



Facilitator's Guide:

Hold On to Your Music
Family Workshops

INTRODUCTION

The National Center for Families Learning (NCFL) and USC Shoah Foundation have partnered to develop resources for the Hold on to Your Music Family Workshops grounded in the powerful Children of Willesden Lane story. The multigenerational, educational program brings together children (ages 6 to 11) and their families to explore historical narratives and audiovisual forms of text as they develop literacy skills and social-emotional capacities. During each session, children and families will engage in learning activities and interactive experiences associated with the books, *Hold On to Your Music* and *Lisa of Willesden Lane*, as well as the short animated film *Music Dreams*. Additionally, families will engage with music and clips of testimony to deepen their understanding of the historical context as well as universal themes related to the broader human experience.

The aims of the program are to:

1. Engage children and their families in joint literacy strategies that can be transferred to the home or other settings to support literacy development.
2. Increase participants' knowledge of historical events surrounding the Holocaust using the Children of Willesden Lane books and testimony-based resources.
3. Strengthen relationships between family members through the sharing of stories, music, and texts that spark meaningful conversations and personal connections.
4. Develop participants' social-emotional capacities including empathy, resilience, understanding, and respect for diverse perspectives and voices.
5. Build community among facilitators, parents, caregivers, and other partners through shared experiences with learning, literature, and digital literacies.

ABOUT THE PARTNERS

National Center for Families Learning (NCFL)

The National Center for Families Learning (NCFL) is a national nonprofit that works to eradicate poverty through education solutions for families. Partnering with educators, literacy advocates, and policymakers, NCFL develops and provides programming, professional development, and resources from the classroom to the community that support families to achieve their goals and potential. For more information on NCFL, visit familieslearning.org.

USC Shoah Foundation

USC Shoah Foundation - The Institute for Visual History and Education holds the world's largest collection of preserved digital testimonies of genocide survivors and witnesses. IWitness, the Institute's award-winning educational website, makes over 3500 of these testimonies available to teachers and students through innovative testimony-based resources. Educational programs reach teachers and students in a variety of settings, cultures, and contexts, harnessing the power of the stories of witnesses to genocide and other crimes against humanity to encourage critical thinking, self-reflection, while helping students discover their own place in history and the profound impact that their words and actions can have on the lives of others.

PROGRAM OVERVIEW

Hold On to Your Music Family Workshops are a series of five pre-planned workshops that allow adult caregivers and their children to engage in literacy activities around the texts from The Children of Willesden Lane series. Through these books, families learn about the historical events surrounding the life of Lisa Jura, who escaped the Holocaust via the Kindertransport, and explore universal themes including love, separation, empathy, and resilience. The workshops are designed for families with children ages 6 to 11. While the materials could be used with older children, younger ones might have difficulty with the historical events and abstract concepts.

	Text	Literacy Focus	Universal Theme
Session 1	Animated short film; <i>Music Dreams</i> Picture Book: <i>Hold On to Your Music</i>	Digital literacies	Music as a Universal Language
Session 2	<i>Hold On to Your Music</i>	Picture walks to promote conversation	Love and Separation
Session 3	<i>Hold On to Your Music</i> ; Early Chapter Book: <i>Lisa of Willesden Lane</i>	Compare and contrast	Resilience
Session 4	<i>Lisa of Willesden Lane</i>	Perspective	Empathy and Tolerance
Session 5	<i>Lisa of Willesden Lane</i> ; <i>Music Dreams</i>	Retelling	Family Legacy
Session 5 includes a culminating celebration; participants may want to share their collected works from the program during this time.			

Facilitators' Note: The words parents and caregivers are used interchangeably throughout this guide. While many children do live with their parents, many others are cared for by grandparents, aunts and uncles, foster families, and other supportive adults. Both parents and caregivers are used to honor the diversity of caregivers in children's lives.

BACKGROUND INFORMATION

INTRODUCTION TO THE WILLESDEN LANE TEXTS

Hold On to Your Music: The Inspiring True Story of the Children of Willesden Lane

Hold On To Your Music: The Inspiring True Story of the Children Of Willesden Lane, is the inspirational story of 14-year-old Holocaust survivor Lisa Jura, who dreams of becoming a concert pianist. But pre-World War II Vienna is a dangerous place for Jewish people like Lisa and her family. In order to keep Lisa safe her parents decide to send her to London through the Kindertransport, a rescue effort for children.

