



**Glasgowlife™**



# **ESOL Family Play Programme**

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

<b>Session Info</b>	<b>Group</b>	ESOL Family Play	<b>Date</b>	
	<b>Session Title</b>	Coffee, Information and Enrolment Session		
	<b>Session Staff</b>			

<b>Outcomes</b>	Intended Outcomes and Benefits of Session:
	<ul style="list-style-type: none"> <li>• Parents and Carers understand the aims and details of the ESOL Family Play programme.</li> <li>• Parents and Carers enrol for the programme, stating any special requirements.</li> <li>• Relationships between parents/carers, school staff and pupils are strengthened, thereby building on the home school relationship and reducing social isolation.</li> <li>• Families are linked with further learning/family activity within the school or community.</li> </ul>

<b>Activity</b>	<b>Method</b>	<b>Time</b>	<b>Resources</b>
	Welcome, tea, coffee, juice, sign in, programme flyers, information on local ESOL provision.	15 mins	Refreshments, sign in sheets, programme flyers
	Sit in circle. Everyone introduces themselves. Everyone repeats each other's names. Group puts themselves in alphabetical order of names. Could continue with oldest child's name, name of country, numerical order of age etc.	5 mins	Chairs
	Use display board/flipchart to describe ESOL Family Play, showing pictures of topics/games/dates.	10 mins	Flipchart/pens Prepped display board showing images of topics/games/previous course
	<p>Parachute games</p> <p><b>Shake Hands/Say Hello/Wave</b> Have all the players hold the parachute way up high above their heads. Call out two names and have these two players run underneath the parachute, shake hands/say hello/wave then run back out before the parachute comes down. Continue doing this until all the players have had a chance to run under the parachute.</p> <p><b>Tug of War</b> Divide the parents/carers into two teams. Ask them to stand on either side of the parachute holding it firmly. On the count of three the teams try and pull the opposite team onto their side.</p>	5 mins	Parachute


	<p>Make a paper puppet.</p>	<p>5 mins</p>	 <p>Different coloured paper Scissors Coloured pencils/pens Glue</p>
	<p>Ask participants to complete enrolment form if they would like to attend. Staff support and scribe if necessary. Ask any questions?</p> <p>Ensure forms are completed correctly and explain parents will receive a text to attend.</p>	<p>5 mins</p>	<p>Enrolment Form</p>


# 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>	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>• Parent/Carers understand the aims of the group.</li> <li>• Parents/Carers note their current confidence levels using colours language through play.</li> </ul>


<b>Activity</b>	<b>Method</b>	<b>Time</b>	<b>Resources</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. Sts draw rainbow. Sts learn song.	45-55	Paper Coloured pens/pencils Song lyrics SBT QR Code for Song 

	<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>	55-60	<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>		

<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 it 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>
	Arrange for children to join parents.	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 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.	35-50	Parts of face pre-cut images/drawings/shapes Blank face image Coloured cups Hoops Playdough
	Eyes, Nose, Cheeky, Cheeky, Chin Song time. Option to split parents/children to teach song.	50-55	Lyrics SBT QR Code for song 
	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.	55-60	Flip chart paper/pencils/pens Mirror QR code for body parts sheet



			
	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>		

<b>Session Info</b>	<b>Group</b>		<b>Date</b>	
	<b>Session Title</b>	ESOL Family Play Session 3 Body Parts 2		
	<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 face body parts. Discuss homework. T elicits actions that can be done with face body parts/head ie nod head, wink/blink. <b>Progression – add vocabulary ie purse lips, flare nostrils, roll tongue, yawn, whistle etc.</b>	0-5	Name badges Body parts flashcards Body parts sheet
	Warmer activity Actions. Sts sit/stand in a circle. T models and practises actions with sts; Elicit & chorus x 3 hand/s (clap/wave), foot/feet (stamp/jump/hop), finger/s (click/tap face/play piano/guitar), toe/s (tippy toe), arm/s (swim different strokes/fold/wave), leg/s (run/kick/stand up/sit down), shoulders (shrug/shimmy), knees (crawl/knee move). T calls body parts, sts perform actions. Activity becomes faster. Option to play music.	5-10	Chairs Body parts flash cards to reinforce Ipad for music
	T elicits body parts as above. <b>Progression – add other body parts/skeleton/organs. I've got a sore ....</b>	10-25	<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
	T models activity. Sts run/walk around room, T calls body parts, sts find partner/child and touch body part to body part. More complicated activity – T models. Hands – touch palms and sit/kneel down; feet/toes - lay down on back or sit with soles of feet together; shoulders – back to back and sit down; knees – kneel down in front of each other with knees touching; arms – stand back to back and link arms; fingers/hands – hold fingers/hands in arch and loop around.	30-35	Body parts flashcards to reinforce
	Scarves activities. Introduce scarves and colours. T introduces activities and sts perform.	35-40	QR Codes for scarves play ideas 
	Monstrosities activity. T models activity. Sts draw coloured monster called by T ie 9 blue eyes, 3 red legs, 4 yellow feet etc. Option for free style monster.	40-50	Flip chart/long paper Coloured pens
	Head, shoulders knees and toes song time. Option to split parents/children to teach song. Option to use coloured scarves.	50-55	Song lyrics SBT QR code for song







