

WORKSHOP #4 – [DATE]

Continue Storytelling, transcribing, and illustrating stories

Literacy activities

WORKSHOP #5 – [DATE]

Continue Storytelling, transcribing, and illustrating stories

Literacy activities

WORKSHOP #6 – [DATE]

Stories, illustrations and wishes due at the end of this session

Edit stories

Create final draft of story

Paper clip and hand in completed work (stories, illustrations and wishes) to [Project Coordinator]

WORKSHOP #7 – [DATE]

Books will be submitted to printers by [date]

The Project Coordinator will be working on the layout of the book and will bring in laptop to show families what their stories look like thus far, and if they would like to make any last minute changes this would be the time to do so.

Literacy activities with volunteers and Mentors that will be available

Brainstorm ideas for the cover of the *3 Stars and a Wish Book*

WORKSHOP #8 – [DATE]

Last day of the *3 Stars and a Wish Storytelling Workshops*

Literacy activities with volunteers and Mentors that will be available

Brainstorm ideas for the book launch

Appendix C: Materials to Help You in the Project

Resource Materials for the Resource Binder

Supply List.....	49
Introductory Games List.....	49
Literacy Activities and Games.....	50
Master Copy of the Workshop Schedule.....	51
Participant Log-In.....	52
Mentor Attendance.....	53
Mentor Log-In	54
Staff Log.....	55
Mentor Log	56
Incident Report.....	57

Resource Materials for the Participants' Folders

Brainstorming of Story Ideas.....	59
Story Planner Form	60
Parent's Wishes	61
Child's Wishes.....	62

Other Resource Material

Healthy Snack Possibilities.....	64
Sample Agenda for the Kick-off Event.....	65
Sample Agenda for the Book Launch.....	65
Certificates of Completion	66

Resource Materials for the Resource Binder



3 Stars and a Wish Supply List

Folders
Notebooks
Blank paper (for illustrations)
Markers
Pencil crayons
Crayons
Pens
Pencils
Erasers
Sharpener
At least one or two dictionaries and thesaurus
A big box with a lid to store all these supplies

Introductory Games List

Fabulous flags

A useful icebreaker activity to help people convey what represents them or what is important to them. Each person draws a flag that contains some symbols or objects that symbolizes who they are or what they enjoy.

Any number of people can participate. Materials required are: several sheets of paper, pens, and coloured pencils/crayons/markers.

Instructions for fabulous flags activity:

Pass out a sheet of paper, pens, coloured pencils, crayons, and/or markers to each person. Explain the activity: “We’re now going to draw flags that represent or symbolize us. Please design your own flag of you – include some symbols or objects that symbolize who you are or what you find enjoyable or important.” You can show your own sample flag if you like. For example, you could draw:

- a guitar (representing your passion for music)
- a tennis racket (someone who enjoys sports)
- a country like India (representing your affiliation with a country)

Give everyone a set amount of time to draw (e.g. 15 to 20 minutes or so) and then reconvene. Ask for volunteers to share their flags and explain the meaning of what they drew. If it is a large group, you can divide everyone into smaller groups and ask them to share their flags with each other, or you can just ask a small number of volunteers to share.

Human bingo

Create a human BINGO board by making a grid and filling in different things about people. For example: born in another province, graduated from college, have ears pierced, etc. Pass out a human BINGO board and get signatures for each square. You cannot sign your own board.

M&M game:

Pass a bowl of M&M’s around the circle and have everyone take as many as they want. Make sure to tell they cannot start eating them until everyone has received some. Once everyone has M&M’s, break the news that they must share something about themselves for every M&M in their possession.

VIP interview:

Have everyone find a partner. They will each have a turn pretending that they are a reporter interviewing a VIP. They will then report back to the group.



Icebreaker questions:

Have everyone find a partner or get into small groups and answer some of the following questions.

