

Connecting Families through Community :

An English as a Second Language (ESL)
Family Literacy Research Project

PARENT'S GUIDE

Module 1

Canada

Module plan:

- What you already know about Canada
- What you want to know about Canada
- Your rights as a Canadian
- **Parents and children together**
 - What do you like/dislike about Canada?
 - Feeling good about your new home

What do you already know about Canada?

What do you know about Canada? Write a word or sentence that tells what you know.

Example: Canadian weather – Winter is cold.

1. Canadian weather
2. Canadian banks
3. Canadian shopping
4. Canadian schools
5. Canadian health care
6. Canadian people
7. Canadian geography
8. Canadian government

Talk with a partner.

- Which ideas are the same?
- Which ideas are different?

What do you want to know about Canada?

Question words:

Who

What

Why

When

Where

How

Write three questions you have about Canada.

- 1.
- 2.
- 3.

Ask your questions to your partner. Listen to your partner's questions. Can you answer each other's questions?

Where can you find answers to your questions about Canada? Write them here.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What do you think other newcomers should know about Canada?

- 1.
- 2.
- 3.

Role-play:

A: Excuse me, my name is Su and I am new in Canada.

B: Hello Su, I'm Mengke. Can I help you ?

A: Yes, what time do the stores open?

B: They open at 9:00 am. Big stores open at 8:30 am.

A: Thank you. Is there anything more I should understand about Canada?

B: Well, it snows a lot in winter and driving can be dangerous. Put snow tires on your car.

A: OK, thank you.

Places to find information about Canada

When you have questions, there are many places to find information:

Other people like:

- your new neighbours
- other immigrants
- a teacher
- a police officer

Organizations like:

- Town or city hall
- Newcomer's association
- Government offices

Resources like:

- Telephone book
 - People: white pages
 - Government services: blue pages
 - Stores and other services: yellow pages

-
- Internet
 - Radio
 - TV
 - Books
 - Magazines

The internet is great place to start finding information about Canada.

Some great internet websites are:

Parks Canada - http://www.pc.gc.ca/progs/lhn-nhs/index_e.asp

Government of Canada -
<http://canada.gc.ca/home.html>

Structure of Canadian Government -
<http://canada.gc.ca/aboutgov-ausujetgouv/structure-eng.html>

Service Canada -
<http://www.servicecanada.gc.ca/eng/home.shtml>

Human Resources and Skills Development -
<http://www.hrsdc.gc.ca/eng/home.shtml>

Health Canada - <http://www.hc-sc.gc.ca/index-eng.php>

Public Service Commission (Jobs with the Federal Government) - <http://jobs-emplois.gc.ca/index-eng.htm>

CBC News - <http://www.cbc.ca/>

Benefits for Canadians -

<http://www.canadabenefits.gc.ca/f.1.2ch.4m.2@.jsp?lang=eng>

Job Bank - <http://www.jobsetc.gc.ca/eng/>

Passport Canada -

<http://www.passportcanada.gc.ca/>

Citizenship and Immigration Canada -

<http://www.cic.gc.ca/english/index.asp>

Canadian Charter of Rights and Freedoms -

<http://www.charterofrights.ca/language.php>

Your Rights as a Canadian

In Canada, everyone has rights as outlined in the Canadian Charter of Rights and Freedoms. If you want to read it, you can find it at http://www.charterofrights.ca/en/02_00_01. It is translated into a few languages.

Equality rights: -equal treatment for everyone
-equal protection and help with the law

Democratic rights: -the right to participate in political activities
-the right to vote
-the right to be elected to political office

Legal rights: -the right to be considered innocent until proven guilty
-the right to have a lawyer and to be informed of that right
-the right to an interpreter in a court proceeding

Mobility rights: -the right to enter and leave Canada
-the right to move to another province
-the right to live outside Canada

Language rights: -the right to use either English or French with Canada's federal and provincial governments

Minority language education rights: -the right to receive education in French or English

What do you like/dislike
about Canada?

With your child, think about all the things you like about Canada.

The things we like about Canada are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

With your child, think about the things you dislike about Canada.

The things we dislike about Canada are:

- 1.
- 4.

2.

5.

3.

6.

Feeling good about your new home

Sometimes it's easy to feel good about a new place.

Sometimes it's very hard.

How can you make yourself feel better about these things?

Look at the list you made in Activity #4. Can you think of something you could do that might make you feel better about the things you dislike.

For example, if you dislike the cold, snowy winter you could:

- *Make sure you have plenty of warm clothes.*
- *Learn a winter activity like skating, skiing or curling so you can have fun in the winter.*

As a group, let's discuss some ways to feel better about the things you dislike about Canada.

**Things we
dislike**

**What we are going to do to feel
better about it**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Module 2 Identity

Module plan:

- Name Stories
- Sharing Family History and Culture
- Roles and Identity in Canada
- Dreams for the Future
- **Parents and children together**
 - Sharing Stories
 - Family Stories Interview

Name Stories

Think about your name. Where did it come from?

First, answer these questions:

1. What is your full name? _____
2. What do people usually call you? _____
3. Do you have a nickname? If so, what is it? _____

Second, share the story of your name with another parent in the group.

