

### **I. Introductions and Training Overview (15 minutes)**

(5 minutes)

- **If possible, play an episode in the background or show clips on the website at [www.pbskidsgo.org/electriccompany](http://www.pbskidsgo.org/electriccompany). Call participants to order with a welcome.**

*Hey you guys! My name is \_\_\_\_\_. I'm excited to be here today to introduce you to this new out-of-school time resource, as well as to model and demonstrate usage of this resource in your program. Sesame Workshop and The Electric Company bring you the Extended Learning Program for educators that work with children ages 6–9. The Electric Company airs daily on PBS and incorporates a multimedia, multi-sensory approach to reading and writing to help ensure that the learning is exciting, engaging, and effective.*

- **Allow participants to introduce themselves.**

(10 minutes)

- **You will review the training agenda and activities planned to accomplish the objectives for this two-hour session.**

*Before I start by reviewing the training objectives, I'd like to hear from the group what some of your goals and expectations are for today's training.*

- **Allow participants to share their own goals and expectations for participation in today's training.**

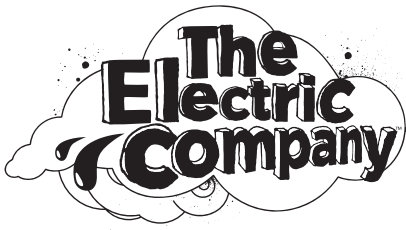
- **Then advance to slide 2.**

*Thank you for sharing. Today we will:*

- 1. Gain an understanding and awareness of The Electric Company, its mission, and educational goals through a look at the show and its components*
- 2. Get familiar with colleagues in this new learning community*
- 3. Review the specifics of implementation for the Extended Learning Program and how it relates to action items back at your sites*
- 4. Join The Electric Company revolution!*

- **Make sure to reference any concerns or questions that were shared by participants during**



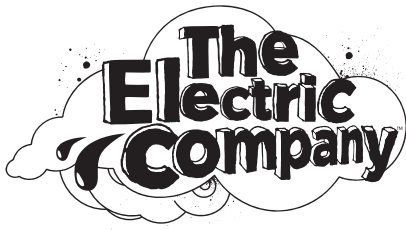


## Extended Learning Program: Orientation Training

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the goals/expectations share out.





### II. Welcome to The Electric Company (45 minutes)

(10 minutes)

● **Stay on slide 2.**

- **Now you will begin to provide an overview of The Electric Company using images of the cast and hallmarks of the episodes, and by showing an episode clip to help reinforce the TEC overview. The script below will touch on all images in these slides. If you will be playing the episode clip right from the PowerPoint presentation, make sure to test this in advance so that it plays on cue.**

*Who here remembers the original Electric Company? What do you remember?*

- **Allow participants to share their memories of the original Electric Company.**

*Well, get ready for the all-new Electric Company for a new generation. With a cool and diverse cast of characters, amazing literacy superpowers, side-splitting cartoons, and songs that you can't help dancing along to, this version of the television classic is making an impact on today's children and families.*

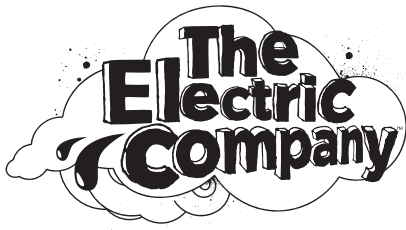
- **Advance to slide 3.**

*The Electric Company follows a group of friends from the same neighborhood, bound by a love for language and sworn to do the right thing. Each member of The Electric Company has the ability to produce, control, manipulate, and play with words and letters using a Word Ball. Their names are Hector, Jessica, Keith, Lisa, and the newest member is Marcus.*

*The Electric Company solves problems created by a mischievous group of neighborhood kids called the Pranksters. Like The Electric Company, the Pranksters like to play with words. Unfortunately, they use their word skills to create chaos in the neighborhood. Their names are Danny, Manny, Annie, Francine, and the newest member is Gilda.*

*In each episode, The Electric Company encounters a problem created by one of the Pranksters. They sound the call to the entire Company: "Hey You Guyyyyyys!" The Company meets in their hangout spot, the Electric Diner, to find the source of the problem. They then hit the streets to look for clues, using their wordplay and reading skills to help solve the problem. And at the beginning of each episode, Jessica calls out specific vocabulary to watch out for—words that support the episode's theme.*





➊ Advance to slide 4.

