

Scheme of Work

Course title: Building Family Resilience Course code:	Accreditation opportunities (Including Functional Skills)
Tutor: Jonothan Hope	Length, start and end date: 6 – 7 weeks
Course aim(s):	
<ol style="list-style-type: none"> 1. Understand how praise and attention can affect behaviour, confidence and self-esteem 2. Understand what resilience is and how to grow it 3. Support children to become more independent 4. Manage and resolve conflict 5. Manage tantrums 6. Set and stick at goals 	
Progression opportunities: Universal Learning Skills, Triple P Parenting, Transition and Managing Change.	

No	Differentiated learning outcomes							What have you planned for Initial Assessment ?
	Basic	>	>	>	>	>	Advanced	
	Outcome A		Outcome B		Outcome C			
1	Can give examples of times when I praise my child		Can give praise and attention to improve behaviour		Can descriptively praise my child focusing on behaviour I want to change			Google Form Questionnaire
2	Can articulate what my child wants more independence with or will likely want soon		Know at least one way to support my child's independence		Can use an autonomy contract to increase independence in children			
3	Can articulate what resilience is and its links with confidence and growth mindset		Have a plan to help build my child's resilience		Can identify the strengths and weaknesses relating to resilience influencing factors in child's life			
4	Can recall instances of conflict and reflect on ways of managing them		Know the phrasing of how to recognise and respond to my child's emotional needs during a conflict.		Can use positive phrasing to ensure a positive response during a conflict and can use a conflict resolution strategy when needed			

5	Recognise which of the two possible reasons are behind each tantrum	Know how to manage my child's emotional outbursts	Can use a strategy and report positive feedback from using it.	
6	Can articulate the difference between goals and aspirations and how this is relevant to me	Can set goals and know how to achieve them	Can create a detailed, realistic step by step plan to achieve a goal	
7	Can help my child to understand the meaning of SMART	Can effectively support my child to set and plan goals	My child can set a goal that is SMART and work towards it	

No	Differentiated learning outcomes for embedded Functional Skills							What have you planned for Initial Assessment and does it include functional skills?
	Basic	>	>	>	>	>	Advanced	
	Outcome A		Outcome B		Outcome C			
8	Write single words during Padlet activities		Complete learning diary entries with good SPAG		Can create well-structured sentences and paragraphs as part of personal planning documents from GC			See above
No	Differentiated learning outcomes for Employability Skills							What have you planned for Initial Assessment and does it include functional skills?
	Basic	>	>	>	>	>	Advanced	
	Outcome A		Outcome B		Outcome C			
9	Can attend each session on time		Can relate skills learnt to the world of work		Can relate skills learnt to personal, transferrable skills and identify career choices as a result.			See above
Outcomes for children (if family learning) <ol style="list-style-type: none"> 1. Create a plan for achieving a goal 2. Understand and articulate what resilience is and how it is built 3. Recognise the importance of making and learning from mistakes. 								

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills/employability skills development; digital inclusion; use of LSA if available.
1	1,8,9	<p>Verbal group input Tutor-led Feedback re understanding and questions as necessary. Questions from learners as necessary. Learning diaries Verbal input from learners, clarified and summarised by tutor. Breakout room discussion, tutor observation in BOR. Padlet. Group Discussions. Tutor observation. Miro board. Diary entries completed by learners.</p>	<p>Introductions Course Overview The Techy Stuff Online Housekeeping Learning Diaries Group Agreement Session Overview Things to talk about with your children Giving Praise Diffusing Situations Attention Quality Time Summary Learning Diaries Next Week</p>
2	2,8,9	<p>Tutor-led, feedback re understanding and questions as necessary. Verbal input from learners. Verbal feedback and Padlet board rules idea generation. Save board as image and post to Google Classroom. Padlet boards. Tutor observation in Breakout Rooms. Offer support and guidance by dropping in and out of BORs. Group discussion. Discussion in BORs, notes created on Padlet board. Saved and shared on GC. Discussion. Tutor observation in BORs. Autonomy contracts completed and saved. Learning diaries completed.</p>	<p>Introductions Course Overview The Techy Stuff Online Housekeeping Learning Diaries Group Agreement Session Overview House Rules Direct Discussion Why Questions Support & Nudge Trust and Responsibility Autonomy Contract Summary Learning Diaries</p>

