



Welcome to Intergen

Handbook for Volunteers



Intergen

A service provided by
From Generation to Generation

www.intergen.org.uk

www.fromgenerationtogeneration.org.uk

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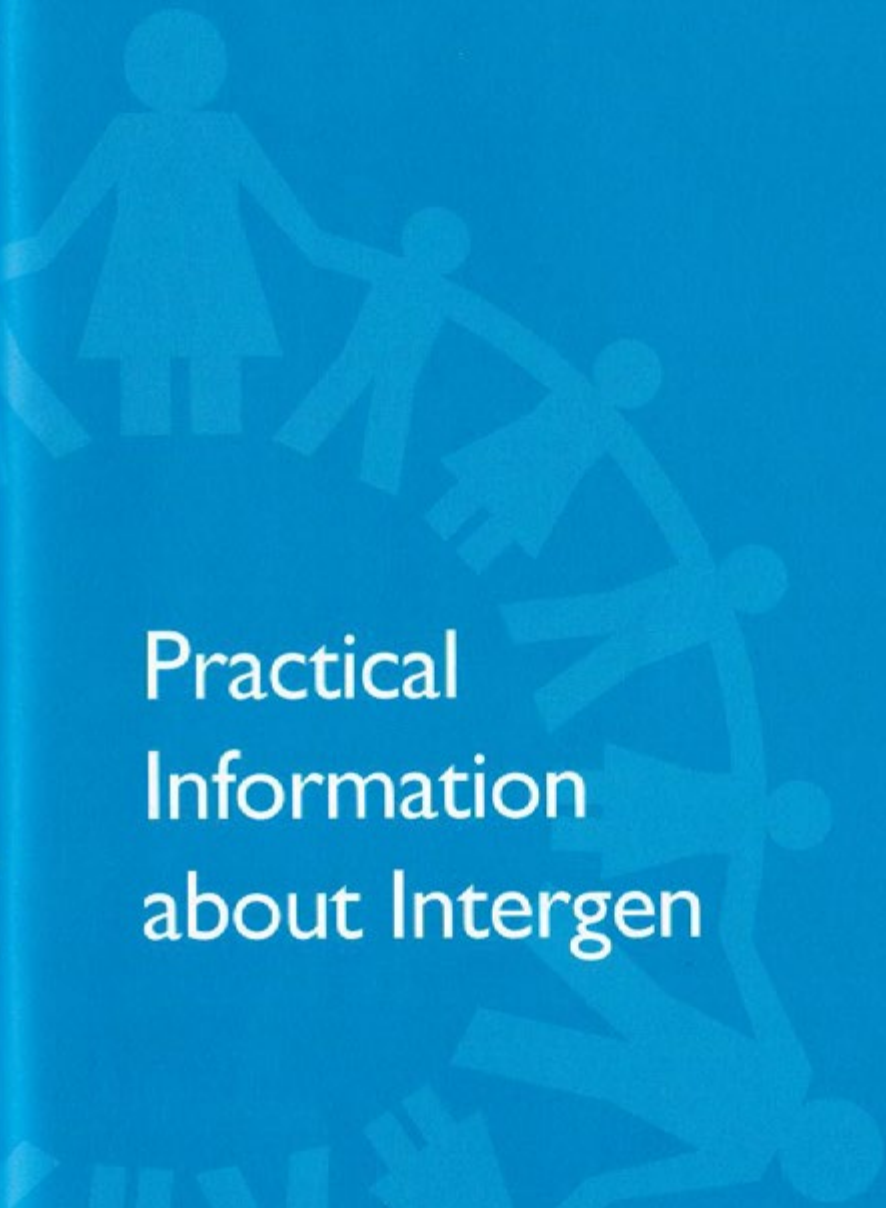
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Intergen Welcomes

as an Intergener at



Practical
Information
about Intergen



"They help us.
They help us
doing our work,
when we are
stuck they just
come around
and help us."

"We need to do the
times tables and he
helps to do the times
tables and at the end
of the lesson if he's
got something to say
he will come and say
what it is."

From Generation to Generation – Intergen


Mission

The charity exists to promote knowledge and wellbeing through cooperation between the generations.

The Intergen service aims to promote opportunities for older and younger citizens:

- To learn
- Raise their aspirations
- Discover learning is fun
- Build stronger communities
- Share the untapped range of skills and knowledge retired people have to offer

The Intergen service of From Generation To Generation does this by bringing older and younger people together to share time and experiences in their local schools.



"He might get a bit lonely where he lives so he can talk to somebody."

"He is very interesting he tells us about stars and what we should look out for Jupiter and all the old money and all the they were called – like one of them was called a bob – it was a nickname."

"He is very like, he's quiet and you can talk to him and he will talk back."

Useful Local Contacts

Your Intergen Neighbourhood Coordinator

Name: _____

Tel: _____

Email: _____

Your School's Intergen Coordinator

Name: _____

Tel: _____

Email: _____

Your School's Nominated Health and Safety Contact

Name: _____

Tel: _____

Email: _____

Your School's Safeguarding Children Contact

Name: _____

Tel: _____

Email: _____

Intergen's Code of Conduct

We want to make sure that you enjoy being part of Intergen, your time in school and find it a valuable experience. As you know your role as a volunteer is really important, and is much appreciated by everyone in the school in which you will be volunteering.

We have set out what you need to know to ensure that you feel comfortable in school as an Intergen volunteer. In case you are unsure about how to conduct yourself, always check with your Intergen in-school coordinator or the teacher you are working with and your Intergen Neighbourhood Coordinator.

