



My Family

QLWG
Individual Life Skills
Unit 21

QLWG Skills for Life

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QLWG Skills for Life Series

THEMATIC UNITS

Competency-based learning meets the needs of all learners. It is important to keep in mind, however, that all learners are different. In order to address the needs and interests of all learners, units have been divided by *Essential Life Skills* and *Individual Life Skills*.

Essential Life Skills are important for everyone, while *Individual Life Skills* address the needs and interests of different learners. Once learners have completed the “Essential” units, they may choose a unit that is applicable to their interests and lifestyle.

Essential Life Skills Units	Individual Life Skills Units
1. Orientation Unit 2. Around the Home 3. My Community 4. Being a Canadian Citizen 5. What’s for Dinner? 6. Managing My Money 7. Smart Shopping 8. My Health 9. All About Me 10. Communication Skills 11. Living in Quebec 12. Strategies for Reading 13. Strategies for Writing 14. Strategies for Grammar 15. Strategies for Numbers 1: Understanding Numbers 16. Strategies for Numbers 2: Adding & Subtracting 17. Strategies for Numbers 3: Multiplying, Dividing & Fractions	18. My Hobbies and Leisure Time 19. Employment Skills 20. On the Job 21. My Family 22. Entertainment (music and film) 23. Fitness and the Great Outdoors 24. Getting Around (travel and transportation) 25. Career Exploration 26. Getting My Driver’s Licence 27. Learning in Quebec 28. Living Green 29. Handling Legal Concerns 30. The Retirement Years

QLWG *Skills for Life Series*

My Family

Unit # 21

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WELCOME LEARNER!

This workbook is meant to help you develop important life skills. As you work on different activities, try to see the purpose in what you are doing, stay motivated and enjoy!

Things to Look for:

Checkpoints

You will finish every unit of study with a Checkpoint (in blue). Once you have completed the Checkpoint questionnaire, you will send this document to your distance education tutor. Make sure you fill in the **date, your name, your phone number** and the **distance education tutor's name** on the cover of this document.

Word Stops

Word Stops will explain more difficult words. Look for words in bold print (example: **bold**). A **Word Stop** will follow to tell you what that word means.



Word Stops will appear in the workbook when there is a difficult word.

If you do not understand, follow these steps:

1. Look at titles and pictures. Do they tell you anything?
2. Try to find the general meaning.
3. Look for Word Stops.
4. Use a dictionary.
5. If you still do not understand, contact your distance education tutor.

Before you contact your distance education tutor:

1. Prepare your questions. What do you want to ask?
2. Give the page number and section title to your tutor so they know where you are.



**“Act the part; walk and talk exactly as if you were already the person you want to be.”
~Brian Tracy**

My Family

"In every conceivable manner,
the family is link to our past, bridge to our future."

-Alex Haley



Introduction:

For most people, family is a very important part of life. Every family is unique. They come in many different shapes and sizes. The individuals in a family, both young and old, are what make it special. This unit asks you to think about your own family and how to take care of it.

In this unit, you will:

- describe your family and what makes it unique.
- read an article about the family.
- think of ways to build **self-esteem** in your children.
- think about ways to support your child in school.
- learn what to do when you meet your child's teacher.
- create a plan to keep your home safe.
- create a family fitness program.
- get your family medical records in order.
- discover easy ways to eat healthy.
- prepare a healthy family meal.
- learn about family services.



WORD STOP

1. **self-esteem**
(self-i-steem): how a person feels about him or herself.

My Family

What Makes a Family?

The word “family” means different things to different people. Many people consider a family to be a group of people who live together - usually with parents and children.



Different Kinds of Families

There is not one definition of a family. Some families have many children; others have only one or none. Some have one parent, while others have several **guardians**. Children can be **biological** or adopted. Some families have several generations living under the same roof.

What About Pets?



Many people consider their pets to be part of the family as well. Pets give a lot to a family. They are excellent companions. Pets can also help children be more responsible. Children learn through feeding, walking and just loving their pets.

Pets need food, water, exercise, and, most importantly, some love.



WORD STOP

1. **guardian** (gahr-dee-uhn): anyone who looks after someone else.
2. **biological** (bahy-uh-loj-i-kuhl): related by birth.
3. **dependent** (di-pen-duhnt): to need or depend on someone.

ACTIVITY:

Describe your family.

STEP 1:

Think about the members of your family and their special qualities.

STEP 2:

Answer the questions about your family in the chart on the next page.

PURPOSE:

This activity will help you to see who and what makes up your family. It will also help you to identify individual needs of different family members.

Family Terms:

Immediate Family: Usually the family that an individual lives with: father, mother, children, brothers and sisters.

Extended Family: Other family members such as grandparents, aunts, uncles and cousins.

For Your Information:



Every person sees his or her family in their own way. Some consider their families to be their parents, brothers, sisters, partner and children. Others consider their aunts, uncles and cousins as family. For this activity, describe your family however YOU see it.