			
	<p>Evaluation. T draws a face on flip chart and sts write one write/draw one thing they learned/enjoyed today.  Homework – when getting dressed, changing clothes, practise body parts; learn song from SBT website. Give out second half of body parts sheet.</p>	55-60	<p>Flip chart  paper/pencils/pens  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>		

<b>Session Info</b>	<b>Group</b>		<b>Date</b>	
	<b>Session Title</b>	ESOL Family Play Week 4 Animals Part 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 animals language through play.</li> </ul>



<b>Activity</b>	<b>Method</b>	<b>Time</b>	<b>Resources</b>
	Welcome. Recap body parts. Discuss homework.	0-5	Name badges Body parts flashcards Body parts sheet
	Warmer activity Over and Under. Sts in one line or two lines/teams. T hands first person large flashcards of previous vocab. Line/team passes card over head/under legs saying vocab. First person goes to back until everyone has been at front. More than one flashcard can be added. T models activity. Option to use animal puppet and play Over and Under with the puppet/s.	5-10	Large flashcards (A4/5) - colours and body parts Animal puppet
	Ask sts 'What's a farm?' Listen to/view You Tube video on animal sounds. Sheep/dog/pig/cow/goat/duck/cockerel(rooster)/hen/turkey/horse/donkey/cat. Ask sts if they know any other farm animals and sounds. Rabbit/bird/mouse/frog/deer etc. <b>Progression – add other animals; discuss food from animals/previous experience of animals; pets; birds; insects.</b>	10-25	You Tube Video Ipad  Soft bag Soft/plastic animals/toys Animal flashcards to reinforce <b>Longman Photo Dictionary</b>
	Arrange for children to join parents.	20-30	
	T explains games & activities. Sts help set up.	25-30	Resources below
	Animal sounds and actions – T or st pulls out animal from bag. Elicit sound and action. In line/circle, sts ripple animal sound and action. Actions could include cat (round back), dog (bounce), duck (waddle), pig (crawl), chicken (run & stop), horse (gallop), cow (all fours & milk), sheep (eat grass), goat (ring bell), donkey (head side to side). Option to play with farm animals.	30-35	Soft bag Soft/plastic animals/toys Animal flashcards to reinforce
	Animal run. Place animals/ animal pictures around the room. T calls animal and sts run to animal/picture.	35-40	Animal pictures Blue tac
	Play Duck Duck Goose. T models activity.	40-45	
	Make an animal mask. (Option to provide masks/mask templates for sts to decorate). Option to play animal 'tig' with masks. Option to draw farm animals on farm sheet. This could also be	45-50	Masks/templates Scissors, glue, lollipop sticks, QR Code for animal mask

	<p>given as homework and brought back to the next session.</p>		<p>templates</p>  <p>Farm sheet/coloured pencils QR Code for farm sheet</p> 
	<p>Old MacDonald had a farm song time.</p>	<p>50-55</p>	<p>Song lyrics SBT QR Code for song</p> 
	<p>Evaluation. Sts draw a farm animal on flipchart and write/state one thing they learned/enjoyed today. Homework –practise animal sounds and actions. Make another mask. Learn song from SBT website. Give out animals sheet. Sts can circle the ones that they know.</p>	<p>55-60</p>	<p>Flipchart Pens Ipad for quotes QR Code for animals sheet</p> 
	<p><a href="https://www.eslkidstuff.com/lesson-plans/pdf/farm-animals-lesson-plan.pdf">https://www.eslkidstuff.com/lesson-plans/pdf/farm-animals-lesson-plan.pdf</a> <a href="https://www.flashcardsforkindergarten.com/farm-animal-flashcards/">https://www.flashcardsforkindergarten.com/farm-animal-flashcards/</a></p>		

