

## Family Language: Course with additional community cohesion focus

### Scheme of work: 22 hours (10 weeks × 2 hours, plus 2-hour trip out)

*'By community cohesion we mean working towards a society in which **there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances are appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed** in the workplace, in schools and in the wider community.'*

Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006, based on the government and the Local Government Association's definition, 2002.

<b>Programme:</b> Bilingual families: Families, Food and Community  Adults only with home activity and family outing	<b>Subject sector category:</b> FLLN	<b>Level of learning:</b> Entry 2, 3 and Level 1 ESOL	<b>Length of session:</b> 2 hours	Tutor: Teacher:
Start date: 25 February 2008	End date: 17 June 2008	Day and time: Tuesday 1–3		Location: Surestart Children's Centre

#### Course aims:

- To improve learners' reading and writing skills.
- To develop speaking and listening skills to aid word/language production.
- To build confidence in order to support children at home with learning.
- To promote integration and understanding within the local community.
- To explore ways that parents and carers can support their children's learning and development.

#### Learning outcomes:

By the end of the course, parents/carers will be able to:

- listen, speak, read and write with greater confidence and skill
- use activities at home to develop the children's listening and speaking skills
- use everyday opportunities to support their children's learning and development
- produce a project about themselves and their culture to share with the local community.

Session	Topics	Learning outcomes Learners will be able to:	Community cohesion focus	Adult ESOL curr. ref	Home activity	Learning style
<b>1</b> 25.3.08	Icebreaker activity Enrolment Introduction to course and objectives Discussion: what the learners want to know  <b>'About you'</b> activity (use as initial assessment)  Discussion about the project and what topic the group would like to work on.	<ul style="list-style-type: none"> <li>Fill out a form with support.</li> <li>Introduce themselves and others, and give information about themselves and their likes and dislikes.</li> <li>Contribute to group discussions.</li> <li>Recognise the importance of talking with children.</li> </ul>	<p>Sharing knowledge about each other</p> <p>Establishing common interest across different cultures</p>	Sc/E2.3b, Sd/E2.1a, c, d, e Lr/E2.2b, 2.7a, 2.8a Rs/E2.1b Wt/E2.1b, Ws/E2.1a	Talk with their children at home about likes and dislikes	V, A
<b>2</b> 1.4.08	Discuss countries of origin and find out information about another member of the class.  Complete a learning styles questionnaire in order to discover preferred style of learning.  Decide on a topic for the project.	<ul style="list-style-type: none"> <li>Take part in a discussion about countries of origin.</li> <li>Use questioning to find out five pieces of information about another member of the class.</li> <li>Identify their own learning style.</li> <li>Use photos and pictures to promote talk with children.</li> </ul>	Sharing knowledge about each other	Sd/E2.1a, c, d, e Lr/E2.2b, 6b, 8a; Rs/E2.1b Wt/E2.1a, b	Share their family photos with their children and talk about them together.	V, A, K
<b>3</b> 22.4.08	Ask and respond to questions about likes and dislikes using a questionnaire on the topic of food.	<ul style="list-style-type: none"> <li>Ask and respond to questions about likes and dislikes using a questionnaire on the topic of food.</li> </ul>	<p>Building positive relationships</p> <p>Appreciating diversity of</p>	Sd/E2.1a, c, d, e Lr/E2.2b, 6b, 8a; Rs/E2.1b,	Help parent to bake 'Moo Muffins'	V, A, K

	<p>Recognise the layout and language used for recipes.</p> <p>Look at a variety of recipe books from different cultures/chefs/food types e.g. vegetarian/fish.</p> <p>Use a dictionary to find out the meaning of unfamiliar words.</p>	<ul style="list-style-type: none"> <li>Identify how they can support their children's learning at home.</li> <li>Recognise the layout and language used for recipes.</li> <li>Use a dictionary to find out the meaning of unfamiliar words.</li> <li>Take part in a discussion about traditional dishes.</li> </ul>	people's background (different diet)	Rt/E3.3a, 3.5a Rw/E2.3a, 2.4a, Rw/E3.3a, 3.5a Wt/E2.1a, b		
<b>4</b> 29.4.08	<p>Identify five spices from a selection.</p> <p>Identify and follow written instructions from a recipe.</p> <p>Recognise discourse markers.</p> <p>Sequence a set of jumbled instructions (recipe) using pictures for guidance.</p> <p>Discuss the contents for the recipe book <i>How Many Recipes?</i> How will we use the recipe book to promote community?</p>	<ul style="list-style-type: none"> <li>Identify individual targets (ILPs).</li> <li>Use adjectives to aid description.</li> <li>Follow written instructions from a recipe.</li> <li>Write a simple recipe.</li> <li>Sequence a set of jumbled instructions (recipe) (differentiated activity).</li> <li>Use discussions around food to develop their child's speaking and listening skills.</li> </ul>	<p>Building positive relationships</p> <p>Appreciating diversity of people's background (different diet)</p>	Rt/E3.3a Rs/E3.1a Rw/E3.3a Sc/E3.4f Sd/E3.1e Rt/E2.1a	Talk to her child about what he/she likes in his/her lunchbox – bring ideas to next lesson.	V, K
<b>5</b> 6.5.08	<p>Learners to share with the class their diary of menus kept for the previous week.</p>	<ul style="list-style-type: none"> <li>Contribute to discussions with confidence and follow and identify information from discussions.</li> </ul>	Developing similar life opportunities for all (healthy eating)	Sc/E3.4b Lr/E3.5b E3.7, Sd/E3.1	Make something savoury with child Illustrate	V, K

	<p>Q&amp;A session: what do the children take to school at lunchtime?</p> <p>Discuss five different food groups and why these food groups are needed. What is important for children?</p> <p>Use the Eat-well Plate to show examples of food groups.</p> <p>10 top tips Vitality plan</p> <p>Look at the options offered by the school catering firms at lunchtime. (Healthy/unhealthy – esp. after Jamie Oliver's input)</p> <p>Take in a selection of foods suitable for a lunchbox (European).</p> <p>Introduce concept of EYFS.</p>	<ul style="list-style-type: none"> <li>• Know the five different food groups and learn the associated vocabulary.</li> <li>• Select healthy options for children's lunchboxes.</li> <li>• Spell words ending in '-tion' and learn other ways of spelling the same sound.</li> <li>• Identify how they can support their child's communication skills and physical development by sharing healthy eating activities.</li> </ul>			the finished product or take a photo.	
<p><b>6</b> 13.5.08</p>	<p>Safety in the kitchen</p> <p>5-a-day quiz</p> <p>Write a set of safety tips for children helping in the kitchen.</p> <p>Discuss and note dietary</p>	<ul style="list-style-type: none"> <li>• Identify common customs and dietary rules of each learner's religion/country.</li> <li>• Take part in discussion and relate to other speakers.</li> <li>• Recognise the importance of keeping children safe while allowing them the freedom to explore the world around</li> </ul>	Developing similar life opportunities for all (healthy eating, safety)	<p>Sd/E3.1f, g, Sd/L1.1, 1.2a Lr/E3.7c,L 1.6c</p> <p>Ws/E3.2a, L1.2a</p>	<p>Share safety tips with school age children.</p> <p>Laminate copy of tips for keeping</p>	V, A, K