This Is My Family

Question	Answer
Describe your family. Is it small or large?	
How many people are in your immediate family?	
What makes your family unique (different than other families)?	
How many children are in your care?	
What role do you play in your family?	
What responsibilities do you have in the home?	
How do your family members see you?	
What activities do you like to do together as a family?	

"The family is one of nature's masterpieces."
~George Santayana

REFLECTION:

1. What is your favourite thing to do with your family and why?

2. If you had more time to spend with your family, what would you do?

3. Imagine you can change your responsibilities in the family. What would you like to change?



"Call it a clan, call it a network, call it a tribe,
call it a family: Whatever you call it, whoever
you are, you need one."

~Jane Howard

Building My Child's Self-Esteem

What Is Self-Esteem?

Self-esteem is the confidence that a person has in him or herself. A person who feels good about who they are has good self-esteem.

A Child's Self-Esteem

How a child feels about him or herself affects how they act and how they do in school. Parents play a big role in making children feel special and appreciated. Such feelings give children good self-esteem.



"All kids need is a little help, a little hope and somebody who believes in them."

~"Magic" Johnson

Ways to Build Your Child's Self-Esteem

1. Have "special time" together.

- Having “special time” will help your child to know that he or she is special and important to you.



2. Point out your child's strengths.

- A great way to build self-esteem is to make a list of your child's strengths and then **emphasize** them. For example, if your child is good at drawing, pin up his or her artwork.

3. Don't say hurtful things.

- What you say has a big effect on your child. Don't make your child feel stupid when you correct him or her. Don't say things like, “How could you think that?”; “Use your brain”; or “That's silly”. Instead, say things like “Let's find a better way to do that.”

4. Do not compare your child to others.

- Everyone has his or her own strengths and weaknesses. It is important to emphasize the strengths of all children in your family.



WORD STOP

1. **emphasize** (em-fuh-sahyz): to highlight or point out.

5. Let your child help.

✦ Helping lets a child know that he or she has something to offer. Try to get your child involved in community projects. Helping others is a great way to build self-esteem.

6. Let your child know that no one is perfect.

✦ If your child knows that everybody makes mistakes, he or she won't feel so bad when he or she does something incorrectly.

REFLECTION:

What are some other ways to build your child's self-esteem?



"If you talk to your children, you can help them to keep their lives together.
 If you talk to them skillfully, you can help them to build future dreams."
 ~Jim Rohn

ACTIVITY:

Read the article, “The Greatest Love” (on the next page).

STEP 1:

Prepare yourself for reading. Look at the title, subtitle and picture of this article. Explain what you think this article is about.

STEP 2:

Use your reading strategies to help you read the article. Circle all new or difficult words. Keep track of these words in your *Quick-Word Handbook*.

STEP 3:

Answer the Reflecting on Reading questions that follow the article.

PURPOSE:

This article will get you thinking about how to nurture a child’s self-esteem.

**PREDICTING**

Look at the title and picture of this article. What do you think this article is about?

The Greatest Love

Nurturing a Child's Self-Esteem

by Victoria Wolfe

Most parents know that feeding their children nutritious food is an essential part of their development. Providing proper nutrients and encouraging physical activity helps a child's body to grow healthy and strong. But what about the rest of the child? A important to a child as their physical well-being is their mental health. Feeding a child's self-esteem is a key component in ensuring that they grow into a happy and successful adult. It may be a cliché, but as the song goes, "Learning to love yourself, it is the greatest love of all". So what can parents do to ensure that greatest love of all? Here are a few examples.

Laurie Smith encourages her son's self-esteem by making sure he knows that he will not lose her love and acceptance when he does something incorrectly. This allows her child to try new things and attempt difficult tasks even if it means he does not succeed at first.

Laurie also encourages her son to have his own thoughts and feelings and allows him to explore his own creativity. She asks him for opinions and makes sure he knows that she values his thoughts.

John Wilson also tries to nurture the self-esteem of his two pre-teen girls. He never tells them they are stupid or uses language that belittles. Instead, he uses language that builds self-esteem like, "that's a great idea", or, "thank you for helping". For Wilson, it is important to let his girls know that

everyone makes mistakes (even him). Moreover, he points out that mistakes are a great way to learn.

Both Smith and Wilson show their children that they are important. They take interest in their kid's lives by asking questions about their daily activities and interests. They also attend plays, sporting events and other special activities that their children are involved in. This helps their kids know that they are special and valued!

Every parent should play an active role in nurturing their child's self-esteem. Even when a parent is busy, they should find time to spend some quality time with their children. This lets children know that they ARE important and loved.



REFLECTING ON READING:

1. What is this article about?

2. How does Laurie Smith encourage her son's self-esteem?

3. How does John Wilson encourage his children's self-esteem?

4. Why do you think self-esteem is important?

5. Make a list of new or difficult words in this article.

1.
2.
3.
4.
5.
6.
7.
8.

6. How did you find the meaning of these words?

7. Do you agree with this article? Explain.

ACTIVITY (Self-Esteem Part 1):

Create an Action Plan to promote your child's (or children's) self-esteem.

