



# **New to Alberta – Learn, Explore And Play**

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## **Background**

Literacy for Life Foundation applied to Calgary Foundation for funding to develop and pilot a program:

1. To increase “Newcomers” understanding of tools and systems used within the culture of the Canadian rural community to support their children’s learning and literacy. (Parenting, school issues, day to day expectations, work with a focus on the nine essential skills needed for success in family, community and work)
2. To provide parents from Newcomer families with skills that will support their ability to look after their families and foster full participation in the Canadian culture
3. To increase the participants English speaking and listening skills within familiar contexts. (Outcome in Phase 2 of project)
4. To build capacity of literacy practitioners providing them with tools and strategies to facilitate the work of supporting adults and families in building essential skills.

A pilot was undertaken in two phases. In the first phase a curriculum was developed for families whose first language was English. The program was offered in a school in Okotoks and the community was chosen due to a large number of families from the United Kingdom. Language was not a barrier for these families. The second phase involved offering it in a community which had a higher number of families that were English Language Learners. (High River, Alberta)

### **Criteria for Participants for Phase One**

- Families with children from Grade 1 to 6 that attended school in the MD of Foothills.
- New comer to the province of Alberta with a focus on the population from the United Kingdom.
- English was their first language or lack of English was not a barrier to participating

### **Criteria for Participants for Phase Two**

- Families with children from Grade 1- 6 that attended school in the MD of Foothills
- English was the second language of the parent – Minimum of Bench Mark 4 in the Early Stages

### **Structure of the Classes:**

- 2 hour lessons, once a week for 8 weeks.
- 1 ½ of direct instruction and ½ hour of social time and time to connect with facilitators
- One parent and a minimum of one child from each family. Families could bring more than one child however child care was not provided. Expectation that children fit within the age criteria of program.
- Lesson was broken up into 3 components. Parents on their own learning a concept, children on their own learning same concept and then the parents and children together integrating the concept.
- Two qualified facilitators – one for the child group and one for the adult group

### **Key Elements of Program Delivery:**

- Flexible facilitators who had an understanding that participants enter at various skill levels and sessions needed to be adapted accordingly.
- Recognition that parents are the first and most important teacher of their child. The main focus was on teaching the parent.
- Learning happens within a positive environment with an emphasis on play

### **Timelines:**

- The first Draft was completed September 2012.
- First Pilot class was held October/November 2012
- Second Pilot class was held March to April 2013
- Manual was revised and evaluated based on Pilot. The published manual is based on this revision and evaluation. The intent however is to continue to refine and update as required.
- Manual is available on the website under Agency Resources. [www.litforlife.com](http://www.litforlife.com)

### **Additional Information based on pilot:**

- Each lesson can stand alone
- Ensure the class is held in a location that is comfortable to the participants – time is a major commitment if the full class is offered. Need to ensure participants are available during that time frame. (shift work, school etc)
- Components of the program can be offered to non immigrant families.

Program Goals: (see logic model in Appendix)

Outcome Statements		
Short Term	Mid Term - Impact	Long Term - Impact
Parents new to Alberta with school aged children (ECS to Grade 6) will have an increased understanding of tools and systems within the culture of the Alberta rural community that will support their children's learning and literacy (parenting, school issues, community supports, day to day expectations, work, health, financial literacy)	Parents new to Alberta with school aged children (ECS to Grade 6) will use the tools and understanding of the systems within the culture of the Alberta rural community to support their children's learning and literacy (parenting, school issues, day to day expectations, work, health, financial literacy)	Parents new to Alberta will support their children's learning and literacy fostering healthy participation in the Canadian culture - Parents/caregivers encourages and supports their children's learning.
Parents/caregivers have an increased awareness of factors needed for healthy learning in the home, community and work. (essential skills, play, attachment, relationships, learning styles, barriers to learning, movement and physical activity, positive learning environment )	Parents/caregivers create a healthy learning environment for their family.	Parents new to Alberta will support their children's learning and literacy fostering healthy participation in the Canadian culture - Parents/caregivers encourages and supports their children's learning.
Parents/caregivers have an increased awareness of the correlation between parenting and learning (relationships, conflict)	Parents/caregivers have enhanced parenting skills	Parents/caregivers increase their own basic literacy and learning skills
Parents/caregivers feel their own literacy development is a critical factor in their role of developing their child's literacy and learning.	Parents/caregivers engage in further learning opportunities for themselves	Parents/caregivers increase their own basic literacy and learning skills
ESL Participants will have a greater understanding of the English words needed to understand the system. (Phase 2)	ESL Participants will use the English gained to support their child's literacy and leaning.(Phase 2)	Parents/caregivers increase their own basic literacy and learning skills
To increase LFL's expertise and tools to support the parents new to Alberta	LFL will have expertise and tools developed that will be used to support parents new to Alberta.	Literacy for Life will support parents new to Alberta with quality, relevant programs.

## Facilitators



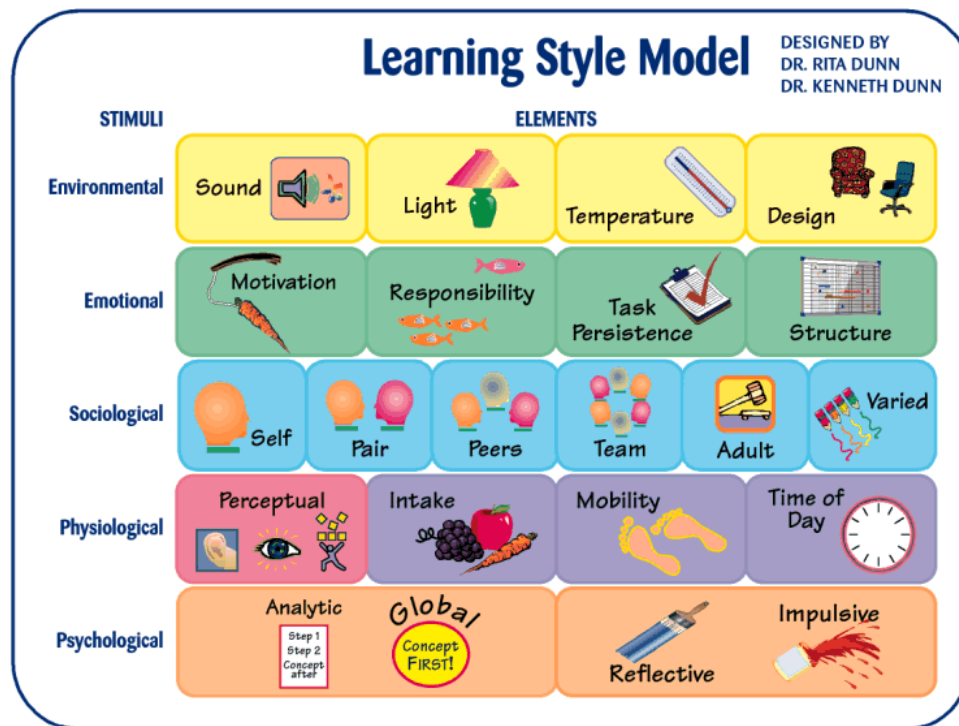
*Facilitators: please familiarize yourself with ALL of the tools and activities in this Curriculum before starting the program. Please read “Facilitators Introduction” as it provides information for set up and pre work preparation.*

Parents are the first and most important teacher of their child. The main focus is on teaching the parent. With this in mind the facilitator is expected to use best practise as it relates to adult learning.

### Factors that Impact Adult Learners:

Numerous factors impact learner success rates. Learning styles is one of those factors. It is important that facilitators get to know their own learning styles and encourage others to pay attention to how they learn. Understanding one`s own learning style can be a valuable tool to ensure effective teaching as was as it allows facilitators and learners to gain power and control over their own learning (autonomy). More information is available throughout the lessons.

The chart gives a visual of factors that impact on learners. Learning Styles is one element and found under Physiological – Perceptual.



## **Best Practice Statements working with Adult Learners:**

**Autonomous and self-directed** - Adults have accumulated a foundation of life experiences and knowledge; they need to connect learning to this knowledge/experience base.

**Goal-oriented** - Upon enrolling in a course, they usually know what goal they want to attain.

**Relevancy-** oriented - They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them.

**Practical** - focus on the aspects of a lesson most useful to them in their work.

**Respect** - Facilitators must acknowledge the wealth of experiences that adult participants bring to the classroom.

**Language Learning** - The focus for language learning is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others. There is still some division in thought on instruction of language, where one calls for direct instruction in all aspects of language, e.g., vocabulary, structure and concepts, and the other posits that learners will acquire the language when actively engaged in learning the content. While the line between the two approaches has been drawn, both sides do agree that vocabulary development is key to content-based language learning and collaborative active learning is essential in building language and content knowledge.

Included in the curriculum are eight two-hour sessions. They provide a framework for the facilitators. Due to the possible range of skill levels in the class, family background and age of children facilitators need to be adaptable and flexible to adjust to the needs of the participants. Facilitators may find that they use only parts of the lesson or bring in additional resources.

- **Guest or resource people are utilized in lessons 5, 7 and 8** however the more the community can be involved the better. Look for people in your community to involve in different lessons.
- Each of the lessons have an emphasis on play and activity –not lecture situation

The manual is broken up into 8 lessons and each lesson has 3 sections. Two facilitators are needed for each lesson. One works with the adults and one with the children at various points in the lessons. A legend has been created with symbols to represent different sections or activities and is used throughout the lessons. (See page 9)

After the pilot it was found that the lessons could also stand alone and the whole program did not need to be offered.



**Section One:**

Directions for the facilitators for the activities for each lesson.



**Section Two:**

Handouts for the participants



**Section Three:**

Facilitator Support Information -Additional information for facilitator that pertains to that specific lesson.



**Appendix:**

- ❖ Websites, resources and more in depth information on concepts.
- ❖ Background information for some of the handouts
- ❖ Logic Models and evaluation methods.

**Legend: New to Alberta – Learn, Explore And Play**

Throughout this manual, you will see the following symbols – this is what they mean:



Discussion question – ideas are provided but instructor is welcome to adapt



Handout – this activity requires a handout. Handouts for each section are located after session activity explanation.



Group – can work in groups, pairs or have classroom discussion



Appendix – includes web sites, references, resources and in depth information for components of the lesson.



Additional information for facilitator to provide lessons – Facilitator Support Information found after handouts in each lesson



Here is an Idea – the idea is a suggestion you can use it, expand on it, or be creative



Indicates time factors –flexible to meet the needs and levels of participants



Participants bring from Home and/or work to be completed at home.

## Lesson One – Tell your Family’s Story



Lesson 1 consists of 3 activities. The activities involve creating and sharing their story of coming to a new community. It is important to monitor time to ensure sufficient time for sharing story in Activity 3. It is sometimes difficult for a child to share their feelings. When a family moves to a new community and/or country it creates stress on the child and the parent. It often is beneficial to ensure good communication happens between the parent and child.

### LEARNING OBJECTIVES

1. To create an awareness of the essential skills and how participants need them for success in home, community and work. (Communication)
2. To create an awareness of the importance of learning styles and modalities in developing learners (adults and children)

Facilitators Materials	<input checked="" type="checkbox"/>	Participants Materials	<input checked="" type="checkbox"/>
Craft material, magazines		Name tags	
Space that is conducive to mess or two rooms. – plastic for under tables, wet wipes.			
Felts, paper, recorder			
Paper, glue, masking tape			
Essential skills poster			
9 Pots or containers filled with stones/beans. Each one is labeled with one of the essential skills.			
Flag shapes for each participant cut out and taped to stick that will stand up.			

### Introductions:

Facilitators will tell participants their name and explain the next activity. Tell participants that further on in the evening there will be opportunity for them to get to know each other and will have time to share their story.



### Ice Breaker: (Understanding the essential skills! Depending on language skills may need to spend more time on what the Essential skills are and use of



- Handout the essential skills poster and talk about each of the essential skills.
- Hand out “My Information Form” – explain it is a tool for them to use when dealing with document use one of the essential skills. They can work together as a family to complete it. Working Together is another essential skill.
- Essential poster – have translation of the terms in the language of the participants.
- Give each participant (adult and child) a flag shape

- Have them write their name on the flag
- Have them write down or draw a picture of an activity they really enjoy or are good at.
- Each family tells the rest of the group their name and then puts the flag in the pot.
- Have them discuss as a family the most important essential skill they need to be able to do that activity.
- Have each participant bring their flag up and place in the appropriate pot. As they do this they tell what the activity is that they are good at or like to do as well as share their name. This can be done one at a time or as a family.

### **Lesson 1 Activity 2: (enough alternate methods that do not rely on writing or reading)**

- Split the adults and children into two groups
- One instructor facilitates the adults and one the children
- Each group creates a way of telling their story of coming to Alberta. Participants are asked to think about events that happened as well as feelings about the move. Use the craft material and other tools provided. Depending on their preference they can record a story, create it visually, write the story or act it out
- As they create the story have them refer back to essential skills chart.  
**“What skills did they use to make the move and/or to help them settle?”**

### **Lesson 1 Activity 3:**

- Bring groups back together and have the parents and children share their stories with each other (Remind them about sharing essential skills that were used for the move)
- If time permits and participants are willing to share with the larger group have the parent/child pairs share their story.
- Explain Learning Styles – use visual posters and give examples – see box below for instructions – choose appropriate inventory for language and literacy level. Discussion about learning styles and how it relates to their culture and experience about learning. More time will be spent on learning styles in the next lesson. If Lesson one is being used as a standalone do not complete this component and do activity 4.



1. Send Learning Style Inventory home with families and ask them to complete before next lesson. Refer to handouts for Lesson One. Two inventories have been provided to address reading level of parent and child. If the older children are able to read the Korr have them complete the inventory. Ask the parent to complete the Barbe on the children. Make sure they understand this is not a test and to write down their first thoughts. ESL families – suggest they seek out help if need be in filling out. If they can't bring back for the second lesson. 2. Ask families to bring spelling words or vocabulary words for next lesson.



### **Lesson 1 Activity 4:**

- If time permits do the activity “Would you rather” This is a fun activity however it *connects to the essential skills (thinking skills and problem solving) We have all have to make choices. Sometimes they are easy choices like the ones listed in the activity and sometimes they are hard choices.*

### **End of Lesson One - Time to Review**

- How can you use what you learned in work, family and community?
- What are the nine essential skills?
- Don't forget to mark on the evaluation board which essential skill was covered in the lesson and how you felt the lesson went.

Questions?

# HAND OUTS – LESSON 1

My Information Form

Essential Skills Poster

Korr Modality

Short Reading Style Inventory

Barbe Inventory and chart on modalities

# My Information

## PERSONAL

**This information is extremely personal. Do not share this with people you do not trust.**

First Name/ Christian Name/ Given Name:	
Last Name/ Surname/. Family Name:	
Maiden Name/ Name at Birth:	
Signature:	
Home Phone Number or #:	
Area Code:	
Work Phone Number or #:	
Day Phone Number or #:	
Evening Phone Number or #:	
Cell Phone Number or #:	
Fax Number or #:	
Street Address:	
PO Box or Post Box Number:	
City/Town/Village:	
Legal Land Description:	

Postal Code:	
Previous Address:	
Email Address:	
Sex/Gender or M or F:	
Social Insurance Number or SIN:	
Alberta Health Card Number:	
Family Doctor:	
Family Doctor's phone number:	
Age:	
Date of Birth/ Birth Date/ DOB/ Birthday:	
Driver's License Number or DL #:	
Citizenship status:	
Birth Place/ Place of Birth:	
Religion/ Faith/ Creed:	
Marital Status:	

**FAMILY**

Spouse Name: (Husband/Wife)	
Spouse's Birth Date/ Date of Birth/ DOB/ Birthday:	
Spouse Birth Place/ Place of Birth:	
Spouse's Social Insurance Number or SIN:	
Child Name:	
Child's Birth Date/ Date of Birth/ DOB/ Birthday:	
Child Birth Place/ Place of Birth:	
Child Name:	
Child's Birth Date/ Date of Birth/ DOB/ Birthday:	
Child Birth Place/ Place of Birth:	
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Child Name:	
Child's Birth Date/ Date of Birth/ DOB/ Birthday:	
Child Birth Place/ Place of Birth:	
Child Name:	



Child's Birth Date/ Date of Birth/ DOB/ Birthday:	
Child Birth Place/ Place of Birth:	
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Child Birth Place/ Place of Birth:	
Child Name:	
Child's Birth Date/ Date of Birth/ DOB/ Birthday:	
Child Birth Place/ Place of Birth:	
Child Name:	
Child's Birth Date/ Date of Birth/ DOB/ Birthday:	
Child Birth Place/ Place of Birth:	

**SCHOOL**

School Name:	
Parent Name/ Legal Guardian name:	
Relationship to the Child(ren):	
Emergency Contact Name:	

Emergency Contact Phone Number or #:	
Relationship to the Child(ren):	
Alberta Education Identification Number or AB ED ID #:	
Child's Grade:	
People Authorized to Pick Up Child:	
Medical Conditions:	
Medications:	
Allergies:	
Dietary Restrictions:	
Known Disabilities:	

**ADDITIONAL INFORMATION**

Blood Type:	
Existing Conditions:	

Medications:	
Known Disabilities:	
Insurance Policy Number or Insur. Pcy. #:	
Bank:	
Method of Payment:	
Occupation:	
Passport Number or #:	
Title:	

**\*Please Note-This information is extremely personal. Do not share this with people you do not trust.**

# ESSENTIAL SKILLS

## ORAL COMMUNICATION

Chat with people, persuade others, resolve conflict, and deliver information



## CONTINUOUS LEARNING

Further your skills, integrate information and work with new ideas



## NUMERACY

Work with money, data, scheduling and estimating



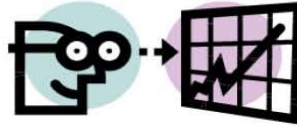
## WORKING WITH OTHERS

Teamwork, leadership, participating, sharing, and mentoring



## DOCUMENT USE

Fill out forms, read signs and labels, understand symbols, charts, maps



## READING TEXT

Scan and skim for info, understand writing, evaluate information



## WRITING

Record, organize, present, type, communicate with symbols



## COMPUTER USE

Ability to use technology to communicate for efficiency and effectiveness



## THINKING SKILLS

Use memory, solve problems, plan, organize, and assess information



### KORR MODALITY PREFERENCE CHECK

Read each of the following statements carefully and compare it to the way you prefer to work. If the statement is not at all like you, give it a value of 0. If the statement describes you very well give it a value of 3. If the statement describes you partly, give it the appropriate value between 0 and 3.

#### Statements:

1. If I want to understand and remember something, I prefer to do it or make it myself.
2. I notice the details of people's appearance and I notice if they change something.
3. I like to write things down, even if I don't read my notes later.
4. I spell best if I say the letters to myself or sound the word out. .
5. I can usually remember faces better than names. .
6. I like to hold something in my hand (coins, keys, pens, etc.) especially when I'm listening, talking, or reading.
7. I can follow oral instructions better than written ones.
8. If someone is pleased with me, I like to get a pat or a hug or something specific to make me feel successful.
9. I would rather read something to myself than have someone read it to me.
10. If I listen to something a few times, or repeat it to myself, I can remember it better than if I write it down.

11. I enjoy descriptions in writing, and make pictures in my mind as I read.
12. When I'm listening to a talk or lecture, I like to write the ideas or draw or doodle on my paper.
13. I often do not see signs, notices, etc. and have to be careful not to miss the details when I'm reading instructions.
14. I get distracted if there are too many outside things to look at when I'm trying to concentrate.
15. I can understand something well if I can watch someone do it or study a picture or diagram of it. I don't need to do it myself.
16. I prefer reading stories that are fast-moving and have lots of action.
17. If I am upset about something, I don't say much but it shows on my face.
18. I would make better marks if I could take oral exams instead of written ones.
19. I don't like taking notes. I'd rather discuss the assignment and then do it.
20. I start to fidget if I have to sit still for very long. I have to move my foot, knee, fingers, etc. if I can't get up and move around.
21. If I get angry, I let others know how I feel. I don't just keep it to myself.
22. I'm good with maps, charts, and graphs.
23. When I get really frustrated I have to do something physical to release the tension.
24. Details and descriptions are often frustrating or boring for me.

25. I concentrate best if I move around, eat, chew gum, etc. while I work.
26. I like to have a written copy of an assignment so that I can read it myself and understand what is expected.
27. When someone is explaining something, I need to stop the speaker and ask questions along the way to make sure I understand.
28. If I really want to understand and remember what I read, I have to read it slowly and say the words to myself, instead of writing it down.
29. I find it difficult to sit still if I am having a serious talk with someone. I need to do something while we talk.
30. If I really want to remember something, I make a clear mental picture of it in my mind.

### KORR MODALITY PREFERENCE TALLY SHEET

Beside the number of each statement, write the value you gave that statement.  
 Total each column to find your preference for each modality.

<b>VISUAL</b>	<b>AUDITORY</b>	<b>Kinesthetic/TACTILE</b>
2. _____	4. _____	1. _____
5. _____	7. _____	3. _____
9. _____	10. _____	6. _____
11. _____	13. _____	8. _____
14. _____	18. _____	12. _____
15. _____	19. _____	16. _____
17. _____	21. _____	20. _____
22. _____	24. _____	23. _____
26. _____	27. _____	25. _____
30. _____	28. _____	29. _____
Total _____	_____	_____

### Learning Inventory

Place the numbers 1, 2, or 3 in the box after each statement that best indicates your preference. #3-Often #2- Sometimes #1- Seldom

1. I can remember something best if I say it aloud. \_\_\_\_\_
2. I prefer to follow written instructions rather than oral ones. \_\_\_\_\_
3. When studying, I like to chew gum, snack and/or play with something. \_\_\_\_
4. I remember things best when I see them written out. \_\_\_\_\_
5. I prefer to learn through simulations, games, and/or role playing. \_\_\_\_\_
6. I enjoy learning by having someone explain things to me. \_\_\_\_\_
7. I learn best from pictures, diagrams and charts. \_\_\_\_\_
8. I enjoy working with my hands. \_\_\_\_\_
9. I enjoy reading, and I read quickly. \_\_\_\_\_
10. I prefer to listen to the news on the radio rather than read it in the newspaper. \_\_\_\_
11. I enjoy being near others. (I enjoy hugs, handshakes and touches.) \_\_\_\_\_
12. I listen to the radio, CD's and recordings. \_\_\_\_\_
13. When asked to spell a word, I see a picture in my mind of the word. \_\_\_\_\_
14. When learning new material, I find myself sketching, drawing and doodling \_\_\_\_\_
15. When I read silently, I say every word to myself. \_\_\_\_\_

In order to get an idea of how you learn, please add the numbers in the boxes together for the following statements.

VISUAL PREFERENCE SCORE 2  4  7  9  13  = Total \_\_\_\_\_

AUDITORY PREFERENCE SCORE 1  6  10  12  15  = Total \_\_\_\_\_

K/T (Kinesthetic/Tactual) SCORE 3  5  8  11  14  = Total \_\_\_\_\_

Highest score indicates that my learning preference is \_\_\_\_\_.

TEACHING TODAY, Sept/Oct 1990



## Barbe Modality Checklist (Ages 0-4)

### A Key to How Your Child Learns

Listed below are ten incomplete sentences followed by three ways of completing each. Distribute 10 points among the three phrases. Divide the 10 points according to how strongly each phrase describes your child. The phrase that describes your child best would receive more points than the phrase that least describes your child. For instance, if you believe each phrase describes your child equally well, mark 3 in two blanks and a 4 in the one which favours your child even slightly more. If your child is completely described by one of the phrases, mark a 10 by it and 0 by the other two. Remember you must use a total of 10 points for each.

A. When playing, my child:	___ likes details and colourful things, peers at objects, watches things.	___ likes to babble and talk, prefers toys that make sounds.	___ likes to move, jump, climb; prefers toys with moving parts.
B. During mealtime, my child:	___ reacts to size of portion and colors of food.	___ wants to talk, prolonging mealtime; is easily distracted by noises.	___ is interested in food texture; when finished, continues to play with food and utensils.
C. When taking a bath, my child:	___ wants all kinds of toys in the tub then plays with one at a time.	___ talks to self and to toys, listens to water sounds, talks to parents.	___ throws, splashes, kicks; likes toys that squirt; washes toys, tub, parents.
D. Toys that hold my child's attention are:	___ a colourful mobile, crayons, books, toys with parts to watch as they move or change.	___ A music box, tape recorder, radio, instruments.	___ toys with moving parts, toys to push, pull; balls, things to climb on or into.
E. When angry, my child:	___ uses silent treatment, turns head.	___ cries, whines, raises voice.	___ kicks, bites, throws things.
F. I can tell when my child is happy by:	___ his face.	___ his voice.	___ his body movements.
G. As part of our bedtime routine, my child:	___ likes to look at books, prefers nightlight.	___ likes to hear a story or song, talks about events, hums to self.	___ likes to be held, rocked, walked around; holds stuffed animal or blanket'
H. When playing with a doll or pet, my child:	___ studies it, peers into eyes, ears.	___ talks to it, for it; it becomes character in play.	___ grabs it, carries it around, puts it in and out of things.
I. When looking for encouragement or reward, my child:	___ looks for a smile; must have me see accomplishment.	___ needs verbal praise.	___ needs a hug, a pat on the back.
J. When riding in a car (long trip) my child:	___ observes things outside, notices lights inside.	___ likes radio on; makes noises, talks about where we are going.	___ moves continuously, grabs things; resists car seat.
<b>Total</b>	_____ Visual	_____ Auditory	_____ Kinesthetic

## Barbe Modality Checklist (Ages 5-8) A Key to How Your Child Learns

Listed below are incomplete sentences followed by three ways of completing each. Distribute 10 points among the three phrases. Divide the 10 points according to how strongly each phrase describes your child. The phrase that describes your child best would receive more points than the phrase that least describes your child. For instance, if you believe each phrase describes your child equally well, mark 3 in two blanks and a 4 in the one which favours your child even slightly more. If your child is completely described by one of the phrases, mark a 10 by it and 0 by the other two.

Remember you must use a total of 10 points for each.

A. When playing, my child:	__likes details and colourful things, peers at objects and moving things.	__likes to talk, prefers toys that make sounds.	__likes to move, climb, jump, use tools; prefers toys with moving parts.
B. During mealtime, my child:	__eats food that looks good first, sorts by color.	__talks instead of eating, prolonging meals.	__squirms in chair may get up and down; often puts too much in mouth.
C. When reading or being read to my child:	__is interested in pictures, wants to see pages.	__is concerned with sounds, asks questions.	__prefers turning pages, handling the book; doesn't sit for long.
D. When counting, my child:	__likes to see objects being counted.	__counts aloud, may make A song of counting	__counts on fingers likes to touch objects as counted.
E. When I scold my child he or she:	__looks away, cries.	__cries or whines, explains away fault.	__doesn't listen; avoids scolding by doing something.
F. In more formal learning (coloring, workbooks) my child:	__tries to stay in lines, uses many colors, wants things to fit in spaces.	__asks questions, talks during work.	__works rapidly, impatient to get to next page, does not stay in lines
G. In group situations. my child:	__tends to be quiet, watches more than initiates.	__raises voice, talks at the same time as others.	__either is first or last in line; can't wait to get moving.
H. When angry my child:	__uses silent treatment, may become teary-eyed, will not look at me.	__shouts, whines.	__reacts physically, clenches fist or strikes out.
I. I can tell when my child is happy by:	__facial expression.	__voice quality.	__body movement.
J. When looking for encouragement or reward my child:	__looks for a smile, must have me see accomplishment.	__needs verbal praise.	__needs a hug, a pat on the back
<b>Total</b>	_____ <b>Visual</b>	_____ <b>Auditory</b>	_____ <b>Kinesthetic</b>

## Barbe Modality Checklist (Ages 9 and over)

### A Key to How Your Child Learns

Listed below are incomplete sentences followed by three ways of completing each. Distribute 10 points among the three phrases. Divide the 10 points according to how strongly each phrase describes your child. The phrase that describes your child best would receive more points than the phrase that least describes your child. For instance, if you believe each phrase describes your child equally well, mark 3 in two blanks and a 4 in the one which favours your child even slightly more. If your child is completely described by one of the phrases, mark a 10 by it and 0 by the other two-

Remember you must use a total of 10 points for each.

A. My child's, emotions can be interpreted by:	__ facial expression.	__ voice quality.	__ general body tone.
B. My child's hobbies. outside interests include:	__ reading, artwork, watching TV, movies	__ listening to music, playing instruments.	__ sports, active games, handwork-
C. The part of school my child does best is:	__ reading and writing.	__ Group discussion and music	__ gym, art, lab science.
D. When studying my child prefers	__ underlining, highlighting, books and note?	__ working with someone else, asking and answering one another's questions	__ working alone for short periods of time interspersed with breaks, rewriting notes
E. When angry my child:	__ uses silent treatment, either glares or looks away.	__ shouts, whines, turns up volume of TV or stereo.	__ reacts physically, clenches fist, stamps out of room.
F. When explaining something, my child:	__ describes in detail sees color, size, shape.	__ tells more than I ever knew before; repeats self.	__ Gives minimum information, information has to be pried out
G. When examining something new, my child:	__ moves closer to it, looks from every angle.	__ asks questions about it.	__ handles it turns it over, wants to feel texture, weight.
H. In a social group, my child:	__ watches others, ceases talking when several others begin.	__ talks at the same time as others; talks louder as noise increases.	__ puts hands on others. moves frequently, suggests doing something.
I. When excited, my child:	__ demands my attention; some visible reaction; sentences get choppy.	__ talks rapidly, gives little or no time for response	__ cannot stand or sit still uses hand and arm movement.
J. When looking to reward, my child:	__ looks for a smile, must have me see accomplishment.	__ needs verbal praise	__ needs a hug, a pat on the back.
<b>Total</b>	_____ <b>Visual</b>	_____ <b>Auditory</b>	_____ <b>Kinesthetic</b>

## Barbe Modality Checklist (Parents) A Key to Your Own Learning Strength

Listed below are incomplete sentences, each followed by three ways of completing it. Distribute 10 points among the three phrases. Divide the 10 points according to how strongly each phrase describes you. The phrase that describes you best would get more points than the phrase that least describes you. For instance, if you believe each phrase describes you equally well mark 3 in two blanks and a 4 in the one which you favour even slightly more. If you are completely described by one of the phrases, mark a 10 by it and a 0 by the other two. Remember, you must use a total of ten points for each statement.