Now we will see a clip from the Electric Company episode, *A Fistful of Confetti*.

➋ Play the clip from the PowerPoint presentation.

➌ At the end of the clip, ask some probing questions:

*What are some things you saw that we discussed? What else did you see?*

➍ Allow participants to share what they saw during the clip.

*Some things you should have seen include the vocabulary words presented by Jessica at the beginning of the clip, the diverse cast, the connection that the characters have with the surrounding community, and the math concept around probability.*

➎ Advance to slide 5.

(10 minutes)

➏ You will then transition to discussing the educational goals of the project.

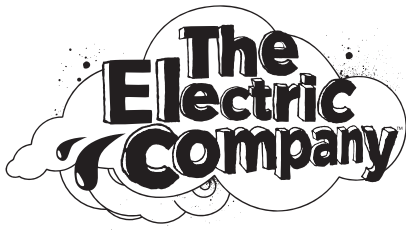
*Great, now let's take a look at the educational goals of the project. The Electric Company aims to entertain children between the ages of 6-9 while simultaneously teaching four crucial areas of literacy that are challenging for struggling readers:*

*Decoding: Children will increase their ability to manipulate sounds in spoken words and map those words to print.*

*Vocabulary: Children will expand the repertoire of words (vocabulary) that they use and understand.*

*Comprehension of Connected Text: Children will learn strategies that good readers use to understand connected text, also known as phrases and sentences.*

*Motivation: Children will be motivated to read connected text and express themselves using text.*



➊ Advance to slide 6.

*Just like the original series, the new Electric Company teaches these goals through music, comedy, technology, and celebrities to create a playful, hip experience. What's new to this version is the "story" or narrative portion featuring the Electric Company and Prankster characters. During the narrative, the vocabulary words are presented within a thematic context that children can understand.*

*In addition, the show also includes animated and musical segments. These segments are called interstitials or curriculum breaks that would fill a commercial block. There are over a dozen types of animations as well as musical segments featuring the characters. These are organized in clip bundles on your DVD, let's watch one from Week 1 Session A.*

➋ Advance to slide 7.

➌ Play the clip.

➍ At the end of the clip, ask some probing questions:

*What are some things you saw that we discussed? What else did you see?*

➎ Allow participants to share what they saw during the clip.

*Some things you should have seen in the video bundle include taking the pledge, consonant s, s-blends, and the vocabulary word skill.*

➏ Advance to slide 8.

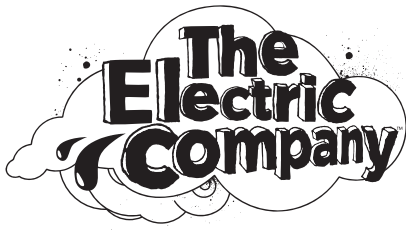
(5 minutes)

**You will transition to discussing the other aspects of The Electric Company, including the robust website, educational resources, and community events.**

*The Electric Company is more than just the television show. As a multimedia experience, it's all around kids—on the Web, in print, and in communities.*

*On the website at [www.pbskidsgo.org/electriccompany](http://www.pbskidsgo.org/electriccompany), live-action video of the cast welcomes and guides users through each page, a virtual representation of locations seen on the show. Kids can*





