

# Family Connections



Lakehead  
Adult  
Education  
Centre



Lakehead  
Public  
Schools

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

**Parent Guide Book**

## **Our Mission**

**Lakehead Public Schools  
is committed to the success  
of every student.**

## **Our Vision**

**Your Children  
Our Students  
The Future**

## **What We Value**

**Integrity  
Acceptance  
Responsibility  
Empathy  
Respect**



This book –  
the **Family Connections Parent Guide Book**  
has been made possible through the hard work of parent  
participants and the initiative of the Lakehead Adult  
Education Centre.

Please note that some information shared within  
this Guide Book is based on the workshop series  
*“Parents as Partners in Education”*.

Special thanks to our partner organizations:  
the **Thunder Bay Indian Friendship Centre, Ontario  
Works**, and the **Aboriginal Interagency Council**.

Thank you also to the school communities of  
**McKellar Park Public School**  
and  
**St. James Public School**.

And a very big THANK YOU to **all parents** who have  
participated in the Family Connections Program.  
You make a difference!



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# Introduction

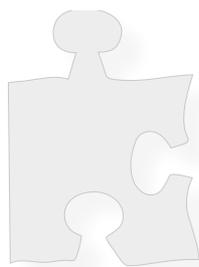
## ***Purpose of this Guide Book:***

The Family Connections Parent Guide Book is based on a series of workshops and discussions of the Family Connections Program. As participants of this program, parents share ideas and tips on what things work well for their children both in school and at home. Now we are offering these ideas to all parents, as a guiding tool to help you help your children be and do well in school.

As members of the Family Connections Program, we realize that learning does not happen on its own. It is a discovery process that needs to be helped along by parents, families, teachers, schools, and whole communities.

As parents, we are our children's first teachers. Thus we play a very important role in the education of our children.

The information and activities laid out in this Guide Book are presented to you as ways to further connect with your children. They offer a means to create healthy learning environments at home, positive relationships within our schools, and a method of ensuring that our children's needs are being met. We hope you can use this book to enhance your children's learning and help them succeed in school.



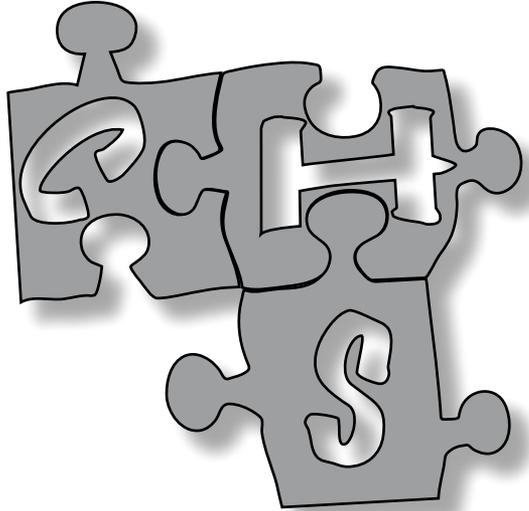
# Making the Pieces Fit

*(How to Use this Guide Book):*

The Family Connections Parent Guide Book is divided into 3 major sections, outlined in the Table of Contents:

- 1. Connecting at Home,**
- 2. Connecting With School,**
- 3. Connecting to the Community.**

We believe that by connecting the puzzle pieces of home life, school life and community, we can help our children to succeed.



Each of these sections has been created to be interactive, offering not only useful information, but also activities and games that you can share with your children. There are also some blank spaces scattered in the book where you are invited to make notes, or write down your own ideas to share with your children.



And lastly, we have spread our personal stories, tips, ideas and inspirational quotes throughout the book.



You don't have to read this whole book all at once. You can browse through the Table of Contents for specific information and activities. Or you can skip to one of the friendly parent faces for some quick tips. Remember, we are all learning every day. No one person knows it all. These are just some helpful tips that have worked for us and could work for you too!



### **Language Used in this Guide Book:**

The information shared and activities suggested in this Guide Book are to assist anyone who is involved in supporting a child.

For simplicity purposes the term **“parent”** is used.

This means anyone with care of a child – natural, step and foster parents, grandparents, guardians, family members and other caregivers.

This book applies equally to boys and girls. The pronouns **“he”**, **“she”**, **“his”**, **“her”**, and **“him”** can be used interchangeably to describe a child.

**“We”** refers to Family Connections Program Participants - parents just like you!

## **The term successful can mean many things.**

It can mean doing something really well, like remembering something you have been taught, solving a problem, getting good marks, or behaving in a kind way. It can also mean trying your very best, making the most out of opportunities that come your way, and being patient with your progress.

Success is also about discovering who you are, and how you work best. It is about feeling good about yourself, being happy and having a positive outlook.

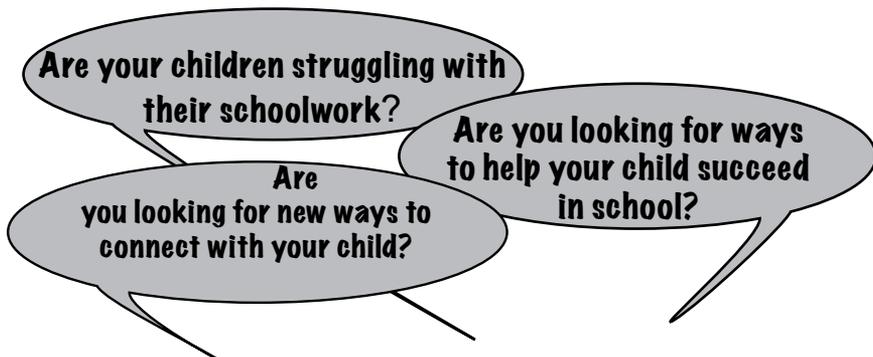
In this book, **helping your child to succeed in school** is about guiding and supporting your child to gain the skills they need to be fulfilled at school.

***“It’s a funny thing about life;  
if you refuse to accept anything but the best,  
you very often get it.”***

~ W. Somerset Maugham



## What is the Family Connections Program?



The Family Connections Program has been developed to help parents who want to help their children be more successful in school. It offers a relaxed atmosphere for learning and sharing ideas that will help our children. Many of the topics that are explored in the Family Connections program are outlined in this Guide Book.

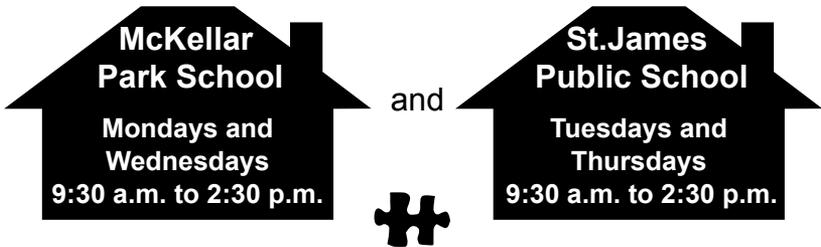
Through activities, workshops, and group discussions, participants in the Family Connections Program learn ways to work as partners in their children's education. Helping with homework, developing routines, communicating with the school, family literacy and fun with learning are just some of the topics included in the program.

### Who can attend?

Parents, guardians, or caretakers of school-aged children are welcome to attend.



## Where and When does the Family Connections Program meet?



### Extra bonuses about the Family Connections Program?

*Participants of the Family Connections program receive:*

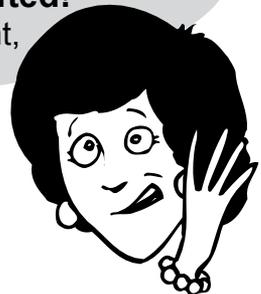
- **healthy refreshments** each time they attend
- **bus tickets** to get them to and from the program
- **free childcare** for accompanying pre-school aged children
- help with their own **high school or upgrading credits**
- opportunity to win weekly **door prizes**
- a **safe and helpful environment**

### How to Join?

To register just come to a class or call the program facilitator at **621-7990** for more information.

**“Every time  
I go to the Family Connections  
Program, I leave with a much lighter back  
– like a load has been lifted!”**

~Family Connections participant,  
St. James



**SECTION ONE:**

**CONNECTING AT HOME**



# 1. Why is Parental Involvement so Important?

***“It doesn’t matter what sort of background you come from, or how good your own education was. It’s the involvement that counts!”***

~Hilary Wilce



It is a fact that the more you help your child at home, the better she will do in school. Even if you didn't do well in school yourself, or you think you don't know enough, you can help your child simply by showing you care enough to be involved in her life.

The **involvement** we have in our children's lives is one of the most important factors in helping them to do well in school. Showing you are interested in what your children are doing and learning, shows your children that you really care about them. This gives them a sense of security, as well as a boost in self-confidence. It lets them know that what they do matters!

***“Parents who take an active interest in their children’s education can help them do as much as 25% better than children whose parents aren’t interested.”***

~Campaign for Learning



Parents who are involved in their children’s education help them to learn the importance of a good education. They help them learn skills that make doing school-work easier. They provide them with a healthy environment and positive experiences to build their learning skills. And they teach children valuable social skills like how to make friends, how to help others, and how to get help yourself.

Remember, even the smallest of things can make a huge difference to your child’s ability to learn!

***“Fortunately those teeny,  
tiny successes are like wet, sticky snowflakes:  
They can snowball!”***

~ Mary Sheedy Kurcinka



**Have patience, start small, and celebrate every step!!!**

***“I am only one;  
but still I am one. I cannot do everything,  
but still I can do something. And because  
I cannot do everything, I will not refuse to  
do the something I can do.”***

~ Edward Everett Hale



**Being Involved can Look Like This:**

**Listen to your child**



Say “I Love You”



Laugh together



**Help your child to share his/her feelings**

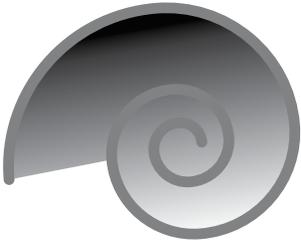
Encourage your child - “I know you can do it!”



**Have fun together**

Ask "How Was Your Day?"

Talk with your child



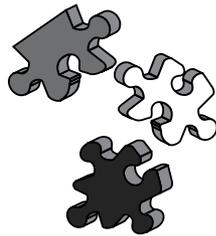
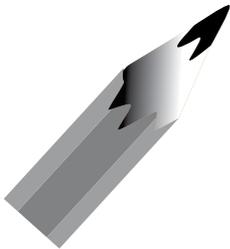
Read with your child

Tell your child a story



Do chores together

Help your child with their homework



Walk your child to school



**“The first place I saw this poem was on my friend’s fridge. I read it and was hit by the truth behind the words. I am going to frame this poem and put it up in my living room for everyone to see.”**

~Family Connections participant,  
St. James



## **Children Learn What They Live**

*(Author Unknown)*

*If children live with criticism, they learn to condemn.*

*If children live with praise, they learn appreciation.*

*If children live with hostility, they learn to fight.*

*If children live with kindness and consideration, they learn respect.*

*If children live with fear, they learn to be apprehensive. If children live with security, they learn to have faith in themselves and in those about them.*

*If children live with pity, they learn to feel sorry for themselves.*

*If children live with encouragement, they learn confidence.*

*If children live with ridicule, they learn to feel shy.*

*If children live with approval, they learn to like themselves.*

*If children live with jealousy, they learn to feel envy.*

*If children live with sharing, they learn generosity.*

*If children live with shame, they learn to feel guilty.*

*If children live with acceptance, they learn to find love in the world.*

*If children live with tolerance, they learn patience.*

*If children live with recognition, they learn it is good to have a goal.*

*If children live with honesty, they learn truthfulness.*

*If children live with fairness, they learn justice.*

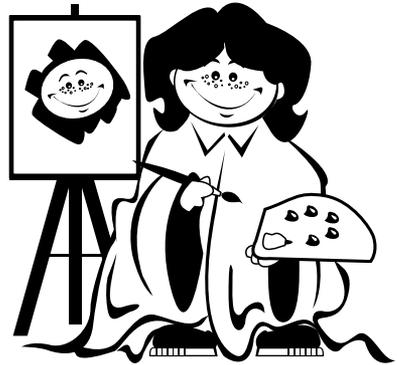
*If children live with serenity, they learn to have peace of mind.*

*If children live with friendliness, they learn the world is a nice place in which to live.*

*With what are your children living?*

## 2. Giving Encouragement

In order to feel good about themselves and be motivated to keep trying, it is important that our children hear praise. When you notice “**out loud**” that your child has done something “**right**”, you encourage positive behaviour! Your positive words give your child the strength he needs to make changes in his own behaviour – your words help your children to like themselves, and when children like themselves, they behave in a way that shows this! Your child will be happier, more willing to try new things, more cooperative, and more open to learn.



### How to Encourage your Child’s Development in School?

Encourage your child to work hard, but don’t pressure her so much that she feels stressed and overwhelmed. It is important that you listen to your child, reassure her, help her, love her and simply be there for her.

You can inspire and support your child at home by creating fun activities that help your child make connections with something she has learned in school.

#### **Other ways we encourage our children to do their best:**

- Show interest in your child’s progress in school
- Help her with her homework
- Discuss the value of a good education
- Talk about possible career options
- Stay in touch with teachers and school staff

**Children need to be told that they are appreciated.  
They need to be told that they are doing a good job!**

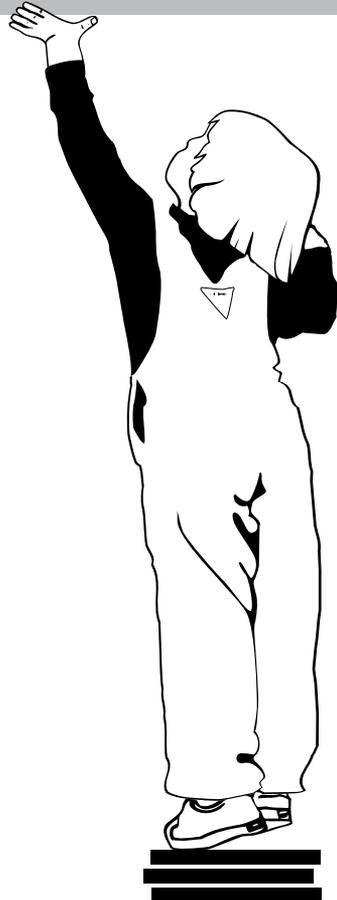
## *100 Ways to Say “Good Job!”*

1. *Way to go!*
2. *I knew you could do it!*
3. **GREAT!**
4. *You are so good at that.*
5. *You’ve got a great future!*
6. *You’ve just about got it!*
7. *Now you’ve got the hang of it!*
8. **WHOO HOO!!**
9. *It makes me happy to see you  
work that well!*
10. **LOVELY!**
11. *Right on!*
12. *Good for you!*
13. *Great attitude!*
14. **SENSATIONAL!!**
15. *That’s a masterpiece!*
16. **EXCITING!**
17. *You’re special!*
18. **TERRIFIC!!**
19. *Good Work!*
20. *You are incredible!*
21. *You’re doing much better today!*
22. *That is first class work there!*
23. *That’s right!*
24. *That is really nice.*
25. *You’re on the right track now!*
26. **YES, that’s it!!**
27. *Fantastic!*
28. *You are really working hard  
today.*
29. *Good remembering!*
30. *You’ve got it!*
31. **SUPER!**
32. *You should be proud of that  
work!*
33. **CLEVER!**
34. *I am proud of the work you did  
today.*
35. **Superb!!**
36. *Nothing can stop you now.*
37. *You are learning fast!*
38. *You out-did yourself today!*
39. **DYNAMITE!**
40. *Now you have it!*
41. *Phenomenal job!*
42. *That’s it!!*
43. **WOW!!**
44. *You make me laugh!*
45. **HIP HIP HURRAY!**
46. *Once more and you’ve got it!*
47. **MARV..E.....LOUS!**
48. *You’ve just about mastered it!*
49. *Keep working on it, you’re  
getting better!*
50. **BINGO!**
51. *You are doing a **GREAT** job!*
52. **SPECTACULAR!**
53. *You make me proud.*
54. *That is the **BEST** job **EVER!***
55. *You are a treasure!*
56. **TREMENDOUS!**
57. *What a fantastic improvement!*
58. *Smile, It is worth a million  
dollars!*

59. *That's the way!*
60. *You should feel good about yourself!*
61. *Keep up the good work!*
62. *Outstanding!*
63. *You mean the world to me!*
64. *That's the right way to do it!*
65. **BEAUTIFUL WORK!**
66. *Much better!*
67. *Great thinking!*
68. *You're getting better everyday*
69. *Look at you go!*
70. *Fine work!*
71. **YAY!!!**
72. *That's good!!*
73. **AWESOME!!**
74. *You did it that time!*
75. **EXCELLENT!!**
76. *You have NOT missed a thing!*
77. *You've got your thinking gear on today!*
78. *You make it look easy!*
79. *That is correct!*
80. *That's coming along wonderfully!*
81. *You are a great help!*
82. *Keep it up!*
83. *Now you've got it!*
84. *Look at you...smartypants!*
85. *Awesome...kiddo!*
86. *You're really going to town.*
87. *That's the way!*
88. **WONDERFUL!**
89. **YOU ROCK!!**
90. *Congratulations on a job well done!*
91. **SUPER STAR!!**
92. *Nice going*

93. *I couldn't have done it better myself.*
94. *That's my boy!*
95. *That's my girl!*
96. *You are great at that!*
97. *That is a GREAT thing you did!*
98. **PERFECT!**
99. *You're really working hard today.*
100. *I'm proud of the way you worked today.*

(Adapted from 98 Ways to Say "Very Good", Canadian Child Care Federation)





### 3. Juggling Time & Cutting out Stress at Home



***“Some mornings, just combing my daughter’s hair, or motivating my son to go to school is stressful!”***

There are so many things to do as a parent that it can feel overwhelming and stressful. How do we stay involved in our children’s education when we have more than one child to look after, different activities to manage, bills to pay, chores to do, health and safety issues, and no family support???

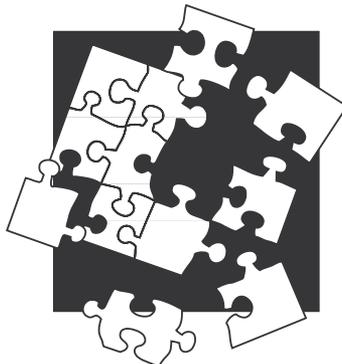
**Don’t give up!**

## Here are some Tips to Reduce Stress:

- **Be Realistic** – don't expect too much
- Think about what needs to get done each week -  
**Make a Schedule**
- **Develop Routines** – especially for mornings and bedtime
- Learn to **say “No”**
- **Share Chores**
- **Talk** over problems
- **Cut out Unnecessary Activities**
- Get enough Sleep
- **Eat Healthy**
- **Share Your Worries** with other parents
- **Be Consistent** with rules and behaviour
- **Take a Break** – set aside time for yourself
- Take a Break Together –  
**Slow Down, Relax, Play & Laugh Together**
- **Seek Help** in the Community

**The best thing we can do is try!**

Try your best to make changes that will help both you and your children to not feel so overwhelmed. Give yourself time – don't try to make too many changes at once. Be flexible – life doesn't always go as planned. Adapt your schedules to work for everyone in the family.



