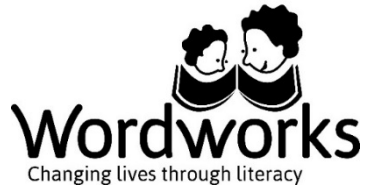


Notes for running workshops for parents and caregivers





Contents

- Introduction
- How does the programme work?
- Planning your programme
- Letter to invite parents
- Resources for running workshops for parents
- Request for parent resources
- Training outlines
- Positive things to say to children
- Training register
- Parent feedback
- 2019/2020 programme report template

Introduction

Parents are their children's first teachers and need to be supported in this role. Some parents don't see it as their role and believe that the pre-school/school is responsible for all education. Others will say that they are just too busy. However, there are many parents who want to support their children's learning, but don't know how to.

How this programme can help: The purpose of this programme is to give facilitators practical ideas about how to support parents and caregivers in their task as their child's first teachers. The focus is on how young children learn and how we can support early language and literacy at home. The programme helps to develop a sense of hope by focusing on small, manageable activities, which will impact positively on children's learning. Although the workshops are designed for parents as a way of reaching young children, they also have an impact on parental self-esteem. Parents begin to play a more active role in their children's learning and some even go on to be employed as teacher assistants or enrol in ECD training.

Parents and caregivers often say that they do not know enough about young children, their needs and how they learn.

How this programme can help: We know that children need healthy food to grow bigger and stronger, but what do they need for their brains to grow? Researchers have shown that the developing brain needs 'large helpings of emotional and social nourishment every day'. Put another way, a warm, nurturing, responsive relationship with a caregiver helps a child's brain to grow! Learning at home is informal and often happens through play and in conversation. The programme does not aim to impose a set of ideals or an educational framework on parents and communities. Rather, it aims to inspire parents to support the children in their care, helping them to fulfil their true learning potential.

Most teachers would like their children's parents to be more informed about, and involved in, their children's learning. It is the ECD Centre's responsibility to build positive relationships with parents and caregivers through building respect, trust and sharing information as partners.

How this programme can help: The programme helps to build co-operation between families and pre-schools, and encourages parents in their role as their children's first teachers. One of the goals of the programme is to build a sense of community among parents and teachers, and to create a positive, nurturing space for sharing ideas and asking questions. ECD teachers who have been involved with the programme report on how they have grown in many different ways: their understanding of parents in the community has deepened; they value the parents' roles in the learning process; their knowledge of how young children learn has grown. They gain confidence as facilitators working with adults.

Many children grow up in bilingual and multilingual homes. At pre-school however, they might have to learn in a language which is not their mother tongue.

How this programme can help: The programme acknowledges the language parents speak at home with their children, and helps parents to understand how important it is to use the language they feel most comfortable with. This means that they will be able to share language that is rich and meaningful. Because many children grow up in multilingual homes and communities, parents are encouraged to give children opportunities to communicate in more than one language, and to see multilingualism as a strength and asset.

How does the programme work?

Using Wordworks materials, ECD teachers facilitate weekly workshops for groups of parents of 3- and 4- year-old children. The workshops run for two hours a week over six weeks.

Why six sessions?

Weekly sessions give parents time to practise what they have learnt and gain insight from applying it at home. Much of the success of the programme depends on parents managing to change their attitudes and routines to include more activities related to education. It takes at least six weeks to change our habits, and we need to work on the changes consistently to make them happen! Another reason for six consecutive weeks of learning is to maximise the positive sense of community that generally develops within the group. At the end of the course, the participants might continue either working at the school or meeting as a group.

Here is an **overview** of the content covered in the six sessions:

Session 1 – My role in supporting children’s learning

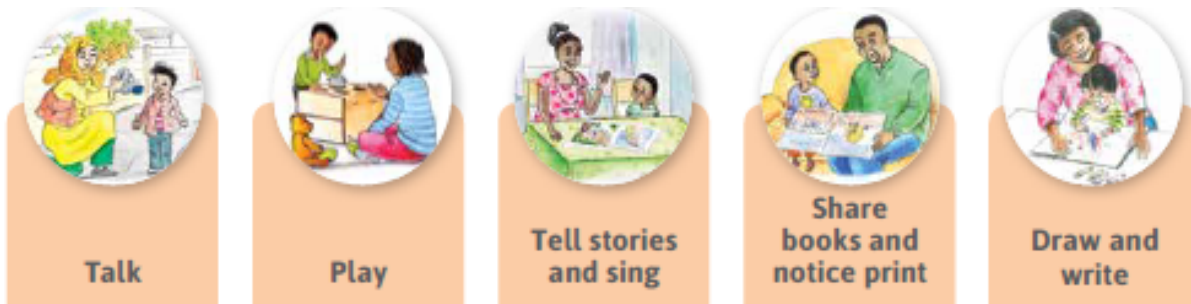
Session 2 – Talk

Session 3 – Play

Session 4 – Tell stories and sing

Session 5 – Share books and notice print

Session 6 – Draw and write; celebration and certificates.



