

THE BIG PLUS, the name for the National Awareness Raising Campaign for Adult Literacies, was launched in Glasgow on 19 January by Deputy First Minister Jim Wallace. The campaign is led by learndirect scotland, funded by the Scottish Executive and supported by Communities Scotland.

The awareness raising TV and radio adverts highlight the everyday occurrences that people with literacy or numeracy needs may face and through a new national hotline and website, give details of how people can get help locally to improve these skills.

Speaking at the launch, Jim Wallace said:

"The fact that one-in-five Scots has some difficulty with literacy or numeracy does not mean that they cannot read or write at all, simply that they need to brush up on their skills in some areas. This campaign will help reduce the stigma that can often be associated with this and encourage people to seek support in improving their reading, writing and number skills."



In the first three weeks we have had over forty calls from the Edinburgh helpline. Nineteen potential learners have been referred to Colleges, thirteen to Community Education and eight to the voluntary sector. Out of the twelve calls taken during the first week, three people are already on courses and five have interviews arranged.

The Edinburgh helpline telephone number is **0800 085 4440** or potential learners can email learn@clanedinburgh.org

The learndirect scotland website has further information at www.learndirectscotland.com/news/9416

Web Resources



The web sites featured in this edition are useful general resources showing the variety of what is available on the web.

DEVELOPING MOUSE SKILLS

www.ivygreen.ctc.edu/avery/activities/mouse/mouse1.htm is a site which has very clear instructions and photographs and shows how to point and click, drag and drop, scroll, use check boxes, radio buttons and how to highlight, cut and paste.

<http://moo.twmuseums.org.uk/moo> which provides some lively practice using graphics. The user uses pointing and clicking in a simple game to move a cow through fields.

EXPLORING POETRY

www.weread.org/teens/poems.asp features poetry by teenagers. Many of the poems posted here are quite short and very personal and could provide good stimulus material for discussion or writing. The site welcomes comments on the poems.

www.readwritethink.org/lessons/lesson_view.asp?id=39 has ideas for developing lessons around writing Japanese haiku and links to haiku poetry sites. The rules for syllables in haiku lines provide a different way of developing students' ability to find syllables.

SITES THAT PROVIDE THEMATIC MATERIAL

www.bl.uk/citizenship which has British Library material grouped around issues under the headings: Who Are We? Whose Rules? How Do We Live? The material includes photos, letters, handbills, and leaflets which can be printed off or shown on-screen. The accompanying information gives the context. Many of the activities suggested are very demanding but, as a source of original material and ideas to adapt, the site is interesting.

www.nationalgeographic.com/features/99/railroad/index.html by contrast gives an account of escaping to freedom under slavery in the US that is very lively and involving. This site also uses original photographs and documents. Although the site includes a map, the on-screen activity could be linked to looking at present day maps to follow the journey runaway slaves made, comparing distances, etc.

Catherine Macrae

Numeracy in Dumbiedykes

The Number Shop, which has responsibility for numeracy provision within City Centre and Leith, is located adjacent to Dumbiedykes but few residents take advantage of the provision.

Working with Dumbiedykes Food Co-op

To try to address this issue it was decided to run some mode of provision concurrent with Dumbiedykes Food Co-op which would give many opportunities to develop numeracy skills in a practical, realistic setting. The Number Shop worked in collaboration with Pauline Crombie and Pamela Spiers (*Voluntary Sector Support and Capacity Building within the City Centre and Leith Community Education Team*) whose local knowledge of the area was invaluable.

We decided the best approach would be to have a numeracy presence as opposed to a group/workshop/drop-in and be responsive to this. Two experienced group tutors were appointed for two hours per week for nine weeks to work every Thursday and Saturday morning alongside the Food Co-op.