You as an Intergen volunteer will be responsible for:

Respecting

- the confidentiality of the school and its pupils and staff

Undertaking

- the activities agreed and explained by the school

Contacting

- the school or your Intergen Neighbourhood Coordinator if you are unable to get to school for a particular time

- your Intergen Neighbourhood Coordinator if you find yourself unable to do any of the things requested

Completing

- paperwork in support of expense claims and any other records requested..

Your school will make every effort to ensure that you are working in a safe environment.

You do of course have a responsibility for your own health and safety. While you are in school you are expected to exercise reasonable care to ensure the safety of yourself and others. You should not, therefore, undertake any activities which might place you at risk (e.g. lifting heavy items). If you are in any doubt, bring the matter to the attention of the member of staff with whom you are working.

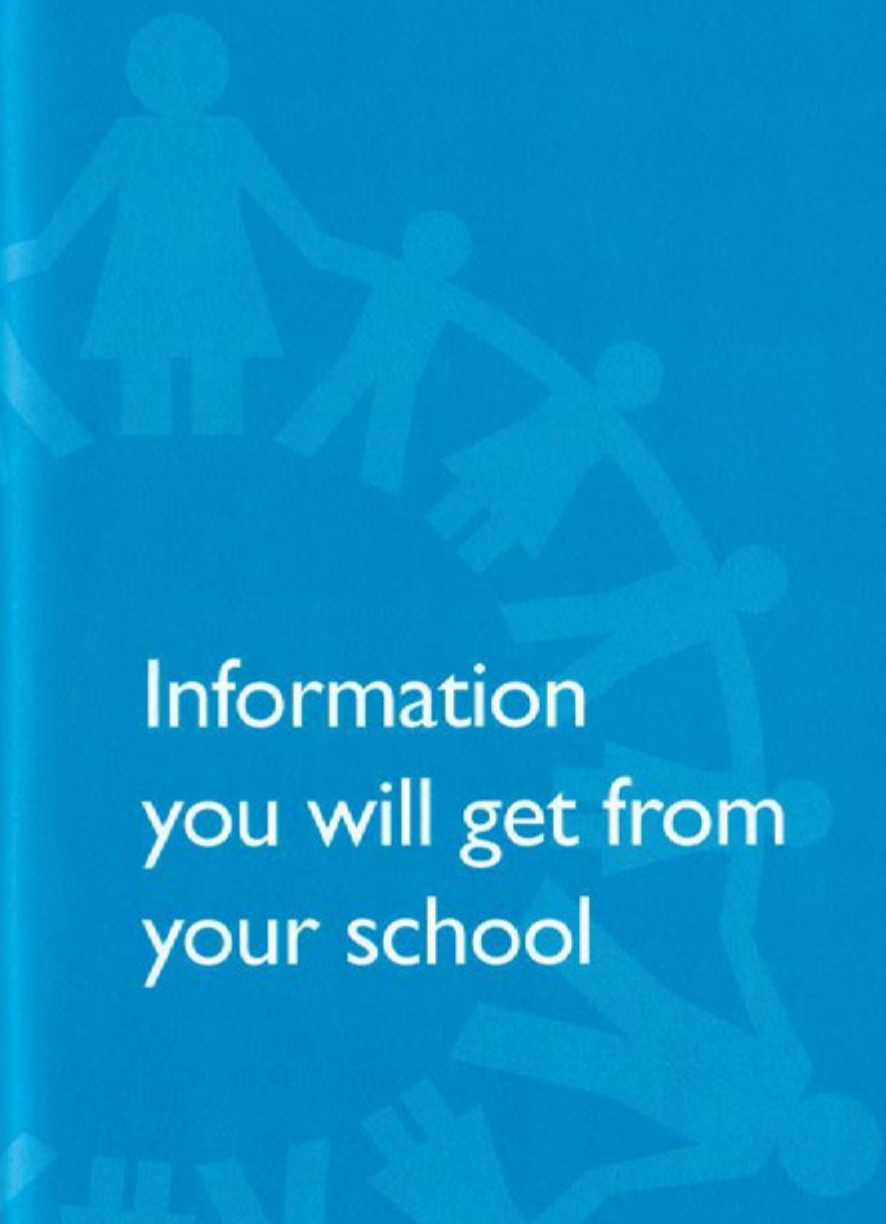
We cannot give a definitive list of the activities which you should not undertake or behaviour to be avoided but, for example, you should:

- follow the guidelines given to you about any inappropriate behaviour towards young people and observe correct procedure in the event of any problems
- not intervene in any incidents of serious concern you may witness but to bring them to the attention of an appropriate member of staff
- not intervene in medical emergencies/incidents but report them immediately to an appropriate member of staff

As an Intergen Volunteer (an Intergener) you are an ambassador for all of us bringing the generations together in our neighbourhood schools so remember please that you must not:

- use or be under the influence of alcohol or non-prescribed drugs
- smoke
- use obscene language

We do hope that you will enjoy your time with Intergen and all your activities within your school. If you do have any concerns please get in touch with your Intergen Neighbourhood Coordinator or the From Generation to Generation and Intergen Head Office. Contact details for both are in the front of your **Handbook**.