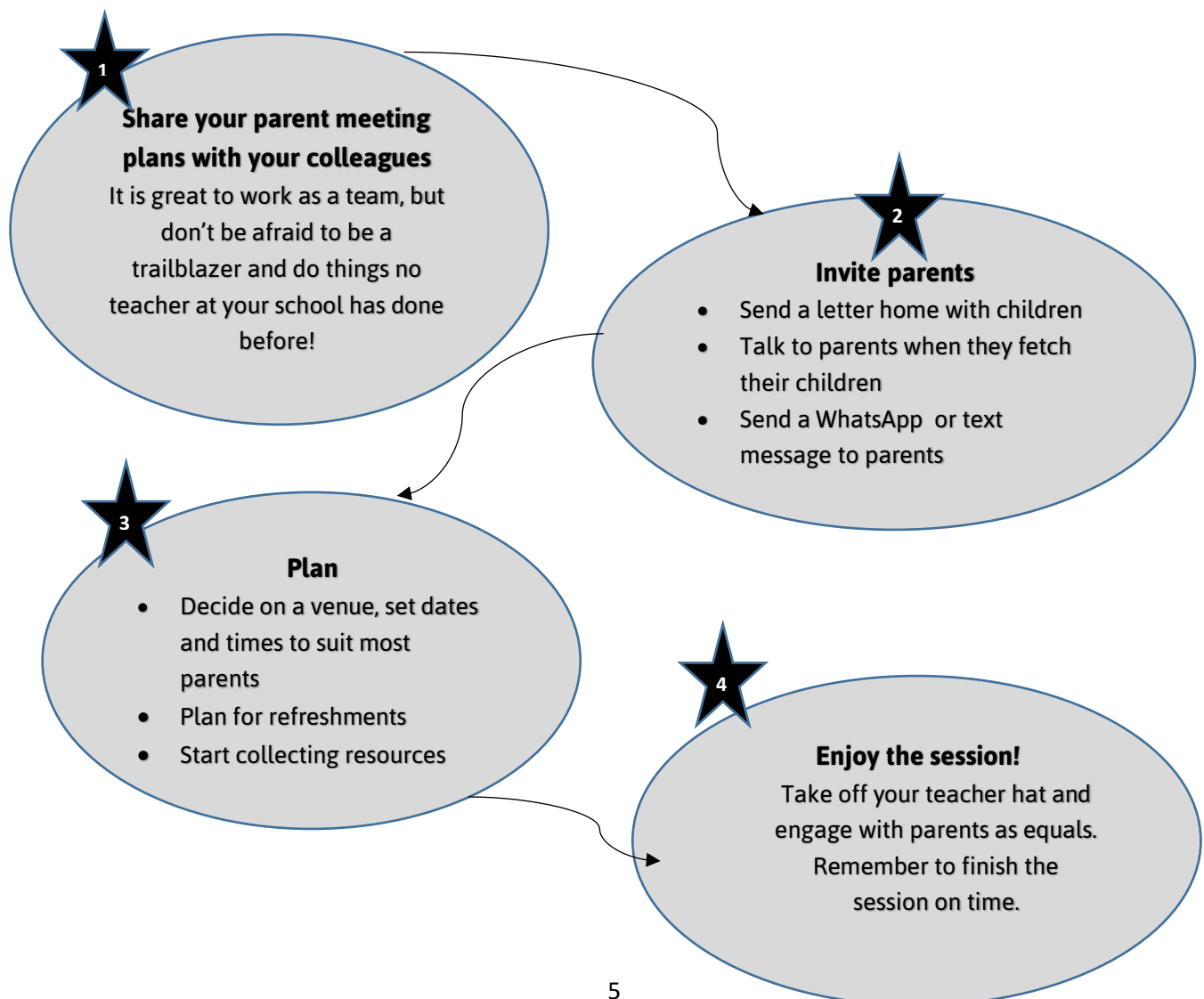
Planning your programme

- **Time:** The programme is divided into six sessions. The suggested time for each session is 2 hours.
- **Manage the time:** The programme includes a lot of group work, participation and learning from each other. This means that you need to keep the programme on track. Both facilitators and parents need to share their experiences; however the facilitators should only share when appropriate and if it will help parents. Remember to keep your sharing brief. Give parents a chance to share their experiences – however be aware of the topic and focus of the session.
- **Number of facilitators per group:** We suggest you work in pairs and take turns to present different sections.
- **Number of parents per group:** The ideal number is fifteen to twenty participants.
- **Be super organised!** When you have all your resources ready and available you can be relaxed and flexible. Each group is different – sometimes you will find that you were not able to cover certain material you had planned to cover or perhaps you had to go over material from the previous session.

Be sensitive to the needs of the group – notice when you are giving too much information or too little. Also notice who is doing most of the talking!

Parents/caregivers need to apply what they have learnt: At each session give tasks and suggestions for parents to try out at home and then start each session with feedback.

Getting your programme started:

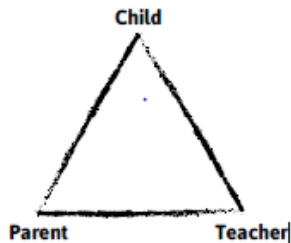


Letter to invite parents

Here is an example of a letter you can use to invite parents to workshops. This is also available electronically on the Wordworks portal so that it can be adapted:

Dear parents and caregivers

Your child has so many important things to learn this year. We, the teachers, cannot do this alone. Remember: you are one of the key players in your child's learning triangle:



We would like to invite you to join us for workshops where we will share some ideas for you to try at home to support your children's learning.

The workshops will be on:

Day of the week: _____

Time: _____

Venue: _____

There will be one workshop a week for six weeks and if you attend five out of six, you will receive a certificate. You will receive resources during the workshops that you can use to support your children's learning at home.

Parents, we need you!

Yours sincerely,

REPLY SLIP:

I / we _____ parent / grandparent / caregiver

of _____ would like to attend the parent workshops.

Number of adults attending: _____

Please note that children are not invited to the meeting as the discussion and activities have been designed for you as parents. This will be your time to learn and share. Please arrange for somebody to look after your children while you attend the meeting. (Please contact us if this is difficult for you).

Resources for running workshops for parents

Materials for facilitators:

- Guide for facilitators
- Notes for running parent workshops (these notes!)
- Workbook for parents
- Electronic materials for facilitators (which can be accessed via the portal on the Wordworks website)

Each parent who participates in the workshops will need the following materials:

- Workbook
- Animal cards
- A storybook
- A stationery pack (a blank drawing book, crayons, scissors, glue and a folder)

This table includes a list of resources that are needed for each of the sessions. Most of the items can easily be found or made at little or no cost.

SESSION	ACTIVITY	RESOURCES NEEDED FOR TRAINING	RESOURCES FOR PARENTS
Welcome and introduction	Welcome and intro	Whiteboard markers, flipchart, register, pens, name tags.	Workbook for participants
Talk and listen	Use measuring words	Objects to demonstrate measuring eg cup, tablespoon, different size shoes, piece of string, ruler.	
	Use words to describe things	Different size and colour socks or bottle caps to demonstrate comparing and sorting.	
	Use words to describe things	TASTE: lemon, strawberry, salty chip, orange SMELL: soap, a flower, curry powder or spice TOUCH: pot scourer, velvet, sandpaper, wool SIGHT: bright cloth, dark cloth, torch HEARING: rattle, balloon.	
	Use position words	A soft toy	
	Use number words	Objects that can be counted or estimated eg apples, balls, oranges, socks, spoons.	
Play	Water play	Big basin of water, different size yoghurt cups and plastic bottles, squirting bottles, funnels, polystyrene trays for floating, corks, stones, shells, floating toys eg. boats, ducks. Mix water with colourants to make different colours and use soap to make bubbles.	
	Playdough	Play dough; plastic boards or mats.	