STEP 1:

Review the ways to build a child's self-esteem.

STEP 2:

Think about your child's/children's special qualities? Now, consider how you will build his or her self-esteem.

STEP 3:

Complete the Action Plan chart on the next page.

PURPOSE:

A child's self-esteem affects how they feel and how they do things. As a parent (or guardian), it is your job to build that self-esteem.

For Your Information:

Children of *all* ages need self-esteem. Your Action Plan should reflect the age(s) of your child (or children).



“The best inheritance a person can give to his children is a few minutes of his time each day.”

~O.A. Battista

Building Self-Esteem: Action Plan

<p>For what child (or children) are you completing this Action Plan?</p>	
<p>Does your child have good self-esteem? OR Do your children have good self-esteem?</p> <p>Why or why not?</p>	
<p>List what you will do to build your child’s / children’s self-esteem.</p> <p>Be specific!</p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

	6. _____ 7. _____
What difference do you think this will make with your child / children?	

ACTIVITY (Self-Esteem Part 2):

For one week, keep a log of what happens with your Action Plan.

STEP 1:

Do the things you listed in your Action Plan on the previous page. Then, look at the sample log entry on the next page to get an idea of what you have to do.

STEP 2:

Keep a daily log (on pages 18-20) of what you did and how your child/children reacted.

STEP 3:

Assess your Action Plan. Decide what worked and what needs to be changed.

PURPOSE:

This activity will help you to decide what works, what doesn't work and what might work in building your child's self-esteem.



"Self-esteem isn't everything;
it's just that there's nothing
without it."
~Gloria Steinem

Building Self-Esteem: Log

What you will keep track of in this log:

1. The things you did to build your child's self-esteem.
2. How your child reacted.
3. Comment on what works and what does not work.
4. Ideas of what you can do differently the next time.
5. Your personal thoughts.



You can keep track of this information anyway you like. Just make sure you write down any important observation or ideas.

Sample Log Entry:

Log entry: Day 4

Date: October 9th

Today, Sam and I spent some special time together. I told Sam that this was time just for the two of us. I turned off the phone so that no one would bug us. He really liked that.

We went outside to throw ball. Sam had trouble throwing the ball straight. I did not say anything bad about this. After awhile, he did have a couple good throws. I told him he was really getting better. Sam seemed really happy. After supper, he went outside by himself to practice throwing the ball.

I think things went really well. We will have our special time again next week.

Log entry: Day 1

Date: _____

Log entry: Day 2

Date: _____

Log entry: Day 3

Date: _____

Log entry: Day 4

Date: _____

Log entry: Day 5

Date: _____

Log entry: Day 6

Date: _____

Log entry: Day 7

Date: _____

REFLECTION:

1. Did your Action Plan to build your child's/children's self-esteem work? Explain.

2. What will you do differently in the future and why?

Supporting My Child's Education



Your Child's Education

In Canada, education is available to every child. To do well in school, children need parents to help them. In this section, you will discover ways to support your child's education.

Your Role as a Parent

It is your job as a parent to know what your child is doing in school. This way, you will know how to support learning in the home.

The Teacher's Role

Your child's teacher is the person who oversees what your child learns at school. Teachers need your help too. Because you know your child best, you should share ideas with your child's teacher about how to encourage your child's learning.

Information You Need About Your Child's School:

1. The school address (how to get there).
2. The school's phone number.
3. The name of your child's teacher.

ACTIVITY:

Fill in the chart (on the next page) with important information about your child's school.

STEP 1:

Check to see if you already have the information. If you don't, find the phone number for the school by doing one of the following:

1. Check in the phone book (under "Schools" in the *Yellow Pages*[™]).
2. Call Directory Assistance (4-1-1) and ask for the phone number of the school.
3. Ask another parent if they have the number.
4. Check on the Internet.

STEP 2:

Make sure you have the following information:

- How to get to the school.
- The name of your child's teacher.

If you do not have this information, you can:

1. Call the school and ask for it. The school’s secretary will be happy to give you this information.
2. Ask another parent for the information.

STEP 3:

Fill in the school information chart on the next page for each child under your care.



Important Information About My Child’s School

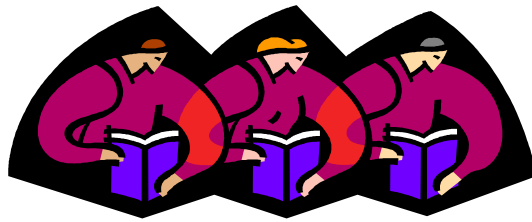
My Child’s Name: _____

Name of the School	
School Address	
School Phone Number	
Other important details	

Fill in a chart for each child in your care. Skip this section if you do not have other children.

