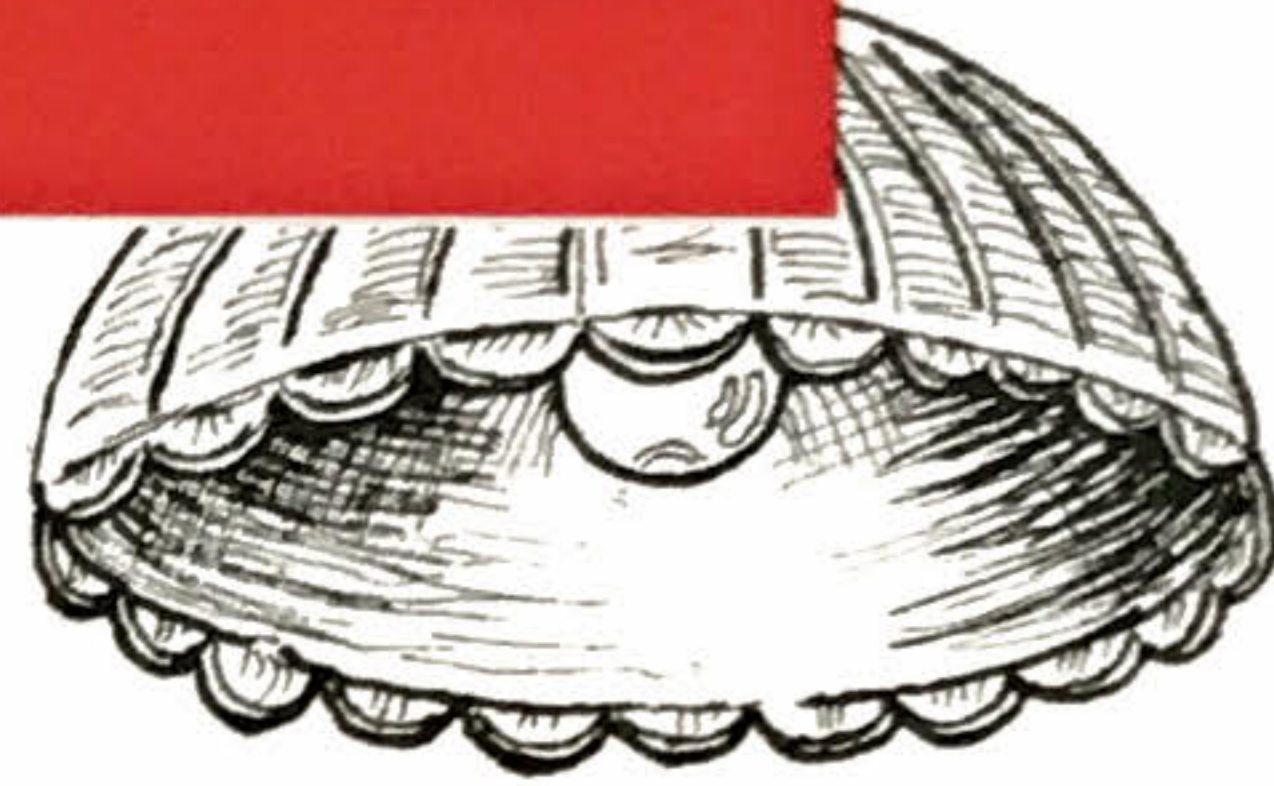


# A



1 - Getting started  
2 - Parents are natural teachers



# Contents

What is a family learning programme?	2
Home and school learning	3
Core topics and other possible topics	4
Learning at home	5
Identify your learning style	6-7
Three primary learning styles	8
How children learn	9
Name fan	10
Learning styles in your home	11
Dot-to-dot	12





# What is a family learning programme?

Family learning programmes recognise that parents are their children's first and most important teachers.

One of the goals of a family learning programme is to encourage and support you in your role as your child's first teacher.

