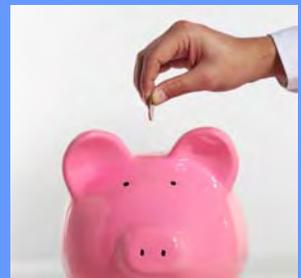




# Sharing Our Gifts



Build skills together and create a family scrapbook





# Acknowledgements

**The PEI Literacy Alliance thanks the following groups and people:**

- The Government of Canada's Office of Literacy and Essential Skills for providing funding to create, publish and distribute this guide
- Our Advisory Committee who guided our work on this project for two years. They are:
  - Catherine O'Bryan, Executive Director, PEI Literacy Alliance
  - Jinny Greaves, Project Coordinator, PEI Literacy Alliance
  - Nora McCarthy-Joyce, Writer and Facilitator
  - Erin Casey, Writer
  - Nishka Smith, Evaluator, Nishka Smith Consulting
  - Alaina Roach O'Keefe, Early Literacy Specialist, Department of Education and Early Childhood Development
  - Jane Arbing, Best Start Coordinator, CHANCES Family Centre
  - Kim McGrath Myers, Parent of five children and Youth Worker, Department of Social Services
- Colette Arsenault, la Société éducative de l'Île-du-Prince-Édouard and Yvette Arsenault who translated this guide into French



**Thank You**



# Sharing Our Gifts

Build skills together and create a family scrapbook



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# What is Sharing Our Gifts?

**Sharing Our Gifts** is a family project that builds skills, brings your family closer, and leaves memories.

**The goal** is to create an atmosphere of learning in your home. *It's never too early or too late to learn!*

Each person in your family will learn and practice their essential skills while doing fun and interesting things.

**When you are finished**, you will have a “scrapbook” you can add to and enjoy. This scrapbook will be unique to your family.



# Definitions

**Family literacy** refers to the whole family learning together. By reading to children and doing fun literacy activities, parents are keeping their own skills sharp.

**Family** can include parents, children, foster parents, caregivers, grandparents, aunts and uncles, cousins and friends. You can decide what family means to you.

**Essential Skills** are the basic skills needed to be successful at work, at home and in the community.

There are 9 essential skills we all must learn in order to be successful in life. They are:

1. Reading
2. Using documents
3. Writing
4. Numeracy or math
5. Oral communication
6. Thinking or problem solving
7. Working together
8. Using computers
9. Continuous learning

When our essential skills are strong, we are more ready for school, relationships, parenting, jobs and can take a more active part in the community.



## Definitions (continued)

**A scrapbook** is usually a book with blank pages used for the mounting and preserving of pictures, clippings, or other mementos.



However a **scrapbook** can also be:

- A binder
- A photo album
- A memory box
- A memory stick (for your computer)
- A mural or poster
- A bulletin board
- A recipe book
- Your fridge and some magnets
- A time capsule
- An art gallery on the walls and tables of your house
- A big picture collage
- A book you order online using your own photos (see resource list)

**Artifacts** are pictures, papers and other things that tell a story. Your artifacts are evidence – or proof – of the learning you have done as a family.

As you do activities together, you will collect artifacts to put in your scrapbook.



# Getting Started

## What will we get from using this book?

- **A plan** for fun family learning
- **A great time** playing and learning together!
- **A Family Scrapbook** that you can show family and friends and that you can look at and enjoy.



This book will help you get ready to create your family scrapbook.

We will begin with the 4 steps in the chart below. Each step includes an activity and a family talk. If your family is having a really good conversation, keep talking for as long as you want!

Steps	Approximate time needed
1. Find your strengths	30 minutes or more
2. Find your learning styles	30 minutes or more
3. Set goals	30 minutes or more
4. Make a plan	30 minutes or more

You may decide that your family will do one step a day or all of the steps on a weekend. It is up to you!





# Step 1: Find Your Strengths



## **Why is this activity important?**

Knowing each family member's strengths will help you choose activities your family will enjoy.