My Child’s Name: _____

Name of the School	
School Address	
School Phone Number	
Other important details	



My Child's Name: _____

Name of the School	
School Address	
School Phone Number	
Other important details	

My Child's Name: _____

Name of the School	
School Address	
School Phone Number	

Other important details	
-------------------------	--

My Child's Name: _____

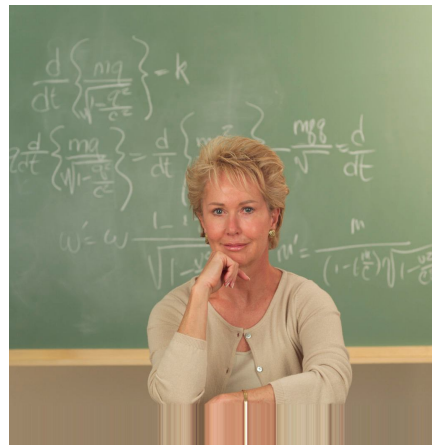
Name of the School	
School Address	
School Phone Number	
Other important details	

Communicating with Your Child's Teacher

There are many different reasons to contact your child's teacher. You may want to know how your child is doing in school, or your teacher may wish to discuss something with you about your child.

Be Prepared:

Before you contact your child's teacher, prepare notes on what you want to say. This will help you to be as clear as possible.



Some Things You May Discuss:

- Grades
- Performance
- Behaviour
- How to help your child at home
- School projects

- What you expect from your child
- Problems at home/at school



"The art of teaching is the art of assisting discovery."
~Mark Van Doren

Ways to Contact Your Child's Teacher

1. By Telephone:

Call the school, tell the secretary who you are, and explain why you are calling. If the teacher is available, you will be able to speak to him or her. If not, you can leave a message and he or she will return your call.

Example of what to say when you call:

Hello. This is Barbara MacDonald. I am Troy MacDonald's mother. I would like to speak with his teacher, Mrs. Williams.



2. By Letter/Note:

You may send a letter or a note to school with your child. Ask the teacher to contact you and explain for what reason.

Example of what to say in a written request:

January 7th

Dear Mrs. Williams,

I am concerned about Troy's grades in Math. I would like to speak with you about what I can do to help him. Please call me at 555-3377.

I look forward to speaking with you.

- Barbara MacDonald

Face-

to-Face

Meetings with Your Child's Teacher

Meeting with your child's teacher may make you feel uneasy. You may not know what to expect or what to say. Despite this, meeting with your child's teacher is an important part of assisting your child's education.

Here Are Some Tips:

1. Be on time.
2. Prepare questions or ideas before the meeting.
3. Dress nicely.
4. Ask to see your child's work.
5. Share your concerns or feelings.
6. Remember that you are both there to help your child!

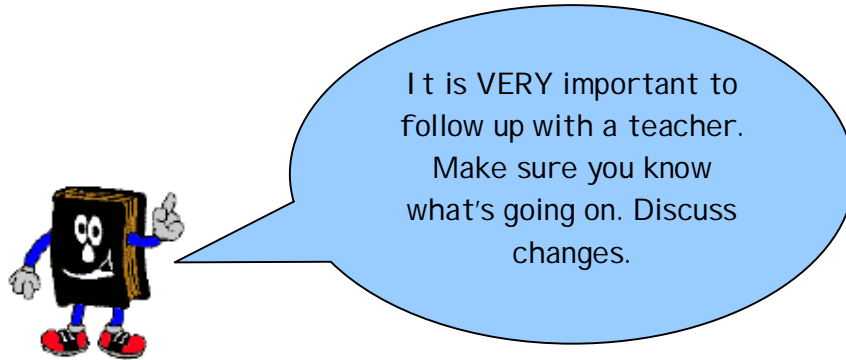
Signing Documents:

A teacher may ask you to sign something or make a decision about your child's education. If this happens, you should take time to think before you sign or accept. If

any changes are to take place with your child's education, make sure you know the reasons why. If you don't agree, you do not have to sign.

For Example:

Your teacher may think that your child needs to change programs at school. Ask questions and take the time to think about what this means for your child. Will it really help him or her?



Paying for School Activities

Schools sometimes have special activities or field trips that cost a small fee. If you have to give money or write a cheque for your child to take part in a school activity, make sure you do the following:

1. If you give cash, include a brief note that includes the amount of money, your child's name and the activity that it is for. This way, the school will have a record of who and what the payment is for.

Sample Note:

May 5 th
This \$20.00 is for Troy MacDonald's trip to the zoo on May 20 th .
Thank you.
<i>Barbara MacDonald</i>

- If you write a cheque, include your child’s name and the activity that it is for on the cheque (on the “MEMO” line).

Sample Cheque:

Barbara MacDonald Grand Des Lane Chezetville, Quebec G0M 101		042 Date: <u>May 5, 2009</u>
PAY TO THE <u>Millville Elementary School</u> / \$		20.00
ORDER OF _____		
<u>Twenty Dollars</u>		<u>XX/100 DOLLARS</u>
MEMO <u>Payment for Troy MacDonald's zoo trip</u>		<u>Barbara MacDonald</u>
"123 ' ' 45678 ' ' 910 ' : 1112131415"		

REFLECTION:

- What information should you include with payments for your child’s school activities?

- Why should you include this information?



