



# MAKING IT WORK CYCLE

## CONNECTING TRADITIONAL CULTURAL SKILLS, VALUES, BELIEFS, AND LIFEWAYS TO EARLY DEVELOPMENT AND SCHOOL READINESS GOALS

### STEP 1

Connect your cultural lifeway to tribal and/or state early learning guidelines (ELGs), HSELOF, and your school readiness goals in **Making the Connection**.

Determine the cultural skills that support the early development and school readiness goals.

### STEP 2

Write your cultural skills that are aligned to tribal and/or state ELGs, HSELOF, and school readiness goals into **Making It Happen**.

Plan activities that teach the cultural skill(s), values, beliefs, or lifeway(s), and goal(s) you selected.

Choose activities to engage families and community members.

Choose how to document and assess progress in the selected cultural skills.

### STEP 3

Identify each child's interests to his or her needs in **Making It Real**. Choose activities from **Making It Happen** that align with your assessment to individualize for each child.

Teach the activities you have chosen from **Making It Happen**, knowing that those activities are already aligned to your lifeway, the tribal and/or state ELGs, or HSELOF, your assessment, and your school readiness goals.

# THE MAKING IT WORK THREE-STEP PROCESS

## STEP 1: MAKING THE CONNECTION

**Making the Connection** connects traditional cultural skills, values, beliefs, and lifeways to the tribal and state early learning guidelines and The Head Start Early Learning Outcomes Framework (HSELOF).

- Drumming and fishing are used as example lifeways in this document.

### PART A BRAIN STORMING

- Consider the traditional cultural skills, values, beliefs, and lifeways of your community.
- Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.
- List specific goals that relate to each sub-domain in the circle.

### PART B REVIEW AND SELECTION

- Align the goals of your cultural lifeway with the HSELOF's goals.
- There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.
- Read the sub-domain and goals under each domain and check off those goals most directly related to your traditional cultural skill, value, belief, or lifeway.

### PART C REWRITING THE GOALS

- Summarize the work you have completed in Parts A and B.
- Update the worksheets to write goals that are more specific to your cultural lifeway and align with the HSELOF.
- Then use the goals to develop cultural lesson plans.

## STEP 2: MAKING IT HAPPEN

**Making It Happen** creates cultural lessons for HSELOF learning domains, aligns with assessment indicators, and provides strategies for family and community engagement.

- Develop cultural lessons for teaching each sub-domain.
- Engage parents, families, and the community in their efforts.
- Choose the type(s) of documentation to record progress.
- Identify assessment indicators.

### REFINE LESSON PLANS

Align lesson plans, documentation, assessment, and family and community engagement activities to the goals you identified in **Making the Connection**.

- Transfer the content from **Making the Connection** Part C into the HSELOF domain section.
- Then add lifeway activities and strategies for each age in the boxes.

### BROADEN YOUR LESSONS:

- Document ways to involve families and elders.
- Align with assessment indicators and learning outcomes.

## STEP 3: MAKING IT REAL

Gives staff members an approach for individualizing instruction. Using **Making It Real** forms or use existing program or system forms.

### INDIVIDUALIZATION

- Create individualized cultural lesson plans by matching children's interests and needs.
- Identify interests and needs by using children's assessment data.

CONTINUE WITH STEP 1 FOR ADDITIONAL LIFEWAYS