The aims of the project were:

- to provide an opportunity for residents to voice their concerns about numeracy issues
- to raise awareness of numeracy issues in everyday life
- to investigate appropriate ways of providing numeracy support to the community in collaboration with other agencies
- to raise awareness of CBAL numeracy provision
- to gain the trust of the residents

Marketing was done by displaying carefully worded posters and by word-of-mouth. During the nine weeks many numeracy issues were identified and the level of support was responsive to each individual learner. The areas identified were many and included managing household bills, support for volunteers using the Food Co-op till, how the Food Co-op keep prices down and various aspects of cooking.

As a result of the project we have identified numeracy issues which require support and we have worked collaboratively with various groups, e.g. customers, volunteers from Braidwood Centre, members of residents' association, workers from the Edinburgh Community Food Initiative, local Health Visitors and the local Family Learning Worker.

One of the project's major achievements has been the trust which has been established between the residents and the two tutors. There is now the potential to build on what has already been achieved. Further developments are to some extent restricted as at present City Centre and Leith does not have a full-time CLAN worker in post. However, some follow-on work has been possible.

Dumbiedykes Weaning Group

This three-week course involved collaboration between a health visitor, a dietician, Edinburgh Co-op Food Initiative and a numeracy tutor. A grant from Scottish Community Dietary Fund covered the costs of microwave, new blenders, food, etc. CLAN funded the numeracy tutor.

The aims of the course were:

- to offer three practical sessions to raise awareness of issues surrounding weaning babies
- to build on the positive relationship which CBAL is establishing in the community

Topics covered included weekly cost of using jars and tins, preparing, weighing and making food for babies and comparing prices of home-made food with store bought. This course ran successfully with positive feedback from all six students.

Bargains, Bills and Banking

Building on the achievements of the initial project and aiming to address some of the identified needs of the users of the Food Co-op, we decided to pilot this five-week course.

The aims of the course were:

- how to understand your bills
- how to handle your money
- how to borrow money
- how to use banks



Students had the opportunity to decide together what would make up the curriculum of this course. However, this group has been poorly attended and while we perceive this course to be appropriate, students obviously do not.

The successes of our overall initiatives with Dumbiedykes would confirm the view that non-embedded literacies courses are not always the best method of involving adults in literacies. They require to be more practical and this is reflected in possible future literacies provision under consideration.

Future Developments

It is hoped that we can build on the valuable work achieved so far in Dumbiedykes and on the trust which has been established between the residents and the tutors. Potential collaborative work is being discussed with the health visitor and dietician ('Healthy Eating for Toddlers', re-running 'The Weaning Group') and with the Family Learning Worker. The potential for developing embedded literacies courses is evident.