But everything in London is different for Lisa, especially the home she lives in with other refugee children on Willesden Lane. While she longs to be reunited with her family, Lisa holds on to her music, which becomes a beacon of hope for all of her peers. This true story of hope, survival, and determination is a compelling tribute to a gifted young girl who escaped the Holocaust to become a concert pianist against all odds.

Lisa of Willesden Lane

Lisa of Willesden Lane—A True Story of Music and Survival During World War II is the inspirational story of 14-year-old Holocaust survivor Lisa Jura, who dreams of becoming a concert pianist against all odds. In pre-World War II Vienna, when enemy forces threatened the city—especially its Jewish population—Lisa's parents were forced to make a difficult decision. They secured passage for only one of their three daughters through the Kindertransport, and chose to send gifted Lisa to London for safety. As she yearned to be reunited with her family, she lived in a home for refugee children on Willesden Lane. There, Lisa's music became a beacon of hope for all her peers. This timeless story written by Mona Golabek provides an early chapter book format most appropriate for children in grades 3–5.

Music Dreams

2021 marks the 83rd anniversary of the arrival of the first Kindertransport to the United Kingdom. This rescue operation saved 10,000 child refugees from Nazi-occupied Europe. As part of the commemoration, USC Shoah Foundation has produced an animated short film, *Music Dreams*, based on the the story of Lisa Jura, a young Holocaust survivor who, in 1938, escaped from Vienna to London on the Kindertransport. *Music Dreams* is inspired by The Children of Willesden Lane books, written by Lisa's daughter, acclaimed concert pianist and author Mona Golabek. Set in 2021, *Music Dreams* centers on a lonely boy, a refugee who is separated from his family. Lying awake at night, he finds a piece of mysterious old sheet music that whisks him to late 1930s Europe where he meets Lisa Jura, a young aspiring pianist. The boy accompanies Lisa as she travels via the Kindertransport from Vienna to London, where she finds a home at a hostel on Willesden Lane and pursues her dream of becoming a concert pianist.

Historical Background: Key Terms and Abbreviated Historical Events

- **discrimination:** Unfair treatment of one person or group of people because of the person or group's identity.
- **Holocaust:** A time in history when Jewish people and others were harmed by government run by the Nazi Party.
- **Judaism:** A religion practiced by the Jewish people.
- **Kindertransport:** The Kindertransport was a plan to take children by train across Europe to the safety of Britain following Kristallnacht, The Night of Broken Glass. Over 10,000 children, mostly Jewish, were rescued because of the Kindertransport.
- **Kristallnacht:** On the night of November 9 and 10, 1938, crowds of citizens and Nazi police destroyed Jewish businesses and set synagogues on fire in Austria and Germany. These attacks became known as Kristallnacht, the "Night of Broken Glass."
- **Nazi party:** The Nazi party gained power in Germany after World War I. Their leader, Adolf Hitler, was a powerful dictator who hated Jewish people. The Nazi party passed laws that made it very difficult for Jews to take part in daily life.
- **refugee:** A refugee is a person who is seeking a safe haven after being forced to flee violence, persecution, or war.
- **synagogue:** A building or place of meeting for worship and religious instruction in the Jewish faith.

Guiding Principles for Effective Teaching with Testimony

The *Hold On to Your Music Family Workshops* use a combination of literature and testimony—first-person stories from survivors and witnesses—to introduce caregivers and their children to the Holocaust in an age appropriate manner. USC Shoah Foundation and NCFL promote learning strategies that support participants becoming more socially aware and sensitive to the feelings of others—including those from diverse backgrounds and cultures. By using testimony as a primary teaching tool, families experience perspectives important to learning as well as fostering lessons of inclusion and acceptance—which strengthens our communities.

USC Shoah Foundation has developed innovative digital resources that are suitable to the emotional and developmental needs of young learners in raising awareness to appreciate cultural, ethnic, and religious diversity. The principles that follow are intended to help practitioners use testimony responsibly and effectively as part of the *Hold On to Your Music Family Workshops* in order to introduce families with children to Holocaust/genocide education and engage them in meaningful conversations about hard topics as part of our shared human story.

- **Ensure a safe and supportive learning environment:** Create a safe and supportive learning environment that considers the social-emotional needs of individuals to engage in brave conversations. Establish group norms that value equity, diversity, justice, and voice intended to move caregivers and their children "safely in and safely out" of each learning experience (Echoes and Reflections, 2021).

