

June 2020
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Aa K'ume Iyaatra Uubetaani (Acoma Children's News)

Guwaadzi Hauba! *From the Director's Desk....*

KatieAnn Juanico, Director



Happy June Haak'u Learning Center (HLC) Families! First and foremost, thank you for your continued support and communication efforts with all the staff at the HLC. As I continue to read the "ongoing-communication documentation" from your phone calls, e-mails, and text messages with teachers, it is always wonderful to read and hear about the successes of families during this time. As a graduate student, I continue to think about all the research opportunities and data that will be generated because of the pandemic. Good research and good data help us make better decisions and will hopefully better prepare all of us for future encounters. As the Director of an Early Childhood program, some of my most powerful reflections are about the gaps in learning that may be evident because of the school closures. Although one of the top priorities of the HLC is the health and safety of the children and staff, the HLC also strives to provide quality interactions and learning opportunities. Closing the center was necessary. However, closing the center has allowed us to see the importance of our work as Early Childhood educators and more importantly, allowed us to confirm one of the most promoted

slogans in early childhood, "families are the child's first teacher." In fact, as developmental theorist Urie Bronfenbrenner points out in his *bioecological systems theory*, any large society encompasses several "layers" of environment that all have significant impacts on children's development and are, in turn, either directly or indirectly influenced by the other layers and by the children themselves (Bronfenbrenner, 2005). When you look at figure 2.1, you see that the child is at the center of the bioecological system. The child brings certain characteristics (e.g. unique temperaments and physiological features) and age-related development acquisitions (e.g. cognitive abilities and interpersonal skills) that influence the child's behaviors in any given situation (Ormond, Alderman, & Alderman, 2020). When you look further, you see that surrounding the child are other systems that influence the child. In the microsystem, you see "families, schools, and close friendships." The importance of school and classroom interactions is perhaps, one of the primary reasons why the HLC has begun planning for the upcoming 2020-2021 school year.

Continued on page 2 – Theory

Daarska Corner

Dolores Victorino, Child Care
Teacher Assistant



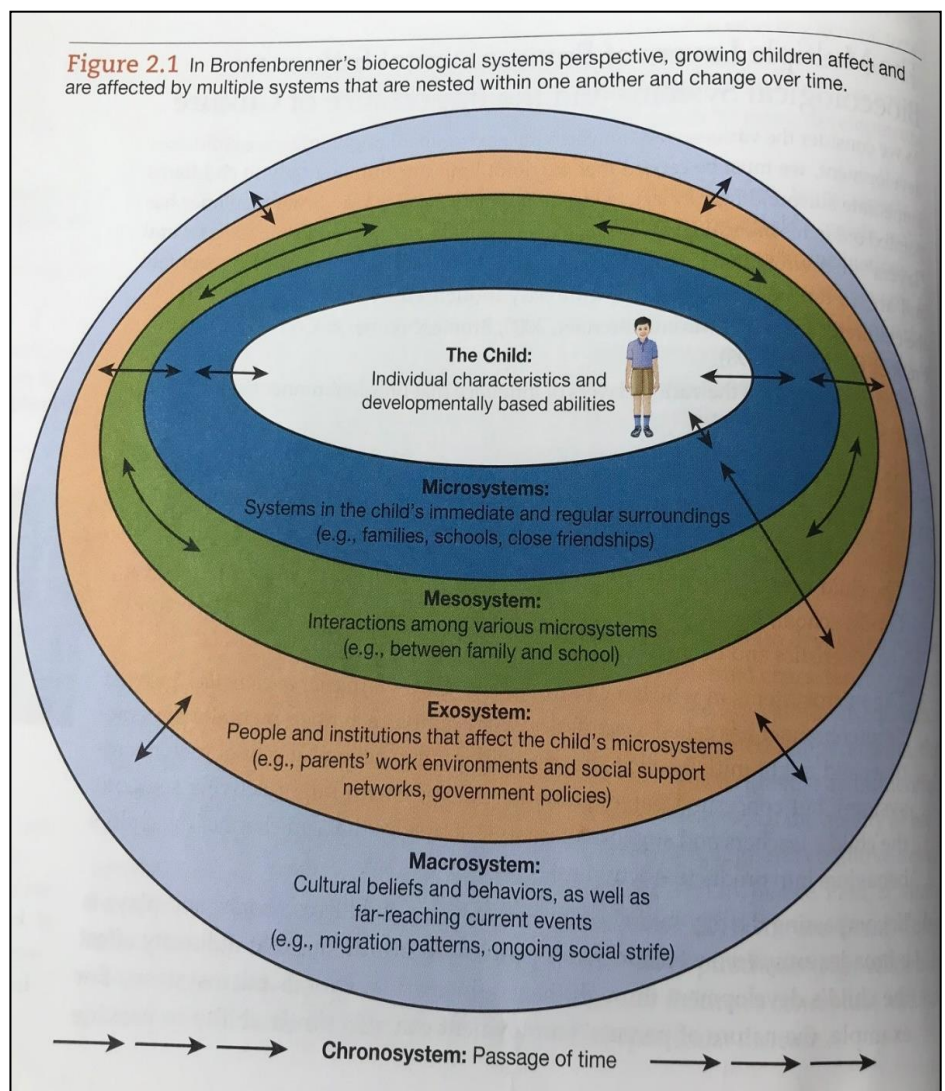
Quotes from kids

Although we have not had children at the Haak'u Learning Center for quite some time, as teachers, our memories are filled with the things children say and do. According to Jean Piaget, a well-known psychologist who proposed that human's cognitive development occurs in stages, children who range from age 2 through age 6 or 7 are in the "preoperational stage." In the early part of the preoperational stage, children's language skills virtually explode, and the many words in their rapidly increasing vocabularies serve as symbols that enable them to mentally represent and think about a wide variety of objects and events (Ormond, Anderman, and Anderman, 2020, p. 33). The kids in Daarska range from 1.5-2 years of age. The children in our class say anywhere from 2 to 5-word phrases. One of our kids talks about a vacuum, "I need to vacuum the floor." A few of our younger kids use words and sign language for "more." The children sometimes say random phrases at random times. For example, one child said, "Me and gigi rode on a train." The two-year old children in our class are also great at saying phrases like, "Don't bother me" or "Share", "Mama", "More Please". Continue to talk to your kids builds because it builds their vocabulary. It is important to talk to your children like you would a 3-4 year old and try to refrain from using "baby talk."