## **How long will this take?**

About 30 minutes

## **Who should take part?**

All family members

## **What do we need?**

Pencils or pens

## **What will we do?**

- **Read** the definitions below
- **Do** the *Strengths Activity*
- **Talk** together about each person's chart to see if anyone forgot anything or needs help

## **What Essential Skills will we practice?**

Reading, writing, numeracy, document use, oral communication, working with others, thinking skills and continuous learning

**Have someone in the family read the following definitions out loud:**

- **Skill** is something you are good at doing.
- **Knowledge** means the things you know about.
- **Attributes** are words used to describe someone. For example: He is clever, she is generous, he is creative, or she is honest.
- **Interests** are what you like, are good at or want to learn more about.



## How to fill out your Strength Chart

**Create your own unique chart** or use our example chart on the next page.

**Fill in your *Strengths Chart*** for each family member. Let each person write in his or her answers. Do one at a time or all at the same time.

**Brainstorm** about each person's strengths. Think about all the parts of his or her life and write down as many things as you can.

**Be creative** if you want to and draw pictures instead of writing words in the chart.

**With younger children**, ask questions to find out what they think their strengths are and fill in the chart for them.

**Do not be afraid** to toot your own horn or someone else's!

**Have fun and talk together** about your charts after you've filled them out. Has anyone forgotten any thing?



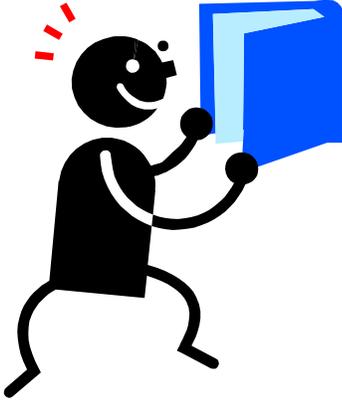
# Example Strengths Chart

You can recreate this using a pen and paper or create your own unique chart.

Strengths Chart	
Your Name	
Your Skills	I am good at:
Your Knowledge	I know a lot about:
Your Attributes	I am (describe yourself using only positive words):
Your Interests	I like:



# Step 2: Find Your Learning Styles



## **Why is this step important?**

Knowing each family member's learning style will help you choose activities that are fun and challenging.

## **How long will this take?**

About 30 minutes

## **Who should take part?**

All family members

## **What do we need?**

Pencils or pens

## **What will we do?**

- **Read** the information about learning styles below
- **Do** the *Learning Styles Chart*
- **Talk** together about each person's learning style

## **What Essential Skills will we practice?**

Reading, writing, numeracy, document use, oral communication, working with others, thinking skills and continuous learning

## **What are learning styles?**

Learning styles are ways of learning. They do not tell about our abilities or how smart we are.

We all learn by watching, listening, talking, touching, doing and reading. Some of us prefer one way of learning over another.

We tend to explain things to others using our own preferred learning style.

We can all learn and explain things in each style. It is good to practice each style so that we can be more flexible.



## **There are three main learning styles:**

1. *Visual* - learn through seeing.
2. *Auditory* - learn through listening.
3. *Kinesthetic* and *Tactile* - learn through doing and touching.

## How to fill out your Learning Style Charts

The chart on the next page will help you find your preferred learning style.

**This chart is for anyone 12 years or older.**

It is not helpful to identify young children's learning styles as they are still growing and changing.

**Each learning style is in a different colour:**

- Yellow - Visual
- Green - Auditory
- Pink - Kinesthetic and Tactile



**Instructions:**

1. **Read each question.**
2. **Put a check mark** in a box if you say "yes" to that question. Check as many boxes as you want.
3. **Count your check marks** and total them for each colour or column.

The learning style with the most check marks is your preferred learning style. You might have more than one style!

**For younger children**, simply talk with them about how we all learn by watching, listening, talking, touching, doing and reading.