- **Use an age-appropriate approach:** Children can be introduced to aspects of Holocaust history through methods and content that are age appropriate, sensitive, and relevant to children's developmental levels (International Holocaust Remembrance Alliance, 2021). The selected survivor testimonies emphasize stories of daily life from the perspective of a child and focus on aspects of family, culture, music, hope, and survival which makes the content accessible and appropriate for elementary-age children. The use of innovative approaches to leverage the power of story invites families to engage with historical information using digital film, testimony, and books that foster an emotional connection as they "walk in the shoes" of another. *Note that testimony is intentionally shared with and discussed by caregivers before it is shared with their children. Caregivers will prepare to engage their children in meaningful conversations. Children will not be viewing testimony separate from their families in these workshops.*
- **Be mindful of the developmental considerations:** It is best to draw upon a variety of primary sources and provide survivor testimony when teaching about the Holocaust. The curated clips of testimony and testimony-based resources provided by USC Shoah Foundation have been vetted and the selected stories are well suited for elementary-age children. It is important to refrain from using any additional visual images or texts that are graphic and could cause distress or trauma to families (United States Holocaust Memorial Museum, 2021).
- **Employ a thematic approach:** *Hold On to Your Music Family Workshops* integrate anti-bias topics using a combination of testimony, literature, music, art, and history to support families in learning across multiple experiences. Exploring social issues in different ways can help families to develop empathy and perspective as they begin to identify examples of social exclusion and unfair treatment in their own lives and the world around them.
- **Instill the broader lessons of justice and respect:** Everyday activities offer opportunities to discuss fairness and kindness that builds upon the innate interest of elementary-age children for what is "fair" and "not fair." The use of testimony can spark discussions about topics and relevant issues that help caregivers and children identify unfair experiences and understand the consequences of injustice that can be directed toward themselves or others. Teaching with testimony can also be a tool to broaden families' awareness around the concepts of inclusion and acceptance and developing empathy and respect for the points of view and perspectives of others that may be different from their own (Learning for Social Justice, 2021).
- **Use personal stories to contextualize the history:** Research shows using testimony is appropriate for elementary-age children and increases their understanding of prejudice and stereotypes while fostering their appreciation for personal stories, history, and diversity. Testimony, the individual stories told by survivors and witnesses from their perspective as children, is also one of the best ways to approach the topic of the Holocaust with elementary-age children. These first-person accounts help contextualize the history as learners cultivate their historical and critical thinking as they encounter the stories of those who resisted injustice. Using testimony focused on prewar life inherently draws upon universal themes and topics related to the human experience such as love and resilience that can introduce students to the historical context leading up to the Holocaust, making learning more accessible and applicable to their own experience (Berson & Berson, 2017).

- **Promote inquiry-based learning and critical literacy:** Using the personal stories from genocide survivors to teach difficult topics of hate, racism, and intolerance provide many opportunities to engage families with inquiry-based learning and critical thinking through the analysis of age-appropriate primary source documents and texts. Our testimony-based content and teaching strategies center families and invite them to construct their own meaning within a particular context to recognize the power they hold in creating social change that counters the narratives of hate and intolerance in a society.
- **Provide scaffolded support:** USC Shoah Foundation's testimony-based resources are designed for use in a scaffolded approach to make complex topics accessible to an elementary-age audience. *Hold On to Your Music Family Workshops* incorporate supports including activation of prior knowledge, pre-defining vocabulary, modeling, as well as guided questioning and discussions.
- **Foster families' identity through the use of authentic story:** Authentic stories serve as a developmentally appropriate way to cultivate and nurture identity in children and their families as they think about the experiences and perspectives of others, particularly of those marginalized in society (Wright, 2021). Testimony is an effective tool for teaching learners personal responsibility and standing up for others in their role as active citizens as they see people like themselves in the history they study (Hass, Berson, & Berson, 2015).

About the Music

Music is a key part of the Willesden Lane stories. These pieces are woven into the workshops to allow families to experience the music that Lisa Jura loved.