"The beautiful thing about learning is that
no one can take it away from you."
~B.B.King

Learning in the Home

Your home can be a place of learning. Work with your child's/children's teacher to make sure your child is learning at a good rate. There are many things you can do at home to support your child's education.



A Few Ideas:

1. Be a Homework Helper

Make sure your child is doing his or her homework. Know what they have to do. Set time aside each day to work on homework. It's okay if you cannot answer questions about how to do homework exercises. Making time in the home to do homework is a BIG help.

2. Make a Home Schedule Together

Together, decide what chores your child/children should do in the home each week. Set aside time for homework each day. Then, create a schedule together.

For Example:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10:00 - 10:30 Rake the leaves	6:00-6:30 Homework	6:00-6:30 Homework	6:00-6:30 Homework	6:00-6:30 Homework	6:00-6:30 Homework	9:00-10:00 Clean bedroom

3. Have a Craft Box in the Home

Take a shoebox and fill it with pencils, crayons, markers, glue, tape, sparkles, string, pictures, postcards, etc. Keep scissors in a safe place (especially if you have young children). Have paper ready. Use the box to create the following:

- Greeting cards for special days
- School projects
- Book report covers
- Story books
- Match-up games
- Any other crafts

4. Write Letters

Writing letters to a family member or friend is a great way for your child/children to work on his or her writing skills. Have a few stamps and envelopes ready so that you can put the letters in the mail – this will help your child/children to feel grown up.

5. Grow Plants

Growing plants will help your child to see how things grow. You can start plants from a rooted cutting or from a seed. When the plant starts to grow, have your child/children measure how fast they grow each day.



6. Just Talk

Just talking with your child/children will help them to build their speaking skills. Ask questions. Ask questions about the things around you. Asking your child / children what they think will let them know that their thoughts are important.

ACTIVITY:

Review what you have learned about supporting your child's/children's education and complete the questionnaire "Supporting My Child's Education".

STEP 1:

Review what you have learned.

STEP 2:

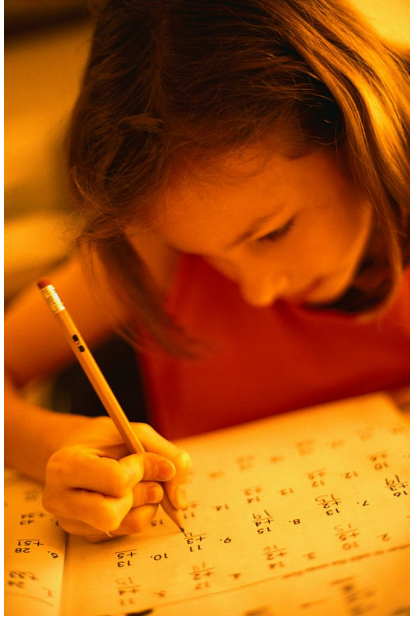
Think about how what you have learned affects each of your children.

STEP 3:

Complete the questionnaire (on the next two pages).

PURPOSE:

This activity will help you to apply the information on supporting your child's education to your own life.



"To be able to be caught up into the world of thought - that is educated."

~[Edith Hamilton](#)

QUESTIONNAIRE: Supporting My Child's Education

1. How many children are in your care? How old are they?

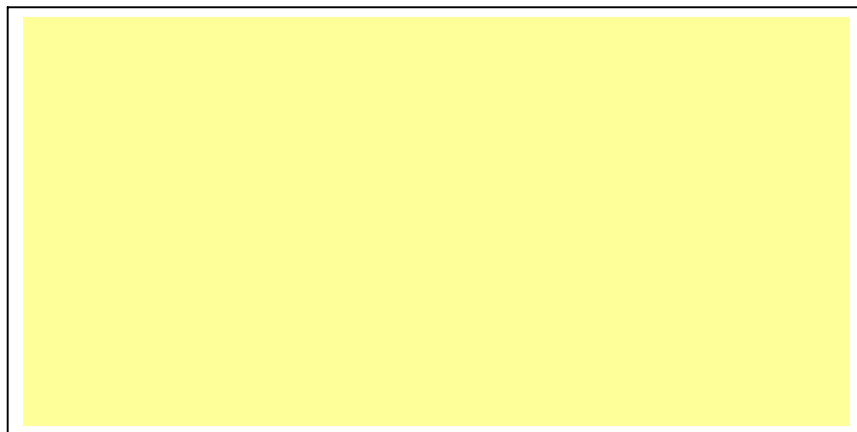
2. What can you do as a parent to support your child's education?

3. What role does a teacher play in your child's education?

4. What are some ways to contact your child's/children's teacher(s)?

5. What should you say when you call your child's/children's school?

6. Write a practice note in the box below to your child's teacher. Request a meeting to discuss your child's performance. (You may want to review the sample note on page 28.)



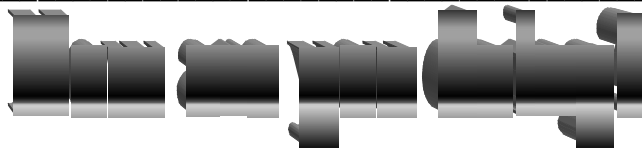
7. Make a list of things you should do before you meet your child's teacher.