Continued from page 1 – Theory

The planning is evolving, and we are continually educating ourselves on best practices for the ages of the children we serve. Please know that one thing that has not changed, is the HLC's top priority of ensuring that our children and staff are safe. Please continue to be patient as we plan. The HLC recognizes that interactions and learning opportunities that school provides are needed for our children but, we also want our staff to be ready before we decide to open the facility to our children. During the

month of June, families can expect to receive a family survey to help us better plan for your children. Please make every effort to complete and return the survey. The administrative staff will continue to follow-up with families over the summer and will notify families about plans for the upcoming school year as soon as they become available. I look forward to your responses on your survey. Continue to be well and be safe.



Education Manager Desk

Cassandra Sanchez, Ed. Manager

Transition Time: It's coming soon...

It's transition time! A time for our children to move onto Kindergarten, move into another classroom, or out of childcare and into the Head Start setting. Transitions can be a tough time, not only for adults, but mostly for the children that endure all the CHANGES. Many changes will occur during this time, that to us (as adults) we may think are minor; however, to a child, these changes can cause stressful situations. Can you imagine if you were told that tomorrow you had to go to a new workplace, utilize new program equipment (without training), and follow a new strenuous work routine. This sounds a little out of our comfort zones, right? To children, a transition to a new school, is a huge change.

In the program, we try our best to make children aware of these changes through changing our routines to try to match those of the expected outcomes. In doing so, we prepare the children for what is coming next, but we also offer extra assistance to those children who may need help coping with the changes.



As a family, it is important that you help your children to understand that these changes are coming as well. During transitions, you might experience episodes of your child acting out, rebelling, or unwillingness to participate. However, think back to the situation I spoke about. Your children are trying to communicate, "I'm scared", "I don't know how to do it", "I don't know how to help myself". Be patient and try your best to make the time and adjustments to help bridge this gap of fear by simply being there for your children. Encourage your child to express their feelings and acknowledge those feelings by naming them. Things will get easier once your child builds a trusting relationship with the new faces and feels safe in their new environment.

Diichuna News

Kiwaityuwit'sa, Keres Teacher

The Importance of Math

Guwaadzi Hauba,

Now that the school year is coming to an end and we are experiencing our new way of life, I am sure everyone has mixed feels about everything that has transpired within the past few months. But as time moves on, the staff must continue to venture on for our children. Because children are now learning in a home setting, I am going to share how important math is in a young child's life. Math is an important part of learning for children in the early years because it provides vital life skills. Math skills will help




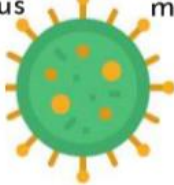








children problem solve, measure, develop their own spatial awareness, and teach them how to use and understand shapes. Early math skills are being used by children throughout their activities, experiences, and daily routines, whether at school or at home. Mathematics plays a major role in a child's development and helps children to sense of the world around them. Children between the ages of one to five years old are beginning to explore with daily routines that have patterns, shapes, comparing sizes and counting objects. Math play is evident in pretend play, block play, literacy, outdoor play, and science play which are all part of the preschool classroom. As you introduce Math activities, gear it to what they can comprehend and make it fun. Math can also be introduced in Keres. For example, you and your children can rote count, count objects shapes, sizes, and patterns all in the Keres language. Children have been introduced to numbers 1-10 and some shapes in Keres while at the Haak'u Learning Center.

If you wish to learn the other items or phrase in the Keres language, please call the Haak'u Learning Center and I will assist in any way I can during the upcoming summer. Have a great Summer!

I Can Wear a Mask Social Story







Courtesy of the Autism Research Institute

www.autism.org

Right now, some people around the world are sick with a virus called COVID19.	sick 
I cannot see the virus because it is very small, but people with microscopes have seen the virus.	virus  microscope 
The virus can pass from person to person through tiny droplets that come from a person's mouth or nose when they cough or sneeze.	sneeze or cough  particles
I can help prevent catching and spreading the virus by staying home. When I need to go out, I can help prevent spreading germs by wearing a mask.	stay home  wear a mask outside 
I can practice wearing a mask at home.	 practice with masks at home
Masks are made of paper or cloth. The mask will cover my nose and mouth and may have fasteners that go around my head or ears.	around ears  around head 
It may feel different to have a mask on my face. It may feel different to have fasteners around my head or over my ears. This will help the mask stay in place.	mask around ears 

I Can Wear a Mask Social Story

Courtesy of the Autism Research Institute
www.autism.org

<p>I can ask for help putting my mask on if I need to. The mask may become warm from my breath, and that is ok. I can still breathe with a mask on my face.</p>	 <p>help putting on mask</p>
<p>If I see other people wearing masks, I do not need to feel afraid. Underneath the masks, they are just like me.</p>	 <p>masks are good!</p>
<p>When I wear a mask outside, people can see I am helping to prevent spreading the virus. If my family prefers to wear masks that is ok too.</p>	<p>family wearing masks</p> 
<p>Some people may not be wearing masks. This may be because they do not have masks, or they have forgotten or for another reason.</p>	 <p>mask no mask</p>
<p>We should stay six feet away from other people whether or not they are wearing a mask. That's about the length of my bathtub or couch!</p>	 <p>6 feet away</p>
<p>When I get home, I can take the mask off carefully and then wash my hands.</p>	 <p>wash hands</p>
<p>I can ask for help removing my mask if I need to.</p>	<p>help taking off mask</p> 