- **Clair de Lune:** French composer Claude Debussy's piano piece, *Clair de Lune* meaning "moonlight" is part of the four-movement work, *Suite Bergamasque*, (1890–1905). Debussy began writing the piece of music in 1890 when he was only 28, but it wasn't published for another 15 years!
- **Moonlight Sonata:** The famous piano piece of music was arranged by German composer and pianist, Ludwig van Beethoven in 1801. In the early 1830s, poet Ludwig Rellstab nicknamed the piece *Moonlight Sonata* due to his interpretation of the first movement in the piece—which he felt connected to the image of a boat floating over the water in the moonlight. Beethoven lived most of his life in Vienna, Austria until his death in 1827.
- **Grieg Piano Concerto in A Minor, Opus 16:** The Grieg Piano Concerto is the most famous works by Norwegian composer and pianist, Edvard Grieg (1843–1901). This piece was completed in 1868 and is inspired by styles in Norwegian folk music. The Grieg Piano Concerto can take almost up to 30 minutes to play in one sitting on the piano!
- **Grieg Piano Concerto in A Minor, (Cadenza):** The Cadenza finishes the movement of the Grieg Piano Concerto in A Minor. The term *cadenza* often refers to a portion of a concerto in which the orchestra stops playing, leaving the soloist to play alone usually in a "free" rhythmic style often allowing the artist to display their dazzling skill or technique.
- **Rachmaninoff Prelude in C# Minor:** A 19-year-old Sergi Rachmaninoff (1873–1943) wrote and performed the *Prelude* in 1892, after graduating from the Moscow Conservatory. People loved this piece, and it was the first of a set of 24 preludes—one for each major and minor key! As matter of fact, audiences would often ask for this tune as an encore and Rachmaninoff grew tired of playing it.

INTRODUCTION

Program Components

Each session has three components or sections. Parent Time, Children's Education, and Parent and Child Together (PACT) Time®. Parent Time and Children's Education happen simultaneously but in separate spaces. Adults and children engage in learning activities separately before coming together during PACT Time to participate in joint learning activities.

Children's Education:

Children's Education provides an opportunity for facilitators to engage children in learning activities. In this context, children's education is not limited to traditional school but can also be an opportunity for children to learn in community settings. Children are supported as they practice skills in the areas of listening, speaking, reading, and writing. Additionally, children have opportunities to build social and emotional skills as they interact with the facilitators and other children in a mixed-age group.

Parent Time:

Parent Time provides an opportunity for facilitators to mentor parents and caregivers and to share information focused on children's literacy development with them. Parents are supported as they develop skills to engage in learning activities with their children at home. Parents are empowered and recognized as the primary teacher for their children. Additionally, parents have opportunities to build relationships with other parents and facilitators.

Parent and Child Together (PACT) Time®:

Parent and child interactions are at the heart of these workshops. This intergenerational strategy brings children and their adult caregivers together to engage with texts and learn in order to build stronger parent-child relationships and improve positive child outcomes. After completing activities separately in Parent Time and Children's Education, parents and their children will come together during PACT Time to engage in joint activities. Facilitators will shadow parents and caregivers offering encouragement, answering questions, and providing guidance as needed to support parents in learning with their children.

Typical Agenda

Each session is designed for a 90-minute period but could be lengthened to two hours depending on the needs of individual schools, community organizations, or libraries. (Ten to fifteen minutes is included in the agenda prior to the start of the workshop for family arrival; this time is in addition to the 90-minute session.) All three components, Parent Time, Children's Education, and PACT Time, should be included in every workshop. Each one follows the same structure and includes the following parts:

1. **Family Arrival** (10 to 15 minutes prior to the start of the workshop): A staff member greets families. Have a plan for where parents will drop off children for Children's Education and where parents will gather for Parent Time. Arrival is a great place to include volunteers from the community who can greet families.

2. **Welcome and Introductions** (5 minutes)
3. **Parent Time/Children's Education** (simultaneously 30 minutes): Parents learn and practice activities modeled by facilitators. They prepare for PACT Time. Children participate in literacy activities that practice the concepts and skills that parents are learning.
4. **PACT Time** (35 minutes): Parents and children participate in the PACT Time activities for the workshop. Families are given the opportunity to practice strategies modeled by the facilitators and extend their learning.
5. **Debrief** (15 minutes): Families are given the opportunity to share strategies that they practiced, how the activities went, and ask questions they have about using the strategy in other settings. Families can then share their plans for using a strategy or activity any time, any place.
6. **Closing** (5 minutes): Facilitators summarize the key points for families, make connections to home, and discuss activities for the following session.

