

Contents

Introduction	3
Dads and children Fun Science	10
Topic 2: Making a volcano erupt	11
Family Cookery	12
Topic 4: Fruit and vegetables	13
Family health for parents learning English	14
Topic 1: The body	15
Family Stories in a Box	16
Topic 2: What objects are special to you?	17
Fun 4 Health - Dads and Children	18
Topic 6: Sensory games	19
Fun things to do with your child	20
Topic 6: Make a map of your local area	21
Supporting school learning at home	22
Topic 1: Families learning together	23
Games, gadgets and machines test	24
Topic 4: Structures and stability	25
Grandparents and family learning	26
Topic 3: Childhood holidays and games	27
Growing together - gardening	28
Session 5: Growing plants with children	29
Living in my community	30
Topic 3: Citizenship	31
Moneywise ideas for the family	32
Session 6: Ways to have fun on the cheap	33
Storybags	34
Topic 1: Sharing books	35
Supporting your primary school child	36
Topic 1: Introduction to primary school	37
Making music together - Parents and children	38
Topic 2: Create new musical instruments	39
Preparing for second level	40
Topic 1: Overview of Irish education system	41
Safety online	42
Topic 1: Safety tips for your child	43
Settling into second level	44
Topic 4: Communicating to and from school	45
Write a story for your child	46
Topic 4: Planning your story	47
Seasonal crafts	48
Topic 6: Christmas centrepiece	49
Template for Family Learning Programme	50
Evaluation and progression	52
Evaluation 1	53
Evaluation 2	54
Bull's Eye Evaluation	55
Suitcase Evaluation	56

Learner Progression	57
Tutor Evaluation	60
Literacy Links	61
Numeracy Links	63
Useful References	65
Acknowledgements	68

Introduction

Introduction

Family learning programmes create a positive and stimulating learning environment for parents and carers to return to education. All family learning courses aim to create an atmosphere that is informal and relaxed, where parents own life experiences are respected and valued. For many, it will be the first time they have thought about learning since they left school, possibly at an early age. Having children starting pre-school, primary school or moving to second level motivates parents and carers to do their best for their children. Programmes aimed at these key stages are attractive hooks into learning for parents. Following their positive participation on an initial course, parents often progress onto other family learning courses, one-to-one literacy support or a variety of FETAC accredited courses.

Family Learning in Action is a follow-up to the Family Learning Resource Guide produced by Clare Family Learning Project in 2000. All of the ideas outlined are based on courses that tutors working with Clare Family Learning Project have been delivering to parents over the past few years (and longer). The original guide focused primarily on the early years of childhood up to the start of their primary school years. It looked at ways to support the emergent literacy and numeracy skills of young children. The ideas in this pack widen the earlier focus to include all the primary school years as well as the transition and settling into second level. This extension and further development of family learning courses to include supporting the learning of older children is in response to requests from parents and teachers. At the same time, all of the courses maintain a 2-for-1 strategy in that each course aims to address the parallel learning needs of both parents and children.

How the handbook is organised

The descriptions of each course include a full course outline followed by a sample session topic detailing content and suggesting delivery methods. Each session topic also includes a list of literacy and numeracy links. These are included to help tutors identify literacy issues that might arise and then plan embedded literacy and numeracy activities appropriate to these needs (see pages 6 and 7).

Course outlines

There are more than 20 course outlines included in this booklet. Each course outline describes the content typically included when preparing a course on a given theme.

Please remember that these are suggestions only. The experience, motivations, needs and interests of a group of learners should always be taken into account when planning a course.

The courses outlined in this pack include examples of the two basic family learning delivery modes parent only and parent and child. The sessions can be delivered within the context of a traditional course structure (i.e. family learning courses usually take place once a week for a number of weeks) or they can be planned and structured to suit a rop inmode. A mix and match of session topics from different courses can be used as taster sessions to draw learners in, for example two cookery sessions followed with two computer sessions to write up the recipes. Cookery is a very attractive way to engage parents into learning for the first time into adult education. It can be used as a once off taster session or a full course. It is familiar to all, builds on existing knowledge and values the lived experience of parents. Parents and children can work together at home cooking in a very natural way. There are many learning opportunities for developing numeracy and literacy skills while cooking together. Indeed, parents can discover hidden talents through trying out a variety of family learning programmes. These can lead parents in the direction of formal qualifications in this area, e.g. cookery, art and craft, horticulture, music, drama etc.

All courses aim to provide a parallel focus on the learning needs of parent and child. For example, parents new to Ireland will want to understand how best to help their children to participate successfully in the Irish education system. At the same time, they will have their own learning needs which may be inhibiting their integration into the local community. To address these needs, each session could have a language focus which helps the parents develop their English communications skills relating to school e.g. asking

questions, making appointments with the teachers, writing notes to the school and other social situations, e.g. going to the doctor, shopping for the family.

At the bottom of each course outline there are tutor tips and/or suggested weblinks that can further help with course planning and delivery. Some of the weblinks will be useful to tutors looking for more information and ideas; other weblinks are intended for use with parents. Remember that tutors should always thoroughly familiarise themselves with a weblink before introducing it to the parents.

Sample session topics

In each sample session topic there are suggestions for how the tutor may deliver a particular topic over one or more sessions. Session topic content is described in more depth and suggestions are given for delivery methods to engage a variety of learning styles.

Note that in courses for parents alone, many of the session topics involve introducing parents to home-based learning activities that they can then try out at home with their children. The activities are designed to stimulate increased parent-child interaction, especially around literacy and numeracy skills. For example, in some of the sessions, parents explore home-based activities that are linked to topics in the primary school maths curriculum. At the same time, parents have the opportunity to revisit issues in basic maths that may have caused problems for them. Providing safe space for parents to explore their own learning issues is essential to building parental confidence to engage with literacy and numeracy activities with their children.

Note also that the sample session topics do not designate a specific timeframe given for the activities suggested.

Some sample session topics could easily be completed in a two hour slot; however many will take more than one session. Tutors should be aware that the amount of time spent on a particular session topic will vary considerably depending on group needs, interests and skills. For example, a group of family learning participants who are new to the local community (and perhaps learning English as an additional language) may need more time and support to complete the exercise involving mapping the local community (see page 21).

Literacy and numeracy links

Listed at the bottom of each sample session topic are links to literacy and numeracy learning outcomes relevant to adult basic education courses at FETAC Levels 1-3 which are also similar to the British based adult literacy, numeracy and ESOL core curriculum Entry levels 1-3 (see full combined list on pages 61-64).

The literacy/numeracy links show how easily family learning courses can be integrated with FETAC communications, numeracy and other components at levels 1, 2, 3. Tutors should liaise with other tutors who are perhaps working with some of the same learners in communications, numeracy or other related modules (e.g. computers, crafts). Tasks and project work may be tailored to meet some of the portfolio requirements for basic education FETAC modules.

Tutors can also use the literacy/numeracy links as a guide when observing learners and identifying where learners might be in need of support. In some courses, participating learners will have similar specific learning needs. To provide additional support, the tutor may decide to:

- adjust the content or context of an activity to something that is more familiar to the learners
- provide a scaffolding mechanism (hints list, writing frame, Cloze exercise),
- take time out to work on specific elements of literacy/numeracy mechanics (finding information in a text, using capitals, estimating),
- shorten an activity (have the first or last steps completed, provide clues),
- break down the activity into a number of tasks to identify and work on new learning (e.g. looking up information presented in alphabetical order),

- repeat an activity more than once to give additional practice time (filling in more than one table, filling in different kinds of tables).

In other groups, the tutor may note that abilities are more mixed, and so the tutor will need to plan for meeting literacy and numeracy needs at different levels. The tutor has a number of options, for example:

- provide optional scaffolding supports (e.g. writing frame) for learners to use as needed
- put learners working in pairs/ matching different strengths/weaknesses
- give learners responsibility for different parts of a task according to their ability, but still ensure that weaker learners have the opportunity to work on literacy/numeracy learning skills, not just do something they can already do (e.g. don't have weaker learners only responsible for e.g. cutting out pictures for a collage)
- provide or offer to make arrangements for additional 1-1 support for individual learners
- liaise with another tutor working with the same learner/s to provide support (e.g. discuss with the computer tutor the activities in a family learning class that will require learners to use computers).

Most of the time, tutors will find that a combination of the above approaches works best, as learners will have similar strengths and weaknesses in some areas, but have more diverse needs in other areas.

How programme outline works

Games, gadgets and machines

Goals for these sessions:

Talking about technology with children in a natural way
 Utilising scrap materials for experiments at home
 Exploring the technological application of scientific principles in day to day life in a fun way
 Exploring the historical development of technology

Goals may need to be adjusted to meet the needs of the learners

Programme name

Topic	Content
1. Introduction to technology	Introducing the idea of technology and its application. Looking at historical developments. Thinking about types of energy. Developing a simple catapult.
2. Magnetism and gravity	Exploring the principles of magnetism and gravity. Talking about ideas and designs for games. Creating a game.
3. Marbles and magnets	Demonstrating the effect of stored (potential) energy. Designing a game that uses stored energy.
4. Structures and stability	Examining various structures for stability and centre of gravity. Building and testing structures.
5. Land yachts, wind power	Demonstrating the power of moving air. Designing a yacht that uses wind power. Creating a model.
6. Robots	Discussion about how robots are used in everyday life. Designing and creating a robot using recycled materials.
7. Fabricated materials and structures	Introducing basket making as an old technology. Learning about weaving and its uses. Demonstrating techniques. Practising using various techniques with different materials. Creating woven item.

Choose content to suit the needs of the learners

A mix of topics could be used as taster sessions e.g. Land yachts and Optical illusions from Fun 4 Health

Website: www.teachingideas.co.uk

http://tonto.eia.doe.gov/kids/resources/teachers/pdfs/Activitybook_...pdf

Check weblinks before you deliver the course

How the sample lesson plan works

Topic 4: Structures and stability

Materials:

Newspapers Card Squares

One example described in detail. It may not be the first session!

Some groups may need more than one session to complete topics

Task	Suggested activity
Examine various structures for stability and centre of gravity	Talk about structures in the environment. Roll tubes from A3 newspaper sheets and secure with tape. Show example of simple bridge made from tubes. Test for strength with weights and stability by simulating wind and earthquake effects. Discuss how to make stronger.
Designing and building a tower/bridge from card or newspaper and testing for strength and stability	Parents and children design and make their own newspaper or card tower or bridge. Test for strength and stability. Record number of weights used.
Exploring stability and centre of gravity	Children stand with legs together, legs apart, and are pushed to disbalance, which is more stable. Brainstorm for reasons why e.g. legs make a triangular shape which is more stable. Test for centre of gravity by standing against a wall, lean forward to pick up object. Brainstorm reasons for falling forward.
Designing and creating an animal/creature	Parents and children together design a creature using the newspaper tubes for body, arms, head, etc. Discover how to make the creature support itself. Discuss function of tail for balance.

Sessions could have a language focus which helps parents/children develop their English communications skills

Tasks can be extended as parent and child home based activities

Literacy links

Exploring and discussing ideas
Following instructions
Reporting findings about balance

Numeracy links

Estimating weights. Recording data from tests,
Drawing shapes for design

Links to learning outcomes relevant to adult basic education courses at FETAC Levels 1-3

Tutors in family learning

Experienced trained tutors in family learning and adult literacy are vital for programmes to be successful. Clare Family Learning Project regularly deliver a general three day course in practical family learning skills, while Waterford Institute of Technology delivers a Level 6 High Certificate module and a Level 7 Bachelor of Arts module in family literacy as part of their in Literacy Development provision, see www.wit.ie for more information.

Family learning tutors in many cases have qualification in other areas e.g. Irish, maths, science, play therapy, music and drama. Making the most of tutors existing skills can grow programmes. Delivering Irish to support homework is one example. There is a renewed interest in Irish with the increased oral skills needed for Junior and Leaving Certificate. Helping with second level maths is another very specific area.

Additional lesson plans for these and other family learning courses will be available at a later stage online at www.clarefamilylearning.org under the heading courses We welcome contributions from tutors and programme managers willing to share their course ideas. What family learning themes and courses do you find particularly popular to outline a course bases on a popular theme and to share? Please use the blank frames provided to outline a course based on a popular theme and provide a sample session topic. Alternatively the form can be downloaded from the website.