Information
you will get from
your school



Information You will Get from Your School

Your School will be responsible for:

Providing you with

- ✓ any training for specific activities you will be carrying out
- ✓ advice while you are volunteering in school about your involvement
- ✓ information about what they want you to do
- ✓ School academic calendar and daily timetable

Ensuring your

- ✓ health and safety whilst engaged in your activities
- ✓ welfare (e.g. provision of refreshment and washroom facilities as appropriate)

Advising you

- ✓ on appropriate behaviour with young people and informing you of their Safeguarding Children procedure.

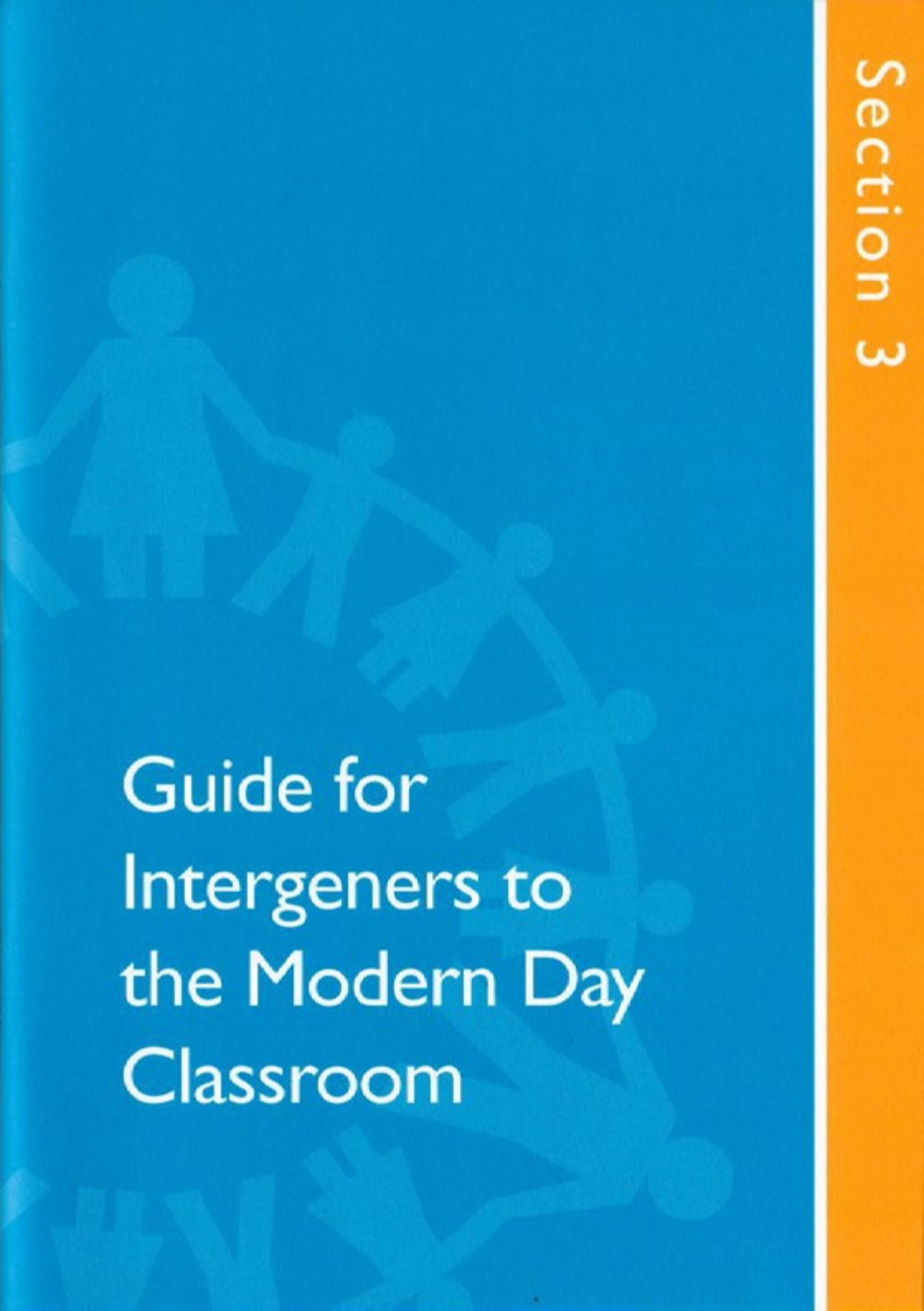
Agreeing with you

- ✓ what times of day and which day(s) you will be in school

Please ask your In School Intergen Coordinator or your classroom teacher to make sure you get this information

