

**SUMMARY  
OF  
PARTICIPANT FEEDBACK**

**ESSO FAMILY MATH  
Year 2  
(2001-2002)**

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## EXECUTIVE SUMMARY

### FACILITATOR TRAINING

During the fall of 2001, the Esso Family Math staff delivered two sets of facilitator training sessions. The purpose of the training was to prepare volunteers to facilitate the Family Math programs planned for the coming year. Both sets of training sessions consisted of a one day session on Saturday and an evening session the following Monday. Training was provided for “Early Years” facilitation as well as “2 – 5 Years” facilitation. A total of 109 individuals participated as follows:

<i>Training Type</i>	<i>B.Ed. Students</i>	<i>ECE Students</i>	<i>Teachers</i>	<i>ECE Faculty</i>	<i>Community Reps</i>	<i>Others</i>	<i>Total Participants</i>
<i>Early Years</i>	17	12	4	5	10	4	<b>52</b>
<i>2 – 5 Years</i>	35	1	12		5	4	<b>57</b>
<i>Totals</i>	<b>52</b>	<b>13</b>	<b>16</b>	<b>5</b>	<b>15</b>	<b>8</b>	<b>109</b>

At the end of the training sessions, participants completed a two-page questionnaire to provide evaluative feedback. Their responses are summarized below. See pages 16 – 31 for the actual feedback collected at each training session.

Most students indicated that their reason for attending the training was to either gain experience working with families or to participate in a program that would help them become more effective educators. Teachers also reported that they wanted an opportunity to work with families and to improve their own practice by learning new ways to help children with mathematics. Most community representatives attended the training because they want to help families better understand how they can help their children.

Overall, the training was very well received with 60 participants reporting that the training met their expectations and 42 participants reporting that the training exceeded their expectations. These participants commented on how well the training was organized, the expertise and enthusiasm of the trainers, the relaxed hands-on approach and the provision of excellent resources and materials. Only four individuals indicated that the training failed to meet their expectations. They would have preferred less hands-on activities, more focus on theory and more information on how to work with families.

While participants reported many helpful aspects of the training, the hands-on approach and the excellent resources /materials were mentioned most frequently. There were fewer aspects of training that were noted as needing change. The most frequently recommended changes were to shorten the instruction time and to reduce the number of Family Math activities that must be reviewed during the training.

The Family Math activities received high praise from almost all participants. They were described as fun, easy-to-follow activities that make great use of everyday materials.

Participants appreciated the attention to developmental appropriateness and cultural issues.

The large majority of participants (87%) reported that after attending the two days of training they felt prepared to facilitate Family Math sessions. When asked what would help them feel even more prepared, they responded that they would have liked more time to organize tasks within their group and they would also have benefited from more discussion on how to work with at-risk families. Several participants expressed a desire to visit a site and observe a Family Math session.

The overall success of the training was evident from the participants' additional comments made at the end of the questionnaires. These comments were overwhelmingly favorable in terms of both the Family Math Program and the facilitator training. Another indicator of the participants' enthusiasm in the project is the large number of individuals who volunteered either to be involved in further research activities (72) or to keep a journal for research purposes during their participation (18).

### **FAMILY SESSIONS**

During the 2001-2002 school year, the Esso Family Math Program was offered at four London locations as well as at sites in Ingersoll, Tilsonburg, Wallaceburg and Woodstock. All but one site delivered the Early Years Program while a total of five sites delivered the 2 - 5 Years Program. A total of approximately 90 families (including over

120 children) took part in the sessions, attending a Family Math session one night a week, usually for six weeks. Across all eight sites, program delivery was the responsibility of 18 leaders and approximately 70 volunteer facilitators.

### **Leader and Facilitator Feedback**

Throughout the fall and winter, feedback on the family sessions was collected from both leaders and facilitators. On the final night of the program at each site, the leader and the facilitators completed an individual questionnaire regarding their experiences. As well, together, they completed a questionnaire that encouraged discussion of the overall effectiveness of their program. One or two individuals at each site volunteered to keep journals throughout the time they were involved in the project. The data collected is detailed on pages 32 – 58 and summarized below.

#### *Leaders*

During the year, the eighteen program leaders, most of whom have a teaching background, attended the Esso Family Math training sessions and then lead a Family Math group for the very first time. They reported that the training they received prepared them well for this new experience.

Most leaders indicated that they shared their leadership responsibilities with the student facilitators. The leaders reported that the facilitators played a crucial role in the success of the program as they displayed an “excellent level of commitment and enthusiasm” and were able to give families “individual attention and feedback”.

The leaders suggested some changes in regards to program delivery. Several Early Years leaders indicated that the program be shortened to three or four weeks. They also stated that discipline issues need to be addressed as there have been children whose behavior has disrupted the rest of the group. The 2 – 5 Years leaders suggested some changes to particular activities as well as a reduction in the number of activities completed each evening.

Overall, the program leaders described their Family Math experiences as “very positive” and “gratifying”. Many leaders plan to use their Family Math facilitation skills in their own classrooms within the school system.

### *Facilitators*

A total of 55 facilitators, all participating in Family Math for the first time, completed questionnaires. The large majority of these individuals (78%) were attending a university education program at the time. All but one facilitator attended the Esso Family Math training sessions.

The facilitators spoke positively about the training they received prior to their participation in family sessions. However, many facilitators commented that it would have been more effective to hold the training sessions closer to the time of program delivery. As well, several facilitators in both the Early Years Program and the 2 – 5 Years Program, indicated that one day of training would have been sufficient.

It was apparent that the facilitators filled many roles in the delivery of the Family Math Program. Their primary responsibilities included: organizing meals, preparing activities, leading activities, working one-on-one with families, collecting research data and cleaning up the facility once the session ended. The facilitators reported overwhelmingly that this was a positive learning experience for them. As one facilitator stated, “it was great because families enjoyed the program and leading the group was a great confidence builder for me”.

When asked about the role their leader played in program delivery, most facilitators responded with great enthusiasm. While one leader was described as “doing the bare minimum”, others were described as “amazing”, “well-organized”, “helpful and patient” and “flexible”. It was very apparent that the facilitators, especially those training to become teachers, appreciated the opportunity to work with leaders who were excellent mentors.

The facilitators suggested several changes that may improve future Family Math programs. The most frequently suggested changes for the Early Years component was to reduce the number of stories that are read, and to also reduce the number of family sessions in each program. The 2 – 5 Years facilitators suggested that the number of activities per session should be reduced.

Overall, the facilitators described their Family Math experiences as “fun” and “rewarding” and as one facilitator stated, “it was an excellent opportunity to learn about

this age group and about how to relate math to real life”. Many facilitators plan to use their Family Math facilitation skills in their own classrooms once they begin their teaching careers.

### *Group*

Together, the leader and facilitators of each Family Math group discussed the overall effectiveness of their program and completed a group feedback questionnaire. At some sites, there appeared to be some confusion regarding who should complete these questionnaires and, as a result, the questionnaires were completed by individuals rather than by the entire group. Despite this problem, the questionnaires reveal some important feedback.

When asked how families responded to their program, all groups indicated that families participated enthusiastically in Family Math activities. However, the sessions did not necessarily proceed as expected. At Early Years sites, some families brought siblings who were not old enough to participate in the activities. As well, there were behavioral problems. At 2 – 5 Years sites, where leaders and facilitators tried to follow the activities outlined in the resource book, the time frames were often too tight. Consequently, activities were sometimes rushed.

The groups reported many activities that worked well, in addition to several activities that need change. Both Early Years sites and 2 – 5 Years sites incorporated new activities into their programs.

When asked to rate different aspects of the family sessions, the 2 – 5 Years sites indicated that the locations, the meals and the support from the Family Math staff and the community was either good or excellent. At Early Years sites, there were some concerns about the content of the meals and the external support they received.

### **Parent Feedback**

Feedback was also collected from the parents and/or guardians who attended the Family Math sessions with their children. Assisted by a facilitator, parents completed two questionnaires and a family information sheet. Participation in this research was entirely voluntary. The data collected is detailed on pages 59 – 79 and summarized below.

Questionnaires were completed as follows:

<b>Questionnaire Type</b>	<b>No. Completed</b>	
	<b>Early Years</b>	<b>2 – 5 Years</b>
Comments Before Sessions Began	51	29
Comments After Last Session	40	31
Family Information	48	35

#### *Early Years*

The majority of Early Years parents (81%) indicated that their children live in a two-parent home. English is a second language for some families (22%). The mothers’

education levels were reported to be relatively high with all but five mothers completing high school. Forty-six percent of the mothers have also completed college or university. Similarly, seventy-three percent of the fathers have completed high school with thirty-four percent also completing college or university. Only ten fathers participated in the Family Math sessions.

While some parents reported liking math in school, many others stated that they found math “difficult” and “frustrating”. They decided to attend the Family Math sessions to help their children with math, and in some cases, to ensure that their children do not have the “same frustrations with math” that they had. When asked how they use math in their daily life, most parents indicated that they use math at work and/or at home when taking care of the household finances. All but two parents reported that they do math activities with their children at home, mostly involving counting. While almost all of the parents said that they are comfortable talking to their children’s teachers, several parents indicated that they are “scared”, “uneasy” and “a little intimidated” about helping their children with homework.

After attending the Esso Family Math sessions, the Early Years parents were very willing to share their opinions of the program. All parents had positive comments about their experiences. They especially enjoyed interacting with their children and participating in the math activities together. When asked if they would change anything about Family Math, thirty-five percent of the parents stated they would not change anything. Others suggested that the number of stories should be reduced and the number of hands-on

activities should be increased.

Many parents indicated that they are now using the Family Math activities at home. Some parents also reported that they feel “much better” about helping their children with math homework. One parent said that she feels “much more comfortable” helping with homework and has used “a few things she learned in Family Math to help explain a problem”. She remarked that she can “even learn some of this new math” herself.

Another parent also commented that she feels much more at ease when talking to teachers as she now understands more of the new terminology used on report cards.

Many of the Early Years parents were eager to share their new thoughts about math. They realize that “math can be fun” and they are also “more aware of everything that requires math”. As one parent summarized, “I wish I had had Family Math Nights when I was in school...I may have done better in math and felt much more comfortable using math...”.