A. My emotions can often be interpreted from my:	__ facial expressions.	__ voice quality.	__ general body tone.
B. I keep up with current events by;	__ reading the newspaper thoroughly when I have time.	__ listening to the radio or watching the television news.	__ reading the headlines or spending a few minutes watching television news.
C. If I have business to conduct I prefer to:	__ write letters, since I then have a record.	__ telephone, since it saves time.	__ converse while doing something (such as holding a pencil, tapping my foot, etc.).
D. When I'm angry I usually:	__ say nothing, walk off	__ Tell others why I am angry	__ tense up physically.
E. When driving, I:	__ like quiet so I can concentrate.	__ turn on the radio as soon as I enter the car.	__ shift my body position frequently to avoid getting tired
F. When dressing, I consider:	__ color and coordination of clothes.	__ nothing in particular, but I can explain why I picked which clothes.	__ what I will be doing and how comfortable I want to be.
G. At a meeting, I:	__ take notes, watch people's faces.	__ enjoy discussions in which I have an opportunity to present my point of view.	__ like frequent breaks.
H. In my spare time, I would rather:	__ watch television, go to a movie or the theatre, read.	__ listen to the radio or records, attend a concert, play an instrument, talk to friends.	__ engage in physical activity of some kind (sports, handwork, etc.).
I. Under stress, I would discipline a child by:	__ separating the child from the group, giving a stern look.	__ scolding, telling the child what he or she did wrong.	__ holding child's arm, picking child up. other physical action.
J. When rewarding a child, I:	__ smile, give stick-ons, post child's work for others to see.	__ give oral praise to child.	__ give a hug, a pat on the back.
<b>Total</b>	_____ Visual	_____ Auditory	_____ Kinesthetic

Table 1. Modality Characteristics you can observe			
	Visual	Auditory	Kinesthetic
Learning Style	Learns by seeing watching and demonstrations;	Learns through verbal instructions from others and self	Learns by doing; direct involvement
Reading	Likes description, sometimes stops reading to stare into space and imagine scene.	Enjoys dialogue, plays; avoids lengthy descriptions, unaware of illustrations, moves lips or sub vocalizes	Prefers stories where action occurs early fidgets when reading, handles books; not an avid reader
Spelling	Recognizes words by sight; relies on configuration of the words	Uses a phonics approach; has auditory word attack skills	Often is a poor speller; writes words to determine if they feel right.
Handwriting	Tends to be good, particularly when is important	Has more difficulty learning in initial stages; tends to write lightly; says strokes when writing	Good initially, deteriorates when space becomes smaller; pushes harder on pencil
Memory	Remembers faces, forgets names; writes things down. takes notes	Remembers names, forgets faces; remembers by auditory repetition	Remembers best what was done, not what was seen or talked about
Imagery	Vivid imagination; thinks in pictures, visualizes in detail	Sub vocalizes, thinks in sounds; details less important	Imagery not important; images that do occur are accompanied by movement
Distractibility	Generally unaware of sounds; distracted by visual disorder or movement	Easily distracted by sounds	Not attentive to visual, auditory presentation so seems distractible
Problem Solving	Deliberate; plans in advance; organizes thoughts by writing them; lists problems	Talks problems out, tries solutions verbally, sub vocally;	Attacks problems physically; impulsive; selects solution with greatest activity
Response to Periods of Inactivity	Stares; doodles; finds something to watch	Hums; talks to self or to others	Fidgets; finds reasons to move; holds up hand
Response to New Situations	Looks around; examines structure	Talks about situation, pros and cons, what to do	Tries things out; touches, feels; manipulates
Emotionality	Somewhat repressed; stares when angry cries easily, beams when happy; facial expression is a good index of emotion	Shouts with joy or anger; blows up verbally but soon calms down; expresses emotion through changes in tone, volume, pitch	Jumps for joy; hugs, tugs, and pulls when happy; stamps, pounds when angry, stomps off; general body tone is a good index of emotion
Communication	Quiet; does not talk at length; impatient when extensive listening is required; may use words clumsily; uses words such as see, look. etc.	Enjoys listening but cannot wait to talk; descriptions are long but repetitive; likes hearing self others; uses words such as listen, hear. etc.	Gestures when speaking, stands close; does not listen well; uses words such as get and take
General Appearance	Neat, meticulous, likes order; may choose not to vary appearance	Matching clothes not so important, can explain choices of clothes	Neat but soon becomes wrinkled through activity
Response to the Arts	Prefers the visual arts; tends not to voice appreciation of art of any kind, but can be deeply affected by visual displays; focuses on details and components rather than the work as a whole	Favors music; finds less appeal in visual art but is readily able to discuss it; misses significant the work as a whole; is able to develop verbal association for all art forms	Responds to music by physical movement prefers sculpture; touches statues and paintings; at exhibits in which he or she can become physically involved; comments very little on any art form

# Facilitator Support Information

What are the Essential Skills?  
Activity - Would you Rather?

## Introduction to Essential Skills

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Essential Skills are the skills that people need for work, learning and life. They are the foundation for learning all other skills. They help people to grow with their jobs and adapt to workplace change.

The Government of Canada did research to find out which skills are used in nearly every occupation and in daily life. They found there are nine Essential skills. They are:

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills
- Computer Use

Everyone has all of these skills and uses them in their work and life but they use them differently and at different levels of complexity, depending upon the situation. Even though you already have an essential skill you can still improve it. The more you improve your skills the better able you are to succeed at new situations.

### Definitions of the Essential Skills

**Reading Text** means reading material that is in sentences or paragraphs. It usually means notes, letters, memos, manuals, specifications, regulations, books, reports or journals. Did you use this skill at all today?

**Document Use** refers to getting information from displays or documents which use words, numbers, icons, lines, colour, and shape to give meaning. For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents. If a document includes a paragraph of text, then the essential skill you would use is Reading Text. Have you used the skill of Document Use today? You probably have! Documents are all around us. Try to find three.

**Numeracy** refers to numbers and thinking in quantitative terms. This includes things like telling time, estimating, scheduling, rounding up and rounding down, measuring, counting, using money and calculating. When have you used your numeracy skills today?

**Writing** means writing sentences and paragraphs. This refers to the thinking behind the writing not the handwriting. So you can write on paper or on a computer. If you fill in a document with one or two words that is Document Use. Have you written any sentences or paragraphs today? On a paper or on a computer?

**Oral Communication** means speaking to exchange thoughts and ideas with other people. How often do you use this skill in a day? Think about how the complexity level changes depending upon who you are speaking to.

**Working with Others** is the skill of working with others to carry out tasks and get things done. This takes skill.

**Continuous Learning** is important in our life and our work. Things are always changing and we need to learn to keep up. Part of continuous learning is knowing how to learn, understanding your style of learning and knowing how to find materials, resources and learning opportunities. You are using your skill of continuous learning by taking this course.

**Thinking Skills** refer to problem solving, decision making, critical thinking, planning and organizing, using your memory, and knowing how to find information. Give an example of each of these skills.

**Computer Use** means knowing how to use a computer effectively in your life and your work. It is the ability to use computer applications and other related tools which includes but not limited to cell phones, ATM, cash registers such as self serve check outs and calculators.

For further information on the essential skills visit  
[http://www.hrsdc.gc.ca/eng/workplaceskills/oles/olesindex\\_en.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/oles/olesindex_en.shtml)

## The Nine Essential Skills



**The purpose of the course is to improve the essential skills of the adults enrolled in the course. It is important the instructor use the language of essential skills throughout the instruction to provide a connection to what the learner is doing and how it impacts in their work, learning and life.**

(Taken from Building Brighter Futures Curriculum, Taber and District Community Adult Learning Association)



## Would you rather..?

Questions may range from silly trivia to more serious content. On the way you might find out some interesting things about your participants! Place a line of tape down the centre of the room. Ask the group to straddle the tape. When asked 'Would you rather?' they have to jump to the left or right as indicated by the leader. Here are some starter questions, just add your own and let the fun begin. Thinking skills (problem solving) is one of the essential skills. This is a fun game that gets people thinking and making choices.

Would you rather..?

- Eat broccoli or carrots?
- Watch TV or listen to music?
- Own a lizard or a snake?
- Have a beach holiday or a mountain holiday?
- Be an apple or a banana?
- Be invisible or be able to read minds?
- Be hairy all over or completely bald?
- Be the most popular or the smartest person you know?
- Go without television or fast food for the rest of your life?
- Always be cold or always be hot?
- Not hear or not see?
- Be stranded on a deserted island alone or with someone you don't like?
- See the future or change the past?
- Be three inches taller or three inches shorter?
- Wrestle a lion or fight a shark?
- Learn all the time or only learn on Mondays

## Lesson Two – All about Learning



Lesson 2 consists of 4 activities that are designed to help parents and children identify how they learn best and give ideas on how to work together. Culture impacts on methods parents use to help their children with school work as well as how they parent day to day. Parents often use methods that were used on them as they went through the school system. Parents need to know about learning and the importance of keeping things positive, repetition with variety of methods, play and using all the senses when learning for their children as well as their own learning.

### LEARNING OBJECTIVES

1. Adult participants will connect their learning styles to how it impacts on their parenting styles
2. Participants will have an awareness of the factors needed for creating a positive learning environment.



Facilitators Materials	<input checked="" type="checkbox"/>	Participants Materials	<input checked="" type="checkbox"/>
Essential skills Poster – large enough for participants to refer to.		Name tags	
Juggling balls – see instruction in Appendix for directions for making juggling balls. Can also use bean bags.		Learning Style Inventory – filled in from previous lesson (homework)	
Hand out –Learning style characteristics and strategies for helping children		Spelling words from school or vocabulary	
Depending on games – resources will be needed. Decide on games before the lesson.			

### Lesson 2 Activity 1:

Welcome families back. Refer to Essential Skill poster on wall. Remind them at the end of the lesson we will be asking which essential skills we touched on in this lesson.

### Lesson 2 Activity 2:



- Split the adults and children into two groups for a half hour session.
- One instructor facilitates the adults and one the children
- The half hour session will be used to teach each group about learning styles.
- In the groups talk about the learning style inventories that had been completed from previous lesson. May need to spend some time helping those that were unable to complete. Get an idea of everyone’s learning style. Discussion about learning styles and how it relates to their culture and experience about learning



- Explain an inventory is not a test. Gives you an idea of your learning style and then you pay attention to how you learn new skills. Depending on the task your learning strength may be different than other tasks.

Many activities can be used in place of juggling if the instructor is not confident in their juggling abilities. It can be as simple as origami, tying knots etc. Directions for other activities can be designed. Refer to purpose and lesson learned to ensure concepts are covered with a different activity.

### Juggling:

Directions	Purpose	Lesson learned
Provide juggling balls to participants and direct them to juggle! (Approximately 2 minutes)	Majority will not be able to do it. Some may know how to do the skill from previous learning's.	Skills that are not known need to be taught. (need direct instruction) With parents how often has there been an expectation a child/adult can do an activity before they are taught the skills needed for success?
Ask them how they felt and how they reacted when they were asked to do a skill they were not able to do.	Embarrassed, quit trying frustrated. Those that could felt proud.	Taking risks and sticking with a task is connected to emotions.
Give directions - verbally	Did any get that?	Relate to auditory learners
Give directions – visually – handout and/or you tube video or demonstration. <a href="http://www.howcast.com/videos/944-How-to-Juggle-Three-Balls">http://www.howcast.com/videos/944-How-to-Juggle-Three-Balls</a>	Did that help?	Relate to visual learners
Break it down and use one ball and then two and then three		Need foundation – basics before you move on.
Work together on it with direct instructions. Lots of you tubes available to teach juggling or number of other skills	Did that help? Did everyone end up being able to juggle?	Probably not – need practise and repetition. Remember just learning a new skill. Repetition does not mean you always do it the same way – Brains learn best when the way of doing it is novel or new.



## Lesson 2 Activity 3:



**Adults:** Divide into groups or pairs based on visual, auditory, kinesthetic and depending on skill and comfort of participants. They may feel more comfortable in smaller discussion groups or pairs. Discuss ideas that could be used to help them with working with their children. Use the handout with the information on learning styles characteristics and strategies for learning.

### Children:



- Before the children play the games facilitator will discuss with them the ways they like to learn. Facilitator will refer to the inventories that were sent home in the first lesson.
- Some of the older children may have done the Korr Inventory and the parents will have used the Barbe on the younger children.



**Note:** the majority of children will be kinesthetic so need to be prepared for that

- Prepare a variety of activities that will help the children with learning/studying their spelling or vocabulary words with a focus on their learning preference.
- Facilitator must ensure they are age appropriate to participants in the program:



Examples (More games and websites for games can be found in the Appendix)

**Auditory** – say words into tape recorder and then listen to words

- Make story using words – mnemonic

**Visual** – use felts to create rainbow words. Go over the word with lots of different colors.

Word search – dependent on age of child

**Kinesthetic/Tactile** – use pans with rice and sand to practise spelling words

- Put words on tape, add to shower curtain/table cloth and create a jumping mat




## Lesson 2 Activity 4:

Children teach parents the games and activities. Talk about their learning styles.

### End of Lesson Two - Time to Review

What topics did we cover this Lesson!

- Refer to Essential Skill poster on wall. Which essential skills were touched on in this lesson. Should mention: working together, oral communication and problem solving
- How can you use what you learned in work, family and community?
-  Don't forget to mark on the evaluation board which essential skill was covered in the lesson and how you felt the lesson went.

Do participants have questions or comments from Lesson Two? Due to time comments and questions can be placed in the Parking Lot. Facilitator will keep a running list of questions and as time permits will revisit. Questions can also be handled on a one on one basis

# Participants Handouts

## Lesson 2

Learning Styles Characteristics and Strategies

Juggling Instructions

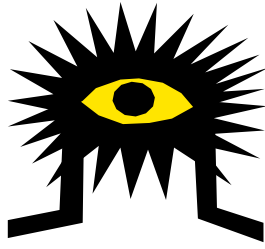
## Learner Characteristics

Ah, if you could only dance all that you just said, then I would understand. (Zorba the Greek – Nikos Kazantzakis)



### Tactile/Kinesthetic Learners:

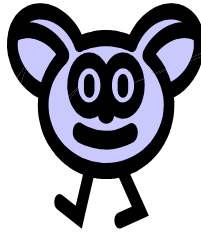
- ⊙ Need for their bodies to be moving in order to process information
- ⊙ Looks confined in the classroom/confined environment
- ⊙ May point finger and move lips when reading
- ⊙ Stands closer to the person he/she is talking to than most people
- ⊙ Detect differences in shapes and textures that they touch
- ⊙ Through touch recalls information. Enjoys “hands on” activities that allow them to experience learning through the sense of touch - enjoys taking objects apart and putting them back together
- ⊙ Learns by performing, doing things and by most kinds of physical activity
- ⊙ Are often well coordinated
- ⊙ Experience their environment - field trips, doing mock scenarios, role-play.
- ⊙ May be seen in the classroom doodling, tapping their pencils, rocking back in their chairs, swinging their legs or moving their bodies
- ⊙ Need for the learning situation to have personal relevance to them in order to learn effectively.
- ⊙ May be a natural in instrumental music, trades and Phys. Ed. and usually does well in lab work
- ⊙ Because the entire body is involved it takes this individual longer to process information.



## Visual

- ⊙ Examines, looks at, and reads about things
- ⊙ Is quiet, organized, deliberate
- ⊙ Finds attractiveness of surroundings important
- ⊙ Organizes by size, color or other visual clues
- ⊙ Is first to pick up mistakes in written material.
- ⊙ Would rather read than be read to
- ⊙ Chooses a book frequently by its picture or illustrations
- ⊙ Likes vivid imagery in stories
- ⊙ Doodles and draws - drawings are detailed
- ⊙ Need visual aids
- ⊙ Finds phonics hard unless symbol and printed word on a picture accompany the sound
- ⊙ Can be distracted by movement – someone walking by door, presenter’s manner of speaking.
- ⊙ Has trouble remembering verbal messages
- ⊙ In groups may be reluctant to talk

## Auditory



- ✓ Makes noise
- ✓ Prefers oral reading
- ✓ Moves lips when reading silently
- ✓ Is easily distracted
- ✓ Likes phonics – spoken language is easier than written
- ✓ Talks to self – counts out loud
- ✓ Likes to discuss what needs to be done
- ✓ Learns better with oral instruction
- ✓ Requires oral interpretation of maps and diagrams
- ✓ Studies either by reading the material to self, or by discussing it with others
- ✓ Says material to learn it
- ✓ Usually cannot tolerate noise while studying
- ✓ Lecture situations – extensive note taking can interfere in learner’s ability to get auditory message.
- ✓ Tone of voice and manner of speaking may completely turn learner off content



## **Learning Strategies: Kinesthetic/Tactile**

- ✓ Define a purpose for reading that relates to you
- ✓ Connect it to something that means something to you. (emotions first, then set the task)
- ✓ Act out what you read - Combine creative dramatics with reading
- ✓ Make models, collages, mobiles, and dioramas to serve as a response to what is read.
- ✓ Use verbs (action) as examples when learning
- ✓ Use as many tactile/kinesthetic materials as possible. Feel what you have to do.
- ✓ When in a lecture situation write a lot of notes – you may never read them but it is the writing that puts it into memory.
- ✓ When listening - doodle or squeeze a ball or object.
- ✓ Listen to oral instructions first, and then do.
- ✓ Physical contact helps when learning.
- ✓ Keep work period short and gradually lengthen. Lots of breaks
- ✓ Vary activities during the day and use your special interests
- ✓ Learns concepts well through manipulating
- ✓ Use large body movement as much as possible.

Things to do: Trace new words in the air, use jumping mat, draw info or pictures with crayons on a washable vinyl place mat and trace over them with their fingers; use sand or rice in pan, use 3 dimensional learning aids such as flash cards, scrabble tiles, origami, typewriters, and computers, play dough/clay.

Review facts in combination with a physical activity – reciting information while bouncing a ball, or listening to a tape, listen to digital player as you walk. Sit on exercise ball.

Other Strategies: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Learning Strategies - Visual**

- ✓ Think about things and make guesses before reading
- ✓ Try to figure things out and question before reading
- ✓ Develop sight vocabulary - visualize the letters and configuration of the word (see it)  
– Make pictures out of words instead of sounding them out. Make the word look like what it means. (draw a picture of the word)
- ✓ Memorize information in some logical sequence that can be visualized
- ✓ Make mind movies while reading and learning skills.
- ✓ Silent reading
- ✓ pictures, charts etc
- ✓ Underline and make margin notes – highlighter
- ✓ Make pictures of definitions of words
- ✓ Read material before lecture situations – ask instructor for that information to read before as well as after.
- ✓ Use visuals –powerpoints, charts, and pictures

Other Strategies:

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## **Learning Strategies – Auditory**

- ✓ Read aloud to yourself or ask others to read to you. Talk yourself through your learning.
- ✓ Find informative audio-tapes: ask questions, think time and answer
- ✓ Oral Presentations
- ✓ Use the music of language to learn – chanting, rhyming
- ✓ Use phonics to learn vocabulary – put information you are learning into poetry, debate with someone, music.
- ✓ Discuss before you read and then after you read. (Study partner).
- ✓ Develop the Mind’s ear so you don’t disturb others with reading out loud. Learn to read out loud in your head.
- ✓ Find music and sound effects to accompany what you learn.
- ✓ For writing use brainstorming – small and large group discussions
- ✓ Share your written work orally – hearing your work often sparks changes
- ✓ Study by reading or talking into an audio recorder – talk information over with peer, friend or partner.
- ✓ Bring audio recorder in to lecture situations.

### Other strategies:

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## How to Juggle!


These instructions will teach you some exercises to help you learn to juggle 3 balls. The first few exercises are not complete juggling patterns.

- ⊙ One Ball Exercise: Start with one ball. Throw the ball in an arc from hand to hand about eye level. The pattern will be an arc, not a circle.
- ⊙ Two Ball Exercise: Start with one ball in each hand. First toss the ball in your right hand (1) in the arc to about eye level to your left hand. When this ball (1) reaches the highest point in its arc . . . Throw ball (2) in an arc from your left hand to your right. Catch (1) in your left hand, then catch (2) in your right hand. Stop.
- ⊙ Do this same exercise, except start with your left hand instead of your right. Practice until you can do this smoothly.

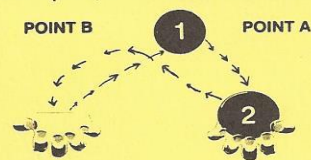
*Common mistakes include throwing two balls in a circle, or throwing both balls at the same time.*

### HOW TO JUGGLE - Cascade pattern.

**STARTING OUT.**  
Take one ball and throw up into the air to the opposite hand. Hands should not go higher than your shoulders.

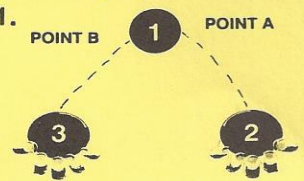


**JUGGLING WITH TWO BALLS**  
Take two balls (one in each hand). Throw the first ball to Point A. (see below). When the first ball reaches Point A, throw the second ball to Point B. Don't pass, throw. Both balls should be thrown the same height.

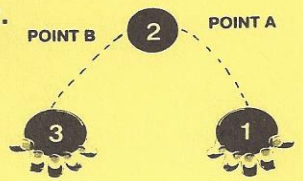


**JUGGLING WITH THREE BALLS**  
Take two balls in your dominant hand and one ball in the other hand. Using the hand with two balls, throw one into the air to Point A. Throw the ball in the opposite hand to Point B (same as juggling with two balls). Before catching the second ball release the third one throwing to point A. Continue.

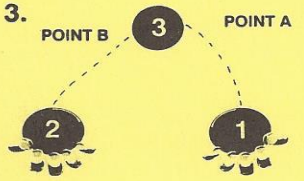
1.



2.



3.



### Problems and Solutions:

*I move forward as I juggle.*

This is a common problem. Stand in front of a wall, or a bed to keep you from moving forward.

*I can't throw ball number (3), I just catch ball number (2).*

Concentrate on throwing ball number (3). Do not even try to catch ball (2).

*The balls keep hitting/there isn't time for to make the throws.*

Concentrate on making your throws an even height at eye level.


The Half shower: Instead of having the balls cross in the standard 3 ball pattern, throw a ball from the right hand over the rest of the pattern. When it comes down, continue juggling. Do this for a throw or every throw; from either hand, or both hands.



# Facilitator Support Information

## Lesson 2

Mnemonic explanation and examples

A **mnemonic** ( /nə'mnɒnɪk/,<sup>[1]</sup> with a silent "m"), or **mnemonic device**, is any learning technique that aids information retention. Mnemonics aim to translate information into a form that the human brain can retain better and even the process of applying this conversion might already aid the transfer of information to long-term memory. Commonly encountered mnemonics are often for lists and in [auditory](#) form, such as short poems, [acronyms](#), or memorable phrases, but mnemonics can also be for other types of information and in [visual](#) or [kinesthetic](#) forms. Their use is based on the observation that the human mind more easily remembers spatial, personal, surprising, physical, sexual, humorous, or otherwise 'relatable' information, rather than more a A common mnemonic for remembering lists is to create an easily remembered acronym, or, taking each of the initial letters of the list members, create a memorable phrase in which the words with the same acronym as the material. Anyone can create their own mnemonics to aid the memorization of novel material.

Some common examples for first letter mnemonics:

- To memorize the colours of the [rainbow](#): the phrase "Richard Of York Gave Battle In Vain" - each of the initial letters matches the colours of the rainbow in order (Red, Orange, Yellow, Green, Blue, Indigo, Violet). Other examples are the phrase "Run over your granny because it's violent" or the imaginary name "Roy G. Biv".
- To memorize the North American [Great Lakes](#): the acronym HOMES - matching the letters of the five lakes (Huron, Ontario, Michigan, Erie, and Superior)
- To memorize [colour codes](#) as they are used in [electronics](#): the phrase "Bill Brown Realized Only Yesterday Good Boys Value Good Work" - represents in order the 10 colours and their numerical order (black (0), brown (1), red (2), orange (3), yellow (4), green (5), blue (6), violet (7), grey (8), and white (9)).<sup>[5]</sup>

#### [\[edit\]](#) For numerical sequences

Mnemonic phrases or poems can be used to encode numeric sequences by various methods, one common one is to create a new phrase in which the number of letters in each word represents the according numerical. For example, the first 15 digits of the mathematical constant [pi](#) (3.14159265358979) can be encoded as "Now I need a drink, alcoholic of course, after the heavy lectures involving quantum mechanics". [Piphilology](#) is the practice dedicated to creating mnemonics for pi.

#### [\[edit\]](#) For foreign-language acquisition

Mnemonics can be helpful in learning foreign languages, for example by transposing difficult foreign words with words in a language the learner knows already. A useful such technique is to find [linkwords](#), words that have the same pronunciation in a known language as the target word, and associate them visually or auditorially with the target word.

For example, in trying to assist the learner to remember **ohel**, the [Hebrew](#) word for *tent*, the memorable sentence "**Oh hell**, there's a raccoon in my *tent*" can be used. Also in Hebrew, a way to remember the word, bayit (bahy- it), meaning house, one can use the sentence "that's a lovely house, I'd like to bayit." The linguist [Michel Thomas](#) taught students to remember that *estar* is the Spanish word for *to be* by using the phrase "to be a star".

Another technique is for learners of [gendered languages](#) to associate their [mental images](#) of words with a colour that matches the gender in the target language. An example here is to remember the Spanish word for "foot", *pie*, with the image of a foot stepping on a pie which then spills blue filling (blue representing the male gender of the noun in this example

## Lesson Three – Games and Learning

Lesson 3 consists of 3 activities. It may take more or less time to complete this session based on a variety of factors (participants, discussions, technology). Games for learning are often not part of cultures from outside of Canada. Learning may be approached in a more rigid and structured manner and games might be considered frivolous and a waste of time. Parents need to be aware of the validity of games for learning to create acceptance and promote their use.

### LEARNING OBJECTIVES – Lesson Three

1. Adult Participants will have an awareness of the importance of games (fun) in learning
2. Adult participants will connect learning styles to homework and game choices

Instructors Materials	<input checked="" type="checkbox"/>	Participants Materials	<input checked="" type="checkbox"/>
Flipchart, markers		Name Tags	
Coins, decks of cards, dice, pens, pencils for games		Bring Plastic bottles for next lesson – no bigger than 500 ml	
laptop with internet access and projector or smart board speakers			
Download physical fitness charts from web site for appropriate ages of adults and children -			



### Lesson 3 Activity 1 – Ideas on Games and Learning

- Split the adults and children into two groups with a facilitator for each group.
- May need to discuss more on learning styles – depending on language levels and understanding of participants – evaluate from lesson 2.

#### Adults:

- Discussion of major reasons to use games. Not only does the integration of games make learning more fun; it also:
  - Motivates students to learn
  - Immerses them in the material so they learn more effectively
  - Encourages them to learn from their mistakes.
  - Mind-body connection
- Reminder that there are different Cultural viewpoints on games and learning and facilitator needs to adjust approach. Check in with parents.
- Discuss with parents “Learning from mistakes” and show video – plain language <http://www.greatschools.org/parenting/motivation-confidence/4240-why-mistakes-teach-important-lessons-video.gs>
- Short video on failure, success and growth mindsets (Carol Dweck, PhD) can also be used depending on audience. Only use one. <http://www.youtube.com/watch?v=sM65R78gzPY&feature=related>
- Brainstorm ideas for games with the parents (from their own culture – similarities – same game but may have a different name even in different parts of Canada)  
Discussion – about video games – connection to managing time on games.  
Introduce information on physical fitness and learning (Canadian physical fitness charts)





HANDOUTS for parents: David Dockterman – “Games Help Kids Learn Through Failure”, Learning in Motion and Math Games People Play, Physical fitness charts

### Children:

- Facilitator chooses games from “Math Games People Play”
- The games chosen will be based on age of children in group.
- Have children help each other.

## Lesson 3 Activity 2: Games, Learning Styles and Homework

**Adults:** Brainstorm homework strategies for different learning styles



- Examples include but not limited to: (check Appendix for ideas and web sites)  
Kinesthetic: “hands on” activities and manipulatives, timers, breaks, “I gotta” cards  
Visual: mind mapping, colour coding and highlighting, lists, flashcards  
Auditory: word association, recording, discussions, talk your way through steps to problem solve



*Use a clear plastic tablecloth at meal times and place various educational materials underneath e.g maps, math questions, new words to learn, drawings or clips of famous people, traditional dress of other cultures, etc. (Leanne Steiner)*

### Children:



- Continue to play games from Math Games People Play handout – facilitator continues to relate to learning styles with children
- Ask the Questions: Did the games help you learn? What was your best way of learning how to play the games? (Listening to directions, watching, doing) Did you like learning this way?

## Lesson 3 Activity 3: Games

- Bring groups back together and have the children teach the parents games to play together.



Ask Families to bring a clear plastic bottle for next lesson – no bigger than 500 ml

### End of Lesson Three - Time to Review

What topics did we cover this session!

- How can you use what you learned in work, family and community?
- Relate to at least one of the nine essential skills?
- Do you see the value of games in learning? Why or Why not?
- Don't forget to mark on the evaluation board which essential skill was covered in the lesson and how you felt the lesson went.

Questions?



# Participants Handouts Lesson 3

David Dockterman: Games help kids learn through failure (article)

Activities from [www.math.com](http://www.math.com)

Homework Tips for Each Learning Style

What Kind of Learner are You? – chart

Learning in Motion

# David Dockterman: Games help kids learn through failure

By Guest Blogger on March 5th, 2012



*This post **first appeared on the NBC News “Learning Curve” blog.** Dr. David Dockterman is an Adjunct Lecturer at the Harvard Graduate School of Education and the Chief Architect of Learning Sciences at Scholastic Education. He began developing technology for schools in the 1980s and is one of the country’s leading experts in educational game development.*

Failure is hot. The Harvard Business Review devoted an **entire issue to the power of failure** last year. Noted economist Tim Harford wrote a fabulous book about it – **Adapt: Why Success Always Comes from Failure**. And 10s of millions of children (and adults) happily subject themselves to it every day. They play **video games**.

One of the reasons video games are so compelling is that you fail a bunch of times before you “win.” Without the struggle there’s little satisfaction. You try, find out right away that you failed, adjust and repeat the process likely several more times. And when you finally figure it out, it feels pretty good. That’s because the brain’s reward center provides a satisfying **dopamine** hit to help validate the effort.

We could call this failure-adjustment loop “learning,” and fundamentally it’s nothing new. Thoughtful (and not so thoughtful) trial-and-error is a tried and true mechanism for learning across the animal kingdom and always has been. Well-designed video games, though, provide a vehicle for really focusing and scaling learning through failure in lots of disciplines. Four key elements are required:

1. **The tasks must be about the content to be learned.** You can find lots of “educational” video games in which the game is the dessert for eating your educational vegetables. Using the carrot of racing around obstacles or shooting monsters as the reward for completing some math or vocabulary problems not only doesn’t leverage the power of the game for learning, it sends the wrong message to kids. It reinforces the notion that learning is boring and distasteful, requiring an external reward to justify it. Look for games in which the learning tasks – whether about improved speed and accuracy or completing increasingly challenging puzzles — are central. We want the learning to be its own reward.

2. **Feedback must be immediate and meaningful.** Immediate feedback is a fundamental quality of video games. You find out right away if you’re right or wrong. For the practice of routine tasks – those the child already knows – like spelling or math fact retrieval, immediate

corrective feedback ensures that adjustments get made and bad habits don't get repeated over and over again. For novel tasks, immediate feedback should be more thoughtful. We want kids thinking, "Hmm...that didn't work, I wonder what will." Look for games with useful visual feedback and careful use of hints.

**3. Progress must be transparent.** Lee Peng Yee, one of the main thinkers behind the system of math instruction in Singapore, once told me: "If you think you can catch the bus, you will run for it." It's a great image, and good games keep players in a recurring cycle of running to catch one bus after another, all leading to reachable goals. Look for games that keep the next milestone in sight and constantly show progress toward it. Seeing yourself get better at something is incredibly motivating.

**4. The stakes must be low.** Failure is the norm in many video games. It wouldn't be satisfying if you didn't struggle. In fact, you fail more often than you succeed. Failure in video games is a key part of the learning process. I wish schools and parents embraced failure as readily as most games do. All too often students are afraid to raise their hands in class or explore their thinking because the stakes of being wrong are so high. The expectation in many classrooms is success, and failure is humiliating. Better, some students think, not to try than to try and fail. Games can provide a safe haven for trial and error, for using failure as a steppingstone to understanding and eventual mastery. Look for games that keep the social exposure to failure low. Competition against others, particularly when the skill levels are uneven, can be very discouraging for a kid who usually finishes near the bottom. A focus on self-improvement and personal mastery keeps the stakes low and the progress transparent. Maybe we can leverage some of these game elements into everyday learning in school and at home.

# Activities from math.com

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## Math for the Fun of It

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### Guess If You Can

#### Grades K-5

#### What to do

Let your child think of a number between a stated range of numbers while you try to guess the number by asking questions. Here is a sample conversation.

**Child:** I am thinking of a number between 1 and 100.

**Parent:** Is it more than 50?

**Child:** No.

**Parent:** Is it an even number?

**Child:** No.

**Parent:** Is it more than 20 but less than 40?

**Child:** Yes.

**Parent:** Can you reach it by starting at zero and counting by 3's?

**Child:** Yes.

*(At this stage, your child could be thinking of 21, 27, 33, or 39.)*

1. Figure out the answers to your own questions.
2. After you have guessed your child's number, let your child guess a number from you by asking similar questions.

Parent Pointer	
	It is important to help children develop an understanding of the characteristics and meanings of numbers.

## What Are the Coins?

### Grades 2-5

#### What you'll need

Some coins

#### What to do

Ask your child the following questions:

1. I have three coins in my pocket. They are worth 7 cents. What do I have? (a nickel and 2 pennies)
2. I have three coins in my pocket. They are worth 16 cents. What do I have? (a dime, a nickel, a penny)
3. I have three coins in my pocket. They are worth 11 cents. What do I have? (2 nickels and 1 penny)
4. I have three coins in my pockets. They are worth 30 cents. What do I have? (3 dimes)
5. I have six coins in my pocket. They are worth 30 cents. What could I have? (1 quarter and 5 pennies or 6 nickels). This problem has more than one answer. It is challenging for children to experience problems like this.
6. I have coins in my pocket, which have a value of 11 cents. How many coins could I have?

You get the idea! Give your child a few coins to figure out the answers.

#### Parent Pointer

Use this activity to help your child develop an understanding of patterns and variables (the unknown) to solve a problem. This is critical to understanding algebra.

## Money Match

### Grades K-2

#### What you'll need

One number cube to roll; 10 of each coin (penny, nickel, dime, and quarter)

#### What to do

1. For young players (5 and 6 year olds) use only two different coins (pennies and nickels or nickels and dimes only). Older children can use all types of coins.
2. Explain that the object of the game is to be the first player to earn a set amount (10 or 20 cents is a good amount).
3. The first player rolls the number cube and gets the number of pennies shown on the cube. Keep all like coins in batches or stacks of 5 or 10.
4. As each player accumulates 5 pennies or more, the 5 pennies are traded for a nickel. Players take turns rolling the cube to collect additional coins.
5. The first player to reach the set amount wins.
6. Add the quarter to the game when the children are ready. As each player accumulates 5 nickels, they are traded for quarters.

