

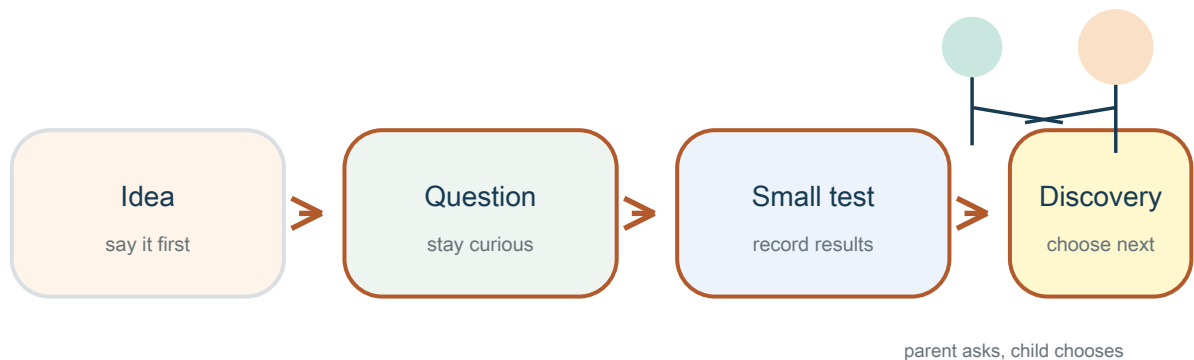
Parent Facilitation Guide

Parent-child earthquake monitoring and alarm project · Project Kickoff

Goal: help the child start the project without doing it for them

What counts as a successful meeting

The child says or draws an idea, asks at least one question, and chooses one small next step. The technical design can wait.



- [] Prepare paper, pens, a timer, and a place to keep the child's words and drawings.
- [] Set aside 30-45 minutes; stop at a natural point if attention drops.
- [] Remind the child: This is your project. I am here to help you figure it out.
- [] Safety note: this is a learning experiment, not a certified earthquake warning system. Official safety information comes first.

The meeting route: ask → listen → record → choose

Follow the order, but let the child skip or rewrite any question. The parent's job is to stay curious, not fill every blank.

1. Let the child speak

☐ Why do you want to start this project?

☐ Who do you hope it helps?

☐ When did you first think of it?

Child's exact words

2. Let the child draw

☐ What do you want it to see, hear, or tell us?

☐ If it were a little helper, when would it warn us?

Child's drawing or explanation

Turn ideas into action

Do not begin with buying parts or writing code. Choose one small action that can be finished and observed before the next meeting.

3. Turn curiosity into a question

- ☐ What do you most want to know?
- ☐ Which word or phenomenon seems strange?
- ☐ Should we look it up, observe it, or run a small test?

Question chosen by the child

4. Choose one next step

- ☐ What one small thing will we explore next?
- ☐ What materials or help do we need?
- ☐ How will we know this step is complete?

Next step chosen by the child

At the end: read the next step aloud and ask the child to confirm or change it

After the meeting: record, do not complete it for the child

Record what actually happened that day. Leave anything that did not happen blank and add it later only when it becomes real.

Date and actual duration

Decisions made by the child

Open questions

Parent reflection: which question helped? Did I explain too much?

Parent check

- ☐ I preserved the child's words, drawings, and choices.
- ☐ I did not write my suggestion as a decision the child made.
- ☐ The child and I decided together whether the project folder or rules should change.

This is a facilitation tool, not a completed record. After the meeting, add the actual result to the project timeline.