	<p>rules/customs in Muslim culture.</p> <p>Use the present continuous: 'going to' and 'will' for talking about the future.</p> <p>Discuss plans for the restaurant visit.</p>	<p>them.</p> <ul style="list-style-type: none"> <li>Write a set of simple safety tips for children in the kitchen.</li> <li>Use the correct tense for talking about the future.</li> </ul>		<p>Wt/E3.1a, L1.1a,b Wt/L1.4, L1.5</p>	<p>on the fridge.</p>	
<p><b>7</b> 20.5.08</p>	<p><u>Joint session</u> Review food/cooking lexis</p> <p>Use 'Baking with Children'. Choose and photocopy a recipe to make at home.</p> <p>Messy play: play-dough recipe (make food shapes); paints and paper: paint/draw pictures.</p> <p>Read: <i>The Enormous Turnip</i>, <i>The Very Hungry Caterpillar</i></p> <p><u>Adult session</u> Find all the 'ch' consonant blends that are used in the kitchen.</p>	<ul style="list-style-type: none"> <li>Identify ways in which to support learning through play.</li> <li>Recite two nursery rhymes to say at home.</li> <li>Share a book with their child.</li> <li>Use three different strategies in order to help with spelling.</li> <li>Identify opportunities for future classes or courses.</li> </ul>	<p>Developing similar life opportunities for all (healthy eating, learning through play)</p>	<p>Rt/E3.1a, 3a Rw/E3. Lr/E3.2e Lr/E3.7c Sd/E3.1e</p>	<p>Create play dough food and other objects with the children to encourage them to retell the story of 'The Very Hungry Caterpillar' or rhymes they have learnt during the session.</p>	<p>V, A, K</p>

	Decide on the recipes that will be published in the recipe book.					
	IAG session					
<b>Half-term</b> 26.5.08 to 30.5.08	Visit to Pizza Express to make and eat pizza	<ul style="list-style-type: none"> <li>Share an activity with their child.</li> <li>Interact socially with others over a meal.</li> </ul>	Developing a sense of belonging Building positive relationships			
<b>8</b> 3.6.08	<p>Discuss previous lesson's visit, express views and opinions: was it a success?</p> <p>Complete an evaluation sheet.</p> <p>Draw/paint/illustrate A4 tablemat with a recipe.</p> <p>Discuss the cultural differences of bringing up boys and girls and their presence in the kitchen.</p>	<ul style="list-style-type: none"> <li>Discuss last week's restaurant visit (relate to other speakers).</li> <li>Complete an evaluation of the visit.</li> <li>Design and illustrate a table mat using a recipe.</li> <li>Use vocabulary with the consonant blend 'ch'.</li> <li>Identify how games can be used to help young children recognise sounds and letters.</li> <li>Discuss the cultural differences of bringing up boys and girls and their presence in the kitchen.</li> </ul>	<p>Developing a sense of belonging</p> <p>Appreciating diversity of people's background</p>	Sd/E3.1d LrE3.7c, Ws/E3.2a, Wt/E3.1a, b, E3.3a, 3.4a Ww/E3.1a, E3.2a	Play games with children at home to help them identify initial sounds.	V, K
<b>9</b> 10.6.08	<p>Plan, draft and produce a final copy of the recipes to be included in the recipe book.</p> <p>Explore and expand lexis: cookery terms and</p>	<ul style="list-style-type: none"> <li>Design a front cover for the recipe book.</li> <li>Decide upon the order of recipes and put together a contents page.</li> <li>Read and edit the insert for recipe book: Halal and Haraam.</li> <li>To know the opportunities</li> </ul>	<p>Appreciating diversity of people's background.</p> <p>Developing similar life opportunities for</p>	Ws/E3.2a, Ww/E3.1a, E3.2a	Use some of the opportunities identified by the group, to help children identify the sounds of	V, A, K

	regular/irregular verbs  IAG session  Judge table mat competition	<p>available to continue learning.</p> <ul style="list-style-type: none"> <li>• Use everyday opportunities to develop children's knowledge of sounds.</li> </ul>	all (information and advice).		one or two letters.	
<b>10</b> 17.6.08	<p>Complete recipe book.</p> <p>Conduct final ILP interviews</p> <p>Shared lunch</p> <p>Course evaluation</p> <p>Celebration/certificates</p> <p>Discuss future presentation of the completed project to a local school within the Sheerwater community.</p>	<ul style="list-style-type: none"> <li>• Interact socially with others over a meal.</li> <li>• Express opinions about the course.</li> <li>• Review their ILP targets.</li> <li>• Write an introduction to the recipe book.</li> <li>• Amend the draft of the recipe book.</li> </ul>	<p>Developing a sense of belonging</p> <p>Appreciating diversity of people's background</p>	Sd/E3.1d	Choose a recipe from the children's cookery book to make at home.	V, A



## Lesson Plan: Family Programmes

<b>Course title:</b>		<b>Lesson no:</b>
Bilingual families: Families and Community		1
<b>Topic: Taster session</b>		<b>Date:</b>
<b>Aim:</b> To provide an introduction to the course and to allow learners to get to know each other.		25.3.08
<b>Learning outcomes:</b> By the end of the session, learners will be able to: <ul style="list-style-type: none"> <li>• fill out a form with support</li> <li>• introduce themselves and others, and give information about themselves and their likes and dislikes</li> <li>• contribute to group discussions</li> <li>• recognise the importance of talking with children.</li> </ul>	<b>Adult curr ref:</b>  Sc/E2.3b, Sd/E2.1a, c, d, e Lr/E2.2b, 2.7a, 2.8a Rs/E2.1b Wt/E2.1b, Ws/E2.1a	<b>Learning outcomes:</b> <i>(Goals for all children)</i>
<b>Differentiation:</b> No specific differentiation set for this lesson Observe learners		
<b>Key aids and resources required:</b> Register, enrolment forms, handouts (likes/dislikes, picture resources and 'About myself' form).		
<b>Assessment methods:</b> Q&A, check any written work, observation. Use 'About myself' handout as an informal assessment tool.		
<b>Evaluation:</b>		
<b>What went well?</b>	<b>What didn't go so well?</b>	<b>Possible changes</b>



## Schedule

Time	Content	Tutor activity	Learner activity
10 mins	Introductions. Health and safety. Register. Lesson objectives.	Introduce myself. Write lesson objectives on the board.	Introduce self. Write name on card.
10–15 mins	Icebreaker activity.	Tell the class something about myself. Ask the group to introduce and talk a little about a friend in the class ( <i>or herself</i> ). Ensure all learners have the opportunity to talk and that all are introduced.	Introduce a friend who is attending class. Tell me a little about that person.  Write name on a sheet of paper so that all can see.
30 mins	Course content and structure. Group identity. (Use A3 laminated 'Activities' charts and possible ideas for the project sheet.)	Promote a general discussion about what the learners enjoy doing. Engage learners and encourage participation.  Talk about how important it is to spend time talking with children to encourage them to listen and to speak with confidence using a range of vocabulary. Demonstrate how the activity above could be used with children: see home activity below.  Draw the conversation around to the project and a shared common topic that we might work on.  Notes on whiteboard/flipchart.  (Note: this project will include two sessions where the children are present.)	Using the picture charts and ideas sheet, discuss likes/dislikes/ability.  Complete likes/dislikes chart.  Discuss the topic for the course. Decide on a name for the group.
10 mins	Complete enrolment.	Hand out enrolment forms for completion: assist where necessary.	Fill in enrolment form.
Break			

