



Skolestart

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Good ID

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Præsentation

Hvem er vi?
Hvor skal vores børn gå i skole?

The trainer welcomes parents, pedagogues and teachers present and invites everybody to present themselves shortly. The trainer provides the participants with name labels.

The presentation is important to obtain a good contact to the attending parents.

Everybody is asked to tell their name and name of their child, how many children they have and which school the child is enrolled at.

The presentation is performed in plenum.



Hvordan var min skolestart?

Hvad kan jeg huske fra mine første skoleår?

Hvad var godt?

Hvad kunne jeg ikke lide?

The trainer introduces the slide: When your child starts school it comes natural to reflect on your own school start. How were your own school years, what did you like and what not. It is important to be aware of these pros and cons to understand your own attitude to your child's school.

The trainer then divides the participants into small groups and asks them within 10 minutes to discuss the questions of the slide. After that the groups report in plenum.



Hvad forventer jeg af folkeskolen

- Hvad ved jeg
- Hvad glæder jeg mig til
- Hvad er jeg bekymret over

After having discussed the personal experience with school in one's own childhood the trainer invites the participants to discuss the expectations they have to their child's school. The participants are asked to discuss in the same groups what they expect from their child's school. First they should each tell what they know about school already, then what they look forward to and what they fear. When they have had 10 minutes for debate they let a spokesman report what they discussed. The trainer makes a list of plus and minus as to expectations.

Hvordan lærer dit barn?

Tale
Gå
Spise
Hygiejne
Tegne
Færdes i trafikken
Cykle
Læse
Regne

The trainer introduces this slide by pointing out some of the competences their children have obtained and are going to obtain such as talking, walking, eating with good manners, hygiene (wash hands, shower etc), drawing, manage to get around in traffic safely, biking, reading and doing math. Then the participants are asked to discuss how a child learns. The aim of the exercise is to raise parents' awareness of how much influence they have on the child's learning process and that there are different approaches in the learning process. The trainer hands out to each group a paper with the competences and ask the participants to write on the paper who has taught the child the mentioned competences. The trainer urges the participants to write other competences not already written on the paper.

The participants are asked to make the exercise in groups in a 10 minutes' debate. After that they tell about their debate in plenum. The participants are asked to hand over the paper to the trainer.



Fælles ansvar for læring og opdragelse

Glade børn har lyst til at lære

- Hvad kan skolen gøre?
- Hvad kan jeg som forælder gøre?

The trainer asks as introduction to the slide if the participants are aware that they play a role in both learning and upbringing of the child. The trainer asks in plenum if parents' motivation and attitude were important when their child learned talking and walking at home and if they find it important in school as well. The sentence happy children want to learn is discussed in plenum.

Then it is time to discuss in groups what school is responsible of and what parents are responsible of. They are asked to discuss 10 minutes in groups and after that there is a plenary session in which each group informs about their discussion.



Hvordan gør jeg mit barn klar til skolen

- Søvn
- Kost
- Bevægelse
- Sprog
- Disciplin (sidde stille, adlyde, høre efter)
- Lytte
- Koncentrere sig
- Turde udtrykke sig og turde spørge
- Hygiejne

The trainer explains that the participants are now going to discuss in what sense the parents can take a basic responsibility of their child's learning. Before the groups start discussing the trainer lists a number of items that could be considered important as to learning. The notion of discipline is explained as the ability to sit still when asked to, to obey the teacher and to listen to the other children and adults and be a part of a group). The participants are asked what they understand by hygiene to little children. The trainer tells that a lot of children are afraid of going to the toilet in school or they forget to wash their hands. After this introduction the trainer hands out illustrated cards with the items of discussion on. The participants are asked to discuss the cards and eventually to form new notions.

They start discussing in groups. Ten minutes later there is a plenary session on the group discussion. The trainer writes notes on a flip over.

Hvor kan jeg få hjælp?

- De andre forældre
- Klasseråd
- Skolebestyrelse
- Lærer
- Skoleleder
- Sundhedsplejerske
- PPR
- Skoleforvaltningen
- Skole og Samfund
- Forældrerådgivningen

The trainer presents the headline of the slide and asks the participants if they know where to ask for help if they have questions concerning their children's school. The ideas of the participants are written on a flip over. After the plenum discussion the trainer presents the rest of the slide and asks if the participants if they are familiar with the different words. In cases where nobody can explain the trainer takes over.

Disciplin og god opførsel. Hvad kan forældre gøre?



- Hvordan børn lærer
- Disciplin
- Demokrati i opdragelsen
- Søvn, kost og bevægelse
- Fælles ansvar

The trainer informs of a brochure in which the participants can get information and comes up with the web address from where the brochure can be downloaded (www.skole-samfund.dk). The brochure is written in 6 languages (Danish, English, Turkish, Arab, Somali, Urdu).



Hvad forventer skolen af mig som forælder?