Parent Pointer	
	Counting money and batching in groups of 2's, 5's, or 10's teaches children matching skills and helps in the beginning stages of addition and multiplication. Children also learn how to identify coins and understand their values.

## More or Less

### Grades K-2

#### What you'll need

One coin, card deck, scratch paper, pen, and pencil

#### What to do

Two players will play a card game where each will draw a card. The players will compare cards to see who wins that round. Before you begin, flip the coin and call "heads" or "tails" to see if the winner of each round will be the person with a greater value card (heads) or a smaller value card (tails).

1. To begin the game, divide the cards evenly between the two players.
2. Place the cards face down. Each player turns over one card at a time and compares: Is mine more or less? How many more? How many less? The player with the greater or smaller value card (depending on whether heads or tails was tossed) takes both cards.
3. The winner of the game is the player with more cards when all the cards are gone from the stack.
4. Now try the same activity with each player pulling two cards and adding them. Which sum is more? How much more? How much less?

Parent Pointer	
	Playing with numeral cards helps children learn to compare quantities of numbers. Children can also learn addition and subtraction.

## Card Smarts

### Grades 3-5

#### What you'll need

card deck, pencil, and paper

#### What to do

1. **How many numbers can we make?** Give each player a piece of paper and a pencil. Using the cards from 1 to 9, deal four cards out with the numbers showing. Using all four cards and a choice of any combination of addition, subtraction, multiplication, and division, have each player see how many different numbers a person can get in 5 minutes. Players get one point for each answer. For example, suppose the cards drawn are 4, 8, 9, and 2. What numbers can be made?
2. **Make the most of it.** This game is played with cards from 1 to 9. Each player alternates drawing one card at a time, trying to create the largest 5-digit number possible. As the cards are drawn, each player puts the cards down in their "place" (ten thousands, thousands, hundreds, tens, ones) with the numbers showing. Once placed, a card cannot be moved. The first player with the largest 5-digit number wins. For example, if a 2 was drawn first, the player might place it in the ones' place, but if the number had been an 8, it might have been put in the ten thousands' place.

Parent Pointer	
	This card game helps children develop strategies for using numbers in different combinations using addition, subtraction, multiplication, and division.



## Let's Play Store

### Grades K-5

#### What you'll need

Empty containers (cartons or boxes), old magazines, books, newspapers, calculator, pencil or crayon, and paper

#### What to do

1. Help your child collect empty containers so that you can play as if you were shopping at the grocery store. Gather the items and put them on a table.
2. Help your child think of a price for each item. Mark the prices on the containers. You can even mark some items on sale.
3. Pretend to be the customer while your child is the cashier.
4. Teach your child the difference between the math symbols (+, -,  $\div$ , x, and =) and how they are used when using the calculator. Help your child add the prices of each item on the calculator and total the amount using the (=) symbol. Have your child write the total on a piece of paper, which will be your receipt.
5. While you and your child play store, you can ask questions like how much would it cost to buy three cartons of eggs? How much does 1 box of soap cost, if they are 2 for \$5.00? How much is my bill, if I don't buy the cereal? How much more will it cost if I buy this magazine? Have your child estimate the amounts of the items you are buying. Check to see if the estimation is correct on the calculator.

Parent Pointer	
	Learning to use the calculator will help your child understand and apply estimation and reasoning skills, as well as learn addition, subtraction, division, and multiplication.

# Activities

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## Math in the Home

Your home is full of opportunities to explore math with your child and, at the same time, build his or her self-confidence and understanding of mathematical ideas. This is a chance for you and your child to "talk math" that is, to communicate about math while discovering relationships between numbers. Being able to describe mathematical patterns and relationships, such as those between "addition and subtraction" or "odd and even numbers," is important to later success in math.

The activities in this section are intended to be enjoyable and inviting and use items that can be found in your home. While doing the activities, keep in mind that an understanding of math and a sense that math is enjoyable will help children develop skills that they will need for success their entire lives.

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## Fill It Up

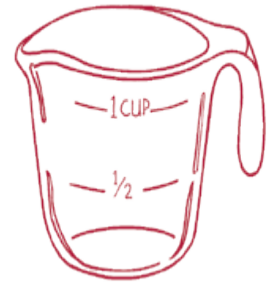
### Grades K-2

#### What you'll need

A measuring cup, 4 glasses of equal size, and water

#### What to do

1. Pour water at different levels (  $\frac{1}{3}$  cup,  $\frac{1}{2}$  cup,  $\frac{3}{4}$  cup and 1 cup) in each glass. Put the glasses next to each other. Ask your child: Are all the water levels the same or different?
2. Ask your child questions to encourage comparison, estimation, and thinking about measurement. Which glass has more water? Which has less? How many glasses of water do you estimate it will take to fill the container?
3. Pour more water into one of the glasses to make it equal to the amount of water in another glass. Move the glasses around so that the glasses that have the same amount of water are not next to each other. Ask your child: Which glasses do you think have the same amount of water?
4. As your child begins to understand more, do activities using different-shaped containers that hold the same amount of a substance (water, rice, and popcorn kernels). This helps your child see comparisons, as well as the various capacities of different-sized and -shaped containers.



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#### Parent Pointer



Filling empty containers provides opportunities to explore comparisons, measurement, volume, estimation, and geometry.

## Fractured Fractions

### Grades K-3

#### What you'll need

Clear container, masking tape, marker, measuring cups (  $\frac{1}{2}$ ,  $\frac{1}{3}$ , or  $\frac{1}{4}$  cup measure), uncooked rice or popcorn kernels, and water

#### What to do

1. Have your child stick a piece of masking tape straight up one side of the clear container from the bottom to the top.
2. For younger children, use a  $\frac{1}{2}$  cup measure. For older children, use a  $\frac{1}{3}$  or  $\frac{1}{4}$  cup measure. Choose the unit of measure and fill the measuring cup. Then let your child pour the substance from the measuring cup into the clear container. Continue to pour the same amount of the substance into the container.
3. As each equal amount of the substance is poured, mark the level on the container by drawing a line on the tape. Write the cup size or appropriate fraction on each line. The fraction for one-third cup would be  $\frac{1}{3}$ .
4. Follow this procedure until the container is full and the tape is marked in increments to the top of the container.
5. Fill the container again and again using different measures each time. Ask your child "thinking" questions.
  - How many whole cups do you think this container will hold? How many  $\frac{1}{2}$  cups,  $\frac{1}{3}$  cups, or  $\frac{1}{4}$  cups do you think the container will hold?
  - How many  $\frac{1}{2}$  cups equal a cup?
  - How many  $\frac{1}{4}$  cups equal  $\frac{1}{2}$  cup? A cup?
  - How many  $\frac{1}{4}$  cups equal  $\frac{3}{4}$  cup?



#### Parent Pointer



This hands-on activity explores whole numbers and fractions by using measurements your children can see. Your children also will learn to guess or estimate quantities.

## Money's Worth

### Grades 1-3

#### What you'll need

Coins, grocery store coupons, and a pencil

#### What to do

1. **Coin clues.** Ask your child to gather some change in his or her hand without showing what it is. Start with amounts of 25 cents or less (for first-graders, you can start with pennies and nickels). Ask your child to tell you how much money and how many coins there are. Guess which coins are being held. For example, "I have 17 cents and 5 coins. What coins do I have?" (3 nickels and 2 pennies).
2. **Clip and save.** Cut out grocery store coupons and tell how much money is saved with coins. For example, if you save 20 cents on detergent, say 2 dimes. Ask your child what could be purchased using the savings from the coupon. A pack of gum? A pencil? How much money could be saved with 3, 4, or 5 coupons? How could that money be counted out in coins and bills? What could be purchased with those savings? A pack of notebook paper? A magazine? How much money could be saved with coupons for a week's worth of groceries? How would that money be counted out? What could be purchased with those savings? A book? A movie ticket? What percentage of the original price is the coupon worth?
3. **Count the ways.** How many ways can you make 10 cents, 25 cents, 30 cents, 40 cents, or 50 cents? You can help your child add the coins in various ways to get different answers.
4. Try playing the coin games with coins from another country.



#### Parent Pointer



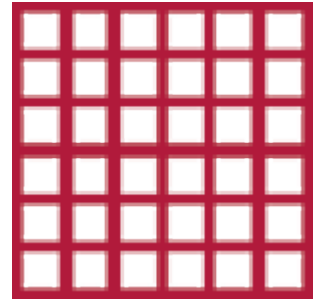
Coin games help children to learn the value of coins. They also teach counting, addition, subtraction, and multiplication. Coupons can help teach children money management, as well as subtraction and percentages.

## In the News

### Grades K-2

#### What you'll need

Newspaper, scissors, pencil or crayon, glue, and graph paper



#### What to do

1. **Newspaper numbers.** Help your child look for numbers 1 to 100 in the newspaper. Cut the numbers out and glue them in numerical order onto a large piece of paper. For children who cannot count to 100 or recognize numbers that large, only collect up to the number they do know. Have your child say the numbers to you and practice counting up to that number.

**Or**

2. Collect only numbers within a certain range, like the numbers between 20 and 30. Arrange the numbers on a chart, grouping all the numbers with 2s in them, all the numbers with 5s, and so on.
3. **Counting book.** Cut out pictures from the newspaper and use them to make a counting book. Page 1 will have one thing on it, page 2 will have 2 things that are alike, page 3 will have 3 things that are alike, and so on. All the things on the each page have to be the same. At the bottom of each page, write the number of items on the page and the word for the item. Have your child tell you a story about what is on the page.



#### Parent Pointer



This newspaper activity helps children read and understand numbers and charts.

## Newspaper Search

### Grades 3-5

#### What you'll need

Newspaper, calculator, pencil, paper, and graph paper (can be hand-drawn)

#### What to do

1. **List it.** Give your child the grocery section of the newspaper in order to make up a list of foods that will feed the family for a week and also meet a budget of a certain amount of money. Have your child make a chart and use mental math or a calculator to figure the cost of a few items. If the total for the groceries is more than you have budgeted for, talk about which items can be eliminated. Could the list be cut down by a few items or by buying less of another item? What will best serve the needs of the family?
2. **Shop around.** Have your child search for advertisements in the newspaper for an item they have been wanting, such as a piece of clothing or tennis shoes, in order to find the lowest price for the item. After your child finds the best buy, have him or her compare the best buy to the rest of the advertised prices. Are this store's prices lower for everything or just items in demand?
3. **Highs and lows.** Have your child search the newspaper for daily temperatures and create a graph showing weekly trends. Ask your child for the differences in temperature from day to day.



#### Parent Pointer



This activity helps children see how much math is used in everyday life. It also helps in the variety of ways in which math is used to tell a story, read a timetable or schedule, plan a shopping list, or study the weather.

## Treasure Hunt

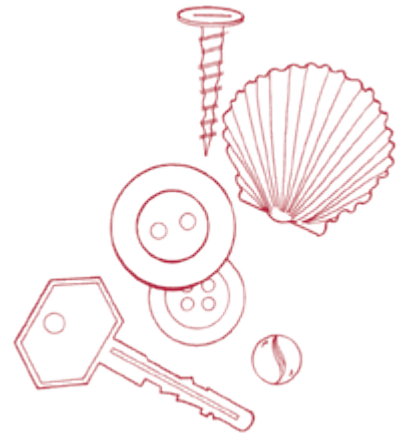
### Grades K-2

#### What you'll need

Large container, buttons, screws, bottle caps, old keys, anything else you can count, and graph paper (can be hand-drawn)

#### What to do

1. Find a container to hold the treasures.
2. Sort and classify the treasures. For example, do you have all the same-sized screws or keys? How are they alike? How are they different?
3. Use these treasures to tell addition, subtraction, multiplication, and division stories. For example, if we share 17 buttons among 3 friends, how many will we each get? Will there be some left over? Or if we have 3 shirts that need 6 buttons each, do we have enough buttons?
4. For older children, you can organize the treasures by one characteristic and lay them end to end. Compare and contrast the different amounts of that type of treasure. For example, there are 3 short screws, 7 long screws, and 11 medium screws. There are 4 more medium screws than long ones. Make a simple graph showing how many of each type of screw there are. This activity may also provide an opportunity to talk about fractions:  $\frac{7}{21}$  or  $\frac{1}{3}$  of the screws are long.



#### Parent Pointer



Organizing the "treasures" in one's house provides practice in addition, subtraction, multiplication, and division. Children can also graph data on shapes and sizes.



## Squash That Box

### Grades 4-5

Ever notice what happens when you flatten cereal boxes, tin cans, or other 3-dimensional shapes for recycling? Or do you ever wonder how they design and make all those interesting containers you find in the department store? Mathematicians call the flat, unfolded designs of 3-dimensional shapes "nets."



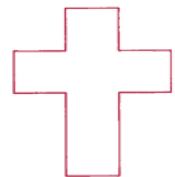
#### What you'll need

Small cardboard boxes, aluminum cans, and cardboard tubes from toilet paper or paper towels

#### What to do

1. Explain to your child that when we recycle materials, we need to flatten them. Ask him or her why (to save space). Ask your child to imagine what shapes will be created when you flatten the boxes or cans. Some people crush cans, which is not the same as flattening. When you take apart a cylinder, you have two circles for the ends and the flat cylinder makes a rectangle. Cut a cardboard tube lengthwise. What shape do you see (a rectangle)? What will a cereal box look like if you carefully unfold it and cut along the edges?
2. Unfold a cardboard box, without showing your child the original box. Ask your child to imagine what the original box looked like. What shape will it be when it is put back together? How will the ends look?
3. Have your child trace all the faces of a box or other 3-dimensional shapes by laying every side and top and bottom on the paper to be traced. Ask the child the names of the drawn 2-dimensional shapes.
4. Have your child study a box. Then see if your child can draw a net (the unfolded version) of the box. Unfold the box to see how closely the drawn net corresponds to the actual net. What would the net of a pyramid look like? What would the net of a cube look like?

Here is the net of a cube.



Here is the net of a cylinder.

#### Parent Pointer



Recognizing 2-dimensional shapes in 3-dimensional objects and visualizing shapes are essential skills in fields as varied as architecture, manufacturing, medicine, and design.

## Simply Symmetrical

### Grades 1-5

#### What you'll need

Paper, pencil, marker or crayon, magazine pictures, scissors, and glue

#### What to do

1. Explore your house for symmetrical designs. See how many your child can find. Look at wallpaper, floor tiles, pictures, bedspreads, and appliances.
2. Cut out a magazine picture that is symmetrical. Cut it along the line of symmetry. Paste one half of the picture on the paper. Have your child draw the missing half.
3. Write your child's name in big block letters, then write your name. Which name has more letters with lines of symmetry? How many letters have one line of symmetry? How many of each letter have two? (a B has one line, an H has two). Does anyone have a name with all symmetrical letters? (BOB is one.) Can any letter be turned upside down and still look the same? (Yes H, I, O, S, and X are symmetrical around a center point.) Go through the alphabet, making a list of the letters that look the same on both sides and those that look different.
4. Fold a sheet of paper in half lengthwise. Have your child draw half of a circle, heart, or butterfly from top to bottom along the fold on each side of the paper. Help your child cut out the shapes that were drawn. Unfold the paper to see the symmetrical figure. Have your child color and glue the full figure on another sheet of paper to display the design.



#### Parent Pointer



A shape can be symmetrical when two parts of it are exactly alike. This exercise helps young children develop an understanding of symmetry and a sense of geometric patterns.

## Tracking Time

### Grades 2-5

#### What you'll need

Clock or watch, newspaper, blank paper, and graph paper (can be hand-drawn)

#### What to do

1. Together with your child, keep track of the time he or she spends watching television as well as doing homework. Make a table listing the 7 days of 1 week. Keep two columns, one for television and one for homework. At the end of the week, see if together you can make a graph comparing the two different activity columns.
2. While watching television, make a chart showing how much time in every hour is used for commercials compared to how much time is used for the actual show. Do this for every half-hour of television you watch. Then make a bar or pie chart showing the two amounts. Time the minutes carefully.
3. Together with your child, keep track of how he or she spends time in one 24-hour period: time spent sleeping, eating, playing, reading, and going to school. Measure a strip of paper that is 24 inches long. Let each inch represent 1 hour. Color in the number of hours for each activity, using a different color for each activity. When finished, make the strip into a circle and place it on a blank piece of paper. Trace around the circle. Then make lines from the center of the circle to the end of each color. Your child has just made a circle (pie) chart of how he or she spends 24 hours. Compare this with how other people in your family spend their time.



#### Parent Pointer



Statistics includes collecting information, analyzing it, and describing or presenting the findings in an organized way.

## Homework Tips for Each Learning Style

**Kinesthetic learners** prefer to be active while studying and may not be able to focus while sitting still. Strategies for kinesthetic learners include:

- Reading aloud and tracking words on a page with a finger
- Writing things down multiple times to commit them to memory
- Highlighting and underlining
- Playing with a stress ball or toy while studying
- Moving around or taking frequent breaks
- Doing hands-on activities, such as building models or playing games


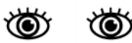

**Auditory learners** are typically good at absorbing information from spoken words. Strategies that work well for auditory learners include:

- Talking to themselves or with others about what they're learning
- Reciting important information aloud, perhaps recording it and playing it back
- Reading a book and listening to the audio book at the same time
- Using word associations
- Setting information to a tune and singing it to help remember it
- Limiting distracting noises

**Visual learners** benefit from seeing information on a chalkboard or in an illustration and may grow impatient listening for long periods of time. Strategies for visual learners include:

- Using flash cards
- Studying charts, tables, and maps
- Drawing illustrations
- Writing things down and reviewing notes
- Highlighting and underlining
- Color-coding information

## What Kind of Learner Are You?

Questions	Do you learn by hearing or listening? 	Do you learn by seeing? 	Do you learn by doing? 
How do you spell? A B C D	Do you sound out the word?	Do you try to see the word?	Do you write the word down to see if it feels right?
How do you talk?	Do you like to listen and find yourself wanting to interrupt?	Do you not like to listen for very long?	Do you use your hands to speak?
How do you pay attention?	Do you have difficulty understanding new information when it's noisy?	Is it hard for you to pay attention when people are moving or it's untidy?	Do you struggle when people around you are moving?
Meeting Someone	Do you remember names and what you talked about?	Do you forget names but remember faces?	Do you remember people by what you did together?
Contact with People	Do you prefer the telephone?	Do you prefer face to face contact?	Do you talk with them while walking or doing a task?
Reading	When you read, do you have voices for the characters in your mind?	Do you like it when the writer makes a picture in your mind about what is happening?	Do you not like to read or if you do, like action stories?
Doing Something at Work?	Do you like to talk about it or listen to instructions?	Do you like following pictures to guide you step by step?	Do you like to just try it?
Putting something Together	Do you like it if someone tells you the next step?	Do you like to look at pictures to guide you step by step?	Do you pass over the directions and try to figure it out?
Computers	Do you call help lines or ask someone to help you?	Do you look for pictures and diagrams?	Do you keep on doing it until you have it figured out?

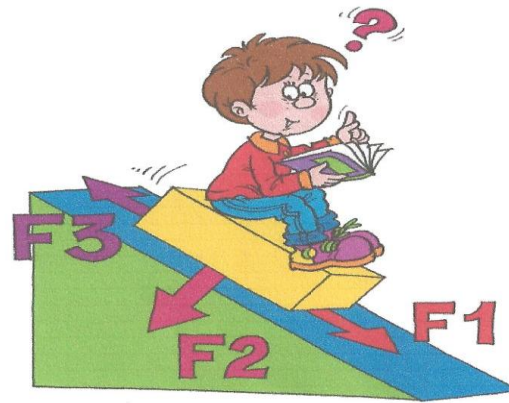
Taken from the Building Blocks Family Literacy Training Manual – [www.litforlife.com](http://www.litforlife.com)

## Parenting

# Learning in Motion: The Mind-Body Connection

**M**ovement can be a powerful tool for enforcing facts and concepts. Many kids, especially those who tend to be kinetic or physical learners, may benefit from mind-body connection strategies like these. They're simple, fun and some are even great exercise!

- **Act out vocabulary words -- play charades!**
- **Come up with a gesture that represents a person, place or thing.** Act it out when you discuss the object.
- **Use sign language.** Many ASL signs are quite literal and can be a great way to reinforce a vocab word or a concept.
- **Basketball spelling.** If you have a hoop in your yard, neighborhood, or local park make up a game in which you have to spell a word before you shoot. It doesn't matter what rules you decide on; the movement, fun, and challenge of the activity are what is important. As long as spelling (and movement) is integrated, it will be effective.
- **Hop and Chunk Spelling:** Break a word into spelling "chunks" and hop while spelling each chunk. Example: Man (hop) eu (hop) ver (hop).



Want more tips? Follow Susan on Twitter@TheHomeworkGuru and subscribe to her blog the TheHomeworkGuru.com

www.CogentCatalyst.com | 13

# Facilitator Support Information

## Lesson 3

Canadian Physical Fitness Chart website

Resource – book

<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=271>

Vanier Institute – transition Magazine – the family and the Internet

[http://capping.slis.ualberta.ca/cap05/heather/games\\_and\\_literacy.htm](http://capping.slis.ualberta.ca/cap05/heather/games_and_literacy.htm)

Pearson foundation

<http://www.pearsonfoundation.org/literacy/emergent-literacy.html>

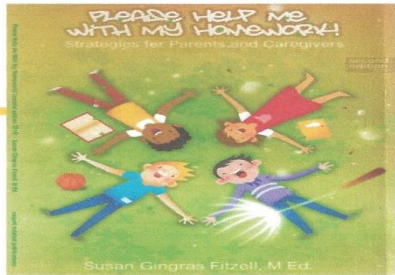
Short video on failure, success and growth mindsets

Videos on fixed and growth mindsets (Carol Dweck, PhD)

<http://www.youtube.com/watch?v=sM65R78gzPY&feature=related>

Physical fitness charts: <http://www.csep.ca/english/view.asp?x=804>

Resource to recommend:



**Please Help Me  
With My Homework!**  
2nd Edition

by Susan Fitzell M. Ed.

Doing homework has never been this much fun! If you are a parent or guardian, this book will shed valuable light on the reasons why learning strategies that work for one student might not work for another. Through developing a better understanding of the many ways in which we learn, you and your child will take an important step toward creating an educational environment that can include everyone, regardless of the area in which his or her natural abilities may lie. Looking for answers? This book is a veritable goldmine of practical information, resources, and tools for the parents and caregivers of students of any age and is chock-full of illustrations, examples and innovative techniques.

ISBN 1932995137  
PAPERBACK: 85 pages  
PUBLISHED: January 2010

ALSO AVAILABLE IN  
**SPANISH**  
ISBN 1932995129  
PAPERBACK: 85 pages  
PUBLISHED: January 2010  
RETAIL: \$10.97 USD

[http://www.thesneakychef.com/book4\\_the\\_sneaky\\_chef.php](http://www.thesneakychef.com/book4_the_sneaky_chef.php)

Book and activities “Sneaky Fitness”

Rae Pica

<http://www.movingandlearning.com/>



## More Movement, Smarter Kids

### By Rae Pica

**Most people can understand how physical activity can impact not only their child’s physical development but also his social/emotional development. But intellectual development? What could movement possibly have to do with learning? After all, schools – where most of the child’s learning is supposed to take place – are our prime promoters of inactivity. (“Sit still.” “Stop squirming.” “Don’t run.” “Stay in your seat.”) If movement were critical to learning, wouldn’t the schools be employing it?**

Certainly, you’d think so. Those of us who’ve understood the connection between moving and learning for a very long time have been waiting just as long for the educational “revolution.” And yet, not only is movement in the classroom a rarity, but also physical education and recess are being eliminated as though they were completely irrelevant to children’s growth and development. Perhaps the revolution will only finally arrive when you, as a parent, become aware of movement’s role in cognitive development and learning and begin to insist the schools do what’s right for children and not merely what the policy makers think they should be doing.

As Einstein so succinctly pointed out, “Learning is experience. Everything else is just information.” Piaget, the noted child development specialist studied by future teachers, labeled this learning *sensorimotor* and determined it was the child’s earliest form of learning. Since then, brain research has proven them both right.

But the most recent brain research has done much more than that. It’s now understood that, because a child’s earliest learning is based on motor development, so too is much of the knowledge that follows. The cerebellum, the part of the brain previously associated with motor control only, is now known to be, as Eric Jensen, author of numerous books on brain-based learning, puts it, a “virtual switchboard of cognitive activity.” Study after study has demonstrated a connection between the cerebellum and such cognitive functions as memory, spatial orientation, attention, language, and decision making, among others.

Thanks to advances in brain research, we now know that most of the brain is activated during physical activity – much more so than when doing seatwork. In fact, according to Jensen, sitting for more than 10 minutes at a stretch “reduces our awareness of physical and emotional sensations and increases fatigue.” He tells us this results in reduced concentration and, most likely, discipline problems. Movement, on the other hand, increases blood vessels that allow for the delivery of oxygen, water, and glucose (“brain food”) to the brain. And this can’t help but optimize the brain’s performance!

All of this, of course, contradicts the longstanding and much-loved belief that children learn best when they’re sitting still and listening and working quietly at their desks. It also helps us understand why

- ⊙ One Canadian study showed academic scores went up when a third of the school day was devoted to physical education.
- ⊙ A Canadian study demonstrated children participating in five hours of vigorous physical activity a week had stronger academic performance in math, English, natural sciences, and French than did children with only two hours of physical activity per week.
- ⊙ A study of third-grade children participating in dance activities improved their reading skills by 13 percent over six months, while their peers, who were sedentary, showed a decrease of two percent.

- ⊙ In France, children who spent eight hours a week in physical education demonstrated better academic performance, greater independence, and more maturity than students with only 40 minutes of PE a week.
- ⊙ Children who participate in daily physical education have been shown to perform better academically and to have a better attitude toward school.
- ⊙ A study conducted by neurophysiologist Carla Hannaford determined that children who spent an extra hour a day exercising did better on exams than students who didn't exercise.
- ⊙ Recent research demonstrates a direct link between fitness and intelligence, particularly in children under 16 and in the elderly.

It is a huge mistake to think the mind and body are separate entities. The truth is that the domains of child development – physical, social, emotional, and cognitive – simply do not mature separately from one another. There's an overlap and interrelatedness among them. And children do not differentiate among thinking, feeling, and moving. Thus, when a child learns something related to one domain, it impacts the others.

Research shows that movement is the young child's preferred mode of learning – because they best *understand* concepts when they're physically experienced. For example, children need to get high and low, small and large, wide and narrow shapes to truly understand these quantitative concepts. They need to act out simple computation problems (demonstrating the nursery rhyme “Three Little Monkeys” to discover three minus one equals two) to comprehend subtraction. They have to take on the straight and curving lines of the letters of the alphabet to fully grasp the way in which the letters should be printed.

Writing in *Early Childhood Exchange*, developmental and environmental psychologist Anita Rui Olds says:

Until children have experiences orienting their bodies in space by going up, on, under, beside, inside, and in front of things, it is possible they will have difficulty dealing with letter identification and the orientation of symbols on a page. The only difference between a small “b” and a small “d,” for example, both of which are composed of a line and a circle, depends upon orientation, i.e., which side of the circle is the line on?

Eric Jensen labels this kind of hands-on learning *implicit* – like learning to ride a bike. At the opposite end of the spectrum is *explicit* learning – like being told the capital of Peru. He asks, if you hadn't ridden a bike in five years, would you still be able to do it? And if you hadn't heard the capital of Peru for five years, would you still remember what it was? Extrinsic learning may be quicker than learning through exploration and discovery, but the latter has greater meaning for children and stays with them longer. There are plenty of reasons for this, but one of them just may be that intrinsic learning creates more neural networks in the brain. And it's more fun!

Carla Hannaford, in *Smart Moves: Why Learning Is Not All in Your Head*, states, “We have spent years and resources struggling to teach people to learn, and yet the standardized achievement test scores go down and illiteracy rises. Could it be that one of the key elements we've been missing is simply movement?”

Rae Pica is a children's physical activity specialist and the author of *Your Active Child: How to Boost Physical, Emotional, and Cognitive Development through Age-Appropriate Activity* (McGraw-Hill, 2003). Visit Rae at <http://www.movingandlearning.com/>.

## Lesson Four – Hidden Curriculum

Session 4 consists of 3 activities. One goal of this lesson is to give parents knowledge of the hidden curriculum of a school system. Many of the policies and procedures of a system are written down however there is an assumption that parents are aware of behaviours and expectations that come from living in a specific culture. Lack of knowledge of these expectations often creates difficulties and issues for families coming from another culture. The second goal is to create awareness in the children that they need to observe and pay attention to what is happening around them so they have an understanding of the culture of the school which makes a more positive learning environment.

### LEARNING OBJECTIVES – Lesson Four

1. To provide information to adult participants on agencies and systems of support to help with the transition into the Canadian Education System.
2. To create awareness of the need for skills and strategies to identify and manage the hidden curriculum (unwritten rules) of the Canadian systems.

Instructors Materials	<input checked="" type="checkbox"/> Participants Materials	<input checked="" type="checkbox"/>
Have extra 500 ml clear bottles for participants in case they forget to bring them. Look for large mouth on bottle (Gatorade, vitamin water is the best, sport drinks)	Plastic bottle – clear – 500 ml	
Flip chart & Marker Pens		
Rice, small objects for I spy bottles		
Food guide if doing supplemental activity in activity 1		

### Lesson 4 Activity 1:

- Split the adults and the children into two groups
- One instructor facilitates the adults and one the children

#### Adults:

- The adults will listen to a guest speaker from a “Settlement Workers in Schools Coordinator” from their own region. If not available tap into the other agencies within the community that can speak to the hidden curriculum of a school. Refer to the Facilitators Support Information for background on Settlement workers, other possible agencies if they are not available and the hidden curriculum facing parents and children
- Questions



**Children:**

- Discussion on surprises and what skills did you use to deal with the surprises? (essential skills)
- Make an I Spy bottle with the children using the 500 ml plastic bottle they brought from home. See instructions in the Facilitators Support Information.



Supplemental Activity: If time permits. Some examples are included in handouts. Go to [www.allkidsnetwork.com](http://www.allkidsnetwork.com) for age appropriate mazes, hidden object puzzles and <http://www.puzzles.ca> for word search



- Word searches, Mazes, Hidden object puzzles
- Activity is designed to help children prepare a lunch to bring to school that is healthy and fits Canadian culture. Use the Canadian Food Guide to design the healthy meal. Provide children with paper plate and draw or paste pictures on plate. Food Guide can be found at <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

**Lesson 4 Activity 2:**

- Bring the groups back together – talk about how in a new situation you need to observe, ask questions, work together to solve problems (essential skills)
- Treasure Hunt – both parents and children can search. See Facilitator Support Information for the template for the treasure hunt. Another way of doing the treasure hunt is to provide a list with items and have the families search for the items.

**End of Lesson Four - Time to Review****What topics did we cover this session?**

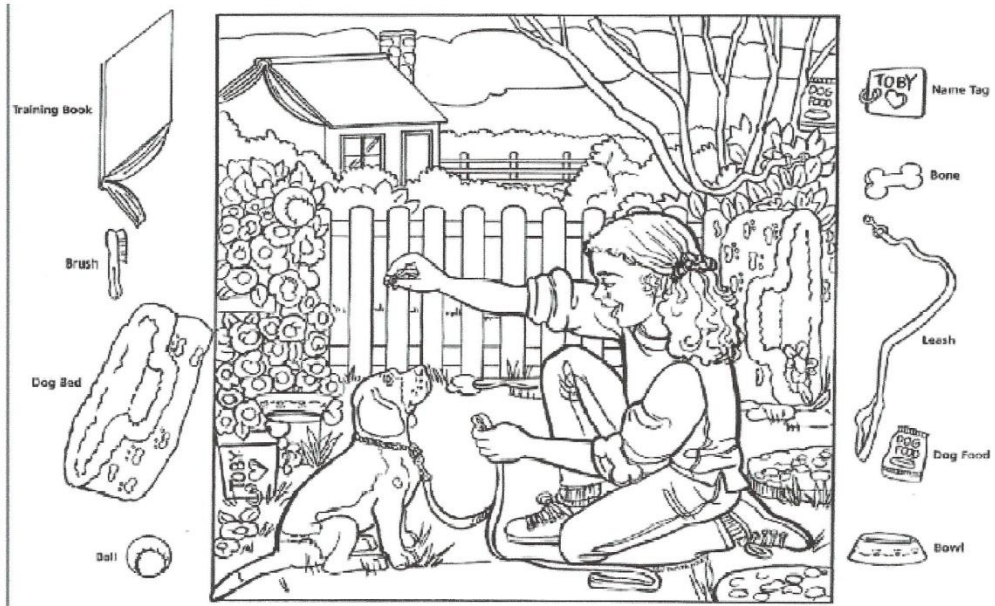
- How can you use what you learned in work, family and community?
- What are the skills you need when going into a new situation or system?