15 mins	'About myself'	Show the handout 'About myself' to the class. Ask learners to complete the first section. Assist as necessary. Check work and feed back.	Complete first section of handout.
15 mins	Finding out about another member of class.  'Wh' questions.	Using the 'About my friend' handout, explain that the correct word order has not been used and that the questions must be re-ordered before learners can find out more about his/her partner. Use no. 1 as an example. Elicit the correct word order and write on whiteboard.  Elicit feedback.	Work with a partner to put the sentences in the correct order.
15 mins	Use the questions to find out about another member of class.	Explain task. Pair up members of the class.  Q&A. Feedback.	Complete second section of the handout.
5 mins	Plenary/home activity	Review lesson objectives. Meet again on 1.4.08.	Any questions.
<p><b>Differentiated resources and activities:</b></p> <p>The picture charts will enable the less able learners to learn new vocabulary. The likes/dislikes table is a simple tick-box activity, but can be used by more able learners to write sentences in if they so wish. For those who complete the 'About myself' activity, use the reading/speaking/writing handouts to find out more about current language skills and knowledge.</p>			
<p><b>Home activity:</b></p> <p>Talk with their children at home about likes and dislikes, and encourage them to draw pictures to illustrate them. Write captions with children for their pictures if appropriate to the ages of the children.</p>			

Activity	Like	Don't like	Don't know
Sharing favourite recipes			
Healthy eating			
Comparing food across the cultures			
Fashion and dress			
Asian folklore			
Keeping fit with your children			

## Lesson Plan: Family Programmes

Course title:		Lesson no:
Bilingual families: Families and Community		2
Topic: Getting to know each other		Date:
<b>Aims:</b> To find out about the learners. To investigate learning styles. To choose a topic for the project.		1.4.08
<b>Learning outcomes:</b> By the end of the session, learners will be able to: <ul style="list-style-type: none"> <li>• take part in a discussion about countries of origin</li> <li>• use questioning to find out five pieces of information about another member of the class</li> <li>• identify their own learning style</li> <li>• use photos and pictures to promote talk with children.</li> </ul>	<b>Adult curr ref:</b> Sd/E2.1a, c, d, e Lr/E2.2b, 6b, 8a; Rs/E2.1b Wt/E2.1a, b	<b>Learning outcomes:</b> (Goals for all children)
<b>Differentiation:</b> Pair work: pair learners who do not know each other, or more able with lower-level learners. Observe learners.		
<b>Key aids and resources required:</b> Register, world map, prompt questions handout, 'What do you think about learning?' handout (photocopied from <i>Help your child to succeed – Family Learning</i> , B Lucas and A Smith), folk tales country-matching activity.		
<b>Assessment methods:</b> Q&A, check any written work, observe practical activity.		
<b>Evaluation:</b>		
What went well?	What didn't go so well?	Possible changes



### Schedule

Time	Content	Tutor activity	Learner activity
10 mins	Introductions. Health and safety. Register. Lesson objectives.	Write lesson objectives on the board.  <i>Introductions: new learners</i>	Write name on card.
10 mins	Warm up activity. Looking at a world map for discussion purposes.	Unfold the map of the world. Encourage learners to take part in a discussion about where he/she comes from, where else in the world he/she has visited, where he/she would like to visit.	Whole class activity. Contribute to discussion.
15 mins	Find something out about your partner.	Move the learners and put them in pairs. Explain task: learners to ask questions of their partner in order to find out more about where she comes from. Swap roles.  Distribute question handout to those who would like one. Point out how this sort of activity could be used with children at home, talking about family photos, maps or pictures.  Facilitate. Listen to feedback, comment.	Find out five things about a partner.  Make brief notes.  Feed back to the class.
10 mins	Questionnaire: What do you think about learning?	Explain task. Complete first part of the questionnaire. Facilitate. Assist with any vocabulary difficulties.	Pair work. Discuss with partner questions in the first part of the questionnaire. Tick box exercise.
10 mins	Discuss responses.	Elicit responses given. Prompt using Q&A.	Participate in discussion.  Whole class.
<b>Break</b>			



15 mins	Learning styles, second part: How do you prefer to learn? Third part: Which of these methods do you prefer?	Explain task. Facilitate and assist.	Pair work. Discuss and tick boxes.
10 mins	Discuss responses.	Elicit responses given. Prompt using Q&A. Ask the question: 'In what ways do you support your child's learning?'	Participate in discussion. Whole class.
25 mins	Discussion of topic for the project: <ul style="list-style-type: none"> <li>Sharing favourite recipes</li> <li>Discovering folk tales from around the world.</li> </ul>	Draw the learners' attention to the purpose of the course and the need for a topic. Use the handout to encourage the learners to reach a decision.  Give each learner a slip of paper to write her choice on. Add up slips. Choose a name for the topic that carries the most votes.	Participate in discussion. Consider the ideas given.  Choose a topic for the project.  Choose a name for the group.
5 mins	Plenary/introduce home activity	Review lesson objectives. Complete learner diary. Next lesson: 22.4.08.	Any questions.

#### **Differentiated activities and resources:**

Handout with questions for 'finding out about your partner' activity.

#### **Extension:**

If the learners' choice is folk tales, find out information about tales specific to their countries using the matching activity.

#### **Home activity:**

Talk with children about the country from which you come using some of the questions from the activity in the session. If you have access to the Internet, find some pictures or maps of the country to look at with your child and/or show family photos and talk about them with your children.



Where do you come from?

What languages do you speak?

What is the capital city of your country?

What town or city were you born in? (Is it near the capital?)

How many hours does it take to get to England - by plane/boat etc.?

What is the weather like there? Now? In summer? In winter?

Where do you come from?

What languages do you speak?

What is the capital city of your country?

What town or city were you born in? (Is it near the capital?)

How many hours does it take to get to England - by plane/boat etc.?

What is the weather like there? Now? In summer? In winter?

Where do you come from?

What languages do you speak?

What is the capital city of your country?

What town or city were you born in? (Is it near the capital?)

How many hours does it take to get to England - by plane/boat etc.?

What is the weather like there? Now? In summer? In winter?





Children and adults share favourite recipes from home

Children ask other family members for their favourite recipes

Make recipe book/recipe cards

Children to decorate/illustrate

Make a laminated table mat with chosen recipe in centre

Compare foods from different cultures for lunch boxes

Compare bread across cultures

A trip somewhere, perhaps to a market garden or a farmers' market

Group goes into school/children's centre to make food from some of the recipes with other mums/children

Put together a display for the local library

Share traditional folk tales from around the world during class

Work together to write these stories down

Draw on resources from the Internet to illustrate the stories

Visit the local library to find copies of some of the tales

Compile a small book of traditional folk tales from around the world

Adults to share these stories with their children

Older children to help adults translate stories into English if necessary

Children to decorate or draw pictures for the book

Group goes into school/children's centre to share the tales with other mums/children

Display copies of the book in the local library



**Print out pages 6 and 7 on card and cut up. Use as a matching activity for learners.** *(If you have learners from other countries, do a little research and find other local folk tales.)*

## Folk tales from Pakistan

The farmer, the crocodile and the jackal

The farmer, his wife and the open door

The tiger and the fox

The tiger and the hare

The seven wise men of Buneyr

## Folk tales from Algeria

How the animals kept the lion away



Once there was a man who had seven wives and seven mares

The lion's daughter

**Arabian folk tales**

Who lied?