Here are some tips that work for us:

***“When I am trying to have a conversation with my teenager or help my children with their homework it is hard to give my baby and 4-year-old attention. They start running around and making noise. When they come near me, instead of yelling or getting upset, I just place my hand on their back and rub it while they sit on my lap for a few minutes. They look at me and smile and then climb back down, content to be playing alone again. They just need to know that I love them and are here for them. Then within minutes I can give my older children the attention they deserve.”***

~Family Connections participant, McKellar Park

***“I get stressed out when everything around me seems chaotic. To keep myself organized I write lists and post sticky notes all over our house! It feels great to cross off finished things from a list, or crumple up a note and toss it in the garbage!”***

~Family Connections participant, McKellar Park

***“I made a calendar for my children this year. They decorated it with pictures. We look over it together every Sunday before they begin their week at school. They write their activities and chores on the calendar and also if they have any homework or big projects coming up. They love checking to see if they have any birthday parties coming up! We take turns crossing off the days as we go - they feel good when they see they accomplished something written on that day!”***

~Family Connections participant, McKellar Park

## Our Children Feel Stress Too:

When we feel stressed, we often show this stress to our children by being impatient or yelling. It is no surprise then that our children start behaving negatively, yelling also or acting out against us.

All children behave differently when they have stress in their lives. While some might start acting out of character, talking back or being violent, other children may get sick, or others seem to “shut-down”, going inward and not sharing any of their feelings.

We can teach our children positive ways to deal with their stress so that our little ones don't carry the weight of the world on their small shoulders.

**“When I see my son looking overwhelmed I take time to cuddle with him in his favourite corner of the house.”**

~Family Connections participant,  
St. James



**“I taught my daughter to relax by breathing slowly. When she is worked up, she will stop herself and take in 3 really slow deep breaths. As she lets them out, she imagines her worries floating away into the sky.”**

~Family Connections participant,  
McKellar Park



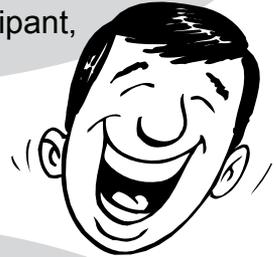
***“When my niece gets too overwhelmed or anxious, she gives herself a time out. I respect the space and time that she needs.”***

***~Family Connections participant,  
St. James***



***“My kids react completely differently from one another when they are stressed out. One of them needs to talk about her problems from every angle until she has come up with a solution she is happy with. The other goes outside to play some basketball and when he comes back inside he is calmer and can be clear about his needs.”***

***~Family Connections participant,  
McKellar Park***



***“I figured out that the children in my care are least stressed out if they know what is happening in their lives – they like knowing what to do each morning, after school and at night. It helps them have control over their own lives. We stick to our routines all week. On weekends though, we let our morning routine slide if we feel like sleeping in. They like to relax with me.”***

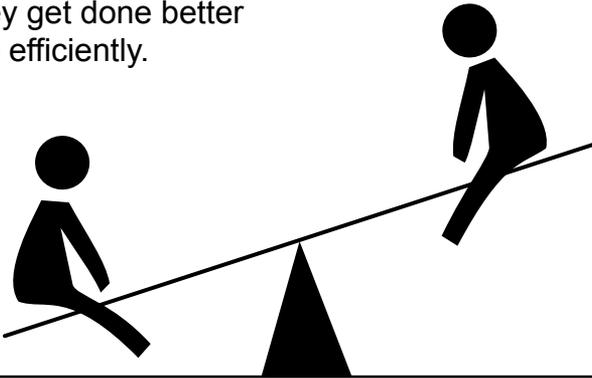
***~Family Connections participant,  
St. James***



## Establish Routines:

Routines are regular comfortable events that happen in your child's life. When practiced regularly, routines really help children to feel more secure because they do not have to worry about what might happen next in their lives. A well-established routine helps children learn to be organized, and helps them to manage both their time and responsibilities more easily. As a result, children feel calmer and tend to be better behaved.

It is a fact that when things are done on a regular, routine basis, they get done better and more efficiently.



### Routines that Help:

- Making time for school studies
- Providing a quiet space for homework
- Assigning responsibility for household chores
- Being consistent about times to wake up and times to go to bed
- Having dinner together regularly

A lot happens in our daily lives - it is not always possible to follow routines rigidly. You have to be flexible and patient if emergencies or the "unexpected" comes up.

**Remember, a routine is put in place to be a helpful guide, not a stressful pest!**

## How to Have a Great School Morning!

- **Get Bags Ready the Night Before**



- complete homework, write notes, and pack school bags the night before to avoid a rush in the morning
- check school calendars and agendas to be sure you are not forgetting anything important

- **Set the Alarm**

- so that nobody has to rush



- **Leave Enough Time**



- for slower moving family members
- for getting everything ready
- for walking or catching transportation
- for the unexpected!

- **Turn off the TV**



- your home will feel calmer
- your children will be less distracted
- your tasks will get done more quickly



- **Have a Good Breakfast**

- healthy drinks help the brain to be hydrated – this can help to avoid headaches
- healthy foods help your child's body and mind to be strong and alert
- if you do not have food at home, make arrangements for your child to join the Breakfast Club at school.



(for more information on eating and drinking see **“Nutrition for Success”**, on page 50)

***“We have our baths  
the night before to avoid a morning fight for the  
bathroom!”***



~Family Connections participant,  
St. James

***“At bedtime,  
I help my kids pick their clothes  
for the next day, so we don’t have a power struggle  
in the morning!”***

~Family Connections participant,  
McKellar Park



### **After School Routines!**

- **Ask about their Day**
  - don't bombard her with questions, but do show you are interested in what your child has done during her day at school
- **Take Time to Relax**
  - reduce stress in your child's life by allowing him time to play games, get fresh air, or be active outside
- **Check Bags**
  - check for notes home from school
  - check your child's agenda for daily and weekly work
  - check for homework or projects



- **Share a Meal**



- take time to be together, to talk to each other, to share stories and to eat a healthy meal together
- if you are unable to provide enough food for your child, seek help in the community (see Where to get Food in Thunder Bay, on page 162)

- **Make time for School Work**



- set time aside for your child to complete his homework
- take time to offer help and ask questions about his homework

- **Get a Good Night's Sleep**

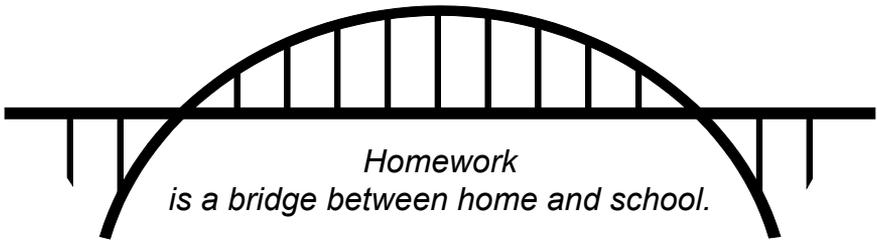


***“When my kids come home from school now, I stop doing what I am doing, even if it seems really important to me. I ask them how their day was and check their bags for homework. Usually it only takes a few minutes....but my kids see that what they have done all day is important to me!”***

**~Family Connections participant,  
McKellar Park**



## 4. Helping with Homework



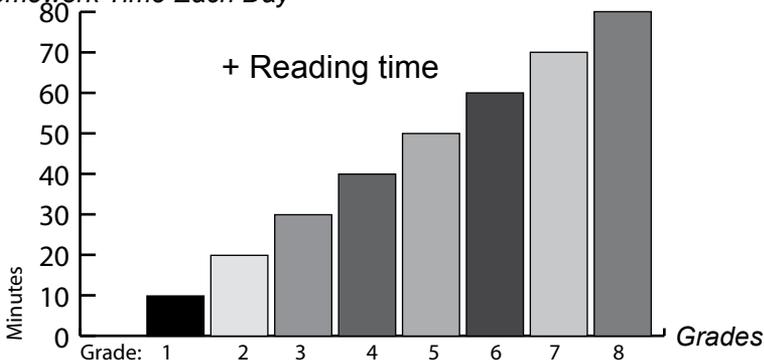
For most of us, it is the only part of our children's school work that we see on a regular basis. It lets us see what our children are learning in school. And it allows us to help our children develop their learning and work habit skills.

### **Homework is a Chance to:**

- Finish work from class
- Practice and review what was learned in school
- Learn how to work independently
- Develop good work habits
- Get ready for an upcoming activity
- Think with more time
- Explore ideas and interests
- Encourage self-discipline and responsibility
- Learn time-management skills
- Improve problem-solving skills

### **How much Homework should be Expected Each Day?**

*Homework Time Each Day*



**“Keep this Checklist Close by at Homework Time  
– see how many ideas you can check off!”**

## **How can Parents Help with Homework?**

### **1. Create Expectations:**

- ❑ Make it clear that you believe homework is important, and expect your child to do it!
- ❑ Help her set goals for finishing tasks.
- ❑ Recognize your child’s strengths and interests, and help him use these to achieve goals.
- ❑ Show your child what a difference “trying” can make in reaching her learning goals.

### **2. Show Interest:**

You don’t have to understand all the work your children are doing, but show them you care about their learning:

- ❑ Ask about it
- ❑ Check the agenda to see what work needs doing
- ❑ Mark down when work is due on a calendar your child can see
- ❑ Help her break big assignments and projects into smaller steps
- ❑ Read instructions aloud together
- ❑ Look over the work
- ❑ Listen to their explanations
- ❑ Make connections between the work he is doing and real life
- ❑ Ensure she gets enough sleep, exercise, good food, and time to relax
- ❑ Have patience
- ❑ Encourage and praise them for their hard work
- ❑ Keep in touch with the teacher

### 3. Provide a Good Environment for Homework:

Your child will benefit by having:

- ❑ A routine - regular time for homework
- ❑ A quiet, well-lit place to work
- ❑ Supplies at home such as – pencils, pens, paper, ruler, dictionary
- ❑ Distractions kept to a minimum – no loud music, no TV, no phone calls, no chat-lines, no video games until homework is completed!
- ❑ You nearby and available

Homework does not have to be a difficult chore. If a little is done every day, it won't be as overwhelming. Helping your child to get organized can really help them to succeed in completing their school work.

**“Here’s an idea that can really help – try it with your child!”**

#### **Steps to Success:**

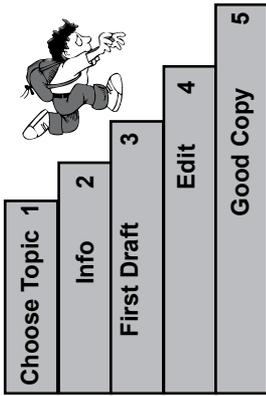
In order to help your child finish a homework assignment, you may need to break it down into smaller steps. Knowing the right steps takes practice. Use this method to help your child plan their work.



- Take a sheet of paper and fold it in half.
- On the cover, ask your child to write down a few words to describe what his end goal is.  
e.g. “Write an essay”

- Discuss with your child what steps will need to be taken to reach the end goal. Write these steps down on a scrap piece of paper.

e.g.



1. Choose a topic
2. Gather information
3. Read the information
4. Brainstorm ideas – make rough notes
5. Develop an outline – beginning, middle and end
6. Write a first draft (“sloppy copy”) in sentences
7. Edit the draft – correct mistakes
7. Write a good copy
8. Proofread – read it over one last time
9. Hand it in on time
10. Celebrate!

- Then open the paper and draw a set of stairs with enough steps for every task needed to complete the assignment.
- Write one task under each step.
- This visual helps your child to have a clear picture of what is involved in completing the homework.
- Talk to your child about how long each step should take to finish so that he organizes to hand it in on time.
- Have your child colour in each step as he completes the tasks, so he knows how well he has progressed and what is left to complete.

***“Education is not the filling of a pail  
but the lighting of a fire.”***

~William B. Yeats



## Being a Coach:

We all want our children to do well, but it does not help your child if you do her homework for her. Your key job is to support your child to successfully complete homework. Being a coach, you make it clear that doing homework is your



child's number one job. You provide the right environment for homework to be completed, and you help your child come up with ways to manage her time wisely. You make it clear that your child is not alone, yet you do not think and act for her. Rather you help her to develop these skills on her own.

Being a coach is a way of teaching your child responsibility and independent learning. You are giving your child a great gift to carry with her into the future.

### Questions to ask when Coaching your Child:

- Can you tell me what the assignment is about?
- Did your teacher give you a paper explaining what she wants?
- Is there something you don't understand?
- How can you find out what you need to know?
- What do you need to do to finish? Tell me the steps.
- Have you ever done this type of work before in school?
- Do you need to go over your notes again?
- When do you have to hand it in?
- Will your teacher be able to understand your work?

## Need Help?

- ❑ Talk to your child's teacher
- ❑ Ask about tutoring, homework clubs or after-school programs offered at the school or in the community
- ❑ Take your child to the library for computer access and to get information for special projects – ask the librarian for research help
- ❑ Participate in the Family Connections Program



### Homework and Siblings:

When you have more than one child at home, it is especially important to have a homework routine. Let all your children know when it is homework time and that this is a quiet time for working. Even younger pre-school children can be encouraged to do their “homework” - they can do activities during this time that will help them develop reading, writing and math skills later on.



During homework time, encourage your little ones to:

- Draw and colour
- Play with play-dough
- Cut and paste pictures
- Look at books
- Build with bricks
- Make a craft
- Paint
- Quietly act out a story with puppets or dolls



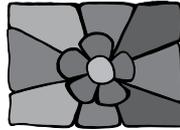
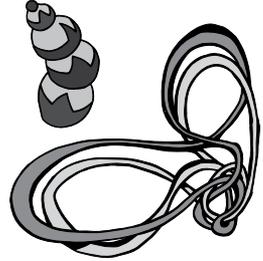
## Recipes that keep young ones busy:

### Play Dough

Play Dough is very popular with children – especially those who like to discover their world through touch.

#### What can you use Play Dough for?

- To mix colours together
- To pull, roll, and stretch
- To make imaginary food
  - use cookie cutters to make different shapes
  - make a pizza and use it for learning math fractions!
- To make a house, castle, log home
- To practice letters and numbers
- To tell a story
- To have fun!

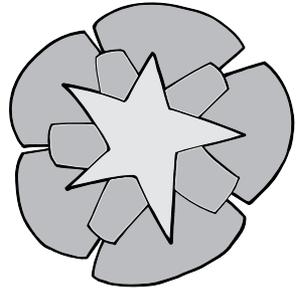


#### Cooked Version

This version requires adult supervision to make the dough, as it calls for the use of boiling water.

#### Materials Needed :

2 ½ cups flour  
½ cup salt  
2 packages dry unsweetened Kool-aid  
2 cups boiling water  
3 tablespoons vegetable oil  
food colouring (optional)  
mixing bowl & spoon



#### How to Make it:

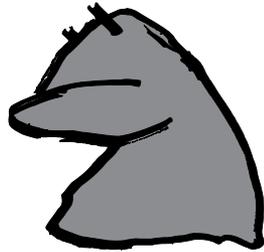
Mix the dry ingredients together in a bowl. Mix the liquids together. Pour the liquids into the dry ingredients bowl. Stir until it forms a ball (have patience – it will become more smooth). As the mixture cools, use your hands to knead the dough until it is smooth.

## Uncooked Version

Children can make this simpler, uncooked version with a little help from their parents.

### **Materials Needed :**

2 cups flour  
1 cup salt  
food colouring (optional)  
2 tablespoons vegetable oil  
1 cup water  
mixing bowl & spoon



### **How to Make it :**

Mix the dry ingredients together in a bowl. Add oil. Add food colouring to the water. Add the water mixture to the dry ingredients bowl, a little at a time. First stir with a spoon, then knead the dough with your hands until it is smooth.

The dough can get sticky, so keep a little flour nearby to sprinkle over it while working.

Keep dough in an air-tight container or plastic baggie for up to 2 weeks in the refrigerator.

## **Finger Paint**

### **Materials Needed :**

2 Tbsp sugar  
½ cup cornstarch  
2 cups cold water  
food colouring  
saucepan, spoon  
plastic bowls



### **How to Make it :**

In saucepan, mix sugar and starch. Slowly add water. Cook, stirring constantly over medium heat until bubbling, thick and smooth. Divide mixture into 3 or 4 plastic bowls. Add a different colour to each one and blend in. Let paints cool completely before using!

## 5. Everyone Learns in a Different Way

Did you know that we all learn differently from each other? Some of us learn by seeing or writing things out, others learn simply by listening, while others learn best by “doing”- touching and working things out with their hands.

If you know how your children learn best, you may be able to help them out better with their school work.

*Below are some helpful tips from Family Connections participants:*

### Visual Learners – SEEING



For your child that remembers something best if he writes it down and can “see” it...

- ❑ Use pictures, charts, maps, graphs to help explain the work to your child
- ❑ Use colour to highlight important points in text
- ❑ Read illustrated books
- ❑ Study in a quiet place
- ❑ Encourage him to take notes in class
- ❑ Write down questions and answers together so he can see them
- ❑ Make flashcards when studying to learn words or concepts
- ❑ Use inspirational posters

## **Auditory Learners – HEARING**

For your child that understands something best if she “hears” it told to her...

- ❑ Discuss your child’s work with them
- ❑ Write down her ideas as she says them aloud
- ❑ Read instructions out loud
- ❑ Make up a musical jingle to remember work
- ❑ Tell her a story or use an analogy to help explain something to her
- ❑ Encourage your child to ask herself questions out loud when studying
- ❑ Encourage her to just listen when someone talks (don’t try to write or talk at the same time)
- ❑ Encourage her to participate in class discussions

## **Tactile/Kinesthetic Learners – DOING**

For your child that thinks best when he “moves” around or uses his “hands”...

- ❑ Allow your child to take frequent study breaks – stretch, move around
- ❑ Encourage him to move around when learning new things (e.g. mold clay, read while walking, jump on a trampoline)
- ❑ Ask him to stand while he explains something to you
- ❑ Get him to write at the same time as reading or talking
- ❑ Encourage him to act things out
- ❑ Use a model or experiment to explain work to him
- ❑ Highlight reading material
- ❑ Use “manipulatives” when doing math (e.g. pizza slices for fractions)
- ❑ Encourage him to sit near the front of his classroom to keep focussed
- ❑ Make crafts together that relate to his work

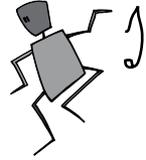


## Other Ways of Learning:



### ❑ **Music and Rhythm**

- make up songs and games for learning
- listen to soft music while working

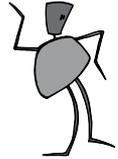


### ❑ **Numbers or Logic**

- use graphs and charts when learning
- point out patterns (e.g. words that rhyme)

### ❑ **Self-reflective**

- use journals to reflect on learning
- use her interests to help focus learning



### ❑ **Social**

- encourage team work and group activities

### ❑ **Experiencing in Nature**

- go outside to learn and explore
- use nature and science books to capture her attention



***“You tell me, and I forget.  
You teach me, and I remember. You involve me,  
and I learn.”***

~ Benjamin Franklin



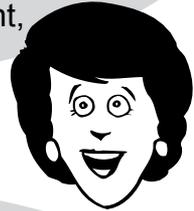
## 6. Learning at Home – Make it FUN!



If your child does not have homework, you can still find fun ways to learn together.

***“My niece and nephew love to play “I Spy”– at home, on the bus, on our walks...we don’t play by spying just one colour with our eyes, we spy shapes and words and objects too. My niece might say, ‘I spy with my little eye something that’s red and white circle (stop sign)’”***

***~ Family Connections participant,  
St. James***



***“When my daughter was learning about traditional teachings, we wrote them out in great big colourful words around the house: Respect, Wisdom, Honesty, Love, Courage, Humility, Truth...”Wow!” my daughter said “We’ll never forget now Mom!”***

***~ Family Connections participant,  
McKellar Park***



Remember, you know your children best.  
Choose ideas that suit their age and fit their interests!

The next few pages have some neat learning activities that we have had fun doing with our children. You might want to try them out at home with your child!

## Who am I?

Take turns acting out a character from a storybook, song or movie. You can get into costume or just mime the actions of your character.