*decorate their own profiles, create video remixes, and play games to win points in support of their favorite Electric Company characters. The site offers kids a wide variety of activities and games that strengthen The Electric Company educational objectives and encourage self-expression. Keep in mind that the website is a significant component of the Extended Learning Program. You'll want to familiarize yourself with the site and take advantage of all of the information you can find there.*

➊ **Advance to slide 9.**

*The goal of The Electric Company Outreach is to drive use of all The Electric Company content through community partnerships and direct service providers serving at-risk 1st, 2nd, and 3rd graders, and to make a measurable impact on their literacy skills, self-expression, and motivation. Children and families (and other important adults influencing children's lives) experience The Electric Company seamlessly through Outreach activities that can be easily implemented in a variety of settings and community events. All Outreach efforts integrate and support the 360-degree approach of the project and connect broadcast, broadband, and social marketing efforts.*

➋ **Note the different print resources shown on the slide. Then use this time to answer any questions that have come up for participants.**

*Are there any questions I can answer, or anything that I can further clarify at this time?*

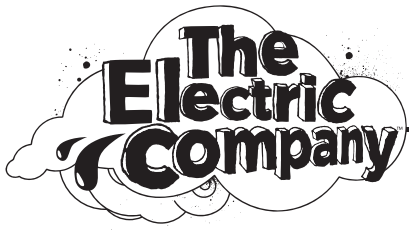
➌ **Allow participants to ask questions. Then advance to slide 10.**

(20 minutes)

➍ **Now you will delve a bit deeper into the curriculum. You will transition to talking about literacy, including the way it relates to math.**

*Let's look at the curriculum that underlies these sessions. We've talked all about The Electric Company as a project and noted the literacy goals that TEC tackles: decoding, comprehension of connected text, vocabulary, and motivation. As you use the book you'll begin to notice that some weeks are motivation-based, others are more vocabulary-based, and others are more math-based. Let's start with this: what exactly is literacy?*





● **Read the quote to the participants.**

*Literacy is an active phenomenon, deeply linked to personal and cultural identity. Its power lies not in a received ability to read and write, but rather in an individual's capacity to put those skills to work in shaping the course of his or her own life.*

*This is a quote from the book "Pedagogy of the Oppressed" from Paulo Freire (pronounced FRAY-ree), Brazilian author and educator. He died in 1997 but his body of work has undoubtedly shaped present day educational theory and reform.*

● **Take a moment to discuss the quote.**

*What does this quote mean to you? How do you think it will affect you as a facilitator of this curriculum?*

*Great, the idea is that we are impacting more than just our youth's ability to read and write—it's about providing them with the tools to navigate the world and shape the direction of their lives.*

● **Advance to slide 11.**

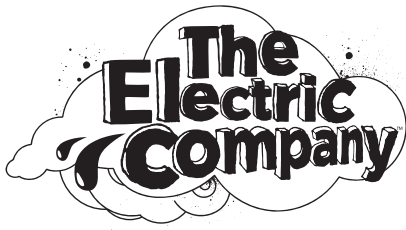
*So what is literacy? Literacy in its simplest terms is the ability to read and write. It is also the ability to make sense of information. For today I want you to think about what literacy is like in the beginning stages of learning; the stage where our students are.*

*Literacy begins with learning the alphabet. Then we learn that each letter has a sound or that some letters have two, if it's a vowel. We then learn how to strand letters together to make a word. We can decode the sounds /c/a/t/ to make the word cat.*

*Once we are able to understand letter sounds then we can make words. Then the pattern continues from words to sentences and sentence to paragraphs.*

*Literacy is also the ability to make meaning out of words and then using those words in conversation and text.*

● **Take a quick poll to see if there are questions or concerns. Take time to review anything again that requires further clarification.**



➊ **Advance to slide 12.**

*A rich and robust vocabulary is a key component of getting meaning, depth, and dimension in conversation and text. To help kids build their vocabulary, Keith comes along to occasionally visualize new words, like "canine." This is his literacy superpower. By seeing a new word and then its image, kids make the connection. This is especially valuable for English language learners.*