The pious cat

Don't count your chickens

The thousand and one nights

Aladdin and the lamp



## Lesson Plan: Family Programmes

Course title:		Lesson no:
Bilingual families: Families, Food and Community		3
Topic: Discovering learning styles		Date:
Sharing recipes		22.4.08
<b>Aims:</b> To promote discussion within the group. To present the language and layout used when writing recipes.		
<b>Learning outcomes:</b> By the end of the session, learners will be able to: <ul style="list-style-type: none"> <li>ask and respond to questions about likes and dislikes using a questionnaire on the topic of food</li> <li>complete a learning styles questionnaire in order to discover preferred style of learning</li> <li>identify how they can support their children's learning at home</li> <li>recognise the layout and language used for recipes</li> <li>use a dictionary to find out the meaning of unfamiliar words</li> <li>take part in a discussion about traditional dishes.</li> </ul>	<b>Adult curr ref:</b>  Sd/E2.1a, c, d, e Lr/E2.2b, 6b, 8a; Rs/E2.1b, Rt/E3.3a  Rw/E2.3a, 2.4a, Rw/E3.3a, 3.5a Wt/E2.1a, b	<b>Learning outcomes:</b> <i>(Goals for all children)</i>
<b>Differentiation:</b>  Pair learners who do not know each other well, or more able with lower-level learners. Facilitate as necessary.		
<b>Key aids and resources required:</b> Register, 'what do you think about learning?' handout (photocopied from <i>Help your child to succeed – Family Learning</i> , B Lucas and A Smith), food questionnaire (page 4 of lesson plan), dictionaries, recipe books, template of recipe layout, A3 recipe, flashcards/pictures, flashcards/definitions (page 5 of lesson plan).		
<b>Assessment methods:</b> Q&A, check any written work, matching activities.		



## Evaluation:

What went well?

What didn't go so well?

Any changes:

## Schedule

Time	Content	Tutor activity	Learner activity
5 mins	Health and safety. Register. Lesson objectives.	Write lesson objectives on the board. Give each learner a zip pouch containing pencils, colours, highlighter and Sainsbury's 'My food ideas folder'.	Any questions.
15 mins	Warm up Food questionnaire	Pair up learners as they arrive in class. Give each learner a questionnaire. Explain task and facilitate.  Elicit any interesting answers. Short feedback session.	Read questionnaire. Answer questions for self and ask questions of a partner. Yes/no/short answer handout.
15 mins	Questionnaire: What do you think about learning?	Explain task. Complete first part of the questionnaire. Facilitate.  Assist with any vocabulary difficulties.  Discuss responses with class.	Pair work. Discuss with a partner questions in the first part of the questionnaire. Tick box exercise.  Whole class come together to discuss responses.
10 mins	Learning styles, second part: How do you prefer to learn? Third part: Which of these methods do you prefer?	Explain task. Facilitate and assist. Discuss children's learning styles and what kind of activities will help them learn. Refer to practical task for home activity.	Pair work. Discuss and tick boxes.
10 mins	Discuss responses.	Elicit responses given. Prompt using Q&A. Ask the question: 'In what ways do you support your child's learning?' Introduce concept of open questions and refer to home activity.	Participate in discussion. Whole class.



Break			
25 mins	Discussion: favourite recipes and traditional dishes.	<p>Using a recipe book, show the group pictures of traditional British dishes (i.e. chicken casserole, Sunday roast, apple crumble etc.).</p> <p>Promote a whole-class discussion about favourite and traditional dishes from the different cultures represented in the room.</p> <p>Note names of some dishes on the whiteboard.</p> <p>Divide the class into two groups and give out picture cards/flashcards to each group. Can the learners decide on the name of the dish and its country of origin?</p> <p>Elicit and discuss. Do the learners recognise any of these dishes? If so, has anyone prepared/eaten any of them?</p>	<p>Participate in the discussion.</p> <p>Match picture cards to name of food/dish. Decide on the country of origin of each dish.</p>
20 mins	Language and layout of recipes	<p>Refer again to the British recipe (if possible, enlarge an example to A3) and look at the layout.</p> <p>Highlight: use of title, picture, how many it serves, ingredients, utensils, instructions, sequence, discourse markers and use of imperative.</p> <p>Promote discussion about recipes from learners' own countries: do they follow recipes?</p> <p>Ask the learners to choose a cookery book from the table and spend some time looking at and reading a number of recipes.</p>	<p>Listen and take part in discussion.</p> <p>Compare language and layout of English recipes to those written in learners' L1 (<i>if they are written down</i>).</p> <p>Choose a recipe book. Read two or three recipes: savoury or sweet. Respond to questions.</p>



		What appeals to them about the book and the recipes? Use Q&A to find out what interests the learners.	
10 mins	Plenary/introduce homework and home activity.	Review lesson objectives.  Complete learner diary.  Introduce next week's lesson: building up recipes from learners' own experiences. Talking about Spices.	Any questions.
<b>Differentiated activities and resources:</b>  In order to help with naming traditional foods/dishes, use flashcards/pictures.  Use flashcards/definitions of vocabulary used in recipes: ingredients, utensils, method, serves.  * Give out a photocopy of a simple muffin recipe for those who would like one.			
<b>Homework: Write up on whiteboard for learners to copy</b>  Pick one meal prepared during the next week and make a few notes on the following: <ul style="list-style-type: none"> <li>• Name of the dish</li> <li>• Ingredients</li> <li>• Cooking utensils</li> <li>• Method</li> <li>• How many people the recipe will feed</li> </ul>			
<b>Home activity:</b> Involve your child in a cooking activity, possibly making muffins from the recipe offered.* Use as an opportunity to talk with your child using who, why, what, where and how (open) questions.			





## Food questionnaire

	You	Your partner
Do you prefer sweet or savoury foods?		
Do you eat vegetables?		
Do you drink tea?		
Do you drink coffee?		
Do you eat breakfast every day?		
Do you eat fruit every day?		
Do you prefer fish or meat?		
Do you read the nutritional information on the foods you buy?		
Do you think a vegetarian diet is healthier than a diet that includes meat?		
How many meals do you usually eat every day?		
What is the strangest thing you have ever eaten in your life?		
What is your favourite food?		
Do you often eat out?		

Think of two more questions to ask your partner. Write them down.




Print out, cut up and laminate.

Utensils	Kitchen tools e.g. wooden spoon, vegetable knife
Method	A way of preparing a recipe
Ingredients	Food items that you need when you make something to eat
Serves	The number of people the recipe will feed

Rw/E2.4a, E3.3a: Use a dictionary to find the meaning of unfamiliar words.

Rw/E2.3a, E3.5a: Work out the meaning of unfamiliar words from the general context.



## Lesson Plan: Family Programmes

Course title:		Lesson no:	
Bilingual families: Families, Food and Community		4	
Topic: Spices from around the world Writing recipes		Date: 29.4.08	
<b>Aims:</b> To foster learners' interest in spices used in dishes alternative to their own. To discuss and decide upon individual learning goals. To review the language used when writing recipes.			
<b>Learning outcomes:</b>  By the end of the session, learners will be able to: <ul style="list-style-type: none"><li>• identify individual targets (ILPs)</li><li>• use adjectives to aid description</li><li>• follow written instructions from a recipe</li><li>• write a simple recipe</li><li>• sequence a set of jumbled instructions (recipe) (differentiated activity)</li><li>• use discussions around food to develop their child's speaking and listening skills.</li></ul>		<b>Adult curr ref:</b>  Rt/E3.3a Rs/E3.1a Rw/E3.3a Sc/E3.4f  Rt/E2.1a	<b>Learning outcomes:</b> (Goals for all children)
<b>Differentiation:</b>  Pair work: pair learners who do not know each other well, or more able with lower-level learners. See differentiated activities.			
<b>Key aids and resources required:</b> Register, dictionaries, ILPs, template of recipe layout, 'Share-a-day' diary handout, sequencing text (recipe) activity.			
<b>Assessment methods:</b> Q&A, check any written work, observe, sequencing activity.			