Shipapu Rm 1 Corner

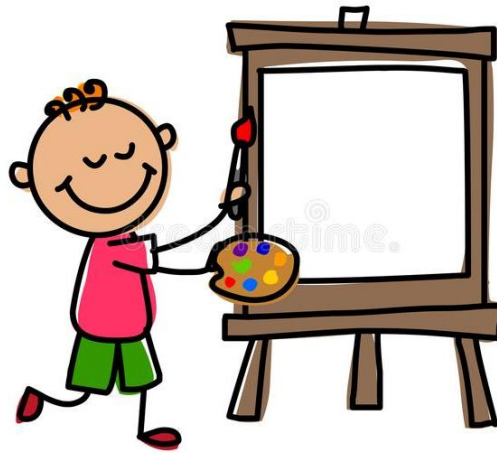
Kristen Pino, Child Care Teacher

Reasons to be Art-sy

Guwadzii Haak'u Learning Center Families!!! I hope all is well and continue to wash those hands. Now that our school year is approaching a close, I want to wish the Head Start transitioning students the absolute best and CONGRATULATIONS!!

In this article, I will be talking about Art/Holiday Activities to do with your little ones.

Young children feel a sense of emotional satisfaction when they are involved in making art. This satisfaction comes from the control children have over the materials they use and the autonomy they have in the decisions they make (Schirmacher, 1998). Every month in my lesson plans, I have planned a lesson based on a holiday such as Valentine's Day to Christmas and the holidays in between. When I do a lesson on a holiday, I like to talk about the holiday and then do an activity. For example, for Mother's Day I did a Mother's Day card with each mother's child's footprints or placed a picture and handprint on the card with a little message. As you do an activity, make sure you always talk to your child. For example, you can say, "Okay Braiden, we are going to paint your feet, does that feel slimy and cold?" "Now we are going to press your feet onto the paper so we can make a footprint and make some flowers with it for Mother's Day." Making art also builds children's self-esteem by giving them opportunities to express what they are thinking and feeling (Klein,



phillipmartin.info

1991). I believe communication with your child develops their language skills and the paint on their foot can promote a sensory skill. When doing an art activity with your child and even at school the next time they do something like this, they'll remember how they did it and will be able to explain it to you as well as his/her peers when they are older. When there is a birthday, have your child make a birthday card for the child because when it is made from home or themselves it means more to the person. Also give your baby lots of praise, love and attention while doing artwork. Here are some more reasons why art is important:

- While making art, young children develop control of large and small muscle groups and helps children

develop eye-hand coordination (Koster,1997).

- Art allows children to represent real objects, events, and feelings. It is a needed outlet for children whose vocabulary, written or verbal, may be limited (de la Roche, 1996).
- The early use of symbols in artwork provides a foundation for children's later use of words to symbolize objects and actions in formal writing. de la Roche, E. (1996).

Continue to do artwork at home with your child. Art is not just drawing or playing, it is a learning tool to help them grow and become independent. Have a great summer!!

Kadziima News

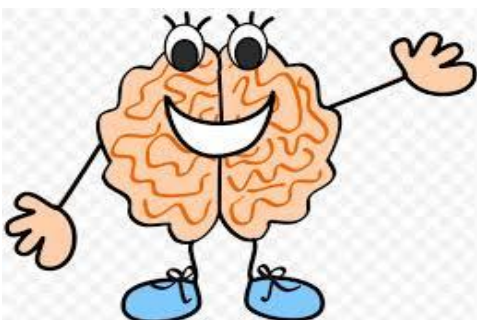
Jacquelyn Sanchez., Teacher Assist

Cognitive Skills for Young Children

What are cognitive skills? Cognition means the ability to think, explore, and understand. Children's cognitive skill development is the development of knowledge and problem-solving abilities. For example, when your child can understand the world around them and figure out things by themselves, they are using their cognitive skills. These skills are important for our children to process sensory information and learn new things.

Cognitive development starts in early childhood. Early childhood is often referred to the period from three through age five. Cognitive skill development depends largely on learning in the early years. A child's thinking and learning skills can be improved with practice and the right training, which is the importance of early childhood learning.

Some examples of cognitive skills are language learning, memory, information processing, problem-solving, simple reasoning, understanding cause and effect, and pattern recognition. To promote your child's cognitive ability, it is important for parents and family members to actively engage in interactions on a daily basis, starting in early childhood.



HEALTH AND WELLNESS:

Corona Virus Avengers
Watch a video: Corona Virus
Avengers with Dr. Jean

<http://youtu.be/6BLLjqbyQ4>

It is always a good reminder to wash your hands and come up with other ways to keep your body healthy. Dr. Jean shares some ideas for kids to fight the Corona Virus, as well as shares some songs. Watch the video with your child and family. Discuss some of your own ways you can help fight the Corona Virus.

Some examples of how you can promote the development of cognitive skills for your child are:

- Talk to your child and learn names of objects: share the names of commonly used objects rather than using words like, "get that one." Instead, be specific and use the name of the object that you are referring to when you say, "that one." It has been proven that talking and using rich vocabulary boosts their brain power and helps them learn language faster.
- Sing and read to your child: Music helps develop healthy skills as it soothes and creates a positive environment.
- Let your children explore and observe: letting your child have curiosity about things around them, let your child explore and learn things by observing.
- Answer your child's questions: your child will start to ask questions or maybe probably has already, answer

answer their questions accurately.

These are just some examples, but the main idea is to stay active with your child whether it be playing outdoors with them, working on puzzles for a few minutes, providing educational toys or apps on tablets or phones, telling your child stories of when you were little, and supporting silly hobbies they might have.