Finally, please take a little time to provide us with feedback. An evaluation sheet is included in the back of this pack or available for downloading on our website.

Best wishes,

Moira Greene
Adult Literacy Organiser

**Sample
Family Learning
Programme Outlines
and
Lesson Plans**

Dads and children Fun Science

General Aims of these sessions:

Learn about the vocabulary of science
Understand basic scientific principles
Encourage an interest in science within families

Topic	Content
1. Growing plants	Demonstrating to families how plants grow. Showing how plants grow and the elements required for their growth. Comparing growth of plants against controls to show how certain factors are important for plant growth.
2. Making a volcano erupt	Discussing volcanoes. Constructing a volcano. Testing and erupting the volcano.
3. Play with magnets	Making a magnet using another magnet. Identifying and classifying magnetic and non-magnetic substances. Exploring magnetic lines of force using iron filings. Making a magnet using a steel nail.
4. Sounds	Demonstrating how sound is produced and how it travels through different medium. Showing how different materials transmit sound. Differentiating between music and noise.
5. Making bubbles	Looking at how water can be used as a science learning tool.
6. Colours	Learning about the three primary colours and how the secondary colours are produced from them. Using primary colours to produce secondary colours.
7. What floats and what sinks	Demonstrating that certain objects will float and some sink. Exploring reasons for this.

Websites: www.sciencekids.co.nz/
www.sciencenewsforkids.org

Topic 2: Making a volcano erupt

Materials:

Old newspaper	Vinegar
Aluminum foil	Baking soda
Cardboard	Food colour (red)
Small plastic drink bottle	Scissors
Big nail	
Glue Paint	
Sand	
Glitter	

Task	Suggested activities
What makes the volcano erupt?	Brainstorm parents and children in groups to discuss what makes a volcano erupt. Give examples of volcanic eruptions. Talk about consequences of an eruption.
Constructing the volcano	Children collect all the material needed for making the volcano. Parents and children build the volcano using instructions provided.
Testing for eruption	Children and parents test the ingredients that will cause the eruption by carrying out small reactions in glass containers. They predict what will happen to their volcanoes when the ingredients are added for eruption.
Erupting the volcano	Children take turns with the help of parents fill volcanoes with the ingredients. Record the eruptions. Their observations are compared to their predictions. Discuss what was achieved and what was different.

Literacy links:

Reading and following instructions

Learning related vocabulary

Matching names/labels with objects

Talking about events in line

Numeracy links:

Referring to dates in sequence.

Measuring amounts of chemicals.

Estimating amounts (weight, volume) required.

Dealing with shapes (base of volcano, shape of volcano).

Family Cookery

General Aims of these sessions:

Explore and value existing knowledge of cookery Experiment with new recipes Learn about cooking habits and recipes in other cultures Learn to read recipes and measure out ingredients Look at nutrition, costs and vocabulary around food. Be more aware of learning opportunities to support children's learning at home

Topic	Content
1. Food pyramid Wholemeal scones	Healthy quiz about eating habits. Examining food pyramid. Kitchen rules - food hygiene. Making scones. White versus brown flour.
2. Learning about fibre Spaghetti Bolognese	Discussing benefits of fibre. Fibre quiz. Drinking water to stay healthy verses fizzy drinks. Making spaghetti Bolognese
3. Fruit and vegetables Fruit Salad	Benefits of eating fruit and vegetables. What is a serving? How many servings a day? Easy ways to add to the diet. Shopping tips. Making fruit salad.
4. Focus on calcium Strawberry Yoghurt Shake	Benefits of drinking milk and eating milk products. Discussing full fat, low fat, skimmed terms. Ways to include more dairy products into diet. Making a strawberry yoghurt shake.
5. Protein providers Chicken Stir Fry	Understanding what is protein, how can we get it and what does it do for the body. Comparing cost/nutritional value of mince, steak, nuts, eggs and beans. Making chicken stir fry.
6. The top shelf Apple cake	Foods at the top of the food pyramid. Discussing the health effects of a diet high in fat or sugar. Saturated vs. unsaturated fats. How to help children with a sweet tooth avoid too much sugar. Baking apple cake.
7. Healthy lunchboxes Ham salad wrap, tomato salsa	Economics and health benefits of homemade vs. bought lunches. Making Wraps and Salads.
8. Cheap nutritious eats Noodle dish Pea, ham and potato pie	Examining various shopping receipts. How to eat on a budget. Making a noodle dish and a pea, ham and potato omelette.
9. Party cooking Quick pizza, dips and snacks	Ideas on healthy alternatives for parties. Making quick pizza, dips and snacks.

Websites: <http://www.5aday.nhs.uk/topTips/default.html>
www.frugalvillage.com www.lovefoodhatewaste.com

Topic 4: Fruit and vegetables

Materials:

Recipe on whiteboard
 Ingredients for session
 Equipment for session
 Numeracy links
 Recipe and tips on handouts

Paper and pens

Task	Suggested activities
Why are fruit and vegetables needed in the body?	Ask parents to list fruits and vegetables eaten yesterday. Discuss the health benefits, e.g. the vitamins contained in fruits and vegetables. How many ate 5-a-day? Are children eating a good selection? Share ideas for increasing intake.
Recommended daily servings	Working in pairs, ask parents to estimate what is a serving of fruit. Make a list on a flipchart/whiteboard. Compare their ideas with recommended portions.
Read through recipe and tips	Talk through the fruit salad recipe and tips. Explain any new words. Discuss what other fruits could be added or removed. What are the most popular fruits?
Make fruit salad	Demonstrate and prepare fruit salad.
Taste and review	Discuss how the fruit salad tastes. What could you add to it as a dessert? Ask parents to give their rating for the recipe, e.g., one, two or three stars.
Shopping tips	Using a selection of different fruits, demonstrate how to recognise when the fruit is ripe and in good condition. Discuss best practices for storing fruit and vegetables.
Costings	Ask parents to estimate the cost of this recipe, then check the real cost. Cost the list of a weekly recommended selection of fruit. Compare where to get the best value locally.

Literacy links:

Following a recipe,
 Descriptive language around food
 Key words on food and health
 Reading a chart
 Expressing opinions
 Following instructions

Numeracy links:

Estimating portions
 Estimating quantity
 Dividing fruit
 Using measurement
 Estimating and comparing costs

Family health for parents learning English

General Aims of these sessions:

Learning key vocabulary and expressions to describe the body and symptoms
Communicating effectively with health care professionals
Understanding how to access health care for themselves and their children
Learning about health care entitlements for their families.

Topic	Content
1. The body	Naming parts of the body. Talking about what is wrong. Practising vocabulary and phrases in pairs.
2. Registering with a doctor	Locating and choosing a GP. Registering with a GP.
3. Making and changing appointments	Listening to recordings of making and changing appointments. Identifying key messages. Role playing phone calls.
4. Talking about what is wrong	Eliciting, practising and using vocabulary related to illness. Talking about symptoms and treatments. Role- playing a visit to the doctor.
5. Medicine safety	Decoding key information using authentic materials.
6. What are my rights and entitlements?	Information by local Citizens' Information Centre on rights and entitlements for dental, optical and medical provision for parents and school-going children. Eliciting and reviewing key messages.
7. Common childhood illnesses	Focusing on services for children. Information on and discussing main childhood illnesses. Sharing parents' experiences. Discussing and exploring inclusive and child friendly ways to inform children about health issues.
8. Locating health services Reading healthcare signage	Locating local health provision using a map of health services locally. Reading hospital signs. Looking at names and functions of specialist doctors. Examining specialist medical vocabulary.
9. Talking to your doctor	Using scenario cards with various situations to role-play a visit to the GP. Reviewing vocabulary and phrases from previous sessions.

Tutor Tips: Adjust the activities according to learner levels of English The tutor needs to monitor the activities carefully, providing help with pronunciation and meaning.

Websites: www.pediatricneurology.com
www.naturalchild.org
www.familycorner.com
www.hse.ie
www.drgreene.com
www.citizensinformation

Topic 1: The body

Materials:

Two or three large laminated pictures of the body
 Laminated words for body parts
 Map of world/globe
 Writing tasks for body vocabulary
 Handouts on parts of the body

Task	Suggested activities
Introductions	Use a globe or map of the world for learners and tutor to indicate where they are from. Invite parents to share information about children, e.g., their ages and schools.
Naming parts of the body and body functions	Elicit known vocabulary relating to the body. Use a large laminated picture of the body. Divide class into small groups and distribute packs of cards with names of body parts. Invite parents to place the name cards onto the body. Compare and discuss as a whole class. Distribute handout with names in correct places for class to compare and discuss. Describe and/or mime action for what the body part can do and invite parents to say what it is, e.g., we eat with this = my mouth. Model for learners who then take turns at the activity.
Reinforcing new vocabulary	Divide the group in two and draw two large body outlines on the board. Invite the two groups to label the parts of the body they can identify. Encourage a fun competitive element for the activity. Compare and discuss, reward the team with the most correct answers. (Share the reward with other team!) Reinforce new vocabulary with written activities, e.g., crossword, matching words to pictures. Suggest that parents can take these home for their children to do.

Literacy links:

Responding to requests for
 Personal information
 Listening for information
 Following instructions
 Matching names to pictures
 Interacting with other learners
 Interpreting body language
 Spelling words correctly
 Writing words specific to the topic
 Interpreting,
 Gathering information for
 crossword

Numeracy links:

Estimating distances of countries from Ireland
 Sequencing of numbers
 Estimating numbers of letters for crossword

Family Stories in a Box

General Aims of these sessions:

Learning how stories are linked to objects in the home
 Learning about other families and their traditions Exploring how
 objects in the home and in the museum are connected
 Developing family stories to support literacy learning
 Completing learners' own family stories in a box

Topic	Content
1. Every object tells a story	Introducing the idea of objects telling stories. Choosing objects to talk about. Linking objects to stories. Guessing stories linked to objects. Discussing importance and value of some objects, e.g., sentimental, historical, relational, memorial.
2. What objects are special to you and your family?	Guessing the owner of the object and the story behind it. Sharing stories linked to objects. Writing up descriptions of chosen object. Creating a timeline.
3. Games and songs from the past	Matching photographs of games to their names. Discussing similarities and differences in children's games and songs and discovering the universal themes. Reviewing choices of material for the box.
4. Local museum visit -1	Preparing for the visit. Visiting the museum's website. Preparing questions for museum curator.
5. Local museum visit - 2	Visiting a local museum. Feeding back impressions and findings.
6. Starting your own box	Reviewing choice of objects for box. Discussing museum labels. Practising labelling.
7. Practical - two sessions	Decorating the box.
8. Writing labels	Writing labels/descriptions/stories.
9. Showcase work	Display (in centre/museum) for other learners to view achievements. Record/photograph display.

Tutor Tips: The tutor should be aware that some objects will have great emotional significance. Drawing up ground rules about sensitivity and confidentiality within the group is strongly recommended.

Websites: This course is partly based on an outline available on the website below:
www.everyobjecttellsastory.org.uk

Topic 2: What objects are special to you?

Materials:

Large bag to put each mystery object in
 Tutors own mystery object
 Worksheets created by tutor with writing frame to describe objects
 Set of homemade cards with adjectives

Task	Suggested activities
Guess whose object?	Put everyone's mystery objects in large bag, keeping identity of owners secret. Invite learners to take turns drawing an object out of bag, describing it, guessing the owner and making suggestions as to why it is special to the owner. Share the real stories. Invite discussion around how children might enjoy choosing their own special object and talking about why they chose it.
Describing the object	Give each pair of learners an object and a set of cards with describing words, e.g., delicate, useful, traditional. Encourage the learners to match adjective cards to objects. Record descriptions on worksheets using writing frame. Suggest learners take a writing frame home for their children to write a short description of their favourite object.
Timeline	Create a timeline to illustrate and compare objects' ages. Invite the learners to guess how old the objects are. Draw a timeline on the board from present day to age of the oldest object. Model for learners and draw tutor's own object onto timeline. Invite learners to come up and draw their objects onto the timeline.

