

Scheme of Work



Funded by
Skills Funding Agency



Course title: Parenting	Accreditation opportunities (Including Functional Skills)
Course code:	
Tutor:	Length, start and end date: 6 – 10 weeks
Course aim(s): <ol style="list-style-type: none"> 1. Recognise the reasons why children behave as they do and their role in shaping that behaviour 2. Give positive praise and attention, recognising opportunities in their child’s behaviour to do so 3. Communicate effectively promoting children’s confidence and self-worth 4. Provide a positive learning environment for their children involving teaching new skills and supporting natural development 5. List a range of interesting and engaging activities that children enjoy and be able to deliver and support them confidently 6. Deal confidently with misbehaviour, following through with consequences or praise in every instance 7. Plan and carry out a high risk activity implementing a range of parenting techniques to ensure a positive experience <p>Recognise the feelings and needs of children when they are upset and to deal calmly with high emotions</p>	
Progression opportunities:	

No	Differentiated learning outcomes							What have you planned for Initial Assessment and does it include functional skills?
	Basic	>	>	>	>	>	Advanced	
	Outcome A		Outcome B		Outcome C			
1	Identify targets / goals for change.		Recognise changes needed in children and parent behaviour.		Recognise the reasons why children behave as they do and their role in shaping that behaviour.			Parenting style questionnaire and parenting confidence questionnaire. FS N/A
2	Demonstrate how to give praise for desirable behaviour.		List a variety of ways to give praise and attention and at least one scenario when it could be used.		Demonstrate giving positive praise and attention, recognising opportunities in their child’s behaviour to do so.			

3	Identify at least one thing to do to promote children's confidence.	Demonstrate at least one thing that can promote children's confidence.	Recognise and demonstrate communicating effectively promoting children's confidence and self-worth.	What were the results of your Initial Assessment? How will you apply this to meet the needs of specific learners?
4	Identify at least one strategy for teaching a child something new.	Can identify the correct strategy corresponding to each scenario.	Provide a positive learning environment for their children involving teaching new skills and supporting natural development.	
5	List at least one interesting activity that my child would enjoy.	Demonstrate how to deliver at least 2 positive activities that my child would enjoy.	List a range of interesting and engaging activities that children enjoy and be able to deliver and support them confidently.	
6	Demonstrates appropriate body language and correct phrasing for at least 1 strategy.	Can recall each strategy and the main points for each, including at least 50% of the correct phrasing.	Demonstrate how to deal confidently with misbehaviour, following through with consequences or praise in every instance.	
7	Plan at least one aspect of all high risk activity stages.	Can recall the correct strategies for at least ¾ of the high risk stages.	Plan and carry out a high risk activity implementing a range of parenting techniques to ensure a positive experience.	
8	Recognise the feelings children experience when upset.	Recognise feelings and needs of children when upset.	Recognise the feelings and needs of children when they are upset and to deal calmly with high emotions.	
Outcomes for children (if family learning) N/A				

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development	Good practice checklist
1	1	<p>Ground rules chosen and agreed.</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion, ideas written on flipchart Discussion and notes made in notebooks.</p> <p>Complete parenting slider sheet and discussion. Complete questionnaire (handed in to tutor to score)</p> <p>Complete learning diaries – target setting. ILP Outcomes. Behaviour tracking – sheet provided. ILP completed</p>	<p><i>Discussion</i> Group ground-rules</p> <p><i>Activity</i> Getting to know each other</p> <p><i>Discussion</i> Being a parent – challenges and rewards</p> <p><i>Discussion</i> What do we want for our children?</p> <p><i>Teaching & DVD</i> Influencing factors for behaviour</p> <p><i>Discussion</i> Which of these aspects do you think affect your children?</p> <p><i>Teaching</i> Parenting slider – too soft – too hard – just right.</p> <p><i>Activity</i> Parenting style self-evaluation questionnaire.</p> <p><i>Activity</i> Parents to complete learning diary - target setting – goals.</p> <p><i>Homework</i> Make a note of how often target problems occur.</p> <p><i>Kahoot! Quiz</i> Complete ILPs</p>	<p>Have you planned:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment/checking with learners of Functional Skills English, Maths, IT as appropriate <input type="checkbox"/> Differentiation <input type="checkbox"/> Embedded FS learning opportunities? <input type="checkbox"/> Methods/format for regular recording progress and achievement with learners? <input type="checkbox"/> Timely reviews and recording of learning and progress <input type="checkbox"/> Embedded equality and diversity? <input type="checkbox"/> Enhancement of learning by using digital technologies? <input type="checkbox"/> Attention to health and safety? <input type="checkbox"/> Ensuring learners feel safe and able to raise issues and concerns? <input type="checkbox"/> Timely and sufficient opportunities to raise aspiration and reflect on progression opportunities?