● _____

- _____
- _____
- _____
- _____
- _____

8. What should you do if a teacher asks you to sign something for your child’s education?

9. How will you support your child’s learning in the home? Be specific.



Complete the questionnaire to keep track of your learning.

1. Have you completed all reading and activities to this point? (*Circle your answer.*)

Yes

No

2. If you answered “No”, explain what you did not complete and why.

3. What was easy and why?

4. What was difficult and why?

5. General comments. (*Do you have any comments on the work that you have done?*)

Family Fitness

Regular physical activity is important throughout life. Studies show that children often copy their parents. If a parent doesn't try to be fit, then the child probably won't try either. Despite this, most parents want to see their children grow up strong, healthy and happy. Doing physical activities together is a great way to make sure this happens.



You do not have to spend a lot of money to get your family moving. Check out the following tips to get some ideas for family fitness.

Tips to Get Started:

1. Schedule regular time for physical activity each week.
2. Take turns selecting an activity for the family.

3. Choose activities that reflect the needs and interests of family members.



"The distance is nothing; it's only the first step that is difficult."
~Marquise du Deffand

Fitness in the Home:

1. Select indoor and outdoor play areas for rolling, climbing and jumping.
2. Buy toys that encourage physical activity.
3. Limit television time.
4. Use family activities as a reward for good behaviour (e.g. family ballgame).
5. Include other relatives and friends in physical activities.
6. Spend as much time outside as possible.

The Great Outdoors:

1. Find out about free activities in your area (parks, bike trails, hiking trails, baseball fields, swimming pools, etc.).
2. Rake leaves. See who can make the biggest pile.

3. Play in the snow. Build snow sculptures or make snow angels.
4. Plant a garden. Everyone can plant something and take care of it as it grows.
5. Take a long walk together.
6. Ice skate.
7. Ski.
8. Go for a nature hike.
9. Fly a kite.
10. Play miniature golf.
11. Go camping. Be active by getting firewood, fishing, biking and walking.

**ACTIVITY:**

Keep a 10-day physical fitness log.

STEP 1:

Examine the ideas for home and outdoor fitness (on the previous page). Make a 10-day family fitness plan (on the next page).

IMPORTANT:

Your plan should reflect where your family is in terms of fitness. If you're just getting started, remember to start small.

STEP 2:

Follow your plan and keep a log to see how it works.

STEP 3:

Review your fitness log to see how it worked.

PURPOSE:

Fitness is important for everyone in your family. This activity will help you to see how your family is doing with physical fitness.



Sample Fitness Plan:

<p>How is your family's level of physical activity right now?</p>	<p>We are not really used to doing a lot of physical activity.</p>
<p>What kinds of activities would your family enjoy?</p>	<ol style="list-style-type: none"> 1. Family baseball game 2. Camping 3. Planting flowers
<p>How much time can you spend on family fitness each day (or each week)?</p>	<p>We will spend 30 minutes a day on physical activity.</p>
<p>Which days of the week will you be able to do physical activities as a family?</p>	<p>Everyday!</p>
<p>Other ideas.</p>	<p>Limit TV time to one hour a day.</p>

My Fitness Plan:

Answer the questions in each box.

How is your family's level of physical activity right now?	
What kinds of activities would your family enjoy?	
How much time can you spend on family fitness each day (or each week)?	
Which days of the week will you be able to do physical activities as a family?	
Other ideas.	

Family Fitness Log

List all physical activities you do as a family and how long you do them.

SAMPLE LOG:

Day 1

Date: May 6th

Activity	Time
Walked the dog around the block.	20 minutes
Played ball in the backyard.	20 minutes

Total Physical Activity Time: 40 minutes

Day 1

Date: _____

Activity	Time

Total Physical Activity Time: _____

Day 2

Date: _____

Activity	Time

Total Physical Activity Time: _____

Day 3

Date: _____

Activity	Time

Total Physical Activity Time: _____

Day 4

Date: _____

Activity	Time

Total Physical Activity Time: _____

Day 5

Date: _____

Activity	Time

Total Physical Activity Time: _____

Day 6

Date: _____

Activity	Time

Total Physical Activity Time: _____

Day 7

Date: _____

Activity	Time

Total Physical Activity Time: _____

Day 8

Date: _____

Activity	Time

Total Physical Activity Time: _____

Day 9

Date: _____

Activity	Time

Total Physical Activity Time: _____

Day 10

Date: _____

Activity	Time

Total Physical Activity Time: _____

Family Fitness

Review your fitness log and answer the following questions.

1. Did you follow your family fitness plan? If not, why?

2. What went well?

3. What would you change?

4. Will you continue with family fitness? Why or why not?

Setting goals as a family is a great way to stay motivated! Try to meet and then beat your goals.