### *2 – 5 Years*

The majority of 2 - 5 Years parents (86%) indicated that their children live in a two-parent home. English is a second language for some families (26%). The mothers’ education levels were reported to be relatively high with all but six mothers completing high school. Forty-three percent of the mothers have also completed college or university. Similarly, eighty-four percent of the fathers have completed high school with fifty-nine percent also completing college or university. Only eight fathers participated in the Family Math sessions.

While a few parents reported liking math in school, many others stated that they found math “difficult” and “not pleasant”. They decided to attend the Family Math sessions to spend time with their children and to learn ways to help their children with math. When asked how they use math in their daily life, most parents indicated that they use math at work and/or at home when taking care of the household finances. One parent said she just “tries to avoid it”. All but one parent reported that they do math activities with their children at home, mostly involving homework. While almost all of the parents said that they are comfortable talking to their children’s teachers, a few parents indicated that they become frustrated when helping their children with homework. One parent said, “I cannot do it...I can get the answer but my child has a different way of finding the right answer”.

After attending the Esso Family Math sessions, the 2 - 5 Years parents were very willing to share their opinions of the program. All parents had positive comments about their experiences. They especially enjoyed the games, the calculator activities and estimating. When asked if they would change anything about Family Math, forty-two percent of the parents stated they would not change anything and sixteen percent stated they would increase the number of sessions.

Many parents indicated that they are now using the Family Math games, especially the estimating activity, at home. Some parents also reported that they feel “not quite as frustrated” about helping their children with math homework. One parent said that “lately helping my child with math has been fun”.

Many of the 2 - 5 Years parents shared their new thoughts about math. They realize that “math can be fun” and “it is not all doom, despair and agony”. As one parent concluded, “I am so impressed with this program and the fact that I see math in a new light...the kids and I realize that math is all around us”.

*Number of completed questionnaires*

**29**

- 14 B.Ed. students (UWO)
- 7 ECE students (college)
- 3 teachers
- 3 ECE educators (college)
- 2 community representatives

*Why participants wanted to learn more about Family Math:*

*B.Ed. Student Responses:*

- to experience working with families/community (7)
- to help me be a better math teacher (7)
- to gain experience relevant to teaching (4)
- good for resume
- love math
- to observe children of different ages doing math

*ECE Student Responses:*

- to learn how to help families with math (3)
- to help young children learn about math
- to gain experience working with families
- requirement of my placement program

*Teacher Responses:*

- opportunity to work in the community
- love teaching math
- want to work with single mothers who have difficult children

*ECE Educator Responses:*

- opportunity to work with families (2)
- to be able to continue this training with ECE students
- want to be involved at a practical level

*Community Representative Responses:*

- to gain skills necessary for continuation of sessions at our site
- to assist families
- to encourage parents to take an active role in child's education

***How well training met participants' expectations:***

<b>Group</b>	<b>Did Not Meet</b>	<b>Met</b>	<b>Exceeded</b>
B.Ed. students	1	5	8
ECE students		6	1
Teachers	1		2
ECE educators		3	
Community reps	1	1	
<b>Totals</b>	<b>3</b>	<b>15</b>	<b>11</b>

***Explanations:***

- *why training did not meet expectations*
  - did not focus on how to work with families
  - do not need to do every activity in resource book
  - need more theory rather than all hands-on activities
  - need more role modelling
  - ideas are not new or different
- *why training met expectations*
  - learned how to deliver program (3)
  - wonderful resources/materials (3)
  - activities developed from everyday life
  - developmentally appropriate activities
  - well organized
  - excellent trainers
- *why training exceeded expectations*
  - training was very organized (6)
  - amazing activities (2)
  - instructors were well prepared/competent/friendly (2)
  - hands-on approach (2)
  - learned how math is everywhere
  - great resources
  - confident I can deliver program

***Aspects of training participants found most helpful:***

- demonstration of activities/hands-on activities (12)
- easy to follow/well planned resource book (6)
- good resources/materials (3)
- questions were answered well (3)
- emphasis that math is everywhere (3)

- there was time to listen, time to play and time to practice
- passionate trainers
- yellow summary sheet
- working with own group members
- group discussions

***Aspects of training participants would change:***

- one-day session only (8)
- do not need to read all books (7)
- too many breaks/breaks too long in duration (4)
- do not need to do all activities (3)
- shorter time spent on each activity (2)
- let group members read books (2)
- have all group members present
- spend more time learning facilitation skills
- include bubbles throughout resource book with tips for facilitators

***Participants' first impressions of the Family Math activities:***

- fun (14)
- awesome/great/wonderful (9)
- easy to follow/understand (5)
- great use of everyday materials (4)
- developmentally appropriate (3)
- interesting (2)
- easy to facilitate
- easy for parents to practice
- encourages interactions between families
- incorporates so many math concepts
- well organized
- math content not always obvious
- shows math is everywhere
- some activities not academic enough
- will use with my own children

***How participants would improve upon the Family Math activities:***

- provide all materials needed (2)
- teach children how to record their findings

*Readiness to participate in Family Math sessions as a facilitator:*

<b>Group</b>	<b>Yes</b>	<b>No</b>
B.Ed. students	14	
ECE students	7	
Teachers	3	
ECE educators	1	2
Community reps	1	1
<b>Totals</b>	<b>26</b>	<b>3</b>

*What would help participants feel more prepared:*

- more discussion about family dynamics/family backgrounds (3)
- more opportunity to practice leading the activities (2)
- having own materials (2)
- having a group meeting and meeting all group members (2)
- learning how to interact with families
- attending training sessions closer to time of family sessions

*Participants' other comments:*

- well done/great job (2)
- less time doing activities and more time talking about activities
- activities already used in ECE
- great idea to help families realize that math is fun
- appreciated the meals
- thanks for the opportunity to play again
- you gals are gifts to children and us
- thanks for resources
- renews my enthusiasm when I work with up and coming teachers
- excellent trainers – enthusiastic, energetic, care about children
- training sessions should be shorter and closer to dates of delivery
- really good program
- fantastic program that families will benefit from
- I feel like I already have learned so much
- I have a more positive outlook on math
- great experience for us as well as families
- thoroughly enjoyed my time
- great work, great ideas, I'm excited to get started

***Number of completed questionnaires***

**23**

- 3 B.Ed. students (UWO)
- 5 ECE students (college)
- 1 teacher
- 2 ECE educators (college)
- 8 community representatives
- 4 others

***Why participants wanted to learn more about Family Math:***

*B.Ed. Student Responses:*

- to learn more about math and how to approach it in classroom (2)
- to learn how to make math simple and fun
- to learn how to engage at-risk children
- to gain experience working in the community
- opportunity to work with at-risk families

*ECE Student Responses:*

- enjoy working with children and meeting their families
- my teacher encouraged me to attend
- to help families
- to learn more ways of exploring math
- good experience before entering ECE field

*Teacher Responses:*

- like to be involved in family-based volunteer work

*ECE Educator Responses:*

- to pass along ideas to my students
- interested in the potential for ECE students to be involved

*Community Representative Responses:*

- to help families understand how they can help their children (4)
- community development is part of my job description
- to learn new ways of dealing with parents
- to learn new teaching ideas
- to give something back to my community

*Others Responses:*

- to provide opportunities for families in my school
- heard about Family Math at Children's Support Services meeting
- have a degree in math and may study to be a teacher
- want to improve my own pre-school program

*How well training met participants' expectations:*

<b>Group</b>	<b>Did Not Meet</b>	<b>Met</b>	<b>Exceeded</b>
B.Ed. students			3
ECE students		3	2
Teacher		1	
ECE educators		1	1
Community reps		3	5
Others		2	2
<b>Totals</b>	<b>0</b>	<b>10</b>	<b>13</b>

*Explanations:*

- *why training met expectations*
  - well organized/well presented (4)
  - good modelling (3)
  - hands-on activities (2)
  - too many breaks (2)
  - expected more discussions
  - a little repetitive
- *why training exceeded expectations*
  - hands-on activities (4)
  - excellent resources/materials (4)
  - provided everything we needed to know to get started (2)
  - not “high tech”/down to earth (2)
  - teachers were pleasant, relaxed and informative (2)
  - well organized
  - good modelling
  - activities are fun and creative
  - feel prepared to facilitate

*Aspects of training participants found most helpful:*

- hands-on activities (14)
- resources/materials (7)
- explanation of developmental appropriateness (2)
- review of organization of resource book
- learning how to approach math
- identification of concepts and lingo for children
- instructors relating own experiences regarding Family Math

***Aspects of training participants would change:***

- shorten to one day session (6)
- shorten training (2)
- less breaks (2)
- do not need to do every activity (2)
- hold training sessions in the community (2)
- do not need to read every story (2)
- lengthen training to three Saturdays
- begin with an overview of Family Math
- too much time spent on each activity

***Participants' first impressions of Family Math activities:***

- fun (9)
- great for children and families (6)
- developmentally appropriate (3)
- easy to fit into daily activities/practical (2)
- very engaging (2)
- well organized
- wonderful ideas
- creative
- simple but effective
- inexpensive
- this is math?
- familiar activities for early childhood educators
- easy to follow
- many math concepts within activities

***How participants would improve upon the Family Math activities:***

- all materials should be available and packaged (3)
- provide suggestions for other ways to present each concept (2)
- find substitute books for those out of print
- supply more activities for families to do at home

*Readiness to participate in Family Math sessions as a facilitator:*

<b>Group</b>	<b>Yes</b>	<b>No</b>
B.Ed. students	3	
ECE students	5	
Teachers	1	
ECE educators	2	
Community reps	8	
Others	4	
<b>Totals</b>	<b>23</b>	<b>0</b>

*What would help participants feel more prepared:*

- experience delivering program (5)
- experience working with children
- getting site organized and having all materials

*Participants' other comments:*

- thanks for all your efforts in developing/presenting program (3)
- enjoyed sessions (2)
- great idea – much needed program (2)
- wonderful program with limitless possibilities
- expansion into communities and schools very exciting
- excited about program
- I'm ready
- well done ladies
- looking forward to working with families
- program should be available in every community, school, etc...
- supplying meals is a great idea
- good to have facilitators from each site train together
- great job
- awesome program/great way to help children
- hope to return and be more involved later

