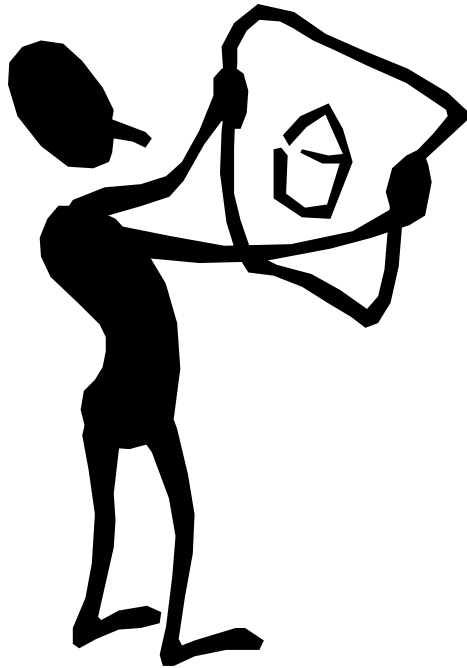


Planning a Program

The planning section is broken into two different sections:

- How to run a Family Tutoring program?
- How to plan for a Family Tutoring program?

Use both sections when you plan a Family Tutoring program.



How to run a Family Tutoring program?

This section has information about how to run a family tutoring program.

- Format for program
- Format for each session
- Sample lesson plans
- Record keeping
- Evaluation

Format for program

This is a suggested format for the program. Take these elements and make them into a program that works for you and your participants. Try to include northern books, legends and stories and make it YOUR program. Most of all remember that is it fun!

You can run the program in different ways. You can:

- Hold weekly sessions for 6-10 weeks.
- Hold a one-day workshop.
- Hold half day workshops for several days.

You can use the program with parents, teacher's assistants, volunteer tutors, readers and teachers. Or you can run the program with both parents and children. Modify the program depending on who your participants are.



Planning a Program

Format for each session

The number of sessions and topics covered in your Family Tutoring program depends on the needs of the participants in the program. There are 10 sessions in the manual and each session leads to the next session. Pick and choose what activities you would like to do in each session. Each session has the same basic agenda so participants know what to expect. Change the session depending on the needs of your participants.

Each session has:

- Welcome
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following sample workshop plans can be found on the CD-Rom as well. Feel free to use them and adapt them to meet the needs of your program. It is important to have workshop plans for each session.

Sample session lesson plans:

- Sample two-hour session lesson plan
- Blank two-hour session lesson plan
- Sample one-day lesson plan
- Blank one-day workshop lesson plan
- Sample general program outline for ten sessions
- General program outline for ten sessions



Planning a Program

Important

There are more activities in each session that you can do. Choose the activities you would like to do for each session. The interests of the parents and the amount of time you have for your program will determine the number of topics and activities you can do.



Planning a Program

Sample two-hour workshop

Session # _____

1. Welcome and Introductions

Review Review agenda Group agreements Expectations(first day)	Review agenda and agreements. Take attendance and make sure everyone is comfortable. Any questions?
Warm-up activity	Reading Bingo

2. Main Part

Group discussion - Learning Styles – What do we mean by the term learning styles? Give out handouts and have everyone determine their own learning style and their child’s or learner’s. How does this relate to learning to read and write?

Reading strategy - Language Experience – Give handouts on language experience and have participants practice with one another.

Craft activity - Language Games – Participants make several language games from their language experience (bingo, memory, cue cards).

3. Closing

Closing activity	As a group brainstorm things people learned today and how they will use them at home.
Evaluation	.Give out evaluation form to complete.
Review of next week	We will be continuing with Language Experience next week. We will cover sight words, word families and cloze exercises.