➋ **Advance to slide 13.**

*Another extension of literacy is math vocabulary. TEC does this by introducing vocabulary words that are related to topics like probability, coin value and measurement, and place value, thereby providing children with scenarios that model and contextualize these concepts, and with language to discuss, explore, and further their understanding.*

*Marcus has a special superpower related to math literacy. He can visualize math concepts so kids can easily grasp them. Here, he's visualizing the words "equation" and "subtraction."*

➌ **Advance to slide 14.**

*Let's look at this video bundle from Week 13 Session A to demonstrate an example of The Electric Company's connection to math concepts.*

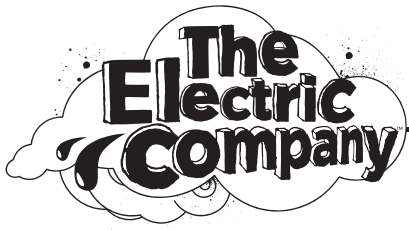
➍ **Play the bundle from the PowerPoint presentation.**

*What were some things you noticed in the video bundle?*

➎ **Allow participants to share responses.**

*Some things you should've seen are Jessica reviewing vocabulary words, a segment with our Popsicle Stick Players, and a music video. You'll also notice that the TEC characters are relatable to our students and they help to bring life and meaning to the vocabulary and math concepts. In addition, here you are introduced to our animated spin-off, "Prankster Planet."*





### III. What Does an Electric Company Extended Learning Program Look Like? (50 minutes)

(10 minutes)

- **You will now begin to unpack the implementation of the ELP model. First, you'll make a connection between the Electric Company content and the learning that happens in school. Advance to slide 15 and then 16.**

*Let's look at this quote from the Center for Expanded & Afterschool Education of the nonprofit organization Foundations Inc. (read the quote). What does "after-school-style"—or rather "out-of-school time style"—look and feel like back at your sites?*

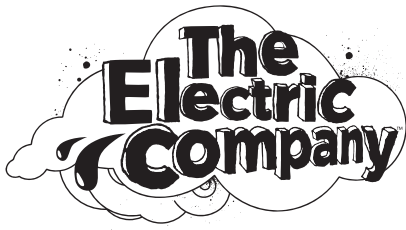
- **Allow participants to share thoughts on quote. Then advance to slide 17.**

*The Electric Company content builds upon what skills kids need **and** what they like to do. The Electric Company Extended Learning Program targets school content and skills afterschool style, or rather out-of-school time style. So let's take some time to discuss what you'll be doing.*

- **Advance to slide 18.**

- **Use the talking points below to elaborate on the summary points on the slide.**

- \* *There are a total of 18 weeks, with two hour-long sessions per week, for a total of 36 hours.*
- \* *Every session includes opportunities to gauge learning and scaffold activities to accommodate for different learning styles.*
- \* *All sessions will include episode clips (there's a DVD with over 3 hours of episode clips) and an online game.*
- \* *All sessions have a take-home family engagement activity sheet.*
- \* *Rituals, routines, and repetition are integral to the Extended Learning Program; concepts are continually reinforced week to week and cumulatively integrated throughout all weeks of the Extended Learning Program model. These routines create a sense of comfort, control and empowerment for your youth.*



➊ Advance to slide 19.

Let's take a quick look at what one session looks like. Activities are all formatted the same way in four parts so you and your group always know what to expect. "Hey You Guys" is the introduction to the lesson, "Feel the Power" is the main group activity, "Plug It In" is the computer and worksheet portion of the session, and "Wrap It Up" is the review.

➋ Advance to slide 20.

Let's take a quick look at the beginning of the week-by-week plan. The weekly plan is laid out in your book as a table of contents. It's where you'll find all the specific goals, activities, web games, and wrap-up for each week. Let's take a closer look at what makes up each hour-long session.