*Number of completed questionnaires*

32

- 24 B.Ed. students (UWO)
- 6 teachers
- 2 community representatives

*Why participants wanted to learn more about Family Math:*

*B.Ed. Student Responses:*

- to help me be a better math teacher(10)
- to obtain resources (6)
- to experience working with families/community (4)
- to work with at-risk families (4)
- to gain teaching experience (3)
- to learn how to make math fun (2)
- heard Barry's introduction of project in lecture (2)
- to learn how to deliver Family Math
- to overcome my own fears of math
- to learn math methods used today
- to learn techniques for communicating
- good for resume

*Teacher Responses:*

- principal requested that I attend
- opportunity to help low achieving and/or math phobic students
- love math and wanted to learn new math games for classroom
- need tools to increase family involvement, especially for struggling students
- applicable to my math program/helping parents helps meet the needs of students

*Community Representative Responses:*

- asked to attend
- like to work with families
- parents are best teachers

*How well training met participants' expectations:*

<b>Group</b>	<b>Did Not Meet</b>	<b>Met</b>	<b>Exceeded</b>	<b>No Response</b>
B.Ed. students	1	18	5	
Teachers		2	3	1
Community reps		2		
<b>Totals</b>	<b>1</b>	<b>22</b>	<b>8</b>	<b>1</b>

*Explanations:*

- *why training did not meet expectations*
  - too long
  - need more time for group discussion
  - no information on how to deal with families
- *why training met expectations*
  - program/materials explained well (3)
  - great training but too long (3)
  - hands-on approach (2)
  - gained lots of teaching ideas (2)
  - good modelling
  - did not need to go through complete lesson plans
  - learned how to implement games
  - assumed we would review curriculum quite detailed
  - sometimes redundant
  - received resources
  - lot of information in short time frame
- *why training exceeded expectations*
  - hands-on activities with reasoning behind each (4)
  - sensitive to family/cultural issues (2)
  - thorough resource book with step-by-step programming
  - well planned and intensive
  - literature links
  - simple, inexpensive ideas
  - non-threatening, non-competitive games
  - feel well prepared

*Aspects of training participants found most helpful:*

- hands-on approach (15)
- playing games and learning why each one was included (11)
- the resource book/going through it together (4)

- learning from those already involved in the program (3)
- resources (2)
- sharing ideas
- learning how to interact with families
- learning how to reach children through games
- learning how to see things in more than one way
- discussions on cultural concerns

***Aspects of training participants would change:***

- shorter training time (8)
- not necessary to do every activity (5)
- three sessions instead of a full day on Saturday (4)
- larger room (3)
- smaller training groups
- longer training time
- hold closer to date of program delivery
- more information on how to set up program
- more role playing
- more attention to age range and stages of development
- inclusion of video of family sessions
- less breaks and move at quicker pace
- too much time on some activities and not enough on others
- provide list of needed items that program does not provide

***Participants' first impressions of Family Math activities:***

- fun (15)
- excellent/valuable (4)
- interesting (4)
- well thought out/well planned (4)
- program will improve families' math confidence (4)
- sensitive to cultural differences (2)
- program will encourage family interaction (2)
- simple to implement (2)
- families will enjoy program
- good activities for non-traditional setting
- creative
- exciting
- motivating

***How participants would improve upon the Family Math activities:***

- give families instructions verbally, by demonstration and in writing
- more variation in activities
- shorter games
- discuss math with families after activity

***Readiness to participate in Family Math sessions as a facilitator:***

<b>Group</b>	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>	<b>No Response</b>
B.Ed. students	20	2	2	
Teachers	5			1
Community reps	2			
<b>Totals</b>	<b>27</b>	<b>2</b>	<b>2</b>	<b>1</b>

***What would help participants feel more prepared:***

- having an organizational meeting with group (6)
- visiting the site (3)
- going through resource book prior to first Math Night (3)
- observing a Family Math Night (2)
- having more information about site of delivery
- participating in more role playing activities
- having more group discussions
- hearing from those who have already delivered the program

***Participants' other comments:***

- terrific to see the work, thought and money put into program (2)
- thanks for the training/your expertise (2)
- loved enthusiasm displayed by Barry and Nancy (2)
- thanks for believing in kids
- should be great experience for us and families
- like the changes made to original
- like to continue program as a teacher
- feel ready to participate in excellent, unique program
- definition of family in evaluation may offend some
- training should be delivered in shorter periods over three nights
- hold training sessions closer to time of family sessions

*Number of completed questionnaires*

25

- 11 B.Ed. students (UWO)
- 1 ECE student (college)
- 5 teachers
- 1 retired teacher
- 3 community representatives
- 4 others

*Why participants wanted to learn more about Family Math:*

*B.Ed. Student Responses:*

- to help me become a better teacher (4)
- to learn new ways to help children with math (3)
- to help in community (2)
- it is a valuable community program
- good for resume
- amazing idea/wanted to see it in action
- to gain a better understanding of math instruction
- to promote learning and foster positive attitudes towards math
- it is rewarding to help families
- something useful to know how to do
- love math

*ECE Student Response:*

- to learn how to make math fun for families

*Teacher Responses:*

- to use in my own classroom (2)
- to enable me to participate when my school gets involved
- to contribute to community now that I am retired
- sounded like an interesting program
- opportunity to communicate with parents
- to better serve needy families in the school community
- to improve my practice

*Community Representative Responses:*

- to provide an opportunity for families in my community
- working with families is our focus
- liked the mealtime approach/will use in other programs
- to prepare me to deliver program in library and to train others

*Others Responses:*

- volunteered without knowing anything about project
- liked idea of making math approachable and relevant
- wanted to learn how to do these activities with my own children

- studied math in university so thought I may be able to help
- enjoy math so friend suggested I get involved

*How well training met participants' expectations:*

<b>Group</b>	<b>Did Not Meet</b>	<b>Met</b>	<b>Exceeded</b>	<b>No Response</b>
B.Ed. students		7	4	
ECE student			1	
Teachers		3	1	2
Community reps		2	1	
Others		1	3	
<b>Totals</b>	<b>0</b>	<b>13</b>	<b>10</b>	<b>2</b>

*Explanations:*

- *why training met expectations*
  - good explanation of program (2)
  - positive experience
  - met training needs of those who are not teachers
  - do not have to go through every detail of program
  - too long
  - Barry's and Nancy's enthusiasm is infectious
  - ideas were useful, simple and fun
  - interactive and succinct
- *why training exceeded expectations*
  - Barry and Nancy have wonderful enthusiasm (2)
  - fun and interesting
  - comfortable yet exciting atmosphere
  - estimation games are fantastic
  - Barry's enthusiasm was inspirational
  - amazing ideas for helping with math
  - love the culturally appropriate games
  - can use with my Brownie Troop as well as families
  - learned many new games to use with families
  - took time to go through all activities

*Aspects of training participants found most helpful:*

- hands on approach (12)
- resources/materials (3)
- approach/language to use with families (3)

- explanation of underlying math concepts (3)
- enthusiasm of trainers (2)
- fun, relaxed atmosphere (2)
- emphasis on trial and error/mistakes are okay
- well organized
- wonderful stories
- family focus throughout
- learning to be sensitive to cultural differences

***Aspects of training participants would change:***

- Saturday sessions only/too long of a day on Monday (4)
- length of sessions (3)
- more discussion on facilitation and our roles (2)
- difficult to attend Monday night session due to family obligations
- too long
- more time for groups to talk amongst themselves
- less time spent doing each activity
- move at a faster pace
- fewer activities/more guidance on how to structure

***Participants' first impressions of Family Math activities:***

- fun (15)
- children will enjoy activities and learn from them (3)
- wow (3)
- well thought out (2)
- will help families conceptualize math from real experiences (2)
- you are doing math without even realizing it (2)
- excellent
- great books
- adjustable activities/can be easy or challenging
- simple/easy to explain
- no pressure
- interactive
- benefits everyone involved

***How participants would improve upon the Family Math activities:***

- more variety in activities
- candle activity not good to use with children
- rate each activity for age appropriateness
- collect feedback from facilitators and families

*Readiness to participate in Family Math sessions as a facilitator:*

<b>Group</b>	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>	<b>No Response</b>
B.Ed. students	9	1	1	
ECE student	1			
Teachers	4	2		
Community reps	2	1		
Others	3			1
<b>Totals</b>	<b>19</b>	<b>4</b>	<b>1</b>	<b>1</b>

*What would help participants feel more prepared:*

- holding a group organizational meeting (3)
- having responsibilities delegated/knowing who our leader is (3)
- knowing how an actual night will run/what facilitators do (2)
- knowing how to relate to families (2)
- having mock practice sessions (2)
- meeting all the people in my group
- meeting families at last training session
- having more information about our site
- a visit to our site
- more time to work within groups

*Participants' other comments:*

- I'm very excited to participate in this program
- it was fun
- need more time between training and start of program delivery
- thanks for the wonderful sessions and the meals
- I was intimidated at start but comfortable and at ease by the end
- enjoyed myself/looking forward to using activities in classroom
- wish I had more information about program before training started
- great program
- math is fun and having fun with families is wonderful

## **Leader Feedback - Early Years**

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*Number of completed questionnaires*

*12*

### ***Leader's background:***

- early childhood educator (4)
- teacher (3)
- university student (2)
- vice-principal
- public health nurse

### ***First experience as a Family Math leader?***

Yes 12  
No 0

### ***Did the leader attend the Esso Family Math Facilitator Training?***

Yes 12  
No 0

### ***Leaders' comments on the Facilitator Training:***

- wonderful to experience the activities but, for experienced educators, the training was too long
- well done/long/it was early fall so it took time to get back into it
- some of the training was not as written in the resource book/I discovered more things after reading the book/the trainers did not follow the book during the workshop (for example, the string activity and the head and shoulders song should be connected and the turtle should be a math turtle using shapes)
- very well designed program/good mix of activities/training ensured we understood the concepts and were familiar with the program before we delivered it
- training was great/good hands on examples/training still fresh in my mind because it was a week prior to the start of the program
- training was excellent and thorough
- need more time spent on talking about the role of facilitator/how to support parents/what to say to transfer the learning theory behind the activities
- training was appropriate/adequate but probably too long
- the training sessions were wonderful - could not have been better

- it was great to do the actual activities but training did not need to be as long