2	2, 3	<p>Discussion re homework – tracking behaviour.</p> <p>Pairs discussion – ideas share with whole group.</p> <p>Question and discussion, ideas shared.</p> <p>Tutor observations of parents practicing and discussing – move between groups.</p> <p>Experiences shared and discussed as a group.</p> <p>Parents to write ideas in their notebooks.</p> <p>Ideas written on flipchart for what to praise. Parents prompted to write ideas in their notebooks.</p> <p>Tutor to move between groups checking and supporting use of strategy.</p> <p>Question and group discussion – check parents’ responses and amend / tweak / correct as needed.</p> <p>Question and discussion – feedback from parents, prompted gently by tutor. Ideas to be written in notebooks.</p>	<p>Overview of session Reiterate ground rules Homework discussion</p> <p><i>Teaching</i> Quality time <i>DVD</i> <i>Discussion</i> ideas for things to do to spend quality time things to do together with you children.</p> <p><i>Teaching</i> Things to talk about with your children <i>Discussion</i> What do children like to talk about? Share ideas. <i>Activity</i> Work through scenarios <i>Teaching</i> Showing affection <i>Discussion</i> How do you give affection? <i>Teaching & DVD</i> Giving Praise <i>Discussion / activity</i> How often do you praise your children? Think of the behaviours you’d like to change Descriptive praise <i>Teaching</i> Tutor model how to give descriptive praise. <i>Activity</i> Break into pairs and practice giving descriptive praise. <i>Discussion</i> How did it feel giving descriptive praise? Discuss potential problem Ways to give attention and for what <i>Discussion</i> Sometimes giving verbal praise isn’t possible due to distance. Share ideas with group. Parenting Style Questionnaires</p>
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		<p>Parents to check the score of their assessment against the scores on ppt. Recognise and discuss where they are in terms of parenting style and what they would like to focus on – discussion. Tutor to support understanding of scoring by checking individually with learners.</p> <p>ILP Completion</p>	<p><i>Activity</i> Give back parents' completed questionnaires from session 1. Show scale results on powerpoint showing how point scores relate to parenting style.</p> <p>Homework – use strategies learnt in session, note reactions and report back next week.</p> <p>Complete ILPs</p>
3	2, 3, 4	<p>Homework discussion – parents share strategy they have used. Tutor to probe as to implementation and effectiveness. Correct / tweak as necessary.</p> <p>Parents to give suggestions verbally – written on flipchart.</p> <p>Parents to give ideas – write on flipchart</p> <p>Parents support breaking down into small steps – write on flipchart</p> <p>Tutor to circulate – check and support individual learners</p> <p>Tutor to circulate – check and support pairs, praising / reminding</p> <p>Parents to say which they think they'll use.</p>	<p>Overview of session Reiterate ground rules Homework discussion</p> <p>Setting a good example - influences and role models. <i>Discussion</i> Who are our children's role models and how can we influence this?</p> <p>Incidental teaching <i>Teaching & DVD</i> This is opportunities to support a child's learning when they approach you. Question and support.</p> <p>Supported learning of complex skills – ask – say – do. <i>Teaching & DVD</i> E.g. brushing teeth, tying shoe laces, washing up. <i>Discussion</i> What could you use incidental teaching for? <i>Group Activity / Discussion</i> Reiterate – break it down into small steps. <i>Individual activity</i> Think of a complex task you could / may teach your child – break it down into small steps – write it in order in your notebook. <i>Teaching</i> Teach each step individually. <i>Activity</i></p>