(10 minutes)

➌ Now you will begin to look at the sessions.

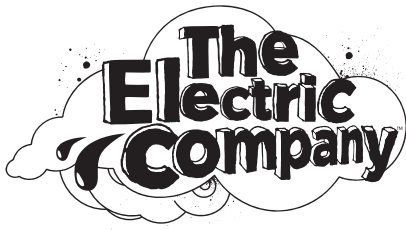
Every session's format is simple and repetitive. The content changes from week to week, but the format remains the same within each session so kids have a familiar routine to follow.

Each lesson's categories are not unlike the way a typical program operates during any given block of enrichment or activity time. Let's take a closer look at one week.

➍ Advance to slide 21.

**"What You'll Need" and "Goals":** Here you'll find materials needed and see the learning objectives that the lesson will cover.

**Hey You Guys!:** Now the lesson gets started. This part of the lesson is designed to spark interest in the target skill. You'll present the skill by showing a four-minute video (optional), writing the skill on chart paper, and leading children in a quick interactive call and response chant. If you're using the DVD, note that the menu directs you to the week and the sub-menu directs you to the session. On the following slide, you can see what the menus look like.



➊ Advance to slide 22 and then 23.

Then you **Feel the Power**: These group activities are designed to get kids interacting with the target skill in an active, hands-on game or project. Any materials needed are very easy to find. You'll usually need an open area and chart paper and markers. These games usually reflect game formats that kids are already familiar with.

➋ Advance to slide 24.

If there is a vocabulary word, it goes on Jessica's word wall. In "Make Your Mark," for instance, the vocabulary word is "skills." Here's an example of Jessica's Word Wall and a Word Ball.

➌ Advance to slide 25.

During the "Plug It In" portion, children will play a computer game (optional) and/or do activity sheets that reinforce and build upon the skill covered in the lesson.

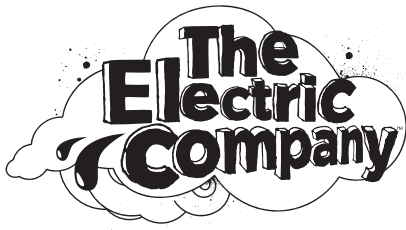
➍ Advance to slide 26.

The activity sheets are hosted by a show character because kids can relate to them. As kids keep doing these activity pages, they'll become familiar with the specific formats of each character's page. Here, it's Jessica's Journal.

➎ Advance to slide 27.

Here are some images from the web games. Once online, kids will be prompted to log into the site. Create logins in advance for each child (or use one for the whole group). The advantage here is that you can set up the game in advance and kids won't forget their user name and password.

For Prankster Planet, kids will create their own avatar to play the game—this is incredibly fun and engaging but you might want to consider capping the amount of time spent on this. Note that in Prankster Planet, it's useful for kids to have their own user names. Either way, you'll want to set aside some time at the beginning of week 1 for kids to get comfortable with the process. And remember—if you don't have access to computers, use the activity sheets or magazine, or extend the "Wrap It Up" activities.



● **Advance to Slide 28.**

Then it's time to **"Wrap It Up!"** Each session ends with a quick review. You'll gather kids in a circle and do a game and chant that reviews what they've learned.

● **Advance to Slide 29.**

The Extended Learning Program includes three options for Wrap It Up! activities. Story Circle, Spark Your Own Learning Adventure, and Silhouette Blends are the Wrap It Up! activities that are rotated throughout each Session A and B. In Week 1 Session A, Silhouette Blends is part of "Wrap It Up!" You may remember the Silhouette Blends segment from the original Electric Company.

● **Advance to slide 30.**

Then you'll send home materials like Family Pages and extra activity sheets when available. The **Family Pages** feature everyday activities that families can do together to review what happened during the TEC session that day and skill-build overall around vocabulary and math concepts. Family engagement has been a core component of The Electric Company content since the creation of the first Outreach resource; the Extended Learning Program model uses family engagement to deliberately close the loop between school and home to further support youth and families around literacy enhancement.