***Did the leader take sole responsibility for leading the sessions?***

Yes 2  
No 10

***Leaders' comments on help they received:***

- facilitators worked as a team and shared leadership responsibilities (5)
- had a co-leader
- Judi (FM Staff) was there
- shared responsibilities with group
- Judi (FM staff) helped on first night when I was ill

***How they felt about their experiences as a leader of the sessions:***

- the group was wonderful and had lots of experience working with children/everyone was eager to take part in activities and help the families
- fulfilling/enjoyable/families were lovely
- had problems getting items that were no good, like play dough/even though I was told that new dough would be there next week it never came/ it may not be important to the facilitators but it is very important to the children/I just went out and bought it for the children
- well supported by the Esso Team as we always knew we could call for help or advice/every detail has been thought out
- program went by the book/great to have every thing programmed ahead of time/I prepared everything a few days in advance
- rewarding experience to work with enthusiastic and energetic volunteers
- very positive/families loved the program/facilitators were awesome
- enjoyed it very much/helped teach me about working with children of this age
- very enjoyable/received thank you gifts and cards from some of the kids
- great learning experience as it helped me look at teaching math in many different ways
- great/hands-on activities were great

***How leaders felt about the facilitator's role in delivery of the program:***

- wonderful
- needed/they were excellent/involved/very good rapport
- all but one facilitator did an excellent job/one facilitator made a few mistakes when it came to the children and lowered the children's self-esteem

- sometimes felt there was too many of us/facilitators could use more training around setting limits, establishing rules and guiding children's behaviors
- always prepared and ready to go/they inspired the parents and children to interact to learn the math concepts
- excellent level of commitment and enthusiasm/more than twice the number of facilitators to families so sometimes they stood back so it would not be overwhelming
- Fanshawe students who had already delivered the School Readiness Program were quite skilled at helping the families understand the learning behind the play
- very helpful and necessary
- very important to have someone overseeing the many details that may be forgotten
- awesome/involved and willing to help in any way

***Changes leaders would make to how the program is delivered:***

- four weeks is long enough as six weeks is a big commitment for busy families
- extend each session by 15 - 30 minutes
- too many stories/four out of six children complained about the number of stories in three nights
- consider three or four week programs/bigger books for reading to groups/might help to do a pre-survey to see the needs of specific children, and adjust the difficulty level more closely to the group
- run the program for three weeks, have a break and then run three more sessions
- need equal commitment from community to bring more families
- some sessions were heavy on group work and not interactive enough
- need more direction on how to deal with children that have behavior issues and parents that do not discipline their children appropriately/should it be up to leaders? What if children are disrupting the rest of the group? Are leaders overstepping boundaries if they discipline?
- discipline needs to be addressed at beginning/some evenings had too many activities
- discipline was major problem

***How the leaders described their experiences overall:***

- very positive (2)
- great
- enjoyable
- a wonderful activity to offer a community/great way to draw people together
- excellent/gratifying

- enjoyed the fact that children and adults were doing something together/this is a great program for this
- great/well-designed/well run project/thanks for letting us participate
- rewarding and disappointing
- wonderful/very enjoyable and rewarding
- excellent/difficult at times but great learning experience

*How leaders see themselves using Family Math facilitation skills in the future:*

- will use activities in classroom and offer math evenings at school
  - already using them
  - plan to use some of the activities in my own work as an ECE
  - will look for funding to do this again/may incorporate the math concepts in workshops designed for ECE staff to ensure children's programs incorporate math skills as well as the language of math/it would be beneficial to incorporate "homework" projects in our family newsletters
  - will be able to facilitate a group of young children using up-to-date math concepts
  - have a renewed sense of the valuable role we play in the education of young students and student teachers/use most activities in my classroom
  - can teach games and activities to parents on home visits
  - will use in my classroom as a future teacher
  - will use hands-on activities
-

## **Leader Feedback - 2 - 5 Years**

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*Number of completed questionnaires* 4

### ***Leader's background:***

- teacher (3)
- retired teacher

### ***First experience as a Family Math leader?***

Yes 4  
No 0

### ***Did the leader attend the Esso Family Math Facilitator Training?***

Yes 4  
No 0

### ***Leaders' comments on the Facilitator Training:***

- should be held closer to the time of the sessions (2)
- training prepared me well for the sessions/allowed me to have fun with the games so I then believed the children and parents would have fun as well and learn something at the same time

### ***Did the leader take sole responsibility for leading the sessions?***

Yes 0  
No 4

### ***Leaders' comments on help they received:***

- had a co-leader (2)
- delegated to the student facilitators who did most of the leadership
- all facilitators worked together as a team with each person leading a different portion of the session

***How they felt about their experiences as a leader of the sessions:***

- good/had a really responsible group of student teachers
- excellent/really liked meeting families from other countries
- it was easy/all the equipment was provided
- very positive experience/facilitators made my job very enjoyable/was not sure I would be able to handle the responsibility but after the first session I knew I would be okay

***How leaders felt about the facilitator's role in delivery of the program:***

- facilitators did most of the leadership/their role is most important to the program/the families get individual attention and feedback and the facilitators learn leadership and teaching skills
- very well prepared/mature/enthusiastic
- absolutely crucial, especially with ESL families
- huge help/did a very good job/always well prepared and able to answer parents' and children's questions

***Changes leaders would make to how the program is delivered:***

- read the whole story because children like to hear the whole story and the library does not have many of the books (2)
- do the entry activities after supper
- more visual aids on an instruction sheet for home activities
- smaller age range
- do two activities per session so there is more time to devote to each

***How the leaders described their experiences overall:***

- great (3)
- very positive

***How leaders see themselves using Family Math facilitation skills in the future:***

- regularly in my classroom
- use some of the games in my classroom
- would volunteer to be a leader again
- use in the classroom as well as with my children

## **Facilitator Feedback - *Early Years***

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*Number of completed questionnaires*

34

### ***Facilitator's background:***

- university or college student (27)
- early childhood educator (5)
- teacher (2)

### ***First experience as a Family Math facilitator?***

Yes 34  
No 0

### ***Did the facilitator attend the Esso Family Math Facilitator Training?***

Yes 33  
No 1

### ***Facilitators' comments on the Facilitator Training:***

- excellent/prepared me well (5)
- have training closer to time of program delivery (4)
- overly extensive (3)
- training could be shortened to one day (3)
- trained for 2 - 5 years but facilitated Early Years (2)
- great/good hands-on activities that let us experience what the children would be learning
- thought it was an information session so did not realize I was committing myself
- very helpful in modeling how to do the activities with the children
- excellent
- phenomenal/got so many great teaching ideas
- because of training the sessions went smoother
- be sure that trainees understand that it is not intended to be a one-on-one experience but rather a family working together with helpers available
- covered material thoroughly
- to give a better understanding of what actually happens in Family Math it would be wonderful to present video footage of an actual session
- helpful/activities did not take as long as training indicated

- training was good/it would help to have the actions for the songs and poems written down to prompt our memories
- training could be more thorough and be given more options in how you can change the activity to suit the children's needs

***Facilitator's role in delivering the Family Math Program:***

- read stories, explained activities and helped families with activities (3)
- lead activities and read books (3)
- helped with activities and provided help to families (3)
- various roles from reading to activities to clean-up (2)
- helped with activities, supported other facilitators, lead some activities and explained concepts to families (2)
- prepared activities, presented activities and worked one-on-one with families (2)
- made sure all the supplies were organized and ready to work with
- demonstrated activities, worked with families on specific activities, read books and participated in group songs
- presented songs and stories
- was a leader sometimes and a helper most of the time
- helped to set up the space, read some stories, lead activities and prepared some of the supplies
- read a story, helped participate in songs and described activities
- helped all families and took turn being leader
- helped families with activities and discussed activities that could be done at home
- read stories and tried to develop relationships with all families
- modeled and mentored for the students, interacted with families and presented some aspects of the program
- lead one session and presented activities and assisted families in other sessions
- lead activities
- lead activities and acted as a babysitter
- lead group activities and encouraged families to participate
- read books, ran activities and picked up and delivered food for meals
- supported the families and presented activities
- made parents and children feel comfortable with the activities and encouraged them to enjoy their experiences
- ensured families grasped the math concepts and encouraged parents to participate and be able to ask the right questions
- worked with families/read stories/guided activities/cleaned up/participated in follow-up discussions

***How facilitators feel about their Family Math experience:***

- good/enjoyable (4)
- positive experience (3)
- learning experience (2)
- little long/if we did it for three weeks, had a break and offered it again for three weeks, it might have been more enjoyable/enthusiasm seemed to drop off after the first three weeks
- loved watching kids learn and figure out why things are the way they are
- fun, entertaining and useful
- enjoyable/experienced activities that went well and activities that needed modification
- frustrating when the parents are unable to attend but you know the children want to be there
- great
- helpful/broadened my view about the level of learning
- very good/it was hard to sit back and let either the child figure out the activity or the mother take initiative
- this experience helped me a lot in learning how to open up
- helped me communicate with families
- wonderful/able to really bond with families/gave me insight into family relationships
- did not have enough individual duties to feel very involved
- positive/enjoyed working with families/an eye opener in sense of working with parents who disregard their children's bad behavior
- sometimes I felt like I was not doing enough/did not want to interfere with parents
- I have learned many things and the Family Math Book is a great resource
- great experience/improved my leadership skills
- enjoyed the entire experience/I know the families enjoyed it and that makes me very happy
- I have benefited from presenting this program because I have gained confidence and become more comfortable being in front of a large group
- learned a lot as a facilitator/now know I can do anything I set my mind to
- wonderful experience guiding parents in a positive direction
- tried to take a low profile as I have been teaching for thirty years and felt the college students should have more opportunity to do some teaching

***How facilitators feel about the role their leader(s) played in program delivery:***

- all worked together to present the program (3)
- great (2)
- excellent job (2)
- excellent/things were organized and ran smoothly (2)
- leaders presented activities well