- If you could have an endless supply of any food, what would you get?
- If you were an animal, what would you be and why?
- What is one goal you’d like to accomplish during your lifetime?
- When you were little, who was your favourite super hero and why?
- Who is your hero? (a parent, a celebrity, an influential person in one’s life)
- What’s your favourite thing to do in the summer?
- If they made a movie of your life, what would it be about and which actor would you want to play you?
- If you were an ice cream flavour, which one would you be and why?
- What’s your favourite cartoon character, and why?
- If you could visit any place in the world, where would you choose to go and why?
- What’s the ideal dream job for you?
- Are you a morning or night person?
- What are your favourite hobbies?

- What are your pet peeves or interesting things about you that you dislike?
- What's the weirdest thing you've ever eaten?
- Name one of your favourite things about someone in your family.
- Tell us about a unique or quirky habit of yours.
- If you had to describe yourself using three words, they would be...
- If someone made a movie of your life would it be a drama, a comedy, a romantic-comedy, action film, or science fiction?
- If I could be anybody besides myself, I would be...

Literacy Activities and Games List

Adjective name game:

Sit/stand in a circle. Go around the circle and have everyone use an adjective to describe themselves that starts with the same letter as their name. To make things a little more difficult, have each person recite the adjectives and names that have come before them.

Animal name game:

Sit/stand in a circle. Go around the circle and have everyone use an animal to describe themselves that starts with the same letter as their name. To make things a little more difficult by having each person recite everyone's adjectives and names that have come before them.

I packed my grandmother's suitcase:

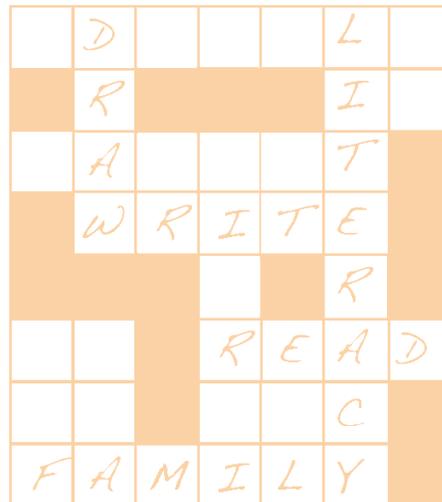
In a circle, the game begins with the first person saying, "I packed my grandmother's suitcase and in it I packed a _____". In the blank they say a word that starts with the letter A.

The next person continues and says, "I packed my grandmother's suitcase and in it I packed a _____ and they repeat the word used for the letter A, and a _____". This player says a word that starts with the letter B.

Continue playing until you reach the letter Z. The game becomes more difficult as you go along because you have to remember all of the words used for each letter of the alphabet!

Daffy dictionary:

Choose a word from the dictionary and write it on a piece of paper with one correct definition, then make up two more definitions that are incorrect but 'sound' like they might be accurate. See who can guess the correct definition. Teams can play this game, with members coming up with the daffy definitions together and also guessing the other team's correct definition.



Crossword puzzles, word jumbles and word searches:

Do crossword puzzles, word-jumbles and word searches to sharpen the mind.

Write your own adventure:

Write a short story as a family with alternative endings written by each family member.

Read a short story:

Together as a family or group read a short story and complete a short book report by answering the following questions:

- What is the title of the book?
- Who is the author?
- Who is the illustrator?
- Name the main characters and give a brief description of each character.
- Who was your favourite character? Why?
- Who was your least favourite character? Why?
- How did you like the conclusion? (Talk about how the story ended.)
- What did you like and dislike about this story?

3 Stars and a Wish Workshop Schedule

Day of the Week	Participants	Mentors
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		



3 Stars and a Wish Staff Log

Date: _____ Workshop #: _____

of families present _____ # of mentors present: _____

Comments: _____

.....

Date: _____ Workshop #: _____

of families present _____ # of mentors present: _____

Comments: _____

.....

Date: _____ Workshop #: _____

of families present _____ # of mentors present: _____

Comments: _____



3 Stars and a Wish Mentor Log

Name: _____ Date: _____

Comments: _____

.....