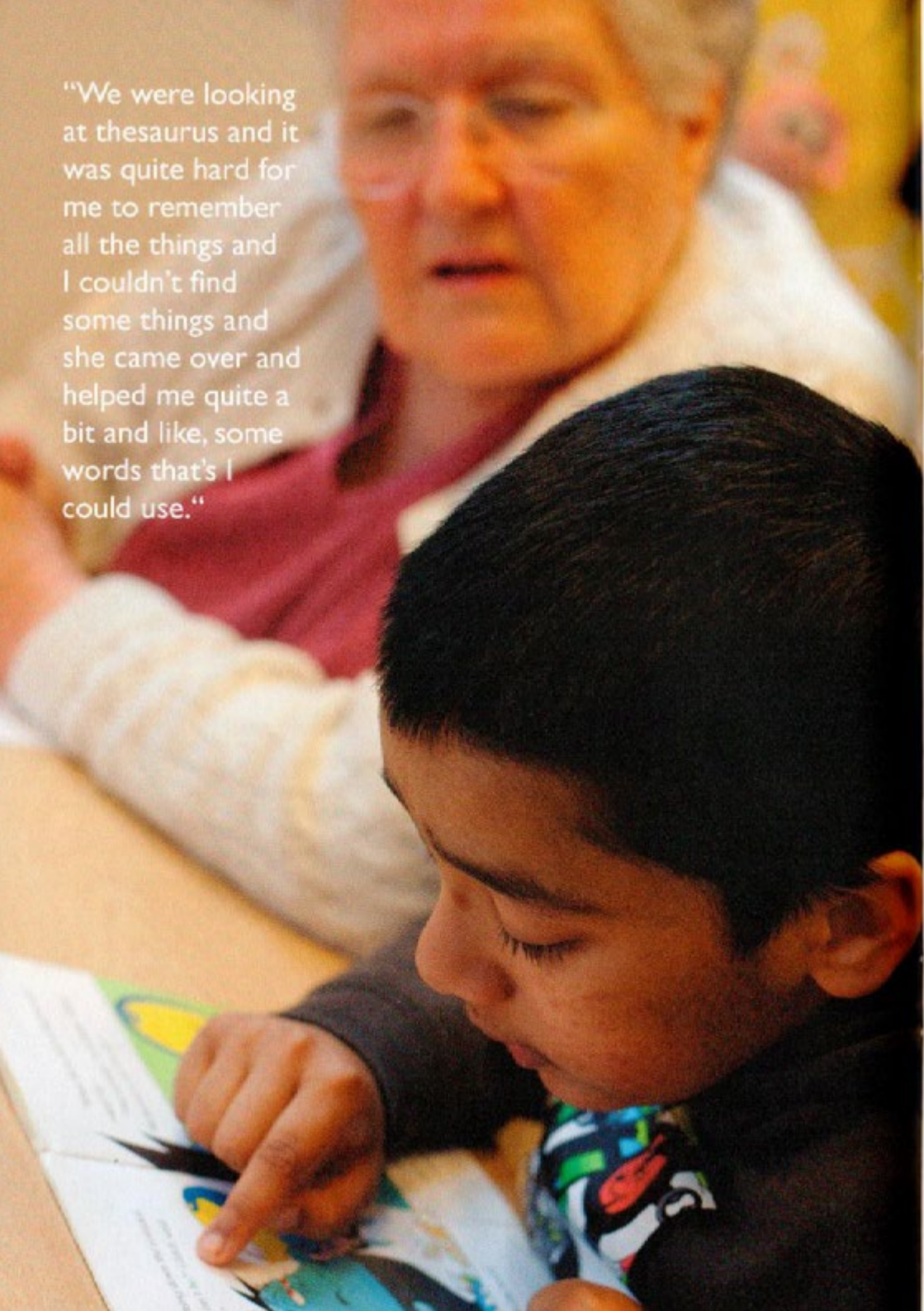
"They help the teachers too, so the teachers don't have to swop round tables too and when the teachers aren't here they can help us, in phonics they can help them and music and they know about phonics – they do come about phonics and they help a little bit when we are doing it."





Guide for
Intergeners to
the Modern Day
Classroom

"We were looking at thesaurus and it was quite hard for me to remember all the things and I couldn't find some things and she came over and helped me quite a bit and like, some words that's I could use."



The Modern Classroom

Olivia Richards

Introduction

Well done and thank you for deciding to volunteer with Intergen. As an Intergener you are in a unique position to help bridge the gap between generations in the community: You should be very proud of what you are about to do.

Hopefully you are feeling quite excited and ready to start this new challenge, but understandably you may be feeling a little bit overwhelmed about stepping into the classroom again. Stepping into a new classroom for the first time is daunting for anybody, whether that be a pupil on their first day at a new school, a teacher starting a job or an Intergener starting a new placement. That is why we have created this guide to equip you with the basic information you may want to know before you return to the classroom.

This guide has been made for people who have not stepped into the classroom for a long time and may be unaware of how a classroom has changed over the years. You can use this guide as an introduction before you enter the classroom and as a reference point as you become more familiar with your volunteering placement.

The Modern Classroom

Contents

✓ Spot the Difference:

This section contains a comparison of the classroom of the past that you may remember and the modern classroom.

✓ I just want to know how old they are:

Nowadays pupils are known as year one or key stage one, so it takes a while to figure out exactly how old pupils are and how long they have been in education. This page contains a chart that will help make this clearer and explain how pupils are grouped in modern day schools.

✓ Translations!

A guide to understanding school language:

This section contains a glossary of the different terms you may hear around school.

✓ Helpful advice

This section contains frequently asked questions and words of wisdom



Spot the Difference



Classrooms of the past

- The classroom was a purpose built area where pupils would sit in rows and all focus was centred on the teacher.
- The teacher would use a blackboard. You may remember the screeching noise that could be made by running the chalk down the board.

- Pupils knew that if they misbehaved they would face the cane. There was a strict no tolerance policy at most schools, so pupils would rarely speak out of turn.
- Little was known about learning difficulties until quite recently, so they would probably have gone undiagnosed, so pupils with learning difficulties would rarely have got the help they needed and may have ended up losing interest in education.
- Classroom help was rarely available.
- Studies may be quite gender stereotyped as girls would be encouraged to study more domesticated subjects and boys would study more physical subjects.

