

A Guide to Planning Family Math Sessions for the School Community

✓	POINTS FOR CONSIDERATION	NOTES
Before the Event		
	How many family math nights will be held this year?	
	Who will attend each session? <i>(Will the event be open to all families or to families of certain grades or divisions?)</i>	
	Where will the sessions be held? <i>(In the gymnasium, library, or individual classrooms, or in a combination of these?)</i>	
	How long will each session be?	
	Will all families and children work on the same activity simultaneously, or will stations or centres be set up for families and children to rotate through? <i>(If all participants are working on the same activity at the same time, usually one or two people can serve as leaders, but additional personnel will be needed to walk around and answer questions during the activities. If families will be rotating through stations or centres, then a person will be required at each station to lead the activity.)</i>	
	Who will plan the activities for each session? <i>(Teachers, school board resource staff, retired teachers, and parent volunteers can assist with the planning of the activities.)</i>	
	Who will organize all materials needed for each session? <i>(Will manipulatives, calculators, paper, pencils, crayons, scissors, tape, and so forth, be needed? Will a computer lab be needed?)</i>	
	Who will assist with activities during the session? <i>(Teachers, school board resource staff, retired teachers, parent volunteers, high school students, students from older grades in the school?)</i>	

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Before the Event <i>(continued)</i>		
	<p>Will language support be required?</p> <p><i>(Are there students who can translate general instructions for families? Perhaps having a few adult translators will be more beneficial. If adult translators are unavailable, consider inviting older students from the school, or high school students fluent in English to assist and translate during activities and instructions.)</i></p>	
	<p>Will refreshments be provided?</p> <p><i>(If so, where will they be, and how much will you need? Keep in mind students with allergies.)</i></p>	
	<p>If a separate presentation or discussion for parents is being considered, keep the children engaged during that time.</p> <p><i>(Consider asking high school students to help with the event as part of their community service credit.)</i></p>	
	<p>How will the room(s) be organized?</p> <p><i>(How should the tables and chairs be set up to allow for group work and discussion?)</i></p>	
	<p>How will the event be advertised?</p> <p><i>(Will school newsletters, flyers, posters, or morning announcements be used? Get students involved in advertising the event, to encourage their families to attend.)</i></p>	
During		
	<p>What will the introductory activities be?</p> <p><i>(Consider generating a large graph in which participants could add family data relating to something of interest, perhaps birthday months. Invite estimation by asking families to guess how many jelly beans are in a jar. Provide on tables some activities that families who show up early can explore before the evening formally begins.)</i></p>	
	<p>When will the key messages about mathematical concepts and skills be explained?</p> <p><i>(Consider delivering key messages either before or after each individual activity or in a separate information session at the beginning or end of the evening.)</i></p>	

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	<p>Will there be any package or information distributed to take home and/or follow up?</p> <p><i>(Consider providing a package with copies of some of the activities/games that can be continued at home.)</i></p>	
	<p>How will feedback from the session be gathered?</p> <p><i>(A variety of methods can be used to provide feedback on the session – survey forms for participants to complete; an informal question/answer period or discussion at the conclusion of the session; a large chart at each individual activity [if centres are used] on which participants record what they enjoyed about the activity.)</i></p>	
	<p>How will information about the results of the event be communicated to the school community?</p> <p><i>(Provide all teachers in the school community with an outline of activities conducted during the family math night. Teachers may want to refer to these activities during class discussions. Celebrate the family math session. Create a display with pictures and sample work from the event. Advertise when the next session will take place.)</i></p>	