## Crazy Stories

So often we overlook the value in simply talking with our children. Children learn new words by hearing them spoken to them. Talking helps them become better at speaking, reading and writing. This activity also gets your child to use her imagination, get creative and have fun!

Take turns making up a story with your child.

Anything goes! The weirder and crazier, the better!



You could begin by saying “You wouldn’t believe what happened to me today!”.

Use lots of enthusiasm in your voice.

Start describing a crazy adventure.

When you have your child hooked, stop and allow them to join in and make up their own ending to the story.

If it is really outrageous, your older child may want to actually write down the story with you and draw some illustrations to make it come to life!

## Creative Placemats

Meal time is a special time to share with our children. Not only is it a time for sharing food, but it is a time for gathering, spending time with one another, sharing ideas, and talking about our days.

Placemats can help set the tone for an unbeatable gathering! They can be a motivation for young children to sit at the table – everyone gets their own special spot!

They can also be a fun way to start conversations or be involved in an activity together at the table.

### **How to Make it:**

All you need is construction paper, bristol board, or a similar type of thick paper (empty cereal boxes can work great!). Decorate this paper with anything you want- markers, crayons, stickers, family photos, glitter, stamps, drawings, coloured paper, cut out fancy shapes. You may want to draw words or numbers or pictures on your placemat. Or you could write riddles, jokes, poetry, stories or puzzles on your placemat. Don't stop at just one side; decorate both sides for extra fun!

To make your placemat last longer, cover each side with laminating paper – this way it won't be ruined by spills and it can be wiped clean at the end of meals. Laminating paper can be purchased inexpensively at your local dollar store. Or, if you have several placemats to laminate, you could take it to be laminated for a small fee at Communities Together For Children (see page 170 for contact information).

Kids will love making their own placemats. They may even want to make some to give away to relatives as presents!

## **Different Looks for your Placemats :**

- **The Personal Placemat**
  - Each person can make their own personal placemat
  - Write their name in the centre and decorate all around it with their favourite things
- **The Word Wizard**
  - Print words on the placemat and use it at dinner for word practice
  - For younger children, use smaller words that they are starting to learn how to read, and draw pictures beside these words so they can more easily identify the words
  - Print words that rhyme, and make a rhyming game out of it
  - For older children, use bigger words that they may need to learn
  - Print lots of small words, then play a game by combining small words to make bigger words e.g. fog + horn = foghorn, base + ball = baseball, bed + time = bedtime, cup + cake = cupcake, seat + belt = seatbelt
- **The Number Machine**
  - Print numbers on the placemat and challenge your child to add, subtract, multiply or divide them
  - For younger children draw groups of coloured objects and shapes. Then ask your child questions like: How many are in each group? How many are blue? How many circles are there?
- **Dot-to-dot**
  - Make your own dot-to-dot drawing. Remember to number each dot.
  - Your child can use or erasable marker (if the placemat is laminated) to connect the dots and reveal the drawing.
- **Favourite Story**
  - Draw pictures on the placemat – children can use these pictures to make up their own story
  - Print words or whole sentences on the placemat – children can join different words and sentences to tell a story

## Rhyming Fun

One person says a word to start the game. Then the other person says a word that rhymes with the first word. Take turns adding words that rhyme until you can't think of any more rhyming words.

*"My daughter and I play rhyming games all the time. I'll say, "Today I ate a bear for lunch." "A bear mommy, don't you mean a pear?" "No, it was a hair I ate for lunch today!" Or she might say "I'm going to wear my goat to school!" "Your boat?" "No, my float." "Oh, you're going to wear your coat to school!""*

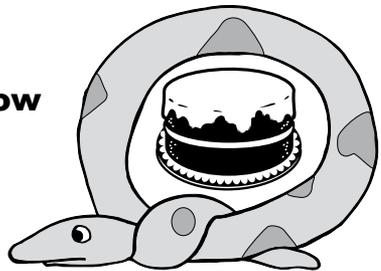


~ Family Connections participant,  
McKellar Park

There are lots of fun rhyming songs you can sing together as well. Each time you sing the song through, take turns changing the underlined rhyming words to a new set of words:

**Down by the Bay** by Raffi

**Down by the bay  
Where the watermelons grow  
Back to my home  
I dare not go  
For if I do  
My mother will say  
Did you ever see a snake eating a cake?  
Down by the bay**



**e.g. Did you ever see a bee stinging your knee?  
Did you ever see a cat lying on a mat?  
Did you ever see a teacher eating lunch with a  
creature?**

**Oh a-Hunting We Will Go** by John Langstaff

**Oh a-hunting we will go, a-hunting we will go.  
We'll take a little fox and put it in a box  
and then we'll let it go.**

**e.g. We'll take a little whale and put it in a pail  
We'll take a little frog and put it on a log  
We'll take a little fish and put it on a dish**



## Gratitude Jars

A Gratitude Jar is a container that is used for giving thanks. It is a simple way to show your appreciation and love for one another. It is also a great way for your child to find something positive in life to focus on.

On small pieces of paper, your child can draw tiny pictures or write little notes about something she is thankful for in her life, and then place these papers into her Gratitude Jar. She may write just one word e.g. 'dog', 'grandma', 'pizza', or whole sentences e.g. 'I am thankful for the way Mrs. Miller smiled at me when I read today', 'I am so happy that I got to play with my friend in the park', 'Thanks for making my brother feel better'.

It is great if this activity can be done by both parent and child on a daily basis. It helps us to think about our day in a positive way, and allows our children to safely express themselves. It can also help our children with their reading, writing and oral communication skills.

You can take time once a week as a family to share what you are thankful for. This is a great way to talk with each other, to tell stories, to read together, and to share important feelings with one another.

**Basic Materials Needed:**

- Any empty recycled container  
e.g. frozen orange juice can, yogurt container, spaghetti sauce jar
- Paper for writing notes/drawing pictures on

**How to Make it:**

Decorate the container with paint, or cover it with felt, tissue paper, or construction paper. Pictures from magazines or photographs can also be used to decorate. You may want to draw pictures or write words on your jar. You can then finish decorating the jar using a variety of craft supplies or found objects around the house.

You can use coloured, plain, or construction paper for drawing or writing the thank you notes on. These pieces of paper can be cut into different shapes, folded in different ways, or just placed directly into your home-made gratitude jar.



# Puzzles

Puzzles are not only fun to do, but they can help your children improve their attention to detail, as well as their spatial relationship skills.

You and your child can create your own puzzles to play with at home. Making a puzzle can really help your child to think creatively, and it can also be an opportunity for more practice with words and numbers. In fact, it can be a lot of fun if writing is incorporated into the puzzle or on the back side of a picture puzzle. Then the puzzle can be assembled using either the picture side or the story side.

## Materials Needed :

Construction paper or cereal boxboard  
Crayons or markers  
Pencils  
Scissors  
Envelopes or plastic baggies



## How to Make It :

Draw a picture on construction paper or cereal boxboard. Then, write on the back of the picture. If boxboard is being used, you can write on a separate piece of paper and then glue this onto the back of the picture side. When finished drawing and writing, cut the entire paper into large puzzle pieces (any shape you want). Have fun trading puzzles with each other. Store the puzzle pieces in envelopes or plastic baggies, so they can be used again and again!

## Different Types of Puzzles:

- Theme-Related Puzzles
  - Illustrate and write about facts on a specific theme (e.g. trees, sports, music, animals, foods)
- Puzzling Messages
  - Write a secret or silly message and cut it into pieces

- Shape Puzzles
  - make puzzles in the shape of an object (e.g. letters, heart, dragon)
- Story Puzzles
  - Draw a picture of a main character or the setting from a book you have read together
  - Write about the story on the back
- Treasure Map
  - Make your own treasure map puzzle
- Math Puzzles
  - Create and solve math problems

## Beating Your Own Drum

Drums play an important part in many cultures. They are used to communicate messages, to call forward dancers, to lead a ceremony, and to have fun!

Here is an easy way to make your own drum with your child.

### Basic Materials Needed :

- An empty coffee can with a plastic lid

### Extra Materials for Decorating :

- Construction paper
- Glue & scissors
- Paint or markers
- Paintbrushes & water
- String, yarn, leather, feathers, beads, scrap material, aluminum foil, magazine cuttings, glitter, stickers, rubber bands



### **How to Make it :**

Decorate the coffee can with paint, or cover the can with construction paper, or glue on pictures from a magazine. After the paint is dry, you can glue all sorts of wonderful things to your drum.

Leave the plastic lid on the coffee can ... this will be your drum head. You could experiment with using other types of plastic or cloth for a drum head (hold it in place with a rubber band).

For drum sticks, you can use inexpensive wooden chopsticks, spoons, sticks found on the ground outside, pencils or even your hands.

### **Ways to Enjoy The Drum :**

- Let your child move to the rhythm.
- Switch places and you dance to your child's drumbeat.
- Take turns repeating each others' rhythm.
- Use hands or sticks or cooking utensils to give a different sound.
- Act out a story using the drum.



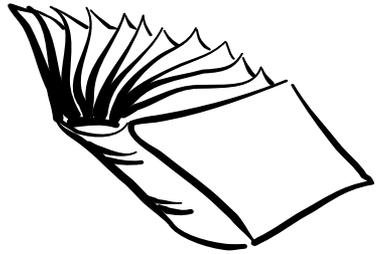
# Journals

Making and keeping a journal is a great project for children of all ages. Journal writing encourages children to express their thoughts and feelings, while improving writing skills. Younger children can start out by drawing pictures instead of writing journal entries.

By creating his own journal, your child is more likely to want to use it. He can start by stapling several sheets of paper together in between a construction paper or cereal box board cover. Allow your child to decorate the cover using crayons and markers or a variety of materials found around the house.

## Materials Needed :

Construction paper or cereal boxboard  
Writing Paper (lined or unlined depending on use)  
Crayons or markers  
Pencils



## Optional Decorating Materials:

Magazine clippings, photos, cloth, scrap material, aluminum foil, stickers

## Different Uses for Journals:

- Writing about thoughts and feelings
- Writing about an adventure
- Writing about a personal experience
- Writing about real or imaginary travels
- Writing about a story you read or were read
- Telling a story
- Writing poetry
- Writing down inspiring quotes
- Writing down your dreams
- Writing down your goals

## Picture Frames

A fun way of showing your child that their school work is important is to frame it!

Together you can make a fancy frame for anything - artwork, photos, words of wisdom, famous quotes, poetry, or things you don't want to forget.

### How to Make It :

Use cardboard from an old box to make the frame. Cut two pieces of cardboard the same size – one for the backing and one for the front frame. To make the front frame, cut a hole out of the middle of this cardboard piece. Be sure to measure it first with a ruler to make sure it is evenly spaced and exactly where you want it to be!

Then glue pieces of paper, old puzzle pieces, bits of plastic toys, anything you want onto the cardboard. Once you are done, glue the front frame to the backing along its sides and top. Make sure you leave the bottom unglued so that you can slip the prized work into place!

### Materials Needed :

Cardboard  
Ruler  
Pencils  
Glue



### Optional Decorating Materials:

Old puzzle pieces, construction paper, magazine clippings, fancy paper, plastic toys, scrap material, glitter, markers, paint



## 7. Nutrition for Success

Good food and drink are essential to the healthy development of children. They help our kids to stay alert, be happy, feel good, and do the best they can with their brains and bodies. They give them the energy they need to concentrate.

### Did you know?

**Our bodies need water to function properly.**

**Without it, children become distracted, irritable and have poor concentration.**

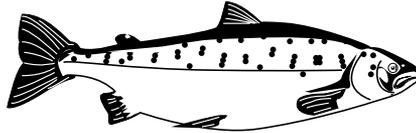
**8 glasses a day are recommended for optimum health.**

**Water doesn't cost anything.**

**Pop and juice are not equivalent to water – they have more chemicals and sugar that can be hard on our children's bodies.**

# Did you know?

**Our bodies need healthy foods to grow and thrive.**



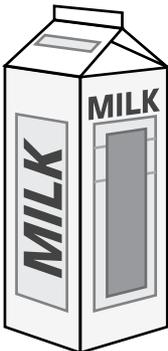
**Without it, children become moody, lethargic, anxious, hyperactive and lack concentration.**



**Fruits & vegetables, protein, whole grains and 'good' fats provide the best sources of brain food.**



**Too much sugar and caffeine can cause poor attention and memory, and aggressive behaviour.**



**A healthy well-balanced diet can help prevent illness, obesity, and type 2 diabetes.**

**Canada's Food Guide** shows the four different food groups our children need to eat from to be healthy: **Vegetables and Fruit, Grain Products, Milk and Alternatives, & Meat and Alternatives.**

This guide recommends the type and amount of food our children need on a daily basis to meet their physical and mental needs.



Health Canada / Santé Canada

Your health and safety... our priority.

Votre santé et votre sécurité... notre priorité.

## Eating Well with Canada's Food Guide



Canada



**“Keep this Checklist Close by in the Kitchen – see how many ideas you can check off!”**

## **How to Help your Child Eat Better?**

### **1. Be a Good Role Model**

- ❑ Keep healthy food in the house
- ❑ Have meals together as a family
- ❑ Turn off the TV
- ❑ Set a good example – if your child sees you eating vegetables she will be more likely to eat them too
- ❑ Be patient – make changes slowly and talk to your child about the importance of good foods
- ❑ Be creative –make eating a fun experience

### **2. Get Children involved in Food Preparation**

When children are involved in preparing and choosing healthy foods, they feel more in control and are more likely to eat them. Food preparation does not seem as hard a task if you have help!

- ❑ Menu Plan – prepare a list of meals for the week (planning helps you stick to a budget and make healthy choices)
- ❑ Grocery Shop Together - teach you child to read labels on food
- ❑ Cook Together –try out new recipes
- ❑ Children can help measure and mix ingredients, wash vegetables, set the table, and wash the dishes



## Start Your Day Right with Breakfast

*Breakfast is the most important meal of the day. Give your children the energy and nutrients they need to start the day out right!*

Hunger can interfere with learning. Many schools offer a Breakfast Club Program where children are served a healthy breakfast right at school. Call your child's school to find out if they are able to offer your child this program.

They may also have snack or lunch programs where children are given healthy food during the school day. Again call your child's school if you are interested in setting this up for your child.

***“When my kids get home from school they are always hungry. Since they want to grab the first thing they see, I put a healthy snack like fruit or crackers and cheese on the kitchen table before they get home.”***

***~Family Connections participant,  
McKellar Park***



***“If my yogurt is close to its expiry date, I peel back the wrappers on those individual cups, stick a plastic spoon or popsicle stick in the middle of it, and pop the whole thing in the freezer. My kids love snacking on this creamy cold treat!”***

*~Family Connections participant,  
St. James*



## **Choose Healthy Snacks**

*Here are some suggestions from  
Family Connections parents for healthy snacks kids enjoy:*

**Thirsty?** – water, milk, real juice, home made popsicles,  
frozen grapes

**Crunchy?** – veggies and dip (carrots, broccoli, bell peppers,  
zucchini, celery, cucumbers, radishes), apples,  
rice cakes, plain popcorn, crackers, pretzels,  
graham crackers, nachos and salsa

**Smooth?** – yogurt, fruit smoothies, cottage cheese,  
bananas, hummus dip

**Juicy?** – oranges, berries, grapes, melons, peaches, plums,  
kiwis, unsweetened apple sauce, fruit cups, cherry  
tomatoes

**Really Hungry?** – hard-boiled eggs, granola, dried fruit,  
sandwiches, cereal with milk, bran muffins, nuts &  
seeds mix, cheese, lean meat, bagels, tuna  
melts, smoked meats and fish

***“Looking for a fun snack for around the house? Bananas on a stick: Get the kids to peel a banana each, and poke a popsicle stick in one end to hold it more easily. Then spread peanut butter on it and sprinkle on some honey oats. Yum Yum!!!”***

*~Family Connections participant,  
McKellar Park*



## **Healthy Lunch Ideas**

*Here are some easy lunch recipes that are healthy and fun for kids:*

### **Fun Sandwiches**

Make sandwiches fun to eat, by cutting them into fancy shapes - e.g. people, hearts, stars, Halloween creatures.

Use cookie cutters to make the job easy.

Use 100% whole wheat bread for the healthiest bread choice.



Super sandwich ingredients include ham, cheese, egg salad, jam, chicken ceasar, tuna, turkey, grilled chicken, smoked meat, hummus, grilled vegetables.

## **Tortilla Faces**

Cover a tortilla with shredded cheese.

Add veggies to make funny eyes, a nose, and a mouth.

Heat it in the microwave to melt the cheese.



## **Crazy Turkey Wrap**

Spread cream cheese and salsa on a tortilla.

Top with turkey, cheese and lettuce.

Roll it up tightly.

Wrap in plastic wrap.

Wraps can be a fun alternative to sandwiches

because they are spiral shaped and colourful.

Try putting your child's favourite sandwich

ingredients into a wrap.

For a flavourful change try whole wheat, spinach

pesto or sun-dried tomato tortillas.



## Oatmeal Bannock

Bannock can be cut and used just like sandwich bread!  
This recipe is a bit healthier on the heart than the fried version.

You can use whole wheat flour to make it even healthier.

### Ingredients:

5 cups flour

2 ½ cups oatmeal

3 Tablespoons baking powder

½ cup skim milk powder

½ cup vegetable oil

2 cups water

### Directions:

Preheat oven to  
400° F.

Mix flour, oatmeal,  
baking powder and  
powdered milk in a  
large bowl.

Blend in vegetable oil until mixture looks crumbly.

Add water. Stir until evenly blended.

Put in pan and shape.

Poke with fork.

Bake for 25 minutes in oven at 400° F.

Allow bannock to cool before eating.



## Quiche

Quiche is ideal for lunches as it is packed with protein and can be eaten cold or warmed up.

### Ingredients:

Pie Shell

4 large Eggs

1 cup Milk

1 cup Cheese

pinch of Salt and Pepper

Vegetable and Meat Filling of choice

(e.g. sausage, tomatoes, broccoli, mushrooms, peppers, ham)

### Directions:

Preheat oven to 375° F.

Cut vegetables and/or meat and lay in the bottom of a pie shell.

Grate cheese and distribute over the vegetables/meat.

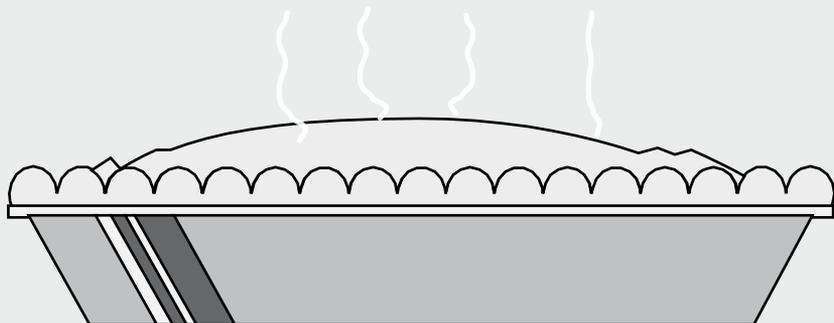
Beat the egg and milk together.

Add salt and pepper to taste.

Pour wet ingredients into pie shell.

Bake for 35 minutes.

Allow Quiche to cool before eating.



## Pasta Salad

Pasta Salad can give our active children lots of energy.

### Ingredients:

Pasta (whichever type you prefer - rotini, penne, shells)

Vegetables or Meat Alternatives of choice

Cheese

### Directions:

Cook pasta in boiling water as directed on package.

Drain the water away and place pasta in a medium bowl.