With all your help and surge of putting that extra effort, all these crucial skills will help promote long-term learning, improves their comprehensions and confidence, develops problem-solving skills and most of all instills a love of learning.

Thank you to all parents for taking the time to teach your child during this pandemic. This is a time to enjoy the time spent with family. This can also be time to learn from your child. You can see how much they have learned thus far and can probably see how many questions they ask every minute. Be patient and continue to answer their questions. Thank you for being the best teacher for your child.



LETTER FROM MS. MURPHY

TO THE

HAAK'U LEARNING STAFF



Dear Essential Workers of
Haak'u Learning Center,

Hello! I hope this finds you all in good health! My name is Erin Murphy and I'm from the Pueblos of Acoma and Laguna. I will be a 10th grader in the fall at Santa Fe Indian School. I've made these masks for you all as a way to show my appreciation for all the work you do for our community and surrounding communities.

I chose this mask-making project as part of "Brave Girls" giving back. Brave Girls is a leadership group within Santa Fe Indian School that I have been a part of since September 2019. As members of Brave Girls our job is to help out our school and communities as much as we can, which can be done through service-learning activities. I have chosen your facility to donate masks to because I value all the hard work you've done during this pandemic, and as a way to help you stay a little safer. Your work is greatly appreciated not only by me, but by Brave Girls and our communities.

Thank you for all that you have done!

Erin K. Murphy



Important Announcements:

Acoma Summer Lunch Grab and Go Meals begin June 1st.

Open to ages 1-18 years old.
Monday through Thursday.



Pick up Locations include HCA Front Cafeteria door(11AM-1PM) St. Anne's Church(11AM-12PM) and St. Maria's Church(11AM-12PM).



For the Health and Safety of all HLC families and staff, the HLC will have a virtual promotion ceremony. More information will be forthcoming from your child's teacher.



OPEN TO ALL ACOMA RESIDENTS

COVID-19 DRIVE THRU TESTING

JUNE 11TH
JUNE 18TH
JULY 2ND
JULY 24TH

8AM-10AM
ACOMA TRIBAL
AUDITORIUM

Pre-register by calling: 505-554-0769 OR 505-554-4746

You do not need to have symptoms. Testing for children available. Although it is recommended to quarantine until you receive your results, you will only be required IF: you are showing symptoms OR you had close contact with a positive case. Depending on your results, further quarantine may or may not be required. *Work excusal letters available upon request at testing site.



STAY
HOME, STAY
Safe

Child Care Update

Kuuchininaaku, Child Care Manager

Guwaadzi Families. We are now completing week eight (8) of our stay-at-home directive – Daabapu has extended tribal program closures until June 1, 2020. After this date, programs will begin implementing a “phase approach” to opening. With HLC, we are not sure yet, what we will be doing in regard to opening our doors. Due to the nature of our clientele, we have to ensure we have the proper safety procedures in place before we begin having children in the program again. As with some of you, I would like to know that my children will be taken care of when they are back in school; moreover, this will mean families also need to continue taking safety measures at home with your children. Unfortunately, our way of life has changed and how we socialize is impacted. Let's pray that a vaccine will be developed soon. Together we will make it work.

If you have any questions regarding child care needs for your family, please don't hesitate to contact me at 505-552-6959, ext. 5532. Be well and safe.



Kuweeru Information

Virginia Baughman, Teacher

The Best Start to Positive Health Behaviors

The early years are the best learning years. Age birth to 5 years old is the time when many influential factors have the greatest impact on a child's overall physical development. It is easier to establish healthy habits in growth now, rather than play catch-up later in life. The first thousand days of development are a crucial time when sound nutrition ensures proper brain development. Proper energy supplies enhance proper motor skills and increase language usage and academic skills. Malnutrition decreases cognitive functioning and later attention problems.

It is important to be aware of other external factors that influence physical development and healthy nutrition habits. This list includes the amount of children's active play versus sedentary behavior, amount of screen time, and sleep behaviors.

Active play vs. Sedentary Behaviors: Children, age 2-5, are naturally active and need at least 60 minutes of unstructured physical activity per day. However, in reality young children are sedentary anywhere from 32.8 to 56.3 minutes per hour. Sedentary activity is that which requires little energy or effort; these types of behaviors have negative impacts on child development, e.g., delayed motor skills, lacking social skills, inadequate sleep and appetite.

- **Things to think about:** What kinds of physical activities does your child



enjoy? Who plays with your child at home? What is your favorite play activity with your child?

- **What can you do?** Families could establish an “activity routine” for kids to engage in active play such as running, exercise, or any opportunity to safely move their bodies. Encourage physically active family activities such as having a living room dance party, hiking, or biking. Make physical activity part of your daily routine.

Television and Screen Time: Surveys have shown that 92.2% of one-year olds have already used a mobile device. Screen time usage of children before 18 months potentially has a lasting negative effect on language development, decreased short term memory and attention, sleep problems, and childhood obesity. The over exposure to advertising in media has a powerful impact on children's attitudes and behaviors about food and drinks.

- **Things to think about:** Who watches television with your child? What shows does your child enjoy? Does your child enjoy computer time or play on a phone or tablet?
- **What can you do?** Families can find alternatives to TV time like reading a book

Continued on page 12 – Behaviors

HAAK'U LEARNING CENTER



**We are now accepting enrollment applications for the
2020-21 School Year!**

**Come by the center to pick up an enrollment application
between the hours of:**

8:00 AM – 4:30 PM - Monday thru Friday

****Child must be 3 yrs. old by August 31, 2020, thereafter application will be waitlisted****

Documents needed to process application:

- **Proof of child's age** (NM or State birth certificate)
- **Income Verification of Parent(s)/Guardian(s) of child** - (i.e. current check stub, signed 1040 tax form, TANF, public assistance letter, social security income, unemployment/self-employment verification notarized document)
- **Children with disabilities are encouraged to apply.**

**If needing any assistance or clarification regarding the
enrollment process, please call the center at (505)552-6959.**



Continued from page 10 – Behaviors

- together, create sensory bins for exploration, do arts & craft projects. Have designated scree-free zones (no devices in the bedroom) and set limits regarding screen time (it is suggested no more than 1 hour a day for preschoolers). Establish expectations for usage that can be followed now and then carried on as children grow.