The Modern Classroom

- In primary schools, pupils usually sit in groups depending on their ability and focus is centred on pupils as they are encouraged to be inquisitive and learn from each other.
- Secondary schools can be very large, it is not unusual for secondary schools to have over 1,000 pupils on their registers. Classrooms will vary a lot in the secondary school. When volunteering at a secondary school you need to be flexible, as every lesson is very different. This is because different subjects require different styles of teaching and different teachers will have their own styles as well.
- There is a lot of pupil movement in secondary schools as pupils change lessons approximately every hour so it can get quite busy on the corridors.

- You will notice that the classroom is a lot brighter as pupil's work is on display and there are lots of posters related to learning. Teachers will also decorate and layout their classrooms differently, so even within the same school no two classrooms will be exactly the same.
- Technology is used a lot in lessons, all pupils will have access to a computer within their school.
- All schools and teachers will have their own discipline policy, but these will mainly centre around pupil choice. The aim is to encourage pupils to make the right decisions about their own behaviour. This is done by praising pupils and giving them rewards when they behave well or warning pupils and giving consequences such as detention when they misbehave.
- Learning difficulties are widely recognised and diagnosed enabling pupils to get the appropriate help so they do not fall behind their peers.





I just want to
know how old
they are

Primary School Age Chart

Type of School	Key Stage	Year Group	Age in years
Primary School		EYFS* (Nursery & Reception)	3 – 5
	1	1	5-6
		2	6-7
	2	3	7-8
		4	8-9
		5	9-10
		6	10-11

*EYFS – Early Years & Foundation Stage

Pupils start primary school at 4 and they enter reception class. Reception year is treated as an introductory year as pupils are getting used to being in

a school setting. They will be taught using the Early Years framework which includes phonics, learning to read and mathematics. After a year in reception pupils will enter year one. Pupils will go up a year group each year until they reach year 6 which is their final year at primary school.

Pupils will usually have the same teacher for the whole year who will teach pupils all the subjects. Then pupils will change teachers when they move up a year.

Schools are split into Key Stages to track the progress of pupils as, pupils are expected to progress a certain amount each key stage. The Key Stages are learning milestones for teachers and pupils. Nursery and Reception is called EYFS (Early Years and Foundation Stage). Year group 1 and 2 are called Key Stage One and years 3, 4, 5 and 6 are called Key Stage 2.

Secondary School Age Chart

Type of School	Key Stage	Year Group	Age in years
Secondary School	3	7	11-12
		8	12-13
		9	13-14
	4	10	14-15
		11	15-16
Sixth Form/ College	5	12	16-17
		13	17-18

Pupils start secondary school at 11 and attend until they are 16. The first year at secondary school is year 7 and this goes up numerically until their final year, which is year 11. Some schools also have a sixth form attached to them which pupils can attend for two more years until they are 18.

Secondary schools are also split into Key Stages to track the progress of pupils. Years 7, 8 and 9 are Key Stage 3, and years 10 and 11 are Key Stage 4.



Translations!

A Guide to understanding school language

Glossary

This glossary contains words that you might hear when you are at school. Do not worry as you are not supposed to know it all before you start volunteering. It is just for you to peruse if you are interested and it may be a useful place of reference in case any of these terms come up during your placement.

Assessment

Primary and Key Stage 3

In each school subject pupils are given a level to show their understanding of the subject. Levels go from one to eight with 8 being the highest and meaning that the pupil has all the skills needed in this subject and level one being the lowest meaning the pupil has almost no knowledge of this subject. A pupil would be expected to start their education at level one and to move up two levels every key stage. However all pupils will progress at different rates and you may find pupils with a number of different levels in each class. Pupil's levels are determined by teachers by looking at pupils work or by giving pupils tests. In some subjects pupils take SATS exam which are official public exams to determine their levels.

P scales: If a pupils is working under level one they can be assessed on something called the P scales, but these are only used for pupils with learning difficulties.

Key Stage 4 & 5

After KS3 pupils start working towards national assessments such as GCSE'S these used to be known as O levels and are graded from A-U.

In KS5 pupils take their A level, these are graded from A – E.

There are other alternatives to GCSE and A levels that pupils can take, you may hear of pupils taking BTEC's, diploma's or an apprenticeship

Learning

This section of the glossary explains some of the terms you may hear teachers mention related to pupil learning and teachers standards.

Interactive white board

This means the teacher can show videos on the board and they can use the board to play games on or show work they have prepared on a computer.

OFSTED

OFSTED are a group who do school inspections. Schools are judged as outstanding, good, satisfactory or inadequate. This is very important to a school as it can effect whether people want to go to that school and it could lead to the school being closed.

Curriculum

Curriculum is a broad term covering everything that pupils need to study. The national curriculum is set by the Government and it details everything that needs to be covered by teachers with their classes. There is a separate curriculum for each subject a pupil studies.

Thematic Curriculum

You may hear this term at secondary school and it is quite a new concept.

A thematic curriculum means that year 7 pupils at secondary schools do not go to individual teachers for different subjects. They are taught different subjects together with a variety of teachers. This will be done differently at different schools, but it means that pupil's first year at secondary school is a lot more like primary school.

Phonics

When pupils learn to read they start off by learning to read phonetically. This means that pupils will learn to say letters as they sound and will break words up into phonemes which are individual letter sounds. EG. Cat becomes C-A-T.

Carpet time

At primary school pupils will spend some of their time sitting together on the carpet. This creates more of a group atmosphere and is used when the teacher wants the class to listen rather than work together. It may also be used for whole class discussion.

Special Educational Needs (SEN)

This part of the glossary details some conditions that pupils may have that can affect their learning.