You might talk about:

- the meaning of your name(s)
- how your names were chosen
- any nicknames you have

Third, we will talk about your stories as a group.

A name can say a lot about us. It can tell other people:

- the culture or country were born in
- the family you belong to
- if you are male or female

What else do our names say about us?

Sharing Family History

First, discuss these questions with the other parents:

- Is it important to share stories about your life and your family history with your children? Why?
- How did you learn stories about your family?
- What stories about yourself or your family do you want to pass on to your children?

Second, think about the ways you share family history with your children.

Have you ever done these things with your children?

- Look at photo albums
- Tell stories about when your childhood
- Make a family tree and talk about the people on it
- Cook and share family recipes
- Tell your children their 'name stories

What ways do you like to share family history with your children?

Roles and Identity in Canada

Think about the different responsibilities you have in your life.

A role is a responsibility that you have in your life. Adults play many roles in their lives. For example, we may be parents, spouses, workers, learners etc.

First, list the roles you play in your life in Canada:

Second, discuss how you balance these different roles in your life.

Dreams for the Future

First, think about your dreams for yourself and your family. What do you think you will be doing 5 years from now? 10 years? 20 years?

Then, complete the following sentences:

I hope _____

I want _____

I dream _____

I believe _____

I wish _____

How do these dreams affect how you and your family live your life now?

Sharing Stories

Your child has drawn a picture and written a story to answer the question “Who am I?” Your child will share the picture and story with you.

This story is a language experience story. Your child has written in their own words about their own experience. This is an activity that your child might do at school and is one way to practice writing skills.

First, ask your child to draw a picture of a fun or exciting time in his/her life.

Second, ask your child to tell you about the picture. Ask questions.

Third, ask your child to make a short story about the picture. If your child wishes to, they can write the story down themselves, or you can write it. Write down his/her words underneath the picture. You can write in English or your first language, or both.

Fourth, read the story together. Practice it several times. Go back to the story another day, and ask your child to read it to you again.

Language experience story:

Draw a picture here and **write** about it on the lines below.



Family Stories Interview

First, your child will choose some questions to ask you. The questions could be:

- on flip chart paper
- the ones listed below
- your child's own questions

Possible interview questions:

- Where did you live when you were a child?
- What was your house like?
- Who lived with you?
- Who visited you?
- Who were your neighbours?
- What was your neighbourhood like?
- What was your favourite thing to do when you were a kid?
- Where did you go to school?
- What was school like when you were a kid?
- Did you have any favourite teachers?
- Where did you live when you first got married?
- Where did we live when I was a baby?

Second, answer the questions any way you feel comfortable. Speak in English or your first language, or both.

Third, talk to your child about the activity. Did you both enjoy it? Is it something you would do again?

Module 3

Recreation and Leisure

Module Plan:

- Syllable Count
- Word Parts
- Reading for Understanding
- Being Active
- Syllable Count II
- Word Parts II

Syllable Count

All words can be broken into separate parts or *syllables*.

A *syllable* is a part of a word that contains one vowel sound.

Breaking a word apart into syllables can help to read an unfamiliar word, or help to spell a difficult word.

1. Break down the word *recreation*.

rec / re / a / tion

Say the word and **clap** your hands as you break up the word *recreation*.

rec(clap) / re(clap) / a(clap) / tion(clap)

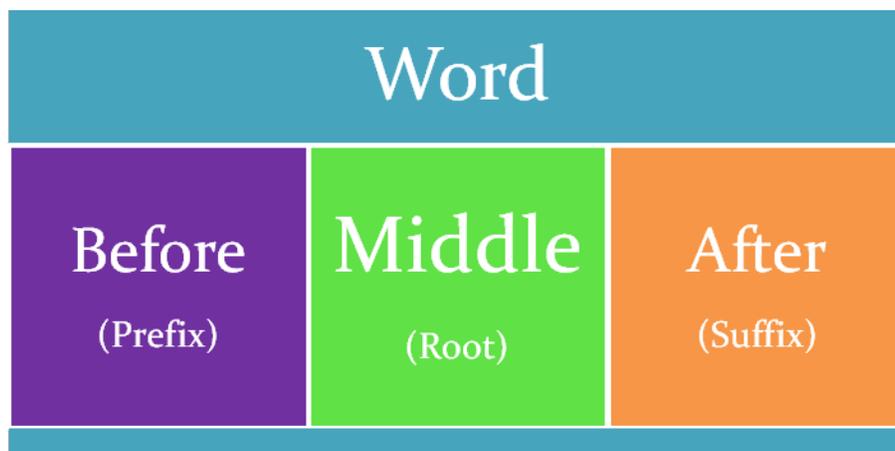
2. **Clap** the syllables of:

- your name _____
- your children's names _____
- the name of the person next to you _____

3. Practice breaking up the syllables using clapping to help. Write down your answers:

| | |
|-------------|-------|
| Taekwondo | _____ |
| Tennis | _____ |
| Soccer | _____ |
| Walking | _____ |
| Hiking | _____ |
| Library | _____ |
| Biking | _____ |
| Swimming | _____ |
| Bowling | _____ |
| Snowshoeing | _____ |
| Camping | _____ |

Word Parts



The **root** is the main part of the word.

cycle

Prefixes are added to the beginning of the word or root.

bicycle

Suffixes are added to the end of the word or root.

bicycling

Some prefixes:

- un-
- dis-
- im-
- non-

Some Examples of Prefixes:

1. Let's **pre**view the rules of the game.
2. It was an **un**believable day at the park.
3. I **dis**agree with the referee's call.
4. She will **re**play the winning goal in her mind.
5. That dance move seems **im**possible.