Flexibility

The *Hold On to Your Music Family Workshops* were created to be used in a variety of settings including schools, libraries, family literacy programs, and community centers in communities across the United States and around the world. The program is written so that it can be implemented in ways that best serve the participating families. Facilitators are encouraged to think critically as they carry out the program and make decisions that hold true to the aims of the program while also meeting families' needs.

- **Schedule:** Children's Education, Parent Time, and PACT Time activities are outlined for five sessions. Facilitators can decide if they want to implement the program on a weekly, bi-weekly, or some other schedule. They should just keep in mind that families need time to read between sessions two, three, and four.
- **Group Size:** The guide is written for groups of 10 to 12 families participating in the program. If facilitators have smaller or larger groups, they may want to modify the number of participants or number of groups in small group activities to meet the needs of the group.
- **Materials:** While some materials, such as the Willesden Lane texts and iWitness testimony, are required for implementation of the program, facilitators may adapt other materials such as chart paper or hula hoops to best meet their setting. For more information, see the materials section in this introduction.
- **Alternate Activities:** Throughout the sessions, facilitators will find suggestions for alternate or additional activities. These might include playing background music or offering alternate activities based on children's and families' needs. These suggestions are made to support facilitators in thinking flexibly about the program.

Facilitators' Note:

A family's heart language is generally the language they use at home and are most comfortable using to communicate. Family members may feel that they are able to express themselves better using their heart language. In some activities, facilitators can encourage families to use their heart language because it is a more authentic reflection of who they are.

CREATING A WELCOMING SPACE

Working Agreements

As part of the *Hold On to Your Music Family Workshops*, caregivers and their children will engage in sensitive conversations about the Holocaust, loss, discrimination, and inclusion. In order to create a space where participants feel safe sharing their thoughts on these difficult topics, facilitators may want to begin by co-creating a set of working agreements with the group. By working together to create these expectations, the group shows respect for all members and invites them to participate as equal partners. Review them at the start of each session to set the tone for the time together. Below are some sample working agreements, but it is important that each group develops a list that works for them.

- Everyone's voice matters. Monitor talk time so everyone has a chance to speak.
- Assume that everyone comes to sessions to learn together and is doing their best.
- Be respectful of others' experiences and ideas.

Displaying Families' Creations

During each of the five sessions, families will work collaboratively to create a product related to that week's theme such as a letter, a poster, or a drawing. Facilitators are encouraged to collect these creations and use them as part of the introduction the following session and as part of a culminating activity. If possible, facilitators are encouraged to create a gallery corner in their space or in a community common area where participants and others can see, discuss, and celebrate these creations.

RECRUITMENT AND RETENTION OF PARTICIPATING FAMILIES

Recruitment

Recruitment is the process of finding families to participate in the program. Staff will work together to identify families with children in the target age range (6 to 11 years old) who are interested in improving literacy skills and/or learning about universal themes such as love and resilience. Recruitment is critical to the program's success and includes all practices and strategies used to engage families in the program.

Recruitment practices might include:

- Educating all organization staff, especially those who regularly interact with families, so they can provide accurate information about the program to parents and caregivers who visit the site.
- Using organization, local school, or community contacts to share information about the program with potential families.
- Distributing flyers about the program by posting in the community or sharing with community partners including schools, faith-based organizations, and social service organizations.
- Creating a bulletin board, or gallery corner, focused on the program to share information—as well as the products from the program—with the broader community.
- Including program information, announcements, and celebrations as part of the organization's regular newsletter or social media posts.
- Translating flyers and program information into the languages most commonly spoken by people in the community.

Retention

Retention practices support participating families in persisting and engaging in the program over multiple sessions. Many factors impact a family's ability to continue in a program including interests, personal issues, or circumstantial factors. However, retention practices can help organization staff keep families engaged over time. Additionally, retention practices focus on making sure the needs of families are served.

Retention Practices might include:

- Establishing trust and building relationships between the program facilitators and participating families. It is important that participants feel emotionally secure, valued, and respected.
- Allowing participants to help decorate the program space by using the products they create as part of the program. A comfortable, welcoming space will make families want to return.
- Practicing language justice. Families are more likely to return if they know information will be presented in the language with which they are most comfortable.
- The sessions are designed to be informative and enjoyable. Families are more likely to attend if there are opportunities for all participants to take an active part. Families can discuss examples, practice PACT Time activities, share ideas, and celebrate their successes. When planning events, be mindful of mobility and ability. Ensure that event spaces are accessible to all. If there will be physical activities, include an alternative for family members with mobility limitations.