Dyslexia

If you are reading with pupils this may be of particular use to you as this is a reading difficulty. This is a complex condition that shows itself in many different ways but a lot of pupils will describe it as having the words on the page get muddled up in their minds. They find it more difficult to read and spell. To help someone with dyslexia you need to give them more time when they are reading, so they can decipher words for themselves. Someone with dyslexia may need help during other subjects too, so they can read worksheets or instructions.

Dyspraxia

If a pupil has dyspraxia they will have problems with their co-ordination, so they may find it difficult when taking part in physical activities or may have poor hand to eye co-ordination making their work appear messy. These pupils can be helped through physical support or clear instructions so they can mentally prepare themselves for a task.

Autism

There are over half a million people in the UK with autism - that's around 1 in 100 people. People with autism have said that the world, to them, is a mass of people, places and events which they struggle to make sense of, and which can cause them considerable anxiety.

The three main areas of difficulty which all people with autism share are sometimes known as the 'triad of impairments'. They are:

- difficulty with social communication
- difficulty with social interaction
- difficulty with social imagination.

The characteristics of autism vary from one person to another but as well as the three main areas of difficulty, people with autism may have:

- love of routines
- sensory sensitivity
- special interests
- learning disabilities.

If you are working with a pupil with autism it may be useful for you to bare these things in mind. You can make a bond by finding out about their special interests and by making sure you maintain their routine.

ADHD

This is short for attention deficit hyperactivity disorder. Pupils who have

ADHD are more likely to be hyper than other pupils and can sometimes misbehave as they find it more difficult to concentrate. They really appreciate extra attention, so as a volunteer you could make a big difference to a pupil with ADHD.

G&T

No, this does not only stand for gin and tonic! In the school setting G&T means gifted and talented. Pupils who are performing well above their peers in one or more subjects are identified as being gifted and talented. This means they need to be challenged more and encouraged to keep aiming high. As a volunteer you can help challenge these pupils by asking them difficult questions and encouraging them to try harder work. Gifted and Talented pupils may also be known as AG&T which stands for Able, gifted and talented.

MLD

This stands for a moderate learning difficulty and covers anything that may cause a pupil difficulty when they are learning. This may be a difficulty with numbers or with words, or it maybe a physical difficulty such as a hearing impairment. If a pupil has been identified as having a MLD then this needs to be accounted for within the lesson, so the pupil may receive extra help.

School Subjects

This part of the glossary details some subjects that are studied at school today that you may not have heard of or you may not understand the modern term for.

MFL

This is short for modern foreign languages and means that in this lesson pupils will study a language such as French or Spanish.

PSHE

This is short for personal social health education and this lesson is a time for pupils to consider personal issues such as their feelings or career paths, to study issues related to society and to pupil's health.

Citizenship

Schools are now obliged to teach pupils citizenship which is studying what it means to be a British Citizen. You may find this being included within other subjects or on its own.

ICT

This stands for information communication technology and means that pupils will be studying computers.



Helpful Advice

Frequently Asked Questions

Here are the answers to some questions you may have about the modern classroom and your role in it.

Q. Why have classrooms changed so much?

- A. A lot of research has been carried out and it has been found that pupils learn a lot more from social interaction. Therefore the classroom is set out to encourage pupil discussion. Pupils are encouraged to be inquisitive and to discover information for themselves as there is evidence that this will help pupils remember information. This can lead to the classroom being a lot noisier than you may remember, but this should be productive noise as pupil's discussion should be about their learning.

Q. Why do secondary school classrooms vary so much?

- A. The classroom layout in secondary school schools varies depending on the teacher and pupil's needs. A lot of teachers may choose to keep their classroom traditional with pupils in rows as this may suit the teacher and help maintain pupil's behaviour. However some teachers may prefer to sit pupils in groups as a lot of research has been carried out and it has been found that pupils learn a lot more from social interaction. Therefore sometimes the classroom is set out to encourage

pupil discussion. This can lead to the classroom being a lot more noisy than you may remember, but this should be productive noise as pupil's discussion should be about their learning.

Q. Why are pupils given chances before they are given a punishment?

A. You may hear teachers giving pupils chances or warnings before they are given a punishment. This is to help pupils manage their own behaviour as they are given the chance to change their behaviour themselves before the teacher has to step in. You may see some teachers writing pupils names on the board when they are given a warning, this is to remind pupils that if they misbehave again they will get a detention.

Q. What do I do if I feel uncomfortable with a volunteering situation.

A. If the pupils are making you feel uncomfortable because of their comments or questions, try to remember that pupil's (especially older ones) will try to push you to see where your boundaries are. If you firmly tell them you think they are being inappropriate they will usually drop their questioning. If you feel uncomfortable about doing this, simply remove yourself from the situation, you could go and sit with some other pupils or simply explain to the pupils and teacher that you need to leave for a minute. Remember that you have InterGen to support you and they will help you deal with any problems that you are having.

Q. What is the best way for me to build a positive relationship with the pupils I am volunteering with?

A. Just be yourself and be open and friendly with the pupils. The pupils will be naturally interested in you and want to get to know you, so just give them an insight into your life. It helps if you take an interest in them too as they will enjoy telling you things about themselves too.

Q. I don't understand the different levels and grades that pupils are working at, does this mean I can not help effectively?