Can you think of any others?

Some suffixes:

- -ing
- -ed
- -er
- -ful

Some Examples of Suffixes:

1. David is a great soccer **player**.
2. That tennis match was **unbelievable!**
3. The library is a great place for **reading**.
4. What a **beautiful** beach day.
5. We camped at the National Park.

What are some more examples?

Let's practice!

Find and **circle** all of the **suffixes** and **prefixes** in this paragraph (taken from the Charlottetown Parks and Recreation Program Brochure.

http://www.city.charlottetown.pe.ca/pdfs/Program_Brochure.pdf)

Caregiver and preschooler program

Offered by Four Neighbourhoods Community Health Centre.

The program is designed for children - birth to 5 years of age to have interaction and a wonderful time with other children. It's a great chance for parents/care givers to meet their neighbours, to exchange helpful parenting tips and to develop a support network. Activities include stories, games, crafts & a nutritious snack. Please note that there is limited space in the program so you must preregister.

Reading for Understanding

The following strategies can be used when reading a new word:

- Reread the sentences that came before the word to look for a clue about the word.
- Skip the word, continue reading to the end of the sentence and then come back to see if there were more clues about the word.
- Look at the pictures. What word could fit here?
- Try to break the word into syllables.
- Are there any word parts that can be separated?

Being Active

In your previous country, what activities did you and your family do?

What activities do you and your family do together in Canada? What are some activities you have already tried, and others you would like to try?

| New activities you have tried in Canada | Activities you would like to try |
|---|----------------------------------|
| | |
| | |
| | |
| | |
| | |

Some active ideas:

- Take a walk after supper
- Play ball, or ball hockey
- Play soccer or go swimming
- Take the stairs instead of elevators
- Ride a bike or a scooter
- Rake the leaves, shovel snow, or carry the groceries together
- Toboggan, ski, or build a snowman together
- Organize some neighbourhood games
- Bring the kids outdoors to play
- Leave the car at home and walk when going on short trips

Can you think of others activities?

Syllable Count II

Clap out the syllables in your child's name together.

Break these words into syllables.

Reading _____

Canoeing _____

Hockey _____

Activity _____

Fitness _____

Yoga _____

Arena _____

Community _____

Word Parts II

Together with you child, find examples of prefixes and suffixes, in a book that you choose.

Prefixes:

Suffixes:

Module 4

Learning and Schools

Module Plan:

- Learning and Schools
- When to Contact Schools and Teachers
- Student/Parent/Teacher Conferences
- Talking about School
- Role-Play Conversations

Learning
and
Schools

How does someone learn something new in your previous country?

How does someone learn something new in Canada?

What does school look like in your previous country?

What does school look like in Canada?

School Policies and Understandings In Canada

1. Every school has a website with information about:
 - Newsletters
 - Event that have taken place and or future events
 - Contact information such as email addresses and phone numbers
 -
2. Schools have policies to ensure that schools are healthy, safe, and supportive working and learning places.
 - Fighting, bullying, abuse, discrimination, and threats are not allowed
 - Respecting others
 - Keeping your hands to yourself
3. Discipline can include:
 - Detention (noon or after school with a teacher or principal)
 - A call home to talk to the parent
 - Parent-teacher meeting
 - Losing the privilege of going to a school event
4. Each school has its own policies for:
 - Nut-free lunches
 - Scent-free (no perfume or cologne)
 - Missed schoolwork
 - Parent visits during the school day

5. Extracurricular activities and events can happen after school or outside of the school. These may include field trips and school dances.

Extracurricular activities may involve:

- Parent consent forms
- Money to attend

6. Any day that your child does not go to school, you must call the school to let them know where your child is.

- This is what you might say:

Hello, this is (your name), my child (child's name) is (sick, has an appointment, or it is a religious/cultural holiday) and will not be in school today. My child's teacher is (teacher's name).

When Should I Contact the School or Teacher?

What are some questions or concerns you have about your child's schooling?

-

Some questions or concerns could be:

- school work- understanding homework
 - needing more English instruction
 - preparing for a test
- peers - issues around bullying
 - child not making friends
- feelings - unhappy
 - withdrawn
 - anxious

How can you make contact with your child's school?

-
-
-

Who can you contact at your child's school?