- great/everything was impeccably organized from food to materials and timing of activities
- did a great job in helping us keep on track and do the job correctly
- excellent/always enthusiastic
- wonderful/she was energetic, supportive, caring and organized
- excellent/she knew the material and was a great role model
- provided a relaxed environment/easy to talk to/always prepared
- wonderful/always kept on track and reinforced families in a subtle way
- there if required/supportive
- she did the bare minimum
- her guidance and delivery of the program was sufficient when she participated/she did not seem to want to participate at the start and the facilitators were left to carry the program/when she did open up and participate fully, she was positive, friendly and had numerous skills and experiences to share
- she was great/always organized and had a warm, friendly approach with all families and facilitators/she put a lot of effort into the program and made the evenings very successful
- much of the leadership role fell to the facilitators who were able to meet the program objectives with little direction from the leader
- facilitators carried the program well on their own
- not much need for a group leader/facilitators can probably deliver program without having a leader
- great/helpful and patient
- she was great/always kept you interested in what you were doing
- she was amazing
- she did an excellent job presenting and delivering program/could not have asked for anyone better
- she played a good role and delivered the program in a positive and calm manner which all the families loved
- she was encouraging but let us take a leadership role

***What facilitators would change about how the program is delivered in the future:***

- reduce number of stories and increase number of hands-on activities (7)
- reduce number of sessions (5)
- reduce number of facilitators (4)
- have training closer to dates of sessions (4)
- some books were too small (3)
- some activities were not developmentally appropriate for the group of children we had (3)
- reduce the number of families to suit available space
- local schools need to be more involved in finding students who could benefit from the program
- deliver earlier in the day or on a Saturday

- make sure there is enough in the program to run full six weeks
- increase support from community and families
- increase number of sessions
- important for the facilitators to meet with the leader during the training to ensure team-building opportunities
- need “in-between” activities because sometimes there is dead time/poor transition from activity to activity
- reduce number of activities per night/do not have leader trying to lead whole group - just have leader work with a family/have better food choices
- change the food/have more songs
- create a time for parents and leader to discuss math as a whole/work with different types of media such as paint, play dough and spaghetti/more music, finger plays and games/more recording as per math curriculum/more follow-up about what they did at home

***How facilitators feel about their overall experience with Esso Family Math:***

- great/excellent (7)
- learning experience (3)
- great experience/love to do it again (2)
- positive
- fun and exciting
- good experience
- fun and educational
- very exciting and fun/children and parents learned together by interacting in a co-operative manner with leaders as role models
- started out as frustrating trying to find a spot but the group I ended up with was wonderful and supportive
- great/families provided a lot of positive feedback/noticed difference in attitude of my students who attended
- interesting and fun
- glad I had the opportunity/learned a lot/nor better at having early math concepts in my programs
- enjoyable/provided many experiences
- worthwhile
- great experience/loved the kids
- pretty good/the program needs to move at a faster pace
- very glad I participated in the program
- positive experience/program is fun, interactive and hands-on/families and facilitators seem to enjoy themselves/I would participate again
- positive/excellent opportunity to learn about this age group and about how to relate math to real life
- working with the families was wonderful/Esso Family Math could be better and more geared towards this age group who learn from hands-on activities
- wonderful experience/encouraged me to talk to families/I gained confidence

- great concept/nice to see parents and children working together/loved the take home kits

***How facilitators see themselves using Family Math facilitation skills in the future:***

- will use many of the activities in my own classroom in the future (8)
- would facilitate again in other areas of the county
- it was great practice teaching and I learned good skills from the other volunteers like how to direct children's activities and how to minimize disruption
- will use some lessons in classroom and would consider helping again
- since I work with small children, I will always remember to add math activities
- with my own children and as I go into the classroom I have a good basis for introducing and working with math concepts
- will do a lot more math in my own daycare
- will use with my students by adapting the activities to suit older children
- the skills and practice gained will be valuable in presenting any workshop
- helping families
- will use these great math ideas in my classroom and perhaps in a few years I will become a teacher leader and have a family math session in my own community
- hopefully I have staff that would be excited to start something like this for families
- if I teach math to young children, I will use many of the hands-on activities
- taught me how to teach math to younger children
- will apply the activities in the classroom making modifications and changes as appropriate/I would definitely rely on this experience in future endeavors
- would love to be a leader for this program and set up the program in an area that currently does not have Family Math
- can see myself using these skills in the classroom as a teacher but also encouraging parents to use math through mini workshops or parent newsletters
- will know how to approach families and be able to talk with them
- will be more open with families and take extra time to get the whole story
- will use all or most of the activities or start the Family Math Program in my community
- will be supportive of family learning
- as a group leader for a treatment center

## **Facilitator Feedback - 2 - 5 Years**

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*Number of completed questionnaires* *21*

### ***Facilitator's background:***

- university or college student (16)
- teacher
- community representative (3)
- high school student

### ***First experience as a Family Math facilitator?***

Yes 21  
No 0

### ***Did the facilitator attend the Esso Family Math Facilitator Training?***

Yes 21  
No 0

### ***Facilitators' comments on the Facilitator Training:***

- training should be held closer to dates of actual sessions (10)
- reduce training to one full day (6)
- it was important to participate in the activities prior to the sessions (2)
- excellent training/hands-on, fun learning experience
- training was very useful/presented and explained well
- excellent/felt comfortable with the expected format and tasks
- excellent/very informative

### ***Facilitator's role in delivering the Family Math Program:***

- roles were not identified with an individual but shared as a group (6)
- explained some of the games and worked one-on-one with families (3)
- took a number of leadership roles - taught games, read a story, lead intro activity and helped prepare and serve food/also worked one-on-one with families (2)
- lead a different part of the program each week and helped by handing out materials and assisting families

- explained and took families through the various activities
- read stories, introduced activities and circulated to help families
- lead, helped with dinner and participated with children
- helped a couple of families with the games, lead some activities, did registration and helped serve food
- introduced and facilitated different games/welcomed group and did introductory activity one night/helped parents fill out questionnaires
- lead games, read stories and helped prepare material
- had different roles each night - story reader, entry activity, helping families and preparing materials
- lead some activities, gathered materials and prepared for each session ahead of time
- read story, taught activities and assisted with activities by working with families

***How facilitators feel about their Family Math experience:***

- enjoyable experience and glad I took this opportunity to volunteer
- fun and gratifying
- good
- great
- awesome experience/well received by participants who were very motivated to try all the activities
- positive, enjoyable experience/weird trying to get everyone's attention without making it like a school environment
- fun/atmosphere was relaxed and supportive
- enjoyed interactions with families/I am not strong in math and had hoped that this would increase my own confidence - unfortunately I did not always remember the finer points of training which served to reinforce my math phobia
- great watching the kids and mothers playing together and having fun
- terrific/I got along great with the kids and parents and was able to bond with one family in particular
- fantastic experience/different at first trying to facilitate group because I did not want to act like the kids were at school/management got better as we got to know the kids
- good/enjoyed working with families and seeing other student teachers at work
- good experience working with ESL families/we were always doing everything for the first time so it felt a little uncomfortable
- enjoyable/especially liked the explanations that went along with some of the games
- good/really enjoyed my time and was pleased that the children and their parents did also
- valuable experience for both myself and the children
- good/it was different presenting to parents as well as children

- good/very positive/gained valuable experience - teaching and dealing with families with limited English
- great experience because families enjoyed the program and leading the group was a great confidence builder for me
- good/fun/more prepared to teach in an open setting
- wonderful to be able to interact with children beyond the school setting but still have an educational experience/helpful for me to interact with the parents on a more personal level

***How facilitators feel about the role their leader(s) played in program delivery:***

- excellent/guided without being intrusive
- excellent/good to have one person in charge
- great at ensuring that all the student teachers got to participate
- excellent/very organized/delegated well and pulled things together/provided positive reinforcement and was very approachable for facilitators and participants
- excellent/supported us and gave advice/great at having us deal with the delivery and problems we encountered
- excellent/kept us on track/brought in extra prizes to keep us motivated/helped organize the night but also gave us a chance to lead
- leaders are to be commended for a job well done/they were well organized and flexible
- they did a good job
- great/she was very enthusiastic and organized/she knew a lot of the families already which gave them a positive start
- she was the organized one/helped to have one person responsible for all the materials
- great/gave us lots of freedom but helped to organize us
- wonderful/always there with materials/gave helpful teacher tips/went the extra mile
- helpful and well prepared/very warm with the families and made them feel comfortable
- took her role seriously/she was part of all planning and delivery
- excellent job
- she took care of set-up each week/gathered and organized supplies
- excellent job/very organized in her delivery of program/made sure everything was ready for each week and that all facilitators knew what was happening
- well organized and kept things moving so we could stay on schedule
- well organized and helped us teach games to the group
- always helpful and approachable/children liked her/she needs to be a bit louder and more leader-like
- excellent/always well prepared and had us organized/went out of her way and spent her own money to buy prizes for weekly draw

***What facilitators would change about how the program is delivered in the future:***

- reduce number of activities per session (6)
- no discussion of home challenge during the meal since it is a time for socializing (2)
- ensure there is enough food (2)
- read the entire story because many children do not get to the library (2)
- ensure there are enough copies of worksheets for everyone (2)
- some games are too verbal for ESL community/need more visual aids (2)
- eliminate dinner as most of our families did not eat with us (2)
- include more physical activities as some kids had a hard time sitting for long periods of time
- have more hands-on activities/devise different levels of difficulty for children of different ages and abilities
- some games were too hard for younger children
- extend the program by a week
- add two more sessions to allow families time to enjoy and grasp activities
- have more nutritious food
- have more games where everyone is involved as a group
- prefer a room where groups do not have to be separated - more of an inclusive feel
- take the program to the schools instead of off-site
- include phone calls to follow-up when a family is absent
- balance each session with active and passive games
- later start time as some families could not make it on time

***How facilitators feel about their overall experience with Esso Family Math:***

- great/excellent (5)
- great/would do it again (3)
- positive experience (2)
- very good
- excellent/will continue to be involved
- great experience that was definitely rewarding
- enjoyed interactions with families/do not feel more comfortable with math
- great/everyone was so friendly and we all got along/tons of fun/did not even notice the time commitment
- really neat to see kids having so much enthusiasm for activities
- very informative/educational/practical
- valuable program for most families with much parental involvement and enthusiasm for math
- fun/learned a lot of new ideas
- positive experience/families gained great resources and I walked away with increased knowledge and experience
- great time/six weeks just about the right amount of time for student teachers to

commit/wonderful to see children so intrigued by math and to see all their potential

*How facilitators see themselves using Family Math facilitation skills in the future:*

