

Studying at Home

A Solid Foundation Course for Parents

Golden Moments

Session 3

MATH

HISTORY

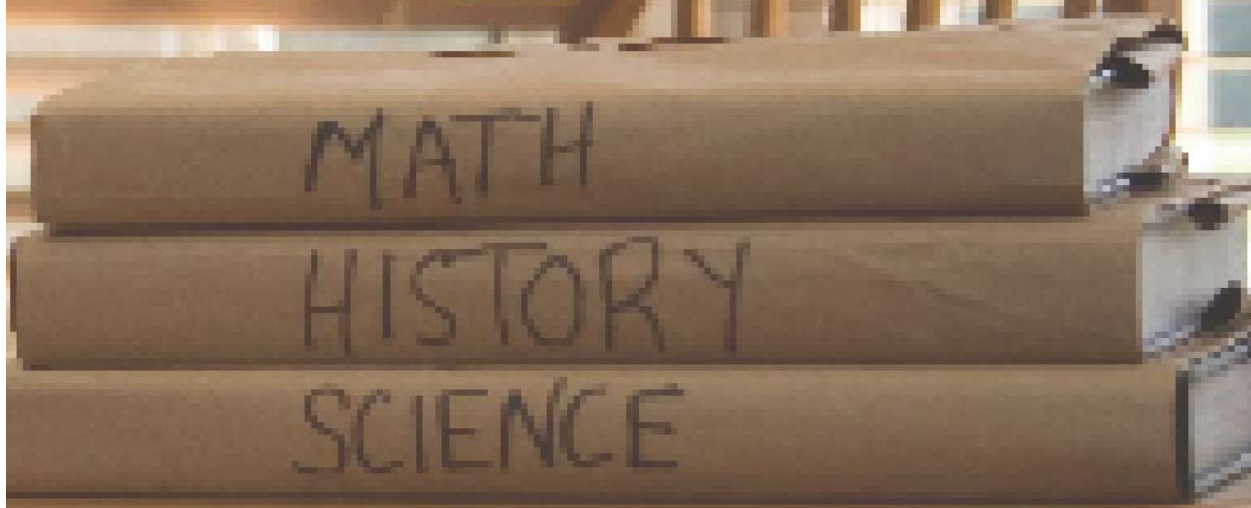
SCIENCE

Studying at Home

A Solid Foundation Course for Parents

Golden Moments

Session **3**



Name _____



Children learn to read, reason,
and understand things better
when their parents read, talk, and
listen to them.



What Works: Research on Teaching and Learning
U.S. Department of Education

Welcome back!

Studying at Home

A Solid Foundation Course for Parents

Session 3

Did everyone sign the sign-in form?

Name tags in place?

Great!

Tasks from Last Session

At the last session, we agreed to complete tasks with our families. As I read each task, make a check if you completed the task with your family.

Check if completed:

- _____ 1. I CHECKED my children's study schedules for the week.
- _____ 2. I CHECKED to see that my children followed their study schedules and used their study time wisely.
- _____ 3. I HELPED my children start and keep learning charts (K-3) and assignment notebooks (grades 4 - 8).
- _____ 4. I CHECKED, initialed, and dated my children's learning charts and assignment notebooks each school day.
- _____ 5. I PRAISED my children for good study habits and for constructive attitudes about school and learning.
- _____ 6. I HELPED my children to be better listeners by teaching them the rules of ACTIVE listening.
- _____ 7. I was an ACTIVE listener for each of my children at least one minute each day, giving each child undivided attention and eye contact.

**TELL THE
GROUP**



At the end of the last session, we made a commitment to complete the tasks listed above. I will tell you about my family's experience with each task. Then each of you will share your family's experience. Tell the group how you did with your tasks. If you had a great success, share your excitement with the group. If you had problems, maybe the group can give you suggestions. Our work with our families between sessions is the most important part of this course, so let's take time to discuss our progress and be helpful to one another.

Group Leader: Allow about 15 minutes to report and discuss progress with tasks from last session.

*Our work with our families
between sessions is the most
important part of this course.*

Golden Moments

Session 3

This is the final session of the *Studying at Home* course. Our children have learned to find the time to study by planning the week's events on a study schedule. They have established a special place to study and are sharing their learning charts and assignment notebooks with us. We are using the **Help•Check•Praise** method to develop our children's good habits and attitudes. We are being ACTIVE listeners and teaching our children to listen ACTIVELY. In this session, we will learn about the magic of golden moments and will practice a family meeting.

As parents, the effects of our relationships with our children today will be felt far into the future. In each interaction with our children, we are touching their tomorrow. These interactions can be golden moments—times when we teach our children the attitudes, habits, and skills that will contribute to excellence in life.

When we talk with our child about the book she is reading, we have the opportunity to make it a memorable talk—a golden moment. When we help our child prepare his study schedule, we can shape his future. When we pat our child on the back and praise her for her good study habits, we are building the adult she will someday become. Each time we speak with our child or share an activity with our child, the opportunity for a golden moment occurs.

As parents, the effects of our relationships with our children today will be felt far into the future.

Lesson 1: Special Interactions

In completing our tasks for the week for the first two sessions of *Studying at Home*, we have experienced many interactions with our children. In these interactions, we have probably learned something new about our children and about ourselves. Some of these interactions have produced special memories that we will want to hold in our minds as our children grow older. Think of one of those special, golden memories to share with the group. Did you learn something new about one of your children? Did you learn something new about yourself? Did you have a special interaction with one of your children that you want to preserve in your memory?

EXERCISE



SPECIAL MEMORY

What special memory do you want to preserve from your interactions with your children while working on your tasks for the week? Jot a few words that will help you remember the interaction:

TELL THE GROUP



I will share my special interaction with the group. Then I will ask each group member to share his or her special interaction.

Lesson 2: Family Meetings

Session 3







Family meetings provide an excellent opportunity for golden moments among members of the family. They are a good way for the family to provide support and guidance for one another.

The family, as we define it here, consists of the child and those with whom he shares daily living in the home. This may be a family with two parents and one or more children. It also may be a one-parent family or may include a grandparent or other relative in the home. Whatever form the family takes, family meetings should include all the members of the family.

Most families are so busy that they must plan ahead for family meetings. Perhaps a family meeting can be held once each week after a dinner when everyone is home. Maybe Sunday evenings are a good time for the family. Find a time when everyone is available for about 45 minutes. The first time we ask to have a family meeting, our family may think it is a peculiar request. But after a while, family meetings will be something special that our family enjoys. Family meetings will become a habit.




Ground Rules for Family Meetings

The simple rules for family meetings are:

-  Everyone attends.
-  No television, radio, stereo, or other distractions.
-  Family members are courteous to one another.
-  One person speaks at a time.
-  Everyone's opinion is respected.
-  The family applauds politely after the warm-up activity, at the end of the meeting, and at other appropriate times.

Family Meeting in Three Steps

Once we have called a family meeting and our family has gathered around us, what do we do? We just follow three simple steps.

-  STEP 1: A warm-up activity to make everyone comfortable
-  STEP 2: A topic to be discussed
-  STEP 3: A closing activity

STEP 1: WARM-UP ACTIVITY

A warm-up activity helps everyone relax, get comfortable with each other, and get in the spirit of a family meeting. In a warm-up activity, each member of the family participates. A simple warm-up technique is to ask each person to respond in turn to a question. The question may be, “What did you do today?” or “What is your greatest personal strength?” or “What is your favorite color, and why?” Answers should be followed by group applause.

STEP 2: TOPIC FOR DISCUSSION

The meeting should be called for a reason—to discuss a specific topic. We may prepare for the discussion by bringing a book or an article or something to demonstrate. If there is a lesson we wish to teach our children or a problem we see developing in the family, we may have a good topic for discussion. If we are dealing with a problem, we must be sure to focus on finding a constructive solution, not on nagging and arguing.

STEP 3: CLOSING ACTIVITY

Closing activities insure that everyone leaves the family meeting feeling good about each other. Closing activities keep the family meeting from drifting, with family members not knowing exactly when the meeting is over.

A closing activity is similar to a warm-up activity. Everyone participates and applause follows. Like the warm-up activity, the closing activity may be the response to a question we pose.

PRACTICE FAMILY MEETING

EXERCISE

We will hold a family meeting for practice. We will use the warm-up activity, topic for discussion, and closing activity suggested below. After practicing a family meeting with the parent group, we will be ready to hold family meetings at home.

Group Leader: Conduct a practice meeting by leading the group through the following agenda.

STEP 1: WARM-UP ACTIVITY

Tell about the events of your day. What have you done since you awoke this morning?

APPLAUD AFTER EACH GROUP MEMBER TELLS ABOUT HIS OR HER DAY. 

APPLAUD

STEP 2: TOPIC FOR DISCUSSION

Describe yourself as you will be in 10 years. (Group asks questions and discusses.)

APPLAUD 

APPLAUD

STEP 3: CLOSING ACTIVITY


We have come to know each other and each other's families during this course. Look at the person to your left. Take a minute to think of something about that person that has impressed you. Pay a sincere compliment to the person on your left. (Group leader will pay first compliment.)