## Evaluation:

What went well?	What didn't go so well?	Any changes?

## Schedule

Time	Content	Tutor activity	Learner activity
5 mins	Health and safety. Register. Lesson objectives.	Write lesson objectives on the board. <i>Start off the first task as learners arrive.</i> State the importance of attending class each week.	Any questions.
15 mins	Spice testing. The learners are to look at/take a pinch and smell the spices before guessing what they might be.	Introduce the tray of spices to the learners. Can they guess what the spices are? How many of these different spices do they use when cooking? Are the spices used in sweet/savoury dishes?  Promote discussion. Feedback. How could this activity be shared with children at home to develop their descriptive language?	Follow instructions.  Use table to help decide which spices are on the tray.  Label the spices a-l.
10 mins	Discuss last week's homework task. <i>(Note: Only three learners last week)</i>	Find out whether any of the learners who attended last week's class baked the 'Moo muffins'. What did the children learn from sharing this activity?	Feed back to other learners the success or otherwise of the muffins.
25 mins	ILP: decide on individual goals/targets.	Hand out ILP forms to each learner and explain task.  Encourage discussion amongst the groups. Facilitate.	In groups of three, read and discuss the targets on individual cards and choose four or five in order to inform ILP. Fill in appropriate section of ILP.



Break			
10 mins	Pre-writing activity.	Draw a simple seven-day diary on the whiteboard. Elicit from a number of the learners dishes they have cooked this week: note on the whiteboard. Discuss any unknown vocabulary.	Participate in discussion and respond to questions.
20 mins	Plan and draft a recipe using appropriate language and layout.	Present and explain task using the A3 laminated recipe template. Elicit existing knowledge and add pointers to the whiteboard. <i>See differentiated activities.</i>	Take part in whole-group discussion.  Pair work: take it in turns to describe how they prepared a particular dish. Choose one of the dishes and make brief notes in the form of instructions.
15 mins	Discuss the contents for the recipe book.  Look at a brief outline of the following weeks' course content.	Promote discussion and make a few suggestions.  Take notes.	Speaking/listening: express ideas and give suggestions for the recipe book.
10 mins	Plenary/home activity	Review lesson objectives.  Introduce next week's lesson: healthy lunchboxes. Introduce home activity and using environmental print to promote early reading skills.	Any questions.  Complete learner diary.
<p><b>Differentiated activities and resources:</b></p> <p>Provide a worksheet for the first activity, spice tasting, for those who request one. Provide a template for writing the recipe.</p> <p>For lower-level learners, provide a recipe. Sequence instructions at sentence level. Rt/E2.1a</p>			

**Homework:**

Give each learner a copy of the Share-a-day diary plan. Ask the class to make a note of the meals prepared this week and some of the different ingredients used.

Do any of the learners refer to a recipe book? Make a note if they do.

For next lesson: learners to bring in or think about items that are put in their children's lunchboxes. What do the children enjoy?

**Home activity (joint):**

Parent to talk to her child about what he/she likes in his/her lunchbox: bring ideas to next lesson. Use preparing a lunchbox together as an opportunity to read words all around us. Can children recognise logos on food packaging?



## Label the spices

Cinnamon	Cumin	Garam marsala	Paprika
Ginger	Cloves	Nutmeg	Mustard seeds
Cardamom	Black pepper	Fennel seeds	Vanilla

Use your senses to help you decide	Consider these questions	Some suitable adjectives
	Does it smell?	Pungent, aromatic, spicy, sweet
	What does it look like? What is its shape?	Colourful, powdery, seed-like, round
	What does it taste of?	Bland, savoury, spicy, hot
	What does it feel like?	Hard, powdery





## Lesson Plan: Family Programmes

<b>Course title:</b>		<b>Lesson no:</b>	
Bilingual Families: Families, Food and Community		5	
<b>Topic: Healthy eating at lunchtime</b>		<b>Date: 6.5.08</b>	
<b>Aims:</b> Plan a well-balanced lunchbox while learning new vocabulary around food and nutrition.			
<b>Learning outcomes:</b> By the end of the session, learners will be able to: <ul style="list-style-type: none"><li>• contribute to discussions with confidence and follow and identify information from discussions</li><li>• know the five different food groups and learn associated vocabulary</li><li>• select healthy options for children’s lunchboxes</li><li>• spell words ending in ‘-tion’ and learn other ways of spelling the same sound</li><li>• identify how they can support their child’s communication skills and physical development by sharing healthy eating activities.</li></ul>		<b>Adult curr ref:</b>  Sc/E3.4b Lr/E3.5b E3.7, Sd/E3.1, Rt/E3.3a  Rs/E3.1a Rw/E3.3a	<b>Learning outcomes:</b> (Goals for all children)
<b>Differentiation:</b> See activities below.			
<b>Key aids and resources required:</b> Register, dictionaries, questionnaire, copies of the eatwell plate, school lunch menus (SCC), ‘-tion’ endings handout ( <i>Spelling Essentials</i> , Shireen Shuster, page 72), healthy eating leaflets.			
<b>Assessment methods:</b> Q&A, check any written work, observe.			
<b>Evaluation:</b>			
<b>What went well?</b>	<b>What didn’t go so well?</b>	<b>Possible changes</b>	

## Schedule

Time	Content	Tutor activity	Learner activity
5 mins	Health and safety. Register. Lesson objectives.	Write lesson objectives on the board.	Any questions.
15 mins	Warm-up. Share-a-day questionnaire.	Pair up learners as they arrive in class. Explain task and hand out a questionnaire to each learner. Discuss learners' answers as a whole-class activity.	Work with a partner to find out answers to questionnaire.  Participate in discussion.
10 mins	Feed back task set for homework and joint activity.	Prompt a discussion about the Share-a-day diary given out for homework. Could children recognise any logos and names on food packaging? How did they do this?	Discuss in pairs.
15 mins	Brainstorm session: eating a balanced diet.	Why do we/our children need to eat a healthy diet? How do we get the balance right? Make notes on the whiteboard.  Use the eatwell plate to show the learners the different food groups and how much of each we should eat to follow a balanced diet. Introduce new lexis: protein, carbohydrate. Elicit learners' knowledge of these terms.	Participate in discussion.  (A copy of the eatwell plate for each learner.)



<b>Break (during next activity)</b>			
25 mins	What do the children take to school at lunch time? (For those whose children are not yet at school: what do you prepare for the children at lunchtime?)	Q&A session. Look at the options offered by the school catering firms at lunch time (healthy/unhealthy, especially after Jamie Oliver's input). Do any of the children have school lunches? Do you think the menu is a good idea? Would your child enjoy these meals? If your child takes a lunchbox, what foods do you put in?	Participate in discussion. Skim-read the school lunch menu and discuss the choices.  Choose and sort foods from one day's menu into the different food groups.  Make a note of five items that are put in your child's lunchbox. Is the balance right? Look at the eatwell plate.
20 mins	Check learning. Sentence matching activity.	Divide the class into groups of three. Explain task. Facilitate. Feed back.	Match sentence halves.
15 mins	'-tion' and '-cian' endings.	Refer back to last week's lesson and the terms prefix and suffix. Focus today is on 'shun' endings. Review learners' knowledge of syllables and complete exercise A on handout as a whole-group activity.	Complete exercise A.  Match verbs and nouns on the '-tion' handout.
10 mins	Plenary/explanation of EYFS and home activity: see below.	Review lesson objectives.	Any questions. Complete learner diary.
<b>Differentiated activities and resources:</b>  Provide pictures of food items that can be sorted into different food groups. Groups of three: pair up more able with lower level learners.			
<b>Homework:</b> Complete activities on '-tion' handout.			