Family learning programmes recognise that there are all kinds of opportunities for learning in the home.

A second goal of the programme is to explore activities that can help your child make the most of home learning.

Family learning programmes also recognise that parents are busy people who often find it hard to get a bit of time for themselves.

A third goal of the programme is to provide a little time and space for you to talk about your own interests in learning and, if you like, to take advantage of adult learning opportunities both during and after the programme.

Family learning programmes are about:

- building skills,
- building confidence,
- sharing ideas,
- having fun!





# Home and school learning

## Home learning

- Children can choose what they want to learn.
- Learning seems fun and easy.
- Children can engage in a learning activity at any time.
- Children may not encounter concepts in the easiest order for learning.
- There are many opportunities for adult attention.
- Adults act as models for learning different skills.
- Children's learning is not formally tested.
- There are opportunities for extended conversations.
- Learning can include children of different ages.

## School learning

- Teachers must follow a set curriculum.
- Learning often seems like hard work.
- Learning is timetabled.
- Children learn skills in a planned progression.
- Adult attention is shared between many children.
- Adults act as instructors for teaching different skills.
- Children's progress is continuously assessed.
- There are limited opportunities for conversations.
- Learning takes place with children of the same age.



## Core topics

## Other possible topics

1 Getting started -  
what is family learning?

2 Parents are natural teachers

3 Let's talk about...

4 Rhymes, songs and poems

5 Storytelling

6 Sharing books

7 Print is all around us

8 Ready to write

9 Everyday writing

10 Maths in action

11 Having fun with maths

12 Making a book

13 Putting it all together

14 Making connections

- Computers

- Arts and crafts

- First aid

- Family health

- Stress management

- Coping with children's behaviour

- Money management

- Helping older children with  
spelling

- Talking with your child's teacher

- Assertiveness

- Consumer awareness

Your suggestions:





# Learning at home

During the next week, make a note of at least four times that you observe your child demonstrating a skill that has been learned at home.

Some examples might be:



looking at a book



skipping



using the toilet



painting a picture

## Skills

1.

2.

3.

4.

Think about:

Did your child choose to learn these skills?

---

---

What family members were involved in helping your child to learn?

---

---

How much time did your child have for learning?

---

---

How did you know that your child learned these skills?

---

---

Did you and your child talk about her achievement?

What did you say?

---

---





# Identify your learning style

Choose ONE answer a, b, or c, for each question.

- 1. When you are going some place that you've never been before, do you**
- a) like to have written directions?
  - b) like to have someone tell you how to get there?
  - c) like to find it as you go because you have such a good sense of direction?

- 2. When you spell, do you**
- a) try to see the word?
  - b) try to sound out the word?
  - c) write the word down to see if it 'feels' right?

- 3. When you are angry, do you**
- a) clam up, give others the 'silent treatment'?
  - b) quickly let others know, shout, etc.?
  - c) storm off, clench your fists, grit your teeth?

- 4. When you have spare time, would you rather**
- a) watch TV, go to the cinema, or play a video game?
  - b) listen to the radio or tapes/CDs, go to a concert or play an instrument?
  - c) do something physical, such as a sport, or go dancing?

- 5. When you have to discuss something important, do you**
- a) prefer a face-to-face meeting, or write a few notes about what you want to say?
  - b) use the telephone?
  - c) talk it out during another activity such as walking or having a meal?

- 6. When you are talking, do you**
- a) tend to speak quickly, particularly when you are excited?
  - b) enjoy listening, but also want to talk?
  - c) use a lot of hand and body movements?



# Identify your learning style

- 7. Can others tell how you feel from your**
  - a) facial expressions?
  - b) voice?
  - c) general body language?
  
- 8. When someone pays you a compliment, do you**
  - a) like to have it in writing?
  - b) like spoken comments?
  - c) like physical action, such as a pat on the back or a hug?
  