Planning a Program

Blank two-hour workshop form

Session # ____

1. Welcome and Introductions	
Review Review agenda Group agreements Expectations(first day)	
Warm-up activity	
2. Main Part	
Group discussion	
Reading strategy	
Craft activity	
3. Summary	
Closing activity	
Evaluation	
Review of next week	



Planning a Program

Sample one-day workshop

Activity	Time
Introduction	
Welcome – Ask participants to introduce themselves.	5
Warm-up activity – Introduction Bingo	15
Review the agenda – Go over agenda, ask for any additions or input.	5
Expectations – Ask participants what their expectations are for the day and go over the program’s goals and objectives.	10
Group agreements - Brainstorm agreements for the groups.	5
Main Part	
Group discussion – Why is reading and writing important? How do learning styles affect our reading?	45
Reading strategies – Reading tips, language experience, spelling tips	60
Break	15
Warm-up activity – Name Scrabble	30
Reading strategies – Readers’ Theatre - Participants learn some scripts and practice with one another and perform.	60
Break	15
Craft activity – Participants make different kinds of books and games to use at home or school.	60
Closing	
Closing activity – Read the children’s book that they can take home.	10 5



Planning a Program

Summary – Ask participants to tell the group how they will use this information with their learners or children Evaluation - Ask participant to fill out the evaluation form. Door prize - Give away the door prize.	10
Total Time	6 hours



Planning a Program

Blank one-day workshop form

Activity	Time
Introduction	
Welcome	5
Warm- up activity	15
Review the agenda	5
Check in: Expectations	10
Group agreements	5
Main Part	
Group discussion	45
Reading strategies	60
Break	15
Warm-up activity	30
Reading strategies	60
Craft activity	60
Closing	
Closing activity	10
Summary or program	5
Evaluation of the session	10
Door prize	
Total Time	6 hours



Planning a Program

Sample program outline

Session	Topics	Ideas
Welcoming Session	<ul style="list-style-type: none">• Overview of program• Participant's concerns and ideas	<ul style="list-style-type: none">• Warm up activities (get to know one another)• Easy, comfortable atmosphere
Session 1 Getting Started	<ul style="list-style-type: none">• Reading tips• Shared reading• Make simple books	<ul style="list-style-type: none">• Role playing• How do children learn to read and write
Session 2 Reading Fluently	<ul style="list-style-type: none">• Reading fluency (model, repeat, shared, paired etc)• Cloth books	<ul style="list-style-type: none">• Learning styles• Role playing
Session 3 Language Experience	<ul style="list-style-type: none">• Language experience (guidelines, word cards, sequencing)• Language games• Flashcards	<ul style="list-style-type: none">• Self-esteem and learning• Role-playing and role-modeling
Session 4 More Language Experience	<ul style="list-style-type: none">• Language experience (word families, cloze exercises, sight words)• Pictionary/dictionary	<ul style="list-style-type: none">• Working with the school• Talking to the teacher• Role-playing



Planning a Program

<p>Session 5 Using Pictures to Teach Reading</p>	<ul style="list-style-type: none"> • Using pictures to learn • Phonemic awareness • Playing with words • Photo story 	<ul style="list-style-type: none"> • Homework • Role-modeling • Using pictures to make stories • Puppet making
<p>Session 6 Readers Theatre</p>	<ul style="list-style-type: none"> • Readers Theatre • Writing scripts • Puppet making 	<ul style="list-style-type: none"> • Having fun with learning • Performing a Readers Theatre
<p>Session 7 Comprehension Strategies</p>	<ul style="list-style-type: none"> • Reading comprehension • KWL, questioning, imagination, building vocabulary 	<ul style="list-style-type: none"> • Ages and stages • Understanding what we read
<p>Session 8 Writing Skills</p>	<ul style="list-style-type: none"> • Writing skills • Spelling • Pre-writing 	<ul style="list-style-type: none"> • Journal writing • Pictionary • Writing fun
<p>Closing Session</p>	<ul style="list-style-type: none"> • Group celebration • Certificates to participants 	<ul style="list-style-type: none"> • Invite families • Have a feast



Planning a Program

Family Tutoring – General Program Outline

Session	Topics	Ideas
Welcome		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		



Planning a Program



Session 6
Session 7
Session 8
Closing



Planning a Program

Record Keeping

Records help facilitators keep track of the program's progress and gather information facilitators need for funders. It is important to maintain accurate program information for your funders. Use the sample forms on the next pages to set up a system to keep records.