		ILP completion.	Practice in pairs. One person to be child, other to be parent. Alternate between knowing some steps and not others to give parents a chance to use all three steps. <i>Teaching</i> Review session. Homework – use at least one of today’s strategies.
4	1, 2, 3, 4, 5	<p>Homework shared – assess success / implementation of strategy. Praise / tweak.</p> <p>Question and group discussion – ideas shared by all. Prompt and draw out ideas / thoughts from quieter learners.</p> <p>Ideas discussed and noted on flipchart</p> <p>Question and group discussion – ideas written on flipchart and prompted to write in notebooks. Question – what have you written that you think you’ll try?</p> <p>Discuss barriers and how to overcome these 4 thinking points.</p> <p>Check parents’ understanding of how to play games, support as required by circulating room.</p> <p>Discuss ideas – parents share experiences and practical ideas of how to carry out ideas.</p> <p>Participation and input. Ideas noted by other parents. Feedback re suggestions.</p>	<p>Overview of session Reiterate ground rules Homework discussion</p> <p><i>Discussion</i> Discuss triggers for when children act up. <i>Teaching</i> Often they are bored or they want something / your attention.</p> <p><i>Discussion</i> The best way to deal with misbehaviour is to plan ahead and avoid the triggers.</p> <p><i>Discussion</i> Discuss what your children like to do independently and with parents. Create a group list – parents to write ideas they like in their own notebooks. <i>Teaching</i> Often it boils down to having some good ideas ready and prepared.</p> <p><i>Activity</i> Set up a range of fun activities that are free parents could play with their children and teach them so they could play on their own or with siblings.</p> <p><i>Activity - discussion</i> Share amazing fun activities list to each parent. Allow parents time to read through it and share ideas in pairs. Share with whole group.</p> <p><i>Discussion</i> Discuss free or cheap holiday / weekend activities for families locally. Share ideas.</p> <p>Safety online <i>Discussion</i> What are your concerns about your children and technology? <i>Teaching</i> We need to educate our children about how to stay safe, rather than police their every move. Discuss experiences of online games social gaming that include communication</p>

		<p>Group discussion. Knowledge of apps, sites, programs used to communicate.</p> <p>Group discussion.</p> <p>Check learners as they discuss in pairs. Check feedback during group feedback discussion</p> <p>Feedback – what will you use.</p> <p>ILP completion.</p>	<p>between players.</p> <p><i>Activity</i></p> <p>Scenarios – what are your thoughts on each and what would you do? Work in pairs</p> <p><i>Teaching</i></p> <p>Importance of building trusting, open dialogue and relationship</p> <p>Session review – what will you use?</p> <p>Complete ILPs</p>
5	2, 3, 6	<p>Homework shared – assess success / implementation of strategy. Praise / tweak.</p> <p>Discussion.</p> <p>Write notes in workbooks.</p> <p>Chart created and checked by tutor.</p> <p>Discussion. Check understanding, illicit understanding from each parent by asking – what is your idea, how will you use it? Tweak and praise.</p> <p>Group discussion.</p> <p>Tutor move around the room, checking learners’ understanding and correct implementation.</p> <p>Discussion.</p>	<p>Overview of session</p> <p>Reiterate group ground rules</p> <p>Homework discussion</p> <p><i>Discussion</i></p> <p>What is your strategy for managing / dealing with misbehaviour?</p> <p><i>Teaching</i></p> <p>Ground rules</p> <p><i>Discussion / activity</i></p> <p>Parents to discuss and come up with examples.</p> <p>Parents to design and create a chart but not write rules up.</p> <p>Behaviour charts</p> <p><i>Teaching</i></p> <p>Overview of how they work.</p> <p>Choose 1 target behaviour to focus on.</p> <p>Choose special treat as a reward.</p> <p><i>Discussion / activity & DVD</i></p> <p>Discuss and design chart.</p> <p>Low-level problem behaviour management</p> <p>Directed discussion – fixing low level misbehaviour, e.g. running in the house.</p> <p><i>Discussion</i></p> <p>Think of examples in your family that you could use this strategy for.</p>