- A. Of course not, this information has only been given to you in case you are interested. Some longstanding teachers do not understand these levels completely, as they can be quite confusing, so it is not necessary for you to completely understand them. The more time you spend in the classroom, the more familiar they will become, but the main thing to remember is that pupils should know their own levels and teachers should provide work appropriate for this, so you need to support the pupils with the work they are given. Obviously levels will only be relevant inside the classroom, so if you are helping outside the classroom these will not be relevant at all.

Questions you might like to ask

The teacher

- How big is the school?
- What is the timetable for the school day?
- When are the breaks?
- Where is the staffroom?
- How do pupils sit in the classroom? Are they allowed to move around?
- Do any of the pupil's I will be working with have any special educational needs?
- Can I have a tour of the school?
- What is your discipline policy?
- Where are the bathrooms?
- Where can I get resources e.g. New books or pens if pupils run out?
- How can be of most use within the school?

The pupils

- Your names should be shared each time you meet a child.
- What did you do yesterday/ earlier today?
- What is your favourite subject/ topic/ book?
- What do you find difficult at school?
- How are you getting along with your piece of work?

Words of Wisdom

Here are some words of wisdom from the people who know the classroom best: The teachers, pupils and other volunteers:

"The great thing about working with primary school pupils is that they are so eager to learn new things. Having volunteers in the classroom is a great opportunity for them to be inquisitive and learn about different people. You can make a big difference by helping out academically, but you will make an even bigger difference by sharing your experiences and taking the time to speak to pupils and listen to their queries."

Gemma Farmer
Primary School Teacher

"You get satisfaction and so much change. I've come out even after an hour or half an hour and I've come out and I've been a different person than when I went in. It's almost sort of a bit of a challenge really. Because we get old and cynical, you do change."

Mrs J Brown
Aged 65, Intergener

"It would be nice to have some more people come and help in the classroom because then we can get more work done. I think if somebody wants to help in my classroom they should be nice to pupils and come and see us in the playground."

Thomas Hope
Aged 6

"In secondary school pupils will be friendly and respect you if you show respect to them. Once pupils get to know you, you can get on with them very well, so my advice would be to give pupils time to get to know you and make the effort to get to know them."

Hollie Wilson
Aged 14

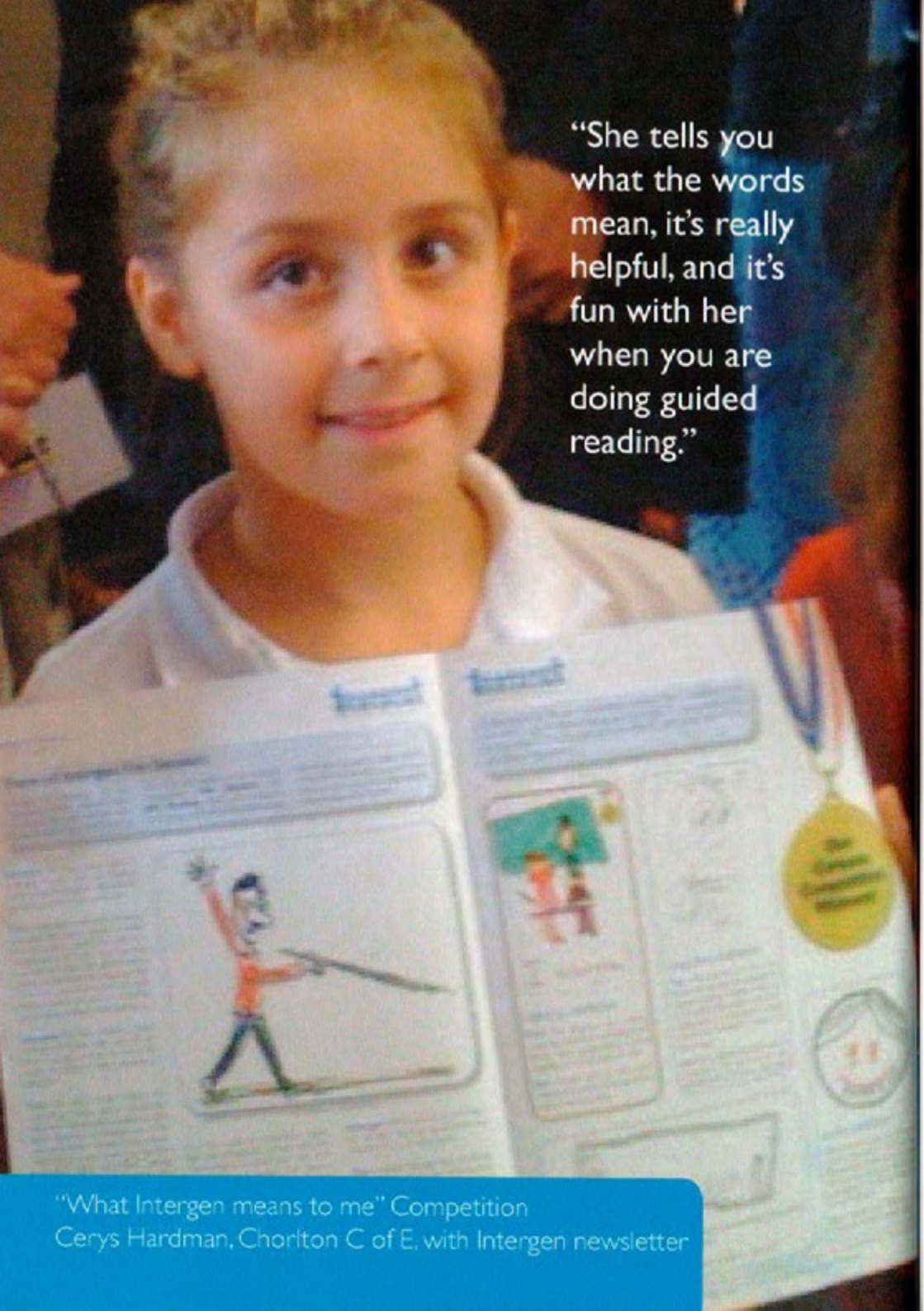




"What Intergen means to me" Competition
Winning entry from Cerys Hardman (Chorlton C of E)



Some Help
with Listening
to Children Read



“She tells you what the words mean, it’s really helpful, and it’s fun with her when you are doing guided reading.”