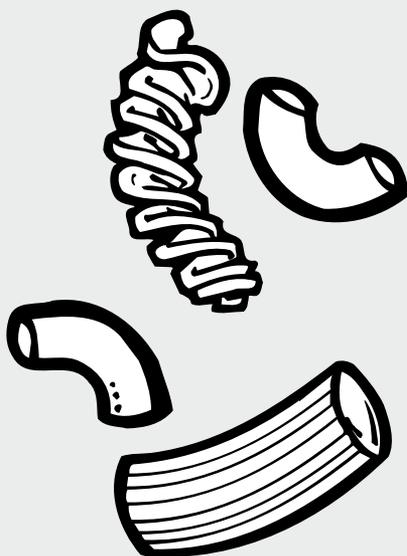
Add broccoli, tuna, tomatoes, olives, pepperoni, peppers, spinach, fresh basil, avocados, cooked beans or any other ingredients you want.

Add a light dressing

(Italian, Roasted Red Pepper, Ranch – your choice).

Add grated or shredded cheese of choice (parmesan, mozzarella, cheddar).

Toss all the ingredients together.



***“My kids love these pancakes!  
We make a big batch and freeze them. The  
kids defrost them for breakfast when they are  
rushed, eat them for snacks, pack them in  
their lunches”***

~Family Connections participant,  
St. James



## **Oatmeal Pancakes**

### Ingredients:

#### “Dry”

- 1 cup oatmeal
- 1 cup flour
- 2 teaspoons baking powder
- ½ teaspoon baking soda
- ½ cup brown sugar
- 1 teaspoon cinnamon

#### “Wet”

- 2 eggs
- ¾ cup milk
- ¾ cup vanilla yogurt
- 2 bananas (mashed)
- 1 teaspoon vanilla
- ¼ cup vegetable oil



### Directions:

- Pre-heat a griddle on medium-high.
- Mix all the Dry ingredients together in a big bowl.
- Mix all the Wet ingredients together in a separate bowl.
- Add the Wet to the Dry ingredients.
- You can add raisins, dried fruits, and berries.
- Mix all the ingredients together with a spoon – do not beat.
- The mixture will seem lumpy – that’s OK.
- Cook pancakes slowly on medium heat – may use a fry pan on the stovetop if griddle is unavailable.

## **Pizza Bagels**

### Ingredients:

Bagels (you can substitute with pita bread)

Pizza or Pasta Sauce

Your choice of Pizza Toppings

(e.g. green peppers, pepperoni, mushrooms)

Shredded Cheese (mozzarella or cheddar)

### Directions:

Cut bagels in circular halves.

Spread pizza or pasta sauce on bagel halves.

Add desired toppings.

Sprinkle with cheese.

Heat in microwave to melt the cheese.



## Best Odds Pizza

This recipe makes two 10-inch pizzas; serves 4

Preheat the oven to 400° F.

### Ingredients for Dough:

1 envelope quick-rising yeast

1 cup lukewarm water

1 ½ Tablespoons

vegetable oil

1 teaspoon salt

2 – 2 ¼ cups flour



### Directions:

In large mixing bowl, dissolve the yeast in the water by stirring.

Add the oil, salt, and 2 cups of flour.

Mix well.

Knead the dough with palms of hands until it is smooth and elastic (about 2 minutes).

Add additional flour if needed.

Put dough in a large greased bowl.

Cover with a cloth and let rest for 5 minutes while you prepare the toppings of your choice (e.g. onions, peppers, mushrooms, meats, tomatoes, broccoli).

Roll out the dough and place on greased cookie sheets (optional - sprinkle sheet with cornmeal before laying down the dough).

Spread pizza sauce on dough.

Add desired toppings.

Sprinkle with cheese (mozzarella, parmesan or cheddar).

Bake in oven until crust is golden brown (20-30 minutes).

***“There are lots of nut allergies in school nowadays. I made this recipe up for a lunch snack for my kids, because they love munching on trail mix.”***

~Family Connections participant,  
McKellar Park



## **Seedy Mixture**

### Ingredients:

- Sunflower seeds
- Pumpkin seeds
- Rice Krispies
- Toasted Oats
- O-shaped Cereal
- Raisins
- Dried Cranberries
- Banana Chips
- Chocolate Chips (optional)



Mix all the ingredients together to make a nut-free granola.

Pack a yogurt in the lunch.

Kids can mix the granola and yogurt together for a super healthy snack!



## Fruit Smoothie

Mix one cup of skimmed milk, three ice cubes and your child's favourite fruit in a blender. Banana is usually always a winner! Berries, peaches, and mango work well too.

For extra flavour, add a dash of vanilla, cinnamon and nutmeg to the blended mixture – blend together.

Yogurt, Soya Milk and Fruit Juices can also work well in smoothies.

Pack this in a sealable drink container/thermos for your child to enjoy at school!



## Homemade Mac'n Cheese

### Ingredients:

2 cups uncooked macaroni  
1 can cream of mushroom soup  
1 cup milk  
½ cup onion (finely chopped)  
1 cup broccoli florets or diced  
sweet red pepper  
1 ½ cups grated cheese  
(mozzarella or cheddar)



### Directions:

Preheat oven to 350° F.

Cook macaroni noodles in boiling water.

Drain the water away and place macaroni aside.

Mix cream of mushroom soup, milk, onion, and broccoli or red pepper in a saucepan.

Heat and bring to a boil.

Add macaroni and half the cheese.

Pour all the ingredients into an oven-proof dish.

Sprinkle remaining cheese over the dish.

Bake for 20 minutes.

Turn oven to “broil” for 2 to 3 minutes, until cheese has browned.



# Eating on a Low Budget



## Tips for saving money and finding food in Thunder Bay:

- Check flyers for sale prices on staple items that you need
- Buy in bulk the non-perishable items that you use a lot of (large, economy sizes are usually a savings)
- Try “No-Name” and store brands to save money
- Shop around the outside aisles of the store first – this is where healthy choices from the four food groups are often located
- Soft drinks and crystal drinks are expensive and have little food value.  
Water is better for your kids and doesn't cost anything.
- Check Out the resources available in our community to assist parents in providing food for their children  
(Where to get Food in Thunder Bay, on page 162)

## 8. Get Active with your Child

Exercise is amazing for our children! Not only is it shown to keep our children healthy, but it helps them be better learners.

### Here's what Exercise Gives Children:

- **Healthy Bodies**
  - Builds a healthy heart, bones, and muscles
  - Maintains a healthy weight
  - Improves strength, stamina and flexibility
- **Positive Self Esteem**
  - Helps children feel good about themselves
  - Provides opportunity to master a skill
  - Children with high self esteem have the confidence to resist peer pressure to do drugs, sex, etc.
- **Better Grades**
  - Improves memory and concentration
  - Encourages creativity and problem-solving skills/abilities
  - Burns excess energy
- **Good Mental Health**
  - Reduces anxiety and depression
  - Children are better able to deal with stress.

- **Social Skills**

- Provides opportunities to make friends, learn team building skills and self-discipline

- **Healthy Lifestyle**

- Shows children how to have fun without needing alcohol & other drugs.
- Lowers risk of future health problems with cancer and heart disease
- Increases life expectancy
- Motivates children to keep active as adults

## Did you know?

Canada's Physical Activity Guide for Children and Youth recommends that children build up **30 minutes of vigorous activity** (e.g. running) and **60 minutes of moderate activity** (e.g. brisk walking) **every day**. This means that children need to be active at home, at school, and at play.



## Getting Motivated:

You are one of the greatest influences on your child's activity levels. Remember that your child learns his values and ideas from you. He sees whether or not you lead an active lifestyle, how often you get outside and walk, and how much time you spend watching TV. It is important that you be active yourself!

**50**

## Ways to Leave your Sofa

1. Walk to the library and get a book
2. Organize a community-clean up.
3. Play tag, hopscotch or hide and seek.
4. Attend a community concert.
5. Go inline or ice skating.
6. Help wash the car
7. Paint a picture, a mural or a room.
8. Go swimming.
9. Act out a story.
10. Plan a picnic or barbecue.
11. Go bird watching with a relative.
12. Fix something.
13. Walk the dog.
14. Jump rope.
15. Plant a garden. Work in your garden.
16. Clean out your closet. Donate to charity.
17. Start a walking club.
18. Create sidewalk art with chalk.
19. Walk through a museum.
20. Blow bubbles and try to catch them.
21. Feed fish or birds.
22. Make crafts or try a new craft.
23. Learn to use a compass.
24. Organize your photo album.
25. Teach a child your favorite games.
26. Hike, bike or do what you like.

27. Play Frisbee.
28. Walk to school or work.
29. Learn yoga or tai chi.
30. Attend a live sports event.
31. Watch the sunset/sunrise with a friend
32. Invent a new game.  
Teach it to a friend.
33. Turn on the radio and dance.
34. Play flashlight tag at night.
35. Go camping. (even in your backyard)
36. Invite the neighbours to play soccer.
37. Walk to get ice cream.
38. Organize a play day at a local park.
39. Play charades.
40. Find some old clothes and dress-up
41. Play “red light/green light”
42. Fly a kite.
43. Rearrange the furniture.
44. Finger paint.
45. Play basketball with a friend.
46. Play duck, duck, goose.
47. Give the dog a bath.
48. Organize a scavenger hunt.
49. Go Bowling.
50. Turn off the television!

*Adapted from Central Western Ontario TV-Turnoff Week Leader-Teacher Package 2003.*

***“I started running, and I have never felt better. I realized if a little exercise makes me feel this healthy, it must be great for the kids too. Now I make sure we all get outside lots to run around or play at the park together. This kind of physical activity brings the whole family closer. We feel healthier and we have fun!”***



~Family Connections participant,  
McKellar Park

# **Making Active Living a Part of yours and your Child's Day!**

Being active with your child is one of the most fun and rewarding things you can do as a parent. It is an amazing time to bond and share a laugh with your child!

**Here are some amusing activities you can enjoy doing  
with your child:**

## Getting Goofy

Chase your children around the yard. Roll around and wriggle like Wiggly Worms on the ground. Shake your Sillies Out. Build a Fort. Play a round of Tag. Sing and dance to music. Play Hide and Go Seek. Make a Giant Hopscotch out of chalk and take turns playing all the way down the sidewalk. Pretend you are on a leaky ship that needs repairing. Act as if you are wild animals in search of water.



## Dancing up a Storm

Dancing is a great way for children to be able to express themselves. It is also a great way for the whole family to have fun! All you need to do is turn on some music, or make your own!! The library has lots of different music albums that can be loaned out for free, including music found in their children's section.

### Different Ways to Dance:

- Put on some music and dance with your child!
- Encourage and support his natural movements.
- Dance in the yard if the weather is warm.
- Find scarves or dress up clothes to dance with.
- Act out a story through dance movement.
- Make up silly dance moves together.
- Put on costumes and play different characters in the dance.
- Sing while dancing.
- Make up special moves to go with different parts of the song – you can have fun this way identifying what the chorus is, or what different rhythms you hear, or what different instruments you hear (e.g. clap every time you hear a guitar, stomp when you hear the drum)
- Listen to different kinds of music and see how this changes your dance (e.g. traditional, jazz, rock n' roll, pop, classical, instrumental, vocal)

## Penguin Tag

Everyone runs around with their knees touching together, like there is a piece of rope tied around them. Arms should be straight at sides with hands sticking out like the wings of a penguin. When you tag someone you have to keep your arms at your sides too.



## Crazy Olympics

Whether it is just two of you, or a whole big family, planning and participating in your own mini Olympics can be super fun! Set up different stations in your back yard or a nearby park. Stations can be set up like an obstacle course or done one at a time.

### Potential Activities for the Olympics:

Hopping

Walking backwards with a balloon between your knees

Crawling with a book on your head

Limbo

Running a sack race

Hula Hooping

Carrying a ping-pong ball on a spoon

Bean Bag Toss

Tree Stump Hurdle

Carrying a Bucket full of water around an obstacle

Frisbee Plate Toss

**For other great ideas, visit  
“Getting Kids Active for Life “ on the  
Thunder Bay Health Unit website**

[http://www.tbdhu.com/HealthyLiving/PhysicalActivity/  
ActiveKids/GettingKidsActive.htm](http://www.tbdhu.com/HealthyLiving/PhysicalActivity/ActiveKids/GettingKidsActive.htm)

## 9. Sleep for Success

Children need our love and support. They need a well-balanced diet and exercise. And equally important, they need a good nights sleep!

### How much Sleep is Needed?

#### *Recommended Hours of Sleep Each Night*

Grade	
PK	11-13 hours
EI	10-12 hours
In	9-11 hours
Teen	8-10 hours

(PK) Preschool- Kindergarten (EI) Elementary (In) Intermediate (Teen) Teenagers

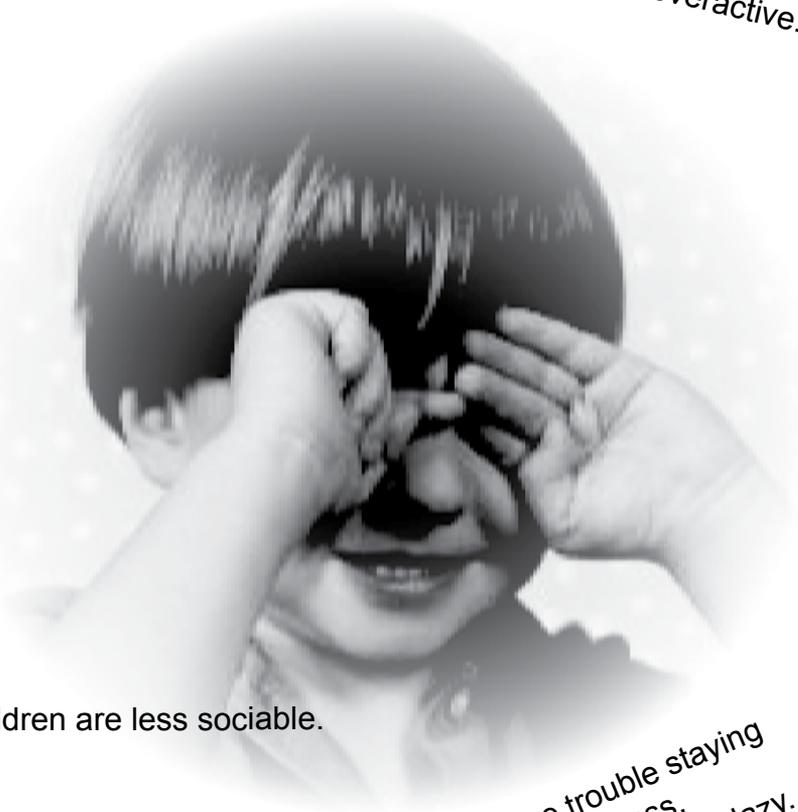


Sleep affects our children's mood, behaviour and work. Their brains cannot function properly on little sleep.

## Not Enough Sleep

Children who sleep less are twice as likely to have the school call their parents about behaviour problems.

Children get frustrated easily. Some even become overactive.



Children are less sociable.

Children are irritable and don't pay attention in class.

Children have trouble staying awake in class. It's not that they're being lazy. They're just not getting enough sleep.

## Enough Sleep

Children are more likely to become involved and participate in extra-curricular activities.

Children do better in academic, and community activities. They also enjoy them more.

Children are more emotionally stable.



Children have less stress.

Children can concentrate and focus more easily.

Their bodies have time to heal and grow in a healthy manner.



***“The best thing I ever did to help my Kids sleep was take the boys’ Play Station out of their room. They used to stay up late playing it and then they were so lazy and moody the next day when I’d wake them up for school”***

***~Family Connections participant,  
McKellar Park***

## Bedtime Routines

When it's time to go to bed most children don't want to go. This is normal because they do not want to miss out on anything. However, a bedtime battle can be avoided if parents set a consistent bedtime routine.



Not only can you help your child get to bed at a reasonable time, but a bedtime routine can help you get the sleep you need and deserve as well.

***“Before bed,  
my 11-year-old helps me  
make the lunches - that way she gets  
first pick of the best snack! Then we take  
turns reading to her younger brother.  
Sometimes I treat them both by telling  
my own crazy adventure story.”***

***~Family Connections participant,  
St. James***



***“For my daughters  
we finally got a routine that works:  
pyjamas, brush teeth, read a story in bed,  
kisses for everyone!”***

~Family Connections participant,  
McKellar Park



***“A warm bath is so soothing -  
it sets the tone for winding down to  
stories and lights out.”***

~Family Connections participant,  
St. James



**“Keep this Checklist Close by at Bedtime – see how many ideas you can check off!”**

## **How to Create a Calm, Workable Bedtime?**

### **1. Be Consistent**

- ❑ Do the same things at the same time each night

### **2. Create a Comfortable Setting**

- ❑ Make your child’s bedroom a quiet, clean, comfortable, calm space

### **3. Let your Child Know**

- ❑ Tell her when bedtime is getting close

### **4. Relax First**

- ❑ Allow for 15-30 minutes of relaxing, quiet activities just before bedtime
- ❑ A bath, reading or telling a story is a gentle way of getting ready for bed

### **5. Turn the TV and Computer Off**

- ❑ Don’t let your child have a TV or Computer in the bedroom
- ❑ If she does, make sure it is turned off at bedtime

### **6. Avoid Caffeine and Sugar**

- ❑ No caffeine drinks (cola or chocolate) before bed.
- ❑ No sugar before bed (Remember, juice has lots of sugar in it. If your child is thirsty, stick to water.)

**SECTION TWO:**

**CONNECTING WITH SCHOOL**



# 1. Show Them the Way!

***“Learning is a treasure  
that will follow its owner everywhere.”***

~ Chinese Proverb

No matter what school was like for you, you can help your child to create his own positive learning experience. The best way to begin this is by having a positive attitude! This means showing your child that you **believe** in him – showing him that you **know** he can do well! It means encouraging him **through actions** to realize that what he does in school really matters. After all, “actions speak louder than words”. Show him that schooling is important!



**You can show your child that learning is important in many different ways:**

- Let your child see you read
- Concentrate on something that needs thought
- Take time to go to school events
- Read your child a story
- Turn off the TV in order to help with homework
- Talk with your child about school activities
- Look over a school assignment with your child
- Help your child to look up information on something that interests him
- Share a special interest with your child
- Show your child the steps you take to work hard on something that is important to you!

**“Being a positive role model  
for my children is very important to me!  
Finishing my high school education shows  
my kids that schooling is important. My girls see me  
do my homework and know I’m working on something  
great! I am going to be the first in my family to get my  
high school diploma.**

**I’m sure I won’t be the last!”**

**~Family Connections participant,  
McKellar Park**



## ***When You Thought I Wasn't Looking***

*When you thought I wasn't looking,  
I saw you hang my first painting on the refrigerator,  
and I wanted to paint another one.*

*When you thought I wasn't looking,  
I saw you feed a stray cat,  
and I thought it was good to be kind to animals.*

*When you thought I wasn't looking,  
I saw you make my favourite cake just for me,  
and I knew that little things were special things.*

*When you thought I wasn't looking,  
I saw you kiss me goodnight,  
and I felt loved.*

*When you thought I wasn't looking,  
I saw tears come from your eyes,  
and I learned that sometimes things hurt,  
but that it's all right to cry.*

*When you thought I wasn't looking,  
I saw you cared,  
and I wanted to be everything that I could be.*

*When you thought I wasn't looking, I looked  
and wanted to say thanks for all the things I saw  
when you thought I wasn't looking.*

*By Mary Rita Schilke Korzan*

**“When my daughter stopped playing, I asked her why. She either said she was too busy, or too tired. I realized she was copying what I would say and how I would act around her. I joined the Family Connections Program because I wanted to work on my relationship with my daughter – I needed to stop being so busy and focus my attention on her.**

**Family Connections gives me ideas of new things to do with my daughter. It also gives me confidence to try them!”**

~Family Connections participant,  
St. James



## **2. How Parents can Get Involved with School**

Let's face it - we live in a busy world where we parents have many demands placed upon us. It often seems difficult to find time, energy or resources to help out at our child's school. However, getting involved in your child's school is one of the best ways of showing your support for your child and letting them know that their education is important to you. It is a great way to help make your child's schooling the best it can be.

***Research shows that children whose parents are involved in their school and education are more successful than children whose parents are not involved.***

~Centre for Research on Elementary  
and Middle Schools

**You can get involved by  
Attending School Events:**

- **Social Gatherings**, such as School Open Houses, Barbeques and Feasts, are a good time to get to know teachers, principals, and other school staff members in a relaxed atmosphere.
- **Parent/Teacher Interviews** are a time to meet your child's teacher and discuss her progress in school.
- **Book Fairs, Literacy Nights, and special Community Workshops** can be great events for getting resources and ideas to better help with your child's learning process and school experience.
- **School Performances**, such as holiday concerts, assemblies, plays, and the Creative Movement Jamboree are great places to have fun watching your child be engaged in school.



**“There are always a gazillion reasons  
not to do something...but the best reason to do it  
is your child!”**

~Family Connections participant,  
McKellar Park



**You can get involved by  
Volunteering:**

- Join the **parent/school council** group that helps to make decisions and run special events for the school
- **Read** with children in the classroom
- Share your **special talents or skills** in crafts, sewing, cooking, story telling, dancing, singing, carpentry, carving, language, music, arts...
- **Supervise** a school field trip
- Do one-on-one **tutoring** with a child
- Help with a **meal** program
- **Contact** other parents about upcoming school events
- Shelve books in the **library**
- **Coach** a sports team
- **Keep** a bulletin board neat and updated
- Provide **lunch-hour** supervision
- Help with the school **recycling** program
- **Help younger children** get dressed for outdoors in the winter
- **Bake** for fundraising events
- **Listen** to children read



Any time you spend volunteering at your child's school will be appreciated, whether it is a few hours every few months or a few hours a week. If you are interested in learning more about volunteer opportunities at your child's school, or if you are ready to help out, contact the office of your child's school directly (see the Elementary School Contact Information on page 105-106).

In order to ensure the safety of your child, all adults volunteering with school children are required to complete a Criminal Background Check. Ask at school how you may obtain one for yourself.

Sometimes volunteering can seem to be an intimidating task. Participating first in fun, informal events at your child's school can help you to become more familiar with the school environment. Teaming up with other parents may also help to make the task seem less scary. Remember, no matter how little your gesture may seem, your participation in your child's school is always appreciated, and it does make a huge difference!!

***“Alone we can do so little;  
together we can do so much.”***

~Helen Keller



***“There’s no right or wrong way  
to volunteer, so don’t be afraid...just do it!”***

~Family Connections participant,  
McKellar Park



### **How to be a Super Volunteer!**

- If you can not do what you had planned to do, let the teacher or school staff know. They are counting on you to be there!
- Be familiar with school rules by reading the school handbook.
- Attend any orientation sessions the school offers.
- If you see something you don’t understand or anything that makes you uncomfortable, ask the teacher about it after class.
- Keep everything you see and hear confidential.
- Do not make any negative comments about anyone in front of the students.

**You can get involved by  
joining the Parent Involvement Committee:**



The Lakehead District School Board has formed a Parent Involvement Committee in order to improve parent participation in Lakehead Public Schools. The mandate of the Parent Involvement Committee is to support School Councils, Council of School Council Chairs, the Special Education Advisory Committee, and the Aboriginal Education Advisory Committee, in improving parent engagement and maintaining a direct link between these groups, and Trustees and the Director of Education of Lakehead Public Schools.

Parents who have children attending Lakehead Public Schools are invited to become members of this Parent Involvement Committee.

The Parent Involvement Committee meets approximately five times per year.

If you are interested in more information or want to become a member of the Parent Involvement Committee, please contact Kathryn Hantjjs, Executive Assistant, Office of the Director via e-mail at [khantjjs@lakeheadschoools.ca](mailto:khantjjs@lakeheadschoools.ca).

### 3. Communication is Key!

No one knows your child better than you do. You know what makes your child smile, what she is interested in, how she likes to have fun, and when something is bothering her. It is very important then that you are able to talk about these aspects of your child with her teacher.

Establishing good communication with your child's teacher and principal is often key to preventing concerns from arising. Problems are often a result of misunderstandings. These misunderstandings can easily be cleared up if we try to communicate better and more frequently with one another.

***"I try to get to know my kids' teachers early in the school year. That way they know to talk to me if any concerns come up!"***

~Family Connections participant,  
St.James



***"For me, talking face to face with my daughter's teacher works best – we understand each other better - it's clearer than writing a note or talking on the phone."***

~Family Connections participant,  
McKellar Park



If something significant is happening in your child's life, it could affect her ability to learn or interact socially at school. It is therefore important to let the school know if you have any concerns so that staff may do their best to assist your child through a difficult time.

Troubling or difficult situations are not the only reason for parents to contact their child's school though. Below are many other reasons why you should communicate with your child's school or teacher!

## Reasons to Communicate with School?

- Your child will be absent
- Your child is sick
- Your child has special needs that must be addressed
- Ask for homework help
- Ask about your child's school work
- Resolve an important issue (e.g. bullying)
- Advise the school about custody issues
- Respond to a message home from school
- Discuss your child's attendance
- Set up a meeting
- Arrange parent-teacher interviews
- Discuss expectations of your child
- Check in 'just because'
- Remove any conflicts
- Discuss your child's social interactions
- Address questions on report cards
- Discuss your child's progress in school
- Plan an appropriate educational program for your child
- Prepare your child to transition smoothly to a new class or school
- Share information about your child's interests, strengths or weaknesses
- Let the school know if something important is happening in your child's life



## Ways to Communicate:

Some parents have a hard time getting to school to talk face-to-face with a staff member. While their children may be bussed, parents may not have access to a car or city transit. Or parents may have younger children still at home that need taking care of. If you find yourself in this situation, remember there are other methods of communicating with your child's teacher.

- Phone the school
- Send a Note
- Email the teacher
- Arrange an interview in advance
- Use the student agenda regularly
- Write a note to the teacher on the last page of the report card



In order to find out what is going on at your child's school, you can also:

- Read school newsletters
- Read the school handbook
- Read all letters sent home by the teacher
- Review any calendars of events
- Read notice boards in the school
- Read your child's agenda every day
- Encourage your child to remember to hand over any pieces of paper he has been given to bring home
- Look over your school's website



**“This year is different.  
I’m trying harder to talk with my son’s  
teacher. She knows I’m trying my best with  
my son and other kids. I felt like before I only  
ever heard if my son was “bad”. Now she tells me  
things like how he is good at drawing and that he is a  
leader in gym. She tells me when he acts out too,  
but because we talk more, it’s like it’s  
easier to work through that.”**

~Family Connections participant,  
McKellar Park



### **Barriers to Communication:**

Participants of the Family Connections program have said that communicating with a school or teacher can be a tough job. Many parents feel intimidated or nervous when trying to communicate or meet with school officials. It can be especially challenging because your child’s education and well-being is such an emotionally-charged subject.

There are many factors that can be viewed as barriers when trying to communicate effectively with your child’s school. These barriers can be experienced by both the parents and the school:

- Lack of time
- Moods (e.g. stress, emotions, anger, confrontation)
- Lack of motivation or willingness to engage and give time

- Not listening to each other
- Not being open to hear what one another has to say
- Negative past experiences with schools
- Discomfort or Unease
- False perceptions
- Busy with job, family or own schooling
- Lack of money (i.e. for transportation to or phoning school)
- Language barriers
- Literacy problems
- Cultural differences
- Differences in beliefs and attitudes
- Lack of respect and honesty
- Health issues
- Non-verbal behaviours (e.g. crossed arms indicate person is not open)
- Condescending attitude
- Unrealistic expectations
- Lack of Understanding

It is important to realize that these barriers can be overcome. Communication does not have to be intimidating, especially if we know how to communicate in an open, and non-confrontational way.

**“Don’t go looking for fights or worrying about who’s right or wrong. For the sake of your child, put this away and try to work as a team!”**

~Family Connections participant,  
McKellar Park



Meetings between parents and teachers can be very positive experiences – they are opportunities to talk about positive aspects of your child’s education and progress, as well as opportunities to discuss particular challenges and alleviate concerns you may have regarding your child or his school.

**Don’t expect the worst!** Everyone should have the best interest of your child in mind. By communicating openly with your child’s school, you are doing your child a great favour! You are taking an important step forward in ensuring that potential obstacles are removed and your child is getting the help needed to succeed!

### **Preparing for Meetings with School Staff :**

Preparing yourself for formal parent-teacher interviews, or any meeting with the teacher can really help you to feel more comfortable. It helps to reflect on your child’s needs and decide ahead of time what you would like to discuss with the teacher. Often these meetings go by very quickly (you may only have 10 minutes), so it is important that you are able to focus on the most important things you want to discuss right away.

Getting prepared means you don’t have to think of everything “on the spot”, as you have given yourself enough time to talk with your child about his concerns and address any concerns you may have. It is the best way to ensure that you get the most out of your meeting. Preparing yourself can also help to get you into a positive mindset. Your goal is to help your child! The best way you can do this is to express your concerns and ideas in a non-confrontational way.

## **“Use this Checklist to help you Prepare to Meet your Child’s Teacher”**

### **Before you Meet:**

- Arrange a time to meet the teacher.
- Be clear about the purpose of the meeting.
- Think about what you want to know. Talk to your child.
- Prepare questions before you go. Write them down.
- Be sure to take your questions with you.
- Be on time!

### **During the Meeting:**

- Think of ways that you and the teacher can work together.
- Focus on your questions.
- Ask for specific suggestions.
- Be honest and open.
- Focus on what you do want – seek solutions to challenges.
- Take someone with you, if it helps you to feel more comfortable.
- Ask to see samples of your child’s work or models of work that show what is expected.
- Don’t be shy! Ask questions to ensure you understand what is being said.
- Take notes so you will remember what the teacher said.
- Make sure everyone involved knows who is responsible for any follow-up actions to be taken.
- Remember: if the teacher asks questions, he/she is most likely not prying. The more insight a teacher has into your child, the better able he will be to suggest suitable methods for improvement.
- Do not feel rushed. Take extra time on making decisions if you need to. You can always agree to meet again if necessary.
- Ensure that everyone agrees to respect confidentiality.

**After the Meeting:**

- Talk to your child about what you've learned.
- Be sure to say something positive to your child about her progress in school.
- Use the teacher's suggestions to help your child.
- Contact the teacher to make an appointment for another time if you still have concerns about your child.



***“You can use this sample to write your own note to a teacher.”***

\_\_\_\_\_  
(Date)

**Dear** \_\_\_\_\_,  
(Use first names if you've met, last names if you haven't)

**I would like to meet with you to talk about**

\_\_\_\_\_  
(name of your child)

**because** \_\_\_\_\_

\_\_\_\_\_  
(the reason why you want to meet – be brief)

**I would appreciate it if you would call me at**

\_\_\_\_\_  
(your phone number)  
(best time to call)

**Thank you very much,**

\_\_\_\_\_  
(Sign your name)

## Elementary School Contact Information:

<b>Elementary Schools</b>	<b>Phone</b>	<b>Fax</b>
<b>*Agnew H. Johnston,</b> 145 Churchill Drive, P7C 1V6	<b>577-6448</b>	577-9978
<b>Algonquin Avenue,</b> 160 S. Algonquin Avenue, P7B 4T1	<b>767-3881</b>	767-5341
<b>~C.D. Howe,</b> 30 Wishart Crescent, P7A 6G3	<b>767-6244</b>	768-8805
<b>*Claude E. Garton,</b> 414 Grenville Avenue, P7A 1X9	<b>683-6289</b>	683-8010
<b>Crestview,</b> R.R. #1, Oliver Road, Murillo, P0T 2G0	<b>935-2692</b>	935-3183
<b>*École Gron Morgan,</b> 174 Marlborough Road, P7B 4G4	<b>345-1468</b>	344-3986
<b>Edgewater Park,</b> 511 W. Victoria Avenue, P7C 1H2	<b>577-7551</b>	473-5943
<b>Five Mile,</b> 2025 Dawson Road, P7G 2E9	<b>767-1411</b>	767-5337
<b>Gorham and Ware Community,</b> R. R. #14, P7B 5E5	<b>767-4241</b>	767-2188
<b>+Hyde Park,</b> 2040 E. Walsh Street, P7E 4W2	<b>623-1541</b>	623-9328
<b>Kakabeka Falls,</b> 1 Porter St., Kakabeka Falls, P0T 1W0	<b>473-9252</b>	473-4695

<b>Kingsway Park,</b> 315 Empire Avenue, P7E 4R9	<b>623-6722</b>	623-7790
<b>McKellar Park,</b> 301 N. Archibald Street, P7C 3Y3	<b>623-2289</b>	623-1586
<b>~McKenzie,</b> R. R. #13, 1625 Lakeshore Dr., P7B 5E4	<b>983-2355</b>	983-2638
<b>Nor'wester View,</b> 1946 Mountain Road, P7J 1C8	<b>475-9231</b>	473-0984
<b>~Ogden Community,</b> 600 McKenzie Street, P7C 4Z3	<b>622-9513</b>	623-9436
<b>~St. James,</b> 243 St. James Street, P7A 3P1	<b>345-7191</b>	345-5976
<b>~Sherbrooke,</b> 110 Sherbrooke Street, P7C 4R6	<b>475-4226</b>	475-5739
<b>Valley Central,</b> R. R. #6, 563 Candy Mountain Dr., P7C 5N5	<b>473-5810</b>	577-2038
<b>Vance Chapman,</b> 1000 Huron Avenue, P7A 6L4	<b>344-8661</b>	345-9611
<b>Westmount,</b> 120 W. Begin Street, P7E 5M4	<b>623-7715</b>	622-4042
<b>Whitefish Valley,</b> R. R. #1, Kakabeka Falls, P0T 1W0	<b>475-3181</b>	475-4381
<b>Woodcrest,</b> 867 Woodcrest Road, P7G 0A3	<b>346-9396</b>	346-9324

\* Dual Track - French Immersion  
~ Kindergarten - Grade 6 School  
+ Kindergarten - Grade 3 School

## 4. Getting Along at School

School is an exciting time in your child's life. A time of learning new knowledge and skills, including how to get along with others.

**“A Native American grandfather talking to his young grandson tells the boy he has two wolves inside of him struggling with each other. The first is the wolf of peace, love and kindness. The other wolf is fear, greed and hatred.**

**“Which wolf will win, grandfather?” asks the young boy.**

**“Whichever one I feed,” is the reply.”**



Help your child to feed the wolf of peace, love and kindness by teaching him the importance of these values.

- ❑ Love yourself. Be yourself.
- ❑ Respect others.
- ❑ Embrace differences.
- ❑ Try new things.
- ❑ Make thoughtful decisions.
- ❑ Stand up for yourself and others without being aggressive.
- ❑ Recognize your special gifts.
- ❑ Do what you know is right.
- ❑ Be responsible for your actions.
- ❑ Have a positive attitude.

A child who is shown and taught these values at home has a head start at doing well in school.



**“Education is the most powerful  
weapon you can use to change the world.”**

~ Nelson Mandela

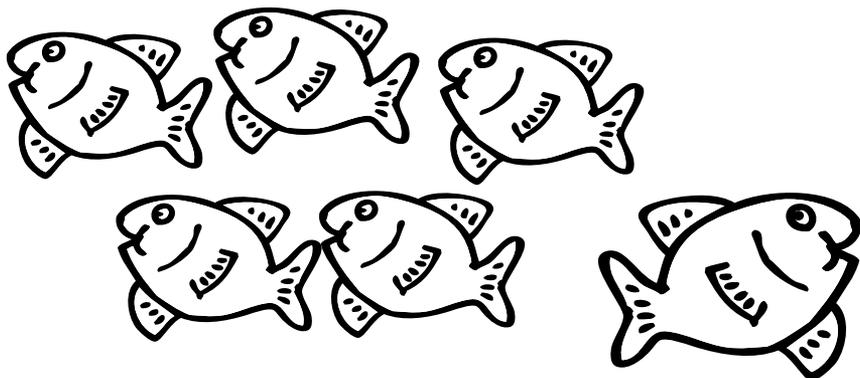
## **Helping with Peer Pressure**

As our children grow, they can become influenced by their friends to dress or act a certain way. Sometimes they may be encouraged by friends to do things they normally think are wrong. It can be really hard to resist peer pressure.

Start talking to your child now about the importance of trusting her feelings, and using her courage and strength to stand up to others.

### **What can your child do?**

- ❑ Stand Tall
- ❑ Say “No!” firmly. Repeat it as many times as needed.
- ❑ Don’t give in.
- ❑ Don’t try to change other people.
- ❑ Give an excuse or make a joke if it helps her cope better.
- ❑ Say goodbye and leave.



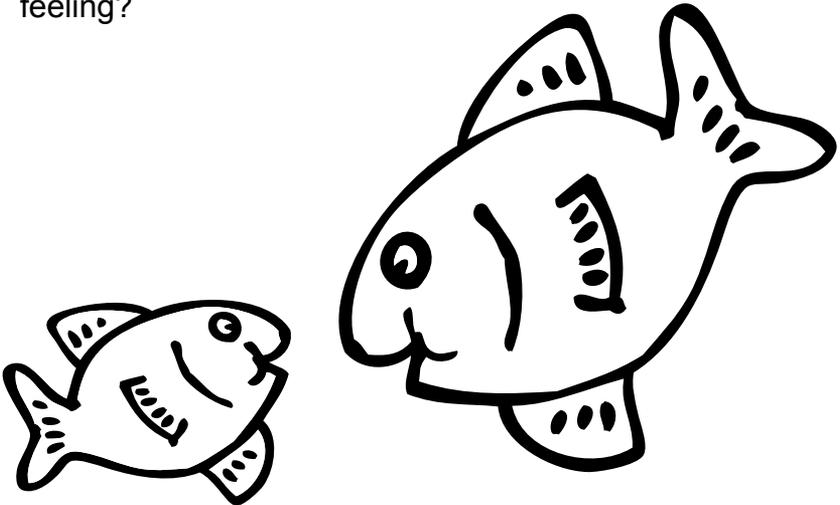
## Making Decisions

Making positive choices and good decisions do not always come naturally.

Start talking to your child now about the importance of making good decisions in school.

### How to Help Guide your Child?

- ❑ Talk through your own decisions so your child sees the process
- ❑ Let him see you treat people with respect when you disagree with them
- ❑ Praise good decisions – say why you are pleased
- ❑ Trust your child
- ❑ Have confidence in him
- ❑ Help him to problem solve: Name the problem, Brainstorm solutions, Try out the ideas, Assess what worked.
- ❑ Don't overreact to mistakes – they are part of learning
- ❑ See things from your child's point of view – how is he feeling?



# Steps to Problem Solving

**1. Name the Problem**

**2. What Can I Do to Solve the Problem?** –list any ideas - have your child present his own ideas

**3. Choose one Solution to Try**

**4. Make a Plan and Do It**  
If it didn't work, try something else from step 2

**5. How well did My Solution Work?**

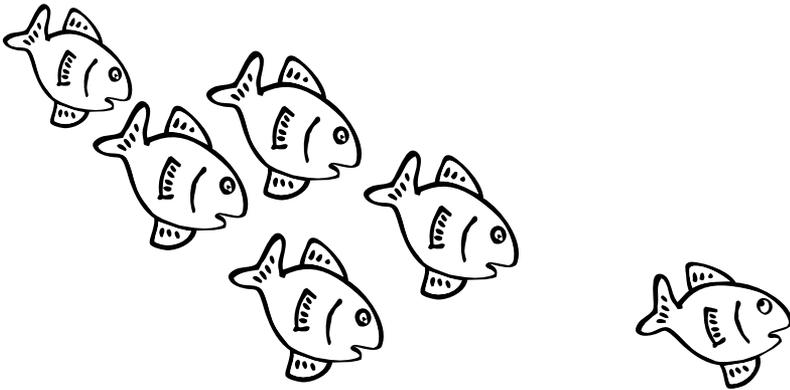
## Dealing with Bullying

We all hope that our children will “dance” through school and life, making friends and learning new things without any problems.

**Unfortunately, challenges can arise.  
The challenge of Bullying, however,  
is one that is not tolerated in schools.**

If your child is experiencing bullying speak with her teacher or the school administration right away to put a stop to the situation.

**Bullying happens when one or more children pick on another.**



**Bullying can be:**

- **Physical** violence – pushing, kicking, hitting, punching
- **Verbal** aggression – name calling, sarcasm, spreading rumours, teasing
- **Emotional** violence – excluding, tormenting, racial taunts

**Bullying is not:**

- Both children getting upset or fighting
- Friends falling out

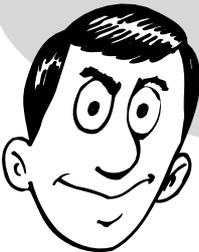
Although, unnecessary, this is normal childhood behaviour.

## How to Help:

- ❑ Teach your child self-respect  
(we should all love ourselves)
- ❑ Encourage friendships
- ❑ Create opportunities to “do good”
- ❑ Teach him to use his words to deal with problems.
- ❑ Let your child know that it is all right to talk about feelings, even anger.
- ❑ Stress the importance of body language  
(teach her how to look confident, even if she isn't)
- ❑ Explain about bullying
- ❑ Tell your child to look out for his friends and to go to a responsible adult if one of them is bullied
- ❑ Tell your child you want to know if she is ever in a bullying situation
- ❑ Look out for bullying – be aware, ask questions

**“To help my child cope with life’s challenges, I make sure he gets these messages from me: I believe in you. I trust in you. I know you can handle life situations. You are listened to. You are cared for. You are very important to me!”**

**~Family Connections participant,  
McKellar Park**



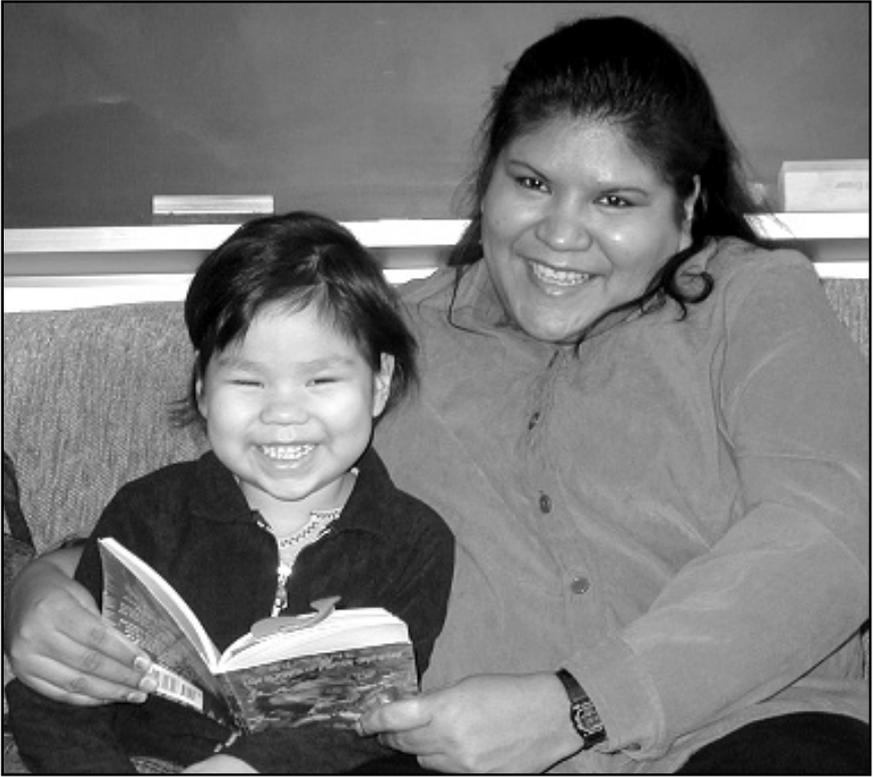
## **If your child is a Bully:**

- ❑ Stay calm
- ❑ Make it clear you won't accept bullying. Set consequences.
- ❑ If the bullying happens at school, tell your child you will accept the school's punishment.
- ❑ Discuss how it feels to be bullied.
- ❑ Ask "How can I help you with this?"
- ❑ Suggest other ways to work out anger.
- ❑ Help your child feel successful. Find ways for your child to help others.
- ❑ Speak to your child's teacher or principal.

### **Useful Websites:**

[www.safechild.org/bullies.htm](http://www.safechild.org/bullies.htm)  
[www.lfcc.on.ca/bully.htm](http://www.lfcc.on.ca/bully.htm)  
[www.kidscape.org.uk/parents](http://www.kidscape.org.uk/parents)  
[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.bullying.org](http://www.bullying.org)  
[www.cyberbullying.ca](http://www.cyberbullying.ca)  
[www.talk-helps.com](http://www.talk-helps.com)  
[www.kidshelp.sympatico.ca/en/home.asp](http://www.kidshelp.sympatico.ca/en/home.asp)

## 5. Reading for Success



No matter what age your children are, one of the most important things you can do with them is read. Reading helps children to become better learners throughout their school years and beyond.

Although reading is a big focus at school, learning how to read actually begins at home - from the moment a child first hears the sounds of people talking.

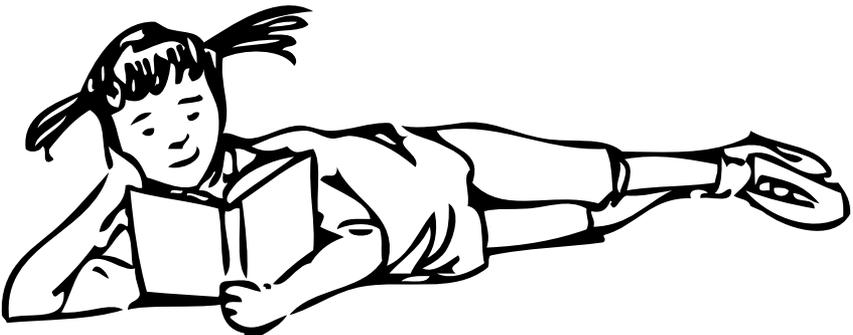
Children begin to see how useful it is to know how to read and how often you use that critical skill when they see their parents reading and writing regularly.

## Read with your Child Every Day:

One of the best things you can do is make reading and writing a normal, **every day** activity in your home.

- Share conversations with your child  
(children learn new words most easily when they hear them spoken often)
- Write and read a grocery list together
- Point out signs as you walk or drive
- Tell stories to each other
- Write family chores on a board
- Read stories to each other
- Talk about what is being read
- Write letters together
- Read the newspaper or an interesting magazine
- Read recipes aloud as you cook
- Sing lyrics to your favourite songs
- Write thank you notes to each other
- Read Anything!  
(store signs, comics, food labels, joke books, boxes)

Learning to read can be magical and fun, opening new doors of mystery and enjoyment for your child!

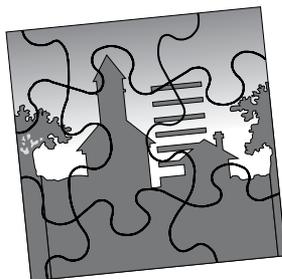


Here's how to make reading fun at home:

## **Games to Play that Teach your Children How to Read:**

### **Jigsaw Puzzles**

By doing a jigsaw puzzle together, your child learns to look at shapes and see where pictures fit. This is the same process they need later to recognize words by their shapes.



### **Memory Games**

Memory games help children to recognize order of things and, eventually, remember and understand important parts of what they have read.

- Ask your child to put away 5 grocery items. When they are done, ask them to name the 5 things they put away.
- Put 5 to 10 items on the kitchen table. Allow your child to look at them for 30 seconds. Cover the items with a cloth. How many items can she name? OR Have her turn around. Remove one item when she is not looking. When she is looking again, ask if she knows which item was removed.
- Use six pairs of playing cards. Turn them face down on a table. Then take turns turning two up at a time, trying to find the pairs.
- Talk about the sequence of your child's day, asking what he did first, second, and so on.

- Retell a story by drawing pictures together. Then take turns mixing up all the drawings and putting them back in order (beginning to end of story).



## Reading “Tricks”

Choose a familiar book, and have fun playing these tricks on your child!

- **Turn the book upside down and start to read**  
Your child will probably scold you “Dad, you have to turn it up the right way to be able to read!”
- **Read the wrong words to a familiar story**  
e.g. While reading Little Red Riding Hood, start by saying “Once upon a time there were three little pigs”. Your child will look at the pictures in the book and notice that the words you’re saying don’t match the pictures.
- **Look at the pictures**  
Before reading any words, have your child help you guess what the story is about by only looking at the pictures on each page of the book : “What do you think is happening here?”

- **Hunt for individual words that occur a lot in the story**  
Read these words aloud together e.g “I think it says He was on just about every page of the book”.
- **Does it sound the same?**  
When reading rhyming books with your child, see how many words you can find that sound the same.

## Word Play

- Play with alphabet fridge magnets. Start with one word and take turns changing one of the letters in the word to make a new word.  
e.g. can, cat, sat, sad, had, hid, hit, hot, pot, pet, set, see, bee...

- Play Word Bingo. Draw blank bingo squares on a piece of paper (4 rows by 4 columns). Have your child fill in the squares with letters (1 letter per square). Now see how many real words you can each make using the letters in a row, on a diagonal, or any touching letter.

M	O	B	C
U	E	L	I
S	P	A	W
T	O	N	E

- Play games like Junior Scrabble, Scattergories, Boggle, Pictionary, Taboo, Balderdash, Outburst
- Do word searches and crossword puzzles together
- Tell jokes and riddles
- Play rhyming games

**“When my daughter’s teacher told me she was having trouble identifying what letters made what sounds in words, I was offended. I know my daughter is smart. But sometimes she has a hard time concentrating when she doesn’t understand something or if she’s bored. We started playing games with words at home, like rhyming bingo. We sing rhyming songs and read rhyming books too. She doesn’t even complain about ‘working’ because she has fun with it.”**

**~Family Connections participant,  
McKellar Park**



**Here are some great websites for getting or making your own riddles, jokes, crossword puzzles, word searches, and comics:**

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

*<http://www.seussville.com/seussville/>*

*<http://www.azkidsnet.com/riddles.htm>*

*<http://www.justriddlesandmore.com/kidsriddles.html>*

*<http://kids.yahoo.com/jokes>*

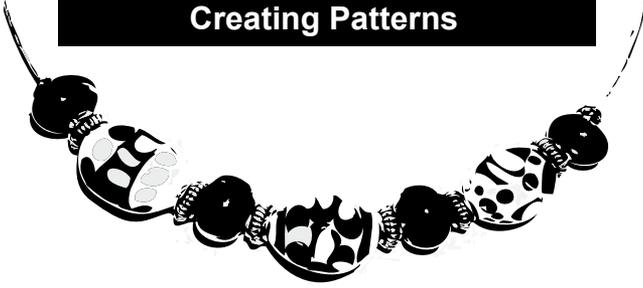
*[http://www.puzzlechoice.com/pc/Kids\\_Choicex.html](http://www.puzzlechoice.com/pc/Kids_Choicex.html)*

*<http://www.printactivities.com/>*

*<http://ezinearticles.com/?Rhyming-Games-For-Kids&id=924334>*

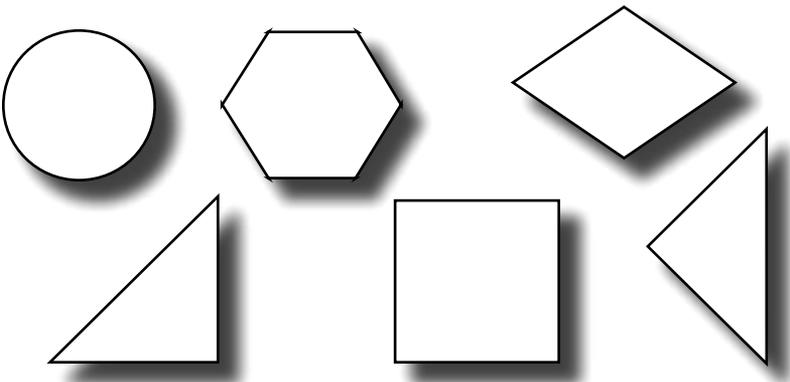
*<http://www.makebeliefscomix.com>*

## Creating Patterns

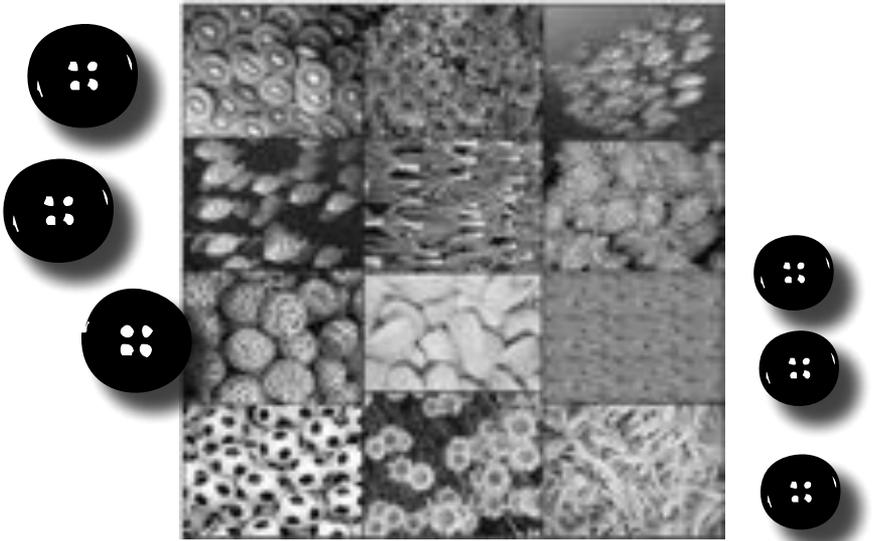


When our children learn to recognize patterns, they will start to learn that reading is full of patterns too. For example, once you know the word 'cat', you can easily learn the word sat, mat, fat, etc.

- Arrange toothpicks in a pattern and ask your child to copy your pattern. Take turns creating and copying each others patterns.
- Thread beads on a string in a pattern. Encourage your child to copy your pattern.
- Draw different shapes. Take turns laying them out in a pattern, having one person create the pattern and the other copy it.
- Now make patterns with words. E.g. How many words can we make up with the ending 'ack' – back, tack, black, crack...?



## Categories



Categorizing helps children pay attention to details and notice how different things (including words) fit together in this world.

- Write the word “animal” at the top of a page. Ask your child to name as many animals as she can, while you write them down. Look at the list and put them into families (e.g. big or small, fur or feathers, domestic or wild...)
- When going on walks, look at categories of things (e.g. things that are green, things made of wood, things made of cement, plants, animals...)
- Give your child a box of 5 to 10 buttons. Ask them to put the buttons into “families” using categories such as size, colour, number of holes, rough or smooth edges. You can play this game using other objects such as rocks, crayons, toys, beads.)



***“When my son started speech classes, the facilitator asked me if I read to him. I didn’t. I had never thought about doing this before. I didn’t realize how much reading to my children can not only help them to read, but can help them to speak. Now I read to my son and daughter every night – we sit close with each other. Sometimes we tell stories to each other instead of reading from a book. My kids think this is fun. And my son’s speech is getting better.”***

***~Family Connections participant,  
McKellar Park***



## Reading Aloud:

***“The best time to start reading aloud to your child is now!”***

~ Mem Fox

Children of every age enjoy being read to. Even when children can read they still like to have someone read them a good book.

### Tips for Reading Aloud:

**Read every day** – pick a regular time

- Have a **variety of books** on hand – you can borrow from the library
- Choose a book you or your child likes** – reading should be fun
- Look at the **picture on the front cover** – ask “What do you think this book is about?”
- Sit in a **comfortable** place with **no distractions**
- Read with **enthusiasm and expression** – use different voices for characters, really have fun with this and your child will start to love books
- Leave them **wanting more** – if you are reading a long story or chapter book, stop at a point where your children are eager to hear what will happen next
- Switch places** – let your child read to you one day and you to her the next
- Have a **dictionary** or **picture dictionary nearby** – look up definitions of new or difficult words
- Show interest** – make comments and ask questions about the story
- Discuss the pictures and stories** – talking about the story will help him understand it better
- Relate the story to something in your child’s life** – sometimes stories share experiences that can help her solve problems and make decisions

***“The greatest books to read aloud are Robert Munsch stories! He makes it so easy to do crazy sound effects and create funny voices for the different characters. My kids have a blast with his books!”***

*~Family Connections participant,  
St. James*



### **Other Helpful Tips:**

- ❑ Find movies based on books. Read the book, then watch the movie and compare them.
- ❑ Subscribe to magazines targeted at your child's interests.
- ❑ Put a reading light in your child's room so he can read anytime.
- ❑ Start your child on series books. Each book will leave her wanting to read the next in the series.

Some good series books include: Amelia Bedelia, Harry Potter, Captain Underpants, Junie B. Jones, A Series of Unfortunate Events, Warriors.

For more info check out <http://www.kidsreads.com/>

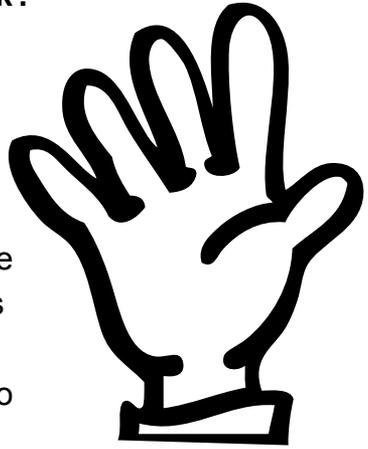
- ❑ Read a newspaper together. Look at the pictures, read the headings, talk about the articles that have subjects that interest your child.

## Reading on Their Own

### How to choose a “just right” book?

Have your child pick a book that interests him.

When reading the book aloud, have him hold up one finger every time he doesn't know a word. If all 5 fingers on one hand are raised by the end of the page, the book is probably too hard for him to read alone.



### What to do when they read to you?

**Pause** – if she makes a mistake or gets stuck, wait, let her try to solve the problem alone first

**Prompt** – if she's still stuck, say “Try that again” or “Read to the end of the sentence. What word makes sense?” or “Does that sound right? Does it make sense?”

After two unsuccessful tries, give her the correct word.

**Praise** – praise her as much as possible, “Great job reading!”

## Our Favourite Books

Here are a bunch of books that are on the top of our lists for great Read Alouds. We hope you enjoy reading them with your children too!

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

*A Name for a Metis* by Deborah L. Delaronde

*A Promise is a Promise* by Robert Munsch & Michael Kusugak

*Brown Bear, Brown Bear, What do you see?* by Eric Carle

*Dragonfly Kites* by Tomson Highway

*Good Families Don't* by Robert Munsch

*Green Eggs and Ham* by Dr. Seuss

*Hey, Little Ant* by Hannah & Hoose

*If You Give a Mouse a Cookie* by Laura Joffe Numeroff

*Love You Forever* by Robert Munsch

*Mama, Do You Love Me?* by Barbara Joosse

*Math Curse* by Jon Scieszka

*Mrs. Chicken and the Hungry Crocodile* by Won-Ldy Paye & Margaret H. Lippert

*Papa, Do You Love Me?* by Barbara Joosse

*Raccoons Last Race* by Joseph & James Bruchac

*Red Parka Mary* by Peter Eyvindson

*Ribbon Rescue* by Robert Munsch

*Sky Sisters* by Jan Bourdeau Waboose

*Smelly Socks* by Robert Munsch

*Something from Nothing* by Phoebe Gilman

*Thank you, Mr. Falker* by Patricia Polacco

*The Cat in the Hat* by Dr. Seuss

*The Giving Tree* by Shel Silverstein

*The Little Engine that Could* by Watty Piper

*The Magic Hat* by Mem Fox

*The Mitten* by Jan Brett

*The Napping House* by Audrey Wood

*The Lorax* by Dr. Seuss

*Thunder Cake* by Patricia Polacco

*Where the Wild Things Are* by Maurice Sendak

*Who Took the Cookies from the Cookie Jar?* by Philemon Sturges

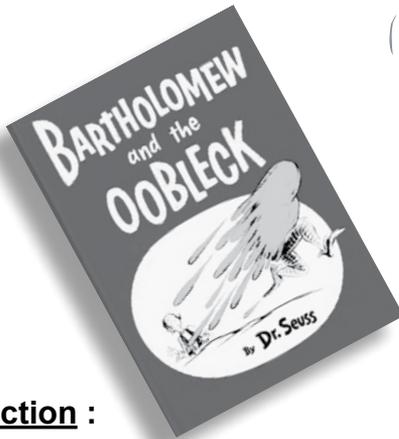
## Making Books Come to Life!

Characters and stories become more interesting for children when they come to life. We can make this happen by making drawings, doing crafts and activities, singing songs or acting out characters that we learn about in books.

The next few pages outline some activities for you to try at home.

**“When we made Oobleck  
I was afraid to touch it – I didn’t want  
to get dirty! But you can’t – it washes right off!!!  
And it is so weird. My kids think it is very cool stuff.”**

~ Family Connections participant,  
St. James



## Oobleck

### Story Connection :

***Bartholomew and the Oobleck*** is a storybook written by ***Dr. Seuss***.

In this book, a King announces that he is bored with the same four types of weather (sunshine, rain, fog, and snow). He orders his magicians to make something new fall from the sky. What results is large gobs of sticky Oobleck which cover everything in the kingdom. It is up to the young pageboy, Bartholomew, to rescue his kingdom from becoming completely buried in Oobleck.

## What is Oobleck?

Oobleck is a super fun substance! When you mix just the right proportions of cornstarch and water, a magical play material results. It feels hard and crusty on the surface, but once you scoop it up, and ‘moosh’ it about, the oobleck appears to melt into liquid right in your hand. It is even fluid enough to pass through a strainer. Magically, it keeps changing from dry to wet, from hard to soft, from one shape to another, and from one colour to another.

To make your own Oobleck, **add 2 parts cornstarch and 1 part water** in a bowl. Stir the mixture until it begins to thicken.

Allow your kids to play with the Oobleck in their hands. Any mess washes away easily with soap and water. Otherwise, you could put the mixture in a ziploc baggie to play with – just make sure it is properly closed.

Adding different shades of food colouring, and using spoons to swirl the mixture about can have a really cool effect. It is also neat to use funnels or cookie cutters or strainers with your Oobleck.



## What You'll Need

Cornstarch

Water

Large bowl

Spoon for mixing

## Optional Materials :

Food Colouring

Kitchen Utensils – strainers, funnels, cookie cutters

Zip-Loc Baggies

**“My boyfriend and I  
are excited to try making this with our kids”**  
~ Family Connections participant,  
McKellar Park



## Green Eggs and Ham

### Story Connection :

***Green Eggs and Ham*** is another fun storybook written by **Dr. Seuss**.

This book is a beginner’s book for younger children, written in simple rhyming language. “Sam-I-Am” is a character that will not stop trying to get his neighbour to eat “Green Eggs and Ham”. Finally, after many many attempts, the doubtful guy does try them and guess what? He ends up loving “Green Eggs and Ham”!

### **Make Green Eggs and Ham at Home**

After reading the story *Green Eggs and Ham*, have a chat with your children about what it is like to try new things. Then, whether for breakfast, lunch or dinner, make this green eggs and ham recipe with them.

### **Ingredients**

- 1-2 tablespoons of butter or margarine
- 4 slices of ham
- 8 eggs
- 2 tablespoons of milk
- 1-2 drops of green food colouring
- 1/4 teaspoon of salt
- 1/4 teaspoon of pepper

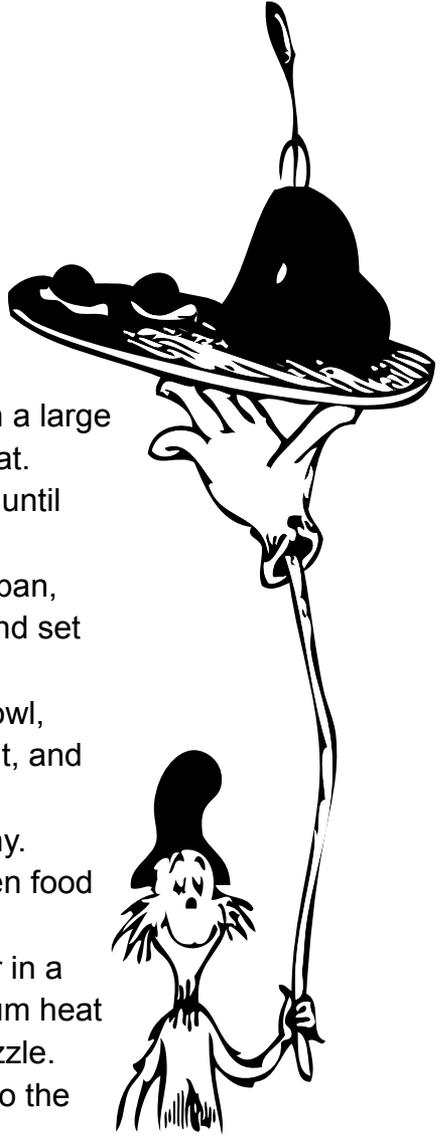


## What You'll Need

Mixing Bowl  
Whisk or Eggbeater  
Large Frying Pan  
Spatula  
Aluminum Foil  
Serving plates

## Directions (serves 4)

- Melt a teaspoon of butter in a large frying pan over medium heat.
- Add sliced ham and brown until edges are slightly crisp.
- Remove the ham from the pan, cover with aluminum foil, and set aside.
- In a medium-size mixing bowl, combine the eggs, milk, salt, and pepper.
- Beat with a whisk until frothy. Then add 1-2 drops of green food coloring.
- Heat a tablespoon of butter in a large frying pan over medium heat until the butter begins to sizzle. Then add the egg mixture to the pan.
- Stir the egg mixture with a spatula until the eggs are firm and not too runny.
- Distribute the eggs evenly onto individual plates. Add the ham. Serve with toast or warm rolls.



**“This book can be used to teach a lot to our kids: the value of love and the special gifts we can share with one another.”**

~ Family Connections participant,  
McKellar Park



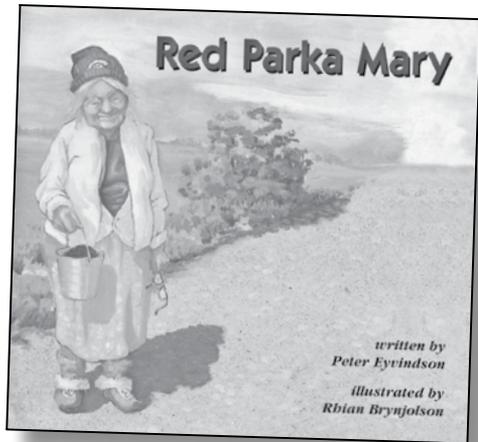
## **Red Parka Mary**

### **Story Connection :**

***Red Parka Mary*** is a very touching story written by ***Peter Eyvindson***.

A young boy narrates his experiences with an elderly neighbour. At first afraid of this Elder, the boy begins to cherish his time with Mary, listening to her stories and learning traditional activities.

For Christmas, he decides to give her a Red Parka to keep her warm. Mary gives the boy a gift in return – the biggest and best present in the whole wide world - Love.



### **Gift Wrap Your Love**

After reading the story ***Red Parka Mary***, you can talk to your child about all the gifts of knowledge and skill that Mary gave to the boy: understanding, acceptance, story telling, snaring a rabbit, making moccasins. Then, you can discuss the most important gift that was given – the gift of Love.

Red Parka Mary's gift of love was symbolized by "a single small red heart-shaped bead laying on a bed of white rabbit fur." You can make your own gifts of love with your children by making paper boxes and filling them with a small simple treasure to give to someone special (i.e. a cut out heart, bead, note).

### What You'll Need

A copy of a box template  
(you can find one on [www.enchantedlearning.com](http://www.enchantedlearning.com))

Paper (thick paper like card stock or the cover of a magazine works best)

Scissors

Glue

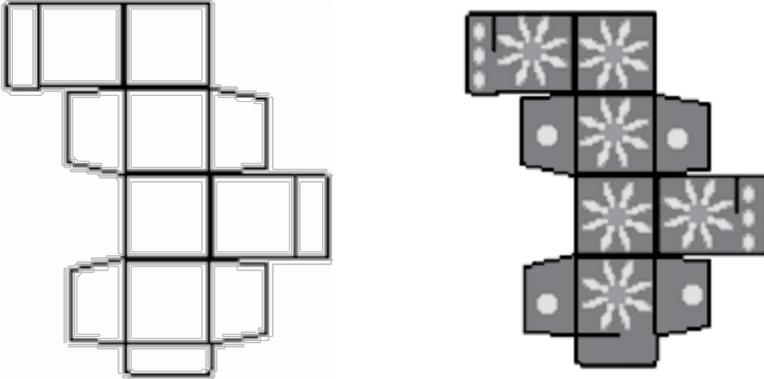
Crayons or markers

Accessories to decorate (glitter, stickers, wrapping paper...)

Rabbit fur or tissue paper for lining the inside of box

### Directions

Print out or draw a copy of the box template.



Decorate the box and cut it out.

Fold the box and glue the flaps into place.

Line the inside with fur or tissue paper.

Fill it with your own symbol of love.

**“A fun challenge  
for the whole family!”**

~ Family Connections participant,  
St. James



## **Something from Nothing Story Connection :**

***Something From Nothing***  
is a creative story written by  
**Phoebe Gilman.**

This book begins with Joseph's grandfather making him a wonderful blanket. As we follow Joseph through the years, his blanket gets worn and tattered and his mother wants him to throw it out. But Grandpa can fix it by making it into something else: a jacket, a vest, a tie, a handkerchief and finally a button. Once the button is lost though, what can Grandpa possibly make from nothing?

### **Making Something from Nothing**

Get creative with your kids. Instead of throwing something out when it is broken, try fixing it or making it into something new. Set aside one week to challenge your children to make something new from something they otherwise might throw away.

### **What You Could Try**

- Turn a pair of ripped jeans into a purse
- Paint an empty milk carton and make it into a toy house
- Turn a worn apron into a handkerchief
- Fill an empty film cannister with rice or beans to make a shaker
- Old gloves or socks – make them into puppets
- Turn a plastic bottle into a bird feeder
- Make an old tin can into a pencil holder
- Rip up old rags into long strips and weave a rug

## 6. Math Fun

***“Sometimes I get the feeling that it is not my son that has trouble with math, but me who has the trouble...”***

~Family Connections participant,  
St. James



Math is everywhere! In order for our children to succeed at school and in life, it is important that we teach them math skills.

As a parent, you can help by being positive about math, and making it a part of your child's every day life.

### Using Math Every Day:

#### Language

- Teach the difference between left and right, under, over, above, below, inside, outside, on, behind, near, far, up, down, forward, backward, higher, lower.
- Learn counting rhymes and songs
- Clap or jump to various patterns

#### Count as You Go

- Count the stairs as you climb them together
- Count aloud when bouncing or throwing balls
- Count as your child gets dressed – number of buttons done up, number of socks, one shoe for each foot
- Count the number of chairs around the table, the plates on the table, the windows in the bedroom
- Count the number of cookies left in the cookie jar!
- Count the number of cars driving by or people walking while you wait for the school bus
- Count everything! Forwards, backwards, by 2's, 5's and 10's.

***“It’s fun to practice counting  
at snack time – try counting out the ingredients  
while you make this Fruit Salad together!”***

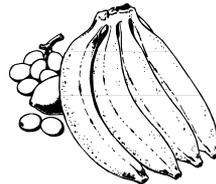
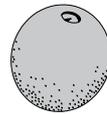
**~Family Connections participant,  
St. James**



**Counting Fruit Salad**



1. Yogurt.....Bezbig
2. Nectarines .....Niish
3. Pears .....Niswe
4. Oranges..... Niiwin
5. Apples .....Naanan
6. Bananas .....Nigodwaaswi
7. Strawberries.....Niizhwaaswi
8. Grapes.....Nshwaaswi
9. Raisins.....Zhaangswi
10. Stirs.....Medaaswi



**Days of the Week**

- Put up a calendar and check off each day
- Say the days of the week and months of the year whenever possible

## Chores

- Arrange all the shoes at the front door in pairs from smallest to largest
- Set the table – count how many plates, forks, knives, cups will be needed
- Cooking meals or baking treats – let your child help measure out ingredients. Explain the difference between one,  $\frac{1}{2}$  and  $\frac{1}{4}$  cups.
- Laundry – sort the clothes into lights and darks - measure the amount of soap needed for one load
- Sort your toys, lego, coins, food, clothes, household objects by colour, size, shape, weight, patterns, etc.

## Patterns



- Look for patterns in your home –wallpaper, clothes, floor or ceiling tiles, toys
- Make a pattern using blocks or beads on a string
- See how many different shapes you can find around the house

## Grocery Shopping

- Estimate the cost of groceries - make it a competition between you each time you go to the store – add and round numbers
- Estimate how many steps you will take in the grocery store
- Look at unit prices and compare items
- Count your money – how much change should you get back
- Work out number problems e.g. “We need 6 bananas to make banana bread and we have only 2. How many more do we need to buy?”

## Traveling

- Use travel time to play number games or practice math facts
- Count the different ways numbers are used on the way to the park
- See how many shapes you can see when you go for a walk
- How long does it take to get to your destination?
- What is the distance between two locations?
- How much gas will you need to get across town?

## Time

- Estimate how long it will take you to do something
- Practice telling time at home
- Use digital clocks and clocks with hands

## Games

- Board Games (e.g. Snakes and Ladders, Monopoly, Yahtzee)
- Card Games (e.g. Fish, Snap, Old Maid, Crazy Eights, Rummy, Crib)
- Chess, I Spy, Simon Says, Bean Bag Toss
- Dollar Words – give a dollar value to each letter of the alphabet (e.g. a = \$1, b = \$2) give her some words and let her add the value of all the letters to find out which is the most expensive word.



- 
- Read stories with Math Themes – look for books where the characters measure, count, use money, estimate or solve problems.

***Here are some fun stories you can read with your child that help teach math skills in a fun way. (We've put the grade level in brackets):***

### Counting

*Math Matters: Count on Pablo* by Barbara DeRubertis (K-4)

*The Doorbell Rang* by Pat Hutchins (1-2)

*Counting on Frank* by Rod Clement (4-7)

### Shapes

*The Shape of Things* by Dayle Dodds (K)

*The Greedy Triangle* by Marilyn Burns (1-5)

*Space Race* by Bob Barner (1-3)

*Grandfather Tang's Story* by Ann Tompert (2-5)

### Patterns

*Brown Bear, Brown Bear, What do you see?* by Eric Carle (K)

*Caps for Sale* by Esphyr Slobodkina (K)

*A Pair of Socks* by Stuart Murphy (K)

*Sadie and the Snowman* by Allen Morgan (K-1)

*Selina and the Bear Paw Quilt* by Barbara Smucker (K-3)

### Measurement

*Length* by Henry Pluckrose (K-3)

*Capacity* by Henry Pluckrose (K-3)

*The Village of Round and Square Houses* by Ann Grifalconi (2-5)

## Math Problems

*Math Curse* by Jon Scieszka and Lane Smith (1-3)

*Too Many Dinosaurs* by Bob Barner (1-3)

*How Much is a Million* by David Schwartz (1-4)

*G is for Googol : A Math Alphabet Book* by David Schwartz (4-7)

*One Hundred Hungry Ants* by Elinor J. Pincze (1-3)

*A Remainder of One* by Elinor J. Pincze (1-4)

*Anno's Mysterious Multiplying Jar* by Mitsumasa Anno (K-4)

*The King's Chessboard* by David Birch (1-4)

*100th Day Worries* by Margery Cuyler (2-5)

*The Math book for Girls and Other Beings Who Count* by

Valerie Wyatt (4-7)

*Whodunit Math Puzzles* by Bill Wise (4-7)

*Mad Math! The Best of DynaMath Puzzles* by Sue Macy (3-11)

## Money

*Alexander Who Used to be Rich last Sunday* by Judith

Viorst (1-3)

### **Useful Math Websites :**

[www.edu.gov.on.ca/eng/document/brochure/earlymath/](http://www.edu.gov.on.ca/eng/document/brochure/earlymath/)

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

<http://mathforum.org/dr.math/>

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

<http://matti.usu.edu/nlvm/nav/vlibrary.html>

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

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

## Make your Own Math Manipulatives

To help reinforce math concepts learned at school, it can be handy to have some math manipulatives at home. Math manipulatives are hands-on objects that your child can use to help him work out math problems.

It's fun and easy to make your own math manipulatives. There's no need to spend lots of money. You can whip lots of these up in an afternoon, with stuff you probably already have around the house!

***“When my son and I made some of these math manipulatives, we actually really enjoyed ourselves. So much so that his younger sisters joined in to make some too!”***

~ Family Connections participant,  
St. James

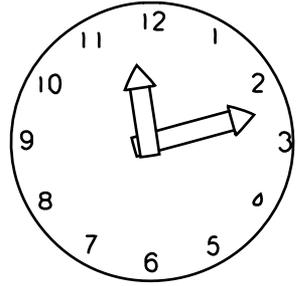


**Counters:** Use buttons, macaroni, beans, bottlecaps, marbles, coins, poker chips, or candy pieces for counting and sorting. Mini muffin tins or egg cartons can be used with counters too. These counters can also be used for simple math operations, like adding and subtracting.

**Play Money:** Instead of buying play money, use the money in your monopoly game or any other game that has money. Or cut out a bunch of paper rectangles and let the kids design their own money. Or you could let them count their piggy bank.

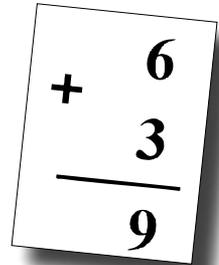


**Clocks:** If you have a wall clock with hands you can use that to demonstrate time. Or you can print out a paper clock from the Enchanted Learning website <http://www.enchantedlearning.com/time/blankclocks/>. If you laminate this, your child can use an eraseable marker over and over on it.

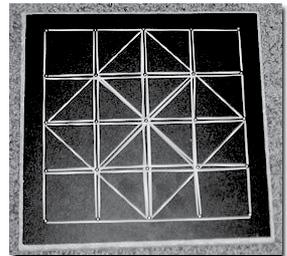


**Linking Cubes:** These are the colourful cubes that stick together. Legos and other snap together blocks make a perfect substitute for linking cubes. You can also draw block sets on paper and cut them out for use. Cover paper with clear contact paper for longer use.