- 9. When you try to interpret someone's mood, do you**
  - a) look mostly at the person's face?
  - b) listen to the tone of voice?
  - c) watch for body movements?
  
- 10. When you are bored, do you**
  - a) look around, doodle, watch something?
  - b) talk to yourself or other people?
  - c) fidget?
  
- 11. When you are learning, do you**
  - a) like to see demonstrations, diagrams or posters?
  - b) like listening to instructions, talks and lectures?
  - c) prefer direct involvement such as activities or exercises?
  
- 12. When someone tells you their telephone number, do you**
  - a) write it down as quickly as possible?
  - b) repeat it over and over again to yourself?
  - c) picture yourself dialling the number?

Adapted from the Learning Styles Questionnaire in 'Learning In Practice' by Rosamund Philips, NALA 1996.



# Three primary learning styles

## Mostly a's

If your responses were mostly a's, then you are probably a visual learner. You rely on seeing as your first and most effective learning strategy.

### People who are visual learners:

- like a map better than spoken directions;
- like to doodle;
- see words in their heads;
- remember what they have seen, rather than what they have heard;
- like to read information in instructions;
- are orderly and neat.

## Mostly b's

If your responses were mostly b's, then you are probably an auditory learner. You learn best by listening and talking.

### People who are auditory learners:

- talk to themselves;
- move their lips while reading;
- repeat information out loud in order to learn it;
- are talkative, love discussion;
- like to sound out words when learning to spell;
- remember what they have heard rather than what they have seen.

## Mostly c's

People who responded with mostly c's are probably kinesthetic learners. They learn through touch and movement. They need to actually do the task to learn it most effectively.

### People who are kinesthetic learners:

- find it hard to sit down;
- learn by manipulating and doing;
- think better when moving or walking;
- use action words;
- often use gestures;
- like to trace words and practise writing the words when learning to spell;
- remember best from doing;
- have their strongest learning channels in muscle movement.



# How children learn

Children learn best when they can have direct experiences with learning tasks. Activities that are most helpful for promoting children's learning provide:

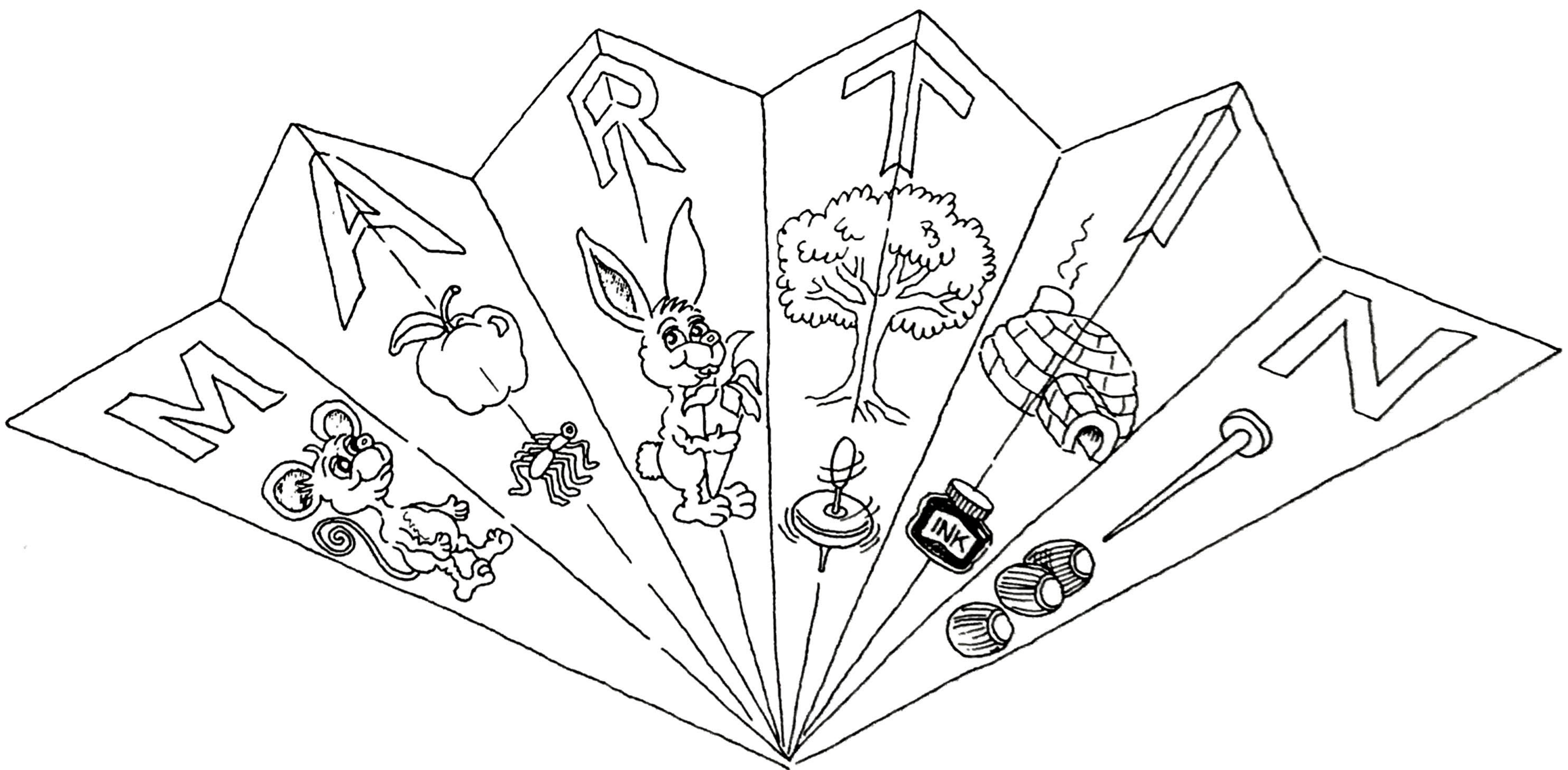
- opportunities to see, feel, hear, touch, and taste;
- opportunities to explore, to experiment and to practise;
- familiar places to learn new things, such as the home and local community;
- interaction with parents, friends, brothers, sisters, and other relations;
- opportunities for conversation, for asking questions and for other types of language experiences;
- encouragement and praise;
- opportunities to choose and plan learning tasks;
- realistic expectations;
- opportunities to see that their achievements have value.





# Name fan

- 1 Count the number of letters in your child's name. Make the same number of folds in the paper (accordion style).
- 2 Write the letters of your child's name across the top of each fold.
- 3 Starting with the first letter of your child's name, cut out several pictures from a magazine that have the same beginning sound. Glue them down the fold underneath the first letter.
- 4 Continue in the same way for each letter in your child's name.







# Learning styles in your home

Spend some time looking at how your child learns.

Does your child:

Yes      No

remember things that you tell him to do?

☐☐

enjoy taking part in conversations and listening to others?

☐☐

like to listen to tapes and to watch videos?

☐☐

like to look at books and magazines?

☐☐

like to colour or draw?

☐☐

like to watch other people do something before he tries it?

☐☐

like 'hands on' activities such as playdough or water play?

☐☐

like to build and make things?

☐☐

enjoy sports, dancing and other movement activities?