**Do participants have questions or comments from Session 4?**

# Handouts Lesson 4

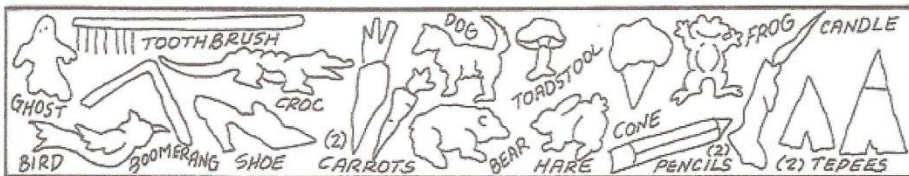
Hidden Puzzle Objects

Word Searches



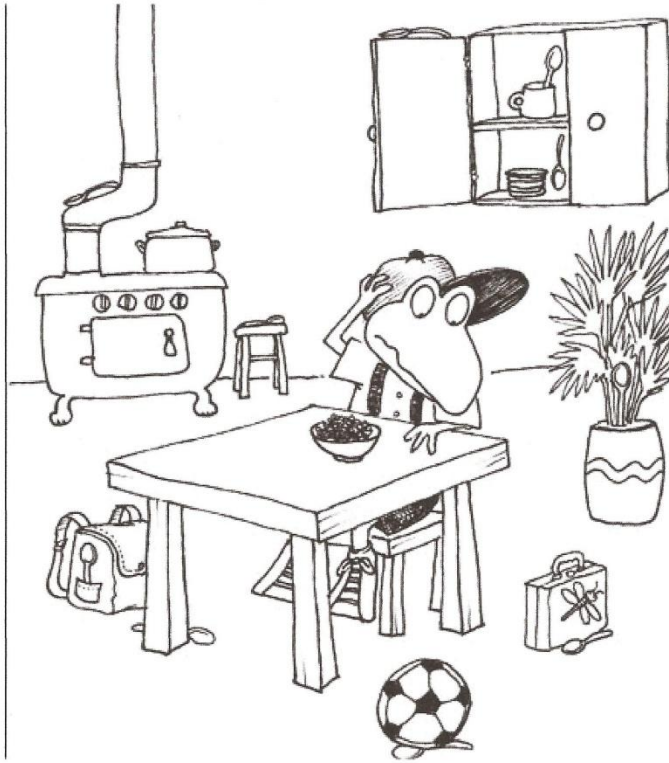
<http://www.allkidsnetwork.com/hidden-pictures/images/hidden-pictures-dog.jpg>

16/09/2012



Hidden Pictures Page - Print your free hidden pictures page at AllKidsNetwork.com

Page 1 of 1



Find 10 Spoons in the Picture Above

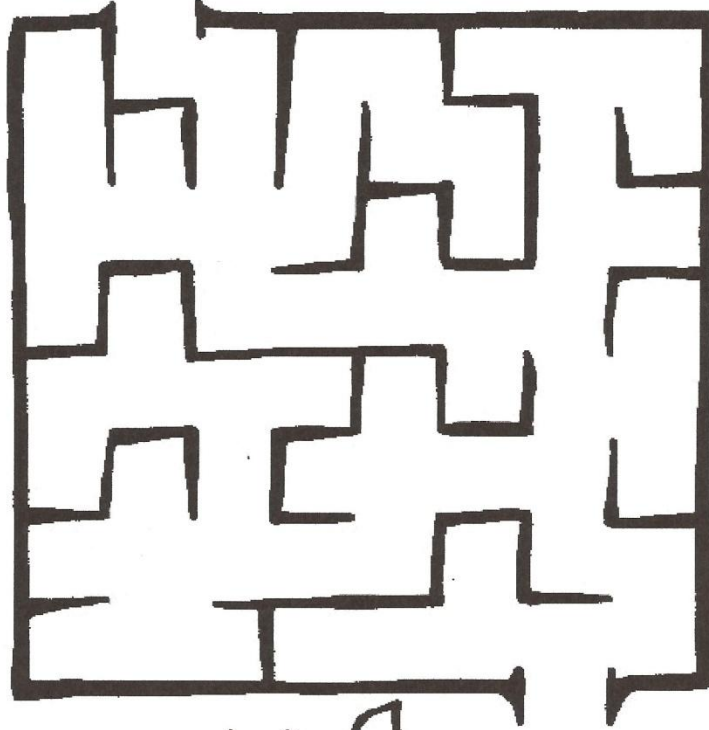
<http://www.allkidsnetwork.com/hidden-pictures/Detail.asp?fil=hidden-pictures-spoons.jpg> 19/09/2012



Maze Page - Print your free maze at AllKidsNetwork.com

Page 1 of 1

**Start**



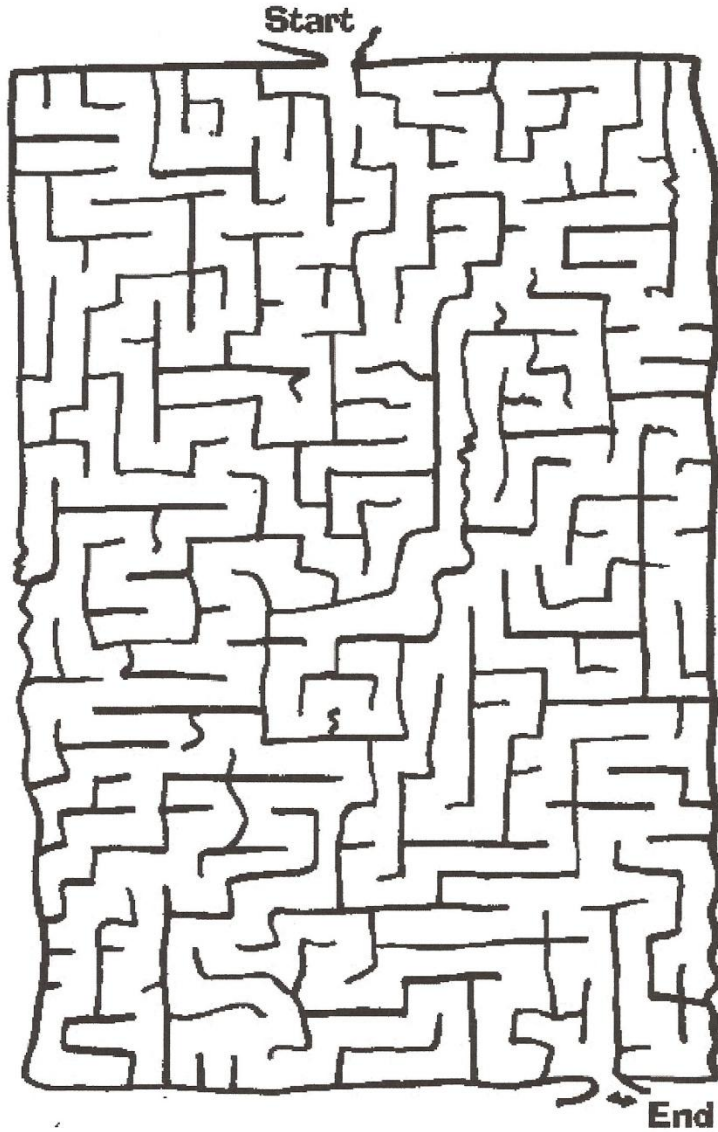
<http://www.allkidsnetwork.com/mazes/Detail.asp?fil=easy-maze-fire.jpg>

19/09/2012

Maze Page - Print your free maze at AllKidsNetwork.com

Page 1 of 1

**This maze is hard! Can you make it to the end?**



<http://www.allkidsnetwork.com/mazes/Detail.asp?fil=maze-hard.jpg>

19/09/2012

**Free Printable Word Search Puzzles**

**Fruits**

Find and circle all of the fruits that are hidden in the grid.  
The words may be hidden in any direction.

I E A P S C P E R P A P A Y A S  
 B S L S I A A E S K I A S S I T  
 R R T S S S E N I R A T C E N Y  
 E S U O R P S E T W S E L P P A  
 A R I E C R C M E A S N A S S S  
 A E I P A I P G N T L N O E E E  
 B L U E B E R R I E S O I M P O  
 A E P T N A S P W R T R U S E B  
 N B S S P E G A A M R K S P S L  
 A A L E G R P I B E A P E E E O  
 N K S N R B E L B L R T I A A S  
 A B A A R M G W R O E E R C E I  
 S R T E R B A E E N T T R H L W  
 O S E I R R E B P S A R E E N I  
 C I C E T G E S S E A B H S R K  
 I L C S S P L U M S A E C E R S

- |             |            |              |
|-------------|------------|--------------|
| APPLES      | GRAPES     | PEACHES      |
| APRICOTS    | KIWIS      | PEARS        |
| BANANAS     | LEMONS     | PLUMS        |
| BLUEBERRIES | NECTARINES | RASPBERRIES  |
| CANTALOUPE  | ORANGES    | STRAWBERRIES |
| CHERRIES    | PAPAYAS    | WATERMELONS  |

Did you enjoy this puzzle? Visit: <http://www.puzzles.ca/wordsearch.html>

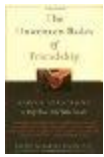
Copyright © 2004 [Livewire Puzzles](http://www.puzzles.ca) (www.puzzles.ca)

# Facilitators Support Information

## Lesson 4

Directions for making I Spy bottles

Template for treasure hunt and directions



Excerpt from - The Unwritten Rules of Friendship: Simple Strategies to Help Your Child Make Friends

By Natalie Madorsky Elman, Ph.D., Eileen Kennedy-Moore, Ph.D.

Settlement workers – What they are and where to look for them?

## I SPY BOTTLES

### You will need:

1 plastic bottle or jar with large mouth, screw on lid, and with the sticker off  
6 - 14 charms  
2-3 cups rice  
Glue  
Scrap paper  
Pencil  
Coloured card  
Small length of ribbon  
Hole-puncher

### Method:

1. Get bottle/jar ready by making sure it is clean and dry inside, and out.
2. Decide which charms and other items to go in bottle.
3. Write down the ones you chose on a piece of scrap paper.
4. Fill bottle third of the way with rice – add some charms/items, while ticking them off on the piece of paper.
5. Fill up to halfway and add more charms/items.
6. Fill up to about 3cm from top.
7. Check list to see if you added all the charms before sealing your bottle.
8. To seal bottle: Make sure the bottle is completely dry, otherwise the rice could germinate in the bottle.
9. Spread a THIN layer of glue around outside of top of bottle (on screw-top lines) and leave for a few minutes.
10. Screw top tightly onto bottle and leave to set.
11. To make tag: type up a list of the charms that are in the bottles on your computer, with the heading "Can you find these charms?" or "I Spy these charms. Can you find them too?" or make up your own heading. I found to make a table in Word was the easiest way. Once you're done, print them out.

12. Get some pieces of coloured card and cut them to size, so the print-out lists can just fit on them with a little bit of coloured border sticking out from the sides. Make a hole in the corner with your hole-puncher.

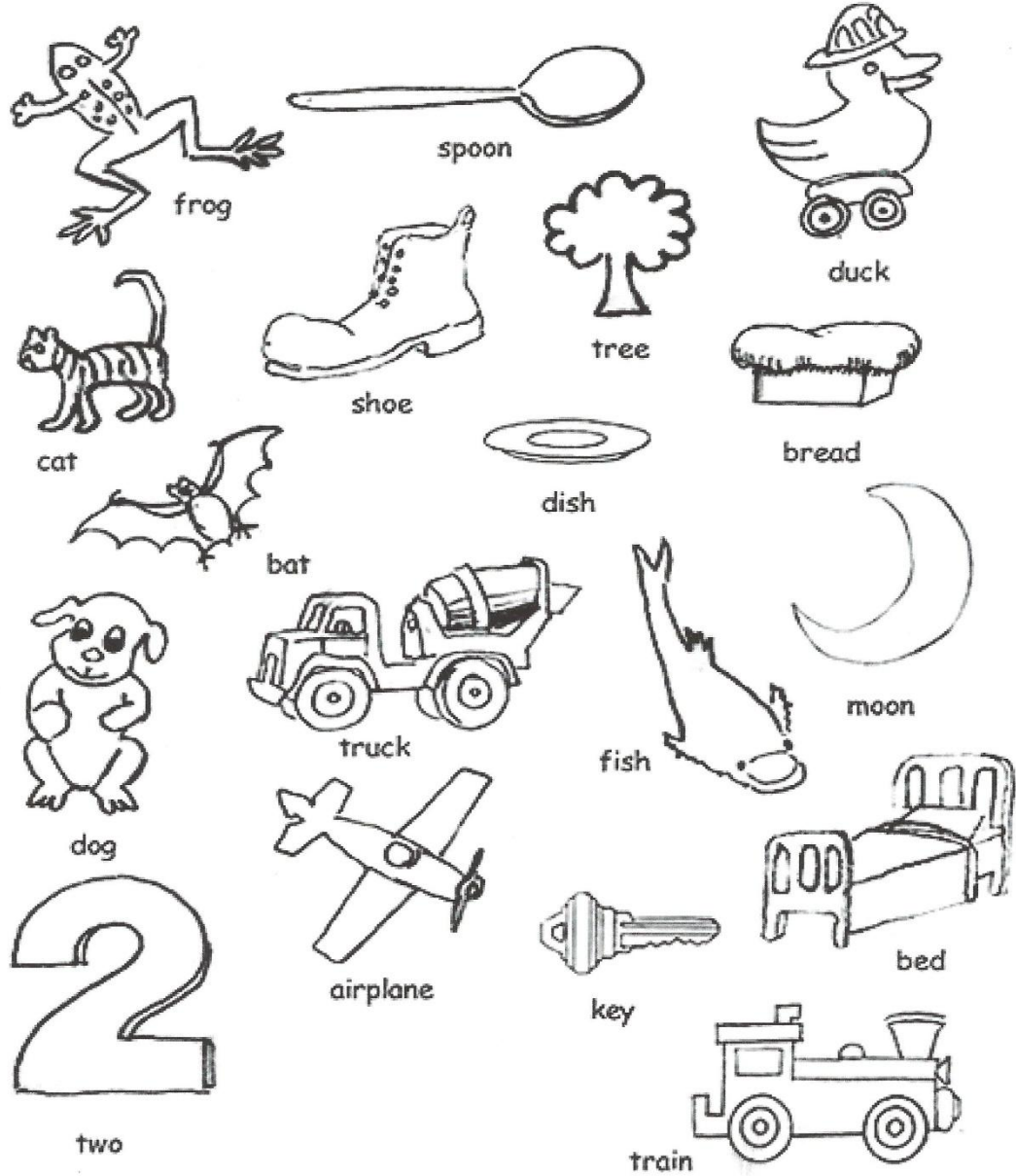
13. Finally cut a piece of ribbon to size, and tie the tag around the neck of the bottle with the ribbon.

Your I Spy Bottle is now ready to be given away, or kept in your home, for whenever you need something to keep yourself busy 😊

<b>I SPY BOTTLES - CHARM CHECK LIST</b>			

© 2009 [www.smartartcraft.com](http://www.smartartcraft.com)

# I SPY MY SPY CUTOUTS



Print, color, cut out, and paste on a puzzle page to create your own I SPY MY SPY.

from [www.jeanmarzollo.com](http://www.jeanmarzollo.com)

## **Directions for Treasure Hunt**

Copy sheet on Page 77 – need to make one for each child/adult team

Laminate the sheets

Cut the items out in circles

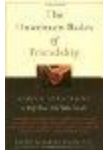
(Example – 5 families you will need 5 sets of circles)

Copy the sheet for each child/adult team

Hide the circle objects in the room.

Have the child and parent hunt for the objects to match the items on the sheet.





## The Unwritten Rules of Friendship: Simple Strategies to Help Your Child Make Friends

By Natalie Madorsky Elman, Ph.D., Eileen Kennedy-Moore, Ph.D.

It's happening again. Your child runs into the house and cries,  
 “Mommy, nobody wants to play with me.”  
 “All the kids are picking on me.”  
 “Nobody likes me.”

Remarks like these break a parent's heart. You see how crushed your child feels. You worry and wonder, *Why don't the other kids like her?* Or maybe you have some inkling that your child is doing something to drive other kids away. You feel frustrated and think, *If only she weren't so shy, or so bossy, or so aggressive, or such a sore loser ...* Mostly, you feel helpless. As much as you'd like to, you know you can't make friends for your child, and you can't protect her from teasing or unkind remarks. But you wish there were *something* you could do to make it easier for your child to get along with others.

### The Consequences of Friendship Problems

Almost every child has trouble with social relationships in some way, at some time. Having an argument with a friend, dealing with teasing, being excluded from a group, and trying to find a buddy in a new classroom are painful but typical childhood experiences. While some kids sail through social situations, weathering these normal friendship glitches fairly easily, others constantly struggle and flounder. When children have trouble relating to their peers, they suffer. Other kids reject, ridicule, or ignore them. They feel lonely and isolated. Moreover, children rarely just outgrow social problems. Elementary school children who don't have a best friend tend to become lonely young adults.

Friendship problems are painful and can often lead to far-reaching consequences. If your child has problems with math, he can always use a calculator when he is older. If he is a poor speller, he can rely on a dictionary or the spelling checker on a computer. However, as Dr. Melvin Levine of the University of North Carolina Medical School points out, if your child has social deficits, the effects continue to be crippling long after graduation and in just about every area of life. Problems making friends can persist into adulthood, keeping your child trapped in the role of “outsider.” Social difficulties can also limit your child's future professional opportunities by compromising his or her ability to work effectively with bosses, clients, and coworkers. Social problems can even interfere with your child's ability to find a loving spouse, to build a strong marriage, and to raise children.

The good news is that you can help your child learn to get along with others. Using this book as a guide, you can pinpoint your child's particular social strengths and weaknesses. You can spell out for your child the *Unwritten Rules* that underlie social situations. With these rules as an essential foundation, you can teach your child the necessary skills for building, sustaining, and repairing friendships.

### What Are The Unwritten Rules?

Every social interaction is governed by Unwritten Rules. These rules explain how to interpret social cues and how to act appropriately in social situations. They describe the implicit knowledge, the unspoken subtext, that flows like a current through social relationships. They can be as simple as “Greet people you know” or as complex as “In every good negotiation, both sides win something.”

The Unwritten Rules are guidelines rather than restrictions. They make human interactions proceed smoothly and comfortably. Knowing these rules is essential in navigating the social world capably.

**Unwritten Rules are culturally based.** For instance, in American culture, direct eye contact is expected when conversing with others. It's a sign of interest, honesty, and sincerity. In other cultures, direct eye contact is disrespectful. Even within the United States, there are variations in the Unwritten Rules. People from New York City tend to speak quickly, whereas a more leisurely pace of speaking is the norm in

other parts of the country. In this book, we focus on the rules that seem most critical for children's relationships, but depending on where you live, you may need to modify them somewhat.

Unwritten Rules are everywhere, in every social situation. In a restaurant, you know to listen politely while the server describes the specials for the evening. That's an Unwritten Rule. At work, you know that it's not a good idea to ask the boss for a raise right after she's chewed you out for missing a deadline. That's another Unwritten Rule. If you think about it, you can probably come up with hundreds of Unwritten Rules that guide your behavior every day.

These rules are rarely stated, but most people have an intuitive understanding of them. When you get into an elevator, the first thing you do is turn around and face the doors. You probably never had any specific lessons in elevator etiquette, but somehow you learned this Unwritten Rule. If you were to break this rule and remain standing with your back to the doors, people would think you were strange.

The Unwritten Rules of social situations are so ingrained that the idea of breaking them seems peculiar, even laughable. You know that to get the attention of the person in line ahead of you, you should tap her on the shoulder, not pat her on the head. You know never to ask an acquaintance how much money she earns. You know not to describe your hemorrhoids to a stranger.

### **Why Children Need To Know the Unwritten Rules**

The key factor that determines how smoothly children (and adults) get along with others is whether or not they understand and can follow the Unwritten Rules that guide social relationships. Some children pick up these rules automatically; others are oblivious to them. Like rudderless ships, they easily veer off course in social situations. They come on too strong, or they are too passive, or they stick out in a way that makes others reject them. They are targets for bullies. They feel awkward in groups because they don't recognize the social cues influencing everyone else's behavior. They wish desperately for friends but don't understand the nuances of cultivating relationships. They may feel lonely and isolated, as if they were strangers in a foreign country where they don't speak the language.

Sometimes children have social problems when they move to a new town or a new school. They may have been getting along fine in their old environment, but suddenly the rules change, and they are at a loss. For instance, if your child recently moved from the city to the suburbs, the rules about how to dress, how to spend time together, and even how to talk may be very different in his or her new community. Also, the kids who knew your child since nursery school may have accepted his or her idiosyncrasies, but new classmates may be less tolerant.

The Unwritten Rules for children are not identical to those for adults. For instance, a firm handshake is essential for adults but irrelevant for children. Asking the age of a new acquaintance is rude for adults but is a friendly overture for children. Making disgusting burping noises is an admirable skill only among boys of a certain age.

The Unwritten Rules that we present in this book are drawn, as much as possible, from research studies of children interacting in ordinary settings, such as camp or the local playground. These observational studies help us understand how socially adept children actually relate to other children so we don't have to rely on our adult ideas of how children *should* behave.

Unless they know the Unwritten Rules of social situations, children cannot possibly use social skills appropriately. Teaching children about social skills without placing these skills in the context of Unwritten Rules is like teaching children to sail on dry land. They may learn the mechanics perfectly, but they don't really understand when and how to use them. What difference does it make if a child has learned to make "I" statements (e.g., "I feel ... when you ...") if she doesn't understand the rules about which topics are acceptable to discuss in which situations? What good is it if a child can list all the steps in problem solving but doesn't know that new relationships cannot tolerate conflict? Social skills training tells children how to act. The Unwritten Rules go beyond this basic training by helping children understand social roles and expectations so that they can choose behaviors that fit the situation.

By explicitly teaching the Unwritten Rules of how to get along with others, you can provide your child with essential guidelines for navigating the social maze. You can unveil for your child the unspoken social conventions that everybody else seems to know. You can give your child the knowledge necessary for making and keeping friends.

### **A Whole-Child Perspective**

Our goal in this book is to help each child gain a sense of social comfort and connection in a way that complements his or her own unique personality. We've drawn upon research, as well as clinical experience, to come up with vivid and compassionate descriptions of nine prototypical children with friendship problems. These nine children are *normal* kids who struggle to be accepted by their peers. We highlight the particular Unwritten Rules that each type of child needs to learn, and we offer easy-to-use, targeted suggestions for teaching these rules and enhancing social interactions both at home and at school. We use a whole-child perspective, which recognizes that children with specific social problems also have corresponding strengths that can be cultivated. The Shy Child can become a good listener and a loyal friend. The Vulnerable Child might acquire a highly developed sense of justice and a special empathy for the downtrodden.

Our whole-child perspective works *with* rather than against children's enduring tendencies. Not every child can or wants to become an effervescent Mr. or Ms. Popularity who is the life of every party. And this is fine. A quieter style of relating can also lead to friendship. The Born Leader may always be more comfortable leading than following a group, but she can learn how to temper her take-charge tendencies so that other people respond to her ideas with enthusiasm rather than resistance or resentment. The Different Drummer may always have an offbeat, quirky sense of humor, but learning the Unwritten Rules can help her decide when and how to use that humor.

The brief descriptions of children in the table of contents and the questions at the beginning of each chapter can help you identify which sections of this book are most relevant for helping your child learn to relate well to others. You will probably recognize your child in *several* different chapters. At the end of each chapter, we list related chapters that you may want to read. Keep in mind that the nine children in this book are composites of the many children we've known. We offer these descriptions to help you understand rather than just label your child. Whether your child is having trouble resolving an argument with a friend or even making a friend in the first place, whether your child is painfully shy or a bit rambunctious, this book gives you the tools you need to nurture your child's social well-being.

### **Helping Your Child Relate Well To Others**

Children need friends. Friends are a source of fun and companionship. Building a fort in the backyard is more fun if you have a buddy to help. Friends also help children develop a sense of who they are: "Jason and I both love soccer"; "Karen's favorite color is purple, but I like yellow." Children's friendships are a critical training ground for learning how to get along with other people. When two small girls negotiate who gets to wear the sequined dress and who gets to wear the feather boa, they are learning skills that they will use in all future relationships. Through their friendships, children learn about leading and following, arguing and making up, sharing and feeling empathy.

Having friends helps children feel happy, confident, and connected, but children aren't born knowing how to build friendships. They learn it. When your child was two years old, she probably played alongside another child without interacting. At three, she probably began cooperative play, working with another child toward a shared goal. At four, maybe she could share or take turns without shrieking.

Now, in elementary school, friendships are more complicated, and the rules governing how to fit in can be subtle. Very young children tend to identify their friends as whomever they happen to be with at the moment, but elementary school children can identify best friends and begin to form bonds. For preschoolers, the key challenges of social relationships usually involve remembering not to hit or snatch

toys. Your elementary school child needs much more complex social knowledge and abilities, such as how to blend in to a group, how to behave differently in a beginning versus an established friendship, and how to resolve conflicts.

Each chapter in this book describes specific strategies that address particular social difficulties common among elementary school children (approximately ages six through twelve). We offer many exercises for learning the Unwritten Rules so that you can choose the ones that seem best suited to your child's needs, interests, and maturity level. You should also keep the following general guidelines in mind while teaching your child to relate well to others.

### ***1. Talk with your child's teacher.***

If your child is having social problems, it is essential that you talk with his or her teacher to get an objective opinion on the matter. Your child might complain, “Everybody hates me!” but the teacher might paint a very different picture. Maybe there is just one particular classmate who squabbles with your child. Maybe your child is generally well-liked but hangs back in group situations. The teacher sees your child “in action” every day and could give you important information about your child's behavior around other kids. What you see at home may not be typical of how your child acts at school. Your son might be a little chatterbox with the family but completely silent with classmates. Or maybe your daughter is doing something that classmates find off-putting. You need to know the whole picture if you're going to help your child learn to get along better.

The teacher can also be a wonderful ally in helping your child learn the relevant Unwritten Rules. At the end of each chapter, we feature a section called “The Home-School Connection,” which offers doable suggestions that you might want to discuss with your child's teacher.

### ***2. Provide opportunities for socializing.***

In previous generations, children learned social skills by hanging out with the kids in the neighborhood and by interacting with large and extended families. Today, many parents are too concerned about safety to allow their children to roam the neighborhood unsupervised. Most children have many structured activities and lessons, leaving them less time to simply play with others. Families are generally smaller and more transient, so children have fewer siblings and relatives with whom to practice their social skills. All of this means that it is harder for today's children to learn through hands-on experience how to get along with other children.

You need to give your child the opportunity to practice relating to peers. Usually this means scheduling one-on-one play dates. In our experience, short play dates that focus on a planned activity, such as going bowling or going out for ice cream, work best for children who are struggling socially.

You may also need to help your child find potential friends outside of school. If your child is having trouble with classmates, he or she might fit in better with kids from your church or synagogue, or with the members of a club that focuses on special interests, such as chess or horseback riding. Some children feel more confident interacting with kids a little bit younger than they are. If your child has cousins around his or her age, they could be a great source of support. Because they are family members, cousins may be a little more tolerant of your child than the kids at school are, and they can give your child a sustaining sense of belonging. Being included in the activities of a more socially savvy cousin could also help your child smooth some rough edges.

### ***3. Proceed slowly and consistently.***

Once you see how learning the Unwritten Rules could help your child, you may be tempted to sit your child down and go through a chapter or two with him or her in one sitting. Don't. You're better off taking a more gradual approach. Children have short attention spans (some more than others). If you try to teach too much too fast, your child is likely to become bored, anxious, or overwhelmed. Give your child a

chance to get comfortable with one idea or strategy before you move on to another. Try taking a low-key, fun approach when you do the exercises with your child. Learning to make and keep friends is important, but you don't want it to dominate your interactions with your child. Your child needs your social coaching, but your child also needs to feel your love and acceptance, and to spend time with you just playing or hanging out.

Keep in mind that there are no quick fixes for helping your child relate better to others. Don't try just one activity and conclude, "This book doesn't work." For many children, learning the Unwritten Rules is like learning a foreign language. It takes time and experience to master the material. Your child will need ongoing exposure to the rules, practice using them, and reminders before entering specific difficult situations. You may also need to revisit the Unwritten Rules as your child gets older and social situations become even more complex. Learning to get along with others is a lifelong process. With every new relationship and every new stage of life, we all need to learn and change.

#### ***4. Share your confidence.***

Children often have trouble with perspective. If someone doesn't invite them to a birthday party, they react like it's the worst thing in the world. If kids are mean to them, they assume that this will always be the case. As adults, we know that circumstances change, that people grow, and that there's a big wide world outside of this year's elementary school class. So, when your child comes home crying because "everyone" was mean to him or her, listen, empathize, try to understand your child's point of view, but also express your confidence that, with help, your child will be able to find a way to deal with the situation.

As you work on the exercises in this book, keep the focus on success rather than failure. Applaud when your child is able to implement the techniques in the book. Comment on how he or she is becoming more comfortable socially. Warn your child that it may take a while for other kids to notice the changes he or she is making, but assure your child that these efforts will pay off. Avoid what Dr. Michael Thompson and his colleagues, authors of *Best Friends, Worst Enemies: Understanding the Social Lives of Children*, call "interviewing for pain." If you greet your child every day after school by asking, "Was anyone mean to you today?" your child is going to come up with something to report.

It's hard to respond calmly when your child is hurting. Seeing your child suffer can make you want to leap into action to protect him or her. Sometimes parents of children who are the brunt of ridicule or rejection wonder if they should call the parents of the other child. In general, we don't recommend this. If your child is truly in danger, of course you need to take steps to ensure his or her safety, but this is usually best accomplished by talking to school authorities. Contacting the other child's parents carries the risk of spreading the conflict to the parents. It also says to your child, "You can't handle this. I need to solve it for you." You should only give this message if it really is a situation that your child can't manage alone. Otherwise, focus on giving your child the knowledge, skills, and support he or she needs to solve the problem.

#### ***5. Emphasize kindness.***

At their core, the Unwritten Rules are about kindness and civility. They emphasize talking and listening to one another, respecting and caring about one another, and reaching out to help one another. True friendship grows from a sense of connection. The best thing you can do to help your child learn to get along with others is to place a high value on kindness. Don't tolerate cruelty between siblings. Point out the impact of your child's words and actions on others. Insist that family members speak to one another in a respectful tone of voice. Let your child experience the joy of giving. Avoid putting other people down. Talk about how you can understand someone else's point of view even when you don't agree with it. Express appreciation when your child does something thoughtful or helpful. These actions demonstrate the fundamentals of social relationships described in the Unwritten Rules

*SWISS Program - broad description of SWIS workers across Canada: Each community needs to search out resources to help with this part of the curriculum. Go to (Alberta Association of Immigrant Serving Agencies) <http://www.aaisa.ca/> to find out if you have services in your area or check with your local FCSS. The LEAP program can complement the work of the Settlement worker in your community through supporting literacy and learning within the Alberta Culture and school system.*

### **Role of Settlement Worker in Schools:**

- To provide settlement support to all newcomer families and their children as they require assistance in adjusting to their new surroundings
- To provide information to students and their families about schooling and community services and/or provide referrals to the services and resources and supporting families in the integration process
- To assist the newcomer students and their parents in adapting to the local school system

### **Services to the Schools:**

- to provide information about the newcomer students' needs and issues, helping school staff to understand the family's situation
- to provide support for newcomer students and their families as per school staff requests through information sessions and workshops
- to support two-way communication between the home and the school

### **Services to the Parents:**

- to help parents who are new to the community to understand the Canadian school system through orientation, information meetings and workshops, and individual information and referral sessions
- to promote access for parents and families to make connections with the broader school community
- to increase new parents' understanding of Canadian culture and their involvement in school and community

### **Intended Goals:**

Newcomer students will:

- receive valuable information about school programs, after-school activities, future education, summer employment and other community resources
- receive help in accessing school and after-school activities
- be supported in conflict resolution

Newcomer Parents will be:

- more familiar with Canadian culture and the school system
- more involved in school activities and their children's education
- supported in conflict resolution
- more aware of community and government resources
- assisted in accessing services/programs/networks within school and community

School will:

- have increased cultural awareness and cultural sensitivity of teachers and school staff
- have increased knowledge about community resources and needs of newcomers

## **Settlement Workers in Schools Coordinators – Foothills Community Immigrant Services**

To provide School related settlement services for children, youth and their families in partnership with the Foothills School District and Christ the Redeemer School District in rural Alberta. FCIS covers the communities of Brooks, Strathmore, Drumheller, Canmore and the Foothills (High River, Black Diamond, Turner Valley, and Okotoks) and some work in Nanton

This objective is related to three settlement delivery themes: *Needs assessments and referrals; Information and Awareness Services; Community Connections.*

The partnership between schools and the settlement service provider facilitates access to settlement services for newcomer families. The same approach is followed as outlined above – needs assessments – service planning – access to needed information – and referrals to required services.