Sleep: Healthy sleep habits formed in the first year set the stage for optimal health later on in life. Sleep is important to a child's learning and development. Sleep is when the brain processes the body's daily functions, learning, and memory for long-term use. Children can solve problems, concentrate better, are well-rested and alert, and have a more developed immune system. Six-month olds that sleep less

than 12 hours in a 24-hour period have increased risk of a high body mass index and being overweight by 3 years of age. Lack of sleep is associated with the risk of obesity, depression, and risk of injury (lack of alertness).

- **Things to think about:** Where does your child sleep? What is your bedtime routine? How many hours a day and night does your child sleep?
- **What can you do?** Families should create bedtime routines and consistent sleep routines. Follow safe sleep practices by eliminating blankets and pillows that could become sleep hazards. Ensure your child acquires adequate amounts of recommended sleep for their age.

Activities for Families:



Play and learn with Everyday J.U.N.K.! The Family Development Program at the University of New Mexico has developed a "special cookbook of fun, learning activities for families". Explore the Joy of Uncovering New Knowledge with your kids.

<https://fdp.unm.edu/everyday-junk-recipes.html>

Here is a list of 100 things you can do during stay-at-home, many of which require few resources and preparation (family dance party!!). Inside, outside, simple, involved, adults, kids. This is a great springboard to brainstorm fresh activities.

<https://www.cnn.com/2020/05/22/health/100-things-to-do-this-summer-wellness-trnd/index.html>



Help Us Have a Good Day!

Positive Strategies for Families

- Give me choices**
Do you want your breakfast in the orange bowl or the green bowl?
- Remind me of the rules**
Remember, we keep ourselves safe, so go up the steps, down the slide.
- Help me know when something is going to end/change**
Five more minutes until dinner.
- Catch me being good**
Wow, thanks for trying something new. I hope you feel proud when you try new things!
- Tell me exactly what to do**
First we get into the bathtub and then we do bubbles.
- Show me what is going to happen**

More family resources at
ChallengingBehavior.org/Implementation/Family.html

National Center for Pyramid Model INNOVATIONS
UNIVERSITY OF SOUTH FLORIDA

IDEAS that Work
Office of Special Education Programs
U.S. Department of Education

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Rev. 06/10/19

Tribal Lifeline

Customers living on federally recognized Tribal Lands* can receive up to **\$34.25** off phone or Internet service.

Lifeline is a federal program that helps lower the cost of your monthly phone or Internet bill.

ELIGIBILITY

You may qualify for a discount if you live on federally recognized Tribal lands* **AND** can provide proof for any **ONE** of the following:

- Your income is at or below 135% of the federal poverty guidelines, **OR**
- You participate in any **ONE** of these government benefit programs:
 - Supplemental Nutrition Assistance Program (SNAP)
 - Medicaid
 - Federal Public Housing Assistance (FPHA)
 - Veterans Pension and Survivors Benefit
 - Supplemental Security Income (SSI)
 - Bureau of Indian Affairs General Assistance
 - Tribal Head Start (income based)
 - Tribal Temporary Assistance for Needy Families (Tribal TANF)
 - Food Distribution Program on Indian Reservations Assistance

WHAT IS A HOUSEHOLD?

You can have multiple households at one address, for example:

- Four adult family members that live at the same address, but do not share income and expenses, may each have their own Lifeline benefit.
- If you share housing with someone who already receives Lifeline, complete the **Household Worksheet** that is available on our website, or through your phone or internet company.

*Lifeline's Tribal Lands is defined in 47 CFR §54.400 (e).

THREE WAYS TO APPLY



APPLY ONLINE Find the online application at CheckLifeline.org.

OR



MAIL YOUR APPLICATION Print an application from www.LifelineSupport.org/National-Verifier.

OR



CONTACT A PHONE OR INTERNET COMPANY
Find a company that provides Lifeline at www.LifelineSupport.org.
Click *Companies Near Me*.

HOW TO SHOW YOU ARE ELIGIBLE

You may need to show proof that you qualify for Lifeline, such as:

- **A copy of pay stub or tax return** to prove your income is at or below 135% of the federal poverty guidelines, **OR**
- **A copy of your award letter**

TIPS FOR APPLICANTS ON TRIBAL LANDS

- Check the "Tribal Lands" Box.
- Provide a Tribal ID Number if a SSN is unavailable.
- Your Lifeline company can help determine whether your address is on Tribal lands.
- Ask your service provider about *Tribal Link-Up*. You may be able to get up to \$100 toward your connection to home service.

NOTE: An applicant living at a residence without an identifiable address will be asked to provide Geo-coordinates for the physical location. If you don't have this information, you can provide USAC a map that identifies the location of the residence, landmarks, and distances.



Universal Service
Administrative Co.

LIFELINE SUPPORT CENTER

(800) 234-9473 | 9 AM-9 PM ET | 7 DAYS PER WEEK
LifelineSupport@usac.org | www.LifelineSupport.org

Lifeline

Lifeline is a federal program that helps lower the cost of your monthly phone or Internet bill.

HOW TO KEEP YOUR BENEFIT

USE IT OR LOSE IT

If your mobile phone or Internet is free, use it at least **once every 30 days** to keep the benefit.

RECERTIFICATION

Each year, Lifeline will conduct a check to ensure you still qualify for the benefit. We will review databases that can verify your participation in qualifying programs.