Literacy links:

Using narratives to describe items.
 Giving specific details and information
 Linking objects to people.
 Reading short texts linked to objects
 Decoding words for meaning
 Using writing frame strategy to form descriptions of objects
 Matching words to objects

Numeracy links:

Estimating skills
 Interpreting data and applying to timeline
 Understanding relationship between numbers
 Basic maths operations, more than, less than, older than, younger than

Fun 4 Health

- Dads and Children

General Aims of these sessions:

Become more aware of their activity levels
 Be encouraged to include more fruit and vegetables in meals
 Learn about fun sensory games
 Think about different emotions and how to express them
 Use reading to find out information about sports starts and sporting activities

Topic	Content
1. Being healthy	Discussing and drawing what it means to be healthy. Completing an individual questionnaire on fruit and vegetables eaten in past week as well as any exercise taken. Listing who follows which sport. Making a bar chart for popularity. Choosing a book about sport to bring home and read.
2. Healthy hearts	Taking your pulse. Comparing before and after exercise. Recording measurements on chart. Naming games the children play outdoors. Naming games dads played when they were children? Listing active, semi-active games. Suggesting activities for keeping fit.
3. Healthy lunchboxes	Helping children take cut-outs of food from shop fliers to create a lunchbox they would like. Choosing which samples of various lunch boxes with real food are healthy or not healthy. Making a real lunch box using healthy foods. Cost making versus buying lunch.
4. Balancing the body	Working in pairs, dads and children find out when the body can lose its balance. Creating other fun-timed activities to explore balance, e.g., how long can you stand on one leg? Recording length of time on chart.
5. Making faces	Drawing faces to express emotions. Sharing drawings with the group. Discussing the six main emotions, how to recognise emotion and how to support others.
6. Sensory games	Exploring a variety of games for all six senses. Taking turns. Discussing what makes the senses work.

Websites: www.atozteacherstuff.com/pages/244.shtml
<http://www.kaboose.com/features/healthykids/>

Topic 6: Sensory games

Materials:

Magazines with lots of faces
A5 brown envelopes with various items
Questionnaire on fruit, vegetables and exercise
Flipchart paper
A4 coloured paper

CD player and selection of varied music
Other props for games as needed, e.g., food.
Scissors
Handouts
Pritt sticks

Task	Suggested activities
Naming senses	Ask the children to name each sense and the part of the body they use for that sense.
Guess what's in the envelope	Hide one mystery object in each A5 brown envelope. Using a raffle system, ask a dad or child to describe what's in the envelope without naming the item. Long, soft, used in a door, etc. Others must guess.
Music makes me think of...	Play 4 short pieces of music. In the pause after each piece, ask them to each draw something that piece of music made them think of. Stick the drawings on the wall and view. Guess which drawing is linked to which piece of music. Compare responses.
Taste game	Ask for two volunteers to be blindfolded for a 'taste test' (check for food allergies). Ask them to use 3 words to describe the food they have tasted and then try to guess the food (e.g., crunchy, sour...a pickle?).
Smelling	Have everyone share a memory of a smell they like, e.g., cut timber linked to grandfather cutting wood firewood. Discuss what 'good smells' and 'bad smells' communicate to humans/to animals.
Optical illusions	Give each family a different optical illusion to explore. After a short while, ask them share what makes it an illusion with the group.
Using the senses to learn	The more senses are used when learning, the greater the learning will be. How can parents support their children in primary school using this idea? Discuss.

Literacy links:

Following instructions,
Taking part in discussions,
Giving information,
Retelling a story/anecdote,
Using descriptive language,
Listening to others,
Communicating using non-verbal expression, Expressing facts, feelings, opinions

Numeracy links:

Using maths words to describe objects, music, illusions, drawing shapes/lines. Taking turns.

Fun things to do with your child

General Aims of these sessions:

- Sample a number of craft activities that can be used in the home
- Use everyday items to create games, crafts and other activities
- Experience the fun of creating something for children
- Gain confidence and unlock their own potential

Topic	Content
1. Sock puppet animals	Parents choose an animal their child would like. Make the puppet using coloured felt on sock. Group creates an animal zoo/farm. Sounds, songs, rhymes and stories can be created.
2. Tell me the game	Parents remember games from their childhood, seen on television. Share. Act out/ play games.
3. Choose a book, make a puppet	Parents choose a book for their child. Discuss. Read books and decide who is main character. Make character as puppet. Retell story with prop.
4. Make a book	Parents choose topic their child likes. Use a spidergram to create story. Write story and decorate. Share with group.
5. Make a map of your area	Parents focus on child friendly/useful places locally and create a colourful map of the area. Share with the group.
6. Matching pairs game	Parents create an age appropriate game using numbers, items or images. Share games.
7. Time telling	Parents create an age appropriate game using analogue and digital methods of telling the time.
8. Make a blackboard	Using plywood and blackboard paint, parents make a blackboard for their child. Tutor gives chalk to parents. Discuss learning possibilities.
9. Make a jigsaw	Use old calendar images to make age appropriate jigsaws. Discuss the learning skills needed to put a jigsaw together.

Websites: <http://www.jigzone.com/>
<http://justjigsawpuzzles.com/>
http://www.creativekidsathome.com/activities/activity_105.shtml

Topic 6: Make a map of your local area

Materials:

Selection of paper, coloured tissue
 Coloured markers
 Flipchart pages
 Black markers
 Roll of old wallpaper
 Sticky wall adhesive

Scrap paper for rough work

Task	Suggested activities
List what is available for children locally	Work in pairs and create list of places to visit that are, e.g., free, child friendly, buggy accessible, etc. Share with the group. Discuss why these are good places to visit. Ask parents to rank their favourite/least favourite locations.
Create a map of local area	Parents roughly sketch map of their local area. Encourage parents to identify reference points for estimating distance, proportion, orientation, etc. Share and adjust as necessary.
Develop a key to the map	Parents add symbols for various places, e.g., playgrounds, friend's house.
Draw map on large flipboard page	Each parent draws a map, adds symbols and a key and decorates.
Display maps on wall	Display maps on wall with adhesive. Each parent brings the group on a tour of his/her local area.
Parent and child connections	Ask parents to suggest ideas for using their maps with their children, e.g., learning about their community, find places marked on the map, 'tell a story' about places they have visited, raise awareness of environmental print. Parents try out activities at home and report back to the group in the following sessions.

Literacy links:

Using background knowledge to create a visual representation
 Designing symbols and a key for the map
 Writing familiar words (street names, locations)
 Reading the map/explaining the map to their child
 Listening to and expressing opinions
 Participating in a group discussion
 Gathering information
 Interpreting signs and symbols

Numeracy links:

Using maths vocabulary
 Using numbers
 Using measuring tools
 Ordering/sequencing information
 Estimating distance/proportion
 Making comparisons
 Drawing shapes/lines
 Representing proportion
 Interpreting simple scaled drawings

Supporting school learning at home

General Aims of these sessions:

Raise awareness of the important role played by parents as their first teacher.

Identify ways to support children's learning at home

Familiarise parents with primary school work

Topic	Content
1. Families learning together	Looking at how families learn. Brainstorming what parents teach their children in the first years of life. How this teaching/learning takes place. Different styles of learning. The concept of scaffolding. Intergenerational learning.
2. Understanding the Irish school system	Exploring what parents know about, are not sure of and would like to learn about in the Irish primary school system.
3. Literacy development	Ways to support oral language development, reading and writing skills in the home.
4. Exploring numbers	How everyday maths in and around the home can be used to support school maths.
5. Learning is fun	Exploring how play helps children learn. How play can be linked to the curriculum. The use of television and digital games in play.
6. Supporting homework	Discussing the value of homework in primary school. Looking at ways parents can support children's homework. Strategies to check homework.
7. Growing up	Examining the different ways children change in primary school: physical, emotional and social. How to nurture creativity in children.

Websites: www.scoilnet.ie/
www.ncca.ie/
www.npc.ie/npc/default.aspx
www.citizensinformation.ie/categories/moving-country/moving-to-ireland
www.henireland.org

Topic 1: Families learning together

Materials:

Large poster of Irish education system
Learning styles questionnaire handout
Handouts of Irish education system
Worksheet on how to support learning styles
List of subjects covered in primary school
Pencils/pens

Task	Suggested activities
Role of parent in children's learning	Discuss in pairs what children learn at home before starting school, who taught them these skills? Share with group.
Influence of parent support on children's learning	Share research showing how having interested parents has a major effect on children's educational achievement. Examine how to 'be interested' in school learning.
Intergenerational learning	Invite parents to share examples of skills and values their own parents passed down to their generation. How did this learning happen?
How we learn	Use learning styles quiz with parents to explore different learning styles. Ask parents to consider that their children may have different preferences. Discuss handout on activities that incorporate different learning styles.
Remembering the first day at school	Invite parents to recall what happened on their first day of school? What feelings can they recall? How did they cope? How might things be different today? Discuss how to support children starting school.
Compare home and school language	Divide group into two. Each group works in pairs to suggest typical phrases children might hear at home (group 1) and at school (group 2). Compare and discuss.
Compare home and school learning	Use a walking debate. Parents respond to a range of statements about learning. Parents move to home or school (words placed on opposite walls) depending on whether the statement describes home learning or school learning.

Literacy links:

Reading short texts (learning styles questionnaire, handout)
Writing words and phrases
Participating in discussions communicating about past, present, future activities
Following spoken instructions
Expressing opinions

Numeracy links:

Identifying ways children learn number concepts in the home
Using language of measurement
Following the layout of the learning styles quiz
Adding up scores in learning styles quiz
Gathering data, e.g. in walking debate

Games, gadgets and machines test

General Aims of these sessions:

Talking about technology with children in a natural way
Utilising scrap materials for experiments at home
Exploring the technological application of scientific principles in day to day life in a fun way
Exploring the historical development of technology

Topic	Content
1. Introduction to technology	Introducing the idea of technology and its application. Looking at historical developments. Thinking about types of energy. Developing a simple catapult.
2. Magnetism and gravity	Exploring the principles of magnetism and gravity. Talking about ideas and designs for games. Creating a game.
3. Marbles and magnets	Demonstrating the effect of stored (potential) energy. Designing a game using principles of stored energy.
4. Structures and stability	Examining various structures for stability and centre of gravity. Building and testing structures.
5. Land yachts, wind power	Demonstrating the power of moving air. Designing a yacht that uses wind power. Creating a means of transport.
6. Robots	Discussion about how robots are used in everyday life. Designing and creating a robot using recycled materials.
7. Fabricated materials and structures	Introducing basket-making as an old technology. Learning about weaving and its uses. Demonstrating techniques. Practising using various techniques with different materials. Creating woven item.

Websites: www.teachingideas.co.uk
http://tonto.eia.doe.gov/kids/resources/teachers/pdfs/Activitybook_web.pdf

Topic 4: Structures and stability

Materials:

Newspapers
Sellotape
Card squares
Set of kitchen weights

Task	Suggested activities
Examining various structures for stability and centre of gravity	Talk about structures in the environment. Roll tubes from A3 newspaper sheets and secure with tape. Show example of simple bridge made from tubes. Test for strength with weights and stability by simulating wind and earthquake effects. Discuss how to make stronger.
Designing and building tower/bridge from card or newspaper and testing for strength and stability	Parents and children design and make their own newspaper or card tower or bridge. Test for strength and stability. Record number of weights used.
Exploring stability and centre of gravity	Children stand with legs together, then legs apart and are pushed to discover which is more stable. Brainstorm for reasons why, e.g., legs make a triangular shape which is more stable. Test for centre of gravity by standing against a wall, lean forward to pick up object. Brainstorm reasons for falling forward.
Designing and creating an animal/creature.	Parents and children together design and create an animal/creature using the newspaper tubes for body, arms, head, etc. Discover how to make the creature support itself. Discuss function of tail for balance

Literacy links:

Exploring and discussing ideas
Following instructions to make a structure
Reporting findings about balance

Numeracy links:

Estimating weights
Recording data from the tests
Drawing shapes for the designs

Grandparents and family learning

General Aims of these sessions:

Value their lived experience as a very important resource within the family
 Pass on the knowledge of older traditions to new generation
 Share memories
 Focus on their memories of family and community, and how things have changed.