SESSION	ACTIVITY	RESOURCES NEEDED FOR TRAINING	RESOURCES FOR PARENTS
	Puzzles	Home-made puzzles. To make puzzles: pictures, cardboard, puzzle template, glue, scissors, pencil. Refer to Make your own early learning resources booklet for matching shapes game.	Puzzle template, glue, scissors
	Pretend play	Boxes (household/food in different sizes), dolls, pieces of cloth, old clothes and shoes, plastic, spoons and plates, tins (use as pots), empty bottles.	
	Card games	Animal cards and instruction booklet. Home-made matching cards.	Animal cards and instruction booklet.
Sing and tell stories	Action Rhymes	Household items for making music: tin, wooden or metal spoons, pot, plastic bottle with stones, bag with bottle caps.	
	Join the library	A variety of books to display and discuss.	
Share books and notice print	Share books	A story book	A story book
	Talk about new words in books	A variety of books to discuss	
	Make little books	Plain A4 photocopy paper, scissors, crayons, little book templates that can be downloaded from the Wordworks website: www.wordworks.org.za . A jelly box for a mini library.	Plain A4 photocopy paper, scissors, crayons, little book templates
	Encourage emergent reading	Video. A tea box, coffee tin, milk carton, cereal box, plastic shopping bag etc.	
Draw and write	Draw a picture	Blank pieces of paper and crayons, a picture to colour in.	Drawing book, crayons

REQUEST FOR PARENT RESOURCES: SESSIONS 1 – 6

The following will be delivered for each parent:

- ✓ **Parent workbook**
- ✓ **Animal cards**
- ✓ **Storybook**
- ✓ **Stationery pack (a blank drawing book, crayons, scissors, glue and a folder)**

Choose 1 of these 2 ways to complete your request for resources:

1. Type into the form on the Wordworks portal and email it to: tahirih@wordworks.org.za
2. Write on this form and fax it to 086 775 7930

YOU MUST SUBMIT YOUR REQUEST FORM AT LEAST TWO WEEKS BEFORE THE START OF YOUR SESSIONS WITH PARENTS.

Please complete ONLY ONE form per school/centre

NAME OF SCHOOL/CENTRE/ORGANISATION

Dear Wordworks, Please send us resources as follows:	
PARENT TOTALS FOR SESSIONS 1 – 6 RESOURCES	INSERT TOTALS
ENGLISH	
AFRIKAANS	
ISIXHOSA	
TOTAL NUMBER OF PARENTS	
EWC Parent workshops Lead Facilitator: _____	
Thank you!	

Remember to hand out Workbooks at Session 1, stationery packs & animal cards at Session 3 and a storybook at Session 5

Training outlines

Here are training outlines that will help you to plan and prepare for each session. This is also available in the electronic materials for facilitators so that you can adapt it for your training:

Training Outline Session 1: My role in supporting children's learning

Times	Focus	Materials	Facilitator
15 mins	Welcome and introduction	Whiteboard markers, flipchart, register, pens, name tags, Workbooks	
5 mins	Activity 1: What would I like to learn	None	
10 mins	Activity 2: When does learning start	None	
10 mins	Activity 3: Learning is a journey	None	
10 mins	Activity 4: What do we teach children in our care?	None	
15 mins	Activity 5: How do young children learn	None	
15 mins	Activity 6: How can we support young children's learning?	None	
10 mins	Activity 7: How our attitudes influence children's learning	None	
15 mins	Activity 8: Choosing my own way of parenting and teaching	None	
5 mins	Activity 9: Topics we will cover in the course	None	
5 mins	Things to think about and try	None	