We will send you a letter asking you to renew your benefit **ONLY** if we are unable to confirm you are still eligible.

What to do if asked to renew:

- Call (855) 359-4299 **OR**
- Complete the form online at [CheckLifeline.org](https://www.CheckLifeline.org) **OR**
- Complete the Renewal form and mail it to:
Lifeline Support Center
P.O. Box 7081
London, KY 40742

You may check your Lifeline Benefit status anytime by calling the Lifeline Support Center, (800) 234-9473.



TRANSFER YOUR BENEFIT

You may change the phone or internet company registered with Lifeline at any time.

To do so:

- Talk to your new company to make the switch—some companies may have transfer costs.
- Reapply to Lifeline to confirm you are still eligible.
- Search for a phone or internet company at www.LifelineSupport.org. Click *Companies Near Me*.

LIFELINE SUPPORT CENTER

(800) 234-9473 | 9 AM-9 PM ET | 7 DAYS PER WEEK

LifelineSupport@usac.org | www.LifelineSupport.org

Contact your phone or internet company about your phone, internet service, or bill.



**Universal Service
Administrative Co.**



USAC is an independent not-for-profit designated by the FCC.

Available for Public Use

How Families Use Social Media

Understanding how families use social media may be useful as you create or enhance your social media plan. The ways families use specific social media sites can change based on evolving preferences and new options. Recent surveys conducted in 2016 and 2018 provide some insight into current usage.

The information in this section comes from three nationally representative surveys: a parent survey completed in 2015 and two completed in 2018. These surveys look at social media use by teens and adults in the United States. You can find comprehensive data tables of these surveys and their methodologies at <http://www.pewinternet.org>.

Which Sites Do Parents Use and How Often?

Seventy-four percent of parents who use social media report using Facebook daily. More than one-third of parents who use social media report using Instagram and Twitter daily. More than half of these parents log on to these sites multiple times each day (Pew, 2015).

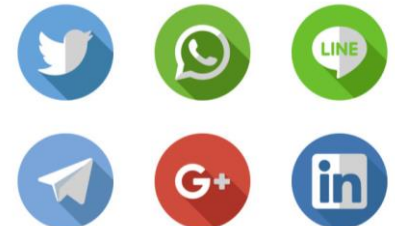
Data suggests that mothers are more likely than fathers to use Facebook and Pinterest. Fathers are more likely to use LinkedIn and Twitter. Thirty-five percent of parents with children under age 6 use Instagram. Twenty-two percent of parents with children age 6 and older use Instagram (Pew, 2015).



What Do Parents Seek and Find on Social Media Related to Parenting?

Many parents seek and find social support on social media. Parents use social media to connect with friends, family, and acquaintances. They give and get general support from social media, sharing and responding to both good news and bad. Mothers are more likely than fathers to report offering or receiving general support through social media. Forty percent of parents report receiving social or emotional support for a parenting issue through their social media networks. Mothers are twice as likely as fathers to report receiving parenting support (Pew, 2015).

Many parents also seek and find parenting information on social media. The study referenced above asked parents about the kinds of information they had sought and found in the 30 days prior to the survey. While most parents who use social media report finding useful general information on social media sites (79 percent), fewer (59 percent) report finding useful information about parenting. Only 10 percent of parents with lower incomes reported “frequently” finding useful parenting information on social media. Further, more than one-third of parents with higher incomes said they “rarely” find useful parenting information on social media. Parents typically reported coming across parenting information while browsing and looking at other content. Yet 31 percent of parents reported asking



parenting questions on social media (36 percent of mothers and 24 percent of fathers) within the month (Pew, 2015).

How Do Specific Groups Use Social Media?

The information in this section describes social media use among U.S. teens (ages 13–17) and adults (ages 18 and older) in general. These findings, gathered in 2018, are more recent than the 2015 parent survey highlighted earlier. They include, but are not limited to parents. If you are interested in sharing information with family and community members who are not currently parents—for example, people who might be parents in the future, grandparents, extended family members, and the general public—this information may be especially useful.

Teens

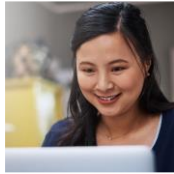
Ninety-five percent of teens ages 13–17 have smartphones and most use social media. YouTube, Snapchat, and Instagram are by far the most popular sites among teens. More than two-thirds of teens report using these sites. While roughly half of all teens report using Facebook, a significantly larger percentage (70 percent) of teens in households with incomes less than \$30,000 use Facebook (Pew, 2018). . . . are used by nearly twice as many American adults (ages 18 and

Percentage of U.S. Teens Ages 13–17 Who Say They Use . . .

YouTube	Instagram	Snapchat	Facebook	Twitter	Tumblr	Reddit
Boys	89	69	67	49	33	11
Girls	81	75	72	53	32	4
White	86	73	72	48	33	8
Black	79	72	77	57	29	5
Hispanic	85	72	64	58	36	7
Less than \$30K	86	74	77	70	40	10
\$30K to \$74,999K	84	72	71	56	30	4
\$75K and up	85	71	64	36	30	8

Source: Survey conducted March 7–April 2018. “Teens, Social Media and Technology.” Pew Research Center.

older) compared to other social media sites. This is true regardless of income, educational attainment, and type of community, urban or rural. However, surveys suggest some differences in usage based on age and racial or ethnic backgrounds (Pew, 2018).

**Younger Adults**

YouTube and Facebook are most popular with adults ages 18–49. However, Snapchat and Instagram are especially popular among younger adults ages 18–24. Seventy-eight percent

of adults ages 18–24 report using Snapchat, and 71 percent report using Instagram. More than half of adults ages 25–29 use these two sites. Use drops significantly, however, among adults age 30 and older (Pew, 2018).