APPLAUD AFTER EACH COMPLIMENT. 




APPLAUD

Then give one big round of applause to adjourn the practice family meeting.

TAKING IT HOME

 Now that we have practiced a family meeting, we can hold family meetings at home. We can use the warm-up activity, topic for discussion, and closing activity we just followed for our first meeting at home. For subsequent meetings, we can create our own agendas. Good habits can begin at family meetings. Family meetings are a perfect time to Help•Check•Praise. ACTIVE listening can be practiced at family meetings.

SUGGESTED TOPICS FOR MORE FAMILY MEETINGS

-  Family Plans: Plan a family activity, family outing, or vacation.
-  Appreciation Day: Focus on one family member. Prepare that person's favorite snack. Each family member tells what he or she appreciates about the special person.
-  Family Rules: Bedtime, curfew, chores.

EXERCISE

 **YOUR SUGGESTED TOPIC FOR A FAMILY MEETING**

What topic would you suggest for a family meeting?

TELL THE GROUP





 *Share your suggested topic with the group. Take notes of other good suggestions.*

Notes:

Key Points

Session 3

Let's review the key points from this session:

-  The effects of our relationship with our children today will be felt far into the future.
-  Family meetings provide an excellent opportunity for golden moments.
-  After practicing a family meeting with the parent group, we will be ready to hold family meetings at home.
-  Good habits can begin at family meetings.

Taking It Home

We have learned about golden moments and family meetings. Now it is time to put our learning into practice. Listed below are the tasks for the week. As I read each task, write your initials as a commitment to your family and the parent group to complete the tasks. Because this is the final session of *Studying at Home*, these tasks should be continued as part of our family life.

TASKS FOR THE WEEK

Parent's Initials:

- _____ 1. I will CHECK my children's study schedules for the week. Study schedules are in the back of this manual.
- _____ 2. I will CHECK to see that my children follow their study schedules and use their study time wisely.
- _____ 3. I will CHECK, initial, and date my children's learning charts and assignment notebooks each day. Learning charts are in the back of this manual.
- _____ 4. I will PRAISE my children for good habits and constructive attitudes.
- _____ 5. I will be an ACTIVE listener for each of my children at least one minute each day, giving each child undivided attention and eye contact.
- _____ 6. I will hold a family meeting with my family.

Closing the Session

Session 3


We can take home this manual to remind us of *Studying at Home*.

The next page in this manual is our tasks for the week. More study schedules and learning charts are included with this manual. Remember, study schedules, learning charts, and assignment notebooks are easy to make.


It is now graduation time. CONGRATULATIONS!

APPLAUD FOR A GREAT SESSION! 

APPLAUD



Parents can improve their children's chances for success by emphasizing the importance of education, hard work, and responsibility, and by encouraging their children's friendships with peers who have similar values.



What Works: Research on Teaching and Learning
U.S. Department of Education

Studying at Home

Building Family Study Habits

TASKS FOR WEEK #3 AND AFTER

Check (✓) when completed

- _____ I will CHECK my children's study schedules for the week.
- _____ I will CHECK to see that my children follow their study schedules and use their study time wisely.
- _____ I will CHECK, initial, and date my children's learning charts and assignment notebooks each day.
- _____ I will PRAISE my children for good habits and constructive attitudes.
- _____ I will be an ACTIVE listener for each of my children at least one minute each day, giving each child undivided attention and eye contact.
- _____ I will hold a family meeting with my family.

MATH
HISTORY
SCIENCE

*Through Golden Moments,
Parents Touch Their
Children's Future.*

STUDY SCHEDULE

Student's Name: _____ Grade: _____

Minimum Study Time (10 Minutes x Grade Level): _____ Minutes: _____

Include: activities, study time, dinner, bedtime.

	Sunday	Monday	Tuesday	Wednesday	Thursday
3:00-3:30					
3:30-4:00					
4:00-4:30					
4:30-5:00					
5:00-5:30					
5:30-6:00					
6:00-6:30					
6:30-7:00					
7:00-7:30					
7:30-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					

STUDY SCHEDULE

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8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					

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7:00-7:30					
7:30-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					

_____’s Learning Chart

Date	Assignment	What I learned	Parent’s Initials

_____’s Learning Chart

Date	Assignment	What I learned	Parent’s Initials

_____’s Learning Chart

Date	Assignment	What I learned	Parent’s Initials

_____’s Learning Chart

Date	Assignment	What I learned	Parent’s Initials

Academic Development Institute

Founded in 1984

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children. At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents, but full partners in the education of their children and of each other's children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.



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MATH

HISTORY

SCIENCE