● **Take a quick poll to see if there are questions or concerns before moving on.**

Are there any questions I can answer, or anything that I can further clarify at this time?

● **Take time to review anything again that requires further clarification.**

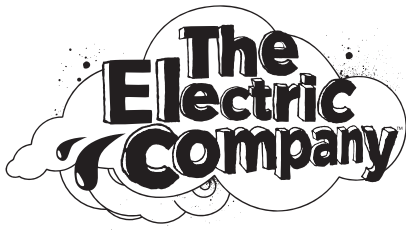
(5 minutes)

**Now you will talk about youth outcomes for participation in the Extended Learning Program.**

● **Advance to slide 31.**

All good programs keep youth outcomes at the core of planning and programming choices. So what do your youth stand to gain from participation in the TEC Extended Learning Program model?





Your youth will:

- ✧ Acquire vocabulary and gain an understanding of the presented literacy and math concepts.
- ✧ Engage in an immersive programming experience in which educational content is presented through video and reinforced by online games, individual and small group activities, and peer/family engagement.
- ✧ Gain digital literacy skills and game play skills.
- ✧ Deeply interact with TEC content through varied learning supports.

(10 minutes)

🔗 **You'll now segue to discussing how to gauge learning within the Extended Learning Program. Advance to slide 32.**

*We've looked at all of the components of the Extended Learning Program including the goals and outcomes for youth, but how will we gauge the learning? What can we do to modify a child's experience if she struggles with a certain activity, concept, or vocabulary word during the Extended Learning Program?*

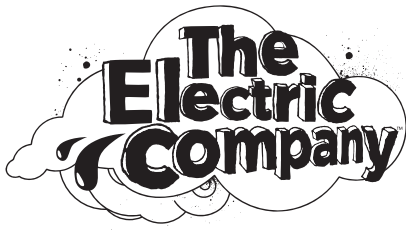
*Let's first identify the specific points where we can gauge learning.*

**Hey You Guys!** *This is the introductory point at which you can assess where children are before you begin instruction.*

**Plug It In,** *when the group is on computers, you can monitor game play and work with kids one on one if they are struggling. Similarly, as kids complete activity sheets, you can monitor their work and see if they are "getting it." You can work individually with the kids who need more reinforcement.*

**Wrap It Up** *gives us the opportunity to get a general sense of which sounds or words the group commands quickly and well, and which words the group may need more time to get familiar with. Compare kids' performance here with how they participated in **Hey You Guys!** at the beginning of the lesson.*

🔗 **Take a quick poll to see if there are questions or concerns about gauging learning. Take time to review anything again that requires further clarification.**



## Extended Learning Program: Orientation Training

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(5 minutes)

- **You will begin to conclude the training by highlighting the hallmarks of the TEC Extended Learning Program. Advance to slide 33.**

*And now all of you are part of this massive literacy revolution taking place in communities around the country! Let's briefly touch upon the "TEC approach" and identify some of the educational hallmarks of the Extended Learning Program.*

*Although you will be implementing TEC at various sites, each with its own culture, mission, and staffing structures, my hope is that we can have a consistent delivery approach to ensure that each participating child can achieve the designated youth outcomes. Let's look at some of what the hallmarks of the Extended Learning Program are—these will be our guiding delivery principles:*

- 1) Routines so that children become familiar with the format of each session.*
- 2) Call and response to reinforce vocabulary and concepts.*
- 3) Capitalizing on opportunities to gauge learning.*
- 4) Differentiated learning opportunities to maximize learning potential.*
- 5) Activity instructions for facilitators that provide guidance around direct instruction while maintaining alignment with group management techniques.*

*These principles are part and parcel of the design, creation, and implementation of the Extended Learning Program model. You will want to use these principles as a guiding force to optimize the delivery of the activities and overall management of the group experience.*