Elizabeth McEachern

TRAINING ROUTES IN ADULT LITERACIES

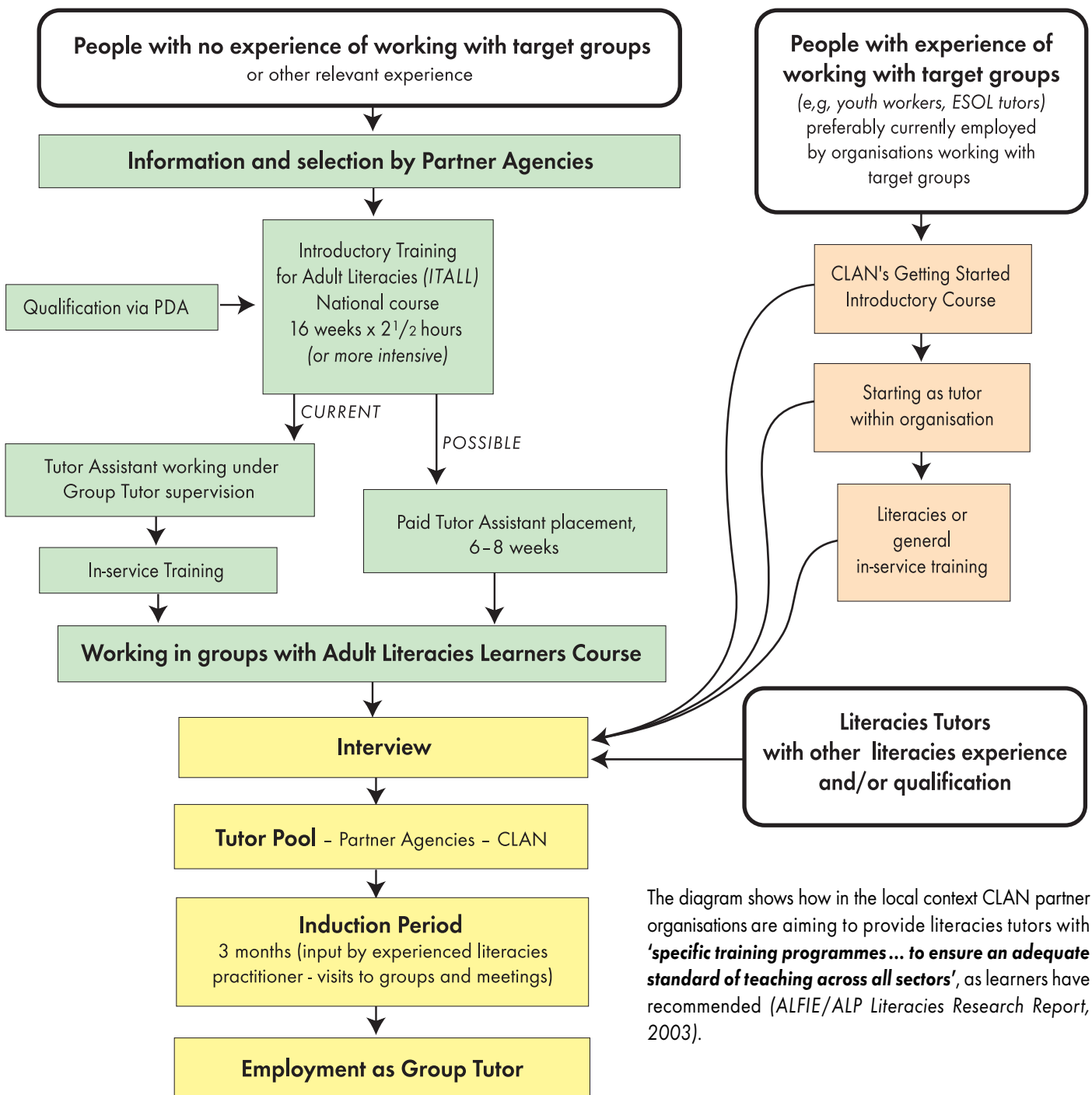
Learning Connections has produced the following training materials:

- **Introductory Training for Adult Literacies Learners (ITALL)**, a course which can lead to an SQA certificated Professional Development Award (PDA) as reported in 'Beans' 2 in July.
- **Working in Groups with Adult Literacies Learners (WIGALL)**, materials for running a course for assistant tutors who are interested in working as group tutors was produced in December.

CLAN partners have all received copies and other copies will go in the Training Resources section in McDonald Road Library.

As well as these resources, Learning Connections has been developing literacies training for ESOL tutors and also consulting about Practice Tutors for a higher education course.

All this shows that some progress is being made towards setting out a national training framework.



The diagram shows how in the local context CLAN partner organisations are aiming to provide literacies tutors with **'specific training programmes... to ensure an adequate standard of teaching across all sectors'**, as learners have recommended (ALFIE/ALP Literacies Research Report, 2003).



Here is a progress update on involving learners across CLAN provision; plus how you can get involved in the cooking.

INGREDIENTS

- ideas from our seminar with Juliet Merrifield in September
- ideas from the national seminar
- ideas from the ALFIE / ALP research
- ideas from the research report 'Listening to Learners'

METHOD

Add all the ideas together.

Pay particular attention to ideas that come up several times.

Identify themes, then organise the ideas around them:

The Learning

Re-discovering the social aspects

Learners' Forum

Enjoy sharing this feast with other tutors and learners.

To literacy and numeracy tutors

We have sent the 'ingredients' to you in the form of a poster to use with learners, and we have suggested exercises you may like to use with sticky dots, group writing, etc. If you haven't received it, use the insert poster in this edition of 'Beans'. You can also look it up on the web site at www.clanedinburgh.org/involvinglearners or ask us for an audio-tape version.