The process of facilitating connections between the newcomers, the school community and the local community supports the community connections theme. Newcomers learn about the school system and become more involved with it. They also learn more about the community they live in. The school and community participants become aware of newcomers' needs and contributions and are better able to support their settlement needs.

### **Activities:**

- Provide settlement support to eligible newcomer families and their children as they require assistance adjusting to their new surroundings.
- Provide information and bridging services to students and their families regarding school and community services
- Assist newcomer students and their parents adapt to the school system
- Promote access for parents and families to the broader community
- Facilitate communication and information sharing between school and newcomer families.
- Act as a diversity/immigration resource to schools

### **Outcomes:**

- Immigrant families in the communities identified by the partner school boards will have greater access to settlement services and settlement bridging services.
- Immigrant families in these school communities will have support in learning about and accessing the schools.
- Schools will have competent settlement resources available to serve their needs and the needs of their newcomer student families.

## Lesson Five – Alberta Curriculum

Session 5 consists of 3 activities. There are differences in most other countries from the standard Alberta and Canadian curricula. Locating information, assessing the learning level and bridging the gaps are critical; having fun while doing this is imperative. One subject matter that the children and parents may have difficulty with Social Studies due to the difference in history of their home country and Canada. Individuals from Mexico would not have studied Canadian History. This lesson will give the parent’s ideas on how to help their children acquire the background they need to manage the knowledge of the Canadian Curriculum.

### LEARNING OBJECTIVES – Lesson Five

1. To teach adult participants skills and strategies for accessing resources and knowledge to support their children in acquiring background and experience.
2. To teach adult participants the importance of experience and background for successful learning.

Instructors Materials	<input checked="" type="checkbox"/>	Participants Materials	<input checked="" type="checkbox"/>
Laptop, projector, internet, flipchart, markers		Handouts	
Templates for flags, straws, stapler			
Templates for family trees			
Facilitator notes			

## Lesson 5 Activity 1 – Explore Differences in School Systems



Background Knowledge can be found in Facilitators Support Information

### Adults and children



- Discuss as a group the differences between their new school and their home country.
- Introduce the fact that history or social studies may be difficult for the child as they go through school due to the fact they do not have the background and/or experience. This may be a problem in other subjects also and it is important the parent is aware of that factor. Families can work together on building the knowledge for school as well as helping the family fit into the culture of their school and new home.
- Facilitator and group will discuss what parents/children currently know about Canada (national anthem, initial inhabitants, first “business”, languages, etc)



- In teams (parents and children)  
Facilitator will read questions from the Do you know your Canada Quiz?  
Teams answer



- Give Teams the Canadian eh? Photo Quiz and set a time for completion. Make sure you tell them that the people in the pictures are not all Canadians.

### Lesson 5 Activity 2



- Ask the families to think of ways to help their children learn the knowledge they need for the Alberta Curriculum. Have them write out the idea on a flip chart paper. Facilitators will create a handout for next lesson with the ideas to give to each family.



- Remind Parents that there are lots of different ways of helping their children learn the information they need for all the subjects.

Field trips

Pamphlets and booklets from field trips

You tube

Puzzles, Games

### Lesson 5 Activity 3

Split the adults and children into two groups, one instructor facilitates the adults and another the children

#### Adults:

- Review the Alberta Education sites – curriculum, assessment, and resources.  
<http://www.learnalberta.ca/content/mychildslearning/>  
<http://www.education.alberta.ca/parents.aspx>  
 [Facilitator note: grades K-3 have an express version for ESL participants]

#### Children:



- Make a Canadian flag using the template (the current flag was adopted in 1965)
- Start a family tree - several templates for family trees have been included to adjust for age differences in the group. Facilitator needs to be aware that different cultures have different configurations – not concerned about accuracy – it is the concept of families in Canada and generations.  
 Templates can be found at <http://www.dltk-kids.com/>



Have the child use their hand for the trunk and draw in the tree branches cutting and pasting leaves for family members.



Give your child a challenge in their lunchbox every day. Choose a question that they may need to research but is of interest to them – Questions Kids Ask book series is a great resource for this activity but any source will do – newspapers, web sites, magazines. Younger children can answer simple math Q's or “find out” who/what/where types of information.

### **Lesson 5 Activity 3: Games**



- Bring groups back together and have the children show their flags or family tree
- Hand out to parents - The Kids Book of Canadian History - Teaching Activities and the historical site information map.



- If time permits do “Interview your Elders” activity on the handout. Have children think of 2 questions they would like to ask their parents about the trip to the new home.

#### **End of Lesson Five - Time to Review**

What topics did we cover this session!

- How can you use what you learned in work, family and community?
- Relate to at least one of the nine essential skills

Do participants have questions or comments from Lesson Five?

# Handouts Lesson 5

Canadian, eh?

Do you know your Canadians - photo quiz

The Kids Book of Canadian History

Quiz

# Do you know your CANADA?

## Mini Citizenship Quiz

**1. Who is the Premier of Alberta?**

- A. Ralph Klein
- B. Don Getty
- C. Ed Stelmach
- D. Alison Redford

**2. Which party is the official opposition party of Alberta?**

- A. Progressive Conservative Party
- B. Liberal Party
- C. Social Credit Party
- D. New Democratic Party

**3. What is the Canadian Constitution?**

- A. A system of laws and conventions which our country governs itself by
- B. The laws that govern the Territories in Canada
- C. Municipal and local bylaws
- D. The laws that formed the country

**4. From where did the first European settlers in Canada come?**

- A. England
- B. Spain
- C. Germany
- D. France

**5. Who invented the snowmobile?**

- A. Joseph-Armand Bombardier
- B. Alexander Graham Bell
- C. Mathew Evans and Henry Woodward
- D. Sir Sandford Fleming

**6. What region is called the 'Land of the Midnight Sun'?**

- A. Yukon
- B. Northwest Territories
- C. Nunavut
- D. The Northern Territories

**7. In which parts of Canada did the Aboriginal peoples first live?**

- A. The North and Great Lakes regions
- B. All regions
- C. The Great Lakes regions and Prairies
- D. The Prairies and the North

**8. Which province is the only officially bilingual province?**

- A. Ontario
- B. Quebec
- C. New Brunswick
- D. Nova Scotia

**9. What is the final step before a bill becomes a law?**

- A. Approved by all the Senators
- B. Approved by the Governors
- C. Approved by the Queen
- D. Approved by the Governor General

**10. Which province in Canada is the smallest in land size?**

- A. Newfoundland and Labrador
- B. New Brunswick
- C. Prince Edward Island
- D. Nova Scotia

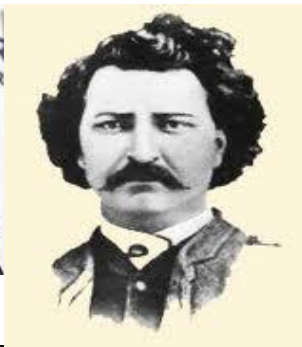
Answer more test questions at [www.v-soul.com](http://www.v-soul.com)

1.D 2.B 3.A 4.D 5.A 6.D 7.B 8.C 9.D 10.C

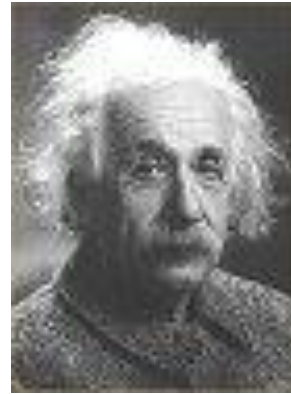
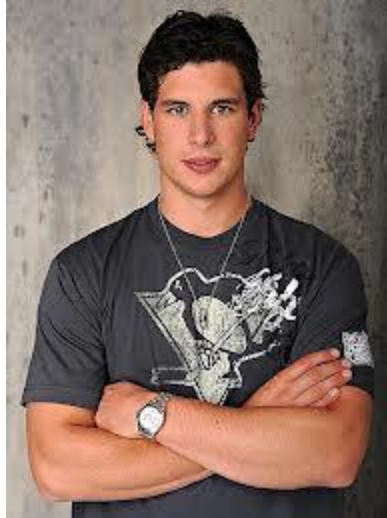
8

[routemagazine.ca](http://routemagazine.ca) JULY | AUG 2012

# Do You Know your Canadians?







Answer Key: Do You Know Your Canadians?

From L to R: Page 72

Emily Murphy  
Alison Redford  
Celine Dion  
Ed Stelmach  
John A McDonald  
Jim Carrey  
Justin Bieber  
Louis Riel  
Danielle Smith  
John Diefenbaker  
David Johnston  
Chief Poundmaker

From L to R Page 73:

William Shatner  
Michaëlle Jean  
Pierre Trudeau  
**\*Queen Elizabeth II**  
Stephen Harper  
Terry Fox  
**\*Tony Blair**  
Ralph Klein  
**\*Queen Elizabeth II**  
**\*Margaret Thatcher**  
Wolfe and Montcalm  
Wayne Gretzky

From L to R Page 74

**\*Andy Murray**  
Sidney Crosby  
**\*Albert Einstein**  
**\*Winston Churchill**  
**\*Barack Obama**  
Howie Mandel  
Keanu Reeves  
**\*Martin Luther King**

**\*Red Text = not Canadian**



DLTK's Crafts for Kids

## Make a Canadian Flag

Use a straw and printable templates to make your own Canadian Flag!  
We made this craft with the girls in Kaitlyn's Sparks group (Age 5/6 group in Canadian Girl Guides). They all loved it!



### Materials:

- straw
- printer
- paper
- (optional) something to color with
- stapler
- glue

### Instructions:

- Print the template of choice
- Cut out the template pieces (can be done by adults prior to craft time -- I like to roughly cut apart all the pieces and then cut out the maple leaves. The blocks can be cut by the children.)

### Making a Canadian Flag – Leader Instructions

Project to be done in small groups (about 5 children and 1 adult)

Skills: Social Studies, Basic Colors, Fine Motor

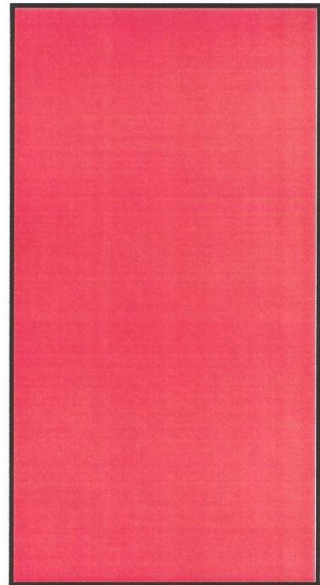
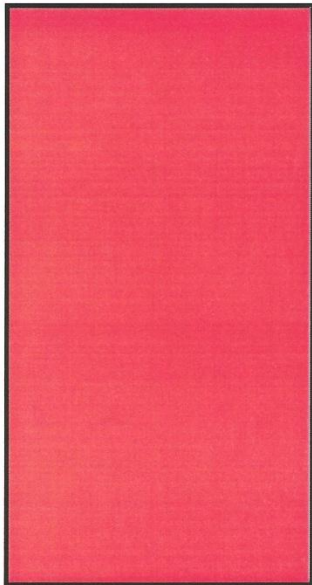
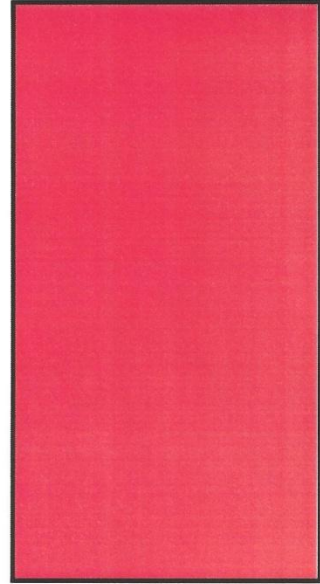
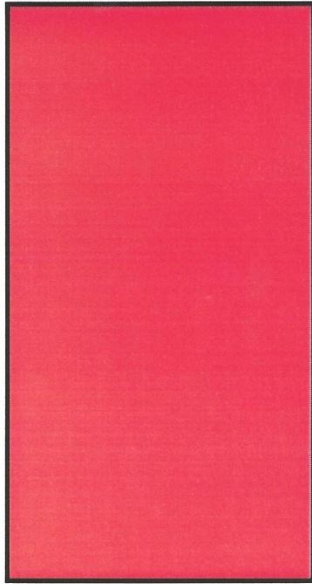
- Instruct children to cut out the large white piece.
- Instruct children to print their names on the back of the large white piece.
- Collect white pieces from the children.
- While you staple the white pieces to the straw (two staples per flag), instruct the children to cut out their red pieces. (The maple leaves are pre-cut, so it's just the borders they need to work on)
- Redistribute the white pieces (with straws attached).
- Instruct the children to glue the red borders to the left and right sides of the flag.
- Instruct the children to glue the maple leaf in the center of the flag.

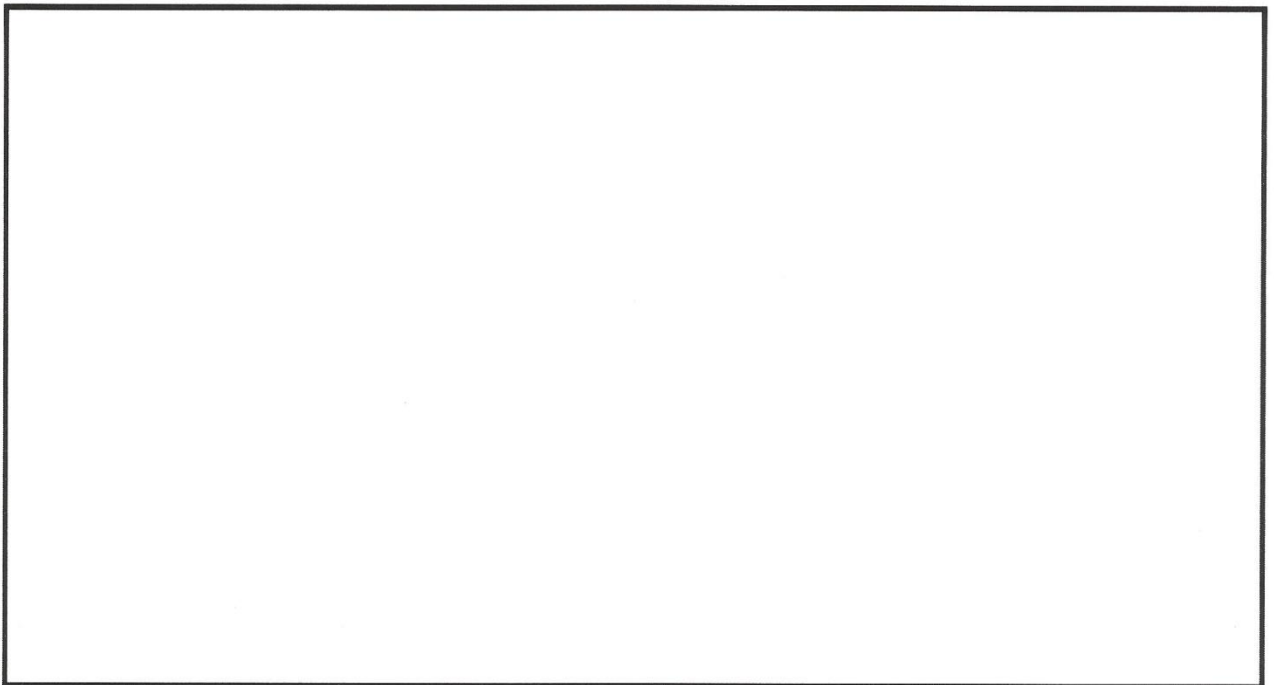
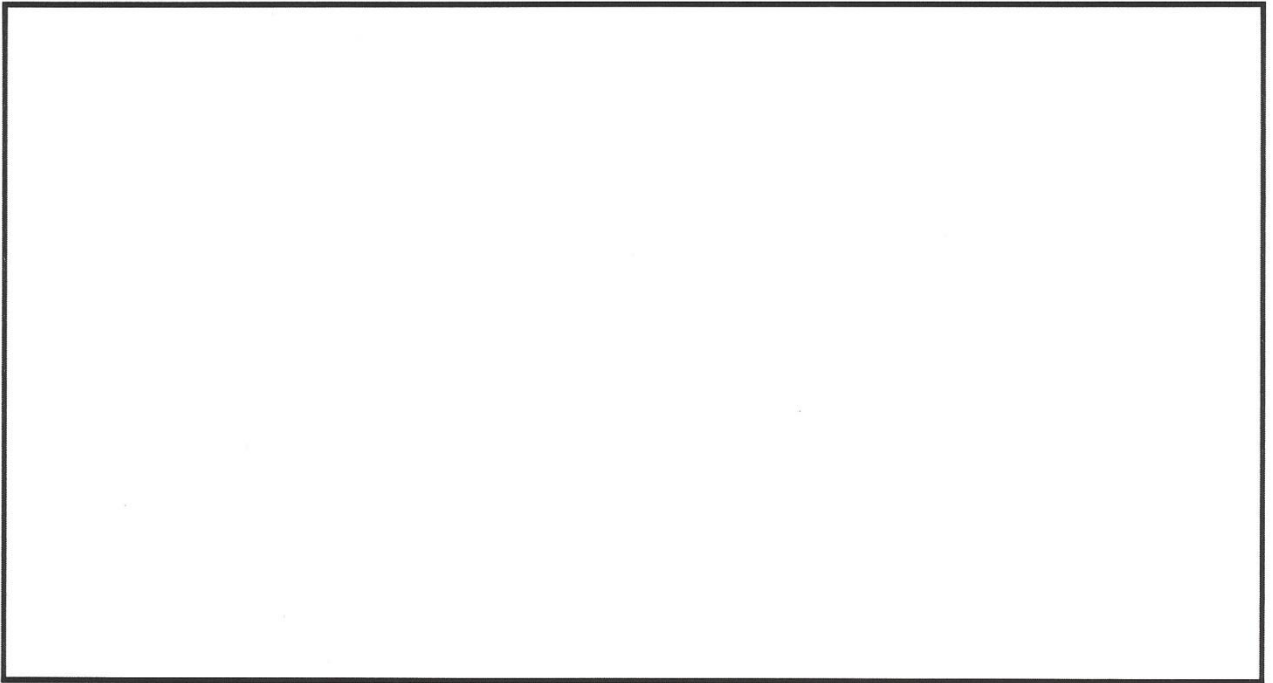
**Templates:**

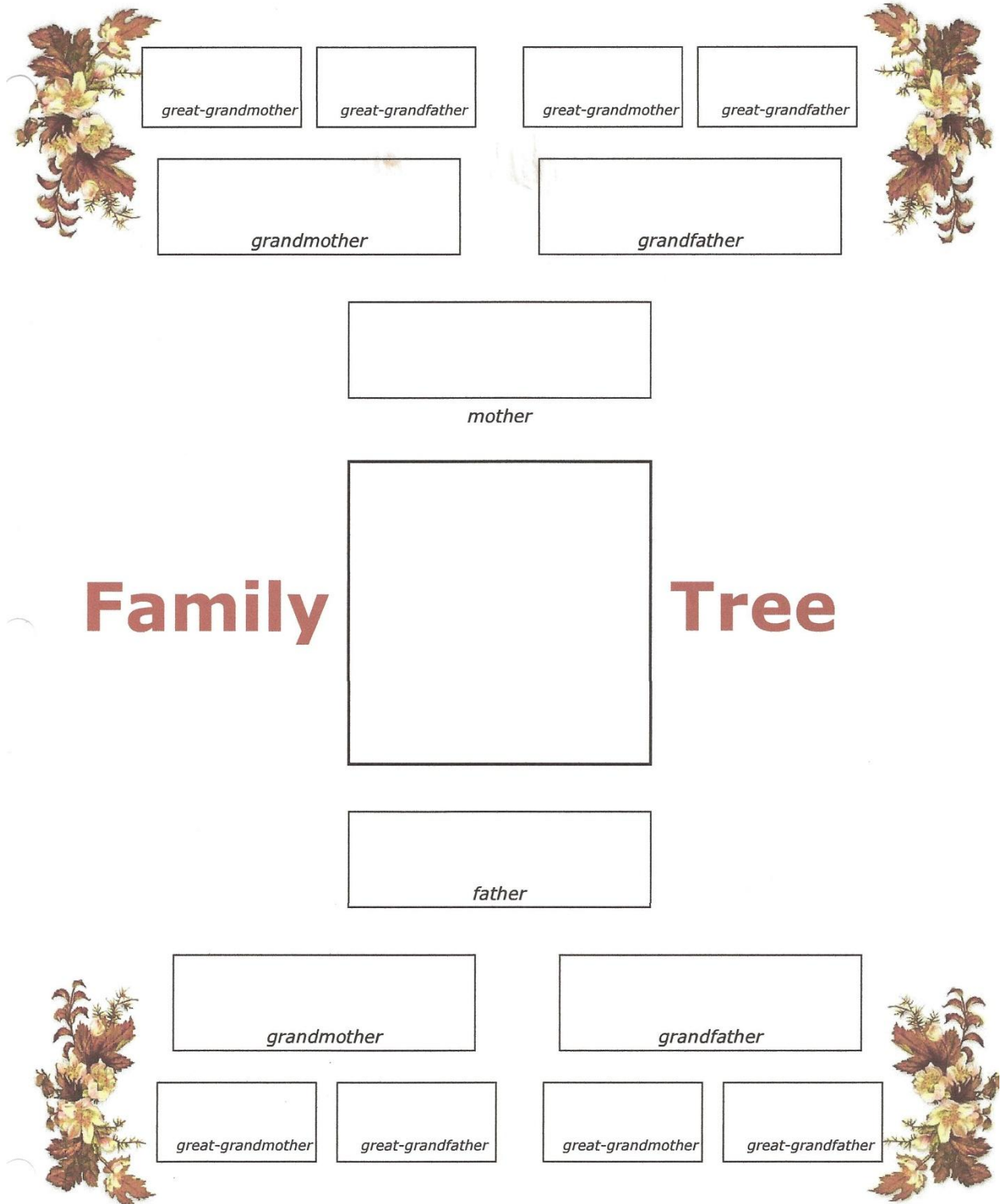
- Close the template window after printing to return to this screen.
- Set page margins to zero if you have trouble fitting the template on one page (FILE, PAGE SETUP or FILE, PRINTER SETUP in most browsers).

**Template (largest piece) - makes two flags (color) or (B&W)**

**Template (borders and leaf) - makes two flags (color) or (B&W)**







www.FamilyTreeTemplates.net

# Four Generation Family Tree Pedigree Chart



1

Birth date and place \_\_\_\_\_  
Marriage date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_  
Spouse \_\_\_\_\_

2

Birth date and place \_\_\_\_\_  
Marriage date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_

3

Birth date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_

4

Birth date and place \_\_\_\_\_  
Marriage date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_

5

Birth date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_

6

Birth date and place \_\_\_\_\_  
Marriage date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_

7

Birth date and place \_\_\_\_\_  
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8

Birth date and place \_\_\_\_\_  
Marriage date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_

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Birth date and place \_\_\_\_\_  
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Birth date and place \_\_\_\_\_  
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Birth date and place \_\_\_\_\_  
Marriage date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_

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Birth date and place \_\_\_\_\_  
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Birth date and place \_\_\_\_\_  
Marriage date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_

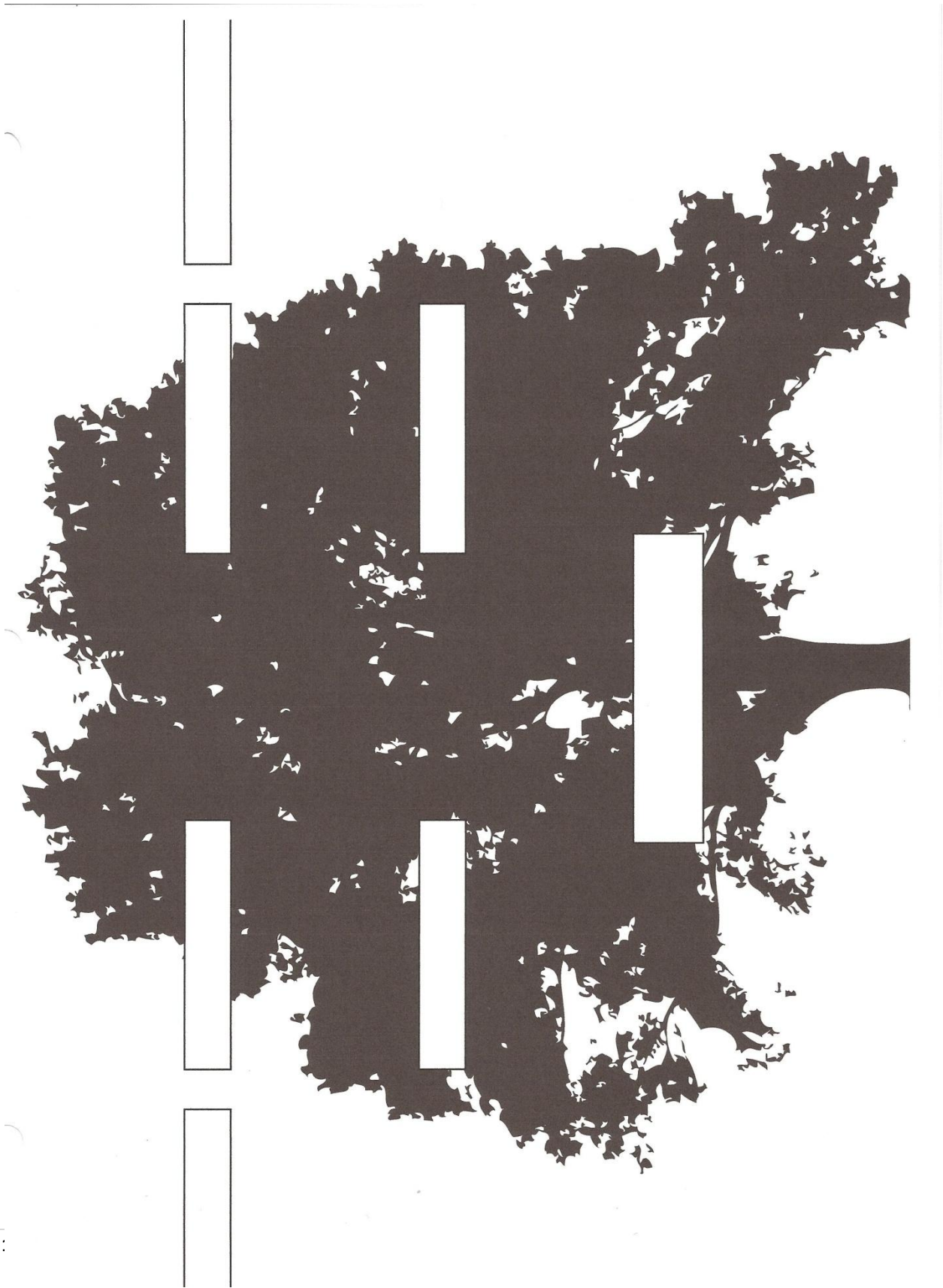
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Birth date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_

15

Birth date and place \_\_\_\_\_  
Marriage date and place \_\_\_\_\_  
Death date and place \_\_\_\_\_





# The Kids Book of Canadian History

## Teaching Activities



### WRITING

#### Tell a Time Travel Tale

Imagine what it would be like to be a child living with an Inuit family in the days before the Europeans came. How would you keep warm? What would you eat? What games would you play? What would your family's life be like? If possible, students could look at the photographs taken by Inuit artist Peter Pitseolak. Then have them write a "time travel" adventure. Option: Time travel in reverse: An Inuit child from those long-ago days visits your present-day family.

#### Write a Profile

Have students explore the stories of some of Canada's outstanding Native leaders. Some of the possibilities include Dekanawideh, founder of the Five Nations; Mohawk chief, Joseph Brant, and singer Buffy Saint Marie. Ask students to write a profile (short biographical sketch) of their favourite person, then collect their profiles in a class magazine.

### DESIGNING AND ILLUSTRATING



#### Make a Model

Ocean-loving students could find out how the Vikings built the boats that brought them to North America 1000 years ago. Have one group build an accurate replica using simple materials. Another group could create an appropriate setting for the vessel, perhaps an ocean scene with a huge iceberg nearby.

Other ideas: Fort Louisbourg, or a Native dwelling

#### Design a Poster

Advertising is nothing new — British agents used posters to entice people to become Canadian pioneers, and the railways did the same to attract tourists to the Canadian Rockies.

Ask your students to design a poster to recruit new people to work for the fur trade. Using text and pictures, they may aim to attract hunters, voyageurs, store-keepers, explorers, or merchants.

Another topic: Posters to attract pioneers



#### In Costume

Both then and now, costumes define a person's role in society. Students could pick a period — seventeenth century New France, nineteenth century Victoria, B.C., or the Swinging Sixties — and research people's clothing. New France, for example, could include the seigneur (the landowner plus his wife and children), habitants (farmers and their families), priests and nuns, and Native people. Students could make simple costumes and present a living tableau.

#### Create a Cartoon Story

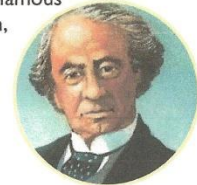
Gold! In the mid-nineteenth century, adventurers rushed to British Columbia and the Yukon to seek that "flash in the pan." Have students research the classic gold-rush route from Skagway, Alaska, over the Chilkoot Pass to Dawson City. Then suggest that they invent a few characters and a story line. Using pictures and dialogue boxes, students can turn their stories into an illustrated cartoon narrative.

Other topics: A voyageur's journey to a fur-trading fort, or the expulsion of the Acadians from Nova Scotia

### DRAMA

#### Role-Play an Escape Story

The Underground Railroad features dramatic tales of nighttime escapes, secret codes and coffin hideaways. A group of students could take on the roles of escaping slaves, their former masters, the slave-hunters, the "conductors" who guided the slaves, and the people who provided safe houses. (Among the famous "conductors" were Harriet Tubman, herself an escaped slave, and Alexander Ross, a white doctor from Belleville, Ontario.)



### GAME

#### Confederation Cards

Have students make a set of playing cards to learn about Confederation. They could make cards for (1) each province and territory, (2) the year in which each one entered Confederation, (3) the premier or leader at the time, and (4) the main reason why each province or territory decided to join Canada. The goal of the game is to get sets of four matching cards — students make up the rules!



## MEDIA CONNECTIONS

### Tape a Radio Program

In 1929, Canadians were shocked when their newly-purchased radios gave them news of the crash that set off the Great Depression. Things were especially bad on the Prairies, where farmers were hit by years of drought. Have a group of students write a script for a news story that might have been broadcast one day during the Depression. Suggest that they tape-record their report, adding music and sound effects.

Other topics: The Winnipeg General Strike, or the October Crisis



### Plan a Historical Movie

Ask students how they would film the Battle of the Plains of Abraham. They will need to research the uniforms and weapons of the period as well as the military strategy employed by Wolfe and Montcalm. A final outline could include a plot summary, names of actors the students would like to cast in the main roles, sketches of locations, and suggestions for creating excitement and suspense.

Other topics: A battle in the War of 1812, or the First World War

## SPEAKING AND LISTENING

### Mock Trial

Older students might enjoy researching the reasons behind a rebellion, such as the Red River Rising or the Mackenzie Rebellion. Students can decide who will go on trial — for example, William Lyon Mackenzie, Louis Riel, or Louis-Joseph Papineau — and for what crime. Choose individuals to act as lawyers, judge, and jury. The whole class can discuss the final verdict.

### Interview Your Elders

Some students can tell their own stories about immigration, but many others might need to interview a parent or grandparent to find out what it's like to leave your homeland and come to Canada. Ask students to prepare their interview questions in advance and either tape the answers or take notes. Help them to edit and illustrate the final interview.

### Another Point of View

The hardest part of completing the Canadian Pacific Railway was laying track through the Rocky Mountains. Without the Chinese workers to explode the dynamite, it probably could not have been done. Encourage students to find out how Chinese men were recruited, what dangers they faced, and how they were treated by their supervisors. A group could prepare an oral presentation with illustrations for the rest of the class.

Other topics: Women's struggle for the right to vote, or the World War II internment of the Japanese-Canadians

## HISTORY INTERNET SITES

Here is a small selection of Web sites offering games, information and videos of interest to kids.