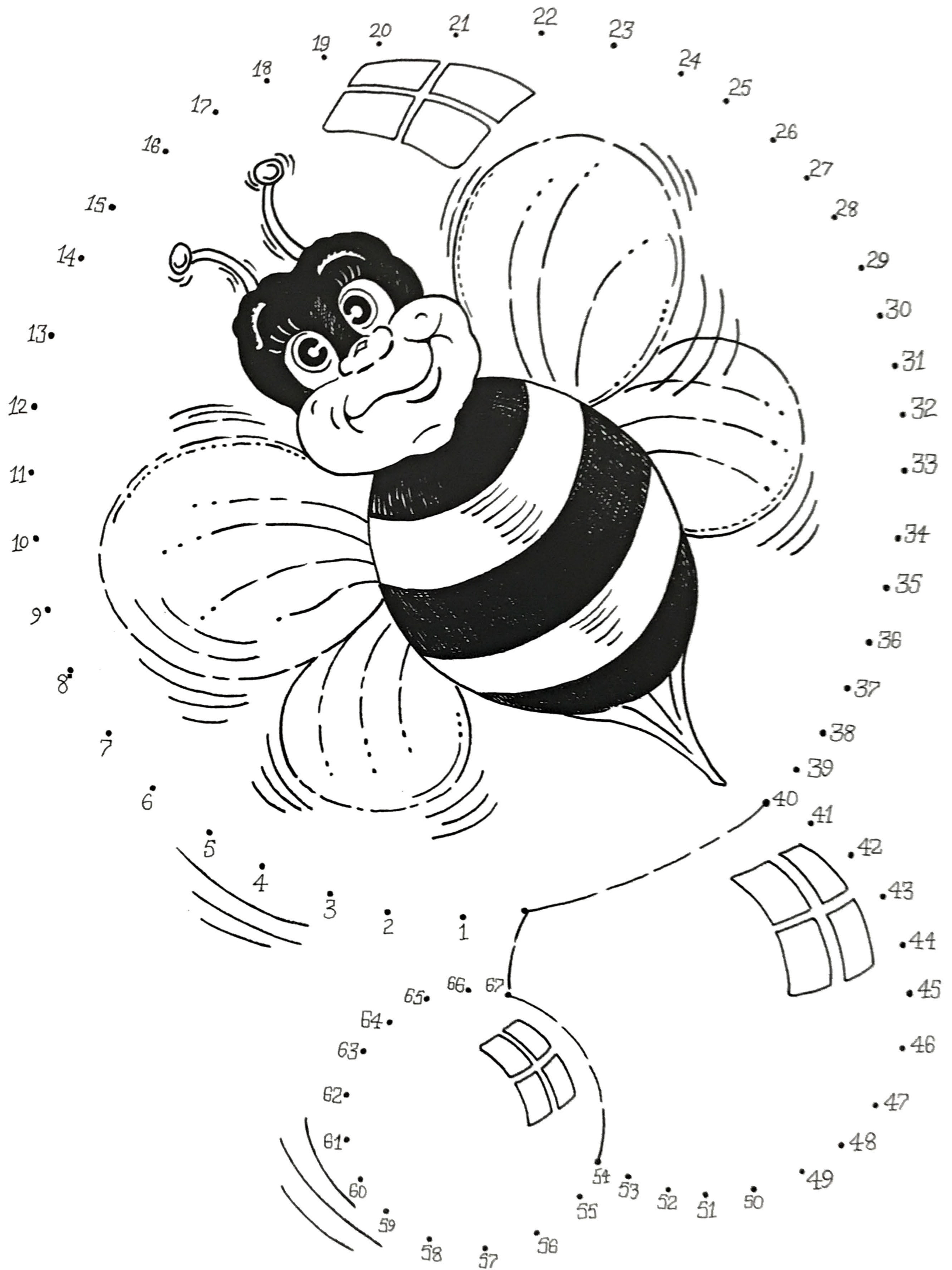
☐☐

What else did you notice?





# Dot-to-dot







Clare Family Learning Project  
Adult Education Centre  
Clonroad Business Park  
Ennis, Co. Clare  
Tel. 065 68 24819  
Fax 065 68 40515  
Email [famlearn@eircom.net](mailto:famlearn@eircom.net)

Sponsored by:  
Co. Clare VEC; Co. Clare Reading & Writing Scheme;  
Dubuis Fund, Houston, Texas; FÁS Community Employment.