### Home activity: joint

Parent to make something savoury with her child. Illustrate the finished product or take a photo. Think about all the things your child has learnt from this activity under the headings of communication and physical development. Explain what these mean with examples, and that they are two of the six early learning goals in the EYFS. Use as an opportunity to introduce parents to the EYFS.

**Print out on card, cut up and laminate**

Milk and dairy foods contain	lots of calcium.
Calcium	is important for the development of strong bones and teeth.
Foods that are high in sugar	are harmful to your teeth and are high in calories.
Complex carbohydrates are released slowly	which helps to keep up energy levels.
We should eat	five portions of fruit and vegetables a day to stay healthy.



Protein helps	to keep children alert.
Meat, fish, eggs, pulses, nuts and seeds	provide the protein needed for a healthy diet.
Pasta, rice, bread and potatoes	are carbohydrates.
A healthy lunchbox will help	improve your child's attention, behaviour and learning.
Protein is essential for building	and repairing your body.
It is necessary to eat a	balanced diet in order to remain healthy.

**Table for tutor reference only**

Food group	Important for	Examples
Starchy carbohydrates or filler foods: plenty of this group.	Energy, fibre, vitamins and minerals.	Bread: all types, cereals (especially fortified ones), crispbread, oatcakes and crackers, muffins, crumpets, bagels, pasta, rice, couscous, potatoes and sweet potatoes.
Fruit and vegetables: five portions every day.	Vitamins and minerals, including vitamin C, vitamin A and fibre.	All fruits and vegetables: fresh, frozen, juiced, dried and tinned.
Milk and dairy foods: a pint of milk a day, as well as other dairy products.	Protein, carbohydrate, calcium, vitamins and other minerals	Try to have low-fat varieties: milk, yoghurt, fromage frais, cheese (hard, soft, spread and cottage cheese).
Meat, fish and alternatives: two portions a day.	Protein, iron, vitamins and other minerals.	Red meat: beef and lamb, pork, poultry: chicken and turkey, liver, sausages, fish: white and oily (sardines, salmon).

## Lesson Plan: Family Programmes

<b>Course title:</b>		<b>Lesson no:</b>
Bilingual families: Families, Food and Community		6
<b>Topics: Religious and cultural dietary rules</b> <b>Safety in the kitchen</b>		<b>Date: 13.5.08</b>
<b>Aims:</b> To develop speaking and listening skills. To identify possible dangers in the kitchen.		
<b>Learning outcomes:</b> By the end of the session, learners will be able to: <ul style="list-style-type: none"><li>• identify common customs and dietary rules of each learner’s religion/country</li><li>• take part in discussion and relate to other speakers</li><li>• recognise the importance of keeping children safe while allowing them the freedom to explore the world around them</li><li>• write a set of simple safety tips for children in the kitchen</li><li>• use the correct tense for talking about the future.</li></ul>	<b>Adult curr ref:</b>  Sd/E3.1g, Sd/L1.1, 1.2a Lr/E3.7c,L1.6c  Ws/E3.2a, L1.2a Wt/E3.1a, L1.1a,b Wt/L1.4, L1.5	<b>Learning outcomes:</b> (Goals for all children)
<b>Differentiation:</b> See activities below.		
<b>Key aids and resources required:</b> Register, Q&A quiz, Uncle Ben’s cooking tips for children, poster size paper, coloured pens, grammar handout.		
<b>Assessment methods:</b> Q&A, check any written work, observe.		
<b>Evaluation:</b>		
<b>What went well?</b>	<b>What didn’t go so well?</b>	<b>Possible changes</b>



## Schedule

Time	Content	Tutor activity	Learner activity
5 mins	Health and safety. Register. Lesson objectives.	Write lesson objectives on the board. <i>Return 'diary page' to Meriem and Najla. Feed back.</i>	Any questions.
15 mins	Discussion. Dietary rules and customs.	Ask the learners (in pairs) to consider the dietary rules followed according to their religion/culture. If of the same religion, do the same rules apply?  Do these rules apply to children from a young age? What foods are not permitted? Are there any periods of fasting etc.?  Bring the class together and discuss. Suggest that we could put a short explanation of the rules/customs at the front of the recipe book. <i>(Keep notes to type up.)</i>	Discuss with a partner and make some notes.  Feed back as a whole class.
15 mins	Review last week's learning. Q&A quiz.	Explain task. Hand out quiz (see differentiation).  Read out questions. Feed back.	Write down the answers to the questions. Swap with a partner or discuss chosen answers with a partner.
25 mins	The future: present continuous, <i>going to, will.</i>	See activity detailed at the end of lesson plan.	Reading/writing.
<b>Break</b>			
10 mins	Discussion: Dangers in the kitchen.	Promote whole-class discussion. Note ideas on the board.  How can we encourage children to be safe in the kitchen? How do we reconcile this with allowing children to learn by discovery?	Participate in discussion.  Express views/opinions and own practices at home.
30 mins	Design a poster for children giving safety tips in the kitchen.	Hand out A3 poster paper and pens. Consider age of reader, how many tips, and language to use.	Work in threes. Discuss suitable language for the age of child the group wishes

		Facilitate. Importance of use of positive language rather than list of 'don'ts' to motivate children.	to focus on. Plan and draft some ideas.
10 mins	Plenary.	Review lesson objectives. Children to come to the next lesson.	Complete learner diary. Any suggestions/questions.
<b>Differentiated activities and resources:</b>  5-a-day quiz question sheet, differentiated: <i>one with answers, one without.</i> Give out Uncle Ben's cooking tips for children if learners need some ideas. <i>See My Child web site for Uncle Ben's cooking tips (pdf or word file).</i>			
<b>Homework: see joint activity.</b>  Write a short paragraph of five or six sentences: dietary rules.			
<b>Home activity:</b> Talk with the children about being safe in the kitchen and share the tips discussed today. Encourage them to make their own 'safety in the kitchen' poster.			

### Grammar activity

**The future: present continuous, *going to*, *will*.**

**Write on one side of the board:**

- a My sister is having a party.
- b We are going to London on Saturday.
- c I'll make a coffee at 2 o'clock.

**On the other:**

Our intentions or what we want to do in the future (b).

Definite future arrangements (a).

Future things we decide now (c).

Elicit from the learners which use each sentence represents.

Give out the handouts and draw the learners' attention to the conversation.

Two volunteers to read aloud.

Write (a), (b) or (c) next to the words in bold and fill in the table.

Complete practice exercises 1, 2 and 3, individually or in pairs.

Tutor: facilitate and feed back.



## 5-a-day quiz

- 1 How many different food groups are there?
  - a 3
  - b 5
  - c 6
- 2 What does the term 5-a-day refer to?
  - a Fruit and veg
  - b Sweets and chocolate
  - c Fizzy drinks
- 3 Foods high in sugar:
  - a are good for your skin
  - b are bad for your teeth
  - c should be eaten every day.
- 4 Calcium helps with the development of:
  - a long nails
  - b shiny hair
  - c strong bones and teeth.
- 5 Meat is a good source of:
  - a carbohydrate
  - b sugar
  - c protein.
- 6 Which food group should make up most of our daily diet?
  - a Protein
  - b Fruit and vegetables
  - c Biscuits
- 7 Milk and other dairy products are a good source of:
  - a calcium
  - b protein
  - c carbohydrate.
- 8 Children under 5 should always drink:
  - a full-fat milk
  - b fat-free milk
  - c coca-cola.