Principal- provides leadership and direction to the staff

- discipline and administrative decisions affecting the school

Vice Principal- provides direction to staff

- discipline

Classroom Teacher- has the most direct contact with children

- teaches curriculum

Guidance Counsellor- works with the social and emotional concerns of students (not available in all schools)

English as an Additional Language Teacher

- provides English support to students

Learning Resource Teacher

- provides support for students who may have academic or learning challenges

Who would you call in the following situations?

1. Your child is having trouble every night with his or her homework

2. Your child is unhappy because he or she is having trouble making friends

3. You feel your child needs more help learning English

4. Your child finds homework too easy, or too difficult

5. Your child is having problems with other children

The school team:

- Principal
- Vice Principal(s)
- Guidance Counsellor
- Teachers
- EAL Teachers
- Resource
- Specialist Teachers

What can you do to help your child?

1) Listen to your child's opinion.

- is your child comfortable with their parent contacting the school?
- why or why not?
- their reaction might lead you to some conclusions about the situation (ie: they may left out some important information on the situation that could implicate them a little more than they had previously disclosed)

2) Think about the seriousness of the issue.

- it is the parent's job to get a full account of the situation by getting as many details as they can
- once all of the information is collected, they will be better able to determine the seriousness of the situation

3) Talk with the teacher.

- all parents have concerns about their children at one time or another.
- concerns may be academic, social or emotional
- teachers are sometimes unaware that there is an issue, and once informed, can most likely contribute to solving the problem

4) Request a school team meeting.

- teachers can also get other members of the school team involved if the issue warrants it, and collectively can resolve the issue

Student/Parent/Teacher Conferences

What:

- Usually twice every school year.
 - Conference dates are on the school's website, and in the handbook.
- Take place either during the day or evening.
- Usually takes 10 or 15 minutes.
- Students do not attend classes on this day.

Why:

- Teachers will tell the parents how their child is doing in school.
- Parents can ask questions about what their child is doing in school.

How:

- Take a list with you of questions you might want to ask.
- Translators may be provided by the schools, if needed.

Student/Parent/Teacher conferences can help you to help your child.

| The teacher can: | The parent can: |
|--|--|
| <ul style="list-style-type: none">• Give ways of practicing English at home• Tell you what your child will be learning next in school• Give you ideas for helping your child learn at home | <ul style="list-style-type: none">• Help the teacher learn about your child• Tell the teacher if there are any problems at home that may affect how your child is at school.• Ask the teacher if there are any learning resources (books, games) you can borrow to take home for a night or a week.• Ask to talk to the EAL teacher to learn more about what your child does with them. |

Key points about

Student/Parent/Teacher Conferences:

1. Ask questions

- Go to the conference with a list of questions

2. Share information about your child with the teacher.

- You know a lot about your child. What you tell the teacher may help them learn more about your child's strengths and weaknesses.

3. Make an appointment to speak with the EAL teacher.

- The EAL teacher may be able to give you more information about your child's English than their teacher.
- Ask about your child's learning.

4. Translation services may be provided by the school for parent-teacher interviews.

- Check the school website for more information.
- Contact the provincial settlement agency (like Newcomers)

5. If you can't go to the parent-teacher interview, talk to the school and make another time for an appointment.

- teachers can usually meet with parents after school (3:30 pm or later), provided they do not have another meeting scheduled.
- sometimes teachers can make adjustments to meet with parents at lunch time or before school begins

What would you like to say to your child's teacher?

-
-
-
-

Here are some suggestions:

Questions:

- Does my child have any difficulties? What are they?
- How can I help my child at home?
- How does my child socialize with other children?
- How can I help my child improve their English?

Comments:

- My child is very shy and social situations are difficult for them.
- Homework is challenging most nights for my child.
- My child is enjoying school and often has nice comments about his/her teachers.
- My child has always had a lot of success with math

Talking About School

What are some questions you can ask your child?

Questions:

- How was school today?
- What was your favourite part of the day?
 - gym
 - recess
 - the teacher helped you with a question
 - a friend said something nice to you
- Who did you play with at recess?
 - anyone new
 - ask about their friends by name
- Did you get any tests/projects back?
 - how did you do
 - did the teacher give you some positive comments
- What do you have for homework?
 - math
 - reading
 - spelling test
 - journal

Role-Play Conversations

Choose one problem to role-play:

- You did not do well on a test
- A group of children were saying mean things about you on the playground.
- You didn't do your homework because you didn't understand.
- You are lonely at school because you don't have many friends.

Talk with your child to decide what you could do to solve this problem. Write it down.

Module 5 Homework

Module Plan:

- Homework
- A Time to do Homework
- A Place to do Homework
- Homework Help
- Homework Together

Homework

1. How much time, each day, did you or your child spend on homework in your home country?

In my home country, my child spent _____ on homework.

2. How much time, each day, does your child spend on homework in Canada?

My child spends _____ on homework.

3. With a partner, **talk about your answers and then share with the group.**

A time to do homework

1. When does your child do homework?

My child does homework

_____.

- after school
- after supper
- at 7pm
- before I go to bed

2. When is the best time to do homework?

The best time to do homework is_____.

- after school
- after supper
- at 7pm
- before your child goes to bed

3. Sometimes it is hard to get homework done because there are so many other things to do. What are some other activities that your child likes to do?