		<p>Discussion.</p> <p>Discussion. Participation noted and encouraged.</p> <p>Discussion.</p> <p>Tutor to circulate, supporting learners.</p> <p>ILPs completed.</p>	<p><i>Activity</i></p> <p>Practice in pairs.</p> <p>Planned ignoring</p> <p><i>Teaching</i></p> <p>Used for dealing with minor problem behaviour.</p> <p><i>Discussion & DVD</i></p> <p>What things do children do for attention, how we are inclined to react?</p> <p><i>Teaching</i></p> <p>Only for mild problems.</p> <p>This is a teaching strategy to correct their behaviour.</p> <p><i>Discussion / activity</i></p> <p>Which minor problem behaviours would you use planned ignoring?</p> <p>Dealing with tantrums (lite)</p> <p><i>Teaching</i></p> <p>We want to help ch to understand and deal with their feelings constructively.</p> <p>What is going on for a child - triggers.</p> <p><i>Discussion</i></p> <p>What are the triggers for your child?</p> <p>What are our natural tendencies / reactions as parents to tantrums?</p> <p><i>Teaching</i></p> <p>Being empathetic helps us understand children's need.</p> <p>Remain an observer, not a participant.</p> <p><i>Teaching</i></p> <p>Use the F-N-S tool – acknowledge feelings, recognise their need and move towards a solution.</p> <p>F= recognise the feeling</p> <p>N= acknowledge the need</p> <p>S= move towards a solution</p> <p><i>Activity</i></p> <p>Practice with scenarios.</p> <p>Homework –</p> <p>Complete ILPs</p>
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6	2, 3, 6	<p>Discussion</p> <p>Group activity / Discussion</p> <p>Tutor circulates and supports as learners practice strategy.</p> <p>Parents to note consequence ideas.</p> <p>Discussion</p> <p>Prompts to group to illicit understanding.</p> <p>Tutor to circulate and support.</p> <p>ILPs completed.</p>	<p>Overview of session</p> <p>Reiterate group ground rules</p> <p>Homework discussion</p> <p><i>Teaching</i></p> <p>Reiterate use of ground rules.</p> <p>Giving clear, calm instruction</p> <p><i>Teaching & DVD</i></p> <p>The way in which we give instructions affects the chances of children complying with instruction.</p> <p><i>Teaching</i></p> <p>Steps to follow.</p> <p><i>Activity</i></p> <p>Practice scenarios – how to phrase.</p> <p>Logical consequences</p> <p><i>Teaching & DVD</i></p> <p>This means choosing a punishment that fits the crime.</p> <p><i>Activity</i></p> <p>Discuss and practice what to do when a request / instruction is not followed through.</p> <p><i>Discussion</i></p> <p>Discuss potential consequences for scenarios.</p> <p>How would you phrase your instruction for the following scenarios? Show on Ppt.</p> <p>Quiet Time</p> <p><i>Teaching & DVD</i></p> <p>This means a short period of time away from activity if instruction not followed – in the same room.</p> <p><i>Discussion</i></p> <p>What situations do you think you would use this for?</p> <p><i>Teaching</i></p> <p>Reiterate DVD strategy.</p> <p><i>Activity</i></p> <p>Practice phrasing in pairs.</p> <p>Time Out</p> <p><i>Teaching & DVD</i></p> <p>This is the next step up from quiet time.</p> <p><i>Discussion</i></p>
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			<p>What space could you use in your house for Time Out? What can you say as you put them in TO? Etc.</p> <p><i>Activity</i></p> <p>Practice using strategies in a routine.</p> <p>Behaviour chart.</p> <p><i>Activity / Discussion</i></p> <p>Finishing off charts from previous session.</p> <p>Homework – discuss all consequence strategies with your children calmly and positively when things are going well. Begin using behaviour chart and ground rules.</p> <p>Complete ILPs</p>
7	2, 3, 6, 7	<p>Discussion. Parents to write notes in workbooks.</p> <p>Discuss each point, share ideas.</p> <p>Parents to make notes in workbooks. Discussion.</p> <p>Tutor to move around learners supporting and tweaking techniques.</p> <p>ILPs completed</p>	<p>Overview of session</p> <p>Reiterate ground rules</p> <p>Discuss parenting workshop experience to-date.</p> <p><i>Discussion</i></p> <p>Discuss and identify high risk situations.</p> <p><i>Teaching</i></p> <p>Explore steps to planning for a high risk situation: Share example scenario to put steps together.</p> <p><i>Activity</i></p> <p>Parents plan for their own high-risk situation. Share routines with group.</p> <p><i>Discussion</i></p> <p>Revision of how to use descriptive praise. Revision of logical consequences and giving calm, clear instructions.</p> <p>Complete ILPs</p>
8	2, 3, 6	<p>Discussion.</p> <p>Ideas generated as a group. Prompted to write notes.</p> <p>Discussion.</p> <p>Discussion</p> <p>Discussion</p>	<p>Overview of session</p> <p>Reiterate ground rules</p> <p>Ascertain previous parenting workshop experience / attendance.</p> <p><i>Discussion</i></p> <p>What do we want for our children?</p> <p>Parents need to show that their children matter to them and that their efforts and achievements are recognised.</p> <p><i>Discussion</i></p> <p>What human needs do we have for both adults and children? How others help us feel good about ourselves (now and when we were children).</p>