Topic	Content
1. Celebrating the seasons	Reflecting on how different seasons were celebrated. Using books, stories and poetry to prompt. Recording similarities and differences on a flip chart. Discussing change for better, for worse.
2. Choose a season	Dividing into 4 groups to recall in detail what was done to celebrate each season. Writing out words of favourite songs, poems, stories. Describing/demonstrating dances. Recalling proverbs, sayings about plants, animals, weather, etc.
3. Memories of holidays and children's games.	Reflecting on summer holidays, e.g., where people went for holidays and what they did. Remembering games children played. Sharing memories with grandchildren. Comparing with grandchildren's games today.
4. How does your garden grow?	Gathering memories of what was produced in gardens, who produced it, why it was important to grow their own. Use gardening books to prompt memories. Recalling memories about communal spaces, parks, playgrounds.
5. Visit to local museum	Visiting local museums to explore displays of items used locally over the years. Taking a tour with a local guide. Taking a walk (real or virtual) around the local community. Looking at old photographs. Describing differences 20, 40, 60 years ago.
6. Memories and computers	Logging onto local museum website to prompt discussion about museum visit. Identifying personal interests. Typing up a poem or story from the past for grandchildren. Decorating and laminating

Websites: <http://www.literacytrust.org.uk/talktoyourbaby/GrandparentsPack.html>
<http://archive.basic-skills.co.uk/sharingpractice/detail.php?SharingPracticeID=1517166880>

Topic 3: Childhood holidays and games

Materials:

Old holiday brochures
Photographs
Old holiday postcards
old pictures
Books about children's games, songs and activities

Task	Suggested activities
Games grandparents played as children	Look at books of games from the past. Grandparents come up with their own memories In pairs. Share and demonstrate. Discuss the 'learning' in these games, e.g., physical fitness, motor skills, language, social skills, emotional, sensory or thinking skills, etc.
What games are children playing today?	Look at how children play now. Discuss what has changed. What is the learning taking place in children's games today?
Holiday time	Use old photographs, postcards and holiday brochures to prompt discussion on what grandparents did for summer holidays. Find out who went to the seaside. How did they travel? How many went on picnics? What did they bring? What was the furthest someone travelled for holidays? Who remembers sending/receiving a postcard? Who remembers visiting a circus or a fair? Who remembers being entertained by a travelling troupe?
Where do children go on holidays today?	Where have their grandchildren been on holidays? How are they entertained? What has changed?
Sharing experiences with grandchildren	What feelings do the grandparents associate with their memories, e.g., feelings of excitement, disappointment, wonder, delight, romance? Suggest ideas for sharing experiences with grandchildren of different ages.

Literacy links:

Using key words
Listening to obtain information
Recalling and describing events
Communicating about past, present and future activities
Logically sequencing information on a topic
Interpreting visual media/ materials
Participating in discussions

Numeracy links:

Sequencing dates and times
Recalling sequences in games
Using numbers in games
Using patterns in games
Estimating distances travelled
Identifying costs associated with summer entertainment/treats

Growing together - gardening

General Aims of these sessions:

Involving the children with: Planning and preparing a family plot

Learning about the soil and how to prepare it

Planting vegetables and flowers

Using containers to grow food and plants

Caring for plants as they grow

Harvesting food at the end of the season

Topic	Content
1. Understanding the soil and how to improve it	Analysing a variety of soil samples. Discussing which suits different crops. Gathering information from group on the soil in their locations. Planning.
2. Growing foods	Identifying who has previously grown food/plants. Valuing an intergenerational approach to growing, e.g., collecting tips from parents. Identifying what parents and children would like to grow. Developing an action plan within the available timeframe.
3. Preparing the ground	Visiting a garden/allotment, testing and /or improving the soil. Preparing raised beds if possible.
4. Planting vegetables/flowers in containers	Introducing children to container gardening. Exploring options for growing own food and flowers if no land is available.
5. Growing plants with children	Identifying plants. Identifying plantsneeds for healthy growth. Setting up and monitoring plant growing experiments.
6. Planting vegetables/flowers in the ground	Planting seasonal fast-growing foods and flowers. Exploring the use of supports/netting as needed. Discussing growing season and anticipating possible problems.
7. Caring for plants as they grow	Looking at how to protect plants from pests and diseases in an organic way. Using pruning to encourage growth. Dead-heading flowers.
8. Harvesting the crop	Harvesting. Maximising the growing season for food and flowers

Websites: www.getgrowing.ie
www.gardenplansireland.com/forum/about1293.ht

Session 5: Growing plants with children

Materials:

Seeds
Refrigerator
Plastic pots/cups
Oil
Potting compost
Recording sheet for each family
Cardboard box

Task	Suggested activities
Identifying plants	Discuss what parents and children already know about plants. Can they name the parts of a plant? Use a real plant to point out leaves, flower, stem, roots, etc. Show parents and children photographs of different kinds of plants. Ask them to label the plant names they know and say which ones are native to Ireland and which are not.
How to grow plants	Ask parents and children to share what they know about growing plants. Do they grow plants in pots or a garden at home? What do plants need to grow? Have pre-soaked seeds for each family to plant up and take home after the session.
What plants need to grow	Discuss how to observe what might change in a plant, how to record growth, leaf appearance, shoots, length, colour, etc. Provide a chart and show parents and children how to record details about the plant they are observing.
Control group comparisons	Compare sample plants starved of water, light, food, heat, with a plant that has had ideal conditions for growth. Ask the children to guess which is which. Provide materials to make a poster showing how to care for plants.

Literacy links:

Spoken and written plant vocabulary, Recognising words, naming plants, Writing familiar words, Transcribing information, Using writing with visual media (poster, labelling plants), Observing plant growth and keeping a record

Numeracy links:

Counting seeds,
Using measuring tools,
Recording measurements, time, temperature, height;
Planting in a pattern,
Using mathematical terms/symbols

Living in my community

General Aims of these sessions:

Looking at rights and responsibilities as citizens
 Information about the social and political world
 A model of active citizenship for children and parents
 Learning more about how to engage with and support the local community
 Understanding how the Irish government works

Topic	Content
1. Learning about each other	Talk about people who have made a difference in our lives, local and worldwide.
2. Getting familiar with local area, Ireland and other countries	Look at globe, map of world, to find where parents are from. Look at local map, identify facilities and resources. Create individual maps with key useful places for your family marked on it.
3. How the political system works Polite words and phrases	Discuss different political systems in home countries, compare to Irish system. Review worksheets. Handouts of phrases. Role-play when to use these.
4. Geography of Ireland How health and education work	Use map of Ireland handout. Identify counties parents have visited, distances. How to access health and education in Ireland handout by tutor.
5. Understanding voting in Ireland	Exercise on who who in political parties. Game to match minister's name and image with portfolio. How to vote handout.
6. What local government is responsible for?	Parents list what jobs local government covers. Compare and discuss.
7. 'Who will I vote for?'	How to register to vote. Complete application forms. Parents identify needs in local community. How to match candidates with your needs.
8. Cultural diversity	What are the similarities between Irish and other cultures, what are the differences? Discuss
9. Identify a local issue	Parents work on one issue they feel strongly about. Prepare a position on this. What type of action could be taken? A letter, visit?

Websites: www.clarecoco.ie or local county council website
www.vote.ie
www.mycandidate.ie

Topic 3: Citizenship

Materials:

Paper
Magazines with images
Art materials to create poster
Flip chart paper
Computers with internet access

Task	Suggested activities
How to decide who to vote for	Discuss what is needed for a happy, healthy life for our families. In groups, use magazines to cut out images of an ideal community. Share with groups. What is the first step in achieving this?
How to identify needs in the community	Look at local papers and try to identify interests and needs. Discuss what are the local resources and facilities and any gaps. Use post-its to write up 3 needs. Place on wall/ whiteboard.
Exploring how to match your needs with candidates.	Check your county council website for local candidates. Read through candidate issues and see do these match your own issues?
Using the internet as support	Use worksheets on identifying issues on www.vote.ie

Literacy links:

Matching words with pictures
Writing local needs
Reading local candidates profiles.
Scanning for relevant information
Voicing issues in group.

Numeracy links:

Number of candidates locally
Dates for next elections
Current issues in latest local papers.

Moneywise ideas for the family

General Aims of these sessions:

Discuss and observe how money and maths are used in everyday life
 Help parents to extend their children's opportunities to learn maths
 Learn how to get the best food value for the least cost
 Get ideas for recycling and reusing everyday items and home recipes for cleaning products

Topic	Content
1. Cost comparisons	Looking at price comparisons in different stores. How to compare like for like. Value of prepared vs homemade foods (e.g., pizza, shepherd's pie). Comparing loose v. packaged foods (fruit, veggies, meat). Exploring the real value of promotional offers.
2. Shopping around	Comparing sample family bills. Sharing ideas on ways to reduce costs, e.g., home heating costs, electricity, gas, medical costs, transport costs.
3. Ideas to reduce costs in the home	Planning meals to avoid waste. Checking the week's sale items before shopping. Creating complementary meals using similar ingredients. Sharing creative ideas for leftovers. Making homemade cleaning products that are environmentally friendly.
4. Comparing phone costs	Monitoring and estimating phone usage. Comparing phone packages. Choosing the best option.
5. Getting school supplies for children	Using a variety of ways to get school books, clothes and supplies without breaking the bank.
6. Ways to have fun on the cheap	Sharing ideas on places to visit, activities for children at weekends, holidays that involve very little or no cost.

Websites: http://frugalliving.about.com/od/frugalliving101/tp/Start_Frugal.htm
<http://www.mahalo.com/how-to-cut-household-expenses>

Session 6: Ways to have fun on the cheap

Materials:

Old magazines
Current local newspapers
Coloured card
Computers with internet access
Scissors
Map of local area
Pritt sticks

Task	Suggested activities
Identify places to visit and activities for a sunny day	Parents work in pairs and list areas, e.g., park, playground, feeding ducks, riverside walks, etc. Use local newspapers to locate events. Find out the cost of a bus trip or drive to the seaside. Discuss auxiliary costs, e.g., transport, special clothing, snacks.
Share with others	Parents share their ideas with others and learn about local options.
What can children do on a wet day?	Parents work in pairs and list possibilities, e.g., visit library, museum, art gallery. Discuss which would appeal to very young children, primary school children, teenagers. Brainstorm home activities including those based on other sessions, e.g., fun science experiments, home-made instruments, games, etc.
Create an information sheet for parents	Ask parents to pool their ideas and use IT to create a two-sided information sheet. The group should decide a title, e.g., Free Family Fun Ideas, etc. Each parent contributes something, e.g., title, transcribing, editing, design, finding images, etc. Parents can distribute the leaflet to places where other parents can easily find it: clinics, library, parent and toddler groups.
Investigate other possibilities	Help parents to look up opportunities available in other towns/villages/neighbourhoods of a similar size. Identify more ideas for free or low cost amenities for young children, older children and teenagers. Make a list of suggestions. Discuss where to send suggestions, e.g., local council. Work together to compose a letter, sign and send.

Literacy links:

Locating information in a text using scanning. Skimming technique. Recognising familiar words. Understanding text conventions. Using context clues to obtain meaning. Expressing facts, feelings, opinions. Asking questions to obtain information. Gathering and transcribing information
Writing formal correspondence. Using rules of writing
Brainstorming, drafting, editing, proofreading

Numeracy links:

Listing events in chronological order
Identifying locations on a local map
Giving directions
Estimating costs
Gathering data and organising information
Writing numbers in sequence e.g. telephone numbers, addresses

Storybags

General Aims of these sessions:

Improve parental confidence and interest in books by making a storybag
Identify what makes a good book and choose books for their children
Practise using voice control to introduce drama and emotion into storytelling
Learn about opportunities to extend talk and vocabulary

Topic	Content
1. Sharing books	The importance of sharing books with very young children. Recognising early print concepts. Developing narrative skills.
2. Choosing the book	Choosing a picture storybook for making a storybag. Identifying criteria for selection, e.g., age group and interest of children. Reading the selected books and using who, what, when, where, why to identify main characters, props that would help tell the story. Brainstorming where to gather additional materials for storybags.
3. Different types of stories	Exploring characteristics of factual and fictional books for children, e.g., story settings, types of characters. Choosing a factual book to complement the picture storybook.
4. Story plot	Examining storylines. Identifying plot of story and narrative techniques used to tell the story. Exploring how narrative skills are required in primary school, e.g., show and tell, relating events, composition, reports.
5. Making a game	Identifying what children learn from playing games. Examining samples of games to match stories and identifying the learning in each. Gathering materials for making games. Making an age-appropriate game.
6. Making the storybag	Looking at sample Storybags. Sketching plan for book title and illustrations. Working on making bag using appropriate paints, markers, etc.
7. Completing the storybag	Completing the Storybag by writing title, checking contents, props, games, etc. Demonstration of bags to group.