❖ For information on how to get involved in "Heritage Fairs," see the Historica Foundation's Web site.  
[www.abbotsford.net/heritagefair](http://www.abbotsford.net/heritagefair)

❖ For links to Canadian explorers and pirates, see "Pirates, Privateers and Buccaneers Theme Page."  
[www.cln.org/themes/pirates.html](http://www.cln.org/themes/pirates.html)

❖ For information and games, see "Confederation for Kids" in the National Library of Canada's Web site.  
[www.nlc-bnc.ca/2/2/h2-6040-e.html](http://www.nlc-bnc.ca/2/2/h2-6040-e.html)

❖ For Canadian history quizzes, information and biographies, see "Historica" on the Canadian Encyclopedia Web site.  
[www.thecanadianencyclopedia.com/index.cfm](http://www.thecanadianencyclopedia.com/index.cfm)

❖ For information about the "reality television" series Pioneer Quest, Quest for the Bay and Quest for Gold (available on video), see History Television's Web site.  
[www.historytelevision.ca/Quest/features/](http://www.historytelevision.ca/Quest/features/)

\*Please note that the Web site addresses listed in this publication were visited and were accurate at the time of printing; however, we cannot guarantee that the sites will offer the exact information needed, or that the domain sites will not change. Please remind your students — Always surf the Internet with an adult, and never give out personal information.



# Facilitator Support Information Lesson 5

Immigration test – support to ask questions

Web sites

Background on school systems

**Background:**

- In Canada, education falls under provincial or territorial jurisdiction. The law in Alberta requires that children between the ages of 6 and 16 must go to school. Students between the ages of 5 and 6 generally enroll in Kindergarten or Early Childhood Services (ECS)
- Students between 6 and 12 enroll in Elementary Schools (Grades 1-6)
- Students between 12 and 15 enroll in Junior High Schools (Grades 7-9)
- Students aged from 15 to 18 in Senior High Schools (Grades 10-12)

Alberta offers students a wide range of choices of schools, including public schools, Catholic schools, Francophone schools, private schools, charter schools, alternative programs, and home schooling. Most students however attend public schools.

“Toward Active Parental Participation: A Practical Guide to Working with Immigrants -

<http://eslaction.com/index.php?page=publications>

This guide has some good ideas and information however is somewhat dated.

Alberta History: (map)

<http://history.alberta.ca/mainfiles/experiencealbertahistory.aspx>

This document is found in the handout and can be downloaded  
2 page pdf that gives parents ideas on different ways of teaching their children.

The Kids Book of Canadian History - Teaching Activities

[http://www.kidscanpress.com/Assets/Books/w\\_KidsBookOfCanadianHistory\\_0584/PDFs/KidsBookOfCanadianHistory\\_0584\\_teaching.pdf](http://www.kidscanpress.com/Assets/Books/w_KidsBookOfCanadianHistory_0584/PDFs/KidsBookOfCanadianHistory_0584_teaching.pdf)

## Immigration Test Questions

A Member of Parliament from Montreal announces that she will spend her weekend in her electoral district. This means she would be:

- a. In her office on Parliament Hill.
  - b. Visiting the province of Quebec.
  - c. *In some part of Montreal where she was elected.*
  - d. Going on a vacation.
2. After a federal election, which party forms the new government?
- a. *The party with the most elected representatives becomes the party in power*
  - b. The Queen picks a party to run the government.
  - c. The Governor General proposes a law for elected officials to become the governing body.
  - d. The Premiers of each province pick a party to run the government
4. Canada has three territories and how many provinces?
- a. 13
  - b. **10**
  - c. 3
  - d. 5

From where does the name "Canada" come?

- a. From the Inuit word meaning country.
  - b. From the French word meaning joining.
  - c. From the Métis word meaning rivers.
  - d. *From "kanata", the Huron-Iroquois word for village.*
9. Give the first two lines of Canada's national anthem?
- a. *O Canada! Our home and native land! True patriot love in all thy sons command.*
  - b. O Canada! Our province and native land! True patriot love in all thy sons command.
  - c. O Canada! From far and wide, O Canada, We stand on guard for thee.
  - d. O Canada! We stand on guard for thee.
10. How are Members of Parliament chosen?
- a. Appointed by the Prime Minister.
  - b. *Elected by Canadian citizens.*
  - c. Appointed by the Queen.
  - d. Elected by the Provincial Ministers.
11. How are Senators chosen?
- a. By the Governor General of Canada.
  - b. By the Premiers of all provinces.
  - c. Appointed by the Queen.
  - d. *They are chosen by the Prime Minister and appointed by the Governor General.*
12. How does a bill become a law?
- a. The Lieutenant Governor must approve the bill.
  - b. Approval by a majority in the House of Commons and Senate and finally the Governor General.
  - c. The Queen must sign the bill.
  - d. Approval by the Members of the Legislative Assembly.
13. How is a Cabinet Minister chosen?
- a. By the Queen.
  - b. By the voters.

- c. By other Cabinet Ministers.
- d. By the Prime Minister

14. How is the government formed after a federal election?

- a. The party with the most elected representatives becomes the party in power. The Queen chooses the Prime Minister from this party
  - b. The party with the most elected representatives becomes the party in power. The leader of this party becomes the Prime Minister.
  - c. The Governor General picks a party and a Prime Minister to run the government.
  - d. Each province elects one representative to form the government. The Queen then chooses the Prime Minister.
- 

17. How many electoral districts are there in Canada?

- a. 20.
- b. 308.
- c. 178.
- d. 59.

18. In Canada, are you allowed to question the police about their service or conduct?

- a. No, police service and conduct is not open to discussion with Canadians.
- b. Yes, you can question their service but not their conduct.
- c. Yes, you can question their conduct but not their service.
- d. *Yes, if you feel the need to.*

19. In Canada, are you obliged to tell others how you voted?

- a. If the Lieutenant Governor asks, yes.
  - b. *No but you may choose to discuss how you voted with others.*
  - c. If your Member of Parliament asks, yes.
  - d. If your family would like to know how you voted, yes.
- 

20. In what industry do most Canadians work?

- a. Natural resources
- b. Tourism.
- c. *Service.*
- d. Manufacturing.

21. In which region do more than half the people in Canada live?

- a. *Central Canada.*
- b. Prairies.
- c. Atlantic Canada.
- d. Northern Canada.

22. List four rights Canadian citizens have.

- a. Right to have a job, vote, drive, go to school.
- b. Right to go to school, work, have a bank account, travel.
- c. Right to travel, live anywhere, work anywhere, get married.
- d. *Right to challenge unlawful detention, vote, apply for a Canadian passport, enter and leave Canada freely.*

24. Name six responsibilities of citizenship.

- a. Get a job, make money, raise a family, pay taxes, mow your lawn, vote.
-

- b. Vote, join a political party, get a job, obey the law, drive safely, pick up litter.
- c. Care for the environment, don't litter, pay taxes, obey the law, help others, respect others.
- d. *Vote, help others, care for our heritage and environment, obey Canada's laws, respect the rights of others, eliminate injustice.*

25. Name the five regions of Canada
- a. Midwest, North, South, East, Central
  - b. Maritimes, Ontario, Quebec, Prairies and British Columbia
  - c. *Atlantic, Central, Prairie, West Coast and North*
  - d. West, Central, East, Prairies and Territories
- 

26. Name three legal rights protected by the Canadian Charter of Rights and Freedoms.
- a. Freedom of speech, right to not pay taxes, and right to a fair trial.
  - b. *Right to live and work anywhere in Canada, right to a fair trial, and right to protection against discrimination.*
  - c. Right to ski anywhere in Canada, right to move, and right to public assembly.
  - d. Right to vote, right to live and work anywhere in Canada, and right to deliver speeches on the radio.
27. Name two fundamental freedoms protected by the Canadian Charter of Rights and Freedoms.
- a. *Freedom of religion and freedom of speech.*
  - b. Equality rights and to care for Canada's heritage.
  - c. Basic freedoms and obey laws.
  - d. Aboriginal peoples' rights and to volunteer.
- 

28. Name two key documents that contain our rights and freedoms.
- a. The Canadian Constitution and English common law.
  - b. Civil code of France and the Canadian Constitution.
  - c. *Canadian Charter of Rights and Freedoms and Magna Carta (the Great Charter of Freedoms).*
  - d. Laws passed by Parliament and English common law.
29. Name two responsibilities of the federal government.
- a. National defence and firefighting.
  - b. *National defence and foreign policy.*
  - c. Citizenship and highways.
  - d. Recycling and education.
- 

30. One third of all Canadians live in which province?
- a. Quebec.
  - b. *Ontario.*
  - c. Northwest Territories.
  - d. Manitoba.

31. The Canadian Coat of Arms and motto is "A Mari Usque Ad Mare." This means:
- a. From the ocean to the sea.
  - b. *From sea to sea.*
  - c. From the sea to the ends of the earth.
  - d. From the water to the earth.

32. What are the Prairie provinces and their capital cities?
- a. Alberta (Edmonton) and Saskatchewan (Regina).

- b. Alberta (Edmonton), Saskatchewan (Regina) and Manitoba (Winnipeg).
  - c. Saskatchewan (Regina) and Manitoba (Winnipeg).
  - d. Saskatchewan (Regina), Manitoba (Winnipeg) and Ontario (Toronto).
33. What are the provinces of Central Canada and their capital cities?
- a. Manitoba (Winnipeg) and Ontario (Toronto).
  - b. Quebec (Quebec City) and Prince Edward Island (Charlottetown).
  - c. *Ontario (Toronto) and Quebec (Quebec City).*
  - d. Saskatchewan (Regina) and Manitoba (Winnipeg).
34. What are the provinces of the Atlantic region and their capital cities?
- a. Nova Scotia (Halifax), New Brunswick (Fredericton), Prince Edward Island (Charlottetown) and Quebec (Quebec).
  - b. *Newfoundland and Labrador (St. John's), Nova Scotia (Halifax), New Brunswick (Fredericton) and Prince Edward Island (Charlottetown).*
  - c. Newfoundland and Labrador (St. John's), Nova Scotia (Halifax), New Brunswick (Fredericton) and Quebec (Quebec).
  - d. Nova Scotia (Halifax), New Brunswick (Fredericton), Quebec (Quebec City) and Ontario (Toronto).
35. What are the territories of Northern Canada and their capital cities?
- a. Alaska (Juneau) and Yukon Territory (Whitehorse).
  - b. Northwest Territories (Yellowknife) and Alaska (Juneau).
  - c. Northwest Territories (Yellowknife).
  - d. Yukon Territory (Whitehorse), Northwest Territories (Yellowknife), and Nunavut (Iqaluit).
36. What are the three levels of government in Canada?
- a. *Federal, Provincial and Territorial, Municipal (local).*
  - b. Federal, Provincial and City.
  - c. Federal, Territorial and Provincial.
  - d. Federal, State and Local.
37. What are the three main groups of Aboriginal peoples?
- a. *First Nations, Métis and Inuit.*
  - b. Acadians, Métis and Inuit.
  - c. United Empire Loyalists, Métis and Inuit.
  - d. Inuit, Métis and Acadians.
38. What are the three main types of industry in Canada?
- a. Natural resources, tourism and service industries..
  - b. Tourism, services and manufacturing.
  - c. Natural resources, tourism and manufacturing.
  - d. *Natural resources, manufacturing and services.*
39. What are the three parts of Parliament?
- a. The Sovereign, Governor General and Prime Minister.
  - b. The House of Commons, the Legislative Assembly and the Senate.
  - c. The Queen, the Legislative Assembly and the Senate.
  - d. *The Queen, the House of Commons and the Senate.*
40. What are the two official languages of Canada?
- a. English and Métis.
  - b. Inuktitut and French.
  - c. *English and French.*
  - d. English and Inuktitut.

41. What country is Canada's largest trading partner?
- Mexico.
  - United States of America.*
  - China.
  - Japan.
42. What did the Canadian Pacific Railway symbolize?
- Easy access to the West Coast.
  - What can be achieved by working together.
  - Unity.
  - Ribbons of steel.
43. What do you call a law before it is passed?
- A New law.
  - A Proposed law.
  - A Bill.*
  - A New proposal.
44. What do you call the Sovereign's representative in the provinces?
- Premier.
  - Member of the Legislative Assembly.
  - Lieutenant-Governor.*
  - Senator.
45. What do you mark on a federal election ballot?
- The candidate's name.
  - The number for the candidate.
  - An "X"*
  - The voter's name.
46. What does Confederation mean?
- The United States Confederate soldiers came to Canada.
  - Joining of communities to become a province.
  - Joining of suburbs to form a large city.
  - Joining of provinces to make a new country.*
47. What does equality under the law mean?
- Being the same.
  - Being like everyone else.
  - Being discriminated against.
  - Being treated with equal dignity and respect, and having equal rights to speak out and express ideas.*
-



## Lesson Six – Essential Skills (Working Together)

Lesson 6 consists of 3 activities. One of the nine essential skills is working together, an invaluable skill to use in all personal and professional relationships. Parents may not know their roles and responsibilities in terms of advocating for their children. Different cultures approach the involvement of parents in the education system in different ways. It is important that parents recognize the significance of trust when advocating for their children. The children place trust in the parent to help them succeed within the school system.

### LEARNING OBJECTIVES

1. To create an awareness in adult participants of their role in advocating for their child within the Alberta Education system as well as other systems.
2. To teach adult participants strategies to advocate for their child. (Thinking skills, communication)
3. To teach children skills to help them communicate their needs to their parents.

Facilitators Materials	<input checked="" type="checkbox"/>	Participants Materials	<input checked="" type="checkbox"/>
Flipchart, markers		Handout with internet based resources	
Laptop with internet access and projector or smart board			
Activity guideline sheets			
Foam noodles, balls (optional)			
1 blindfold per pair			
Paper			
Written sentences for the telephone game – one for child and one for group			

### Lesson 6 Activity 1 – Working Together- The Blindfold Trust Walk

**Adults and Children together: (can do in own language if better communication will happen)**

- This activity teaches the importance of communication skills in the form of clear verbal directions and listening skills which foster trust.
- Instructor ensures that the work space has enough room for participants to move around.
- Children and adults working together – 1 adult and 1 child (if possible) are paired together.
- The child is the leader; the adult wears the blindfold, and is not allowed to talk.
- The child leads the adult around the room, explaining where she/he is taking him/her and what to expect, and offers reassurance.
- The goal is that the blindfolded adult has complete trust in the child leading. Also need to listen to child with intent – may need to decode the meaning.
- After a short time, partners switch roles with the child being blindfolded, and the adult being the leader (if time permits).





- Everyone gathers again to discuss the activity, and what they learned about communication and trust. Guidelines: how much did you trust your partner at the start (out of 10); how much did you trust your partner at the end (out of 10); what is the difference between going alone and being guided by another; what skills are needed when trusting and working with someone else; what did your partner do to help you feel safe; what could your partner have done to make you feel more secure; what communication skills worked best.



- Hand out Certificate – Team work – remind them this is one of the Essential Skills

## Lesson 6 Activity 2: Practicing Communication

- Telephone game
- Split the adults and children into two groups sitting in a circle
- One instructor facilitates the adults and one the children
- Designate one person to start the activity. This person will whisper a short sentence into the ear of the person to their left, without repeating the sentence. Each person will continue to take turns whispering into their neighbour's ear, until it reaches the end of the circle. **Facilitator Note:** for first round have a sentence ready for each of the groups. Once the activity been done once may want to let them try with their own sentence. Is the communication the same as it started?



Bring the groups back together to gain feedback about the communication game. How did people feel? Relate the results to the importance of clear communication between teachers, children, parents, and other individuals. (Names from their countries – how do you handle that with your children – legality – legal names in school)



## Lesson 6 Activity 3: Adults and Children:

- Have the children work with their parents to fill in the chart “People who will help me at home and at school”
- Have families think of a time or situation when they first came to the new school (one word or short sentence that explains it). Match up the Essential skills that were used or could have been used to deal with the issue.
- Provide handouts on Working Together and Tips for Parents.



### End of Lesson Six - Time to Review

What topics did we cover this Lesson!

- What did you learn about the essential skill of working together?
  - What did you learn about advocacy and trust?
  - How can you incorporate these strategies at home and in the community?
- Do participants have questions or comments from Lesson Six?

# Handouts Lesson 6

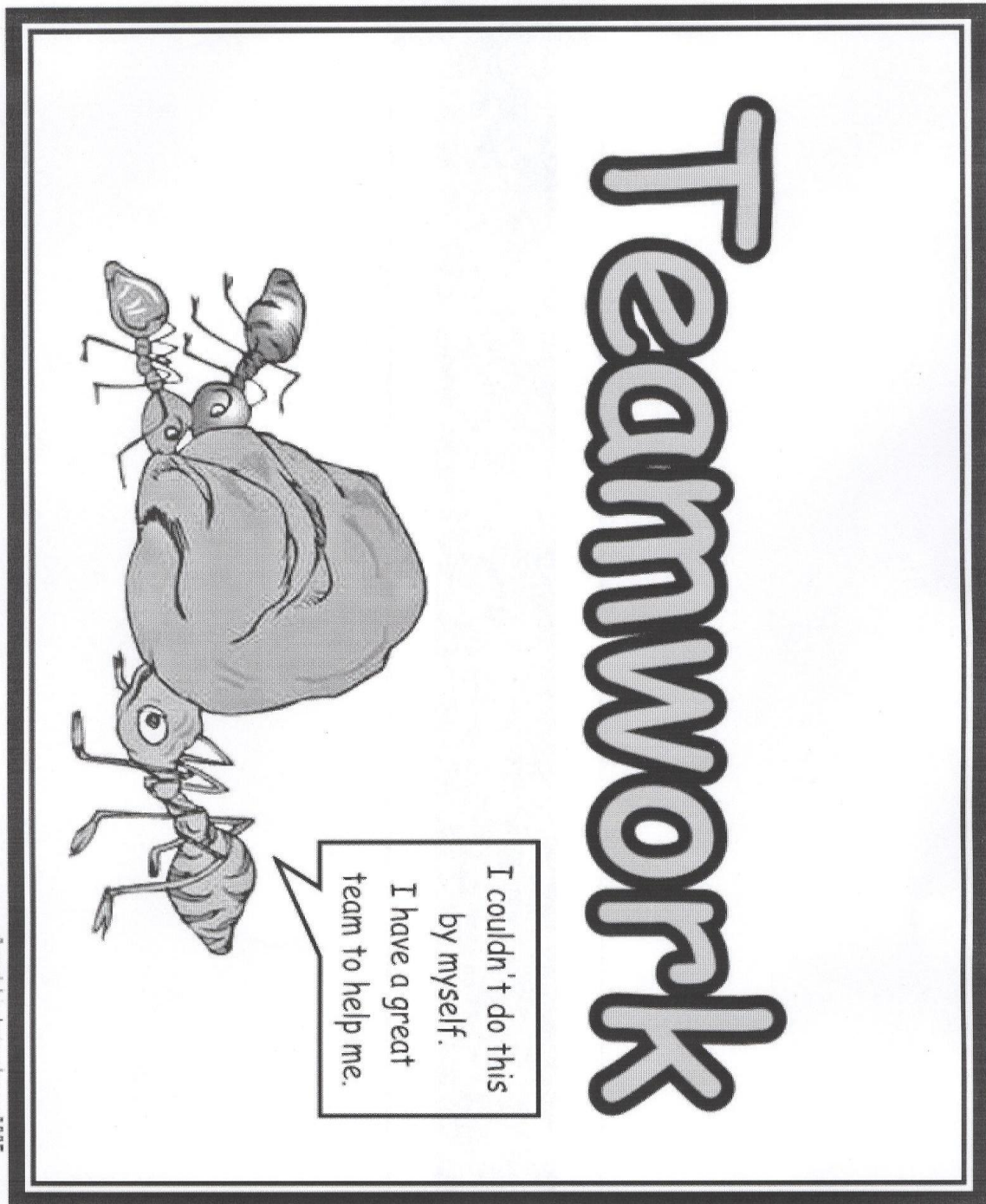
Teamwork Certificate

Working Together to Resolve Differences

Tips for Parents

Who can I ask for Help at Home and School

Essential skills Match Up



<http://education.alberta.ca/parents/role/workingtogether.aspx>

# Working Together to Resolve Differences

## Parents Working with Schools and School Systems

### First Steps

Alberta schools are required to make every reasonable effort at the school and district level to resolve concerns collaboratively with you as parents. Despite these efforts, when you do not agree with a decision related to your child's educational programming at school, your first step is to **talk to the teacher** to try to resolve the concern together. If that fails, your next step is to **talk to the school's principal or assistant principal**. Together with the teacher and school administration, you should be able to resolve most issues that affect your child at school.

### Next Steps

The teacher and school administration may not be able to resolve the concern with you, and they may **refer** you to a staff member at the central office of the school system. If, after this step, you still do not agree with the staff member's decision, you should **write or telephone the school superintendent** and explain your concern. If the concern is not resolved by the superintendent, you may apply in writing to the school board chairman to initiate **a board-level appeal**.

All school boards are required to have a board-level appeal procedure. You may use the board-level appeal procedure when you disagree with any decision that significantly affects the education of your child. Your school board office can provide you with a copy of its appeal procedures for you to follow.

The process of a board-level appeal must be open, fair and timely. Procedural fairness includes the right to be heard and the right to an unbiased decision. The appeal process must be open; that is, all relevant information must be shared with you and others involved in the appeal. The appeal process must also be timely in completing each step so that you and the school board personnel have time to prepare, but the process is not delayed unnecessarily.

### Another Step

Some of Alberta's school systems make provision for **mediation of disputes**. Mediation can occur at any point during the appeal process, and requires that both the school system and the parents agree to a third party working with them to resolve the dispute. Both parties to the dispute must agree to the mediator, and either party may end the mediation process at any time. The mediator will try to bring the parties together on a consensus, or agreement, about how the problem will be solved. Both parties will sign the agreement.

### The Final Step

If you don't agree with the board's decision after the board hearing, you may request in writing that the Minister of Education conduct **a Review by the Minister for specific decisions**. Under the *School Act* of the Province of Alberta, the Minister may review a board decision on a matter that board and parents have not been able to solve with respect to placement in a special

education program, Francophone Charter 23 issues, an expulsion decision, home education matters, the amount and payment of fees, and accuracy or completeness of a student record.

### **Student Health Services**

School systems coordinate, but do not have responsibility for providing some student health services to your child.

One way that school systems coordinate student health services for students is through a partnership agreement. All school systems have an agreement with their local Student Health Partnership (SHP) to provide student health-related services for children and students.

Local SHP's, consisting of school authorities, the regional health authority, including mental health, and the child and family services authority, work together to develop a joint service plan that determines how they will respond to the special health needs of children and students within their region.

Each local SHP has a dispute resolution process in place which addresses:

- eligibility to receive student health services,
- service coordination or integration across partners in the SHP, and
- service priorities of the SHP.

If you have a concern about the student health services for your child, you may contact school administration at your child's school for information about the SHP local dispute resolution process. School administration will have the contact information at hand.

You may find more information about Student Health at <http://education.alberta.ca/admin/studenthealth.aspx>

### **General Enquiries**

For more information please contact your local school or school jurisdiction central office.

<http://education.alberta.ca/parents/role/tips.aspx>

# Tips for Parents

## Preparing for School

- **Ease Your Child into a New Routine.** Have him or her go to bed at school-night bedtime a few nights before the first day. Set an alarm clock for the correct school wake-up time.
- **Try a School Bus Run.** Go over your child's school bus route with him or her if it's going to be a first-time bus ride. Find out how long the ride is, and talk about things like bus safety.
- **Get Ready the Night Before.** Establish a routine that requires your child to pick an outfit for the next school day, and to pack a book bag every night before bed. This will help eliminate any last minute rushing in the morning.

## Things to Consider Before the First Day of School

### About the School

- Is your child registered?
- Do you know when the first day of school is and what time it starts?
- Have you completed emergency contact forms and sent them back to the school?

### Getting to and from School

- Have you reviewed safety precautions with your child regarding traffic and strangers?
- If your child is riding a bike, does he or she know the school's rules for bicycles?
- If your child is taking a bus, does your child know the bus route? Does your child know what to do if he or she gets lost?
- Does your child know whether to come home or go to a babysitter after school?
- If you're not home after school, does your child know who will be responsible for him or her, what the rules are, and how to get help in an emergency?
- If your child is going to a babysitter, does he or she know how to get to there?

## Going to a New School

- **Talk About It.** Encourage your child to share his or her feelings. Talk about the excitement of starting at a new school, and discuss any concerns your child might have.
- **Take a School Tour.** Call the school and arrange to tour the school with your child. Help your child find their way around the school and the location of their classroom and the bathroom. If possible, meet the teacher and principal.
- **Make a New Friend.** If possible, introduce your child to a classmate before the first day of school.

## Homework

### Helping Your Child Study

- **Establish a Routine.** Setting a regular time and sticking to it helps children complete their homework assignments.
- **Set the Mood.** Ensure the room your child studies in is quiet, has plenty of light, and has school supplies close at hand. Remove distractions by turning off the television and discouraging social phone calls during homework time.
- **Show an Interest.** Ask your child about school activities and talk about what was discussed in school that day. Take your child to the library to check out materials for homework, and make time to read with your child as often as you can.

### Monitoring Homework Assignments

- **Be Informed.** Find out about the school's policy on homework at the beginning of the school year. Ask your child's teachers about the kind of assignments that will be given and what kind of time frame the children have to complete them.
- **Be Involved.** Ask the teacher how you can help with homework. Be available to answer your child's questions, look over completed assignments, and encourage your child to share returned assignments so you can read the teacher's comments.

### Providing Guidance to Homework Assignments

- **Learn How Your Child Learns.** Understand your child's learning style and develop routines that best support how he or she learns best.
- **Encourage Good Study Habits.** Help your child get organized. Ensure your child has scheduled enough time to complete assignments.
- **Talk.** Discuss homework with your child. Talking about an assignment can help your child think it through and break it down into small, workable parts.
- **Provide Encouragement.** Find ways to support your child's efforts in completing assignments.

### Reading with Your Child

- **Make Reading a Priority.** Let your child know how important it is to read regularly. Establish a regular time and place for reading.
- **Read to Your Child.** Make time to read to your child on a regular basis. It is a great way to help develop a love of learning.
- **Ask Your Child to Read to You.** Have your child read aloud to you.
- **Keep Reading Material Close By.** Make sure children's books and magazines are easily accessible. Keep a basket of books in the family room, kitchen, or your child's bedroom to encourage him or her to read more often.
- **Visit the Library.** Make visits to the library a regular activity and let your children select their own books.
- **Be a Reading Role Model.** Read a lot. Let your child see you read and hear you talk about your books.

### Safe Internet Use

- **Do Your Research.** Find safe and relevant sites and child-friendly search engines for your child to use. Bookmark them for easy access.



- **Make an Agreement.** Create an agreement with your child that outlines which site he or she is allowed to visit, and which areas and activities are off-limits. Involve your child in this activity.
- **Stay Aware.** Keep lines of communication open so you know what Web sites your child is visiting. Pay attention to his or her surfing habits. Let your child know that he or she can come to you in case of trouble.
- **Report Suspicious Activity.** If you or your child encounter suspicious or dangerous situations online, report them to your Internet Service Provider and local police.  
[More Tips for Safe Internet Use](#)  
[Be Web Aware - a national public education program on Internet safety for young Canadians](#)

### Avoiding Conflict

- **Listen.** Encourage your child to talk about school, social events, other kids in class, the walk or ride to and from school so you can identify any issues he or she may be having.
- **Look.** Watch for symptoms that your child may be a bullying victim. Be aware of signs such as withdrawal, a drop in grades, physical signs, or needing extra money or supplies.
- **Work with Others.** Tell the school immediately if you think your child is being bullied. Work with other parents to ensure that the children in your neighborhood are supervised closely on their way to and from school. Talk to the teacher or school's guidance counselor for some professional advice.

### Helping Your Child Prepare for High School

- **Educate Yourself.** Find out the requirements, choices, and processes involved in planning your teen's senior high school program with your child's teacher. Your teen will need your assistance and advice.
- **Plan Carefully.** Some Grade 10 courses are prerequisites for more advanced high school courses. As well, certain programs enable students to meet entry requirements for post-secondary programs or acquire the knowledge and skills to enter directly into a career. Keep future goals in mind when planning grade 10 programs.
- **Prepare for Post-Secondary.** If your teen intends to enter a post-secondary institution after high school, check the calendars of these institutions for admission requirements to plan his or her senior high school program accordingly.

### Helping Your Child Plan for the Future

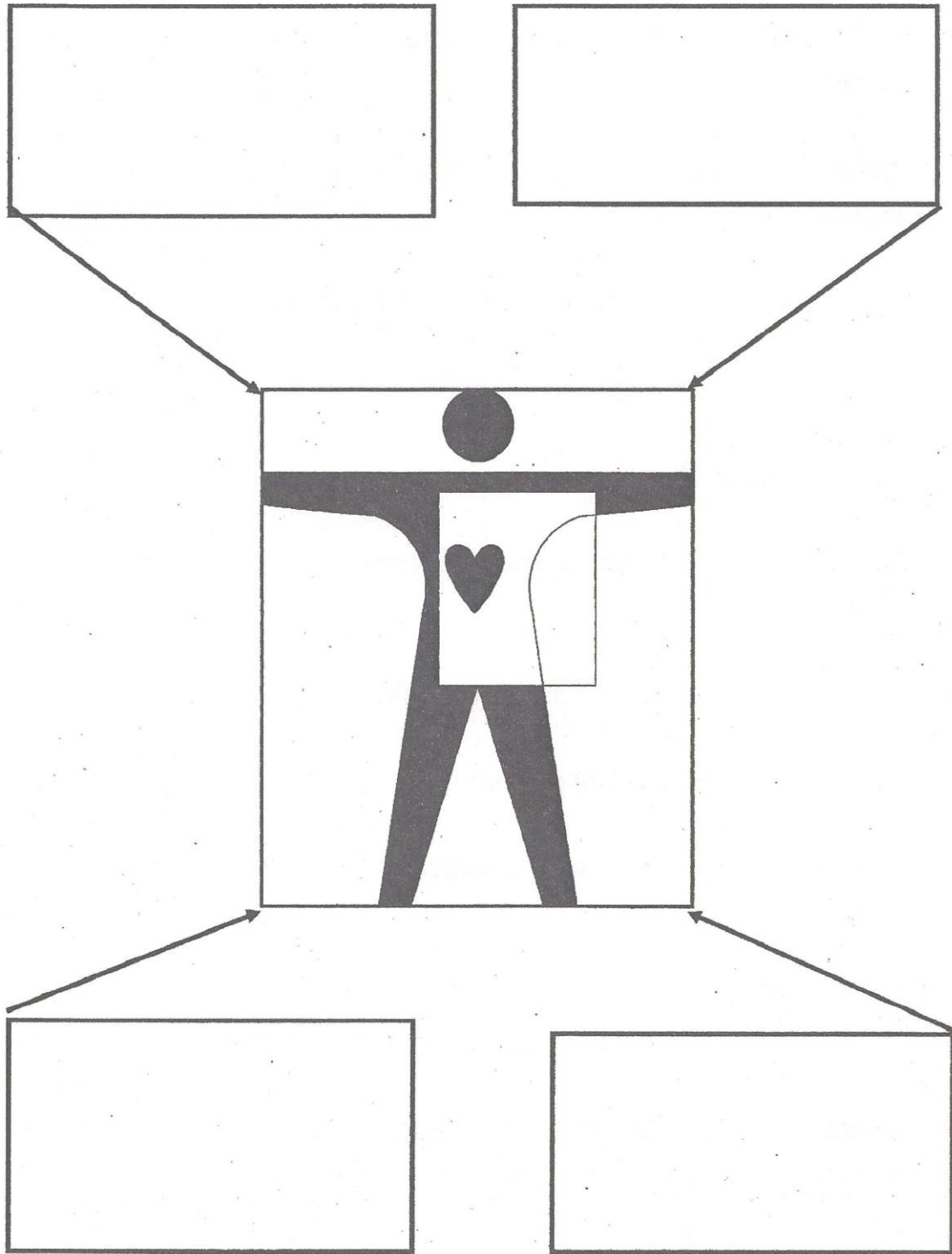
- Even as an adult, career decisions can be overwhelming. Encourage your child and give them the time and space to make their own decisions.
- Ask your teen about the kinds of careers they are considering and do not worry if it is accounting one day and nursing the next. They're thinking things over and imagining themselves in different roles. Encourage them to take this exploration a bit further. Help them learn more about these choices. Find out why these careers are attractive to them and look at other careers they may not have considered that could offer similar rewards.