		<p>Ideas written down in workbooks.</p> <p>Discussion – parents to share their experiences.</p> <p>Discussion.</p> <p>Parents encouraged to make notes. Discussion.</p> <p>Discussion.</p> <p>Tutor to circulate, supporting learners. Group share.</p> <p>Discussion.</p> <p>Pairs work – shared with whole group.</p> <p>Group exercise – share suggestions as a group. Quieter learners prompted.</p> <p>Discussion.</p> <p>Small group discussion – tutor to circulate and support.</p> <p>ILPs completed</p>	<p><i>Discussion</i></p> <p>What is self-esteem? How and why does it go up and down? Discuss ways to encourage high self-esteem (scenarios).</p> <p><i>Activity</i></p> <p>What can you say to your children to make them feel good about themselves? Work through scenarios.</p> <p><i>Teaching / discussion</i></p> <p>Creating a positive environment:</p> <ul style="list-style-type: none"> • The way we interact with children has an impact on their positivity and the way they approach the world around them. • Making time (saying yes rather than no or in a minute). • Enabling children to be safely independent so you don't have to say no / in a minute. • Trust <p><i>Activity</i></p> <p>How to rephrase requests positively.</p> <p>Labelling</p> <p><i>Teaching / discussion</i></p> <p>What labels did you experience when you were children.</p> <p><i>Teaching</i></p> <p>The messages we give – show poem – Just Jack by Janthea Brigden.</p> <p>Avoiding the nag</p> <p><i>Discussion</i></p> <p>What do you nag your children for? What strategies could we use to avoid the need to nag?</p> <p><i>Teaching</i></p> <p>Describe what you want, Offer support, Use descriptive praise for achievements, Use ask-say-do strategy to help learn a new skill, Have realistic expectations Softly bring up how to improve on efforts. Compliment sandwich – I like – next time – and this was really good. Don't labour the point and focus on praise – this will increase the chances of more desirable behaviour in the future.</p> <p><i>Activity</i></p> <p>Practice scenarios.</p> <p><i>Discussion and hand-out</i></p> <p>Share CAT strategy (poster), acknowledge what's going on for child, say what's going on</p>
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			<p>for parent, ask for what you want (tools). Round-up. Overview of strategies and topics covered in today's session. Ask which ones people found most useful. Complete ILPs</p>
9	3, 8	<p>Discussion. Tutor to circulate and support learners. Small group then whole group discussion. Discussion as group. Discussion. Discussion in small groups – tutor to circulate. Discussion. Discussion. Pairs then feedback to whole group. Discussion. ILPs completed.</p>	<p>Overview of session Reiterate ground rules Ascertain previous parenting workshop experience / attendance. Understanding feelings and emotions <i>Activity / discussion</i> Talk with partners about a recent family conflict. <i>Discussion</i> What feelings and emotions were being experienced? What do you think the underlying needs were? <i>Teaching</i> Listen to the tune and not just the words. <i>Activity</i> What needs are not met in these scenarios? Sibling Rivalry <i>Discussion</i> Rivalry between with your siblings when you were a child. Responding to children's feelings <i>Visualisation</i> New partner exercise. Pause and reflect after each section. <i>Discussion</i> Similarities between the visualisation and how children with younger siblings may feel. <i>Activity</i> Imagine child siblings in a similar situation. "He hit me!" Share 3 unhelpful responses. Take feedback and responses to each. How do you think the child feels? <i>Question</i> What response do you think the child would like? <i>Teaching</i> If we recognise the feelings, this can help to identify the needs. Remember that when children are experiencing high emotions their minds are flooded. Recognise feelings, acknowledge needs, move towards a solution (together). Don't just</p>