## Learning Style Chart

Questions	Visual (seeing)	Auditory (listening)	Kinesthetic and Tactile (doing)
When you spell, do you...	picture the word <input type="checkbox"/>	sound out the word <input type="checkbox"/>	write the word down <input type="checkbox"/>
When you talk, do you...	dislike listening too long <input type="checkbox"/>	enjoy listening but are eager to talk <input type="checkbox"/>	talk with your hands <input type="checkbox"/>
When you concentrate, do you get distracted by...	a mess <input type="checkbox"/>	noise <input type="checkbox"/>	activity around you <input type="checkbox"/>
When you meet someone new, do you...	forget names but remember faces <input type="checkbox"/>	forget faces but remember what you talked about <input type="checkbox"/>	remember what you did together <input type="checkbox"/>
When you contact people, do you prefer to talk....	face to face <input type="checkbox"/>	on the phone <input type="checkbox"/>	while you walk together <input type="checkbox"/>
When you read, do you like...	descriptive scenes <input type="checkbox"/>	dialog and conversations <input type="checkbox"/>	action stories (or are not a keen reader) <input type="checkbox"/>
When you learn something new, do you like to...	see pictures or charts <input type="checkbox"/>	have someone explain it <input type="checkbox"/>	jump right in and try it <input type="checkbox"/>
When you put something together, do you...	look at the directions <input type="checkbox"/>	have someone explain it <input type="checkbox"/>	figure it out on your own <input type="checkbox"/>
When you need help with the computer, do you...	use the Help option <input type="checkbox"/>	call the help desk or ask a friend <input type="checkbox"/>	keep trying on your own <input type="checkbox"/>

*This chart is adapted from Karen Ford Doyle's publication "Learning Styles."*

## Let's Talk!

Together, talk about your preferred learning styles.

### Here are some questions to get you started:

1. Does anyone have an example of when learning was easy?
  - Why do you think it was easy?
  - What teaching style was used?
  - What learning style did you use?
2. Does anyone have an example of when learning was hard?
  - Why do you think it was hard?
  - What teaching style was used?
  - What learning style did you use?



# Step 3: Set goals



## **Why is this step important?**

Setting goals will help you to follow through with the activities you and your family want to do.

## **How long will this take?**

20 to 30 minutes

## **Who should take part?**

All family members

## **What will we need?**

Pencils or pens

## **What will we do?**

- **Read** Why are goals important?
- **Do** the *Personal and Family Goals Activity*
- **Talk** together about each person's goals and make family goals

## **What Essential Skills will we practice?**

Reading, writing, numeracy, document use, oral communication, working with others, thinking skills and continuous learning

## **Why are goals important?**

Goals are things we want for ourselves or for our family.

Parents work very hard to make a good life for their children. Life is busy and often children, work and other things come first.

Setting goals will help remind you what you want and to take steps, no matter how small, toward that goal.

By setting and meeting learning goals as a family, you show children how to be successful in school, work and life.



## How to fill out your Goals Charts

Before you start this activity look back at the activities you have already done:

- Strength Chart
- Learning Style Chart

### Instructions:

1. **Create your own unique chart** or use our example chart on the next page.
2. **Fill out Goals Charts.** Each family member can fill his or her own chart in. Write or draw one or more things in each circle.
3. **Help each other** think of things to put in each circle. Use your past activities to help you.
4. **Compare your charts.** Do you have anything in common?