Family File

It is very easy to lose important papers. A family in particular has a lot of different papers coming into the home. When your child is in school, for example, he or she will bring home report cards, notes from the teachers, newsletters, etc.



One way to take care of important papers is to create a special file to keep family papers in. Such a file would:

1. help you keep important papers in one place.
2. help you to keep papers organized.
3. allow you to keep track of your child's progress in school.

Where to Get a Folder for Your File:

You can easily find a folder at an office supply store, a dollar store, a discount store and/or a drugstore. They cost very little.

Papers to Put in a Family File:

- Report cards
- School reports
- Letters to and from teachers
- Medical records
- Dental records
- Prescriptions
- Important phone numbers
- Important documents that you have signed
- Any other document that you should not lose

ACTIVITY:

Organize a Family File.

STEP 1:

Buy a file. If you do not have access to a store, use a box.



Be very careful when you throw papers out. Do not put anything in the garbage with your social insurance number or banking information on it.

STEP 2:

Go through papers in your home and decide what's important and what's not.

STEP 3:

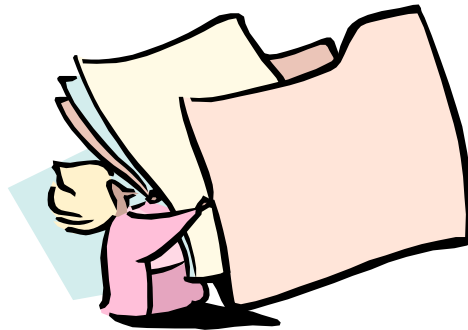
File your important papers.

STEP 4:

Complete the Family File Inventory on the next page. This inventory is a list of the documents that you have put in your file.

PURPOSE:

It is very practical to keep important papers together in the same spot! Completing the inventory will help you to organize your papers even more. Also, you will have a written list of what is in your file.



Example of how to fill in your inventory:

Report Cards	School Reports	Medical Records
1. Sammy's first grade report cards. 2. Sammy's fall report card (this year).		1. Record of Sammy's shots. 2. My doctor's phone number.

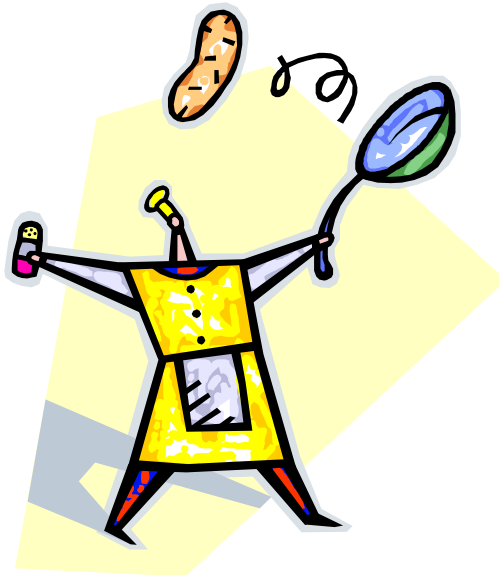
My Family File Inventory:

List the documents that you have in your file by category.

Report Cards	School Reports	Letters To and From Teachers

Medical Records	Prescription Information	Dental Records
Important Phone Numbers	Papers I've Signed	Other Important Documents

Healthy Eating



Eating not only brings us pleasure, it also nourishes us. The foods that your family eats have a big affect on the overall health of your family.

Family Dinner

Studies show that teens that have regular family dinners are less likely to abuse drugs or alcohol. Sitting down together at dinner time not only allows for healthy family dining, it also gives you the chance to talk with your kids and develop stronger relations.

Choosing Healthy Meals

Canada's Food Guide is meant to help you make healthy food choices. Review *Canada's Food Guide* for information on a well-balanced diet for you and your family.

"It's bizarre that the produce manager is more important to my children's health than the pediatrician."

-Meryl Streep

ACTIVITY:

Read *Canada's Food Guide* to decide if your family is getting the nutrients it needs.

STEP 1:

Examine *Canada's Food Guide*, provided at the end of this unit. Use pictures to help you understand the different food groups. (*Canada's Food Guide* can be downloaded or ordered from: www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php)

STEP 2:

Answer the questions on the next page about the food guide.

PURPOSE:

In order to make healthy choices with food, you should know what your body needs each day. *Canada's Food Guide* provides simple guidelines for a healthy diet.



REFLECTION:

1. *Canada's Food Guide* is for “healthy eating” for people of what age?

2. How many grain products should a person eat each day?

3. How many vegetables and fruits should a person eat each day?

4. How many milk products should a person eat each day?

5. How many meat and alternatives should a person eat each day?

6. *Canada's Food Guide* says that "Different people need different amounts of food". What determines how much food a person needs?

REFLECTION:

According to *Canada's Food Guide*, which foods should your family eat more and less of?

Less	More

Dinner Time!

ACTIVITY:

Find a healthy recipe and explain why it's healthy.

STEP 1:

Review *Canada's Food Guide*. Make sure you are comfortable with the principles.

STEP 2:

Find a "healthy" recipe for a family meal. Your healthy recipe should follow the principles outlined in *Canada's Food Guide*.