			<p>say you understand.</p> <p>Fairness</p> <p><i>Discussion</i></p> <p>What does being fair mean?</p> <p><i>Teaching</i></p> <p>Being fair does not always mean treating people in the same way all the time.</p> <p><i>Discussion</i></p> <p>Treat children according to individual needs. Discuss what needs may be different between children, prompt re ages and abilities, behaviour difficulties.</p> <p><i>Activity</i></p> <p>Work through scenarios – it’s not fair.</p> <p>Reflect on today’s session.</p> <p>Complete ILPs</p>
10	3, 8	<p>Discussion.</p> <p>Learner input.</p> <p>Tutor to circulate and support learners working in pairs or small groups.</p> <p>Pairs or small group discussion – tutor to circulate. Then whole group discussion.</p> <p>Discussion</p> <p>Pairs then share with whole group.</p> <p>Pairs work – tutor to circulate and support learners.</p> <p>Learners to share their learning from previous sessions in group prompted by tutor.</p>	<p>Overview of session</p> <p>Reiterate ground rules</p> <p>Previous sessions learning discussion</p> <p>Speaking & Listening</p> <p><i>Teaching</i></p> <p>Conversations with children are two-sided.</p> <p><i>Demonstration / teaching</i></p> <p>Tutor stands opposite them and shouts, “what are you doing!?” Ask what their gut feeling was?</p> <p><i>Demonstration</i></p> <p>Getting alongside children – body language, tone and choice of language when dealing with a challenging situation.</p> <p><i>Activity</i></p> <p>Parents work through scenarios.</p> <p>Tantrums and high emotions</p> <p><i>Teaching</i></p> <p>A tantrum is a word adults use to describe a child feeling overwhelmed with emotion.</p> <p>1) boundaries and they cannot always do as they like.</p> <p>2) an emotional response</p> <p>Some tantrums can be soothed and some need to be completed so that children learn.</p> <p><i>Discussion</i></p> <p>In pairs discuss what triggers tantrums?</p>

		<p>ILPs completed</p>	<p>What do they look like – what do children do? What are our natural reactions? <i>Discussion</i> Think of a time when you either lost it or your emotions were raised. What reactions from others would have helped? <i>Teaching</i> We can fuel the tantrum or calm it. Children need to know how to reconnect with others after an emotional outburst. Some of the feelings children could be experiencing will affect their ability to come out of their tantrum. You're an observer not a participant. Make frequent, calm, kind eye contact. Remind them that you love them. If they run off – follow them, remind them that you love them and you're ready for a cuddle. 1) Fun for other: suggest a pleasant activity to another child 2) Divert anger 3) Let it be 4) Saying sorry Feelings-Needs-Solution Recognise their feelings, acknowledge their need, move towards finding a solution. Reassure that feelings are normal and you understand their needs. When things are calm, have a discussion with your child about how we can manage our frustrations. <i>Activity</i> Work through scenarios. <i>Teaching</i> Reiterate learning from sessions 3 and 4 – start, stop routine, ground rules, controlled ignoring, logical consequences, quiet time and time out. Complete ILPs & Evaluation of course with learners</p>
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How will you know the course aims and LOs have been achieved?

Post-course parenting style questionnaire (same as one completed in session 1. People joining part way through will be asked to complete a questionnaire.

Tutor reflection / Notes for future delivery