- Opdrage barnet
- Komme til møder
- Deltage i debat
- Støtte barns læring
- Deltage i sociale arrangementer
- Give tilbagemelding på beskeder
- Henvende sig til skolen med problemer
- Giv besked om sygdom og fravær

The trainer asks the participants what they think school expects from them as parents. The ideas are written on a flip over. After that the participants discuss in groups which of the sentences are most important and why. They inform about the debate in a plenary session. The trainer adds new ideas to the flip over. Finally the trainer presents the sentences on the slide.

Hvad er der brug for i fremtiden?

- Landbrugssamfund
- Industrisamfund
- Videnssamfund

The trainer hands out three cards to the groups – illustrating each a society (agriculture, industry, knowledge). The participants receive small cards to be on one of the cards according to where they fit in. Cards should illustrate a man behind an old plough, a man working in a factory and a girl in front of a computer or in an air plane. 5 different small cards for each kind of society. The participants are asked to match the small and the big cards. The trainer draws a time line with the three historic and economic societies.

Videnssamfundet

Hvad betyder det for skolens indhold?

- Gruppearbejde
- Projekter
- Learning by doing
- IT
- Sprog

The trainer presents the headline and asks in plenum what their children must learn to be successful in a society of knowledge. The ideas are written on a flip over. After that the trainer presents the rest of the slide. The trainer explains what is meant by learning by doing, that a person who is active learns easier than by having only theoretical knowledge while sitting at a school bench.

Hvad skal mit barn lære?

- Hvad siger loven?
- Hvad siger kommunen?
- Hvad siger skolebestyrelsen?
- Hvad siger læreren?
- Hvad siger SFO?

The trainer explains that there are certain demands as to what schools are to teach. The participants are asked if they know who decides. The trainer writes the ideas on a flip over. After that the trainer shows the rest of the slide and explains shortly that the school act is like an umbrella, underneath which you have the municipality, the school board, the headmaster, the teachers and the dare care centre of the school, the three latter to perform the daily contact with the children at school.

Læringsbegrebet i Folkeskoleloven



- Succes
- Selvværd
- Tværfagligt arbejde
- Projektarbejde
- Gruppearbejde
- IT fra 1. Klasse
- Medansvar for egen læring

The trainer explains that there are elements of the school act that cannot be discussed unless parents enter politics. Such as the fact that the act says that pupils are supposed through teaching to feel success and self esteem. The participants are asked to discuss what is meant with these two words and if they find that important in their own upbringing as well. The participants discuss 10 minutes in groups. The trainer is available during the group work to answer questions. After that they announce in plenary asked if they understand the meaning of the words and if they think it is suitable for teaching.

Skole-hjem samtaler

- Hvad kan mit barn
- Elevplan
- Aftaler mellem barn, forældre og lærer

The trainer explains that the partnership between parents and school is divided in what is about the common responsibility of all parents towards the school and the class and what is the individual partnership between the individual parents and their child and the teachers. To fulfil the latter parents are invited to two yearly dialogues about their own child. Here parents will hear about the competences of their child both as to academic skills and social skills. Besides the parents and the child are expected to discuss the pupil's plan which is a report of the present competences of the child and a plan of what the child is going to work with in future. At the very end of the dialogue meeting the parents, the child and the teachers make an agreement on what the child is going to work with during the next half year.

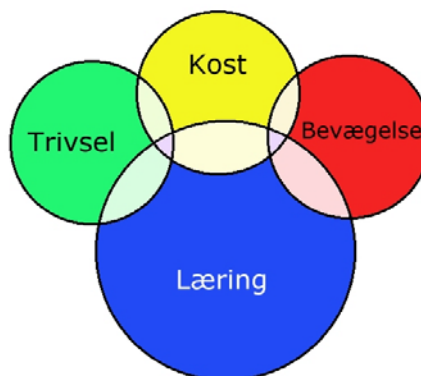
Mulighed for støtte

- Svært ved sproget
- Svært ved at lære
- Svært ved at være rolig
- PPR
- AKT

The trainer introduces this slide by saying that all parents hope for the very best when their child starts school. Then the parents are asked to discuss in groups if they fear any obstacles to the success of their child in school and if they have any solutions to problems that might occur. After ten minutes discussion the participants report in a plenary session. The problems and solutions mentioned are written on a flip over. After that the text of the slide is presented and the abbreviations PPR (Pedagogic psychologic counselling) and AKT (behaviour, communication and well being) are explained.

Sammenhæng mellem opdragelse, adfærd og læring

- **Barnet går i skole for at lære**
- **For at lære er det vigtigt, at barnet har betingelserne for et sundt læringsmiljø i skolen, hjemmet og fritiden**



The trainer asks the participants what connection they see between learning, well being, nutrition and fitness. After a plenary session the trainer presents the slide and comes up with an explanation of the diagramme with the circles.

At the end the the trainer asks if there are questions or comments.

The trainer hands out the brochure about school and explains the headlines. At the end of the programme a poster with ten ideas of how parents can support their children is handed out to the participants. The trainer thanks the participants and invites them at any time to contact the trainer, the teacher, the headmaster or other parents when they have questions about school.