- Encourage your teen to think about the educational path they will need to follow to pursue the careers they're considering. Will they need to take certain subjects in high school to keep these options open? What kind of post-secondary education will they need? Where is the program offered and how long does it take to complete?
- Know where you and your teen can go to explore options or get more information. A great place to start is [Alberta Learning Information Service \(ALIS\)](#) This Web site offers up-to-date career profiles, links to post-secondary institutions, complete information on students finance and links to a variety of interactive career planning tools.

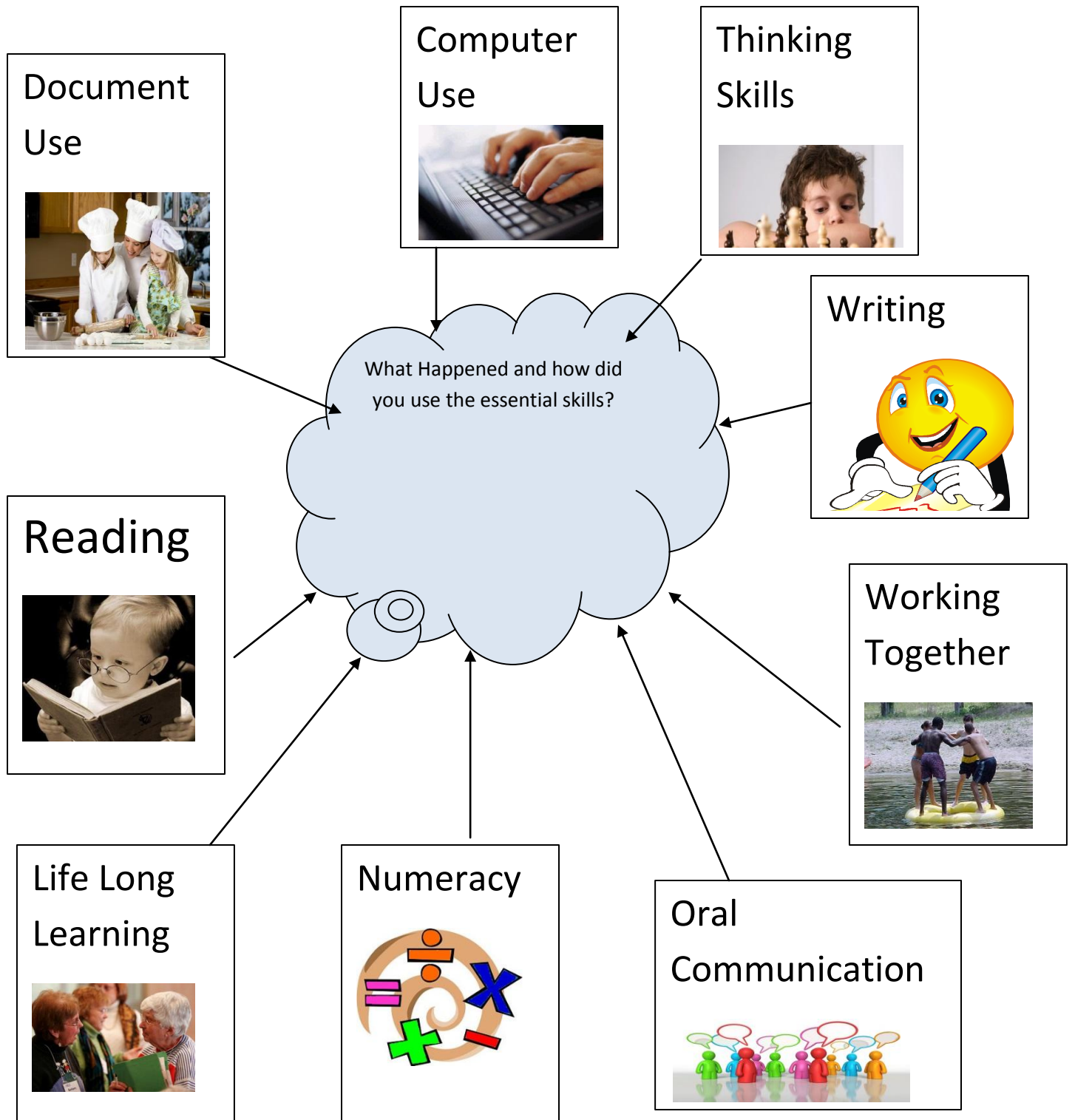
**Tips for Parents from the ALIS website:**

- [Your Children's Career: Help Them Discover Themselves](#)
- [Helping Teenagers Prepare for the World of Work](#)
- [Other Tips for parents in helping their children plan their future](#)

## PEOPLE WHO WILL HELP AT HOME AND AT SCHOOL!



(See TK 1 on the CD)



# Facilitator Support Information

## Lesson 6

“When a train goes through a tunnel and it gets dark, you don't throw away the ticket and jump off. You sit still and trust the engineer.”

[Corrie Ten Boom](#)

“We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.”

— [Elie Wiesel](#)

## Websites for further information:

1. Alberta Education provides information about our provincial learning system.  
<http://education.alberta.ca/>

2. <http://education.alberta.ca/parents.aspx>

Learn Alberta link: <http://www.learnalberta.ca/content/mychildslearning/> -Shows all the grades and the curriculum for each of those grades.

<http://education.alberta.ca/parents/role/workingtogether.aspx>

<http://education.alberta.ca/parents/role/tips.aspx>

3. Teamwork Certificate: Teamwork – [www.abcteach.com](http://www.abcteach.com)

4. <http://www.learnalberta.ca/content/eslapb/index.html> - for English Language Learners – Benchmarks for school aged.

## Lesson Seven - Homework, Studying and Tests

Lesson 7 consists of 3 activities. Reading, writing, numeracy, document use, and computer use are just a few of the essential skills that parents and children require to successfully accomplish homework, studying, and test writing. There are many resources within your community to help make these tasks less daunting. How our brains work have an impact on the strategies we use. Sleep, memory, physical activity are all factors.

### LEARNING OBJECTIVES

1. To teach adults skills to help their child with homework, studying, and test writing.
2. Adult Participants will learn about factors that impact on learning such as memory, sleep and physical activity
3. Child Participants will learn about factors that impact on their learning.

Facilitators Materials	<input checked="" type="checkbox"/>	Participants Materials	<input checked="" type="checkbox"/>
Flipchart, markers		Handouts with internet based resources	
Laptop with internet access and projector or smartboard			
Small Plastic container			
Slips of paper with tasks for children and for adults			
Guest speaker from the library			

### Lesson 7 Activity 1, 2 and 3:

Break into two groups - children and adults

#### Adults:

#### Lesson 7 Activity 1 (adults) Library Resources:

- Guest Speaker from library if possible. Review of resources of use at the library by employee of the public library – including E-Resources (have laptop set up and ready).

#### Lesson 7 Activity 2– Time Management & Prioritizing

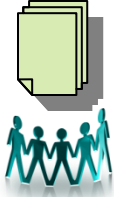
This activity helps participants reflect upon the importance of time management and prioritizing in their life.

- Instructor breaks up participants into two groups
- Each group receives a container that contains 10 tasks, along with a whiteboard marker.
- As each task is selected from the container, each group is to brainstorm what is the most important, and what is the least important from a scale of 1-10, and mark that number on the respective task card.



- Adults come back to larger group and discuss the activity, and what they observed about prioritizing. Guidelines: what factors influenced the selections (time, ease, enjoyment of task).

### Lesson 7 Activity 3 (adults)



- Adults - <http://www.brainrules.net/the-rules> - Go through the 12 rules and give handout
- Counting game (on video) – this is a good visual aid to make the point.
- Discussion on strategies to help child. (Aiding with sleep, routine) Talk about culture and how their routine may be different here due to differences in culture and environment.

**Note:** Charts do not work for all families and/or children. Need to pay attention to parent's ability to use chart in real life. Also does it motivate the child or frustrate the child.

Suggest they watch Richard Lavoie on You Tube - Motivation Breakthrough

<http://www.youtube.com/watch?v=PM-ItBe3VEo>



Handouts will be given at end of activities: Time Management, Nine Study Tips; Memory Boosting Tips, - Time Use Chart, Time Management chart, Activity Summary, Weekly Planned Schedule

### Children:

#### Lesson 7 Activity 1 (children)

- Play games - memory game, concentration – what's missing?

#### Lesson 7 Activity 2 (children)

- Prioritizing exercise: provide a container that contains 10 tasks. Ask children to each choose one from the container, and work together to prioritize what they feel are the important tasks. Talk about how did they prioritize.

### Lesson 7 Activity 3

#### Children



- Show children the Learning Chart (Dunn and Dunn)
- Talk about the different things that are needed for learning.
- Draw how they would like to set up their study place. Relate it back to their learning styles. Ask questions – Will this work at school? Will it work at home? Note: Be prepared to talk about why you would not have the TV on.
- Bring the juggling back in – give them a chance to juggle and then ask the questions – have you practised? Are you any better? Repetition??



**Children and Adults:**

Have the children show their parents their drawing and explain it. Have the parents ask questions as it relates to their child’s learning style.



Share with the parents that the last class will have a guest speaker from the schools to talk about “What School will look like in the Future” (Junior High and High School and possibly beyond) This will give them an opportunity to think of questions that are relevant to them and their families.

**End of Lesson Seven - Time to Review**

What topics did we cover this Lesson!

- What did you learn about the importance of time management?
- What did you learn about study skills and available resources to help you study?  
“Knowing is not enough; we must apply. Willing is not enough; we must do. -Johann Wolfgang von Goethe

Do participants have questions or comments from Lesson Seven?

# Handout Lesson 7

Time Management

Time Use Chart

Activity Summary

Weekly Planned Schedule

Time Managers 1, 2, 3: Helping Youth Manage Time

Time Management Skills for Kids

Time Management Tools for Kids



Time Management Activities for Kids


Memory Boosting Tips

Test Taking Strategies that Boost Student Scores

Learning Chart – Dunn and Dunn

# Time Management

Up Your	NOTES	PIC	Learning TERM QUESTION
K E Y	<p><b>Do you run out of time <u>before</u> you run out of things to do?</b></p> <p><b>Time management</b> is the process of using your time effectively to get things done that need to be done. We all have 24 hours in a day, 168 hours in a week, no more, no less, so we really don't manage time but we manage what we do with the time we have. We have all heard that '<b>Time is Money</b>'. So imagine you have <b>\$168 hours</b> to spend, how do you spend them now and what do you want to budget your time-money for.</p>		How much time do you have?
	Time management is a process of understanding what we do with our time now, identify what needs to be done, make up a schedule, follow it and evaluate how we are doing and revise our schedule.		What are the steps of Time Management?
	To accomplish what you want follow the steps of TIME.		
	<p><b>Time recorded and monitored.</b></p> <p>1. To plan to spend our time effectively we need to know how we use our time now, we need to record our time use using the '<b>Time Use Chart</b>' for a week. Print it now.</p> <p>2. At the end of the week, do the '<b>Activity Summary</b>' to understand where your time-hours are being spent.</p> <p>3. Later, you will be asked to BUDGET your time by analyzing your present expenditures and then develop an appropriate budget.</p> <p><b>Identify what you need &amp; want to accomplish to develop a 'Planned Schedule'</b></p> <p>1. As you fill in your '<b>Time Use Chart</b>' notice where you spent your time. When you fill in the '<b>Activity Summary</b>', use the categories listed or add your own.</p> <p>2. Now think how you want to spend your time. Some items need time devoted to them, for instance; sleep, class time, etc.</p> <p><b>Make up a schedule</b></p> <p>1. Place fixed time activities (classes, meals, sleep, etc.) in the '<b>Planned Schedule</b>'</p> <p>2. Create priorities for the time that is left beyond the fixed schedule activities</p> <p>3. Some ideas to consider when placing them on your schedule:</p> <ul style="list-style-type: none"> <li>Decide when you are most alert and use that time for studying.</li> <li>Have realistic goals for amount of studying to done per day or week.</li> <li>Break larger projects into smaller chunks , each to scheduled to finish on time</li> <li>Have boring and difficult tasks first</li> </ul> <p><b>Evaluate how you are doing compared to your schedule</b></p> <p>1. After you have created your '<b>Planned Schedule</b>', follow it.</p> <p>2. Highlight in one color when you are following the plan and in another color times when you are doing something different.</p> <p>3. For the next week adjust your plan and continue the process to use your time effectively.</p>	<p>\$</p>  <p>?</p>  <p>✓</p>	<p><b>T</b> represents?</p> <p><b>I</b> represents?</p> <p><b>M</b> represents?</p> <p><b>E</b> represents?</p>
	<i>For more ideas on spending your 'Time-Hours' see page 2.</i>		?

	<b>Time Management Ideas to spend your time-hours more effectively</b>		
	<ol style="list-style-type: none"> <li>1. Identify your "Best Times" for doing difficult task and do them then. Do routine task such as laundry and dishes at low energy times.</li> <li>2. Do difficult tasks in short time chunks with breaks in between.</li> <li>3. Find suitable places to do various tasks such as a library for studying and reading. Reading in bed or on the couch may lead to relaxing. Use a regular study area.</li> <li>4. Make sure your schedule time for relaxation and time for yourself .</li> <li>5. Take the time to eat and sleep properly: many times when we are short of time we use sleep time to do other tasks.</li> <li>6. Do two or more things at once. Combine a bus ride with studying Math Term cards, practice a presentation while standing in line at the bank, replay a book plot in your head while waiting in the doctor’s office, etc.</li> <li>7. Set goals for your time management and celebrate as you move toward them.</li> <li>8. Create and use a ‘To Do’ list. Write down all you have to do, then decide what do I need to do right now, what can I put off, what can I have some one else do, etc.</li> <li>9. Use a long term planner to list dates of deadlines, upcoming events and long term commitments.</li> <li>10. Schedule time to go over materials as soon as possible as learning it the first time, since forgetting is greatest within the first 24 hours.</li> <li>11. Have tasks available to do with ‘dead’ time or unexpected time block that suddenly comes open, when a bus is late, instructor does not show up, a class is cancelled, etc.</li> <li>12. Make agreements with your friends, children and partners about the time you need to do work related to school and stick to them.</li> <li>13. Try not to let interruptions distract you from your schedule. For example, if someone phones, let them know that this is your study time and you will call them back at a certain time when you are finished your scheduled task.</li> <li>14. Determine to what level of perfection a task needs to be done. How clean does your house have to be? How good does the assignment have to be?</li> <li>15. Ask yourself; is it possible to do just one more thing right now?</li> <li>15. Ask yourself, is this the best use of my time right now?</li> </ol>		<p>List a single or a couple words to remember each Idea.</p>
	<p><i>Use the TIME steps to time management to use your time hours effectively.</i></p>		

### Time Use Chart

Print a copy of the chart and record everything you do in each half hour per week. (You may want to set up your own chart in 15 minute slots.) At the end of the week fill in the 'Activities Summary'

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 am							
6:30							
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5:00							
5:30							

### Activity Summary

At the end of the week use this page to summarize your activities. After you evaluate your activities, use the Planned Activities chart for next week.

Activity		Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Week Total	Percent
School	Classes									
	Study									
	Assignments									
	Tests									
Work	Job									
	House									
Life	Children									
	Shopping									
Appointments	Medical									
	School									
Health	Eating									
	Sleeping									
	Exercise									
	Recreation									
Travel										
Daily total Should be 24										

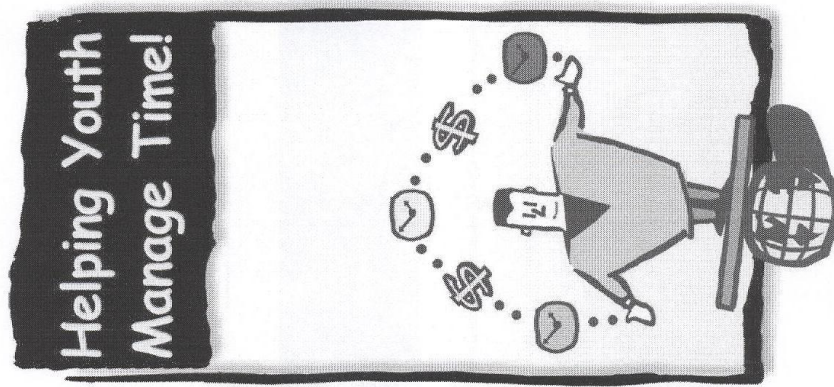
Place the time for each day in the appropriate slot and at the end of the week total the time. To determine percentage, divide the number of hours in an activity in the week by 168. So if for one week you slept for 60 hours, divide 60 by 168 and multiply by 100 to get percent.  $60 / 168 \times 100 = 35.7\%$

### Weekly Planned Schedule

Print a copy of the chart and fill in your commitments, such as classes, meals and appointments. Then think about how much time you want to spend on your other activities such as studying, recreation, etc. And place them on your chart. Remember to leave time for yourself to relax & 'veg out'.

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 am							
6:30							
7:00							
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5:30							

## Time Managers 1



### For more information contact:

[Educator name, county and contact information] or Jacklyn A. Bruce, Ph.D., Assistant Professor, Youth and Adult Leadership Development.

### Resources

Butler & Hope. (1996). *Managing Your Mind*. Oxford University Press.

Clark, D. (1997). *Big dog leadership*.

Retrieved from [www.nwlink.com/~donclark/leader/leader.html](http://www.nwlink.com/~donclark/leader/leader.html) on October 5, 2003.

Mind Tools (1995-2005). *Essential skills for an excellent career*. Retrieved from <http://www.mindtools.com/> on October 5, 2003.



This publication is available in alternative media on request.

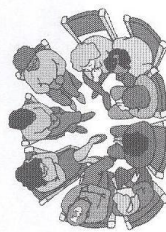
The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901, Tel 814-865-4700/V, 814-863-1150/TTY

### Time Management Activities

- Read through the time wasters and savers. See how many of each you do, right now! Brainstorm ways to turn time wasters into time savers.



- The next time you meet with your group, club, or organization bring along the time wasters and savers. See how many of each of these your group is engaged in. Brainstorm together ways to turn time wasters into savers.



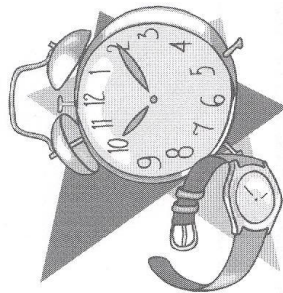
- Once you have brainstormed ways to make time wasters into time savers, post them somewhere you will be reminded of them!

### About Time Managers:

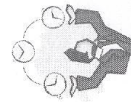
Time Managers is a series of bulletins on managing time. These bulletins are for youth and adults who work with youth. The bulletins will include information on time management, time wasters and savers, the rules for managing time, priorities, and to do lists and action plans.



Welcome to Time Managers! This is the second in a series of bulletins on managing time. These bulletins are for youth and adults working with youth. Each bulletin gives ideas and provides activities on how to help manage limited time.



Time is of the essence. Time is all we have. Time is running out. Time. Time. Time. For any leader, time is a limited and precious resource. There is no way to recover time that we have wasted. We can't speed it up, slow it down, or stop it. In any case, as leaders, we can only find a way to make the most of it.



One way we can manage our time, is to identify things rules that help us to avoid wasting time.

### Nine Rules to Avoid Wasting Time



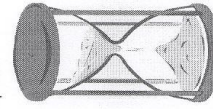
1. **Get started-** Don't waste time getting started on a project. Get down to work quickly and efficiently.
2. **Get into a routine-** While it may suppress your creativity, if used appropriately, a routine may release time and energy. Plan a time every day to accomplish certain tasks (emails, paper work, etc) and stick to it. Use a day planner to help keep your schedule.
3. **Do not say yes to too many things-** Saying yes to too many things over-extends energies, forces us to live to others' priorities rather than focus on our own. With only so many hours in a day, each time you say yes will mean something else doesn't get done.
4. **Do not commit yourself to unimportant activities, no matter how far ahead they are-** No matter how far ahead a commitment is, it is still a commitment, and it will still take up the same amount of our time.
5. **Divide large tasks-** By having small, manageable goals and tasks, you can eventually complete the larger project. Also, smaller projects will be more easily fit into an already tight schedule.

6. **Do not put unneeded effort into a project-** There is a place for perfectionism, but there also comes a point when there is not much to be gained from putting in the extra effort. Learn to recognize each situation and put the attention to detail only in those situations that really need it.

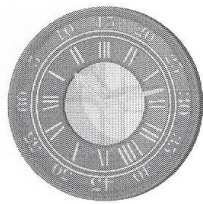
7. **Deal with it for once and for all-** Deal with a task only once. Schedule the appropriate amount of time for it and get it done. Don't continually start and stop a task.

8. **Set start and stop times-** By setting start and stop times you improve your scheduling. As you continually get better at setting start and stop times, see if you can't shave off time from your deadlines, striving to work for more efficiency.

9. **Plan your activities-** Schedule a regular time to schedule your activities. This will help you focus on your time management and devote the necessary time for it.

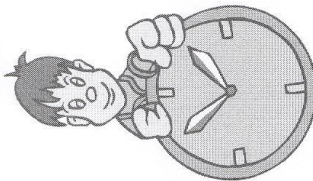
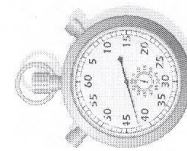


Welcome to Time Managers! This is first in a series of bulletins on managing time. These bulletins are for youth and adults working with youth. Each bulletin gives ideas and provides activities on how to help manage limited time.



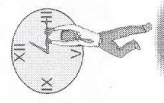
Time is of the essence. Time is all we have. Time is running out. Time. Time. Time. For any leader, time is a limited and precious resource. There is no way to recover time that we have wasted. We can't speed it up, slow it down, or stop it. In any case, as leaders, we can only find a way to make the most of it.

One way we can start to effectively manage our time, is to start to identify things that waste our time as well as things that save our time.



### Time Savers

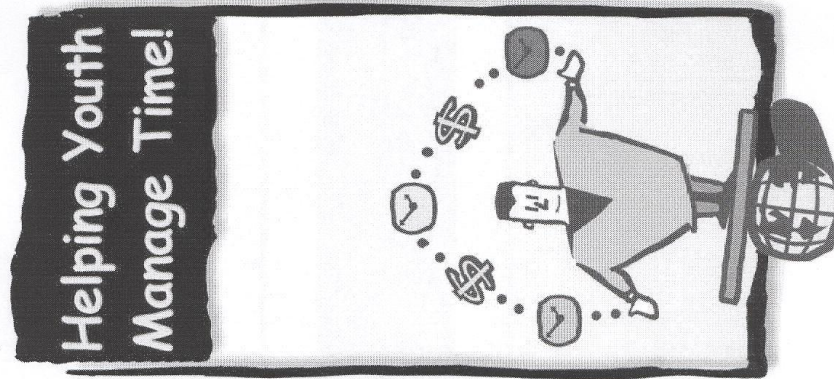
1. Manage the decision making process; not the decisions
2. Concentrate on doing only one task at a time
3. Establish daily, short term, mid-term and long term goals
4. Handle correspondence quickly with short letters or memos
5. Throw unneeded things away
6. Establish personal deadlines and ones for your organization
7. Do not waste other people's time
8. Ensure all meetings have a purpose, a time limit, and include only essential people
9. Get rid of busy work
10. Maintain accurate calendars and abide by them
11. Know when to stop a task, policy or procedure
12. Delegate everything possible and empower subordinates
13. Keep things simple
14. Ensure time is set aside for high priority tasks
15. Set aside time for reflection
16. Use checklists and to do lists
17. Adjust priorities as a result of new tasks



### Time Wasters

1. Indecision
2. Inefficiency
3. Unanticipated interruptions that do not pay off
4. Procrastination
5. Unrealistic time estimates
6. Unnecessary errors
7. Crisis Management
8. Poor Organization
9. Ineffective meetings
10. Micro-management
11. Doing urgent rather than important things
12. Poor planning and lack of contingency plans
13. Failure to delegate or delegating without authority
14. Lack of priorities, standards, policies or procedures

## Time Managers 3



**About Time Managers:**  
Time Managers is a series of bulletins on managing time. These bulletins are for youth and adults who work with youth. The bulletins will include information on time management, time wasters and savers, the rules for managing time, priorities, and to do lists and action plans.

**For more information contact:**  
[Educator name, county and contact information] or  
Jacklyn A. Bruce, Ph.D., Assistant Professor, Youth and Adult Leadership Development.

**Resources**  
Butler & Hope. (1996). *Managing Your Mind*. Oxford University Press.

Clark, D. (1997). *Big dog leadership*. Retrieved from [www.nwlink.com/~donclark/leader/leader.html](http://www.nwlink.com/~donclark/leader/leader.html) on October 5, 2003.

Mind Tools (1995-2005). *Essential skills for an excellent career*. Retrieved from <http://www.mindtools.com/> on October 5, 2003.

PENNSYLVANIA



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### What is exceptional performance?

Is good, good enough? Find out what it takes to be exceptional and design a plan to get you there!



### What are my priorities and deadlines?

Knowing these can help you as you prioritize minimal time.

### What resources are available?

If you know what your resources are, you will know what tools you have at your disposal and you will maximize your efforts by utilizing those tools.

### What costs are acceptable?

Knowing your boundaries will help you plan your strategies of attaining your goals.



### How does what I do relate to other people?

What is the broader picture in which you have to work? What is the political climate? What is the social climate? Who are change agents? Power actors? Opinion leaders?

Welcome to Time Managers! This is the third in a series of bulletins on managing time. These bulletins are for youth and adults working with youth. Each bulletin gives ideas and provides activities on how to help manage limited time.



Time is of the essence. Time is all we have. Time is running out. Time. Time. Time. For any leader, time is a limited and precious resource. There is no way to recover time that we have wasted. We can't speed it up, slow it down, or stop it. In any case, as leaders, we can only find a way to make the most of it.

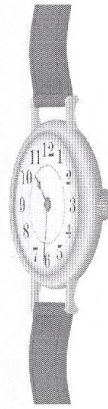
One way we can manage our time, is to identify our priorities and focus our time.

Prioritizing your time is a three step process. First, you must decide what you enjoy; second, you must concentrate on your strengths; and third, you must understand how to be excellent at your job.



**What do you enjoy?**

An integral part of an individual's quality of life is whether or not they enjoy what they do for a living. Knowing what you like to do and what you don't like to do, will enable you to move your job in the direction of doing things you like. Research says that the more you like what you do, the more likely you are to do that job effectively.



**What are your strengths?**

As you move your job into an area that you enjoy, it is important to also identify things are you are good at, as well as areas where you are more challenged. As you move forward in your field, it makes sense to move into areas where your strengths are showcased and your weaknesses might not matter.

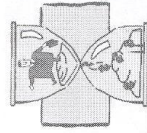
**Know how to be excellent at what you do!**

In order to concentrate on the right things as you do your work, it is important that you and your leaders or mentors are on the same page. To get, and remain on that page, you can ask the following questions according to Mind Tools:

([http://www.mindtools.com/pages/article/newHTE\\_o2.htm](http://www.mindtools.com/pages/article/newHTE_o2.htm))

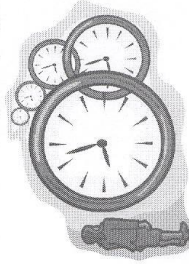
**What is the purpose of my job?**

This should start with a "To" statement, for example: To ensure a quality leadership conference is planned for the Commonwealth of Pennsylvania..."



**What are the measures of success?**

How do your supervisors define success broadly, and specifically to you? Find out what your key targets are and how you will be evaluated in your progress to reach them.



## TIME MANAGEMENT SKILLS FOR KIDS

Trying to create time management skills for kids can be a task if not properly implemented. There are several things to think about when trying to create a schedule and allow for playtime, while teaching your children about the importance of time management skills.

Kids, like adults, need to practice good time management skills. Kids often struggle with balancing multiple tasks in the course of a day. They need direction and guidance to stay on tasks. The benefits of implementing time management skills can last a lifetime.

Some of the benefits of time management skill building include helping your child learn responsibility at an early age, and helping him/her keep track of homework assignments and due dates. Kids often do well when they have a schedule of completing home chores.

One of the important lessons of time management skills for kids is that they also learn that there are consequences associated with not completing tasks as promised.

Buying or creating a responsibility chart helps to create a schedule for kids, and helps them to plan ahead and prioritize their tasks. The charts list such tasks as laundry, homework, helping with dishes, sports, and playtime.

Time management is about self management. Often kids will put off their homework until the last minute, and suffer negative consequences as a result. Although time management is very important to a child's development, so is allowing a child to be a child. They need to know that they are still able to play and have fun while building time management skills.

From: Time Management Skills for Kids  
[www.ehow.com](http://www.ehow.com)

## TIME MANAGEMENT TOOLS FOR KIDS

Helping children to develop time management skills requires patience, dedication, and a plan. Part of the plan is designing activities that will help children recognize their own potential. Another part of the plan is teaching your children, and yourself, the necessary tools to ensure time management skill success.

1. **Colour Coding** – choose different colours for different levels of importance. Help your child colour code their activities as reminders of their time management progress.
2. **Fun Time Keeper** – allow your children to select a fun clock or kitchen timer. This will help them monitor their own pace as they work and play.
3. **Positive Reinforcements** – if you believe that children should be rewarded for jobs well done, offer special rewards such as extra play time or stickers when children make good time management decisions.
4. **Daily Activities Log** – supply your children with blank notebooks and crayons/coloured pencils. Each day, allow them to record their daily activities with words or pictures to use as daily reminders of their time management goals.
5. **Visible Success** – using your colour coding system, make deciding the day’s activities a family affair. Make to-do lists on a dry erase board or chalkboard, and erase or mark through activities as they are completed. This helps children feel a sense of accomplishment as they go through a productive day.

From: Time Management Tools for Kids

[www.ehow.com](http://www.ehow.com)

## TIME MANAGEMENT ACTIVITIES FOR KIDS

Prioritizing and time management are some of the most important lessons of growing up. Children are never too young to begin developing an understanding of prioritizing. Using games is a fun approach to increasing a child's appreciation of time management practices.

- 1. Draw Pictures that Prioritize Daily Activities** – encourage children to make their own time management scale by dividing a blank sheet of paper into four (4) squares. Have them draw pictures of items or activities according to importance.
- 2. Organize Activity Materials** – use bins in different colours or colour code them, and invite your child to place his toys, chore materials, and schoolwork into different bins depending on their level of priority.
- 3. Play “Time Me”**- children often respond well to set boundaries. Set a kitchen timer as your child engages in chores, homework, and play time, to give an idea of how long each activity should take.
- 4. Let Your Child be Your Shadow** – allow your child to “shadow” you, as you go about your business during the day. Explain your choice of activity as you go along, and invite your children to make notes (or draw pictures). At the end of the day, talk together about how you chose your order of activities.
- 5. Play the “Time-Management” Game Show** – give your child a series of three (3) choices of daily activities. Ask her/him to prioritize the activities according to order of importance. Reward good choices with a fun activity or time together.

From: Time Management Activities for Kids

[www.ehow.com](http://www.ehow.com)

## 10 MEMORY BOOSTING TIPS

Do you have difficulty remembering information for tests? You are not alone! Here are ten (10) sure-fire ways to boost your memory:

1. **Use visual cues** to highlight notes and use the pictures in books to help you remember important information.
2. **Create visual images** to represent key concepts that you are studying by using simple clip art or line drawings or symbols.
3. **Colour code notes** – when taking notes, border important vocabulary, places and events with a coloured marker. Border the words in the shape of the word.
4. **Create silly songs** out of connected information such as historical events, a literary sequence of events, science system parts, and their function or sports rules.
5. **Read with a blank piece of paper** on the desk and mind map the story line, characters, and detail as you read.
6. **When reading, write down how you “feel”** about what is happening in the story on a piece of paper. When you connect what you are reading to how you feel, you will remember it better. The brain remembers emotion.
7. **Write down what you already know** about a topic before you study it. List three more things you want to know about the topic.
8. **The brain is social** – pair with a partner and spend five minutes reviewing using study cards. Use a kitchen timer to signal the end of review.
9. **Create visual diagrams** or flow charts of the step-by-step process for using machines, cooking, computer instruction, physical education games, body system process, etc...
10. **Create time sequence charts** with titles for major eras of history. Then create a mnemonic to represent the titles in sequence.

From: [www.cogentcatalyst.com](http://www.cogentcatalyst.com)



## 8 TEST TAKING STRATEGIES FOR STUDENTS – for teacher and parent use

Students continually face the challenge of testing during their school years. Some students are natural test-takers, while others struggle to show what they know on a test. Timed, standardized tests pose a significant challenge to students with learning difficulties. Many students have difficulty managing their time on a test, and some have difficulty interpreting multiple choice questions. Many students have little skill in preparing for tests. Here are eight strategies that will enhance your students' ability to do well on a test.