EWC Training Outline Session 2: Talk and Listen

Times	Focus	Materials	Facilitator
15 mins	Activity 1: Feedback	None	
10 mins	Activity 2: Enjoy good talking time	None	
10 mins	Activity 3: Use feeling words	None	
10 mins	Activity 4: Use measuring words	Objects to demonstrate measuring e.g. cup, tablespoon, different size shoes, piece of string, a ruler.	
10 mins + 15 mins	Activity 5 and 6 Use words to describe things ((Size, colour and the 5 senses)	Different size and colour socks or bottle caps to demonstrate comparing and sorting. TASTE: lemon, strawberry, salty chip, orange SMELL: soap, a flower, curry powder or spice TOUCH: pot scourer, velvet, sandpaper, wool SIGHT: bright cloth, dark cloth, torch HEARING: rattle, balloon.	
5 mins	Activity 7: Use position words	A soft toy	
5 mins	Activity 8: Use number words	Objects that can be counted or estimated e.g. apples, balls, oranges, socks, spoons.	
10 mins + 10 mins	Activity 9 and 10 Ask and answer questions	None	
10 mins	Activity 11: Follow children's interests	None	
5 mins	Things to think about and try Reflect: What were your Aha! Moments in this session?	None	

EWC Training Outline Session 3: Play

Times	Focus	Materials	Facilitator
15 mins	Activity 1: Feedback	None	
10 mins	Activity 2: Different kinds of play	None	
10 mins + 10 mins + 10 mins + 10 mins +	Activity 3, 4, 5 and 6: Water play, playdough, puzzles and pretend play (Set up 4 stations, participants divide into groups and rotate through each station)	Water play: Big basin of water, different size yoghurt cups and plastic bottles, squirting bottles, funnels, polystyrene trays for floating, corks, stones, shells, floating toys e.g. boats, ducks. Mix water with colourants to make different colours and use soap to make bubbles. Play dough: Play dough; plastic boards or mats Puzzles: Home-made puzzles. Pretend play: Boxes (household/food in different sizes), dolls, pieces of cloth, old clothes and shoes, plastic, spoons and plates, tins (use as pots), empty bottles.	
10 mins	Activity 7: Pretend play	None	
5 mins	Activity 8: Listening games	None	
10 mins	Activity 9: Listening and thinking games	None	
10 + 10 mins	Activity 10 and 11: Listening and thinking games	None	
10 mins	Activity 12: Card games	Animal cards and instruction booklet. Home-made matching cards.	
5 mins	Things to try	None	

EWC Training Outline Session 4: Tell stories and sing

Times	Focus	Material	Facilitator
15 mins	Activity 1: Feedback	None	
15 mins	Activity 2: Action Rhymes	Household items for making music: tin, wooden or metal spoons, pot, plastic bottle with stones, bag with bottle caps.	
10 mins + 10 mins	Activity 3 and 4 Talk forward; Talk back	None	
10 mins + 10 mins	Activity 5 and 6: Share every day stories; Share positive family stories	None	
15 mins	Activity 7: Share traditional stories	None	
5 mins	Activity 8: Share a love of books	None	
10 mins	Activity 9: Join the library	A variety of books to display and discuss.	
5 mins	Things to think about and try	None	

EWC Training Outline Session 5: Share books and notice print

Times	Focus	Material	Facilitator
15 mins	Activity 1: Feedback	None	
15 mins	Activity 2: Share books	A story book	
15 mins	Activity 3: What do children learn from sharing books	None	
10 mins	Activity 4: Talk about new words in books	A variety of books to discuss	
5 mins	Activity 5: Talk about new words in books	None	
10 mins	Activity 6: Link books to real life	None	
10 mins	Activity 7: Ask and answer questions	None	
10 mins	Activity 8: Make little books	Plain A4 paper, scissors, crayons, little book templates that can be downloaded from the Wordworks website; a jelly box for a mini library.	
10 mins	Activity 9: Encourage emergent reading	None	
10 mins	Activity 10: Encourage emergent reading	None	
5 mins + 5 mins	Activity 11 and 12: Encourage emergent reading	Video. A tea box, coffee tin, milk carton, cereal box, plastic shopping bag etc.	
5 mins	Things to think about and try	None	

EWC Training Outline Session 6: Draw and Write

Times	Focus	Material	Facilitator
15 mins	Activity 1: Feedback	None	
10 mins	Activity 2: Draw a picture	Blank pieces of paper and crayons, a picture to colour in.	
10 mins + 5 mins	Activity 3 and 4: Create time and space for drawing	None	Collect some drawings from children to display
5 mins	Activity 5: Help children to build their small muscles	None	
10 mins	Activity 6: Help children to look and then draw	None	
10 mins	Activity 7: Encourage children to draw their stories	None	
10 mins	Activity 8: Encourage emergent writing	None	
5 mins + 5 mins	Activity 9 and 10: Write for a purpose	None	Collect samples of emergent writing to display
10 mins + 10 mins	Activity 11: and 12 Stages of writing development	Video	
5 mins	Activity 13: Observing the development of emergent reading and things to think about and try	None	
	Things to think about and try Celebration	Certificates Refreshments	

Positive things to say to children

Tell me about your day

That's right!