My child likes to

_____.

- play at the playground
- listen to music
- draw pictures

A Place to do Homework

Having a place to do homework can be helpful.

What is the best place, in your home, for your children to do homework?

What are some things that might distract your child while he or she does their homework?

- television
- video games
- friends
- telephone calls
- sports

A homework place should:

- be quiet
- have good lighting
- not have distractions

Make a list of the items your child will need in the homework place.

- pencils
- eraser
- pens
- paper
- dictionary
- globe
- ruler
- map

Homework Help

1. If your child is having trouble with homework, **get some help**. Ask a:

- librarian
- neighbour
- friend

2. Have your child **eat** something healthy before he or she does homework.

List some pre-homework snacks:

- i. _____
- i. _____
- i. _____

- rice
- bread
- cereal
- fruit
- nuts

3. Before your child does their homework, have him or her try to **clear their head**.
 - a. relax and breathe deeply

4. Get your child to **pick** the hardest thing to do first.
 - a. save the easiest for last
 - b. this means the more homework your child does, the easier it gets

5. Have your child do his or her homework **in the same place** every day.
 - a. make it a routine

6. Have your child **take breaks**.
 - a. little breaks helps clear a person's mind

7. If you child is **feeling sad** about homework:
 - a. this might mean they need help
 - b. you may need to talk to the teacher for help

8. **Reading** makes homework a lot easier to do.

10. It is good for your child to **get help** with their homework in your first language.
 - a. It can help your child to understand better

Homework Together

Let's talk about homework together! With your child, discuss the following questions.

What do you like about homework?

-

What do you dislike about homework?

-

What is the best time to do homework?

-

What is the best place to do homework?

-

Who can help you with your homework?

-

Module 6 Friendship

Module Plan:

- Making Friends
- Fun Activities to do with Friends
- How to be a good Friend
- Best Friends
- The Friendship Web
- Friendship Advice

Making Friends

Before you make friends, decide who you want to be your friends. People like to have friends who like to do the same activities they do.

Write down some of the things your children like to do with their friends:

-play soccer

-ride bikes

-go swimming

-draw

-read

-make a craft

-cook food

-play games

-go for a walk

Tips on Making New Friends

1. Smile.

- When you **smile**, people think you are friendly and easy to talk to.

2. Say something nice about the person.

- How do you feel when someone says something nice to you?

3. Ask questions.

- Where do they live?
- What do they do after school?

4. Talk.

- Answer their questions.
- If you don't know who your favourite singer is, or what your hobbies are, think about it.

5. Be a friend.

- If you show an interest in other kids who are kind and friendly, you will make good friends.

When you meet someone:**Say:**

Hi or Hello my name is _____.

How are you?

What do you like to do?

What do you like to eat?

What school do you go to?

What grade are you in?

Who is your teacher?

Reply:

Hello my name is _____.

I am fine.

I like to _____.

-play soccer

-listen to music

-read books

-play with friends

- _____

I like to eat _____.

-carrots

-hummus

-bread

- _____

I go to _____.

I am in grade _____.

My teacher is _____.

Fun Activities to do with Friends

It's fun to plan activities that your children and a friend both enjoy.

Take this chart and go around to others in the room to get suggestions of different activities your child could do with a friend in each category.

Put the person's name by the suggestion.

| Your house | Outside | Games | Sports | At School |
|------------|---------|-------|--------|-----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

- bake bread
- listen to music
- make a craft
- play soccer
- play video games
- read cartoons
- play a game
- cook soup
- draw

How to be a Good Friend

listen
problems

respect
care

trust
kind

understand
fun

1. Good friends talk and _____ to each other.
2. Good friends have _____ together when they do activities they both enjoy.
3. Good friends try to _____ each other's feelings.
4. Good friends help each other solve _____.
5. Good friends are _____ when they say nice things to each other.
6. Good friends _____ each other when they are listen to how they feel.
7. Good friends can _____ each other when they tell something private.
8. Good friends _____ about each other.

Best Friends

Do you have a best friend? **Tell us a little bit about them.**

My best friend's name is: _____

He or she is _____ years old.

He or she lives in _____. (city or country)

My friend likes to _____.

I met my friend _____.