Session Info	Group		Date	
	Session Title	ESOL Family Play Week 5 Animals Part 2		
	Session Staff			

Outcomes	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 animals language through play.</li> </ul>




Activity	Method	Time	Resources
	Welcome. Recap farm animals. Discuss homework.	0-5	Name badges Farm animals flashcards Animals sheet
	Warmer activity. Welcome and recap farm animals. Show animals from Week 4. Sts utilise these for recap.	5-10	Farm animals Animals/creatures
	T introduces new animals/creatures eg lion, tiger, monkey, elephant, crocodile, snake. T elicits new animal vocab and chorus x 3. Pair with animal sound/action Pair with animal sound/action. Sts interact with animals. <b>Progression – introduce additional animals/creatures/insects ie butterfly, dinosaur, spider, mouse.</b>	10-25	Animals/creatures <b>Longman Photo Dictionary</b>
	Arrange for children to join parents.	20-30	
	T explains games & activities. Sts help set up.	25-30	Resources below
	Animal statues. T plays music. When T stops music T calls out an animal and sts hold the animal pose in a statue. T asks sts what their animal is and sts make that animal noise. T can use animals/creatures that will be used in animal tag.	30-35	Ipad for music
	Animal Tag. T gives Sts one animal to be. All Sts move like that animal. One S is 'IT' and tags other sts. Change 'IT' every 15-20 secs. 'IT' tries to tag as many Sts as possible during their time as 'IT'.	35-40	QR Code for Animal Tag game 
	Doggy, Doggy, Where's Your Bone? Sts sit in a circle. One S (dog) sits on a chair with their back to the group with a 'bone' under it. While the dog is turned around with their eyes closed another S steals the bone and hides it somewhere on their person. Sts sing 'Doggy, doggy, where's your bone? Somebody stole it from your home. S (dog) guesses who it may be. The S (dog) has two/three chances to guess who took it. If the S (dog) guesses right, they get to go again and if they guess wrong, then the S who had the bone gets a turn as the dog.	40-45	Chairs 'Bone' object
	Build an animal/creature from playdough. T models activity. Sts share what their animal is. Put all animals together.	45-50	Playdough
Roon About Poem/Little Green Frog Song time. Option to split parents/children to teach song.	50-55	Song lyrics SBT QR code for song	

			
	<p>Evaluation - sts choose to be any animal creature and say one thing they learned/enjoyed today.  Homework –practise animal sounds and actions. Learn song from SBT website. Remind sts of farm animals sheet.</p>	55-60	<p>Ipad to record video comments  QR code for animals sheet</p> 
	<p>Websites for additional lesson plan and flashcards.  <a href="https://www.eslkidstuff.com/lesson-plans/pdf/zoo-animals-lesson-plan.pdf">https://www.eslkidstuff.com/lesson-plans/pdf/zoo-animals-lesson-plan.pdf</a>  <a href="https://www.flashcardsforkindergarten.com/animal-flashcards/">https://www.flashcardsforkindergarten.com/animal-flashcards/</a></p>		

<b>Session Info</b>	<b>Group</b>		<b>Date</b>	
	<b>Session Title</b>	ESOL Family Play Session 6 Fruit and Vegetables (Healthy Eating & Exercise)		
	<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 fruit and vegetables language through play.</li> </ul>