## 5-a-day quiz

- 1 How many different food groups are there?
  - a
  - b
  - c
- 2 What does the term 5-a-day refer to?
  - a
  - b
  - c
- 3 Foods high in sugar:
  - a
  - b
  - c
- 4 Calcium helps with the development of:
  - a
  - b
  - c
- 5 Meat is a good source of:
  - a
  - b
  - c
- 6 Which food group should make up most of our daily diet?
  - a
  - b
  - c
- 7 Milk and other dairy products are a good source of:
  - a
  - b
  - c
- 8 Children under 5 should always drink:
  - a
  - b
  - c

## Lesson Plan: Family Programmes

<b>Course title:</b>		<b>Lesson no:</b>	
Bilingual families: Families, Food and Community		7	
<b>Topic: Language and play</b>		<b>Date: 20.5.08</b>	
<b>Aims:</b> To involve learners in practical activities with the children. To consolidate learners' knowledge of relevant lexis. To identify strategies in order to aid spelling. To give advice regarding future classes/courses.			
<b>Learning outcomes:</b> By the end of the session, learners will be able to: <ul style="list-style-type: none"><li>• identify ways in which to support learning through play</li><li>• recite two nursery rhymes to say at home</li><li>• share a book with their child</li><li>• use three different strategies in order to help with spelling</li><li>• identify opportunities for future classes or courses.</li></ul>		<b>Adult curr ref:</b>  Lr/E2.2d, E2.4, Rt/E2.1b, 4a Sc/E2.1a, 1b	<b>Learning outcomes:</b> <i>(for all children)</i> To make play dough food shapes.  To join in nursery rhymes.
<b>Differentiation:</b> See activities below.			
<b>Key aids and resources required:</b> Register, A3 paper: lexis activity, play dough recipe, nursery rhyme handouts.			
<b>Assessment methods:</b> Q&A, check any written work, observe.			
<b>Evaluation:</b>			
<b>What went well?</b>	<b>What didn't go so well?</b>	<b>Possible changes</b>	

## Schedule

Time	Content	Tutor activity	Learner activity
5 mins	Health and safety. Register. Lesson objectives.	Write lesson objectives on the board and introduce aims of joint session: importance of learning through play. <i>First half of class in the crèche.</i>	Any questions.  Join children in the crèche.
30–40 mins	Messy play with the children.  Saying nursery rhymes and reading.	Observe interaction between parents and child. Encourage learners to make play dough food items with their children.  Read out nursery rhymes; talk a little about the history of each one and see if the group can learn two of them. Read aloud and then pass around <i>The Very Hungry Caterpillar</i> .	Make foods (perhaps a pizza) out of play dough.  Say nursery rhymes as a group. Learn two nursery rhymes. Read <i>The Very Hungry Caterpillar</i> .
15 mins	Future courses available to learners: talk by S.	Introduce S to group.	Listen. Ask questions.
<b>Break</b>			
25 mins	Review food/cooking lexis.	Create a diagram on A3 paper with some words that the learners have used during the course. Ask the learners to fill in the boxes with other words we have used. Facilitate.	Work in pairs. Speaking. Writing. Join up with another pair to discuss choices/spellings.
20 mins	Spelling strategies	Hold up a picture of an <i>aubergine</i> . Elicit the correct pronunciation and spelling. Use the phonetic symbols and examples of the sounds to show the learners how to form the word. Compare to the word <i>author</i> and the sound made by the initial letters 'au'.	Listen. Offer suggestions. Practise spelling food items using a variety of different strategies.

		Discuss other strategies: LSCWC/break up into syllables/find words within a word etc. Elicit knowledge of plurals. Can these strategies be used to help older children to learn spellings?	
10 mins	Plenary	Review lesson objectives. Give information about next Tuesday's visit to Pizza Express.	Any questions. Complete learner diary.
<p><b>Differentiated activities and resources:</b></p> <p>Lexis activity: use learners' own knowledge and extend vocabulary if more able learners are keen. Use flashcards of food items to elicit names of foods.</p> <p>During the crèche session, learners to choose activities.</p>			
<p><b>Homework/home activity:</b></p> <p>Make some play dough for use at home. Read and understand the play dough recipe. Use to create play dough food and other objects with the children to encourage the children to retell the story of 'The Very Hungry Caterpillar' or rhymes they have learnt during the session.</p>			
<p><b>Next week:</b></p> <p>27 May 2008 Meet at 2.45 p.m. at the Pizza Express in Goldsworth Road, Woking. Tel: (01483) 750310.</p> <p>The chef will give a demonstration, and then it is a hands-on pizza-making session. Approximately two hours.</p>			

# Aubergine





## Spellings

Tomato (es)

Chicken

Meat

Onions

Aubergine

Beef mince

Sauce

Potato (es)

Vegetables

Celery

Pepper

Yoghurt

Finally

Upside down



## Lesson Plan: Family Programmes

<b>Course title:</b>		<b>Lesson no:</b>	
Bilingual families: Families, Food and Community		8	
<b>Topic: Design a table mat</b>		<b>Date: 3.6.08</b>	
<b>Aims:</b> To review the features of instructional text. To practise pronunciation of the consonant blend ‘ch’. To give practical ideas for developing children’s knowledge of sounds.			
<b>Learning outcomes:</b> By the end of the session, learners will be able to: <ul style="list-style-type: none"><li>• discuss last week’s restaurant visit (relate to other speakers)</li><li>• complete an evaluation of the visit</li><li>• design and illustrate a table mat using a recipe</li><li>• use vocabulary with the consonant blend ‘ch’</li><li>• identify how games can be used to help young children recognise sounds and letters</li><li>• discuss the cultural differences of bringing up boys and girls, and their presence in the kitchen.</li></ul>		<b>Adult curr ref:</b>  Sd/E3.1g, Lr/E3.6a, 7a Rt/E3.3a, Rs/E3.1a, Rw/E3.5a Ws/E3.2a, Ww/E3.1a.	<b>Learning outcomes:</b> (Goals for all children)
<b>Differentiation:</b> Design table mat activity: individually or in pairs.			
<b>Key aids and resources required:</b> Register, restaurant evaluation sheet, A4 paper: table mat competition, felt pens.			
<b>Assessment methods:</b> Q&A, check any written work, monitor.			
<b>Evaluation:</b>			
<b>What went well?</b>	<b>What didn’t go so well?</b>	<b>Possible changes</b>	

## Schedule

Time	Content	Tutor activity	Learner activity
5 mins	Health and safety. Register. Lesson objectives.	Write lesson objectives on the board. <i>Did anyone try out the play dough recipe?</i>	Any questions.
15 mins	Evaluation of restaurant visit.	Promote discussion about last week's visit. Hand out evaluation sheet. Facilitate task.	Take part in discussion. Read and complete sheet. Comments: write in complete sentences. Whole group feedback.
60 mins + break	Design a table mat. During this task, promote a discussion about the cultural differences of bringing up boys and girls and their presence in the kitchen.	Explain task: learners to design and illustrate a table mat. Mention that there will be an element of competition to the task.  Use an example to review language of instructional text and to give learners an idea of how to complete the task.	Listen to instructions. Work individually or in pairs.  Take part in discussion.
30 mins	Extend 'kitchen' lexis using 'ch' blend.	Elicit examples of kitchen lexis with 'ch' blends.  Explain how to play bingo for 'ch'. What other games could they play with their children to help them identify single sounds and letters? Importance of auditory discrimination for children.	Volunteer information.  Play 'ch' bingo.
10 mins	Plenary	Review lesson objectives.	Any questions. Complete learner diary.

### Differentiated activities and resources:

Writing frame: suggested sentences for completion of evaluation sheet.  
Example of table mat and recipe layout.  
Sequence a recipe activity.  
Lexis and definition matching activity.  
Word cards: 'ch' blends.

**Home activity:** Play games with children at home to help them identify initial sounds. If you have access to the Internet, find some games on BBC web site:  
[www.bbc.co.uk/cbeebies](http://www.bbc.co.uk/cbeebies).



## Evaluation of visit to the Pizza Express restaurant in Woking on 27 May 2008

	Yes	No	Comments
Did you enjoy the visit to the restaurant?			
Were you quite happy with the arrangements for the visit?			
Were the instructions given by the chef clear?			
Would you take your family to a pizza restaurant now that you have been?			
Would you have liked to learn to prepare and cook other Italian-style dishes?			
Did the children enjoy the visit?			
Do you think the staff were helpful?			
Will you try making a pizza at home?			

## Lesson Plan: Family Programmes

<b>Course title:</b>		<b>Lesson no:</b>	
Bilingual families: Families, Food and Community		9	
<b>Topic:</b>		<b>Date: 10.6.08</b>	
<b>Aims:</b> Plan, draft and produce a final copy of the recipes to be included in the recipe book. To give advice and guidance for follow-on courses/learning.			
<b>Learning outcomes:</b> By the end of the session, learners will be able to: <ul style="list-style-type: none"><li>• design a front cover for the recipe book</li><li>• decide upon the order of recipes and put together a contents page</li><li>• read and edit the insert for recipe book: Halal and Haraam</li><li>• to know the opportunities available to continue learning</li><li>• use everyday opportunities to develop children’s knowledge of sounds.</li></ul>		<b>Adult curr ref:</b>  Sd/E3.1d, g LrE3.7c, Ws/E3.2a, Wt/E3.1a, b, E3.3a, 3.4a Ww/E3.1a, E3.2a	<b>Learning outcomes:</b> <i>(Goals for all children)</i>
<b>Differentiation:</b> Group work activities will enable peer support.			
<b>Key aids and resources required:</b> Register, restaurant evaluation sheet, A4 paper: table mat competition, felt pens.			
<b>Assessment methods:</b> Q&A, check any written work, monitor.			
<b>Evaluation:</b>			
<b>What went well?</b>	<b>What didn’t go so well?</b>	<b>Possible changes</b>	

## Schedule

Time	Content	Tutor activity	Learner activity
5 mins	Health and safety. Register. Lesson objectives.	Write lesson objectives on the board. <i>Introduce Cheryl and Karen.</i>	Any questions.
20 mins	Advice and guidance.	IAG adviser to speak.	Listen. Ask questions.
15 mins	Choose the best table mat.	Set out the table mats and ask the learners to look at and read each one. Then choose a winner. The mat with the most votes wins. Give out a prize.	Look at and discuss table mats. Choose a winner.
30 mins	Discussion: everyday opportunities for supporting children to learn sounds.	Encourage learners to think of times when they are at home or out, and about when they can look for and talk about sounds e.g. M for McDonalds, first letter of child's name, writing on food packaging, street signs. Discuss use of computers in this context.	Each learner to identify one opportunity that they will use with their child.
<b>Break</b>			
40 mins	Compile the recipe book.	Talk to the group about the recipe book and its contents and illustrations. Write some bullet points on the board showing what it is that needs to be done in order to complete the recipe book.	Decide on the order for the recipes. Draw up a contents page. Draw an illustration for the front cover. Write an introduction for the book. Choose a place in the book for the Halal/Haraam explanation (edit if there are any anomalies).
10 mins	Plenary	Review lesson objectives. Introduce next week's objectives.	Any questions. Complete learner diary.
<b>Differentiated activities and resources:</b>			



**Home activity:** Use some of the opportunities identified by the group to help children identify the sounds of one or two letters.

**Extension:** More able learners to write a short introduction to their own recipe.

## Putting together the recipe book

- Contents page
- Cover: front and back
- Introduction
- Order of recipes
- Halal/Haraam
- Photos taken at Pizza Express
- Inserts of the table mats
- Short piece about each recipe



## Lesson Plan: Family Programmes

<b>Course title:</b>		<b>Lesson no:</b>	
Bilingual families: Families, Food and Community		10	
<b>Topic: Celebration of learning</b>		<b>Date: 17.6.08</b>	
<b>Aims:</b> To review recipe book. To complete evaluation forms. To review ILPs. To enjoy the fruits of our labour!			
<b>Learning outcomes:</b> By the end of the session, learners will be able to: <ul style="list-style-type: none"><li>• interact socially with others over a meal</li><li>• express opinions about the course</li><li>• review their ILP targets</li><li>• write an introduction to the recipe book</li><li>• amend the draft of the recipe book.</li></ul>		<b>Adult curr ref:</b>  Sd/E3.1a, 1d, 1e Lr/E3.6b, 7a Wt/E3.4a Wt/L1.7a.	<b>Learning outcomes:</b> <i>(Goals for all children)</i>  <b>Joint learning</b> To make some simple recipes from the children’s cookery book.
<b>Differentiation:</b> Group work activities will enable peer support.			
<b>Key aids and resources required:</b> Register, draft recipe book, photos, laminated table mats, gifts: children’s cookery book, lunch, draft introduction.			
<b>Assessment methods:</b> Q&A, check any written work, monitor.			
<b>Evaluation:</b>			
<b>What went well?</b>	<b>What didn’t go so well?</b>	<b>Possible changes</b>	

## Schedule

Time	Content	Tutor activity	Learner activity
10 mins	Health and safety. Register. Lesson objectives.	Write lesson objectives on the board.	Any questions.
20 mins	Proofread recipe book. Write an introduction.	Display the draft of the book and ask learners to look at it and make comments. Promote a discussion about the course and whether the learners have achieved the aims/objectives. From this discussion, note (on the whiteboard) some information that might be included in the introduction. Ask the learners to write a few sentences for the introduction.	Participate in discussion. Express opinions.  Discuss and write down some sentences that can be used in the introduction ( <i>see differentiation</i> ).
45 mins	Enjoy lunch and social interaction. Review ILPs one-to-one.		
20 mins	Family learning feedback and parent evaluation forms.	Give out an FLLN evaluation form and assist with completion.  Give out a parent evaluation (QIA) form and assist with completion.	Complete the forms and write comments.
10 mins	Hand out certificates.	Give each learner a certificate for attending and a cookery book.	
15 mins	Plenary	Discuss possible dates for disseminating recipe book. Discuss how learners will use knowledge gained to continue to support children's learning	Any questions. Complete learner diary.
<b>Differentiated activities and resources:</b> Examples of text suitable for the introduction to be available, if required.			
<b>Home activity:</b> Choose a recipe from the children's cookery book to make at home.			



## Introduction

Cooking is important in our family life.

We learnt recipes from our mothers and our grandmothers.

Our mothers taught us how to cook. When we learnt to cook we did not use recipe books. We watched our mothers preparing food and we helped in the kitchen.

In class, we have learnt how to read recipes and follow instructions. We have written down our recipes for you to share.

We hope you enjoy these recipes, which we prepare for our families. We buy fresh ingredients and always try to make healthy dishes. It is possible to find all the ingredients for our recipes here in Woking.

At the end of the recipe book, there are some photos of us that were taken when we went to Pizza Express for a cookery demonstration. We made pizzas with the children and enjoyed eating them when they had been cooked. It was interesting to learn about Italian food, although we would have liked to know how to make the pizza dough.

Enjoy preparing our recipes.