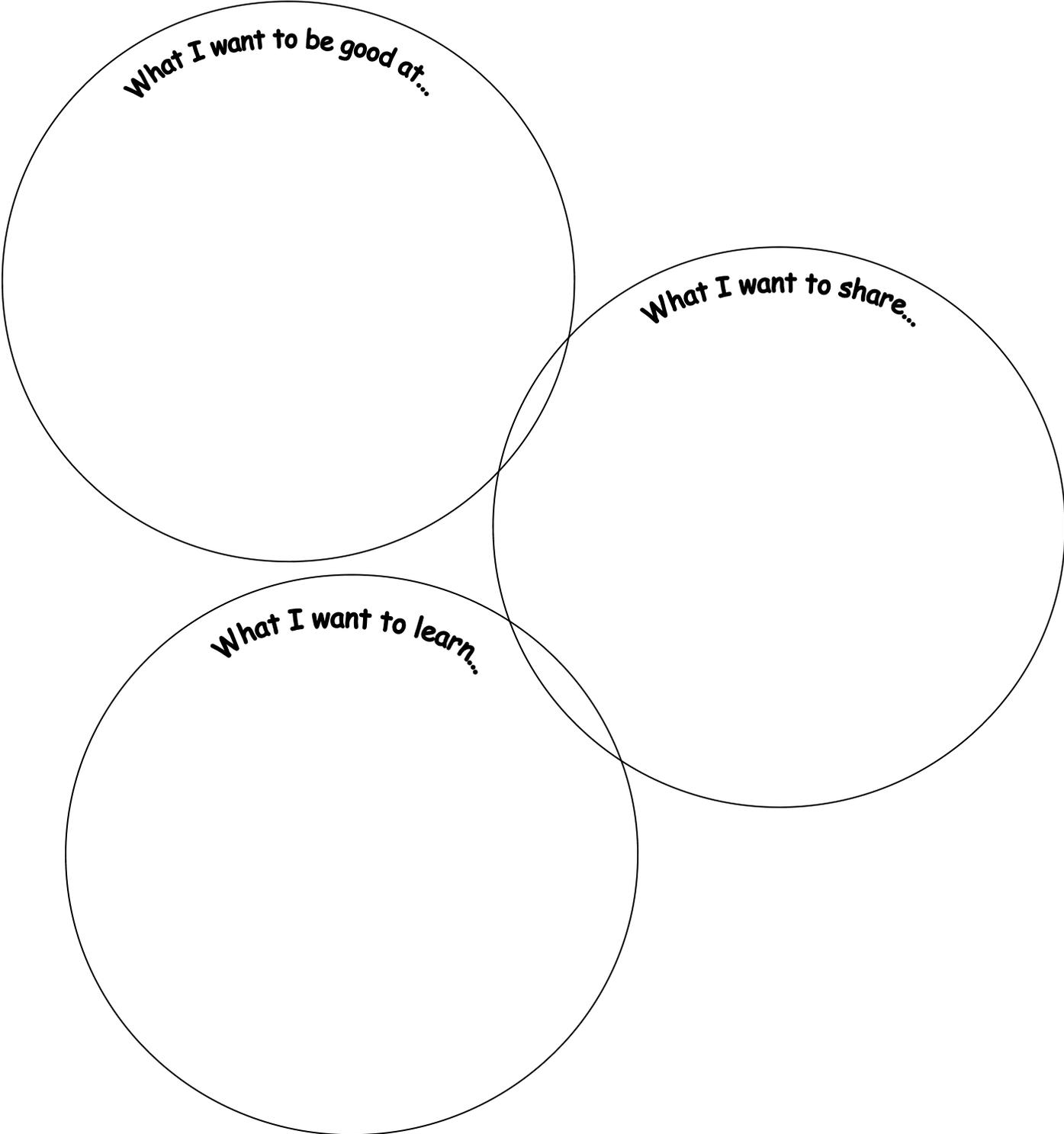
### Tip

You can create one big family chart where everyone writes in the same circles. Ask each person to use a different coloured pen or pencil so that you can see who wrote what.



# Example Goal Chart

Write or draw one thing in each circle. You can recreate this using a pen and paper or create your own unique chart.



## Let's Talk!

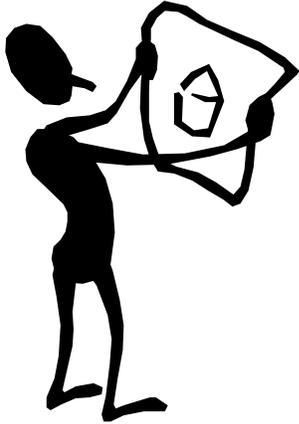
After you have filled out your Goals Chart, brainstorm together and write down how each person can use their strengths to improve their own skills and help others.

### Here are some questions to get you started:

- What first step can each person take toward one of their learning goals?
- What are some activities you can do together as a family?
- What are some activities each person can do on their own?
- Can you learn from each other?



# Step 4: Make a Plan



## **Why is this step important?**

A plan will help you make time to do important family activities.