<b>Activity</b>	<b>Method</b>	<b>Time</b>	<b>Resources</b>
	Welcome. Recap animals/creatures. Discuss homework.	0-5	Name badges Flashcards
	Animal Pictionary. Sts draw animal/creature and other sts guess what it is. Use toy animals or photo dictionary to assist.	5-10	Animals Longman Photo Dictionary
	T shows images of good/bad/balanced diet, food. T elicits exercise and activities done to maintain health. T shows fruit ie apple, banana, orange, pear, strawberry, grape, melon, pineapple, blueberry etc. and vegetables ie potato, broccoli, carrot, onion, pepper, cucumber, corn, cabbage etc. T elicits vocabulary. <b>Progression – discussion on other foods; foods cooked/eaten at home; world foods; cooking; containers; utensils.</b>	10-25	Images Fruit and vegetables Longman Photo Dictionary
	Arrange for children to join parents.	20-30	
	T explains games & activities. Sts help set up.	25-30	Resources below
	T time sts running on the spot for about one minute. Stop and sit down. Elicit what they notice about their body. Do they feel warmer? Is their heart beating faster? Demo that doing activities that make us feel warmer, breathe harder and make our heartbeat faster help us to stay healthy. T shows images of drinks. Elicit and chorus x 3 water, milk, juice etc T offers sts water. Demonstrate hydration after activity.	30-35	Ipad for timer Drinks flashcards Water
	Hot potato game. Sts sit in circle. T gives sts potato. Play music. When music stops st with potato has to do an activity ie jump jack/silly dance/run around the group.	35-40	Drinks flashcards Water
	Jump rope/snake in the grass. Sts take turns to take plastic fruit/veg or flashcard from soft bag and jump rope x 5-10 holding it. All sts shout out the fruit as loud as possible. St puts back in bag. Next st follows. 2 sts hold the rope. Option for 2 groups and use 2 ropes. Option to play outside jumping rope holding water in a cup without spilling.	40-45	Soft bag Plastic fruit/veg Flashcards Ropes Cups Water
	Circuit time to music in pairs. Bean bag juggle; skip rope; jump hoop; scarf toss; handstands/cartwheels/jumping jacks; run in and out of cones; shuttle runs; ball toss & catch; back to back stand to sit in hoop. Option for blindfold fruit/veg tasting/touching. Sts guess what it is. Option for fruit basket game.	45-50	Bean bags, Ropes, Scarves, Balls, Cones Marker Tape  Fruit & veg, blindfold, plates, forks Chairs




			<p>QR Code for fruit basket game</p> 
	<p>One Potato song time. Option to split parents/children to teach song. Repeat with other fruit/veg. Option to use Banana Song – Eat banana, eat, eat, banana etc (for all fruit and veg).</p>	50-55	<p>Song lyrics QR Code for Song</p> 
	<p>Evaluation – in pairs sts tell one another one thing they learned/enjoyed today. Homework – practise fruit/vegetables. Learn song from SBT website. Give out fruit/vegetables sheet.</p>	55-60	<p>Ipad to record comments Colour in sheet Fruit/vegetables sheet QR Codes for fruits/vegs sheets</p> 
	<p>Websites for additional lesson plan and flashcards. <a href="https://www.eslkidstuff.com/lesson-plans/pdf/fruit-lesson-plan.pdf">https://www.eslkidstuff.com/lesson-plans/pdf/fruit-lesson-plan.pdf</a> <a href="https://www.eslkidstuff.com/lesson-plans/pdf/vegetables-lesson-plan.pdf">https://www.eslkidstuff.com/lesson-plans/pdf/vegetables-lesson-plan.pdf</a></p>		

<b>Session Info</b>	<b>Group</b>		<b>Date</b>	
	<b>Session Title</b>	ESOL Family Play Session 7 Road Safety, Transport and Directions		
	<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 transport and directions language through play.</li> </ul>

<b>Activity</b>	<b>Method</b>	<b>Time</b>	<b>Resources</b>
	Welcome. Recap fruit/veg. Discuss homework.	0-5	Name badges Flashcards Fruit/vegetables sheet
	Warmer activity. Fruit & Veg Bingo.	5-10	QR Code for Fruit & Veg Bingo Cards 
	T elicits traffic lights and function. T demonstrates stop, get ready, go. T elicits lollipop person and their role. T elicits road speed limits. T elicits road safety. T reviews elements from Road Safety Scotland website. <a href="https://roadsafety.scot/children-and-educators/first/roadstars/">https://roadsafety.scot/children-and-educators/first/roadstars/</a>	10-15	Traffic lights/road/motorway lollipop person/speed limits images QR Code for Road Safety Scotland 
	Elicit transport. Show road transport images – car, bus, van, lorry, police car, fire engine, ambulance, taxi, motor bike, bike, bin lorry. Sound horn/rev engine. Recap/elicite directions – forwards/backwards/left/right/up/down etc. <b>Progression - other transport ie aeroplane, train, subway, boat, helicopter etc; cost of transport; travelling in the city/Scotland.</b>	15-25	Transport images Longman Photo Dictionary
	Arrange for children to join parents.	20-30	
	T explains games & activities. Sts help set up.	25-30	Resources below
	Model and play Traffic Lights 1 – stop (red), run on spot/get ready/slow down(amber), run around room (green). Sts take turns choosing the traffic light. Option to make traffic lights with students.	30-35	Traffic lights (small bowl, coloured tissue paper, glue, long stick, tape)
	Traffic lights bean bag race. In 2 groups/lines, sts toss red, yellow & green beanbags into a box. T or S holds the box. Option to move box backwards & forwards to cater for abilities.	35-40	Bean bags x 6 Boxes x 2
	All Aboard. Sts form a train with one st leading as the train driver. T/S directs the train from station travelling	40-45	Cones Speed limits images







