Case Study CF
Petra Literacy Project

CF first presented herself to the Petra project after the project was promoted to a local parent forum in White Rose. CF is a lady who has health issues and is confined to a wheelchair. CF first presented herself as a lady who was very reserved and had a lack of confidence who would need support and gentle encouragement throughout the sessions.

The Petra project is an 8 week programme running in partnership with Flying Start. To set the scene the benefits of the project were discussed with the participants during an introduction session at the start of the programme explaining that they will be given the opportunity to be involved in writing their own storybooks. Which in turn builds the confidence, helps the individuals personal growth, empowers parents to become role models to their families and the wider community. The writing of these books also helps by giving the parents transferable skills such as reading, writing and storytelling. The project believes that by raising the aspirations of the parent it will then in turn raise the aspirations of the child.

The project was made up of 10 adults. This was a well-established group with a vast amount of peer support. All of the participants of the group showed varying levels of literacy skills but all were eager to get involved in the project. It was clear that the Petra team would have to adapt the project to meet the needs of all the participants.

Even though the story can be used to support the use of imagination and adventure, the original aim of the story was to support equality. It was formed around CF and her (magic) wheelchair as without her wheelchair it would make it difficult for her to participate in and enjoy many activities.

At the start of the project CF was shy and reserved and reluctant to engage with the project believing herself to be unable to offer much to the project. However as the project progressed and a theme was established CF began to gain in confidence and was able to provide valuable insight and understanding with living with a disability which in turn helped to produce a fantastic storybook to be enjoyed by young readers and their families.

CF now has the confidence to engage in activities outside of her own community.

Case Study BM
Petra Literacy Project

BM first presented to the Petra project after the project was promoted to a local parent forum in Upper Rhymney Primary School. BM is a lady who initially presented herself as being confident with good literacy skills. From the introduction session with the group it was evident that BM would need little support to be able to fully engage with the project.

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The project was made up of 5 adults. This was an established group. All of the participants of the group had a clear understanding of the aims of this particular project and were eager to get involved. Although there was some initial tension within the group at the start, as the project progressed this started to ease and the group became more unified.

It was decided by the group early on in the project that they would like to create a book regarding the fears and anxieties suffered by young children. As the project progressed and the discussions became more involved it unknowingly brought up a lot of issues from BM's childhood that made her feel anxious and upset. Even though the sessions brought up these difficult memories for BM she felt comfortable enough within the group and the Petra team to discuss these issues and carry on with the project seeing it through to the end.

Case Study HC
Petra Literacy Project

HC first presented herself when the Petra project was promoted by the Parent Network to a local parent forum in Phillipstown. HC presented herself as being a young, confident lady with good basic knowledge. From the initial introduction session it was evident that HC would need little support to be able to fully engage with the project.

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The project was a small group made up of 4 adults. HC was the only consistent participant throughout the course of the project due to the other participants having appointments and work commitments. The theme for the story was decided by the group early on in the project with HC coming up with the idea of combining both colours and songs to support not only young children's reading journey but also their learning experience.

Throughout the course of the project HC worked hard, including doing lots of research into songs for young children to ensure the content for the storybook was suitable to meet the needs of our target audience; as a direct result the group now have a book they will be proud of for years to come.