Websites: <http://www.storysack.com/sacks/show/66>
http://www.uk.sagepub.com/upm-data/9851_039749.pdf

Topic 1: Sharing books

Materials:

Various samples of homemade storybags
 Samples of homemade props
 Flipchart paper
 Wide selection of picture and factual books

Task	Suggested activities
Introduction to storybags	Display a sample storybag. Read and discuss the storybook. Use the props and play the game. Read the factual book. Discuss how factual book and storybook are related.
Why do children enjoy books?	Discuss a good book. Record ideas on flipchart, e.g., colours, artwork, predictable writing, rhymes, appealing character. Discuss bonding opportunities in parent-child interaction around books
Reading and talking about books	Explore early print concepts essential for reading preparation. Use a book to demonstrate what children learn about books just by being read to, e.g. that print goes left to right, how to hold book, turn pages, top and bottom of page, etc. Invite parents to suggest reasons why children often want a 'favourite story' repeated many times. Discuss strategies to extend sharing books, e.g., prediction, giving an opinion, summarising, recalling events, explaining cause and effect, sequencing, relate to real life.
Choosing a book	From a selection of books ask parents to choose a few that would appeal to their children's interests. Ask them to read over the stories and look for examples of storytelling techniques used in children's stories, e.g., use of stock characters/phrases, use of repeated actions/phrases, exaggeration, contrast, time sequence, problem solving, etc. How do these techniques help make the story memorable?
Talking about and making up stories	Discuss narrative skills and children's language development. Encourage parents to make up stories from memory or retell favourite children's stories using concepts that aid narrative memory.

Literacy links:

Reading familiar words,
 Recognising keywords, Reading short texts, Understanding print concepts, Scanning/skimming texts, Using narrative skills, Expressing fact, feeling, opinion, Recalling events/retelling stories, following instructions.

Numeracy links:

Using directional language
 Reading numbers Ordering and sequencing story details
 Relating past, present and future
 Using maths concepts in a board game (e.g., turn-taking, throwing dice)

Supporting your primary school child

General Aims of these sessions:

- Understanding the Irish primary school system and how it works
- Preparing a variety of ways to communicate with school
- Getting the most from parent-teacher meetings
- Understanding school reports and policies
- Making healthy choices for school lunches
- Understanding how to apply for a place in a primary school

Topic	Content
1. Introduction to primary school	Looking at how the Irish primary school system works. Comparing the Irish system to systems in their countries (if known). Examining costs involved with starting school.
2. The school day	Looking at how the school day works. Talking about home and school routines. Looking at school curriculum. Finding out about school plans and extra facilities.
3. Parent-teacher meetings School reports	Preparing questions for parent-teacher meetings. Expressing concerns. Role-play. Looking at sample reports.
4. Communication with /from school School policies	Looking at letters to/from school using templates, writing frames. How the homework diary works. Contacting the school. Looking at homework, bullying and other school policies.
5. Healthy eating and children's health	Discussing good eating guidelines, e.g., with sample of food pyramid. Discussing and comparing healthy food options. Talking about children's health, common illnesses, vocabulary of health. Introducing idea of emotional health - checking all is well with moving to primary school.
6. Moving on	Examining choice of second level schools locally. Looking at subject options, available supports. Applying for a place for your child. Supporting English over the summer break.

Websites: <http://www.npcpp.ie/moving-up-from-primary-secondary.html>
www.ncge.ie/documents/Moving%20In.doc

Topic 1: Introduction to primary school

Materials:

Globe or world map
Chart showing Irish education system
Sets of subject names on cards
Sets of subject related images

Task	Suggested activities
Getting to know you	Ask parents to introduce themselves and say where they come from. Use a map/globe to locate places outside of Ireland. Talk about direction – north, south, east, west of Ireland.
Getting to know the children	Ask parents to share their children’s names, ages and class. What pre-school/cre?che do children attend, if any?
School subjects	Distribute cards depicting words/images of school subjects in the primary curriculum. In pairs, match the image with the subject. Explore how a subject corresponds to activity in the home/community. Why are these important subjects for the children? Explain core subjects.
Discuss Irish education system, compare with other systems.	Using chart, explain how Irish education works. Discuss similarities/differences in the education system in their own countries. Compare age starting school, discipline, examinations at primary level (in other countries), etc.
Costings	Make a list of supply needs for primary schools, e.g., books, uniforms, bags and supplies. Encourage parents to share information on where to purchase supplies. Estimate costs with the group. Discuss supports available and how to apply. Explain voluntary contributions to school.

Literacy links:

Recognising key words (family names, subject names)
Using school vocabulary
Reading charts
Locating information
Making comparisons
Asking questions to obtain information
Gathering information
Linking information from different sources, following instructions, filling forms

Numeracy links:

Using a map and indicating direction
Recognising and recording numbers
Understanding maths signs and symbols
Using measurement to help solve a problem (e.g., cost of school uniforms, what size uniform)
Using the language of measurement
Making comparisons using a table
Making a timetable
Estimating and budgeting
Planning a budget
Using basic maths operations (adding, subtracting)

Making music together - Parents and children

General Aims of these sessions:

Look at opportunities to include musical ideas in the home
 Be more aware of music all around us
 Listen more carefully and bring sounds to the attention of their children
 Have fun together making music with their children
 Express their ideas and extend their vocabulary

Topic	Content
1. Can you hear the music?	Brainstorming where music is heard, e.g., home, car, shops, concerts, church, street corners. Different kinds of music. Sample instruments, sounds they make. Trying out different rhythms/patterns. Clapping hands, tapping feet, snapping fingers, drumming along with pieces of music.
2. Creating home-made instruments	Using a selection of recycling items that can be made into instruments. Coat hangers, old carpet tubing, packaging tape, string, empty plastic containers, rice, metal boxes, etc. Making an instrument and creating a piece of music together. Sharing other ideas about what can be used to create music at home.
3. Singing songs	Using the voice to create different sounds. Creating harmonies with sounds. Exploring songs that parents and children like. Writing down words of favourite songs and sharing.
4. Music all around us	Naming and listing sounds and rhythms in everyday life outside of music. Exploring the rhythm of these everyday sounds. Composing a piece that includes a variety of rhythms to play as a group.
5. Expressing our experiences	Sharing the name of a piece of music remembered from childhood and memories it holds for them. Making connections between music and personal experiences. Reviewing work done over previous weeks and blending work together.

Websites: <http://www.kinderart.com/teachers/9instruments.shtm>
http://www.ehow.com/how_2240561_make-musical-instruments-children.htm

Topic 2: Create new musical instruments

Materials:

Coat hangers
Old carpet tubing cut into various lengths
Packaging tape
Empty plastic bottles
Coloured permanent markers
String
Pasta
Scissors

Task	Suggested activities
Tools and safety	Introduce tools and create an awareness of safety issues especially with children in the class, e.g., space between each person and adult supervision when using scissors.
How sound vibration works	Use a coat hanger and two long strings, which are tied at opposite ends of the flat wire part of the hanger. Tie a loop at the end of the strings hanging down from the hanger. Hold hanger by putting a finger from each hand through the loops. Put your finger in your ears. Hanger is hanging down. Tutor hits each hanger, and you feel how vibration travels. Connect all hangers together and tutor hits hangers, all feel the vibrations together as a group. Choose a word to describe the sound they heard.
Make a drum	Choose a piece of carpet tubing. Cover one end with packaging tape. Make sure it is firm. Check what sound it makes with your finger tapping on the tape. Order drums in higher and lower sounds in a row. Play various rhythms together. Decorate drum individually.
Making other instruments	Partially fill old containers with rice/pasta, seal and hear how they sound using different rhythms and volume.
Review work done	Ask everyone to give an opinion on the class, and any ideas they have to improve instruments.

Literacy links:

Extending music and sound vocabulary
Listening to/following instructions
Group participation
Interpreting non-verbal signs/signals
Expression fact, feelings, opinions
Communicating about past, present, future activities

Numeracy links:

Using tools to measure and cut materials
Using estimating skills
Filling different amounts into tubes
Ordering tubes
Identifying patterns in rhythms
Making patterns
Counting rhythms
Using maths language to describe music, e.g., less/more, louder/softer, longer/shorter
Ordering drums according to sound patterns

Preparing for second level

General Aims of these sessions:

Understand the significance of second level in the Irish school system
 Become familiar with choices of schools available locally and how to apply
 Learn how second level education works Explore significant adjustments for both parent and child
 Learn ways to support children and reduce stress associated

Topic	Content
1. An overview of the second level education system	Explaining what is second level in the context of the Irish education system. Discussing different types of schools available locally, and how to apply. Exploring subject options and choices and the significance of choices on further study and career options.
2. Big fish, little fish - what is different?	Highlighting what children will experience in moving to second level. Discussing personal experiences (if relevant, some parents may not have attended second level). Reviewing recent positive changes.
3. Understanding the curriculum and typical timetable	Comparing primary and second level timetables. Samples locally from schools. Identifying differences and implications.
4. Supporting your child's learning at second level	Exploring parents' learning styles, and giving tips to support learning. Parents can observe and support different learning styles in their children.
5. Helping with homework strategies	Sharing research with parents that shows how parental interest and support helps to increase children's achievement in learning. Identifying strategies to help parents show interest and support even when they aren't familiar with a subject area.

Websites: www.scoilnet.ie
<http://www.schooldays.ie>
<http://www.npcpp.ie/moving-up-from-primary-secondary.html>
www.education.ie

Topic 1: Overview of Irish education system

Materials:

Large copy of Irish education system
Application forms for various schools
Handout copy of Irish system for parents
Guides for moving to second level
List of subject areas and choices
Various text books for second level
Laminated A3 sheet for each second level subject

Task	Suggested activities
Where second level fits into overall Irish education system	Use large chart to show where children are in the greater education system in Ireland. Give each parent a copy. Explore how children can progress. Invite parents to share their experiences of school.
Favourite subjects	Hang A3 laminated subject sheets around the room. Ask parents to stand next to a subject area they enjoyed at school (read out subjects to assist literacy skills, if needed). Ask volunteers to say why they liked this subject, e.g., liked the teacher, liked the activities, stimulated imagination, etc. Discuss being positive about all subjects, so children feel free to make their own decisions. Ask what subjects they think their children like most.
Discuss different second level schools locally and how to apply	Ask parents to list the schools they know locally and what they know about them, e.g., sporty school, all girls school, etc. Look at application forms for each school and point out the information required from parents.
Subjects and options	Explain the difference between core subjects, choice and optional subjects. List core subjects, choice and optional subjects available in each school (usually on school website). Discuss implications for choices on children, e.g., not doing a European language.
Supports at each school	List supports available in each school. Discuss how these can support children.
Sample Junior Certificate textbooks	Display a sample of Junior Certificate textbooks. Invite parents to look at them. Compare them to the books in a typical 6th class. Discuss levels of ability and knowledge required. Explain new subjects.

Literacy links:

Understanding key vocabulary
Finding information on a chart
Filling in application forms
Asking questions
Providing information
Reading short texts

Numeracy links:

Following the layout of a chart
Filling in forms
Reading dates
Managing time, e.g., meeting deadlines for completed application forms

Safety online

General Aims of these sessions:

Learn about Internet safety
 Identify most common dangers online
 Understand the terminology
 Identify the most common children's activities online
 Learn how to protect children online
 Identify the use of Internet best practice

Topic	Content
1. Tips to protect your child Overview, glossary of terms.	Overview of Internet and email. General discussion of Internet usage by children. Safety issues. Introducing terms. Methods of protection.
2. Social networking/ Communication	What is social networking? Engaging with children's online activities. Identifying sites children may be using. Examining sites. Setting best practice rules.
3. Recognising the risks of using social networking sites	Outlining the risks/dangers. Discussing cyber bullying. Helping children to stay safe while using these sites. Online rules for children.
4. Filtering technology/ Downloading	Exploring different software and how it can help. Identifying technologies already on computers. Setting parental controls on Windows and Internet Explorer. Buying/downloading filtering software.
5. Email and attachments	Using email. Examining how your child might be using email. Assessing the risks. Learning about attachments, spam. Safe practice using emails.
6. Phishing	Exploring how phishing works and how to recognise it. Sharing information online. Secure sites for bank/financial details. How to avoid fake sites.
7. Viruses	Understanding how a virus enters a computer. Identifying anti-virus software.
8. Review of all skills to date	Questions and answers on what has been covered; revise any part needing extra attention.

Websites: <http://www.makeitsecure.org/en/index.html>
<http://www.internetsafety.ice/>
<http://www.webwise.ie/>

Topic 1: Safety tips for your child

Materials:

Computer room with
Internet access
Handouts on what internet and email are used for
Handouts on safety issues and how to keep safe online
Handout on terminology
Books on topics

Task	Suggested activities
Overview of Internet	Each parent gets handout on positive Internet and email uses. General discussion.
Internet usage by you and your child	Parents explore how they and their children use the Internet. What sites do they visit? Where are the similarities/differences.
Safety issues	Handout on safety issues. Discuss possible dangers to your child on the Internet. What are the parents concerns?
Introduction to terminology	Handout on glossary of terms on Internet risks and forms of protection. Have parents heard about any of these terms? Ask parents, e.g. is their Internet firewalled? What does this mean? Has anyone ever been caught in a phishing expedition? Explanations.
How to protect your child online	Ask parents to share what rules they have regarding their children's Internet usage. Discuss what their children know about online safety. What do parents do to monitor Internet usage? Guiding your child to what is good, fun and educational on the Internet.
Writing your own rules for your child	Encourage parents to begin working on best practice rules for Internet and email that suits their children's ages and level of understanding. Parents can print and decorate their copies when completed.

Literacy links:

Listening to obtain information
Participating in discussions
Responding to requests for personal information
Using vocabulary used with Internet, emails and safety online
Reading handouts
Expanding reading vocabulary
Finding information in a text
Writing instructions
Following non-verbal signs/symbols

Numeracy links:

Following a sequence of steps, instructions
Using passwords with letter/number combos
Using problem solving strategies

Settling into second level

General Aims of these sessions:

Parents reflect on their own and their children's experiences of education
 Address parental concerns about their children's move to second level
 Develop skills for communicating effectively with school staff
 Raise awareness of the changes children face starting second level

Topic	Content
1. Preparing for change	Parents reflect on what the change to second level will mean for their child. They consider their child personality and traits (outgoing, shy, neat, disorganised, quick-tempered, easily led) and identify possible positive and negative experiences for your child, and ways to cope with these. Identify new school subjects not covered in primary school. Follow with input by school on subject choice.
2. School staff and policies	Becoming familiar with names of key personnel in school. Reading a variety of materials from school, e.g., homework diary, policies, rules, sample timetable, etc. Responding to frequently asked questions.
3. Ways to support homework	Overview of first year books. Explanation of the homework diary. Planning homework time. Supports parents can provide, e.g., making space, reducing distractions, offering encouragement, etc. What to do when a child is struggling.
4. Communication to and from school	Important school dates, names and numbers for school staff. Who to contact for different issues. Preparing questions for parent-teacher meetings. Reading sample letters from school. Writing sample notes to school (e.g., explaining absence, requesting early release).
5. Understanding school expectations	What is expected from children re: homework, uniform, lockers, punctuality. The school discipline code. Questions and answers
6. Supports and concerns	Outlining supports in place for children with specific learning difficulties/special needs. Other ways the school supports students. Discussing concerns with the school.

Websites: <http://www.npcpp.ie/home.html>

Topic 4: Communicating to and from school

Materials:

School calendar
Handouts for parents on key issues
Sample letters/notes/permission slips from school
Paper and pens

Task	Suggested activities
Note important school dates	Handout copies of the school calendar and discuss key dates. Explore reasons for days off, note exam times etc. Encourage parents to make their own notes and plan ahead for, e.g., parent-teacher meetings.
List names and numbers for key staff	Give parents a handout listing key school staff contact information. Explain each area of responsibility in school and which staff, other than the principal, are in charge of certain areas. Discuss possible reasons for contacting the school, or school contacting families. Explain why it may be helpful to share relevant information with school staff, e.g. family illness, death, new baby, moving home.
Preparing questions for parent-teacher meetings	Explain how parent-teacher meetings work, e.g., that the parent needs to bring a list of teacher's names and subjects their child is doing. Invite parents to share their issues or concerns about these meetings. Role play some of these concerns to help parents work out strategies to resolve them. Make a list of frequently asked questions.
Reading communications from the school	Display examples of letters/notes/permission slips from the school. Read aloud and ask parents to identify what, if any, action/response is needed e.g. sign response slip, note important dates, provide requested documents etc.
Writing to the school	Discuss occasions when parents may need to contact the school. Provide practice on composing notes to a teacher, e.g. absences, lateness, dentist /doctors appointment etc.

Literacy links:

Reading short texts, e.g. information on handouts. Scanning/skimmming documents for information. Listening to obtain information. Extending vocabulary. Identifying key words. Asking questions to obtain information. Locating information in a text Making notes. Writing a formal letter. Filling in forms. Expressing opinions, facts, feelings. Interacting in formal situations

Numeracy links:

Finding information on a calendar
Noting key dates and telephone numbers
Budgeting time
Fitting writing into prescribed space (as in forms, response slips etc.)

Write a story for your child

General Aims of these sessions:

Explore the computer as a tool for creativity
Practise basic computer skills such as Word and Paint
Explore creative applications on the computer and Internet
Create a special book for their children

Topic	Content
1. Keyboard skills review basics	Reviewing Microsoft Word applications, e.g., paint, inserting pictures.
2. Making pictures	Making adjustments, saving and retrieving. How to use graphic software. Fun with colours and shapes. Creating a picture based on a child interests.
3. Getting creative	Making a list of children hobbies and interests. Exploring different kinds of stories (biography, adventure, animal stories). Choosing a topic, practise writing a short piece using a variety of fonts, font sizes. Inserting/replacing words using the thesaurus. Inserting ClipArt images to enhance written work.
4. Planning your story	Planning a story based on a child interests. Using ho, what, when, where, why and howas a framework for generating story ideas. Using a spidergram to sketch the story. Writing the story. Using the thesaurus/dictionary. Reviewing, editing and saving.
5. Putting it all together	Making final adjustments to the story. Choosing and importing pictures to illustrate or scanning photographs. Designing a cover for the story. Printing and binding.
6. Explore creative websites for children	Visiting various websites that can support children's writing. Looking at Lifesteps library series 'Using the Internet for...'

Websites: www.bookhive.org
www.dictionary.com
www.literacytools.ie
www.parentsintouch.co.uk
www.lifesteps.ie
www.meddybemps.com/9.700.html

Topic 4: Planning your story

Materials:

Selection of age-appropriate childrens books
Computers and Internet connection
Sample story beginnings
Worksheets with spidergram
Worksheets with key question words
Selection of picture books
Lists of adjectives

Task	Suggested activities
Gathering ideas	Invite parents to explore a selection of children's books to gather ideas. Ask them to consider what would appeal to their children. Choose one example of a well known story. Ask who is the main character? When and where does the story take place? What happens? Why? How? Look at the design of the book, e.g., how illustrations and text are placed on a page.
Planning your story	Ask parents to review the list they made of their children's interests and hobbies. Invite them to choose a topic for their story. Using the framework above, ask them to work out answers to who, what, when, where, why and how for their story. Discuss how parents can use this framework when talking about books with their children, e.g., doing reading homework. Show parents how to use a spidergram to sketch a story.
What happens next?	As the parents begin to work on their stories, prompt them with questions to stimulate language. What clothes was the Princess wearing? How did Billy show his disappointment at not being picked for the team? Provide support as parents write up their stories on the computer.
Illustrations	Search for images to suit story, or scan photographs onto pages. Adjust text around images.

Literacy links:

Following instructions.
Participating in discussions.
Identifying common features of texts. Using reference material
Writing creatively. Combining writing with visual material. Using a spidergram and writing framework. Sequencing writing in a logical order. Writing words, phrases, sentences. Appropriate to audience Spelling words/using capitals/using punctuation correctly

Numeracy links:

Spacing of text and illustrations
Selecting font sizes
Selecting text design
Using numbers or number concepts in a story
Describing time, space, etc. in a story

Seasonal crafts

General Aims of these sessions:

Discover many fun ways to keep children occupied coming up to Christmas
Learn how to help children make small gifts for other family members
Explore ways to use what is about the home to make creative gifts

Topic	Content
1. Christmas cards	Using a variety of papers to create 3D, pop up and textured cards.
2. Salt dough decorations	Making basic salt dough mixture and shape for the festive season, bells, stars, snowflake. Baking and decorating.
3. Felt decorations	Using variety of colours to make Christmas decorations or puppets for the tree.
4. Christmas Angel	Making a Christmas angel out of a paper plate. Getting creative with decorating.
5. Stained glass effect window decoration	Using clear plastic or acetate and permanent markers to first outline a festive image in black and then colour.
6. Christmas centrepiece	Parents bring in fresh evergreen branches and a saucer to make their centrepiece. Additional greenery and decorations may be provided. Oasis and florist tape are needed. Red florist ribbon and florist wire add the festive touch

Websites: <http://crafts.kaboose.com/holidays/christmas/angels/index.html>
<http://www.enchantedlearning.com/crafts/christmas/>
<http://www.allfreecrafts.com/christmas/doily-christmas-tree.shtml>
<http://www.allfreecrafts.com/christmas/fresh-pine-centerpiece.shtml>

Topic 6: Christmas centrepiece

Materials:

Saucer	Various evergreen branches
Florist wire	
Red ribbon (or other colours)	Florist tape
Red candle and holder	Scissors
Small oasis foam 7.5cm high	Stapler and staples
Numeracy links	Decorations

Task	Suggested activities
Soak fresh oasis in water	Parents put all oases to soak in water.
Value for money	Ask parents to estimate the cost of a Christmas centrepiece bought in a shop. Ask them to guess the cost of the centrepiece they will make.
Demonstration	Demonstrate how to make a centrepiece together. Show different shapes to suit the location at home, e.g. narrow and long for windowsill or mantelpiece, round for table.
Selecting the greenery	Ask parents to plan their colours and layouts, trimming branches to suit their planned size of finishing centrepiece.
Preparing the base	Put oasis in centre of saucer - use florist tape to keep in position. Put candle holder in centre and tape in position.
Adding greenery	Firmly place the cut ends of branches into the soaked oasis. Start with longer branches at the bottom of the base and gradually move up the base adding shorter branches until the oasis is filled. Leave space for the candle and holder. Rotate to make sure each side is balanced.
Making bows	Gently fold up lengths of red ribbon into bow shapes. Staple at base. Hook florist wire across the base and twist to hold ribbon. Make three ribbons, push into the greenery in a balanced design. Place candle in position.
Adding decorations	Add decorations brought from home, e.g., Christmas ornaments, ornamental birds/butterflies, pinecones, etc.
Children's decoration	Show parents how they can make a Christmas arrangement with their children using a cut potato, tinfoil, cocktail sticks and greenery etc.
Final thoughts	Reveal and discuss the actual cost of the centrepiece and compare with estimates. Remind parents to keep the saucer topped up with water, so greenery will stay fresh. Also never to leave children unsupervised in a room with a lighted candle or leave a lighted candle unattended.

Literacy links:

Following instructions
Asking questions
Expressing opinions

Numeracy links:

Estimating costs, comparing costs. Measuring, designing a pattern to suit location, cutting branches to fit oasis, making shapes, measuring shapes

Your family learning programme

General aims of these sessions:

Topic	Content
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Websites:

Topic

Materials:

Task

Suggested activities

Literacy links:

Numeracy links:

Evaluation and progression

At the end of each session it is vital to get feedback on how the learners enjoyed their time. This helps tutors to deliver a better session the next time and helps to identify needs, e.g., if the pace was too fast or slow, did all the learners understand everything, do we need to change the lesson plan? Literacy difficulties can be discovered discreetly and support put in place.

A range of evaluation sheets has been included in this publication; these can be adapted to suit the needs of your group, e.g., delivered verbally and the tutor takes notes.

Recording parents' voices is also important. Have a pen and paper at hand; jot down those key phrases parents mention as they leave the room. These comments are from the heart and let tutors know how the sessions have supported the family at home. These are useful when applying for funding, publishing a document or compiling for end of year reports.

Progression of learners is a key element of family learning. At the end of a programme parents can be offered a number of options to suit their needs and any requests over the duration of the programme. Including a guidance session in each programme has proved very useful. The local adult learning guidance service (if available locally) can provide a guidance counsellor to explain options available outside of local family learning and literacy service programmes.

Accreditation

Many of the programmes can lead onto FETAC Level 3 modules, e.g., Playing together can support some of the work towards FETAC Child Development and Play Level 3 module. Attending an informal course can build skills, confidence and some of the content for an accredited module. Clare Family Learning Project developed two family learning FETAC Level 3 modules to support parents of primary school children.

Learning Skills covers the areas of the growing child, home and school learning and supporting homework.

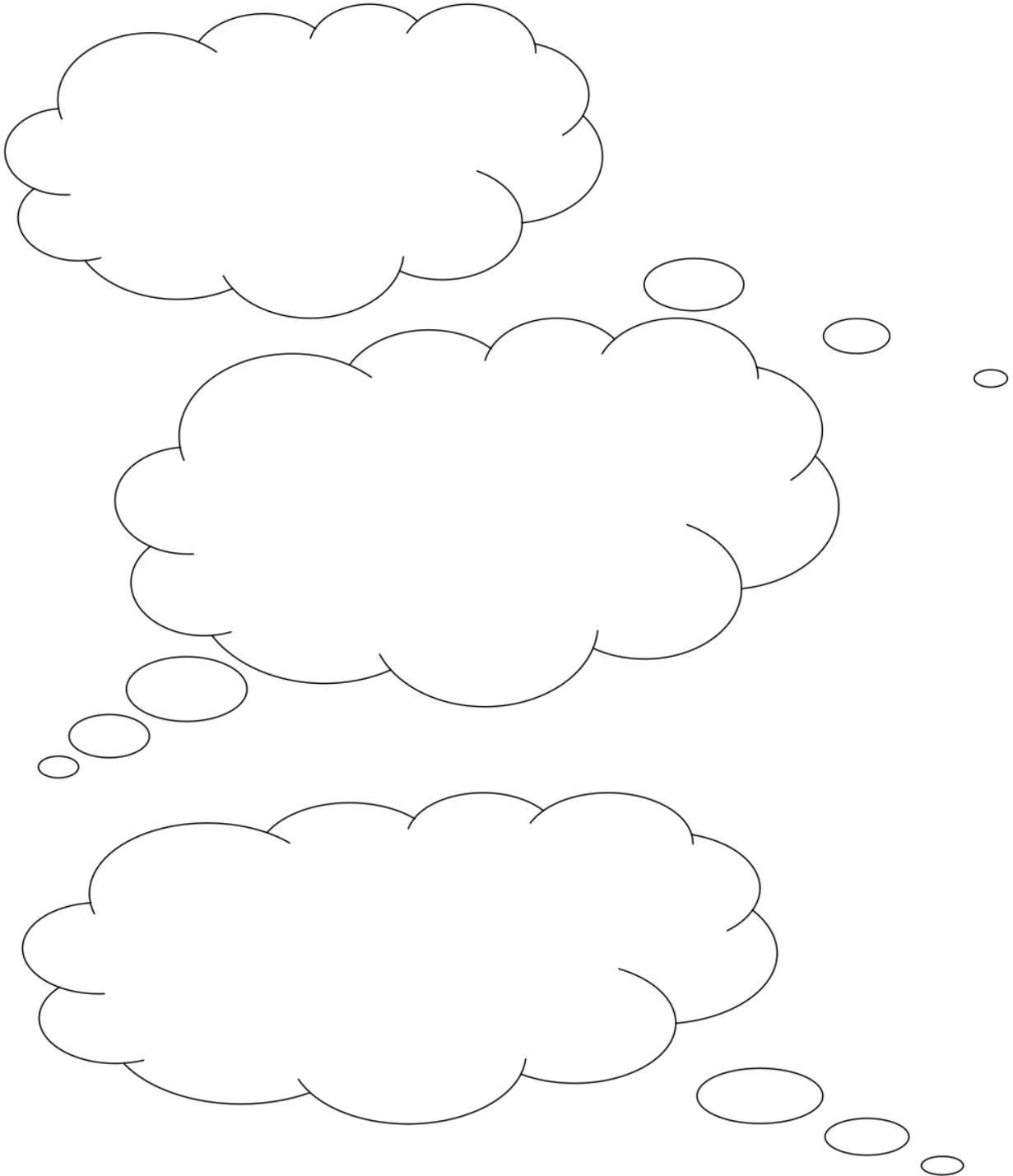
Home Study skills covers the areas of learning as fun, literacy development and exploring numbers. These are available on the FETAC website: www.fetac.ie

Learning Skills

Home Study Skills

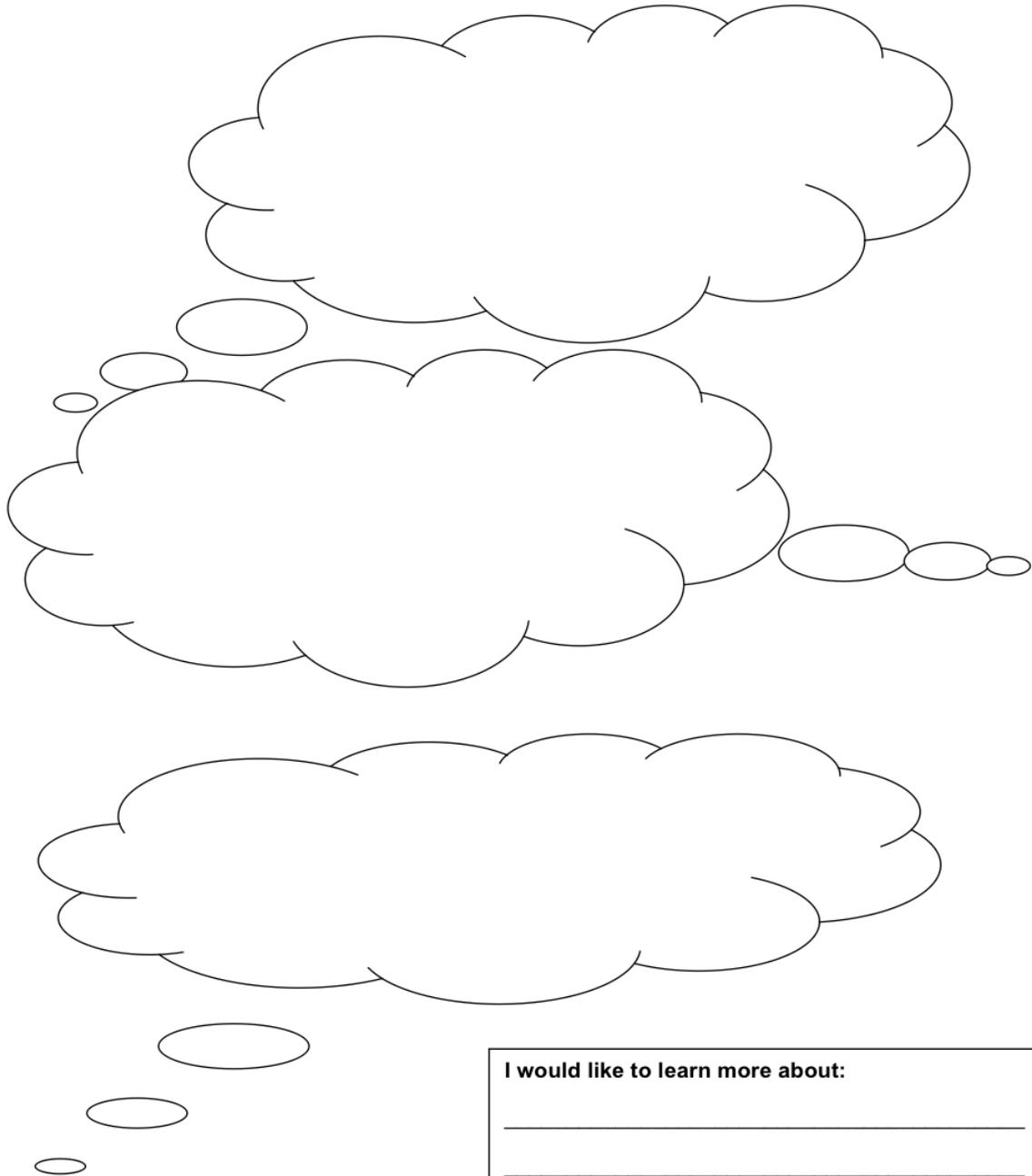
Evaluation Side 1

Write or draw 3 things you liked about this session!



Evaluation Side 2

Write or draw 3 things you would change about this session!

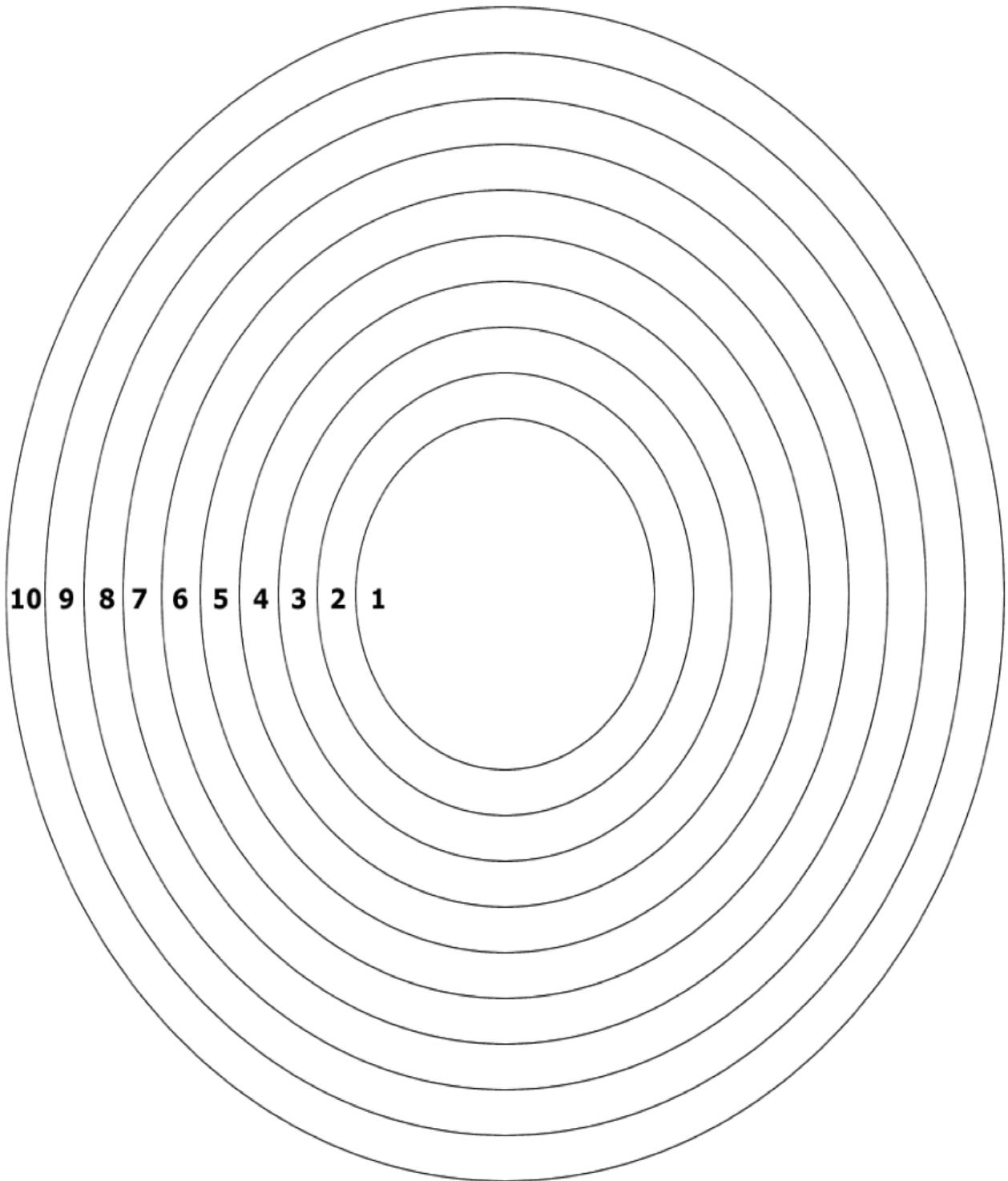


I would like to learn more about:

Name:

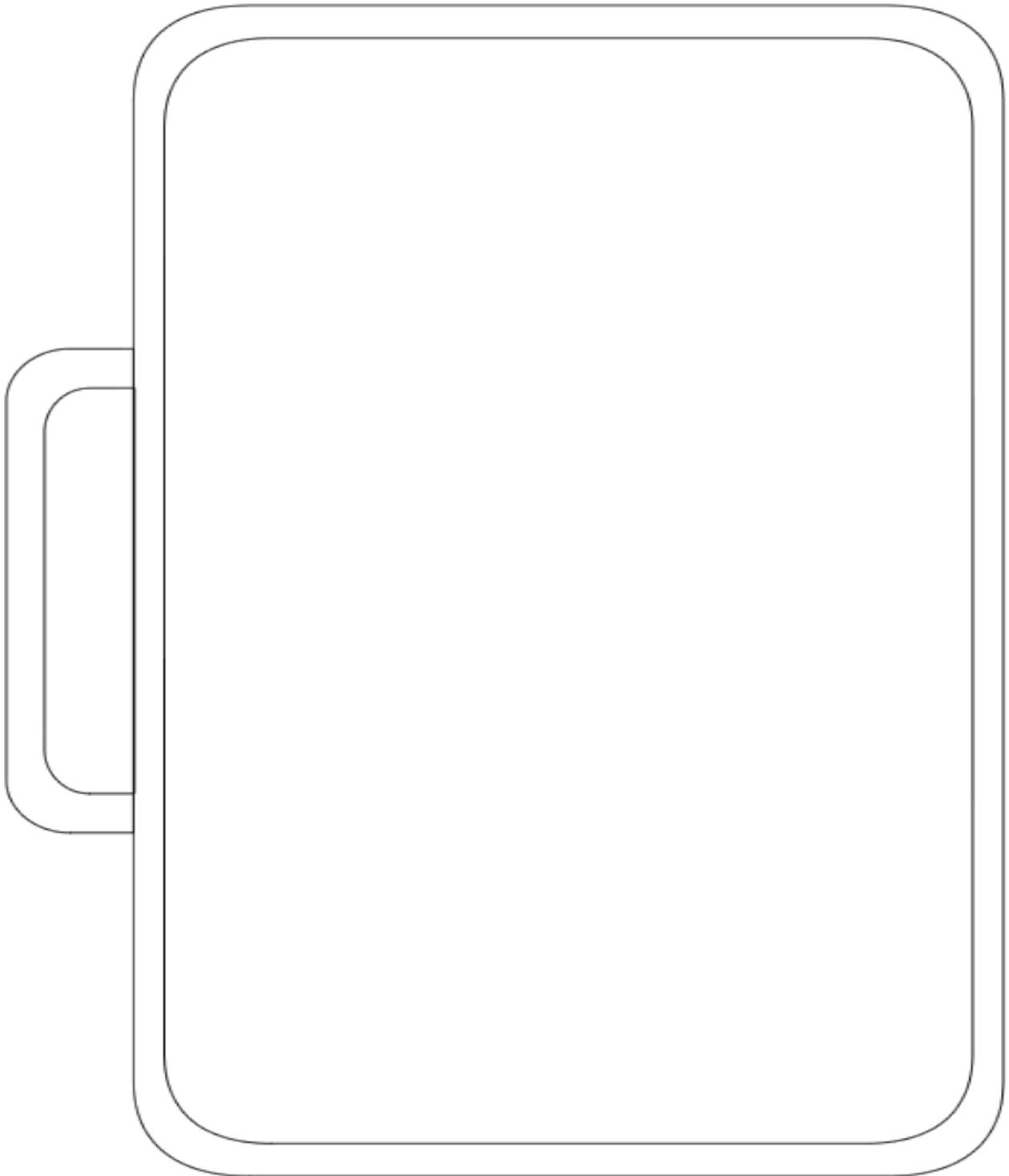
Bull's Eye Evaluation

Place a dot on the bullseye target.
The closer to a number on the better the session!



Suitcase Evaluation

Write or draw what you will bring away with you from this programme



To be completed with learners on completion of course

1. Economic	Does not apply	Yes	No
I have got a job since attending Family Learning course			
I have got promotion in my job since being on a Family Learning (FL) course			
I am able to budget better as a result of being on a Family Learning course			
<i>Any comments you would like to add?</i>			

2. Educational	Does not apply	Yes	No
I read a wider range of documents, articles or books than I used to			
I improved my ability to write accurately			
I improved my knowledge of maths			
I gained FETAC qualifications since being on FL courses			
I have gained further qualifications since being on FL courses			
I improved my computer skills on FL courses			
<i>Any comments you would like to add?</i>			

3. Social	Does not apply	Yes	No
I have started to do voluntary work			
I have joined community groups, e.g. GAA, Parents' Council, parent and toddler group			
I can work better in a group through attending FL			
<i>Any comments you would like to add?</i>			

4. Personal	Does not apply	Yes	No
I listen more carefully to other peoples' opinions and take their ideas into account when forming my own opinions or carrying out a task			
I am now more confident to help my children to learn			
I feel more confident since attending FL courses			
I am better at expressing myself through attending FL			
I am more ambitious as a result of attending FL			
I am more ambitious for my children as a result of attending FL			
<i>Any comments you would like to add?</i>			

5. Supporting your child	Does not apply	Yes	No
I feel more able to help my children with homework			
<i>I enjoy doing more activities with my child</i> <i>Some of the activities I do are:</i>			
Choosing television programmes			
Using the computer together			
Reading a book together			
Telling stories to each other			
Making things together			
Playing games together			
Growing things together			
Cooking together			
Going for a walk together			
Doing things about the house together			
Others please list:			
<i>Any comments you would like to add?</i>			

Name: Tel:

Address:

For Tutor Use: Progressions from Family Learning Evaluation Sheet

Student Name: _____

Family Learning Course: _____

Date: _____

Venue and Location: _____

Educational	Economic	Personal	Social / Collective	Supporting your child
<p>Other Courses:</p> <ul style="list-style-type: none"> - Learning at home - Raised aspirations - Other family learning courses - _____ - _____ - _____ 	<ul style="list-style-type: none"> - Skills - Employment - Placements - Qualifications - Increased confidence - More effective communication - Improved budgeting - _____ - _____ 	<ul style="list-style-type: none"> - Increased confidence - Changes in attitude - Increased choices - Increased tolerance and understanding - Improved health - Improved sense of well-being - _____ - _____ 	<ul style="list-style-type: none"> - Volunteering - Joining groups - Engaging with community activities - Feeling included - Better relationships with family - Helping at child's school - _____ - _____ 	<ul style="list-style-type: none"> - Increased time on activities with child - Helping with homework - Others please list: - _____ - _____ - _____

Literacy Links

Reading

- recognising familiar words, signs, symbols
- expanding reading vocabulary (e.g. key words on a topic, specialised words)
- reading different kinds of short texts (e.g. narrative, instructional, descriptive)
- using word identification strategies to obtain meaning (e.g. decoding, phonological awareness, word families)
- using background knowledge to predict meaning
- using context clues to obtain meaning
- using reading strategies appropriate to reading purpose (e.g. scanning, skimming, reading in depth)
- using organisational features to locate information in a text
- using illustrations, captions, graphics etc. to locate information in a text
- using alphabetical order to locate information
- recognising common text genres, structures, formats, conventions
- recognising language and organisational features of texts for different purposes
- gathering/collating information from different texts or parts of a text
- identifying and using common sources of information
- interpreting visual media/materials
- identifying/summarising the main points in a text
- making inferences not explicitly stated in a text
- distinguishing fact, opinion, inference in text
- evaluating the suitability of text design, format, features, content for its purpose

Writing

- producing legible text (handwriting)
- writing familiar words
- writing for everyday purposes
- writing personal/formal correspondence
- writing directions/instructions
- transcribing information/reproducing information in a different format
- summarising information in writing
- writing creatively
- combining writing with visual media (pictures, graphs, charts)
- using planning/drafting strategies (e.g. lists, mindmaps, spidergram, writing frames)
- using form/style of writing appropriate to purpose and audience
- writing words, phrases, sentences specific to topic, audience, purpose
- organising writing into paragraphs
- sequencing writing in a logical order (e.g. chronological)
- using parts of speech and key grammatical structures to form sentences
- spelling words correctly
- using capital letters
- using punctuation
- revising, editing, proofreading

Listening and Speaking

- listening to obtain information
- following spoken instructions (single step, multi-step)
- responding to requests for personal information
- participating in discussions (responding to questions, providing feedback)
- interacting in formal and informal situations
- expressing opinions, facts, feelings
- listening to and acknowledging other points of view
- communicating about past, present and future activities
- asking questions and making requests to obtain information
- engaging in practical formal/informal communications (face-to-face, telephone, digital)
- retelling a story/anecdote
- reporting information to others (e.g. details, explanation, account, description)
- logically sequencing information on a topic
- identifying main points/specific details of short explanations, narratives or presentations
- linking verbal information with other media

Non-verbal communications

- communicating a response/message using non-verbal forms of expression
- confirming understanding using non-verbal forms of expression (e.g. gestures, facial expression)
- interpreting and responding to body language
- interpreting and responding to signs, symbols. images
- following a sequence of non-verbal instructions in an activity/process

Numeracy Links

Quantity and number

- naming numbers
- recognising place value
- recognising the relationship between different kinds of numbers
- understanding the relationship of parts to whole (ratios, fractions, percentages, decimals)
- recording numbers
- rounding off numbers
- understanding maths signs and symbols
- using basic maths operations (add, subtract, multiply, divide)
- using money in everyday situations
- using estimating skills
- using the tools of measurement (scale, ruler, tape, compass, thermometer, speedometer, time-piece etc.)
- naming measuring scales and their purpose
- adding/changing measuring units
- using a calculator

Data handling

- identifying the use of data in everyday situations (e.g. newspaper surveys, advertising)
- identifying methods of data collection
- gathering data (e.g. carrying out a survey, recording repeated trials)
- interpreting data according to specific criteria
- communicating information relating to data using verbal and visual media
- conveying personal understanding of data to others

Pattern and relationship

- identifying different kinds of patterns, e.g. linear/non-linear patterns
- sorting patterns
- designing and making patterns
- recalling sequences
- using a sequence to sort a pattern
- using language and numbers to describe patterns

Shape and Space

- naming and sorting shapes and forms
- identifying key characteristics of shapes and forms
- drawing shapes (circle, square, triangle etc.)
- using the language of measurement to describe shape and space (length, area, volume, weight, capacity, direction, distance etc.)
- sorting 2d and 3d shapes and forms
- describing properties of 2d and 3d shapes
- understanding the relationship between e.g. area and volume, HxWxD.
- sequencing shapes and forms using a pattern e.g. smallest to largest, heaviest to lightest
- interpreting simple scaled drawings (map, floor plan, sewing pattern)

Problem Solving

- organising information
- identifying options and consequences
- planning a personal budget
- identifying measurements needed to solve a problem
- using appropriate measuring tools to solve a problem
- using problem solving strategies e.g. estimating, modelling, flow charts
- recording data in trial and error experiments
- using maths terms and symbols to represent problems
- finding solutions to real life problems
- explaining methods of problem solving to others

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