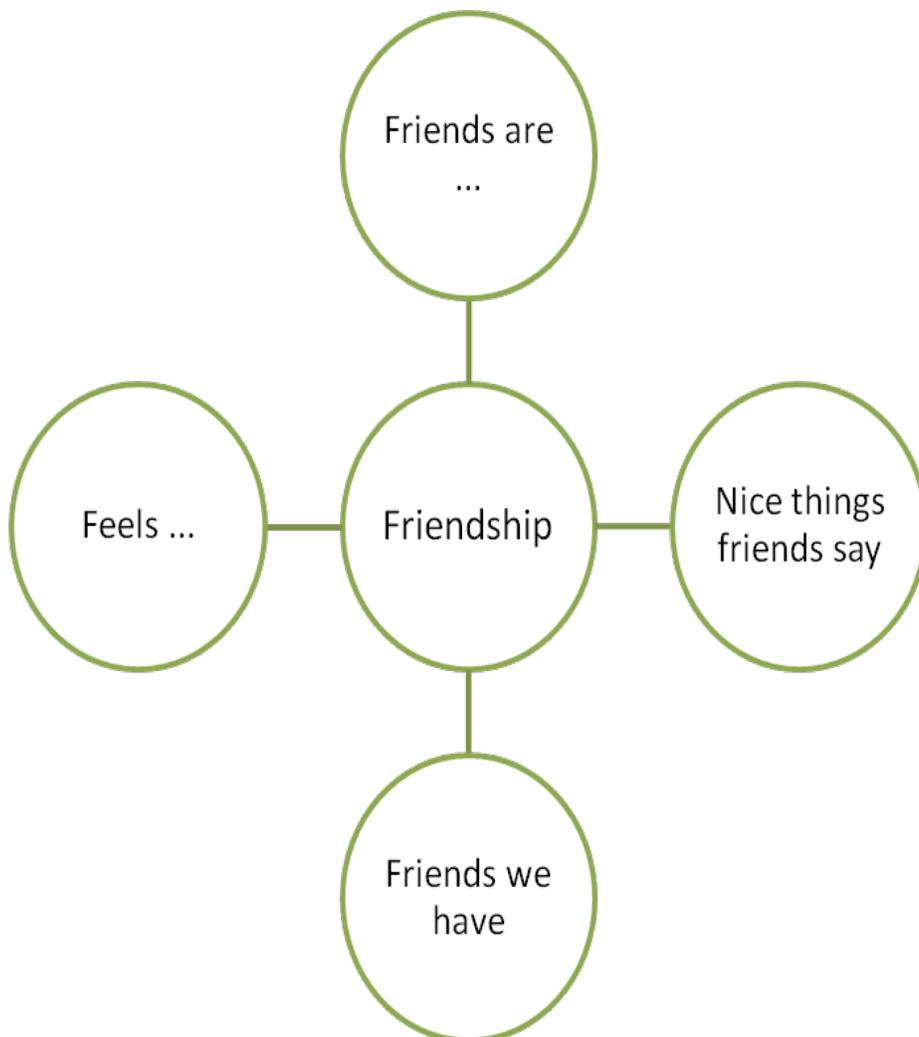
I like him or her because _____

When I am with my friend, I like to _____

_____.

The Friendship Web

Together with your child, **write words around the circles** that describe each.



Module 7 Community Safety

Module Plan:

- Signs in Our Community
- Information in Our Community
- Safety in Our Community
- Emergency 911

Signs in Our Community

Look at the signs and words. Put a check mark beside the ones you know.



OPENING HOURS

| | |
|-----------|-------------|
| Monday | 9:00 - 5:30 |
| Tuesday | 9:00 - 5:30 |
| Wednesday | 9:00 - 5:30 |
| Thursday | 9:00 - 3:30 |
| Friday | 9:00 - 5:30 |
| Saturday | Closed |
| Sunday | Closed |





Discuss what these signs and words mean and where you might see them.

Information In Our Community

With a partner, answer the following questions about our community.

1. Do you know where to go to see a doctor? Yes No
2. Do you know where the hospital is in your community? Yes No
3. What is the name of your child's school?

-
4. Are you learning English? Yes No
 5. Write the name of the place where you are learning English.

-
6. Write the name of the store where you buy food.

-
7. Write the name of your favorite clothing store.

-
8. Do you ride on the bus? Yes No
 9. If you ride on the bus, how much does it cost?

-
10. Do you know where to go to get a driving license? Yes No
 11. Write the name of the place where you go to get a driving license.

-
12. Do you have a driving license? Yes No
 13. If you own a car, write the name of the place you bought it.

-
14. Do you have insurance for your home and your car? Yes No
 15. Write the name of your insurance company.

-
16. Do you know where the local settlement agency is? Yes No
 17. Do you know about the help they can give you? Yes No
 18. Do you know where the local Library is? Yes No

This is a lot of very important information about your community.

Was it easy or difficult to find information about:

- Health care
- Housing
- Banks
- Education
- Shopping
- Public transportation
- Personal transportation
- Insurance
- Newcomers services

There are many places to get this information.

Where did you learn it? Put a check mark beside all the places/people where you have found information about this community.

- The Canadian government
 - The Newcomers Association
 - The Library
 - Canadian people
 - Other immigrants
 - The internet
 - The telephone book
 - Somewhere else
-

Can you think of any other information that you need to know about your new community?

As a group, let's make a list together.

| More things to know about this community |
|--|
| 1. |
| 2. |
| 3. |

Safety in Our Community

With your child talk about what these signs mean.



When there's an emergency, it's important to get help quickly. Everyone needs to know how to call 911 and get help. Use 911 to call for Police, Fire or Medical help. Calling 911 in an emergency could save someone's life.

List some times when you might have to call 911.

- 1. _____
- 2. _____
- 3. _____

List some times when you do not need to call 911.

- 1. _____

- 2. _____

- 3. _____

With your child, practice reading the role-plays. Take turns being the Dispatcher and the Caller.