1. **Teach Students to Use Positive Self Talk** – if students think that a subject or class is too challenging, and expect to fail, they probably will fail.
2. **When Teaching, Break Information into Small Steps** – this makes the information look easier and less overwhelming.
3. **Ensure That Students Understand Test Vocabulary** – some words include: enumerate, compare, contrast, discuss, illustrate, define, etc...
4. **Teach Students Test Taking Tips** – underline key words (list, discuss, define, etc.). Put a checkmark next to blank questions.
5. **Teach Students Time Management Strategies** – take the time allotted for the test and divide it by the number of questions. Answer multiple choice before essays and budget more time for the essay questions.
6. **Watch Out for Dangerous Words** – the words: most, some, usually, often, generally, may and seldom are USUALLY the correct option.
7. **Have Students Design a Practice Test for Review Then Time Themselves While Taking It** – have them self-correct and then re-take the test to improve their scores and their test times.
8. **Remind Students to Review** right before they sleep at night.

From: Umm Studying...What's That? By Susan and Shivahn Fitzell  
[www.cogentcatalyst.com](http://www.cogentcatalyst.com)

## TEST TAKING STRATEGIES FOR LEARNERS

- 1. Understand test vocabulary** – know the meaning of words like enumerate, compare, contrast, discuss, illustrate, and define. Being comfortable with the vocabulary used on tests, your test scores will be higher.
- 2. Underline key words like list, discuss, and define** to better focus on what the question is asking. Mark questions that you don't answer immediately so that you can go back and find them later. Cross out obviously incorrect answers so they don't distract you.
- 3. Use time management strategies** – divide the time allotted for the test by the number of questions. Answer multiple choice questions before essay questions and leave extra time for essays. Before you run out of time, make educated, rather than random guesses.
- 4. Watch out for important words like most, some, usually, often, generally, may, and seldom.** They are USUALLY the correct answer.
- 5. Superlative words like every, all, none, always, and only** are USUALLY the incorrect option.
- 6. If a question ends with an,** the answer should begin with a vowel, especially on English tests. For instance, if the question is, "Snow White bit into an..."the answer is now going to be "B. banana", it will be A, apple".
- 7. An answer that repeats words** that are part of the question is more likely to be correct. For example, if the question is, Every year, the Red Cross collects blood at their annual...", the answer is probably "blood drive".

From: [www.cogentcatalyst.com](http://www.cogentcatalyst.com)

## NINE STUDY TIPS

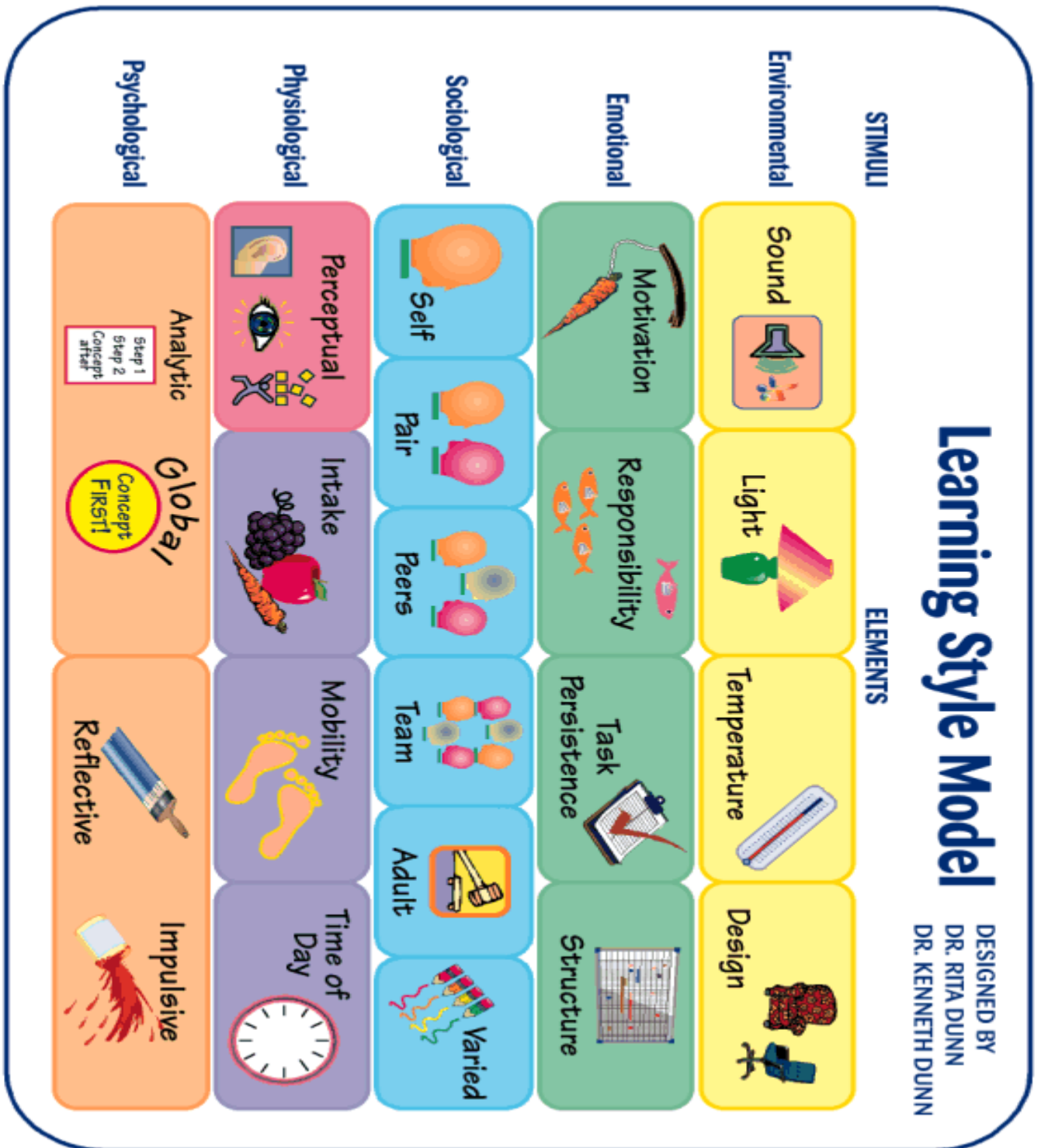
- 1. Find your study space** – everyone has their own idea about the best place to study. Find a space that works for you and stick with it.
  - Do you prefer to study in silence or listen to music?
  - Do you work better alone or with other people?
  - Do you like to study at home or at school/library/public location?
- 2. Be organized** – make sure you have all the materials you need in your study space before you start studying. Getting up to look for a pencil sharpener or ruler will break your concentration and waste your time.
- 3. Clear your mind** – if you've got a lot on your mind, take a moment to write yourself some notes about what you're thinking about before you start studying. This will help to clear your mind, and focus your thoughts on your work. It's also a good idea to keep some spare paper next to you while you're studying so if you think of anything you need to do later, you can write it down and put it out of your mind, and then get on with the studying.
- 4. Get motivated** – think about what it will mean for you if you do well in your studies. How will it make you feel? If you keep the end result in mind, it will help you stay motivated. You might like to find an image or a quote that represents success for you, and put it somewhere you can see it while you're studying.
- 5. Plan your time and use it well** – it helps to plan when you will study, and how you can make the most of your study time. Use a calendar, list of dates, or a wall planner to keep track of exam dates and assignment due dates. Plan ahead. Space out your study time each week for the whole term/semester – don't try to cram it all in the night before! Do the hardest work when you're feeling your best. Save the easy stuff for when you're tired. Set yourself a time limit for each task, and follow it.
- 6. Know your learning style** – most of us have a preferred way of learning. Get to know your learning style, and study in the ways you learn best.
  - **Auditory learners** learn by listening. If you're an auditory learner, you could try reading your notes aloud and discussing them with other people. You might like to record key points and play them back.
  - **Visual learners** learn by seeing. If you're a visual learner, you could use colours in your notes and draw diagrams to help represent key points. You could try to remember some ideas as images.

- **Tactile/kinesthetic learners** learn by doing. If you're a tactile/kinesthetic learner, you could use methods like role-playing or building models to revise key points.
7. **Use your notes** - taking detailed notes in class will save you a lot of time later. Re-writing and adding to your notes is a great way to revise what you've learned. Think up some practice exam questions or create your own flash cards to help you study. This way you learn it all twice: once when you make the study materials, and twice when you use them to review.
  8. **Test yourself** – don't wait for an exam to test your knowledge – test yourself first. Get a friend or family member to quiz you on key concepts, or offer to help other students with their work. It's a great way to get confident with what you do know, and find out what you still need to learn.
  9. **Take time out** – you study better when you're feeling good. So make sure you eat well, and get enough sleep. Exercise is great, but don't overdo it. It's also a good idea to schedule regular breaks when you're studying, and keep hydrated. You'll study better if you take care of yourself.

#### **Come up with your own strategies**

Remember – these tips are only some of the things that you can do to get the most out of your studying. There might be other things that work even better for you. Ask around – find out what your friends do when they're studying – maybe some of their tricks will work for you too. Teachers have good recommendations too – ask them.

From: Youth Central – Study tips, study techniques, and study help  
[www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)



## **THE 12 BRAIN RULES, ILLUSTRATED**

**[WWW.BRAINRULES.NET/ABOUT-BRAIN-RULES](http://WWW.BRAINRULES.NET/ABOUT-BRAIN-RULES)**



**EXERCISE | Rule #1: Exercise boosts brain power.**



**SURVIVAL | Rule #2: The human brain evolved, too.**



**WIRING | Rule #3: Every brain is wired differently.**



**ATTENTION | Rule #4: We don't pay attention to boring things.**



**SHORT-TERM MEMORY | Rule #5: Repeat to remember.**



**LONG-TERM MEMORY | Rule #6: Remember to repeat.**



**SLEEP | Rule #7: Sleep well, think well.**



**STRESS | Rule #8: Stressed brains don't learn the same way.**



**SENSORY INTEGRATION | Rule #9: Stimulate more of the senses.**



**VISION | Rule #10: Vision trumps all other senses.**



**GENDER | Rule #11: Male and female brains are different.**



**EXPLORATION | Rule #12: We are powerful and natural explorers**

# Facilitator Support Information

## Lesson 7

Websites

1. [www.cogentcatalyst.com](http://www.cogentcatalyst.com)
2. [www.marigold.ab.ca](http://www.marigold.ab.ca)
3. [http://www.brainrules.net/pdf/brainrules\\_summaries.pdf](http://www.brainrules.net/pdf/brainrules_summaries.pdf) - provides a summary in PDF of the 12 brain rules.



## Lesson Eight – What Does the Future Look Like?

Lesson 8 consists of 3 activities. The school system with younger children is fairly straightforward and there is a greater ability for flexibility and adjustment for different levels of knowledge. Once the children start at the junior high and high school level the differences in how things are set up become dramatic. The lesson is designed to give the parents information on what the system looks like in the future so they are better able to plan and to approach the new systems with prior knowledge.

### LEARNING OBJECTIVES – LESSON 8

1. To provide knowledge for adult participants on the school program and systems in the future . (Junior High and High School)
2. To create an awareness with adult participants and children of the importance of lifelong learning as an essential skill

Facilitators Materials	<input checked="" type="checkbox"/> Participants Materials	<input checked="" type="checkbox"/>
Magazines, glue		
Paper		
Scissors		
Guest speaker – high school teacher or counselor with knowledge of how system is set up as well as knowledge of differences (in general terms)		

### Lesson 8 Activity 1

Split the adults and children into two groups, one instructor facilitates the adults and another the children

#### Adults

- Guest speaker – look for a high school teacher or counselor with knowledge of how system is set up as well as knowledge of differences (in general terms)  
Speaker will share information on what school looks like in Junior High and High School – from school perspective – this would include explanation of credits, how they name the classes, expectations like portfolios, homework etc. remind parents about the web site that provides information on each of the grades.  
<http://www.learnalberta.ca/content/mychildslearning/>
- Ensure time for the questions from parents
- Make sure to reinforce the concept of lifelong learning and that it will be a continuum for their children as well as themselves when it comes to learning and career planning.



**Children**

- Discussion with children - “What am I going to be when I grow up?” - What skills do I need? Relate back to the skills (poster)
- Have material available for child to create collage of what they want to be when they grow up?

**Lesson 8 Activity 2 (children)****Children**

- Depending on age and skill level of child use the different activities found in the Handout section of lesson 8. The handouts in this section are samples of what is available on the following web site and the link to download them is at the top of each page. Lots more available. [www.kidsworld.com](http://www.kidsworld.com)
- 4 are included – 2 for the younger ages, 1 for the older (Grade 6) and one that can be used at home using the library.

**Lesson 8 Activity 3: (adult and child)****Adult and children together:**

Child shares collage and essential skills needed for their chosen career with parent.

Evaluation:

Read the forms out and have the participants fill them in. Depending on language and literacy levels of the parents more or less explanation may need to be given. (see appendix)

**End of Lesson Eight – Review and Wind-up**

What topics did we cover this Lesson!  
Do parents have questions?

Wind up – Evaluation of the class  
Possible wind up activities;

- Go back to Essential skills pots and flags – did you build essential skills in this class? What are they?

# Handouts Lesson 8

Choose an Occupation

Let's Choose a Career

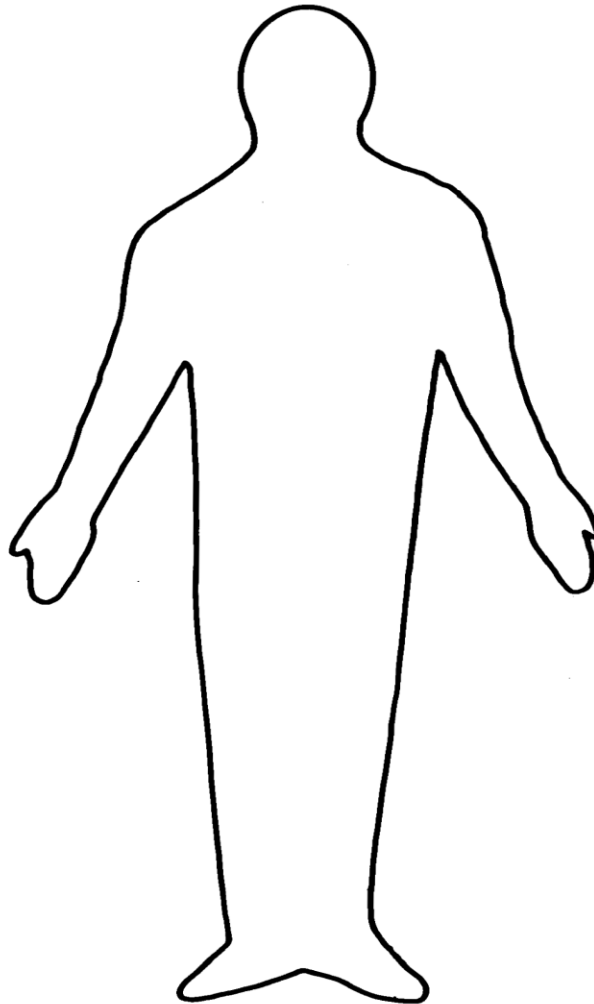
Community Helpers

The Seven Necessary Occupations

### Choose an Occupation

<http://www.teachervision.fen.com/social-studies/printable/45108.html>

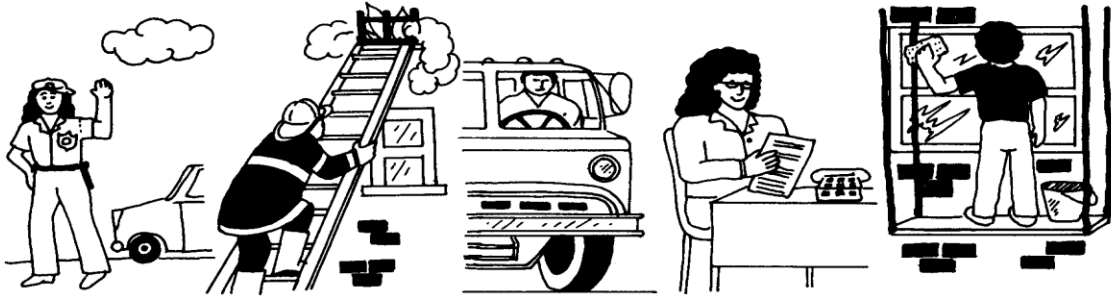
**Decorate the figure below for any occupation you choose. Then on the back of this sheet, list at least five responsibilities or things that this person must do for the job you have selected.**



# Let's Choose a Career

<http://www.teachervision.fen.com/social-studies/printable/29321.html>

Go to the library and find two books about the career you have chosen to study. Complete the statements below about your career choice.



The two books I selected are:

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

Now make a list of facts about the job you selected. If you need more space to write, use the back of this paper.

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### Community Helpers

<http://www.teachervision.fen.com/community-helpers/printable/29309.html>

Write the word that goes with each picture. Use these words:

DOCTOR

FIREFIGHTER

LETTER CARRIER

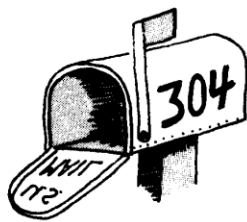
LIBRARIAN

BUS DRIVER

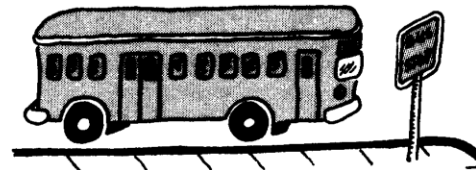
POLICE OFFICER

GARBAGE COLLECTOR

TEACHER



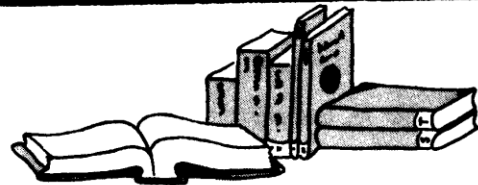
1. \_\_\_\_\_



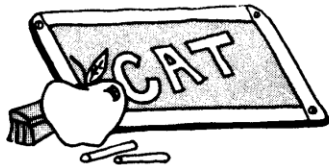
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

<http://www.teachervision.fen.com/career-counseling/printable/6090.html>

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### THE SEVEN NECESSARY OCCUPATIONS

Let's imagine for a while that the world had to start all over. Nothing exists but water, land, trees, animals, and 50 people whose ages range from 10 to 50. Trying to restart the world, your group of 50 has put you in charge of selecting the seven most necessary occupations to get the world going again. No training for any of these occupations is necessary.

In the spaces provided, list the seven occupations and the reasons why you'd select each one. The order of selection is not based on importance.

©1996 by The Center for Applied Research in Education

1. \_\_\_\_\_  
\_\_\_\_\_  
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2. \_\_\_\_\_  
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7. \_\_\_\_\_  
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\_\_\_\_\_

# Facilitator Support Information

## Lesson 8

Add information shared by guest.



# Appendix

How to make Juggling Balls!

Websites and Resources.

Logic Models

Evaluation Questions and methods

## Making Juggling Balls

Material: 12 inch latex balloons (different colors), wheat or bird seed, funnel, good scissors.  
Colors of balloons are personal choice. Note: black balloons bleed their color so do not put white or light color on top of black.

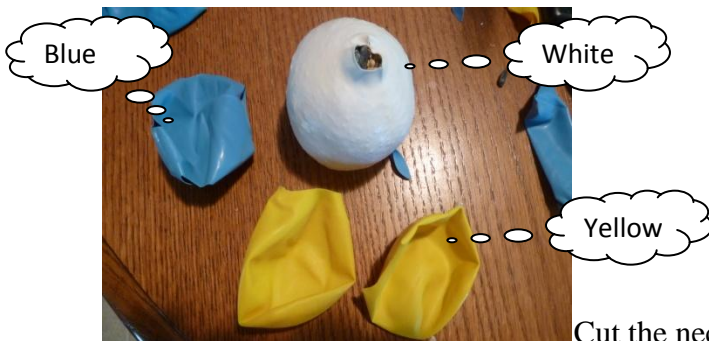


Each juggling ball needs 4 balloons.



White

Fill one balloon (white) with wheat/bird seed. The amount of seed used will determine the size of the juggling ball. Average size is about 1 cup of seed. Make sure you hold on to the neck of the balloon as you fill it – seeds will fly if you don't.



Cut the neck of the white filled balloon. Cut the necks off two balloons. (yellow) Cut the neck off the (blue) balloon and then cut small half moons on each of the sides and the bottom of the balloon.



Yellow

Stretch one of the yellow balloons over the filled ball so that the hole is covered up and seeds are contained.



Yellow

Stretch the other yellow balloon over the ball.



Blue

Stretch the blue balloon (gently) over the yellow ball to cover up the space where the stem was cut from the balloon.



Keep in a plastic bag and out of the sun. Balls are strong but won't survive the dog.  
Balloons are Latex – ask about allergies!

1. Study Guides and Strategies <http://www.studygs.net/>
2. Fact Monster – study skills, strategies, etc. <http://sf.factmonster.com/> (American)
3. Marigold Library System: [ww.tracpac.ab.ca](http://ww.tracpac.ab.ca)
4. <http://www.collectionscanada.gc.ca/education/008-2011-e.html> - studying
5. Essential Skill Guide – found on Literacy for Life website – numerous activities a poster and games that are available for all ages. Match the literacy skill learned to the essential skill <http://www.litforlife.com/resources/agency.htm>
6. <http://www.literacynl.com/essential/> - poster  
<http://www.wem.mb.ca/youth.aspx> - for youth – posters and information on essential skills

## Lesson

### Math Resources/Games

<http://greatmathsgames.com/>

[www.bglf.org](http://www.bglf.org)

<http://www.funbrain.com>

<http://eduweb.com/portfolio/gradeskto3.php>

<http://www.math.com/students/puzzles/puzzleapps.html>

<http://www.math.com/parents/articles/mathhome.html>

<http://www.mathisfun.com/>

<http://ca.ixl.com/math>

### History Resources/Games

<http://www.funtrivia.com/en/People/Elizabeth-II-14183.html> - trivia on Queen Elizabeth II

<http://www.collectionscanada.gc.ca/confederation/kids/index-e.html> - 9-13 yrs old

<http://www.funtrivia.com/quizzes/history/canadian.html>

<http://www.scholastic.ca/kids/stufftodo/> - [Canada close up Prov & Terr Drag and Drop puzzle](#)

<http://www.scholastic.ca/dearcanada/>

<http://www.scholastic.com/parents/>

<http://www.albertaprimetime.com/aroundalberta/Default.aspx>

<http://history.alberta.ca/historicsites/default.aspx>

<http://kids.nationalgeographic.com/kids/>

<http://www.collectionscanada.gc.ca/obj/008/f2/008-1000-e.pdf>

## **Resources**

<http://www.education.alberta.ca/parents.aspx>

<http://www.learnalberta.ca/content/mychildslearning/>

<http://schools.cbe.ab.ca/curriculum/library/elementary/social.html> [Calgary Board of Education](#)

<http://www.cic.gc.ca/english/pdf/pub/welcome.pdf> [Welcome to Canada](#)

<http://www.collectionscanada.gc.ca/education/008-4000-e.html> [PDF of Educational Resources](#)

Logic Model

LEAP

June 2012

Inputs	Activities	Outputs	Target Group	Short Term	Mid Term - Impact	Long Term - Impact	Success Indicator	Outcome /Tools	Evaluation Design
<p>Resources, Budget Lines</p> <p>Resources to pay 2 qualified instructors for direct instruction - 2 hours x 8 weeks x 4 sessions x 2 instructors</p> <p>Funding to pay for curriculum development - approximately 5 hours per lesson</p> <p>Funding to pay for meeting time for development and evaluation</p>	<p>Activities, tasks, and Strategies</p> <p>Focus on the nine essential skills needed for success in family, community and work - reading, writing, numeracy, document use, computer use, working together, lifelong learning, oral communication and problem solving.</p>	<p>Deliverables</p> <p>Development of a curriculum that is adaptable and flexible for families new to Alberta to support their integration into the Canadian learning culture and systems. 30 families will receive service in the initial pilot</p>	<p>Client</p> <p>Parents that are new to the Alberta that have school aged children (ECS to Grade 6)</p>	<p>Short Term</p> <p>Parents new to Alberta with school aged children (ECS to Grade 6) will have an increased understanding of tools and systems within the culture of the Alberta rural community that will support their children's learning and literacy (parenting, school issues, community supports, day to day expectations, work, health, financial literacy)</p>	<p>Mid Term - Impact</p> <p>Parents new to Alberta with school aged children (ECS to Grade 6) will use the tools and understanding of the systems within the culture of the Alberta rural community to support their children's learning and literacy (parenting, school issues, day to day expectations, work, health, financial literacy)</p>	<p>Long Term - Impact</p> <p>Parents new to Alberta will support their children's learning and literacy fostering healthy participation in the Canadian culture - Parents/caregivers encourage and support their children's learning.</p>	<p>Evidence of Success</p>	<p>Outcome /Tools</p> <p>*After Questionnaire -essential skills chart - self checking by parents</p>	<p>Data Measurement Design</p>
<p>Venues are safe, clean with adequate space. Provide in partnership with another community agency with the preference being one of the schools</p>	<p>parents and children will attend the program together - the groups will be split for part of the time where direct instruction is given to each group</p> <p>-the parents and children come together to implement the skills and knowledge learned</p>	<p>- 2 pilot programs will be offered in Okotoks (Sept - Dec 2012) for newcomers with English skills</p>		<p>Parents/caregivers have an increased awareness of factors needed for healthy learning in the home, community and work. (essential skills, play, attachment, relationships, learning styles, barriers to learning, movement and physical activity, positive learning environment)</p>	<p>Parents/caregivers create a healthy learning environment for their family.</p>	<p>Parents new to Alberta will support their children's learning and literacy fostering healthy participation in the Canadian culture - Parents/caregivers encourage and support their children's learning.</p>			

Logic Model

LEAP

June 2012

Inputs	Activities, tasks, and Strategies	Outputs	Target Group	Outcome Statements			Success Indicator	Outcome / Tools for measurement	Evaluation Design
				Short Term	Mid Term - Impact	Long Term - Impact			
<p>Development of partnerships with other agencies that could provide knowledge and support to parents</p> <p>This would include settlement agencies, libraries, schools</p>		<p>2 pilot programs will be offered in High River (Feb - April) for newcomers to Alberta with lower skills in using English</p>		<p>Parents/caregivers have an increased awareness of the correlation between parenting and learning (relationships, conflict)</p>	<p>Parents/caregivers have enhanced parenting skills</p>	<p>Parents/caregivers increase their own basic literacy and learning skills</p>	<p>80% of respondents will indicate they are more aware of how literacy and learning impacts on parenting.</p>		
<p>Handouts with knowledge of:</p> <ul style="list-style-type: none"> <li>- activities for home</li> <li>- essential skills</li> <li>- other supports</li> </ul>		<p>Curriculum will be available online for use by other literacy groups</p>		<p>Parents/caregivers feel their own literacy development is a critical factor in their role of developing their child's literacy and learning.</p>	<p>Parents/caregivers engage in further learning opportunities for themselves</p>	<p>Parents/caregivers increase their own basic literacy and learning skills</p>			
				<p>ESL Participants will have a greater understanding of the English words needed to understand the system. (Phase 2)</p>	<p>ESL Participants will use the English gained to support their child's literacy and learning (Phase 2)</p>	<p>Parents/caregivers increase their own basic literacy and learning skills</p>			

Logic Model

LEAP

June 2012

Inputs	Activities	Outputs	Target Group	Outcome Statements	Success Indicator	Outcome / Tools	Evaluation Design
Resources, Budget Lines	Activities, tasks, and Strategies	Deliverables	Client	Short Term To increase LEL's expertise and tools to support the parents new to Alberta Mid Term - Impact LEL will have expertise and tools developed that will be used to support parents new to Alberta Long Term - Impact Literacy for Life will support parents new to Alberta with quality, relevant programs.	Evidence of Success	Tools for measurement	Data Measurement Design



Date: \_\_\_\_\_

Class: \_\_\_\_\_

1. My English skills are better since I started the class.

Yes  No

2. I can now: Circle yes or no for each of the things you can now do because you were part of the class.

Talk to more people in a store	yes	no	
Talk with the doctor	yes	no	
Talk with teachers at my child’s school	yes	no	n/a
Read English signs in the community	yes	no	
Follow spoken directions in English	yes	no	
Follow written directions in English	yes	no	
Read food labels in the store	yes	no	
Read a medicine label (like Tylenol)	Yes	no	
Know how to use games to help my child learn	Yes	no	

2. Did the (program) provide you with more information about other literacy and learning programs and other supports and services in your community that can help you?

Yes  No

3. The things I learned in the class will help me parent my child or children yes no

4. Play is important for learning for all ages! Yes No

### What are Essential Skills?

Check off yes if your skills have increased/improved after participating in our program.

Yes	No	ESSENTIAL SKILL	How they are used	WORKPLACE EXAMPLES	COMMUNITY EXAMPLES
		<b>Reading</b> Understanding materials written in sentences or paragraphs (e.g. letters, manuals)	> Scan for information over all meaning. > Read to understand, learn, critique or evaluate.	An airline sales agent reads notices on a computer screen, such as special handling requirements or weather information.	You may use this skill to understand a lease agreement for a new apartment.
Yes	No	<b>Document Use</b> Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.	> Read signs, labels or lists. > Understand information on graphs or charts. > Enter information in forms. > Create or read drawings.	A bricklayer interprets blueprints to determine the height, length and thickness of walls.	You may use this skill when referring to a bus schedule to plan an outing.

<b>Yes</b>	<b>No</b>	<b>Writing</b> Communicating by arranging words, numbers and symbols on paper or a computer screen.	<ul style="list-style-type: none"> <li>&gt; Write to organize or record information.</li> <li>&gt; Write to inform or persuade.</li> <li>&gt; Write to request information or justify a request.</li> <li>&gt; Write an analysis or a comparison.</li> </ul>	Human resources professionals write recommendations on issues such as workplace health and safety.	You may use this skill to complete an application for a credit card.
<b>Yes</b>	<b>No</b>	<b>Oral Communication</b> Using speech to exchange thoughts and information.	<ul style="list-style-type: none"> <li>&gt; Provide or obtain information.</li> <li>&gt; Greet, reassure or persuade people.</li> <li>&gt; Resolve conflicts.</li> <li>&gt; Lead discussions.</li> </ul>	Office clerks take messages and share information by phone and in person.	You may use this skill to explain a food allergy to a server at a restaurant.
<b>Yes</b>	<b>No</b>	<b>Working with Others</b> Interacting with others to complete tasks.	<ul style="list-style-type: none"> <li>&gt; Work independently, alongside others.</li> <li>&gt; Work jointly with a partner or helper.</li> <li>&gt; Work as member of a team</li> <li>&gt; Participate in leadership activities.</li> </ul>	Municipal engineers work with technicians, inspectors, and suppliers to complete construction projects.	You may use this skill when working with volunteers to organize a fundraising activity.
<b>Yes</b>	<b>No</b>	<b>Thinking</b> Finding and evaluating information to make rational decisions or to organized work.	<ul style="list-style-type: none"> <li>&gt; Identify and resolve problems.</li> <li>&gt; Make decisions.</li> <li>&gt; Find information.</li> <li>&gt; Plan and organize job tasks.</li> <li>&gt; Use critical thinking.</li> <li>&gt; Use memory.</li> </ul>	Paramedics diagnose a patient's condition based on medical charts and their own observations. They use their judgment to start an appropriate treatment plan.	You may use this skill to research and select courses at your local adult learning centre.

Yes	No	<b>Computer Use</b> Using computers and other forms of technology	<ul style="list-style-type: none"> <li>&gt; Use different forms of technology, such as cash registers or fax machines.</li> <li>&gt; Use word processing software.</li> <li>&gt; Send and receive emails.</li> <li>&gt; Create and modify spreadsheets.</li> <li>&gt; Use the Internet.</li> </ul>	Telephone operators use customized software to scan databases for telephone numbers or long distance rates.	You may use this skill when withdrawing or depositing money at an automatic teller making (ATM).
Yes	No	<b>Continuous Learning</b> Participating in an ongoing process of improving skills and knowledge	<ul style="list-style-type: none"> <li>&gt; Learn on the job.</li> <li>&gt; Learn through formal training or self study.</li> <li>&gt; Understand your own learning style.</li> <li>&gt; Know where to find learning resources.</li> </ul>	Retail sales associates improve their skills and knowledge by attending sales training and reading product brochures.	You may use this skill when attending a first aid course at a community centre.
Yes	No	<b>Numeracy - using numbers</b>	<ul style="list-style-type: none"> <li>&gt;giving change and buying items</li> <li>&gt;measuring</li> <li>&gt;time</li> <li>&gt;budgeting</li> </ul>	Numeracy is used in all aspects of daily life and includes telling time, measuring,	This skill is used in buying, selling, budgeting, time.

*Literacy for Life Foundation*

[www.litforlife.com](http://www.litforlife.com)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