You're on the right track now

You are very good at that

You are learning fast

That's coming on nicely

That's much better

Good work

You're doing a good job

I'm proud of the way you worked today

I'm happy to see you working like that



It's fun to do things with you

You've just about got it

I believe you

That's the best you've done!

That's it!

Your ideas are interesting

I knew you could do it

That's quite an improvement

Keep up the good work

Parent/Facilitator/Visitor Register Summary

Name of ECD centre / school: _____

Names of participants/parents		Session 1 <i>Date:</i>	Session 2 <i>Date:</i>	Session 3 <i>Date:</i>	Session 4 <i>Date:</i>	Session 5 <i>Date:</i>	Session 6 <i>Date:</i>
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Names of participants/parents		Session 1 <i>Date:</i>	Session 2 <i>Date:</i>	Session 3 <i>Date:</i>	Session 4 <i>Date:</i>	Session 5 <i>Date:</i>	Session 6 <i>Date:</i>
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
Names of visitors							
1							
2							
3							
4							
5							
TOTAL PER SESSION							

Getting feedback from parents

Feedback is a very important part of facilitating, and a useful tool. It can show facilitators whether they are on the right track in terms of getting their messages across to parents and changing their thinking, and whether they are pitching the activities at the right level. It can also make facilitators aware of small but important issues or burning questions that parents may have, so that they can address these (either privately or in the big group) before they become bigger problems. Above all, it can show facilitators whether the parents are seeing this as a positive experience and want to continue attending.

After Session 3

This feedback after session 3 is very open ended. It can be written on plain paper and can take the form of an informal letter to the facilitators, or a card. Facilitators can say something like "Write to us, your facilitators, and tell us how you are finding the programme. Are you enjoying it? Is there anything that you are doing at home now that you didn't do before? Have your children noticed anything different about the way you do things at home? "

Parents do not have to put their name on the letter, but obviously they can if they wish to. Half a page is enough, but some parents will want to write more.

The other thing to say about these letters is that often the facilitators can get some lovely quotes out of them for their portfolios and their Programme reports. Also, they are great to use as part of the display at the graduation.

Session 6:

As part of session 6 or just before the graduation, parents are asked to give feedback about the programme. They use the feedback form which facilitators must print. Parents must be given a quiet space and enough time during the session to complete this form. The questions on the form will guide them, but they should be encouraged to look back and really think before they write: how has the programme influenced their attitude and their parenting? Are they different now from what they were before they started this programme? No names are required on the form unless parents wish to.



Every Word Counts

Supporting the learning of babies and young children

An early literacy programme by Wordworks

Feedback from parents

School/Centre: _____

Name (optional): _____ Date: _____



Which part/aspect of the course did you enjoy the most?



Which part/aspect of the course did not enjoy?



Write down the most important things you learnt from the course.



Please tell us about anything else that you believe has changed because you have attended this course.

2019/2020 Programme Report

There are 2 ways to complete this report:

1. Type into the form from the Wordworks portal and email it to: data@wordworks.org.za
2. Write on this form and fax it to 086 775 7930

Please complete this report as soon as you can after your parents' graduation.

Name of school/centre/organisation:		
Today's date:		
Date of first session		Date of graduation
Number of parents that received certificates		
Number of women	Number of men	Total
Teacher-Facilitators this year		
Name	Surname	

Please share three of your favourite parent quotes/reflections

(You could look at the letters parents wrote after Session 3, the feedback they completed after Session 6 or you could share a special verbal comment!)

What were the main highlights and challenges of your programme this year?

Don't forget to send us some photos!

We'd love some photos of parents doing an activity and some of the parent graduation.

Please WhatsApp or email these to us.