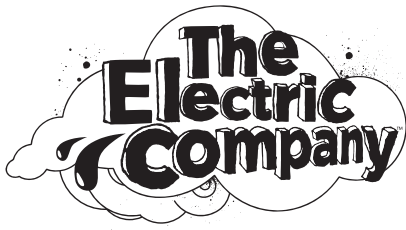
- **Take a quick poll to see if there are lingering questions or concerns. Take time to review anything that requires further clarification.**

(10 minutes)

- **Now you will start to address planning and implementation logistics for the Extended Learning Program.**

*I'm sure all of you are ready to start thinking about how the Extended Learning Program will unfold at your sites.*





🔗 **Advance to slide 34.**

*You should take some time to review all of these moving pieces and then start with an implementation orientation for your staff. Then you can begin to really tackle each piece including:*

- \* *What You'll Need*
- \* *Tech resources*
- \* *Staffing*
- \* *TEC Content Awareness*
- \* *Activity space*
- \* *Youth recruitment and groups*
- \* *Family engagement*

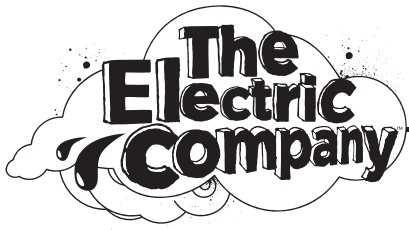
1) **What You'll Need.** *In each session, the necessary materials are listed in the "What You'll Need" section. Materials for the activities should be easy enough to secure. Secure whatever items you can in advance. Label an Electric Company bin to collect your materials. Note that the Extended Learning Program comes with a DVD and all handouts are included within the pages of each Session A and B.*

2) **Tech resources.** *Playing the video clips and going online is optional. Assess your technology resources at your site. Are a TV and computers with internet available to you? If so, arrange for set up.*

3) **Staffing.** *The ideal staff ratio is 1 to 15 youth—our hope is that in most cases there will 2 adults in the TEC room or activity space. This will help with group management in general, and more specifically around group management during the Plug It In activities.*

4) **Activity space.** *The space where TEC activities take place should feel like an interactive environment with flexibility to accommodate for different learning styles. Where can the TV/DVD be placed so that everyone can see the clips? Are general supplies and materials kept in the activity space or are they located somewhere else at the site?*

5) **Youth recruitment and groups.** *Think about which group of youth this is right for within the 6–9 age range. Ensure that there will be enough materials to last through the end of the model.*



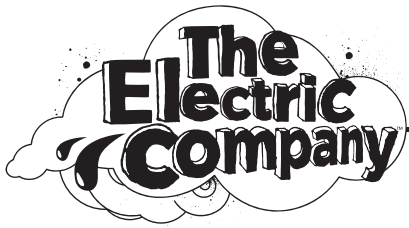
6) **Family Engagement.** *There is a welcome letter for families built into the curriculum as a take-home handout for the first day of TEC located in the resources section. In the meantime, encourage families to check out The Electric Company of PBS and on the website at [www.pbskidsgo.org/electriccompany](http://www.pbskidsgo.org/electriccompany).*

7) **Content Awareness.** *Watch the episodes with your staff to familiarize yourselves with the curriculum. Plan an episode screening connected to or as a follow up to the implementation orientation that you will be doing with them. And when you're doing your tech assessment, take some time to play on the TEC website.*

● **Take a quick poll to see if there are questions or concerns about the next steps/action items. Take time to review anything that requires further clarification.**







**IV. Conclusion (10 minutes)**

- **Advance to slide 35.**

(10 minutes)

- **This is the conclusion of the training. Take any remaining questions and make sure to share your contact information.**

*.That concludes today's TEC Extended Learning Program Orientation Training. Thank you for your enthusiastic participation. Have a great day!*

- **End presentation on slide 35.**