3	3,8,9	<p>Tutor-led, feedback re understanding and questions as necessary.</p> <p>Tutor-led, questions from learners as necessary.</p> <p>Verbal input from learners.</p> <p>Discussion and Padlet board entries. Saved and posted to GC.</p> <p>Tutor observation.</p> <p>Learners to snap photo evidence and post to GC.</p> <p>Discussion. Tutor observation.</p> <p>Personal self-assessment completed as Google Doc, stored on GC.</p> <p>Observation of small group discussion in BORs.</p> <p>Diaries complete.</p>	<p>Introductions</p> <p>Course Overview</p> <p>The Techy Stuff</p> <p>Online Housekeeping</p> <p>Learning Diaries</p> <p>Group Agreement</p> <p>Session Overview</p> <p>What is Resilience?</p> <p>Resilience in Practise</p> <p>Resilience Ingredients</p> <p>Personal Experience</p> <p>Summary</p> <p>Learning Diaries</p>
4	4,8,9	<p>Tutor-led, feedback re understanding and questions as necessary.</p> <p>Tutor-led, questions from learners as necessary.</p> <p>Verbal input from learners.</p> <p>Discussion. Tutor observation.</p> <p>Tutor observation of group discussions.</p> <p>Tutor observation of discussions and Padlet board notes.</p> <p>Tutor observation of discussions. Group feedback and follow-up discussion / summary.</p> <p>Tutor observation</p> <p>Padlet entries.</p> <p>Discussion.</p> <p>Diaries complete.</p>	<p>Introductions</p> <p>Course Overview</p> <p>The Techy Stuff</p> <p>Online Housekeeping</p> <p>Learning Diaries</p> <p>Group Agreement</p> <p>Session Overview</p> <p>What is Conflict?</p> <p>Family Conflict</p> <p>Feelings & Needs</p> <p>Needs</p> <p>Responding to Children's Feelings</p> <p>Resolving Conflict</p> <p>Session Summary</p> <p>Learning Diaries</p>
5	5,8,9	<p>Tutor-led, feedback re understanding and questions as necessary.</p> <p>Tutor-led, questions from learners as necessary.</p> <p>Verbal input from learners.</p> <p>Tutor observation and Padlet board entries.</p>	<p>Introductions</p> <p>Course Overview</p> <p>The Techy Stuff</p> <p>Online Housekeeping</p> <p>Learning Diaries</p>

		<p>Tutor observation Padlet entries Tutor led Discussion Padlet entries. Discussion, tutor observation. Tutor observation of group discussions in BORs / small groups. Discussion Tutor led Diaries complete</p>	<p>Group Agreement Session Overview Feeling Good Self-esteem Promoting Self-esteem Positively Speaking Labelling Tantrums and High Emotions Triggers Feelings-Needs-Solution Saying Sorry Session Review</p>
6	6,7,8,9	<p>Tutor-led, feedback re understanding and questions as necessary. Tutor-led, questions from learners as necessary. Verbal input from learners. Tutor led. Discussion. Learner verbal input. Tutor observation of small group discussions. Padlet entries. Discussion input recorded on PowerPoint entry fields. Saved and shared on GC for reference. Discussion and Padlet notes. Tutor led. Discussion. Verbal feedback. Discussion. Steps sheet completed, linked on GC. Google Forms entries. Verbal discussion. Discussion. Tutor observation. Miro board input. Saved and shared on GC. Tutor led. Diaries complete</p>	<p>Introductions Course Overview The Techy Stuff Online Housekeeping Learning Diaries Group Agreement Session Overview Reflection & Planning Aspirations vs. Goals Different Types of Goals Setting New Goals & Sticking at them Planning the Steps Choose a Goal Little Steps Motivation Habit Forming Session Summary Learning Diaries IA/ Progression</p>
Final session	1 - 9	<p>Discussion Padlet entries Learning diaries complete</p>	<p>Washup, catchup on missed sections Review and feedback Celebration and certificates</p>

		Tutor observation of activity.	Evaluation of course with learners Summative Assessment and ILPs
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How will you know the course aims and LOs have been achieved?
Ongoing observation and review of written work, in relation to outcomes.

Tutor reflection / Notes for future delivery

Good practice checklist: Does your planning include:
 Adequate differentiation Digital inclusion Embedded equality and diversity/FBV/PREVENT Attention to health and safety
 Embedded employability and financial competence
 Timely reviews and recording of learning and progress (on ILPs or other method) Opportunities to ensure learners feel safe and able to raise issues and concerns? Timely and sufficient opportunities to raise aspiration and reflect on progression opportunities?