## **How long will this take?**

30 minutes or more

## **Who should take part?**

All family members

## **What will we need?**

Pencil and paper or a computer

## **What will we do?**

- **Read** *Why it's important to make a plan*
- **Look** back on what you've done so far
- **Create** *your plan.*

## **What Essential Skills will we practice?**

Reading, writing, numeracy, document use, oral communication, working with others, thinking skills and continuous learning

## **Why it is important to make a plan**

If you have a plan that everyone helped make, you are more likely to reach your goals. A plan that the family can look at, touch, and add to is a great way to keep goals in mind and to track your accomplishments! A plan helps you get organized so that you can fit family learning into a busy day.

Many of the family activities you already do can be part of your plan. Shopping and going for walks can be learning times. So are camps, lessons and family trips.

## **Look back at what you have done so far**

Look at your *Goals Chart notes* from the last activity and think about what you will do each week. Think about what you have talked about as a family.

Decide what activities you will commit to doing as a family and each on his or her own. Remember to talk about and share individual activities.

## How to create your plan

Use the next page to help your family get started.

Your plan could be anything that keeps you on track to meet your family goals. Here are some suggestions:

- **A to do list**
- **A calendar** with scheduled activities
- **A poster** with pictures and drawings of what you want to do this summer
- **A jar** with activities you want to do written on slips of paper. You can each take turns drawing one for a surprise activity
- **A map** showing all the places you want to visit this summer in your neighbourhood, town, or province



### Supplies

Gather any supplies you need to make your plan.

### Time

Talk about how much time you can spend each week on fun activities. We recommend 20 to 30 minutes 5 times a week. Or you can plan longer field trips or special activities on weekends.

**Take a picture or make a copy** of your plan and put it in your Family Scrapbook!



### Tips for making your plan:

- **Keep your plan** simple and realistic.
- **Keep your plan** on the fridge door or on the wall where everyone can see it and use it.
- **Use fun stickers** on the plan to show that you did a family activity.
- **Be flexible.** If something is not working, change it.
- **Use the computer** to create a plan. Often, children are better on the computer than adults. This may be an opportunity to learn from your children.





# Step 5: Collect Artifacts



## Why is this step important?

It builds confidence when you have something to look at that you can say “wow, look what I did” and feel proud.

## How long will this take?

As much time as you want to spend

## Who should take part?

All family members

## What will we need?

At the very least pens, pencils and paper

## What will we do?

- **Read** *What are artifacts?, How to create a scrapbook, and Things you might need*
- **Decide** what your scrapbook will look like
- **Create** your scrapbook

## What Essential Skills will we practice?

Reading, writing, numeracy, document use, oral communication, working with others, thinking skills and continuous learning

## What are artifacts?

Artifacts are items, pictures, papers and other things that tell a story. Your artifacts are evidence of the activities and learning you have done as a family. We suggest you put your artifacts in a scrapbook.

### Examples of artifacts:

- Stories and poems
- Lists of books you have read
- List of games played
- Score sheets
- Certificates for completed courses or classes
- Drawings
- Documents you created on the computer
- Pictures of your family doing fun activities
- Pictures of crafts or art made
- Recipes

### Your first artifacts:

- Strengths Charts
- Learning Styles Charts
- Goals Charts
- Your plan

## How to create a scrapbook

To create a scrapbook you will:

1. Do family activities
2. Collect artifacts from these activities
3. Store your artifacts in a special place called a scrapbook



### Things you might need:

- Things to read (books, magazines, flyers, comics, newspapers, etc.)
- Paper and pencils
- Games or playing cards
- Drawing or craft supplies
- Binder, sheet-protectors and hole-puncher (to make a scrapbook with a binder)
- A box (to be the scrapbook)
- Library card (these are free at the library!)
- Camera

You do not have to have all of these things but paper and pencils are a good idea.

### Tips:

- Use a box or empty drawer to store artifacts in until you are ready to put them in your scrapbook.
- If you are using a binder you can use plastic page protectors to hold papers and pictures.
- Take photos or make drawings of things that will not fit inside your scrapbook.
- If you are using a memory box or time capsule, decorate it.



# Step 6: Reflect, Share and Celebrate!



## **Why is this step important?**

Everyone will feel a sense of pride and be encouraged to keep learning.