	slowly/quickly/forwards, backwards, around bends, up hill, down hill etc and back to station. Change drivers. Option to set up cones/use speed limits images.		
	Parachute Change. T calls directions and sts move with the parachute. Option to sing Forwards & Backwards song. Activity becomes faster.	45-50	Parachute Lyrics to Song QR Code for Song 
	Song time – A Big Red Bus. Sts do hand actions – large for bus, small for mini, rev engine for Ferrari. Option to do just Verse one and repeat.	45-55	Lyrics to Song QR Code for Song 
	Evaluation – Sts form a train and shout out one thing they have learned/enjoyed. Homework – practise transport. Say what you see. Learn song from SBT website. Give out transport sheet.	55-60	Ipad to record comments QR Code for transport sheet 
	Websites for additional lesson plan and flashcards. <a href="https://www.eslkidstuff.com/lesson-plans/pdf/directions-lesson-plan.pdf">https://www.eslkidstuff.com/lesson-plans/pdf/directions-lesson-plan.pdf</a> <a href="https://www.flashcardsforkindergarten.com/wp-content/uploads/2020/08/transportaion-flashcards.pdf">https://www.flashcardsforkindergarten.com/wp-content/uploads/2020/08/transportaion-flashcards.pdf</a>		

<b>Session Info</b>	<b>Group</b>		<b>Date</b>	
	<b>Session Title</b>	ESOL Family Play, Session 8 Numbers, Evaluation & Celebration		
	<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 numbers language through play.</li> </ul>

<b>Activity</b>	<b>Method</b>	<b>Time</b>	<b>Resources</b>
	Welcome. Recap road safety/transport/directions. Discuss homework.	0-5	Name badges Transport flashcards Transport sheet
	Overall evaluation ie case study, interviews, What's Next? for sts. Option to invite FLO to provide community information.  Refer to Family Learning Team Blog: Planning & Evaluation Toolkit.	5-20	Evaluation tools/templates Ipad for interviews Community information  Planning & Evaluation

		Toolkit QR code & link  <a href="https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/planning-and-evaluation-toolkit/">https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/planning-and-evaluation-toolkit/</a>
T elicits numbers 1-20. T elicits dice and use. <b>Progression – elicit numbers 21-100/1,000 etc., difference between 13&amp;30, 14&amp;40 etc. re pronunciation, discuss where numbers are used eg mobile, transport, accommodation, bills, shopping.</b>	20-25	Dice
Arrange for children to join parents.		
T explains games & activities. Celebration with refreshments. Sts help set up. Sts enjoy refreshments while making dice/playing Snakes & Ladders.	25-30	Refreshments
Sts make a dice. Option for A4 or A3 dice.	30-35	Dice templates Coloured paper Pens
Sts play Snakes & Ladders. T states how to play Snakes & Ladders at home. Use coins/buttons for counters.	35-45	Snakes & Ladders Templates Dice Counters QR Code Snakes & Ladders 
Three Crows song time.	45-50	SBT QR Code for Song 
Presentation of Certificates/Photographs	50-60	Certificates Photographic consent form Ipad for photographs
Give out numbers sheet.		Numbers sheet QR Code for numbers sheet 
Websites for additional lesson plans and flashcards. <a href="https://www.eslkidstuff.com/lesson-plans/pdf/numbers-1-10-lesson-plan.pdf">https://www.eslkidstuff.com/lesson-plans/pdf/numbers-1-10-lesson-plan.pdf</a> <a href="https://www.eslkidstuff.com/lesson-plans/pdf/numbers-1-20-lesson-plan.pdf">https://www.eslkidstuff.com/lesson-plans/pdf/numbers-1-20-lesson-plan.pdf</a> <a href="https://www.flashcardsforkindergarten.com/wp-content/uploads/2016/07/PACK-1-number-flashcards.pdf">https://www.flashcardsforkindergarten.com/wp-content/uploads/2016/07/PACK-1-number-flashcards.pdf</a>		

# 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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## Family Learning Team 'ESOL Family Play' Hints & Tips for Running the Programme

**The programme is primarily an engagement tool. The programme is not a traditional ESOL course as it aims to promote the balance between learning basic English and family play.**

### Needs Analysis

- Know your school EAL profile. Evidence your reason for running the programme.
- Find out what your ESOL parents need in the community.
- Decide if you will target all or specific families.
- Be aware of your EAL children's needs/family backgrounds to assist you with this.
- Add an engagement event and/or programme to your school's Family Learning Action Plan/Calendar.
- Liaise with your Family Learning Officer for any support. You may want to invite them to any planning/engagement events and a programme session/celebration.