- Provide a healthy snack or meal for families that participate. Ensure that the food is culturally appropriate for the local community and be mindful of dietary restrictions and food allergies. Businesses or other partners may be willing to donate dinner or snacks for well-planned workshops. Planning teams must ensure that there is enough food for all participants who attend.
- Anticipate language needs. In linguistically diverse communities, make sure bilingual staff are in attendance or hire interpreters. Ensure that any family-facing written materials for the workshop are translated into the necessary languages.
- When families attend the program, it is helpful to provide child care for younger children while caregivers engage with their school-age children. The content of the *Hold On to Your Music Family Workshops* is not appropriate for children younger than first grade.

PLANNING PROGRAM LOGISTICS

Planning is the key to a successful workshop. This facilitator's guide provides support for planning and implementing the workshops. Each session in this series was developed with the needs of families in mind and builds on the content covered in the previous ones.

Physical Space

Ideally two physical spaces are needed for each session so that caregivers can participate in Parent Time while children engage in Children's Education. The activities revolve around the same themes and often the same materials, but caregivers and children should have the opportunity to learn and practice independently. Typically caregivers work in the larger space so that their children can rejoin them for PACT Time.

Technology Needs

At the beginning of each session, facilitators will find a chart outlining the materials needed for that session. Note that this program uses many digital resources. Facilitators will need the Internet as well as hardware to access and share the linked video and audio clips. These resources are not listed each week in the materials section.

In the materials list, the running time for each audio and video clip is noted in parentheses in a minute-second format. For example, in session one, there is an audio recording of *Claire de Lune* (5:27) that runs 5 minutes and 27 seconds. These run times are important because facilitators will need to plan sufficient time to share them. Additionally, facilitators may decide to only play a small portion of some of the longer music clips based on the age of their participants and their attention spans.

Materials

Additionally, other materials are suggested for activities, however, facilitators can adapt based on their available resources and program needs. For example, facilitators will often engage participants in brainstorming or sharing activities. Throughout the guides, it is suggested that chart paper and markers be used to capture this thinking. Depending on available resources, facilitators may prefer to use white boards and then capture the information by taking a picture. They might also prefer to use digital resources such as word processing software and a projector for displaying the shared information. Facilitators should have the autonomy to implement the activities in ways that feel most comfortable to them. Similarly, it is suggested that digital resources, such as images of book covers, be projected for the group to see and discuss. However, facilitators can also print paper copies of resources if that works better in their setting.

Collecting Materials for Culmination

During each of the five sessions, families will work collaboratively to create a product related to that week's theme such as a letter, a poster, or a drawing. Facilitators are encouraged to collect these creations and use them as part of the introduction the following session and as part of a culminating activity.

Use the following planning checklist to guide the team in preparing for the event. Note that this is a general planning guide. Every task may not be appropriate for every setting. Teams can decide what is needed for events in their communities.

Task	Team Member	Due Date	Status	Notes
Three to four weeks prior to the workshop.				
Build awareness of the program among all staff.				
Schedule dates on master calendar.				
Establish a system for families to preregister.				
Make room reservations.				
Conduct outreach to community partners.				
Publicize the program.				
Schedule staff and/or volunteers.				
Plan for snacks or meals.				
Arrange child care for younger children.				
Purchase materials. (welcome signs, giveaways, name tags, supplies for activities, etc.)				
Prepare for families' needs including ability, mobility, language, and skill level.				
Look at session 5. Determine what your program will do as a celebration or culmination.				

Task	Team Member	Due Date	Status	Notes
The week prior to the workshop.				
Review facilitator information, outlines, handouts, and children's books used in the workshop.				
Assign roles to staff and volunteers including: <ul style="list-style-type: none"> • Set-up/Clean-up • Greeters • Children's activities • Parents' activities 				
Distribute session plan to staff and volunteers.				
Prepare materials including: <ul style="list-style-type: none"> • Handouts • Evaluations/Survey 				
Walk-through sign-in and workshop spaces to map out room arrangements.				

Task	Team Member	Due Date	Status	Notes
The day of the workshop.				
Set up furniture in spaces.				
Put out materials.				
Test any needed audiovisual equipment.				
After the workshop.				
Review evaluations/surveys from parents.				
Debrief with staff and volunteers.				
Send thank you notes to community partners or volunteers.				
Post pictures to your website or social media.				

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