## **How long will this take?**

As much time as you want to spend

## **Who should take part?**

All family members

## **What will we need?**

Your scrapbook

## **What will we do?**

- **Reflect** on what you have done
- **Share** your scrapbook with friends and family
- **Celebrate** what you have done

## **What Essential Skills will we practice?**

Reading, writing, document use, oral communication, thinking skills, and working with others

## **Reflect**

Every month or two sit down together and look through your scrapbook. Talk about what you liked and what you learned. Is this something you would like to keep working on? You can build on this scrapbook, or start a new one each year.

## **Share**

Keep your scrapbook out where everyone can see it. Show it to your relatives, friends and teachers.

## **Celebrate!**

When you have met your goal, celebrate! You can:

- Make certificates for each other, showing that you have finished part or all of the scrapbook. You can do these by hand or on the computer.
- Have a little party or special meal to celebrate your accomplishments.
- Have an art show and invite friends and family to see your artifacts and pictures.
- Post pictures of your activities or artifacts online to share with friends and family.



### **Enjoy the Memories**

Years from now, your family will be able to come back to this scrapbook and look at what you created when you were younger.

Your children may do similar family literacy activities with their children because they were taught to value family literacy and to create an atmosphere of learning in the home.

**Do you have any feedback or stories you would like to share with us?**  
We would love to hear from you. You can reach the PEI Literacy Alliance at 1-866-827-3620 or [peila@eastlink.ca](mailto:peila@eastlink.ca).

# Resources

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- Tourism Centres
- Schools
- Sports and Recreation Organizations
- Information
- Education Programs

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- Topics That Interest You
- [www.games.com](http://www.games.com)
- Family Card Games
- Family Dice Games
- Understanding Essential Skills
- Essential Skills Indicator

# 1. Phonebook

A phonebook is a great resource.

In the government pages you can find a list of:

- **Public Libraries** have story time for young children during the week. Some also have lectures and talks for adults. These are usually free. Some libraries offer English and French courses. All libraries have computers you can sign up to use for free.
- **Tourism Centres** will have lots of information about activities and programs in your area. They can tell you about art galleries, museums, festivals and special events in your community.
- **Schools** offer continuing education courses for adults in subjects such as sports, arts, music, languages, computers, sewing, or cooking. There is usually a small fee. Call the School Board in your area to find out what courses are being offered where.
- **Sports and Recreation Organizations**
- **Information** You can call a general phone number to find out more about programs and services in your community.
- **Education Programs**  
Here you will find phone numbers to call about adult education such as getting your General Educational Development (GED) Certificate. There are also phone numbers here for learning English as an additional language.



## 2. Websites

There are many great websites where you can find ideas for family literacy activities. Most libraries have computers you can use.

On our website, [www.pei.literacy.ca](http://www.pei.literacy.ca), you will find *Ideas for Family Literacy Activities* under our *Family* page.



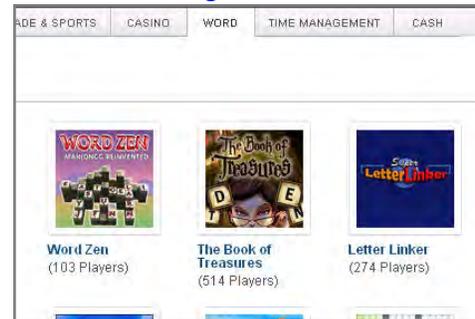
Here are some ideas to search for in [www.google.ca](http://www.google.ca):

- **Topics That Interest You**  
For example you can search your favorite musician, a hobby or a new recipe you would like to try.
- [www.games.com](http://www.games.com)  
Scroll down and choose the **word** tab for fun word games. Click on the game you want to play and then click on **play as a guest**. Bookworm is a great game for adults and children.
- **Family Card Games**  
You will find instruction on how to play many games using one deck of cards.
- **Family Dice Games**  
You will find instruction on how to play many games using dice.
- **Understanding Essential Skills**  
You can read more about the essential skills.
- **Essential Skills Indicator**  
You can do quizzes to determine what essential skills you are good at and which ones you should practice more.

[www.google.ca](http://www.google.ca)



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



[www.hrsdc.gc.ca](http://www.hrsdc.gc.ca)