1. My house is on fire!

Dispatcher: 911, what's the emergency?

Caller: My house is on fire!

Dispatcher: Your house is on fire?

Caller: Yes!

Dispatcher: What's your telephone number?

Caller: 892-2467

Dispatcher: 892-2467?

Caller: Yes.

Dispatcher: OK. What's your address?

Caller: 235 Prince Street, Regina.

Dispatcher: 234 Prince Street, Regina?

Caller: No! 235.

Dispatcher: 235 Prince Street?

Caller: Yes! Please hurry.

Dispatcher: OK, the fire department is on the way.

2. There's been a car accident!

Dispatcher: 911, What's the emergency?
Caller: There's been a car accident!
Dispatcher: OK, there's a car accident?
Caller: Yes!
Dispatcher: Can you give me your telephone number?
Caller: 394-5476.
Dispatcher: 394-5576?
Caller: No! 5476.
Dispatcher: 394-5476?
Caller: Yes!
Dispatcher: Is that a cell phone?
Caller: Yes!
Dispatcher: OK, can you tell me where the accident is?
Caller: It's at the corner of Highway 1 and Ring Road.
Dispatcher: Highway 2 and Ring Road?
Caller: Yes.
Dispatcher: OK, is anybody hurt?
Caller: Yes, I think so.
Dispatcher: OK, ma'am, police and ambulance are on the way.

3. Choose a possible emergency.

Write the emergency here:

Write your address and telephone number here:

With your child, practice calling 911 to report this emergency.

Module 8

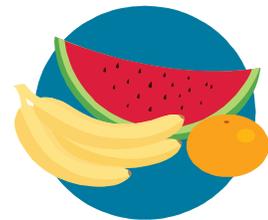
Foods and Nutrition

Module Plan:

- *The Sandwich Swap*
- [Canada's Food Guide](#)
- [Canada's Food Guide II](#)
- [Creating My Food Guide](#)

Canada's Food Guide

What is your favourite food?



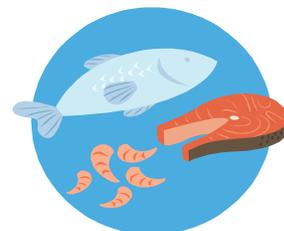
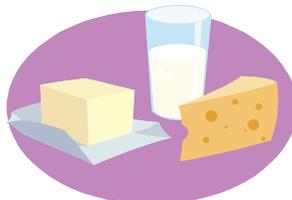
Do you know the names of the four food groups? **Write** an example of a food you like to eat from each food group.

1.

2.

3.

4.



What did you eat yesterday?

Let's **count** the number of foods **in each food group** we ate yesterday!

| Name | Meat and Alternatives | Milk and Alternatives | Fruits and Vegetables | Grain Products |
|------|-----------------------|-----------------------|-----------------------|----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Canada's Food Guide II

Canada's Food Guide has a website with information:

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Some of the information is provided in the following languages:

First Nations, Inuit and Metis languages:

-Inuktitut
-Ojibwe
-Plains Cree
-Woods Cree

World languages:

-Arabic
-Chinese
-Farsi (Persian)
-French
-Korean
-Punjabi
-Russian
-Spanish
-Tagalog
-Tamil
-Urdu

Some of the information includes:

- Food Guide Basics
- Choosing Foods
- Using the Food Guide
- Maintaining Healthy Habits
- Nutrition Labelling
- Create My Food Guide

Module 9

Health and Wellness I

Module Plan:

- Where to go When You are Sick
- Making Doctor's Appointments
- Too Sick to go to School
- Sick at School
- Body Parts Puzzle

Where to go When You are Sick

Medical Terms

| First Language Word | English Word |
|---------------------|--------------|
| | Medication |
| | Check up |
| | Symptom |
| | Operation |
| | Ache |
| | Specialist |
| | Treatment |
| | Pain |
| | Allergic |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Health Care Facilities

Emergency Room - When you or someone in your family is seriously ill or has an accident that requires immediate medical attention.

Walk-in Clinic - When you or someone in your family is not feeling well, and cannot wait to get an appointment to see your family doctor.

Women's Clinic - Medical treatment from a female doctor who helps with women's health care.

Family Doctor Office- This can also be called the doctor's office. Health concerns that are not urgent, but need some medical advice or a prescription. This is also when you go for a once a year physical check-up.

Public Health Office- For vaccinations and immunizations and health and nutritional advice for children. Also for pre and post natal care of mothers with new babies.

Which Health Care Facility Should You Go To?

1. It is late at night and your child has a very high fever. You can go to _____.
2. You need a physical exam. You can call _____.
3. Your daughter/son breaks a leg. You can go to _____.
4. Your child needs a vaccination. You can call _____.
5. You had an accident and got a bad cut that won't stop bleeding. You can go to _____.
6. You are a woman and are not sure if you are pregnant. You can go to the _____.
7. You recently had a baby and you are concerned that is not drinking enough milk. You can call _____.
8. You have a sore throat for 3 days. You can go to _____.