“What Intergen means to me” Competition
Cerys Hardman, Chorlton C of E, with Intergen newsletter

Some Help with Listening to Children Read

Sophie Townsley, 2009

Introduction


In many cases, you will be required to hear children read whilst in your chosen schools. I understand that this can be a daunting experience, particularly for the first few times.

I have created this leaflet to help give some guidance and tips for hearing children read. Different schools obviously have different rules so nothing can really replace personal contact. If there is something you want clarifying, always ask one of the school staff.

I am speaking on behalf of all teachers when I say that we really appreciate having help to hear readers. You will make such a vital contribution to each child's reading progress.

Some Help with Listening to Children Read

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Helping to raise standards

Children get better at reading through lots of practice. By hearing children read at school, you can help them practise and improve. As you get more experienced, you will find more ways of helping children with their reading. The main thing you will be doing is giving them more opportunity to practise by reading aloud to an adult. You will also be helping teachers by sharing some of their responsibilities and giving them a chance to concentrate their attention where it is most needed. It is the teachers' responsibility to teach reading, but your assistance will mean that you can work together to help children become better readers.



Who you will hear read

Who you will hear read will depend on what the teacher feels will be the best use of your time.

You might hear:

1. Beginning readers

Children who are in the early stages of learning to read

2. Developing readers

Children who have already learned the basics of reading

3. Struggling readers

Children who are finding it difficult to learn to read

4. Fluent readers

Children who can read well for their age.

It is likely that you will have a group of children who will read to you on a regular basis. This will help you to build up a good rapport with the children. Alternatively, the teacher might want you to hear different children on each visit or to concentrate on one or two particular children who need extra reading practice.



Where you
will work

Whenever you are working with children in school, you are under the direction of a teacher who is responsible for what the children are doing and learning. For this reason, you will normally be working in the classroom or on a quiet table just outside.



What to do

The teacher you are working with might ask you to do certain things with certain children. The guidance here is very general and what actually happens will – as always – depend on the age and ability of the children, as well as what the teacher wants you to do.



Record Keeping

Schools keep records of children's progress in reading. They might ask you to help with this by making notes when you hear children read. These notes might include the date, the title and author of the book, how long the reading lasted, how many pages were read and a brief comment about how the child got on.



Some suggestions

1. Talk with children about the book they are reading. What is it about? Do they like it? What has happened so far? What do they think will happen next?
2. With younger and less able readers, talk about the pictures. Pictures help children to understand the words.
3. With older and more able readers, discuss the characters and the words and phrases used by the author. What do you think of this character? Why did the author use the word....?
4. When a child doesn't know a word, ask him or her to try it by "sounding out". This means looking at the sounds in the word, splitting them up and trying to recombine them again to make the word. You can help the child by pointing out the initial sound to start. Help the child through this process and encourage them to have a try. If they are unable to get the word, praise the child for having an attempt and then tell the child what it is. You could possibly come back to the word later and see whether the child can remember it.
5. If a child misreads a word, stop him or her and ask them to try to say the correct word - although if it is a word which makes no difference to the

meaning (for example 'home' instead of 'house' or 'water' instead of 'sea'), it is usually best to ignore it.

6. Use lots of praise and encouragement, and avoid criticism. It is important that the children become more confident with reading. The teacher may have stickers that you can use.
7. Make full use of the time available. Hear children read - or talk to them about their reading - for as long as possible. This gives them extra practice and children often become more fluent if they read for longer than two or three minutes. Don't make children read for longer than they can keep their interest and attention on the task.
8. Talk to the children. You may find that during the reading time, the child starts talking about something related to the story. Continue this conversation with the child. By doing this you are helping to improve their speaking and listening skills and also building up a relationship with that child.
9. Always feel free to inform the teacher of any child who has done particularly well or a child who is struggling. Teachers will be grateful for this input.
10. Punctuation and expression is also important. With children who are fluent readers, you can be advising them to
 - Take a breath at full stops
 - Pause at commas
 - Raise the tone of their voice at the end of a question
 - To emphasise words followed by an exclamation mark
 - To read with a clear voice
 - To read at a good pace

And finally...

Hopefully most of your questions will be answered after reading this booklet, but if you have any more questions please feel free to contact your Intergen Coordinator

There are lots of resources available on the internet, so you could research something you are interested in, or a good place to start is on your school website as this will usually contain a lot of relevant information.

Remember that every school is different so it is best to wait until you see your school before you make any assumptions. Keep an open mind and stay positive then you will definitely get the most out of your Intergen experience.

We do hope that you will enjoy your time with Intergen and all your activities within your school. If you do have any concerns please get in touch with your Intergen Neighbourhood Coordinator or the From Generation To Generation Head Office. Contact details for both are in the front of your **Handbook**.



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