



## Glasgow Communities, Learning & Libraries Session Planner & Recording

<b>Session Info</b>	<b>Group</b>		<b>Date</b>	
	<b>Session Title</b>	ESOL Family Play Session 1 Colours		
	<b>Session Staff</b>			

<b>Outcomes</b>	<p>Intended Outcomes and Benefits of Session:</p> <ul style="list-style-type: none"> <li>• Parents and carers feel welcomed into the school and start to get to know each other and staff in an informal setting.</li> <li>• Parent/Carers understand the aims of the group.</li> <li>• Parents/Carers note their current confidence levels using colours language through play.</li> </ul>
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	<b>Method</b>	<b>Time</b>	<b>Resources</b>
<b>Activity</b>	T (teacher)/ Sts (students – both children and adults). Welcome and Introductions, explain any school bells, amenities, housekeeping etc and outline session. Check comprehension and model 'Yes/no/OK/thumbs up'. T states group aims.	0-10	Register Images for amenities
	Warmer activity. Sit/stand in a circle. Ask sts their name. Sts shout out/say their name. Everyone claps no of syllables of each student's name (echo) until all sts' names are done. Option to include puppet to introduce puppet's name first. Sts write names on name tags.	10-15	Chairs Puppet Rainbow post it notes Coloured pens Name tags
	T utilises flash cards/balls and elicits colours & chorus x 3 red, yellow, pink, green, orange, purple, blue (black, white, brown); Option for T to throw coloured balls to sts to reinforce. <b>Progression - colours with sts clothing/patterns/room &amp; objects/posters/home.</b>	15-25	Colours flash cards Coloured balls <b>Longman Photo Dictionary</b>
	<b>Arrange for children to join parents.</b>	20-30	
	T explains games & activities. Sts help set up.	25-30	Resources below
	Place multi-coloured cones around the room. T calls colour from box of flashcards. Sts run to cones of that colour. Option for sts to call colours. If there is no cone of colour called, sts come to centre and run on spot. Model activity.	30-35	Multi-coloured cones
	Introduce parachute. T gives sts a colour. Sts run under parachute when their colour is called. Model activity.	35-40	Parachute
	Parachute popcorn. Place balls on parachute. Sts knock off balls. Sts collect balls and repeat. Model activity.	40-45	Parachute Coloured balls
	Rainbow song time. Show and elicit rainbow. Recap colours.	45-55	Paper

	<p>Sts draw rainbow. Sts learn song.</p>		<p>Coloured pens/pencils  Song lyrics  SBT QR Code for Song</p> 
	<p>Evaluation. Sts choose coloured piece of paper/post-it note and write/draw one thing they learned/enjoyed today.  Homework – look at clothes/toys etc and practise colours; learn song from SBT (Scottish Book Trust) website. Give out colours sheet.</p>	<p>55-60</p>	<p>Coloured paper/post-it notes/pens/pencils  Colours sheet  QR Code for colours sheet</p> 
	<p>Websites for additional lesson plan and flashcards.  <a href="https://www.eslkidstuff.com/lesson-plans/pdf/colors-lesson-plan.pdf">https://www.eslkidstuff.com/lesson-plans/pdf/colors-lesson-plan.pdf</a>  <a href="https://www.flashcardsforkindergarten.com/color-flashcards/">https://www.flashcardsforkindergarten.com/color-flashcards/</a></p>		

# Session Recording

Participant Count	Adults	Children	Total

<b>Outcomes</b>	<p>What were your thoughts on the session? Were the intended outcomes achieved? Was the session delivered according to the session planner? If not, what changed?</p>
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<b>Evaluation</b>	<p>What participant impact statements did you receive? What other evaluation methods did you use and where is this stored?</p>
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<b>Actions</b>	<p>Were there any problems / incidents / issues that require further action? Is there any preparation required for the next session?</p>
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<b>Progression</b>	<p>Did you signpost or refer any families to other services? Are you aware of any other participant progression, e.g. college, volunteering, employment?</p>
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