Making Doctor's Appointments

- office
- thank you
- appointment
- symptoms
- problem
- complaining
- fever

Receptionist: Good morning, Dr. Smith's _____. How can I help you?

Li Li: Hi, my name is Li Li, and my daughter Jennifer is a patient of Dr. Smith's, and I would like to make an _____ for her.

Receptionist: What seems to be the _____?

Li Li: Jennifer has been _____ about having sore ears for a few days.

Receptionist: Does she have any other _____?

Li Li: Yes, she has a _____, and does not want to eat.

Receptionist: Can you take her in today at 2pm?

Li Li: Yes, _____.

Receptionist: You're welcome. See you then.

Too Sick to go to School

Write a note or a telephone conversation you would use when letting the school know that your child is sick and will be absent.

Dear _____
(teacher's name)

_____ will not be in school today because
(child's name)

he/she is _____.
(sick or write the symptoms)

(Parent's signature)

(Date)

Sick at School

- When a child becomes sick at school, sometimes they can wait until the end of the day to go home.
- Sometimes children will need to go home before the end of school.
- When this happens, the school secretary will contact the parent. It is the expectation that the parent will come to take the student from school or will find another adult to get the child from school.
- Contact information: It is important that the school always have correct contact information to reach the parent during the school day.
- Children should tell their teachers when they are sick. This conversation can help the child and teacher decide if the child should go home.

Body Parts Puzzle

Arm Teeth Hips Nose Toe Eye
 Elbow Ankle Shoulder Nail Stomach
 Wrist Finger Mouth Heel Throat

Spell the word:

1. _ l _ _ w

2. T _ e _ _

3. H _ _ s

4. _ y _

5. A _ k l _

6. _ h _ _ l d _ r

7. T _ r o _ t

8. _ a _ l

9. F _ _ g _ r

10. H _ _ l

11. _ o _ th

12. S _ o _ _ ch

13. _ r _ st

14. _ r _

15. _ _ se

16. _ o _

Module 10

Health and Wellness II

Module Plan:

- What Do You Suggest?
- Prescription Medicine
- Over the Counter Medicine
- Literacy Review

What Do You Suggest?

If someone has problems with:

- making a doctor's appointment
- going to the doctor's office
- choosing medication
- describing an illness to a nurse or doctor

What would you say to help them?

More Strategies to Help

1. Ask the person to say it again
2. Ask them to use different words
3. Say what someone has said again to make sure the information is right
4. Ask the person to speak slowly
5. Bring a translator
 - talk to your immigration agency
 - a translator can help to make an appointment or go to the doctor or pharmacy with you
6. Go on the internet
 - to look up symptoms
 - to get words about the sickness
 - to look up medications
7. Take a friend, neighbor, or family member with you for help
8. Bring an electronic translator for help with words
9. Ask the doctor to write out the instructions and get help with translation after you leave
10. Write a note before you go to the doctor about symptoms and questions

Prescription Medicine

Prescription medicine is medicine that your doctor has to write a note for, before the **pharmacist** can sell it to you.

A **pharmacist** sells the medicine and can give you advice about how to use the medicine.

Side effects are new problems that might happen when you take the medicine.

Using a prescription bottle label, find the answers to these questions:

1. What is the name of the patient?
2. What is the name and phone number of the pharmacy?
3. What is the date that the prescription was filled?
4. What is the name of the medicine?
5. How much medicine is in the container?
6. How much medicine should the person take?
7. When should the person take the medicine?
8. How many times can the medicine be refilled?

Over-the-Counter Medicine



1. You cannot drink any alcohol (wine, beer, etc.) when you are taking this medicine.
2. This medicine might make you feel dizzy or like you want to sleep.
3. Before you take this medicine, you must shake the bottle a few times.
4. Take this medicine when you are eating.
5. Don't take this medicine right after eating. Wait for 2 to 3 hours after you have eaten to take the medicine.

Warning labels

Sometimes the pharmacist may put **warning labels** on the medicine bottle.

Look at some sample warning labels below and match them to the meanings in the box.

Over-the-counter medicine is medicine that can be bought without a prescription from the doctor.

The **pharmacist** can help you choose the right medicine at the **pharmacy** (store).

Choose one of the packages or bottles of medicine and answer the questions:

1. What is the medicine for?
2. How much medicine can an adult take in 24 hours?
3. Can adults and children take this medicine?
4. What are the side effects of this medicine?
5. When should this medicine not be used?

Side effects can be listed by the **warnings**. Match the following side effects:

- | | |
|-----------------------------|---|
| a) sleepiness or drowsiness | ___ burning in your chest |
| b) heartburn | ___ pain in your stomach |
| c) nausea | ___ makes you feel like you will throw up |
| d) sleeplessness | ___ makes you feel like sleeping |
| e) upset stomach | ___ it is hard to sleep |

Literacy Review

With your child, discuss and answer the following questions about the Family Literacy Project:

1. What new information did you learn?

2. What information did you want to learn more about?

3. Were there activities that helped you learn to read, write, speak or listen? If so, what were they?

4. Are there reading, writing, speaking or listening activities that you would like to do more of?

5. Are there activities that you do at home?