### Parental Engagement

- Informal chat at school gates.
- Invite parents/carers (or families) into the school for a coffee/play morning (event) via letter/text/Whatsapp. (Could ask children to design/complete an invitation to the event or programme and put in school bags).
- Coffee, information and enrolment event preparation – welcome, info on community information, stall with pre prepared info/photos on programme, language and games plan/activities and resources.
- Record who attends event.
- Record who is interested in attending the programme (baseline questionnaire for participant details/available times etc).
- Utilise any family support or engagement workers/volunteers to gather additional information at the event.
- Evaluate the event.

### Before the Programme Starts

- Prepare a letter to introduce/confirm the programme and put into school bags and translate into different languages where necessary.
- Find out who may be the 'leaders' in the community and ask them for support with promoting the programme.
- Send text messages with venue, area, day, time.
- Send voice note to assist with any literacy issues.
- Send reminder information (text etc).

### **Resources**

- EAL Teacher - parental engagement time, teaching time, monitoring & evaluation time.
- Classroom assistant/PSA/SFLW for one hour release.
- An accessible welcoming space for parents to enjoy discussion and a space large enough for play e.g. a sports hall. Book space in advance.
- Tables, chairs.
- Lesson plans (available from Family Learning Team).
- Ipad.
- Wi-Fi (if available).
- Creche or creche support.
- Some toys for pre-school children to play with if required.
- Funding – flashcards, play resources, arts & crafts materials (all stated in lesson plans), refreshments.
- Funding – celebration event and cultural excursion (where possible).
- Photocopying for any take home resources.
- Register.
- Evaluation tools (examples stated in lesson plans).
- Community information.
- Evidence folder to record the impact and difference that the programme makes to parents/children/families.

### **Resource Bag**

- Puppet/s
- Parachute
- Coloured balls
- Coloured juggling scarves
- Hoops
- Coloured bean bags
- Skipping ropes
- Farm/zoo animals
- Playdough
- Stationery box (pens, pencils, glue, scissors, paper)

### **Delivery**

- Arrange for specific time for children to be collected from class to join their parents.
- Set out room for both language learning and games. Ask parents to help.
- Set out room to accommodate creche area/toys.
- Welcome parents. Can share community information while parents are arriving.
- Bring lesson plans and associated resources (enough resources for each learner).
- Take register of both parents and children attending.
- Decide if refreshments will be offered and when.
- Observe families working together/interactions between parents/relationships being built and aim to chat to all parents to gather informal feedback for your evaluation.
- Take photos for evaluation (agree consent if required).

- Evaluate the session – did it go well/any changes required for next session?

### **Between Programme Sessions**

- Share photos on Twitter and celebrate your session.
- Send parents a text or set up a group call for reminder of when to attend the next session.
- Gather any new community information that you have to share with parents.
- Gather/write up any anecdotal/formal evaluation that you gathered to add to your overall evaluation process.

### **Celebration, Evaluation, What's Next?**

- Prepare certificates for everyone who took part.
- Source funding for refreshments – cakes/fruit etc. Often parents will want to contribute and show off their baking skills.
- Prepare a final evaluation tool to add to your evidence ie how has coming to the sessions helped them and their families. You can use this as 'top up' evidence and avoid leaving to last minute as parents may not attend the last session. You can record voices/take videos which often highlights the impact more than paper based ones.
- Gather information on what parents may want to do next.
- Prepare information on what may be available for parents to do next ie volunteering, joining the Parent Council, attending community college courses, forming a parents' group, storytelling group, book club, another form of family learning ie Play Along Maths.

### **Evaluation**

- Look at your folder and pull information together. This could be in the form of a story, a case study, a PowerPoint. Include both intended and unintended outcomes.

### **Post Programme**

- Follow up on the actions requested by parents and highlight any success stories in your evaluation.
- Add any follow up/additional programmes to the school's Family Learning Action Plan/Calendar.
- Contact your Family Learning Officer to share your information and share information on X, at FLAGS etc.
- Revisit your programme (ie 6 months later) and carry out Impact Assessment.