Please return **feedback** by Monday 8 March to Gillian, tel: 0131 270 6070 or email: gillian@clanedinburgh.org

All are welcome to come to the **planning meeting** on Saturday 27 March, 10am -12pm at South Side Community Centre, Nicolson Street. If learners agree, give us names of those interested and we will send them a personal invitation.

We can look at the feedback together and plan a **June event** called 'Learners Meeting Learners'.

At both meetings free crèche, free lunch, travel expenses for learners and volunteers will be provided. Sessional group tutors who bring learners can get paid.

ICT 'hands on' Workshop

A workshop for Project Workers and Tutors. Topics include: using a digital camera for group work; setting up a myEdinburgh email address, and introduction to word processing.

The event will run on either Mon 1 March, 2-4pm, or Thur 4 March, 10am-12pm, at CLAN, 1-3 Canon Street. To book a place contact Catherine, tel: 0131 270 6034 or email: catherine@clanedinburgh.org

Intro to Scotopic Sensitivity

Microscopic sensitivity. This is a training event for literacy and numeracy tutors on Tuesday 16 March, 7-9pm at South Bridge Resource Centre, Infirmary Street, Edinburgh. Intro to Scotopic Sensitivity. This is a training event for literacy and numeracy tutors on Tuesday 16 March, 7-9pm at South

What is it? How does it affect people? How does a screening work? What can you as a tutor do to help?

Tuesday 16 March, 7-9 pm

South Bridge Resource Centre (Conference Room 1)

Infirmary Street. Trainer: Paula Whight

This is a training event for literacies and numeracy tutors. To book your place, contact Gillian, tel: 0131 270 6070 or email: gillian@clanedinburgh.org

Edinburgh Literacies Forum

All literacy and numeracy practitioners are welcome to attend this city-wide event on Wednesday 24 March, 9.30am-12pm at New Dalry House, 15 Orwell Place, Edinburgh.

PROGRAMME

- purpose and future planning of the forum
- information exchange
- Health and Literacy –

Elsbeth Hosie and Jo Aitkenhead, CLAN Project Workers, will talk about key success factors in their work and describe examples of dedicated and integrated health and literacy work.

To register, email: mags@clanedinburgh.org

Contributions for the next issue of 'Beans' should reach the Editor's desk by **Monday 1 March**.

Fiona Holmes, CLAN Edinburgh,
1-3 Canon Street, Edinburgh EH3 5HE.

Tel: 0131 270 6073. Fax: 0131 270 6074.

Email: fiona@clanedinburgh.org

Web: www.clanedinburgh.org

Online editions of 'Beans' at
www.abe.edin.org/clan/beans.html

**MORE
BYTES**

How can learners have a say?



1 Activities like choosing and deciding what's important in the group.

2 Giving your opinions.

3 Tutors asking learners to give their opinions.



4 Suggestion box for learners – tutors make changes.



5 Talking about how to speak out.



6 Using individual learning plans and group learning plans.

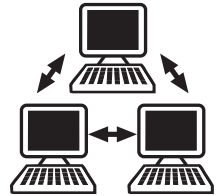
7 Talking about progress and linking it to other areas of your life.



8 Getting a welcome and getting information at beginning and end of class.

9 Learners' newsletters/magazines.

10 On-line forums.



11 Getting accessible information: leaflets and learners' guides.



12 Going to taster sessions and open days.

13 Knowing how to complain.

14 Questionnaires about what you'd like to learn and about what you think of courses.



15 Learners who can go round and speak to groups about learning.



16 Learners' forums.

17 Learners develop and promote a Bill of Rights to learners.



18 Groups sharing with other groups what they're doing.

19 Groups working together with other groups.

20 Residential learning opportunities.



21 Learning centres which are open for learners to drop-in and use.

22 Social spaces and events for learners – what would **YOU** like?

• Other ideas:

• Names of learners who want to be involved:
