

# Ways to engage children in home learning



Miss Murray  
Support For Learning



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## Environment organisation

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# INFORMATION AND ADVICE



These slides aim to provide some information, tips or advice on ways to support your child/children to engage with home learning (HL). It is not intended to create comparisons, feelings of inadequacy or suggest a 'one size fits all' approach at this difficult time.

Every home learning environment and situation will be different for each family and I understand that the advice given here may not be applicable to all.

# INFORMATION AND ADVICE



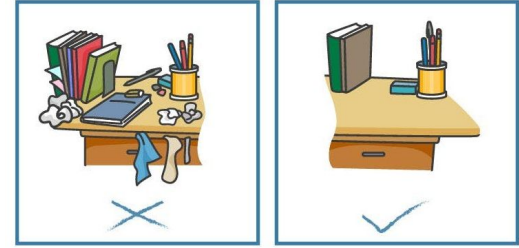
If you or your child feel stressed or unable to participate in home learning sometimes please do not worry about your child's overall progress and don't feel pressured to encourage your child to complete work at that time.

At this difficult, uncertain time you and your child's well being are most important.

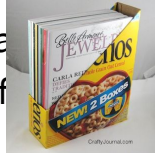
We will all work together to ensure appropriate progress and development for your child when we return to school. :)

# ENVIRONMENT - SPACE

## Top tips



1. Have a **desk** or table set up in a **brightly lit area**
2. Make sure the **child's chair is an appropriate height** - feet on the floor if possible (for comfort and best working/writing posture) and they are **comfortable**
3. **Minimise distractions** - be aware of television, radio, kitchen preparation noises during home learning activity times. Keep toys and games out of sight to avoid a wandering, hopeful gaze!
4. **Keep clear and carry on** - try to make sure the HL space is organised and clear of clutter.
5. **Keep materials organised** in containers for **quick access** and clear workspace - yoghurt pots, take away tubs can be handy for stationary, old cereal boxes can be handy box files for jotters and papers, clothes pegs can keep papers bundled together.



# STRUCTURE - VISUALS

## Top tips



1. **Display a timer** - displaying a sand timer or digital timer can structure a learning activity and 'chunk it up' making a learner more likely to engage when they KNOW **how long the activity will last** and what your **expectation** is. You and your child will start to learn **how long it takes to complete or partially complete** certain activities which will inform your 'timings' from then on.

This website has a mixture of fun, noisy timers for countdowns or silent timers which children are familiar with seeing and using in classrooms: <https://www.online-stopwatch.com/classroom-timers/>

# STRUCTURE - VISUALS

## Top tips

2. Display a daily schedule or timetable within the HL space right next to the child OR somewhere easily accessible (e.g. fridge door, cupboard, wall space, door front, mirror)

Completing, displaying and referring to a daily activity schedule can be very beneficial to create and ensure:

- routine
- predictability
- shared expectations between you and your child for that session or day



# STRUCTURE - VISUALS

E.g.












Monday 27th April	
9:00am	Joe W PE. <span style="border: 1px solid black; padding: 2px;">PE</span> trampoline (garden)
9:30am	break
9:45am	Bill - read novel Bob - maths game Ben - write diary
10:15am	break
10:45am	Bill - maths sums Bob - read chapter Ben - read book
11:15am	break

NAME:

DAY:

## Daily activity schedule

The timer should be set to keep track of activity and brain break start and end times

 Time	 Subject	 Activity (What to do)	 5 min brain break:	Finished or  Will do more later 
9:00 - 9:25	Maths	1. CLIC warm up - C (3 sums for decimals) see CLIC grid 2. 4 in a row multiplication game with mum	watch a music video on Youtube	
9:30 - 9:55	Reading	Read set novel - p 34 - 48	keepy uppiess in the garden	 need to finish p40-48
10:00 - 10:30	Reading	Task map activity - talk/write a speech of something I want to motivate others to do!		
10:30 - 11:00	<b>Break &amp; snack</b>			
11:00 - 11:25	Maths topic lesson	1. Read and listen to activity instructions with mum 2. Find 5 objects to measure 3. Write 5 objects & cms	lie on my bed!	 did 3 objects
11:30 - 11:55	Health & Wellbeing	1. write out my gratitude list for today 2. Ask mum and dad about what is on their gratitude list	listen to my favourite song	
12:00 - 12:30	Finishing	Finish reading Mark maths and do 2 more examples		
12:30 - 1:30	<b>Lunch</b>			

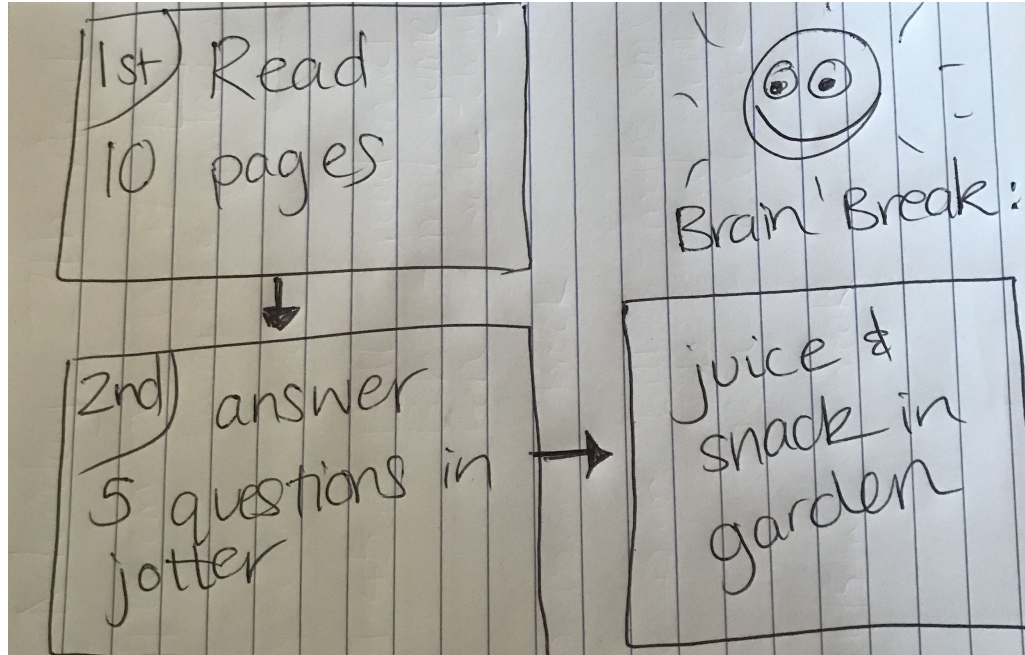
For some children it may be helpful add 'brain breaks' in between short chunked up activities!



# STRUCTURE - VISUALS

E.g. of a 'brain break' menu and first/then chart

to further 'Chunk up' activities:



## BRAIN BREAK MENU



5 minutes each – use phone or ipad to time these!  
When the timer goes off – return to your home learning desk, ready for your next short activity!



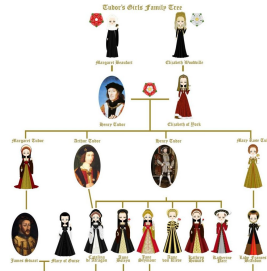
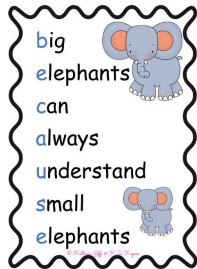
<b>Chill on your bed/sofa</b> 	<b>Do some stretches</b> 	<b>Watch Youtube video</b> 	<b>Listen to a favourite song</b> 
<b>Hug a pet</b> 	<b>Do start jumps or running on spot</b> 	<b>How many pairs of socks can you throw and aim into the washing basket?</b> 	<b>Make or eat a snack</b> 
<b>Do some colouring in</b> 	<b>Play with a toy /game</b> 	<b>Add a bit more to a jigsaw puzzle</b> 	<b>Do some keep uppies</b> 
<b>Watch TV</b> 	<b>Ask who would like a drink of water/juice/tea and make/bring it to everyone!</b> 	<b>Look at a magazine or book</b> 	<b>Chill in the garden</b> 

# STRUCTURE - VISUALS

3. Display notes, posters, post its, or top tips around the HL environment (if space allows for this).

Displaying visuals such as **acronyms**, **mnemonics**, **spelling rules**, **numeracy strategies**, a history **timeline** etc can provide a **quick** and **easily accessible memory aid** during learning.

Displaying celebrated pieces of work, quotes, affirmations, images of your child's areas of interest may provide **motivation**, **boost confidence**, help them to **generate ideas** and **create a positive encouraging environment** for learning.



# STRUCTURE - VISUALS

## 9 REASONS TO USE VISUALS

www.northstarpaths.com

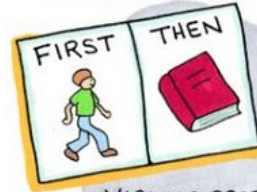
@kwiens62



- VISUALS ARE PERMANENT  
(SPOKEN WORDS DISAPPEAR)



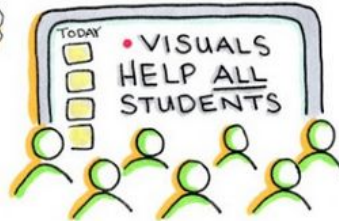
- VISUALS ALLOW TIME  
FOR LANGUAGE PROCESSING



- VISUALS PREPARE  
STUDENTS FOR TRANSITIONS



- VISUALS HELP KIDS  
SEE WHAT YOU MEAN



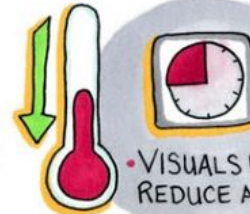
- VISUALS HELP  
BUILD INDEPENDENCE



- VISUALS ARE TRANSFERABLE  
BETWEEN ENVIRONMENTS  
AND PEOPLE



- VISUALS HAVE NO ATTITUDE  
• NO TONE • NO FRUSTRATION  
• NO DISAPPROVAL



- VISUALS HELP  
REDUCE ANXIETY

Kristen Wiens 2017

# MANAGING EMOTIONS - CHOICE & ENJOYMENT



## Top tips

1. Create an activity schedule or to do list together - ask your child which order they would like to do the activities in.
2. Create a 'brain breaks' choices menu and let them choose which break they would like.
3. If a child is struggling with a particular lesson or concept, give perhaps give 2 choices about alternative tasks or activities (things you know they enjoy or feel confident with) to do instead and explain you can revisit and try again with the tricky task later, tomorrow, etc.

# MANAGING EMOTIONS - FEELINGS & FEEDBACK



## Top tips

1. If a child is **refusing to engage** with HL activities on a particular day or session **be reflective** - ask yourself about the prompts in the previous slides about the **environment, structure, visuals, routine, predictability, visual supports** etc. Can any small changes be made to improve these?
2. If a child is refusing to engage - **encourage them to reflect with you and discuss** - how they **feel** (help them to name the feelings) **acknowledge and affirm their feelings** (but if they have shown inappropriate behaviours/actions explain these are not appropriate). **Ask if they know WHY they feel this way.**
3. **Discuss the problem**, and ask if they have any **suggestions of ways to solve the problem or things that might help**. If they are unable to suggest the advice in the previous slides may guide your discussion or changes moving forward.
4. **Refer to feelings and ways to solve this problem** or others as they arise. You could **display feeling words and strategies** (ways you did or could solve the problem or difficulty). **Praise their efforts** when appropriate behaviours are shown.



# FURTHER INFORMATION / ADVICE



I hope some of this information has been useful and supportive as an approach as we continue with home learning.

The chart examples shown here will be available on the Broomhill School website if you wish to print and use but handwritten charts will work well also!

If you have any particular questions on how to support your child or an area of concern about your child's learning please feel free to contact me along with your class teacher via email - [gw15murraystacy@ab-ed.org](mailto:gw15murraystacy@ab-ed.org)

Miss Murray - Support For Learning teacher