



## 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 2 Body Parts 1		
	<b>Session Staff</b>			

<b>Outcomes</b>	Intended Outcomes and Benefits of Session:
	<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>Parents/Carers note their current confidence levels using body parts language through play.</li> </ul>

<b>Activity</b>	<b>Method</b>	<b>Time</b>	<b>Resources</b>
	Welcome. Recap names. Recap colours. Discuss homework.	0-5	Name badges Colours flashcards Colours sheet
	Warmer activity Actions. Sts pick 2 coloured balls from box. T models juggling. Sts juggle stating colours. Change colours. Repeat. Sts sit in a circle. T models and practises actions with sts – Circle, stand up, sit down, go/sit to the right, go/sit to the left, turn around, stop. Intersperse with juggling and changing balls. If not enough balls, option to use one ball and catch in one hand – low, high, hand to hand etc.	5-10	Coloured balls Chairs
	T elicits body parts. Sts stand in a line. Lay flash cards in front of sts. T points to flashcards & sts point to body parts. Chorus x 3 head, eye/s, nose, ear/s, mouth, cheek/s, chin, face, hair, other. Option to use puppet to highlight body parts. <b>Progression - add additional features/physical descriptions.</b>	10-25	Body parts flashcards Puppet <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
	Parent/child follow the leader. T models activity. T calls stop and sts touch each other's or own part of face.	30-35	Body parts flashcards to reinforce
	Treasure Hunt. T places face images in coloured cups around the room (eyes/nose/mouth/ears) x four cups. Sts look for images and glue onto blank face image. T models	35-50	Parts of face pre-cut images/drawings/shapes Blank face image

	<p>activity. Sts make a face. Option to use hoops for the head. Option to use playdough to make a face/head/hair. Option to add to the face ie hair/freckles etc. Sts name their character.</p>		<p>Coloured cups Hoops Playdough</p>
	<p>Eyes, Nose, Cheeky, Cheeky, Chin Song time. Option to split parents/children to teach song.</p>	<p>50-55</p>	<p>Lyrics SBT QR Code for song</p> 
	<p>Evaluation. T draws a face on flip chart and sts write one write/draw one thing they learned/enjoyed today. Homework – look at face in mirror and practise parts of face, learn song from SBT website. Give out first half of body parts sheet.</p>	<p>55-60</p>	<p>Flip chart paper/pencils/pens Mirror QR code for body parts sheet</p> 
	<p>Websites for additional lesson plan and flashcards. <a href="https://www.eslkidstuff.com/lesson-plans/pdf/body-lesson-plan.pdf">https://www.eslkidstuff.com/lesson-plans/pdf/body-lesson-plan.pdf</a> <a href="https://www.flashcardsforkindergarten.com/bodyparts-flashcards/">https://www.flashcardsforkindergarten.com/bodyparts-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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