Where to find your recipe:



- In a cookbook
- From a friend
- On the Internet

STEP 3:

Write the ingredients for your recipe in the table on the next page.

STEP 4:

Explain why this recipe is healthy.

PURPOSE:

This activity will help you to find healthy recipes and to know why they are healthy.

My Healthy Recipe

Write the names and quantities of each ingredient in your recipe.

Recipe for: _____

A light blue rounded rectangular box with a scroll effect at the top left corner. Inside the box, there are ten horizontal lines for writing.

What makes this recipe “healthy”? Be specific.

Family Services

Every family must deal with a problem sooner or later. This is why there are different services available to support families. For example, counselling is often available to help you deal with family problems.

Services will help you with:

- Child care
- Healthy living
- Family recreation
- Family violence
- Teen depression
- Legal problems
- Drug / alcohol use
- Care for children with special needs
- School-age child care
- And more...

Taking Care of Elderly Family Members

There is also help available to help you take care of elderly family members. Such services include:

- Home support
- Long term care and seniors housing
- Day programs
- Health services
- Social and education programs



For Your Information

To find out about family services, you can contact any of the following:

1. Your local CLSC

- Find the phone number in your phone book or by calling directory assistance.

2. Your local community centre

- Find the phone number in your phone book or by calling directory assistance.
You will need to know the name of the centre to find the phone number.

3. Family Service Canada

- Address: 312 Parkdale Avenue, Ottawa, ON K1Y 4X5
- Call: 1-800-668-7808
- Website: <http://www.familyservicecanada.org>

4. First Nations Child & Family Caring Society of Canada (For the Aboriginal community.)

- Address: 251 Bank Street, Suite 302, Ottawa, ON K2P 1X3
- Call (613) 230-5885
- Website: <http://www.fncaringsociety.com>
- Email: info@fncfcs.com



My Family and Me

Now that you have completed different activities that will help you support and nourish your family, you are ready to observe how family affects our everyday life.

ACTIVITY:

Pay close attention to the world around you to find examples of how family affects your life.

STEP 1:

Reflect on what you know about family.

STEP 2:



Observe what happens around you for a few days to see how family plays a role in your life and the lives of those around you. In particular, keep track of things like your children's learning and family fitness and nutrition.

STEP 3:

Answer the questions on the following page. Provide solid examples of what you observed about family.

PURPOSE:

Learning is most valuable when you can apply it to your own life.

Where to find real-life examples:

1. Your family! Observe how you get along, what physical activity you do, what you eat, etc.
2. Observe other families: how do they get along? Is family important?
3. Observe television. What kinds of values about family are shown?
4. Your general feelings towards your family.

My Family and Me

REFLECTION

Provide solid examples of what you have observed in the past few days.
How does family affect your everyday life?

My Family

Learning Checklist

Check off each item on this list that you can do as “ACHIEVED”. If you feel that you have to improve on something, check “IN PROGRESS”. Review your Learning Checklist with your tutor.

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
1. I can say what a “family” is.		
2. I can describe different families.		
3. I can describe my family.		
4. I can define my role in my family.		
5. I can reflect on family time.		
6. I can say what self-esteem is.		
7. I can say why a child’s self-esteem is important.		
8. I can list ways to build my child’s self-esteem.		
9. I can prepare for reading.		
10. I can read an article on supporting children.		
11. I can handle new words when I read.		
12. I can answer questions about what I read.		
13. I can create an Action Plan to promote my child’s self-esteem.		
14. I can follow my Action Plan.		

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
15. I can make daily observations of my Action Plan.		
16. I can review my daily log to see what worked.		
17. I can review my log to see what to do better.		
18. I can describe my role in supporting my child's education.		
19. I can describe the role of a teacher.		
20. I can find the phone number and address of my child's school.		
21. I can call my child's school.		
22. I can write a note to my child's teacher.		
23. I can prepare for a meeting with my child's teacher.		
24. I can make my home a place of learning.		
25. I can support my child's education.		
26. I can say why family fitness is important.		
27. I can start a family fitness plan.		
28. I can keep a 10-day family fitness log.		
29. I can review my log to see what worked.		
30. I can review my log to see what didn't work.		
31. I can plan changes.		

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
32. I can organize a Family File.		
33. I can make a list of important documents in my file.		
34. I can say why families should eat together.		
35. I can refer to <i>Canada's Food Guide</i> for healthy eating guidelines.		
36. I can say what foods my family needs more or less of.		
37. I can find a healthy recipe.		
38. I can explain why a recipe is healthy.		
39. I can observe my world to see how family affects my daily life.		
40. I can reflect on my learning.		
41. I can apply what I learned in the future.		

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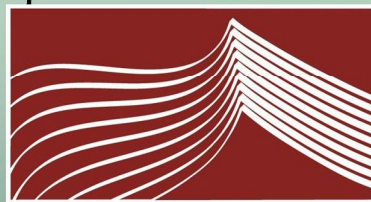
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