- games and stories will be great to include in future classroom teaching (9)
  - perhaps I can run or set up this type of program next year in the community where I am living (2)
  - would do the program again/have used some of the games and techniques with my own family
  - use with my own child/share activities with friends who are teachers/share activities with child care staff
  - use some of the games in my own classroom and with parents
  - inspired me to make sure hands-on activities are a regular part of my teaching strategies
  - I will try to use more game type approaches in more of the units I have planned/would like to send more of these types of activities home as homework and I will encourage parents to join us in class to help with certain activities
  - already using some of the games with my Brownie group
  - will try some activities in my practicum placement
  - all of the leadership skills that I gained will help me in the future/would be happy to help with Family Math again
  - already used the Math Walk in my practicum and would like to implement this program in my school when I begin my teaching career
  - will be more prepared and confident when talking with parents
  - taught me how to deal with parents when I have my own class in the future/games and activities gave me great insight as to how easy and fun math can be for any kid/would like to be involved in similar programs later
  - shared resources with other student teachers to use in their classrooms
  - learned how to present material which is an essential skill for a teacher/use many of the games to help those students in my regular classroom to develop skills and positive attitudes towards math
-

*Number of completed questionnaires*

**16**

***How families responded to the Family Math Sessions:***

- positive response - well received (9)
- families responded well but some sessions were too long because there were too many books (2)
- immediate response was good/families had fun and enjoyed it/first three weeks were great but then there was trouble with the timing of the sessions
- mixed response
- for the most part I think they had fun but some of the activities were not developmentally appropriate for some children/many of the parents were doing the activities rather than the children
- families were enthusiastic to attend and enjoyed the supper/families came from an area that has been identified as a high needs area in our city - many are on social assistance or working at minimum wage/parents were content to observe rather than join in/children were very active and presented many behavioral problems that took our full attention/appropriate parenting skills were lacking
- great/everyone was enthusiastic and excited for the first three weeks and then it became more routine/good feedback that families were focusing on math at home

***Did the sessions proceed as expected?***

Yes 11  
No 5

***Why it was not as expected:***

- time constraints
- siblings also attended therefore activities were not age appropriate
- some of the children were very young
- some children had behavioral problems
- only three families attended first session so had to cancel after three weeks

***Ratings of different aspects of sessions:***

<b><i>Aspect</i></b>	<b><i>Rating</i></b>		
	<b><i>Poor</i></b>	<b><i>Good</i></b>	<b><i>Excellent</i></b>
Location		6	10
Meals	2	8	6
Support from FM Staff	1	3	12
Community Support	2	4	10

***Explanation of “poor” ratings:***

- meals were not child friendly nor did they follow Canada’s Food Guide - this is our opportunity to model the importance of balanced meals
- no fresh fruit or fresh vegetables/too much soup/not enough variety
- complete meals need to be provided, including refreshments and dessert
- insufficient communication between community and schools to enroll full attendance
- the Board of Education did not refer families and newspaper collected info for story but did not print it

***Did your group deliver the Family Math Program as outlined in the Resource Book?***

Yes 14  
No 1

***Changes made:***

- measurement - substituted another activity using licorice

***Activities that worked the best:***

- “Ten in the Bed” (7)
- hands-on activities (6)
- box building (6)
- sock sorting (5)
- turtle activity (5)
- guessing jars (3)
- activities with music and movement (3)
- “Head and Shoulders” (2)
- measurement activities (2)

- rocks
- stories
- children loved getting things in their bags every night
- water
- bubble wands
- button activity
- string activity

***Activities that need change:***

- too many books (5)
- ‘Ten in the Bed’ - craft activity took too much time (4)
- button book did not hold the children’s interest (4)
- bubble activity - bubbles did not work (3)
- some books not large enough and not developmentally appropriate (4)
- some stories were too long (2)
- string activity - too much time allowed and participants lost interest
- animal crackers - need more and in one piece
- water measurement - funnels too difficult to handle
- craft activities need to be less structured
- not all presented material was correct (bears instead of animal crackers)
- not enough take home materials or scissors
- not enough large muscle breaks
- sorting - more variety
- make the guessing game 1 - 20 so children can relate
- more music
- all activities should be reviewed to see if they meet children’s interests
- water activity too difficult to do with 13 children
- too many activities meant some sessions had to be rushed
- children lost interest in patterning with socks/in my class we sort socks and use a lot of pattern blocks to make both repeating and growth patterns/socks could be made with paper to keep cost down

***New activities that were used:***

- used different books like “This Old Man” which we sang
- 1,2,3 book
- made drums and made own books
- measurement using licorice
- involved children in measuring while making a great treat called “Trash”

*Advice to others who will be delivering Family Math Sessions:*

- be organized/prepared (6)
  - have extra supplies (3)
  - establish rules and expectations for children and parents (2)
  - present the program at staff meetings (well in advance) so that it will be clear which families we are targeting
  - program information should be accurate and go to all schools
  - attend parent council meetings to recruit families from the school boards
  - package all materials for each session together so materials will not be missed
  - list the duties for each volunteer position
  - meet with parents beforehand and explain purpose of the program
  - survey families on first night regarding food
  - have food that is child friendly
  - post the activities that will take place each evening
  - do not overwhelm the parents with too many facilitators
  - be flexible and willing to modify to meet needs
  - do the program in four weeks instead of six
  - do not have the participants sitting for too long
  - remind parents that process more important than product
  - end the sessions earlier in the evening
  - use less books and more activities
  - keep adding new activities
  - make it all hands-on
  - be open minded and encourage and support families who need extra help
-

## Group Feedback - 2 - 5 Years

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*Number of completed questionnaires* **4**

### *How families responded to the Family Math Sessions:*

- positive response/lots of enthusiasm (2)
- positive response/even better than we thought
- families showed enthusiasm, participated well, shared, had fun and felt comfortable/good attendance

### *Did the sessions proceed as expected?*

Yes 2  
No 2

### *Why it was not as expected:*

- time frames too tight (2)
- too much time spent on some activities and not enough on others
- exceeded our expectations

### *Ratings of different aspects of sessions:*

<i>Aspect</i>	<i>Rating</i>		
	<i>Poor</i>	<i>Good</i>	<i>Excellent</i>
Location		2	2
Meals		3	1
Support from FM Staff		1	3
Community Support		2	2

### *Explanation of “poor” ratings:*

- variety needed in meals
- meals should be more nutritious with some fruit and vegetables
- support from FM Staff too focused on Early Years
- need a community member available to answer questions

***Did your group deliver the Family Math Program as outlined in the Resource Book?***

Yes 3  
No 1

***Changes made:***

- did entry activities after supper
- made modifications according to abilities

***Activities that worked the best:***

- estimating (2)
- entry activities
- hands-on activities
- card games
- stories
- “Cross River” game
- tangrams
- calculators
- “How Much Are You Worth”

***Activities that need change:***

- calculator activity (2)
- written instructions for games to take home
- more levels for each activity
- “Go Fish” is too language rich for an ESL community
- read whole story because some families do not get to the library
- have two activities out of a choice of three per session so more time can be spent on each

***New activities that were used:***

- whole group doubles
- ticket draw at beginning of sessions with prizes at end
- allowed children to share jokes, tricks, etc...

*Advice to others who will be delivering Family Math Sessions:*

- have fun
  - visit the facility ahead of time to check it out
  - pay attention to physical layout of room
  - be willing to modify program
  - split the age range - Gr 2-3 and Gr 4-5 - because the developmental difference is too large
  - eight sessions would be better
-

## Journal/Email Excerpts

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Several leaders and facilitators volunteered to record their impressions of the Facilitator Training and Family Math Sessions in journal format. Excerpts from these journals are presented below. As well, there are excerpts from emails received during the year.

*Grouping the facilitators for training is an excellent way to meet the rest of the team.*

*The training was comprehensive and enjoyable.*

*Check the cultural calendar of the area to see if religious holidays will interfere with family sessions. Check the cultures to determine diet needs as well.*

*I met with one of the mothers to fill out forms and get information. I was surprised to find that both her and her late husband had university degrees. I guess I had assumed that most or all of the parents were relatively uneducated.*

*The group leader is running the program like a school classroom. She is catering to the children and not getting parents involved. The parents look left out and uncomfortable...Leaders need to learn how to incorporate parents into sessions.*

*With so many ESL parents, it would be helpful if there were visual cues and simple sets of instructions for parents to take home to help them play the games... We definitely need a set of instructions in the parent's first language.*

*There were too many stories and circle activities in this session on patterning. The children were getting restless and even the parents seemed to want to be more active...The activities and the stories for this session should be reviewed. Children need more hands-on activities to not only learn the concepts but to hold their interest.*

*One child had very disruptive behaviors which were difficult for his mom and the*

*staff to deal with and at times were disruptive for the whole group.*

*A child asked if she could teach another game to the group. She stood up in front of everyone and explained the game that we tried at the front. She also told us the Internet site where the rules were located! I was so excited to see children actively searching out math games and activities to share with the group. The child's guardian told us that the child looks for tricks or games all week long.*

*We are finding that the families do not appear to need as much attention from facilitators as the training led me to expect. After the games, etc... have been explained, the families start to play and very little is wanted or needed from the facilitators except to answer an occasional question.*

*The whole night was a success but I just think we need to explain to the parents where the math is in each activity.*

*The water activity was messy and some children didn't grasp the concept of measurement. Perhaps a better system would be a leader led activity - have the leader ask questions while the families are taking part...I believe it is the only way to have some sort of control over such an open ended activity when the goal is for children to learn certain concepts and of course their first instincts are to play.*

*Home challenges continue to be well done and participation remains high. The opening estimation exercises are quite popular, although the kids don't feel comfortable verbalizing their techniques - this may be a language issue. Many say "I just guessed" but their guesses are getting closer each session.*

*The session was not as successful as it could be because discipline was lacking. Some of the children participated, others sat on their parent's laps - not all were included. One little girl was running from one child to another and no one stopped her - later this same child was practising her karate kicks.*

*Very enthusiastic and committed community leader. The volunteers consisted of Althouse students - strong students and community members - the school principal from a local school and one of her teachers. Excellent discipline techniques, excellent programming and strong explanations of*

*the math included in the program. Bright space in which to work.*

*Success happened with*

- 1. strong community leaders*
- 2. communication with the community*
- 3. bright space with lots of room to participate*
- 4. discipline*