1. Registration Form

Ask participants to fill out a registration form when they sign up for the program. This form gives you information about the things they want to learn and if they need help getting to the program or with childcare. Ask participants if they need help with the form. Some participants may have low literacy skills.

2. Attendance record form

Fill out the attendance record form each week. This gives you accurate information about your program.

3. Program statistics form

Fill this form out at the end of your program and give it to the sponsors or funders along with your report.



Family Tutoring: Registration Form

Name: _____ Phone number: _____

Address: _____

Child's Name: _____ Birth Date: _____ Sex: __

Child's Name: _____ Birth Date: _____ Sex: __

Child's Name: _____ Birth Date: _____ Sex: __

What kinds of things would you like to learn in this program?

Do you need childcare or transportation?

Transportation Child Care How many children? ____

We will call you the day before each meeting so we know how many people to expect.

What time would you us to call you: _____

If you do not want us to call you, please check here:



Family Tutoring - Program Statistics

Location: _____

Sponsor: _____

Dates: _____

Number of Sessions: _____

Total Number of Participants: _____

○ Total Number of Adults: _____

○ Total Number of Children: _____

○ Total Number of Families: _____

Age Range of Children: _____

Age Range of Parents: _____

Number of participants that completed the program: _____

Reasons for dropping out:



Planning a Program

Evaluation

Evaluating the program is very important. Use the evaluations to find out how the program is going and what you can do to improve it. You also need to provide funders with an evaluation. The evaluation can include such things as:

- Overview of the program
- # of participants
- Successes
- Challenges
- Special events
- Summary of evaluations to date
- Changes for the next part of the program
- Recommendations

Here are some sample evaluation forms:

- Session Evaluation
- Midpoint Evaluation
- Participant's Program Evaluation
- Facilitator Program Evaluation



Family Tutoring - Session Evaluation

Session # ____ Topic: _____

1. What did you think of the topic we talked about in this session?



Excellent



Pretty
Good



Needs a little
work



Not so hot



Should be
canned

2. What did you like most about the session?

3. What did you like least about the session?

4. What could we do to improve this session for next time?

5. Other comments



Family Tutoring - Midpoint Evaluation

Please tell us what you think about the Family Tutoring program so far. Circle the number that shows how you feel about different aspects of the sessions.

5= very good 1= not very good.

	High	Low	
Purpose of each session is clear.	5 4 3 2 1		Purpose is not clear.
Sessions are well organized.	5 4 3 2 1		Sessions are poorly organized.
Leaders are well prepared.	5 4 3 2 1		Leaders are poorly prepared.
I like the content.	5 4 3 2 1		I don't like the content.
The material is helpful.	5 4 3 2 1		The material is not helpful.
I enjoy the activities.	5 4 3 2 1		The activities are boring.
We have enough time to talk.	5 4 3 2 1		We don't have enough time to talk.
Sessions are relevant to my family.	5 4 3 2 1		Sessions aren't relevant to my family.
The sessions give me what I want.	5 4 3 2 1		Sessions don't give me what I want.



Planning a Program

Participant - Program Evaluation

Now that the Family Tutoring program is over, please tell us how it went for you.

Overall, what did you think of the Family Tutoring program?
(Please circle one)



Excellent



Pretty
Good



Needs a little
work



Not so hot



Should be
canned

The topics we talked about were:



Excellent



Pretty
Good



Needs a little
work



Not so hot



Should be
canned

Have you used this program with your learner? Yes ____ No ____

If yes, how?

If no, what would make the program more useful?

Do you have any other comments about the program? Please use the back of the sheet.



Facilitator – Program Evaluation

Program Location: _____

Program Dates: _____

Facilitator's Names: _____

Please fill out this form to give the NWT Literacy Council valuable feedback about the Family Tutoring program. Please return this form, the participants' feedback and the Program Statistics form to the Council. You can email the form to nwtliteracy@nwtliteracy.ca or fax it to (867) 873-2176.

1. What was your most successful session? Why?

2. What was your least successful session? Why?

3. Do you think that people who participated in the program use the material at home or at work? If yes, what reading strategy is most useful? If no, what would make the program more useful?