The Millennial generation includes the average range of ages when women have their first child (Mathews & Hamilton, 2016). Data on Millennials (people born between 1981 and 1996, ages 22–37) indicate that most (85 percent) use social media, and most (82 percent) use Facebook. Around half of Millennials use Snapchat and Instagram, 47 percent and 52

**Older Adults**

Older adults also use social media, specifically Facebook. Three quarters of Gen Xers and more than half of Baby Boomers use social media. Approximately two-thirds of adults ages 50–64 (those we might think of as most likely to be grandparents) report using Facebook. Fewer than one-quarter of adults in this age range report using other social media platforms (Pew, 2018).

Percentage of U.S. Adults Ages 18–49 Who Say They Use . . .

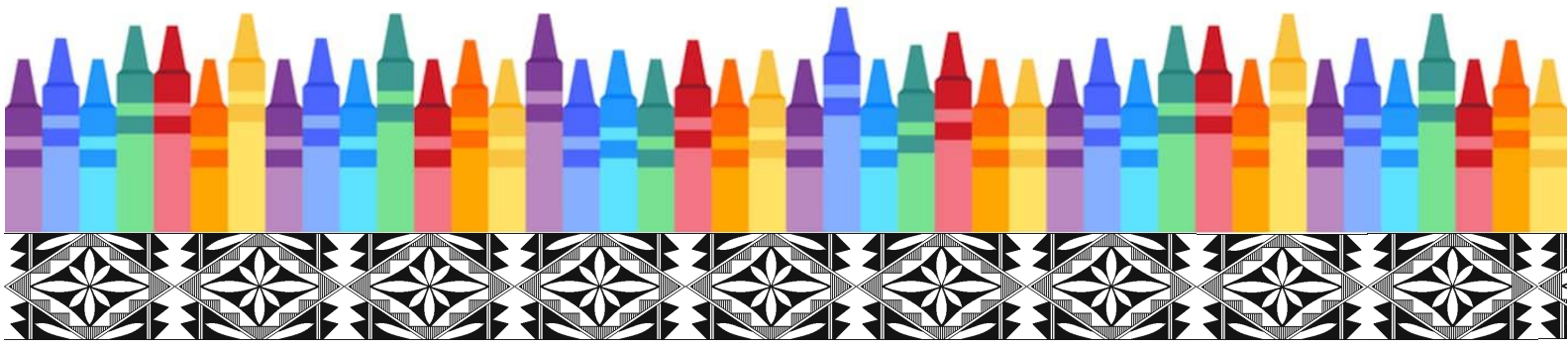
Facebook	YouTube	Pinterest	Instagram	Snapchat	LinkedIn	Twitter	WhatsApp
18–24	80	94	31	71	78	25	45
25–29	82	88	39	54	54	34	33
30–49	78	85	34	40	26	33	27

Source: Survey conducted January 3–10, 2018. “Social Media Use in 2018.” Pew Research Center.

Ages**Percentage Who Use Social Media****Percentage Who Use Facebook**

Gen Xers (born 1965–1980, ages 38–53 in 2018)	75	76
Baby Boomers (born 1946–1964, ages 54–72)	57	59
Silent Generation (born 1945 and earlier, ages 73 and older)	23	26

Source: Survey conducted January 3–10, 2018. “Millennials stand out for their technology use, but older generations also embrace digital life” Pew Research Center.