Name: _____ Date: _____

Comments: _____



3 Stars and a Wish Incident Report

To be completed within 24 hours and submitted to the Executive Director

What kind of incident are you reporting? Theft Loss Property Damage Injury Other

Date and time of incident: _____

Where did it happen? _____

Was the incident reported to the police, fire dept. or other authority? _____

If yes what is the incident report # _____ Date: _____

Name of supervisor notified: _____ When notified: _____

Describe the incident in detail (continue on back if more space is needed):

Name of person writing report: _____

Signature: _____ Date: _____



Resource Materials for the Participants' Folders



Brainstorming of Story Ideas

Story ideas:

A story from when you were a child

Newcomer Stories – Your experience when you moved to Canada

Special holidays/traditions from your country

Folktales, myths, fairy tales or legends from your country or city of origin

A personal family story

A family trip

A biography of yourself or of another relative

Questions for brainstorming:

What is one of the best memories of your childhood?

What story would you love to tell your child?

Do you have any stories of important or life changing events?

Is there a story that has been passed down from through your family?

What was your favourite summer holiday from when you were a child?

What is a fun activity you and your child do together?
Can you think of a memory together about this activity?

Is there a funny event in your life that you can share?

What is the traditional language of the story?

STORY OPENERS:

- Once upon a time...
- Long, long ago...
- Once there lived...
- One day there was...
- In a faraway kingdom...
- Now when...
- Then one day...
- The next day/morning...
- Over hill and dale, across fields and moors,...
- On his way...
- But as soon as...
- It wasn't long before...
- Soon afterwards...
- When along came...
- That very morning...
- Suddenly...
- At midnight...

TRADITIONAL ENDINGS:

- They lived happily ever after.
- They become the happiest prince and princess that ever lived.
- They would never want for anything ever again.
- ...and nothing was heard of the _____ ever again.



3 Stars and a Wish Story Planning

Characters	Characteristics (description of appearance, age and behaviour)

Settings:

The Plot

(What will happen in your story)

How will your story begin?

How will your story end?



3 Stars and a Wish Parent's Wishes

English

Dear _____,

Love, _____

Primary language: _____

Dear _____,

Love, _____



3 Stars and a Wish Child's Wishes

English

Dear _____,

Love, _____

Primary language: _____

Dear _____,

Love, _____



Other Resource Material



Great Eating Ideas

- Apple or pear slices, cheese cubes and whole-wheat crackers
- Oatmeal muffin, banana slices and milk
- Carrot sticks, pita bread slices and yogurt dip
- Ham/chicken/turkey tortilla wraps and cucumber slices
- Orange wedges, animal crackers and cheese cubes
- Applesauce sprinkled with cinnamon on whole-grain toast and milk
- Fruit shake and dry non-sugar-coated cereal
- Mini pita stuffed with tuna or egg salad and apple juice
- Waffles, sliced peaches and peach-flavoured yogurt
- Bagel with peanut butter* and milk
- Trail mix (non-sugar-coated cereals with dried fruits**) and milk
- Bran muffin, grapes and chocolate milk
- Fruit salad with yogurt topping and rice cake
- Bannock, fresh fruit and milk
- Mini pita pizzas
- Non-sugar-coated cereal, banana slices and milk
- Celery with cheese spread or peanut butter* and soda crackers
- Grapes, graham crackers and milk
- Hard-boiled egg, rye toast and orange juice
- Oatmeal cookie, apple slices and milk
- Raw vegetables, pita bread slices and hummus dip
- Salmon salad on whole-wheat hotdog bun and milk
- Banana loaf, banana slices and milk
- Vegetable juice, whole-grain crackers and cheese cubes
- Mini bagels or buns with melted mozzarella cheese and red/green pepper sticks
- Yogurt mixed with fresh fruit or applesauce and bread sticks

i **NOTE:** *Texture of foods might need to be altered for different ages of children (grate or slice raw vegetables and fruit thinly, cut grapes in half, spread peanut butter thinly).*

*Do not offer if there is a nut allergy.