Planning a Program

4. Tell us about what you would like to change next time.

5. What is your overall opinion of the Family Tutoring program manual?

- Very useful
- Useful
- Moderately useful
- Not useful

6. How would you rate the manual (1 = poor & 5 = excellent) for the following:

- | | | | | | |
|----------------------------------|---|---|---|---|---|
| • Explanation of the program | 1 | 2 | 3 | 4 | 5 |
| • Steps for setting up a program | 1 | 2 | 3 | 4 | 5 |
| • Forms | 1 | 2 | 3 | 4 | 5 |
| • Sessions | 1 | 2 | 3 | 4 | 5 |
| • Reading Strategies | 1 | 2 | 3 | 4 | 5 |
| • Layout | 1 | 2 | 3 | 4 | 5 |
| • Writing Style | 1 | 2 | 3 | 4 | 5 |

7. What 3 things did you like best about the Family Tutoring manual?

8. What would you like to see in the manual that isn't there now?



How to plan for a Family Literacy program?

Consider these factors when you start to plan a Family Tutoring program:

- Working with the school
- Building community partners
- Finding a location
- Setting up a budget
- Finding sponsors
- Advertising
- Barriers to participation

Working with the school

It is important to work closely with the school. Schools have resources and people to help plan and run the program. For example, you may want to co-facilitate the program with a teacher. Running a Family Tutoring program with a teacher at the school may be a great way to bridge any gaps between school and community needs. It is important that participants feel comfortable with the school, teachers and principal in their community. It is in the best interests of schools, parents, tutors, families and children to all work together to improve the literacy skills of community members.

Building community partners

For your program to be successful it is important to build community partners with people and organizations that recognize the need for and share your interest in family literacy. Community partners can support your program by being on an advisory committee, providing money, staffing, or space to run the program.



Planning a Program

Some possible partners are:

- Early childhood program like the Aboriginal Head Start program
- Community health representative
- Income support workers
- Early intervention programs
- Pre-natal nutrition program
- Child care centre
- Play groups
- District education councils
- Local library/library services
- Schools
- Family resource centres
- Teacher and/or principal
- Adult educator
- Elders
- Band, hamlet, or town council
- Friendship centre
- Women's groups
- Youth groups
- Child development centres

Finding a location

Part of the program's success is where it's located. Find a place that is comfortable for everyone. Consider the following things:

- Friendly and inviting atmosphere
- Accessible –strollers, disabilities
- Close to the participants
- A place to prepare and serve snacks
- A space for daycare
- Enough room for everyone
- In a central location



Planning a Program

Setting up a budget

Here are a few things to consider when you set up a budget:

- **Staff Salaries** – Is there staff in an existing position or are they being hired specifically for the Family Tutoring Program? How much will you pay the staff?
- **Cost of space** – Is the space donated or do you have to pay to use it?
- **Advertising** – How do you to advertise the program? Will you have to pay for radio ads, posters, etc?
- **Transportation** – Do participants need rides to the program?
- **Materials** – What material will you need for the program (books, craft supplies, photocopying etc)?
- **Snacks** – How much money do you need for snacks? Will a local store donate food?
- **Childcare** – Do you need to provide childcare for families? How much will it cost for childcare workers?
- **Administration** – Will the band or another local organization help with the administrative costs?

Finding Sponsors

You will need to find some money to run this program. You can approach local businesses to help with different costs like snacks, transportation, crafts and space. However, you will need money to cover costs like childcare, book kit and free books for participants.

Some places you can approach for funding are:

- GNWT – Education, Culture and Employment



Planning a Program

- GNWT – Health and Social Services
- District Education Authority
- Band or Hamlet
- NWT Literacy Council

Contact the NWT Literacy Council for more information about funding sources. We also provide support, workshops and training in proposal writing.



Planning a Program

Sample Blank Budget

Program location: _____ Program dates: _____

Space	Total	In Kind	Request
Cost of the space \$ ___/wk X # ___ weeks The location of your program should be free or available for a small donation			
Program Facilitators			
2 facilitators X ___ hrs/week X ___ wks @ \$___/hr			
Supplies			
Snacks - coffee juice, snacks, cups, etc. \$_____ per week X ___ weeks			
Client Transportation – taxis \$ _____ / week x _____ weeks *Depending if participants need transportation.			
Childcare for children of participants			
Photocopying (\$___/wk X ___ wks)			
Materials Books, resources and craft supplies			
Sub-total			
Administration			
10-15% of program costs. This covers office costs such as rent, telephone, accounting and pay roll, telephone, etc.			
Total			



Planning a Program

Sample Budget for 6 Week Program

Program location: _____ Program dates: _____

Space	Total	In Kind	Request
\$50 for 6 nights	\$300	\$300 School	
Program Facilitators			
2 facilitators @ \$25 each for 5 hours for 6 weeks (prep time included)	\$1500		\$1500
Supplies			
Snacks: \$ 60 per week for 6 weeks	\$360	\$100 Northern	\$260
Client Transportation: \$ 100 per week for 6 weeks	\$600		\$600
Childcare: 2 workers @ \$12 each for 6 weeks	\$300		\$300
O & M: Photocopying \$20 per week for 6 weeks	\$120	\$120 Band office	
Materials: Books, resources and craft supplies - \$200 donated	\$1000	\$200 NWTLC	\$800
Sub-total	\$4180	\$720	\$3460
Administration			
10% of cost	418	\$418 Band	
Total	\$4598	\$1138	\$3460

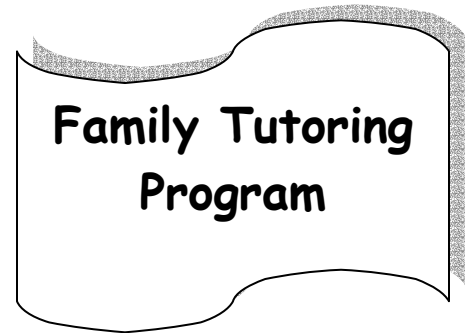


Planning a Program

Advertising

Once you have sponsors and space for the program, you need to advertise the program. Here are some ways to advertise:

- Signs
- Pamphlets
- Radio ads
- Public service announcements
- Personal invitations
- TV/cable ads



Advertise the program through the school. Ask the principal to promote the program with parents, volunteer readers, tutors and teacher's assistants. Approach other organizations that work with families in town. Distribute signs and pamphlets throughout your community to places that people go in the community.

Sample advertising forms

1 Information sheet for agencies and organizations

Use the information sheet to tell community groups about the program. The information sheet gives detailed information about the program and the benefits to families and communities. Ask community agencies to tell their clients about the Family Tutoring program. Give the information sheet to the groups listed in the "Building Community Partners" section.



Planning a Program

2 Information sheet for participants

Use the information sheet to tell potential participants about the program. Give it to parents, volunteer readers, tutors and interested community members. Also, give some to community agencies to share with their clients.

3 Invitations to the program

Sometimes, the best way to find participants is to use personal invitations. Invitations are an effective way to recruit parents, volunteer readers and other interested community members to the program. Give the invitations out through the school, grocery store or band office.

4 Posters

Family Tutoring Program

Posters are another way to recruit participants to the program. Put the posters where people often go such as the grocery store or post office. Show pictures of people in the community and make the poster inviting.

5 Sign-up sheet for participants

Post a sign-up sheet with the poster.



Planning a Program

Home Visits

Some participants may be reluctant to come to the program because they feel scared or ashamed. They may have had bad experiences in school or they may have low literacy skills.

Use home visits to develop trust with a parent or tutor and encourage them to come to the program. Take the time to visit participants before they come to the program so they know what to expect. Call them a day before the program to remind them of the time and place.



Family Tutoring Information Sheet for Agencies



What is the Family Tutoring program?

The Family Tutoring program is a family literacy program that supports school-aged children to develop reading and writing skills. The program works with parents, tutors and family members to strengthen English literacy skills. Participants learn reading and writing strategies they can use at home or school, to support the literacy development of their child or learner.

Who is the program for?

The Family Tutoring program is for:

- **Parents** who want to support their school-aged children's reading and writing in English.
- **Children** who that struggle with English reading and writing.
- **Organizations** that want to deliver programs that address the literacy needs of children and families.
- **Literacy workers** who work with families and/or children in their home or at school.

Goals:

- To provide parents, tutors and literacy workers with new skills and strategies to help children in the community improve their reading and writing skills.
- To develop a positive attitude towards life-long learning.
- To help parents become actively involved in their children's learning.
- To provide reading and writing support to school-age children.



Family Tutoring Program

Information Sheet
for Parents, Tutors, Volunteer Readers



What is the Family Tutoring Program?

- The Family Tutoring program will help you support your child's reading and writing.

What will you learn?

- You will learn ways to support your child with reading and writing. Each week you will learn a reading strategy and do a craft activity. You will also have an opportunity to share your ideas and discuss concerns you have.

Who is the program for?

- The program is for parents of children in grades 1 – 4 or for parents whose children are struggling with reading and writing in English. The program is also for volunteer readers and tutors.

How long is the program?

- The program runs between 6 – 10 weeks for 2 hours each week.

Sign Up Today!

Date: _____

Time: _____

Place: _____


Call _____ for more information.



Planning a Program



Invitations


 **Family Tutoring Program**

Learn how to help your child with reading and writing.

When: _____
Where: _____
Time: _____

You will learn reading strategies, craft activities and fun literacy games.

For more information call _____.


 **Family Tutoring Program**

Learn how to help your child with reading and writing.

When: _____
Where: _____
Time: _____

You will learn reading strategies, craft activities and fun literacy games.

For more information call _____.


 **Family Tutoring Program**

Learn how to help your child with reading and writing.

When: _____
Where: _____
Time: _____

You will learn reading strategies, craft activities and fun literacy games.

For more information call _____.

 **Family Tutoring Program**

Learn how to help your child with reading and writing.

When: _____
Where: _____
Time: _____

You will learn reading strategies, craft activities and fun literacy games.

For more information call _____.



Family Tutoring Program



Who is it for?

Parents who want to help their children with reading and writing. Tutors and volunteer readers who want to learn reading and writing strategies

What is it?

A weekly program where you:

- Learn reading strategies.
- Learn craft activities.
- Share ideas and discuss things that are important to you.
- Learn fun literacy games to do with your child or learner.

**Free
books
each
week!**

**Free
Childcare!**

**Great
Snacks!**



Planning a Program



Family Tutoring Sign Up Sheet

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Name: _____ Child's age ____ Phone: _____

Call _____ for more information.



Planning a Program

Barriers to Participation

Different barriers may stop people from coming to the Family Tutoring program. Try to reduce the barriers so that more people can participate.

Some barriers are:

- **Childcare** can be a big problem for many families so think about the timing of your sessions. Are the sessions on the weekend or evening when parents will have their children with them? Will you provide childcare and activities?
- **Transportation** is a challenge for many people, especially when dealing with preschoolers and northern weather. Here are a few suggestions to deal with transportation:
 - Organize program staff to pick up participants.
 - Hire taxis to pick up participants. The program can pay for the taxis or provide vouchers.
 - Use a buddy system so participants with vehicles can pick up another person who lives close by.
- The **time** you hold your workshop can be a barrier for people. Many people have full time jobs and they can't participate in daytime programs. Some people work shift work and may work in the evenings. Here are a few suggestions to deal with timing:
 - Ask people before the program what time will work best.
 - Provide options, such as weekend, evening or lunchtime program
- The **location** of your workshop can also stop people from participating. Some people don't want to go to the school or the church. Find a



Planning a Program

location where people are most comfortable such as the community centre or band office. After people feel comfortable with the program, you may decide to have a session at the school. This may help people overcome their fear.

- **Fear** and **shame** are also barriers for people. They may feel ashamed of their low literacy skills or have fear around school topics. People may have had bad experiences in school or attended residential school. You need to be aware that parents or volunteers may be scared about attending the Family Tutoring program. You can encourage them to attend but you need to understand that fear and shame take a long time to heal.