*I had a chance to go to each of the programs once. I think overall the programs went very well for the first time. I know there are things that the groups would change. In every site I saw kids and parents having fun doing math activities together.*

*It was a good opportunity for the community to pull together - it was one of the first times the Education Faculty and our agency worked together as true partners.*

*The kids were quite happy to receive their certificates and both parents and children indicated that they had enjoyed the sessions.*

## **Parent Feedback - *Early Years* - Comments Before Sessions Began**

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*Number of completed questionnaires* 51

<i>Completed by:</i>	Mother	38
	Father	9
	Other	5

### ***What parents remember about learning math in school:***

- it was hard/difficult (9)
- did not like math in school (5)
- liked it (5)
- best subject/easiest subject (4)
- hated it (3)
- boring (2)
- found it okay until later grades
- being able to understand and have fun doing fractions and geometry
- enjoyed it until final high school years
- memorization
- math drills
- times tables
- found math easy and had both good and bad math teachers
- interesting and challenging
- being frustrated and not understanding it
- understanding math gave you power
- counting using beads
- teacher writing on board and students copying at desks
- loved fractions and algebra
- pen and paper/no stories/no fun
- enjoyed algebra
- fun in elementary school but had anxiety in high school
- sheets and sheets of paper

### ***Why parents decided to come to these sessions:***

- to help child with math (15)
- fun night out with child (8)
- to get child interested in math (2)
- child likes math (2)
- so my child will not have the same frustrations with math that I had (2)
- good for the kids

- to learn activities that are math based
- would like to learn and participate because it is different in Canada
- to encourage my children to enjoy learning math
- get ideas about how to make math fun
- child wants to be with friends
- my supporter wanted me to attend
- could not hurt to check it out
- good experience for child and myself
- child likes to be challenged
- heard they were fun
- child loves math so I need help to try things with him
- something different to learn
- I enjoy math
- recommended by child reach worker
- suggested by child's daycare supervisor
- interested to see how it compares to what our family does every day
- to help my child and have fun
- I came last year and it really helped both myself and my children
- to have quality time with my child and give him a good chance to learn something new
- to help my children understand and enjoy math/to use it in everyday life/to get children out of the house
- sounded like fun and a good chance for my child to learn some fun ways to use his math skills
- involvement in an atmosphere that is not competitive
- to spend quality time with my child
- to spend time with my grandchild and see what Family Math is all about
- fun/interact with my children/give me new ideas to use with my children

***How parents use math in their daily life:***

- home finances/banking (19)
- at work (17)
- cooking/baking (13)
- shopping (5)
- games (3)
- all the time (3)
- telling time
- I am just a mother
- driving
- reading
- marking
- finite math problems
- calendar
- I do not yet

- computers
- weighing myself
- volunteer at child's school
- income/expenses for small business
- counting things
- school work

***The kinds of math activities the parents do with their children:***

- counting (21)
- reading (13)
- baking (8)
- simple addition/subtraction (6)
- homework (4)
- money (4)
- watching TV shows/video (3)
- playing cards (3)
- shapes (3)
- games (3)
- telling time (2)
- worksheets (2)
- measuring (2)
- shopping (2)
- basketball
- piano
- sorting
- fill in the blank numbers
- during bath time
- during meals
- playing with toys
- playing with balloons and bubbles
- I do not
- everyday observations involving numbers
- skipping
- homework
- sing songs about numbers
- dominos
- each have their own bank account
- not too many

***How well parents expect their children to do in math during the school years:***

- will find it easy and do very well in all math courses (26)
- will find it like other subjects and get passing marks (18)

- will find it hard but will finish high school math (7)
- will find it hard and not complete high school math (2)

***How parents feel about helping their children with math homework:***

- no problem (7)
- enjoy helping child with math (6)
- good/comfortable (5)
- not too confident as they get to higher grades (4)
- looking forward to it (3)
- will do all that I can (2)
- scared/ not sure about “new math” methods (2)
- fine - competent
- okay
- ambivalent
- okay as long as I understand it
- feel I can help them up until college
- it is easy and I can handle it so far
- feel like I cannot help because I do not have the skills
- uneasy but optimistic
- a little intimidating but I will do what I can
- want to work to improve child’s skills
- if I know it, I will help
- mixed feelings
- feels good to help child in any way
- there is nothing else I am looking forward to doing than to be as involved in my child’s education as I possibly can
- like to learn how to make it fun
- little scared but ready for any challenge that benefits my child
- willing to learn with my child
- I want my child to do well in school so I will be active in all subjects
- father will help him
- good/fairly confident/Dad will do better
- I love math

***How parents feel about talking with their children’s teacher about math:***

- no problem (16)
- good (15)
- fine (4)
- okay (2)
- comfortable
- do not mind/always talk to his teacher about things
- confident that we will be able to communicate

- hope for a good relationship
  - need to talk to teacher to find out how child is doing
  - have not talked with teacher yet/do not know teacher very well
  - will have a discussion if we need to because math is very important
  - teacher is approachable so would not hesitate to talk to her
  - open and confident/I want full communication to know what more I can do to help further his education
-

## **Parent Feedback - *Early Years* - Comments After Last Session**

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***Number of completed questionnaires*** **40**

<b><i>Completed by:</i></b>	Mother	35
	Father	5

***Number of Family Math Nights attended:***

- 1
- 2 (2)
- 3 (9)
- 4 (6)
- 5 (6)
- 6 (17)
- 7 (2)

***What parents liked best about Family Math Nights:***

- interacting with my child (8)
- craft activities (5)
- activities were fun (5)
- interaction with other parents (4)
- children's enjoyment of sessions (4)
- hands-on learning (3)
- children learned new skills (2)
- stories (2)
- seeing how math is found in everyday activities (2)
- socialization aspect - expanding our math skills while being around others
- learning that math is a lot of child's play
- interaction with instructors
- excellent CD
- enjoyed the games, stories and songs
- follow-up to stories
- learning math/singing songs/supper
- fun learning experience
- enjoyed watching my child interact with other children
- easy atmosphere
- the techniques used
- involved all the kids and pushed them to participate
- informal, comfortable, cheery atmosphere/like the idea of developing critical thinking, questioning and reasoning and trying to come to a conclusion

- good for teaching math to kids
- fun/variety/free ideas/now know how to do it daily without expensive toys
- everything

***What parents would change about Family Math Nights:***

- nothing (14)
- not so many stories (6)
- more hands-on activities (4)
- make the sessions longer because there was not enough time (3)
- more music activities (3)
- do not include supper (2)
- books too small for children to see pictures/not always appropriate/fewer crafts for parents to make/ more focus on learning rather than end product
- repetitive/needs to be more math oriented/like a playgroup/bad singing on CD
- children who misbehave should be moved to another room to prevent distractions
- teachers should help more when children not listening
- more structure so the children pay attention
- end at 7:00 pm
- level of difficulty could be increased for older children
- end both age groups at the same time
- allow more time for each activity/explain the math concepts to the parents so they understand

***Since being a part of the Family Math Nights***

***The kinds of math activities parents do now with their children at home:***

- counting (19)
- sorting (8)
- activities like we did at Family Math (7)
- reading (7)
- measuring (6)
- shapes (5)
- building (5)
- cooking/baking (4)
- playing with funnels and containers in the bath (3)
- estimating (2)
- patterning (2)
- singing (2)
- computer (2)
- nursery rhymes

- playing cards
- shopping
- same as before
- child is anxious about some kinds of math problems so we do those and have fun
- bought some new games which involve counting
- counts while playing hide and seek
- calculating
- addition/subtraction
- exercise books
- math from school
- writing numbers
- weighing
- math book
- problem solving
- telling time
- play dough
- calculator

***How parents feel now about helping their children with math homework:***

- no problem (9)
- enjoy working on math with child (7)
- great (5)
- able to help now but will be hard to help with higher grades (3)
- good (3)
- fine (2)
- okay
- anxious
- much better
- okay once I review the text first
- pretty good but not completely confident
- does not have homework yet
- I feel good when I can make up games for my child
- very important to show interest
- excited but a bit of a challenge because he seems to get frustrated easily
- much more comfortable/I can now use a few things I learned in Family Math to help explain a problem/I can even learn some of this new math
- will be more fun now

***How parents feel now about talking with their children's teacher about math:***

- no problem (12)
- good/comfortable (12)

- okay (2)
- great
- fine
- important
- if we can work together to help my child, that is great
- want to talk to teacher about how child is doing
- talk during report card period
- have not had to yet
- feel more comfortable asking about math program at school
- will compare classroom activities to variety introduced at Family Math
- confident/really like to be involved
- much more comfortable/I now understand more of the new terminology on the report cards
- will if I have to, however with math not being my strong point I will be at their mercy
- do not mind in the least

***Any new thoughts parents have about math:***

- can be fun unlike when I went to school (3)
- now realize that almost everything in daily life is math related (2)
- never thought about using story books to help with math
- have a new outlook on how I can help my child with math
- can incorporate it into everyday life
- you can make math fun for children
- can be fun and simple
- child does more math around the house now
- making math fun relieves a lot of pressure
- sounds better than before/child has picked up things that I thought he would not
- more aware of everything that requires math
- math is different from when I was young
- important for me to have a good attitude about math to convey to children
- reminded me that math goes beyond just numbers
- it can really be fun/you can incorporate counting, sorting, patterning and problem solving with just about anything
- learned new ways to express and experiment with math
- surprised at all the different ideas to express the concepts
- my child and I have enjoyed learning new and fun ways to learn
- wish I had had Family Math Nights when I was in school/I may have done better in math and felt much more comfortable using math in other subjects like physics and chemistry
- now I know how important patterning is
- there is more to math than I thought
- more aware of math

## **Parent Feedback - *Early Years* - Family Information**

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*Number of completed questionnaires* 48

### ***Family profiles:***

two parent families	39
one parent family	8
younger siblings	17
older siblings	14

### ***Family members who took part in Family Math Nights (other than Early Years children):***

mother	41
father	10
younger siblings	6
older siblings	6
extended family members	6

### ***Mother's education:***

completed some school	5
completed high school	20
completed college or university	21