**Dried fruit sticks to your teeth – remember to brush your teeth afterwards.

Offer water regularly to children

Developed by Winnipeg Regional Health Authority Community Nutritionists, 2003



Agenda for Kick-off Event

3:30 pm Seat guests and introduce families with their mentors

Have families fill out registration forms

4:00 pm Presentation by Program Coordinator

- Introduce yourself to the guests
- Describe details about the project and about the workshops such as goals of the project, dates, location and times
- Also, have previous editions of the books and brochures at the kick-off event for families to look at
- Thank the families, mentors, staff and funders of the project

4:15 pm Serve refreshments

Mingle with families and staff and answer questions that they may have

5:00 pm Hand out schedules to families and mentors

5:30 pm Clean up

Book Launch Agenda

3:30 pm Meet to set up

5:00 pm People begin to arrive

5:15-5:30 pm Start presentation

- Welcome everyone
- Explain the project
- Introduce the mentors
- Introduce the families that they worked with
- Have the children read stories alongside their mentors
- Thank you's
 - Families
 - Mentors
 - Partners
 - Funders
- Presentation of the books, certificates and gifts to participants and mentors

6:00 pm Refreshments (One successful launch made a point to include food that appealed to the children. Participants felt the menu honoured the authors.)

Mingling

Autograph table for the children to sign copies of the book.

Clean-up



Three Stars & a Wish

A FAMILY LITERACY PROJECT

Certificate of Recognition

PRESENTED TO

in grateful recognition for volunteering in the 3 Stars and a Wish Family Literacy Project

GIVEN THIS ____ DAY OF ____, 20____

PROGRAM COORDINATOR



Three Stars & a Wish

A FAMILY LITERACY PROJECT

Certificate of Recognition

PRESENTED TO

in grateful recognition for participating in the 3 Stars and a Wish Family Literacy Project

GIVEN THIS ____ DAY OF _____, 20____

PROGRAM COORDINATOR

Appendix D: Additional Resources

MENTORING

Mentoring Canada Resource Centre
<http://www.mentoringcanada.ca/index.html>

LITERACY ACTIVITIES AND GAMES

<http://www.sitesforteachers.com/>

<http://www.group-games.com/>

For introductory game ideas:

<http://www.icebreakers.ws/get-to-know-you>

Other resources: <http://www.teachingideas.co.uk/english/contents05writingfiction.htm>

FAMILY LITERACY

ABC Life Literacy Canada <http://abclifeliteracy.ca>

Centre for Family Literacy <http://www.famlit.ca>

National Centre for Family Literacy
<http://www.famlit.org>

Ontario Literacy Coalition, *Literacy Matters and Family Literacy Fact Sheets* <http://www.aflo.on.literacy.ca/>

Saskatchewan Literacy Network
<http://www.sk.literacy.ca>

Another good reference that includes recent research and projects for adult and family literacy programs is the National Adult Literacy Database
<http://www.nald.ca>

ATTACHMENT

<http://www.personalityresearch.org/attachment.html>
(Attachment and Loss. John Bowlby. New York, Basic Books. 1969. p. 194).

<http://psychology.about.com/od/loveandattraction/a/attachment01.htm>

NUTRITION

<http://www.nfsmi.org/>

http://www.doh.state.fl.us/family/wic/Documents/snack_smart--move_more/ssmm--manual.pdf

<http://www.nutritionexplorations.org/index.asp>

Brazelton, B.T. & Sparrow, J. D. (2004). *Feeding the Brazelton Way: Advice from America's Favourite Pediatrician*. Da Capo Press.

Canada's Food Guide to Healthy Eating
http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

Dietitians of Canada <http://www.dietitians.ca/>

Energy Balance (food and physical activity)
<http://www.energybalance101.com/>

International Food Information Council
<http://www.ific.org>

Lambert-Lagace, Louise (1992). *Feeding Your Preschooler: Tasty Nutrition for Kids Two to Six*. Fitzhenry & Whiteside Limited Publishing.

Satter, Ellyn (2000). *Child of Mine: Feeding with Love and Good Sense*. Bull Publishing Company.

3 STARS AND A WISH HAS BEEN DESCRIBED IN DETAIL IN THE FOLLOWING PUBLICATIONS:

Celebrating Diversity: Problems, perspectives, and possibilities (pp. 88-92). Winnipeg, MB: University of Winnipeg Education Centre.

Katz, H., & McCluskey, K. W. (2003). *Seeking strength-based approaches in Aboriginal education: The "three stars and a wish" project*. McGill Journal of Education, 38 (1), 116-134.