2020



Haak'u Learning Center
Class of 2020



Teachers:
Mrs. Virginia Baughman
Ms. Kailyn Antonio



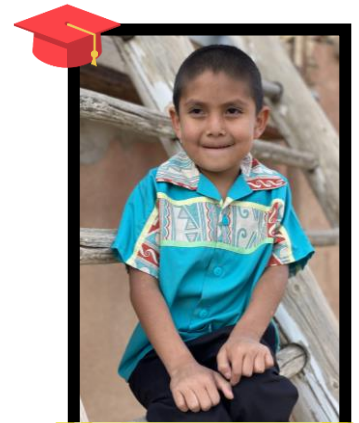
Christine Aragon



Lilliana Shroulote



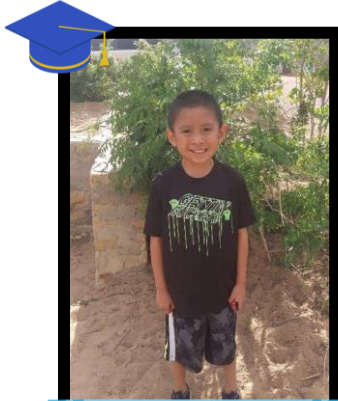
Jasmine Soboleff



Zaiden Antonio



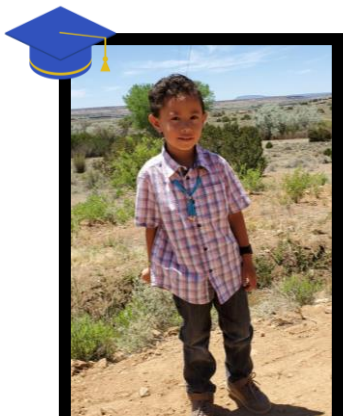
Landon Sarracino



Marshall Augustine



Kolten Wanya



Zekiel Holmes

Not Pictured:
Mila Abeita
Avalyn Lorenzo
Adrian Lucario
Sean Toribio

Congratulations!
Kuweeru Classroom





Teachers:
Ms. Jacquelyn Sanchez
Ms. Johnica Antonio



Harley Carrillo



Chesney Lukee



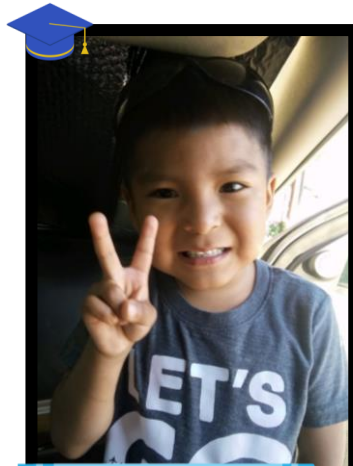
Alianna Valdo



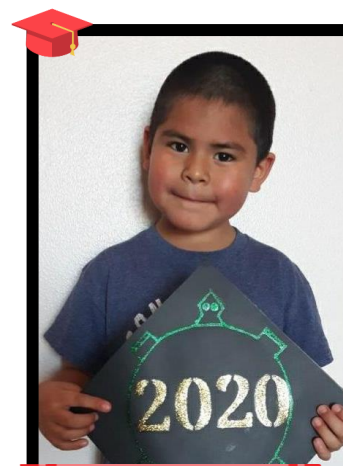
Zoë Ortiz



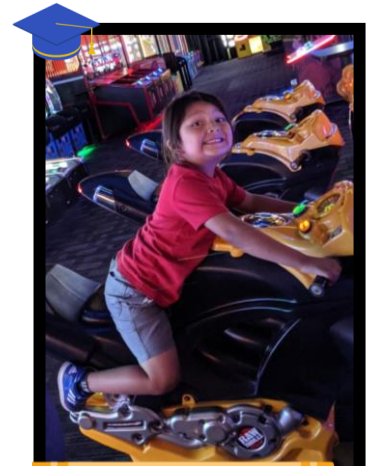
Mason Carrillo



Drevin Garcia



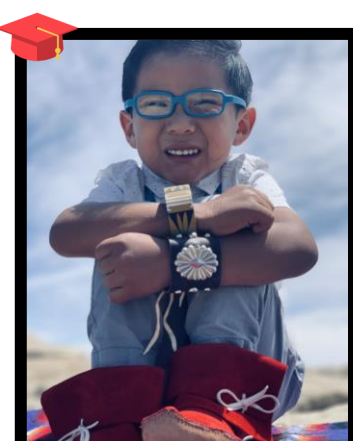
Davien Martinez



Marley Pasquale



Dezmond Sarracino



Leo Vallo

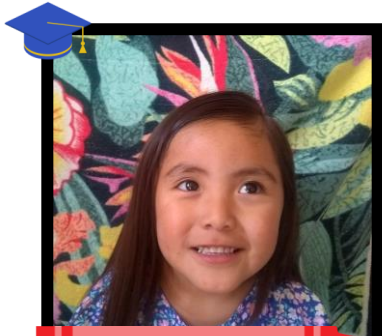
Not Pictured:
Jazmyne Pasqual
Ophelia Torivio
Payton Willie

Congratulations!
Kadziüma Classroom

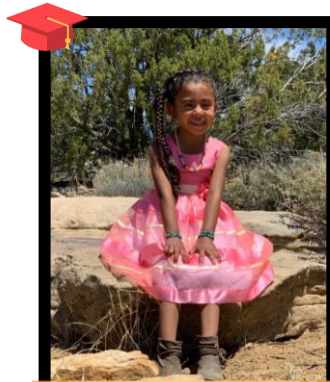




Teachers:
Ms. Cassandra Sanchez
Mr. Meinrad Antonio Jr.



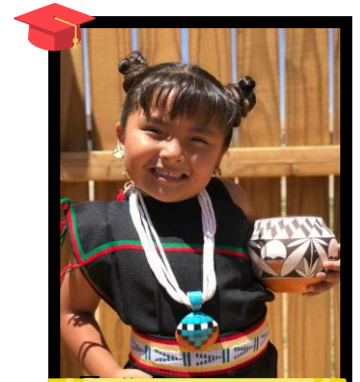
Zaylia Garcia



Zakiah Holmes



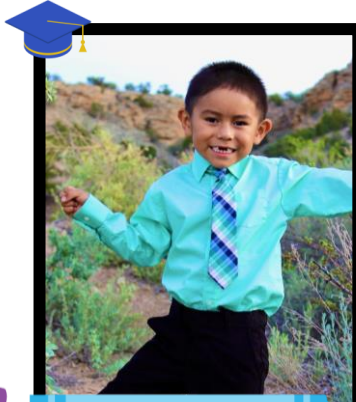
Adellaveen Poncho



Tyleia Romero



Arabella Martin



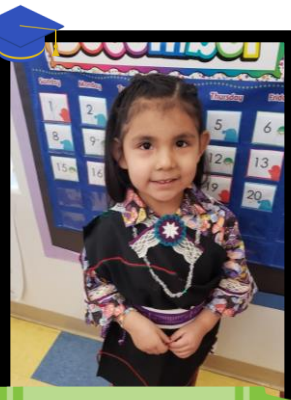
Avery Martinez



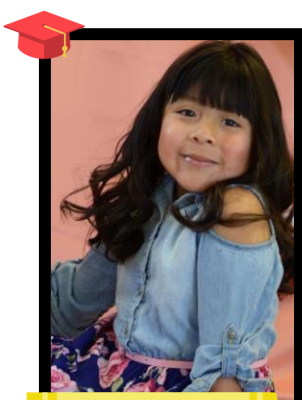
Royal Torivio



Leander Oso



Sevyn Whitmore-Carr



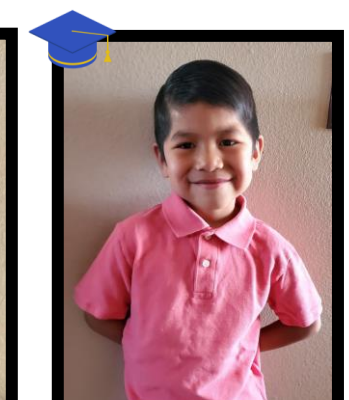
Lanae Valdo



Jayden Kie



Liam Vallo



Domingo Cheykaychi

Congratulations! Haak'u Classroom