### ***Mother's occupation:***

stay at home mother	7
cashier/store clerk	6
student	6
office worker	5
early childhood educator	5
manager	4
hospital worker	2
teacher	2
factory worker	1
gas attendant	1
nurse	1
program assistant	1
program supervisor	1

retail manager	1
salon consultant	1
small business	1
waitress	1

***Father's education:***

completed some school	12
completed high school	17
completed college or university	15

***Father's occupation:***

laborer	9
factory worker	5
journeyman	4
management	4
truck driver	3
accountant	2
student	2
technologist	2
chef	1
doctor	1
farmer	1
finance	1
graphic design	1
insurance	1
professor	1
store clerk	1

***Language spoken at home:***

English	42
French	3
Arabic	2
German	2
Spanish	2
Assyrian	1
Hungarian	1
Romanian	1

## **Parent Feedback - 2-5 Years - Comments Before Sessions Began**

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*Number of completed questionnaires* **29**

<i>Completed by:</i>	Mother	23
	Father	4
	Other	2

### ***What parents remember about learning math in school:***

- it was difficult (5)
- liked it (4)
- did not like it (3)
- adding, subtracting, multiplying and dividing (2)
- hated it
- challenging and enjoyable
- had trouble with simple math but did well with more complicated things
- sometimes easy, sometimes difficult
- had some trouble
- hated it but I tried
- hated it and was bad at it
- enjoyed it
- multiplication
- not a good experience/trouble with math
- not fun/did not see its application to real life
- not pleasant/frustrating
- how various operations and formulas can be used in everyday life
- it was a calculation approach/more application and fun was needed

### ***Why parents decided to come to these sessions:***

- to help children learn about math (3)
- to have fun and do something together with my child (2)
- to support my child and to learn ways to help with math (2)
- to help my children do better in school
- to help my child like math
- for socialization and to improve general math skills
- saw a posting about the program and called for more information
- to accompany my niece since her father is attending the other session with his son
- came last year/benefits kids and shows them math can be fun/bonding
- a night out and opportunity for my son to have fun with math

- for my child who has trouble getting homework done
- was here last year and loved it
- to spend time with my child and help my child with math
- asked to attend/came last year/to help children with math
- to give my child a good start in best possible fun way
- try to remember what I learned and at the same time be with my kids
- to learn how to teach my kids and to learn how to love math and science
- an opportunity for my child to see math in a different light
- extra help for my child and would help me help her
- math has changed
- to help my children understand how math is used in everyday life and why it is important
- principal referral
- to assist my children in having more fun with math

***How parents use math in their daily life:***

- family finances (9)
- at work (9)
- shopping (8)
- cooking (5)
- counting things (2)
- not much
- collecting rents in building
- card games
- calculator
- try to avoid it
- all the time
- adding
- building hobby projects

***The kinds of math activities parents do with their children:***

- homework (10)
- computer math games (5)
- counting (4)
- flash cards (4)
- card games (3)
- basic math (3)
- multiplication tables (3)
- money (2)
- games
- none
- multiplication cards

- measuring
- teach them multiplication
- making up problems for child to solve
- patterns

***How well parents expect their children to do in math during the school years:***

- will find it hard but will finish high school math (11)
- will find it easy and do very well in all math courses (9)
- will find it like other subjects and get passing marks (6)
- will find it hard and not complete high school Math (1)

***How parents feel about helping their children with math homework:***

- good (4)
- happy and willing (2)
- do not mind helping (2)
- great (2)
- enjoy it
- fine
- always there for them
- very important
- provide lots of support
- try to help whenever needed
- it makes me feel good to help my child
- do not enjoy it but I want my child to have a more positive learning experience
- cannot do it - I can get the right answer but my child has a different way of finding the right answer
- as it gets more difficult, I think I will have trouble helping her/I will encourage her to get a tutor
- do not help them/get their father to help
- better now/used to say they had to wait for their Dad/now I want to learn
- a good thing to do
- do my best
- frustrating
- great/I help them every night
- enjoy it when I have the time and I am not working
- feel fine but do not agree with teacher's approach

***How parents feel about talking with their children's teacher about math:***

- no problem (7)

- comfortable (2)
  - good
  - okay
  - have good support
  - fine
  - a little uncomfortable
  - time consuming
  - often ask the teacher to show me how a math problem should be done
  - just like any other subject
  - would enjoy it
  - involved with teachers
  - will help when needed
  - never talked to her about math
  - fine/she is one of the best teachers in the school
  - good relationship with children's teachers
  - feel I should talk to the teachers
  - anything to help
  - do not understand her expectations at times
  - maintain contact with teacher
  - communicate well with teachers
-

## **Parent Feedback - 2-5 Years - Comments After Last Session**

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*Number of completed questionnaires* **31**

<b>Completed by:</b>	Mother	27
	Father	4

*Number of Family Math Nights attended:*

- 3 (3)
- 4 (2)
- 5 (10)
- 6 (16)

*What parents liked best about Family Math Nights:*

- games (14)
- calculator (4)
- estimating (4)
- my child's changing attitude towards math (3)
- meals (2)
- stories
- good instruction
- kept my child's attention and he enjoyed it
- good way for parents to work together to learn
- gave alternative ways to learn
- interaction was good
- my child had fun
- joining with other families to do interesting projects with my children
- the interest and excitement that my child had was incredible/she counted down the days and told everyone at school about Family Math
- well organized
- everything - the food, the people and the teachers
- excellent teachers/chance for the family to come together/able to see child's work/very challenging
- child is using mind
- learning what my child is doing in school/spending time with child/learning how to help child in school
- the people
- different ways to get my child interested
- showing children that math is fun
- new ideas on how to make math activities more fun/interacting with the group

- leader and other families
- getting children involved in solving problems

***What parents would change about Family Math Nights:***

- nothing (13)
- more sessions (5)
- include more skill based activities (3)
- better food selection and more quantity of food (2)
- start sessions earlier in the evening
- provide book with calculators
- too noisy at times when someone was explaining something
- break into smaller groups for instruction
- be sure to choose student volunteers who enjoy being with little children/must have a lot of patience
- have program for higher grades as well
- provide material for home use
- little more focus on the basics of math (multiplication and division)
- include more children to allow more families to understand that math is essential and fun

***Since being a part of the Family Math Nights***

***The kinds of math activities parents do now with their children at home:***

- estimating (8)
- Family Math games (7)
- counting (6)
- measuring (4)
- homework (4)
- patterns (3)
- calculator (3)
- telling time (3)
- shapes (3)
- money (2)
- capacity (2)
- card games (2)
- sing math songs
- sort clothes
- “Cross the River”
- multiplication cards
- multiplication tables
- observation

- activities sent home in bag
- not a lot
- temperature
- addition, subtraction, division and multiplication
- dice games
- baking
- problem solving activities

***How parents feel now about helping their children with math homework:***

- have to translate into Arabic so it takes longer (3)
- like helping (2)
- fine
- okay
- happy to help them
- enjoy it but child gets frustrated easily
- enjoyable and willing
- like to be involved and provide support
- okay if I can remember or understand it
- I can do a bit
- my husband helps because I am bad at math
- child does homework on her own as Mom does not read English
- right now I can help him because it is easy but I might not be able to help him later
- good although it is hard to do the grade four homework with my child because it has changed so much
- hard to understand because of language
- we have been working on extra-curricular math as well as on the computer
- better now/I did not know how to teach math to my child/he was beginning to develop a fear of math
- feel good about myself/it is the right thing to do
- as a parent it is essential that I help my children with any math I can
- have a greater understanding of how much my child does know so I do not expect too much
- always worked together on math
- better than I used to/not quite as frustrating as before
- lately helping my child with math has been fun
- feel good about helping with math
- still wonderful/I did learn more things though such as using our meals for learning math
- enjoy it/it is a subject I enjoy and with these ideas I will be able to make it fun for my children
- more relaxing since this program

***How parents feel now about talking with their children's teacher about math:***

- okay (8)
- no problem (3)
- very comfortable (3)
- good (2)
- more confident (2)
- fine (2)
- enjoy talking/gives more insight
- teacher is very open and approachable
- talk to ESL teacher but not math teacher
- do not talk to his teacher
- talk to my children's teachers frequently
- good idea
- have better understanding how math can be taught
- feel secure in what I know
- like to talk with her to know if they need extra help at home
- great

***Any new thoughts parents have about math:***

- it can be fun (6)
  - no (5)
  - yes
  - definitely
  - not yet
  - it can involve a lot of areas
  - opened my eyes to different approaches I can use to help my child
  - games make math more fun but it still is not my favorite subject
  - used to perceive as very boring but see how instruction can be broken down to be more fun
  - child likes math better at school
  - learned new terms
  - my child is more interested in math
  - like the idea of using the calculator because of all of its functions for kids
  - feel better about trying to do math with kids
  - so impressed with this program and the fact that I see math in a new light/the kids and I realize that math is all around us
  - it is not all doom, despair and agony
  - had forgotten how many more things math is used for/concrete items do show math practicality better than just questions
  - this program has allowed us to take new math activities and have fun while learning
-

## **Parent Feedback - 2-5 Years - Family Information**

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*Number of completed questionnaires* 35

### ***Family profiles:***

two parent families	30
one parent families	5
younger siblings	18
older siblings	20

### ***Family members who took part in Family Math Nights (other than 2 – 5 Years children):***

mother	32
father	8
younger siblings	10
older siblings	6

### ***Mother's education:***

completed some school	6
completed high school	14
completed college or university	15

### ***Mother's occupation:***

stay at home mother	13
housekeeper/cleaner	2
pharmacist	2
self-employed	2
bank teller	1
bartender	1
caregiver	1
cook	1
deacon	1
early childhood educator	1
golf course grounds worker	1
health care aide	1
information analyst	1
manager	1

receptionist	1
service industry	1
student	1
support worker	1
switchboard operator	1
teacher	1

***Father's education:***

completed some school	5
completed high school	8
completed college or university	19

***Father's occupation:***

computer technician	4
tradesman	4
auto worker	3
self-employed	3
factory worker	2
laborer	2
student	2
unemployed	2
courier	1
dentist	1
designer	1
paramedic	1
restaurant business	1
sales	1
supervisor of ambulance & fire center	1
veterinarian	1
watchmaker	1

***Language spoken at home:***

English	28
Arabic	6
Assyrian	1
Portuguese	1
Spanish	1
Turkish	1