**Flash Cards:** Flash cards can be used to help your child remember her basic math skills. Make your own flash cards by using a marker on index cards or recycled paper. There are also free programs online for creating flash cards (<http://www.mathplayground.com/>)



**Geoboard:** A Geoboard can be made from a square piece of wood and 25 finishing nails. Draw a grid of five evenly spaced vertical and horizontal rows and place nails where the lines intersect. Use rubber bands to make any kind of shape you want.

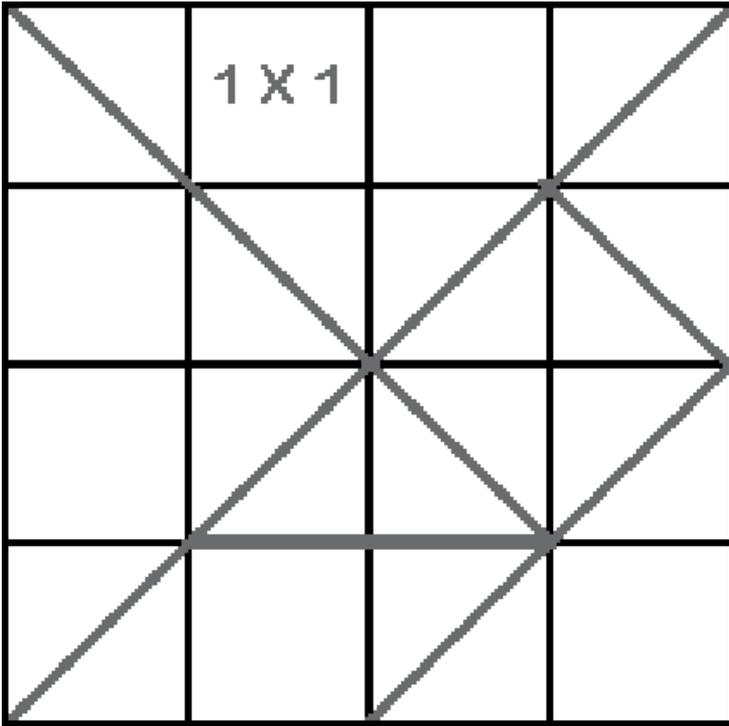


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

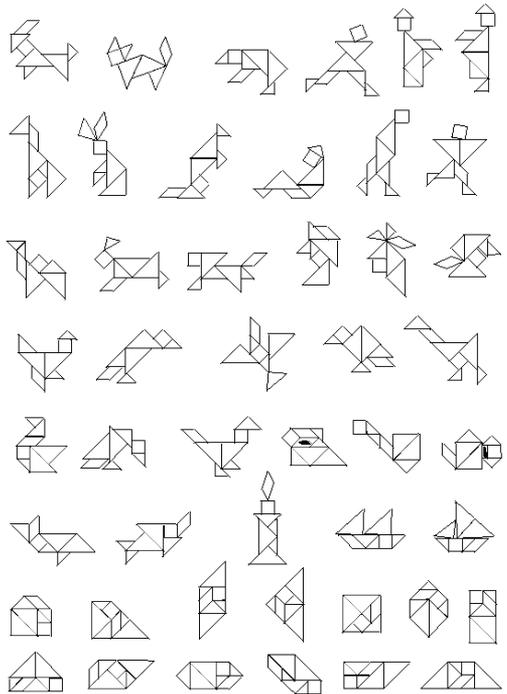
**Hundreds Chart:** Draw 100 squares (10 by 10 squares) with a ruler on a poster board for a wall chart or make a mini chart for your child by printing out a blank chart and letting them fill in the numbers from 1- 100.

**Tangrams:** Tangrams consist of only 7 shapes and are used to create pictures. These shapes can be made out of old cereal boxes. You can add magnets to the back and play with the shapes on your fridge.

Draw a 1 inch (3 cm) grid on the boxboard. You then mark off the gray lines as shown below. Cut your material carefully along these gray lines. This will produce the seven tan pieces; five triangles, one square and one rhomboid.



**Try making these  
Tangrams:**



# Questions to ask when your child is doing Math Homework:

- ❑ What do you need to do first?
- ❑ Tell me what you are doing.
- ❑ What makes you say that?
- ❑ Show me how you got that answer.
- ❑ Help me understand.
- ❑ What is the pattern?
- ❑ What doesn't make sense?

These questions should make your child think about what to do, not judge what they have done. When children can stop to think about what or why they have done a certain step in Math, and then explain this, it usually leads to better understanding.

***“Remember to be patient with your child. Encourage her not to give up. And ask the teacher for extra help when needed!”***

## 7. Preparing for Tests

Tests are used by teachers to evaluate children's needs and progress in school. They are not the only method of gauging whether or not a child has mastered a certain skill, but they can be helpful in letting us know what a child has or hasn't learned.

### How you can Help your Child Prepare for Tests:

- ❑ Make sure he does his homework daily
- ❑ Encourage him to keep organized notes
- ❑ Offer praise and reassurance
- ❑ Point out what he can do
- ❑ Offer encouragement for anything he's struggling with
- ❑ Provide a quiet, calm space for studying
- ❑ Take time to sit down with him and review material
- ❑ Go over sample test questions
- ❑ Make sure he gets a good night's sleep and eats a good breakfast
- ❑ Get him to school on time
- ❑ Let him know you believe in him

### Try it Out! (Tips for Kids)

Organize your notes

Write things out

Do examples

Highlight important information in colours

Repeat things out loud

Make up silly rhymes or acronyms to help you remember

Practice

Quiz yourself

Explain it to somebody

Use flashcards



***“I wrote these points on a cue card.  
My daughter keeps it in the front of her binder now.”***

~Family Connections participant,  
McKellar Park



### **Tips for Writing Tests:**

- ❑ Relax
- ❑ Give it your best shot!
- ❑ Listen carefully to the instructions from the teacher.
- ❑ Read the directions and each question carefully.
- ❑ Your first choice is usually correct. Don't change an answer unless you have a good reason to do so.
- ❑ Look for information in some of the questions. It may help you to answer.
- ❑ Use your time wisely. If you get stuck on a question, make the best guess and move on.
- ❑ Attempt to answer all of the questions. Don't leave any blanks.
- ❑ Stay focused on the test, even if other students finish early.

## **Provincial Testing**

Every child in Ontario that is in grades 3 and 6 are tested on their Reading, Writing and Math skills. These tests are made up by the Education Quality and Assessment Office (EQAO), an agency funded by the Ontario government. Grade 3 and 6 tests are carried out in all schools across Ontario to see if children are meeting the standards of The Ontario Curriculum and to help determine the effectiveness of Ontario's education system. The results are not part of your child's report card, but can help you to know if she needs extra help.

The EQAO Tests take 5 days of school time. Usually they are given over one week in May. You will get a note from the school ahead of time saying when the test will be. Some children get stressed around this testing time. It is important to help your child to relax by letting her know to just do the best she can.

### **How you can Help your child prepare for EQAO Testing:**

- ❑ Tell her to just do her best
- ❑ Make sure she does her homework daily
- ❑ Talk to her teacher right away if your child has problems with schoolwork
- ❑ Make reading, writing, and math common practice at home
- ❑ Remember: No single test can tell all there is to know about your child!

## 8. Lakehead Adult Education Centre:



The Family Connections program is offered to parents of school-aged children through the Lakehead Adult Education Centre.

The Lakehead Adult Education Centre is located in Thunder Bay at:

**125 S. Lillie Street,**

**P7E 2A3**

**Tel.: (807) 625-5145**

The Family Connections program is only one of many programs offered to adults through the Lakehead Adult Education Centre.

### **Programs:**

High School Credits

Distance Education

English as a Second Language

Native as a Second Language

Mature PLAR/ Foundations for Success

Family Connections

Co-op

E-learning and Classroom Instruction

### **Registration Times:**

Monday, Tuesday, Thursday

10:00 am – 12:00 pm and 1:00 pm – 4:00 pm

Wednesday

1:00 pm – 4:00 pm and 5:30 pm – 8:00 pm

***Come on in and join us!***

## 9. Lakehead Public Schools:



The Board Office of the *Lakehead Public Schools* is located at:

**The Jim McCuaig Education Centre**

**2135 Sills Street,**

**Thunder Bay, Ontario,**

**P7E 5T2**

***www.lakeheadschools.ca***

For information regarding *Lakehead Public Schools'* programs contact:

**The Board Office Main Telephone #(807) 625-5100.**

If you need specific information or help for your child, let the secretary know and she will direct your call to someone who can help. You may also request a particular individual to answer your questions such as an Education Officer, or the Aboriginal Education Advisor.

Many committees that include community members operate within the Lakehead Public School Board such as:

**Aboriginal Education Advisory Committee**

**Council of School Council Chairs**

**Diversity Committee**

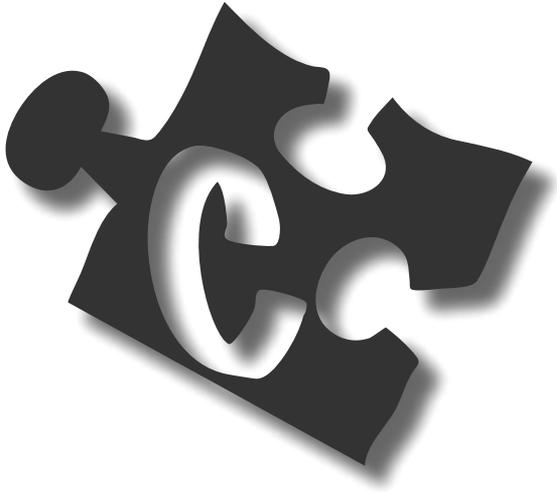
**Parent Involvement Committee**

**Special Education Advisory Committee**

If you are interested in participating in one of these committees, please contact Lakehead Public Schools today for further information!

**SECTION THREE:**

**CONNECTING  
TO THE COMUNITY**



***“It takes a village to raise a child.”***

~African Proverb

Raising a child to be successful in school and beyond can be a difficult task if we try to do it alone. You know that you play an extremely important role in your child’s life, but don’t forget that support exists in the community of Thunder Bay to help you take good care of your child.

## **1. Getting Active in the Community:**

Taking part in activities outside of school can be very important to your child’s development as a whole person. After-school programs offer opportunities for your child to develop new skills and explore interests in a safe environment with supervised care. These programs are also a great outlet for socializing and having fun! As well, they can introduce other positive role models to your child.

Check your child’s school for After-school Programs that might be available to him. This could include homework clubs, sports teams, or special interest clubs.

## Places for Kids To Go After School:

Contact the Centres listed below directly for the most up to date programming for children and youth.

### **Anishnawbe Mushkiki**

29 Royston Court

Phone : (807) 343-4843

[www.anishnawbe-mushkiki.org](http://www.anishnawbe-mushkiki.org)



### **Boys and Girls Clubs of Thunder Bay**

270 Windsor St

Phone: (807) 623-0354

E-mail: [skirving@tbayboysandgirlsclub.org](mailto:skirving@tbayboysandgirlsclub.org)

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



### **Canada Games Complex**

420 Winnipeg Ave.

Phone: (807)684-3311

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



### **Neighbourhood Capacity Building Project (NCBP)**

After-school programs run out of Algonquin, École Gron Morgan, McKellar Park, Our Lady of Charity, and Sherbrooke School. Call (807) 768-2310 for more information about specific programming for kids. Email: [mmcguire@shkoday.com](mailto:mmcguire@shkoday.com) for more information.





**Neighbourhood Recreation Program (NRP)**

FREE, inclusive, drop-in recreation programs for children and youth at various locations throughout the city of Thunder Bay.

For more information, call 623-9581 or Recreation & Culture at 625-2351.

**Regional Multicultural Youth Council (RMYC)**

Multicultural Youth Centre(MYC)

511 E. Victoria Avenue

Phone: (807) 622-4666

Toll Free: 1-800-692-7692 (MYC-RMYC)

Email: [manwoyc@tbaytel.net](mailto:manwoyc@tbaytel.net)



**Thunder Bay Art Gallery**

1080 Keewatin Street

Confederation College Campus

Phone: (807) 577-6427

Email: [info@theag.ca](mailto:info@theag.ca)

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

**Thunder Bay Indian Friendship Centre**

Aboriginal Youth Empowerment Program (AYEP)

401 N. Cumberland Street

Phone: (807) 345-5840

Email: [ayep.tbifc@shawcable.com](mailto:ayep.tbifc@shawcable.com)



**Thunder Bay Public Library**  
www.tbpl.ca

**Brodie Resource Library**  
216 S. Brodie Street  
Phone: (807) 623-0925

**County Park Library**  
County Fair Plaza  
1020 Dawson Road  
Phone: (807) 768-9151

**Mary J. L. Black Library**  
151 W. Brock Street  
Phone: (807) 475-5906

**Waverley Resource Library**  
285 Red River Road  
Phone: (807) 344-3585



**The Underground Gym and Youth Centre**  
634 Simpson Street  
Phone: (807) 622-5666  
E-mail: [undergroundgym@tbaytel.net](mailto:undergroundgym@tbaytel.net)  
[www.undergroundgym.ca](http://www.undergroundgym.ca)

**No money?  
No problem:**



**Positive Recreation Opportunities for Kids**  
aka **P.R.O. Kids Thunder Bay** assists children and youth up to 18 years of age who are unable to afford program fees of registered recreation programs.  
Visit <http://www.prokidsthunderbay.com>  
or call (807) 625-3212.

**Where to get more Information on Activities  
Available in Thunder Bay?:**

***The Key Guide to Community Programs & Services***

Check out the many programs and services offered by the Recreation & Culture Division of Thunder Bay in The Key.

The Key is published and distributed four times per year (February, May, August, and December).

**Community Services – City Recreation**

Victoriaville Civic Centre  
111 S. Syndicate Avenue  
Phone: (807) 625-2351  
[www.thunderbay.ca](http://www.thunderbay.ca)

# Family Connections Top 10 List of Fun Family Activities to do in the Community

## 1. Botanical Conservatory

A year-round tropical setting of exotic flowers, trees, shrubs and other plants from around the world. **FREE** admission.

Dease Street off Balmoral Avenue

1601 Dease Street

Phone: (807) 622-7036

## 2. Campgrounds

Chippewa Park Campground

Beach access, amusement rides, and wildlife park!

Phone: (807) 625-2447

Trowbridge Falls Campground

On Copenhagen Rd., off Hwy. 11-17

Phone: (807) 683-6661 (seasonal),  
(807) 625-2313 (off-season)

## 3. Farms

A trip to the country for strawberry picking, harvest celebrations, pumpkin festivals, spooky cornfields, and winter sleigh rides can be a real treat!

Belluz Farms

<http://www.belluzfarms.on.ca/>

752 Candy Mountain Drive

Phone: (807) 475-5181

Gammondale Farm

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

426 McCluskey Dr,

Phone : (807) 475-5615 or (807) 475-9609

## 4. Fort William Historical Park

1350 King Road, off Broadway Avenue

The world's largest fur trade post - lots of festivals and community activities year round. Visit their website at

[www.fwhp.ca](http://www.fwhp.ca) or Phone: (807) 577-8461 for further details.

## **5. Mission Island Marsh Conservation Area**

A great spot for a hike, or to view the many birds and wildlife that live in this wetland.

Located at the end of 106th street on Mission Island, south end of Thunder Bay.

For directions, contact the Lakehead Region Conservation Authority at phone (807) 344-5857 or [www.lakeheadca.com](http://www.lakeheadca.com).

## **6. Mount McKay Scenic Lookout**

Fort William First Nation

Mission Road off City Road

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

Outstanding landscape feature of the area – great spot for a picnic, hike or drive.

Also home to the traditional Mount McKay Summer Powwow.

## **7. Parks**

Whether you're looking for a place to kick a ball around, a playground for the kids, a bit of shade, some water to cool down in, great hiking and cross-country ski trails, or a good dose of fresh air, Thunder Bay's parks hold lots of fun and super festivals for the whole family. For features and directions to the parks listed below phone #(807) 625-2351 or visit "Parks and Recreation" at <http://www.thunderbay.ca/>.

**Boulevard Lake** (Dragonboat Festival)

**Centennial Park**

**Chapples Playfield Site**

**Dease Park**

**Hillcrest Park**

**Kaministiquia River Heritage Park**

**Marina Park** (Canada Day Festival, Summer in the Parks, Blues Fest)

**Paterson Park**

**Soroptimist International Friendship Gardens**

**Vickers Park** (Teddy Bear's Picnic)

**Waverley Park**

## **8. Pools**

Fun free outdoor pools and splash pad to cool off at when the weather gets hot!

### **Art Widnall Pool**

820 Minnesota Street

### **Dease Park Pool**

370 Vickers Street North

### **Franklin Street Splash Pad**

corner of N. Franklin St. and Miles St.

### **Heath Park Pool**

1251 Heath Street

## **9. Recreational Trails**

A network of trails across Thunder Bay that you can cycle, walk, jog, in-line skate, cross-country ski, snowshoe, and hike as a family!

To get your copy of a map of this trail system email [info@tbaytrails.com](mailto:info@tbaytrails.com) or visit the Thunder Bay Recreational Trails website <http://www.tbaytrails.com>

## **10. Skating Rinks**

The city of Thunder Bay operates many outdoor skating rinks from mid- December to March. For a list of rinks, visit the “Parks and Recreation” website at <http://www.thunderbay.ca/> or call the Parks Division at 625-2351.

## 2. Where to get Food in Thunder Bay:



The Thunder Bay Food Action Network with support from the Thunder Bay District Health Unit has produced a list of Food Programs and Food Banks available in Thunder Bay. The following information is from their pamphlet on “Where to get Food in Thunder Bay”.

For copies of this pamphlet call **625-8315** or go to:  
<http://www.tbdhu.com/HealthyLiving/HealthyEating/FoodSecurity/FoodAccess.htm>

### **Good Food Box**

The Good Food Box is a non-profit program for families and individuals who want to purchase quality, fresh, local produce at a lower price than shopping at grocery stores.

You can purchase a family box for \$20 or an individual box for \$12.

Boxes are ordered and paid for by the **first Thursday** of each month. The food is picked up the **second last Thursday** of each month. Neighbourhood times and locations vary.

To order a Good Food Box, call **345-7802** or **628-5768**.

## **Community Kitchens**

Community Kitchens are small groups of people who get together to cook healthy, economical meals to take home to their families. The groups meet to prepare healthy meals once or twice a month.

To find out about a kitchen near you, call **625-5956**.

## **Community Gardens**

Community Gardens are garden plots for people to grow their own vegetables and lower their food costs.

For more information contact **625-5956**.

## **Gleaning**

Gleaning is the traditional practice of gathering crops that would otherwise be left in the fields after the harvest. The Food Action Network in partnership with the Thunder Bay Health Unit provides transportation to local farms for families who live on low-incomes where they can pick produce at no cost.

For further information contact **625-5956**.

## **Thunder Bay Food Banks:**

### **Southward**

#### **Thunder Bay Food Bank**

129 Miles Street E.,  
626-9231

#### **Social Action Committee c/o St. Thomas Anglican Church**

1400 S. Edward Street,  
623-3608

#### **Redwood Park Opportunities Centre**

532 N. Edward Street,  
577-3481 or 577-3463

#### **St. Vincent de Paul Society South Ward Branch**

1019 Brown Street, St. Agnes Church,  
577-3464

#### **“People That Love” Crisis Centre**

920 Sprague St., Thunder Bay Methodist Church,  
623-3828 or 622-7686

#### **Thunder Bay Christian Community Centre**

132 Dease Street,  
623-8184

### **Northward**

#### **AIDS Thunder Bay Mother’s Cupboard**

474 Memorial Avenue,  
345-1516

#### **St. Vincent de Paul Society North Ward Branch**

664 Red River Road Corpus Christi Church,  
344-4898

**Current River Churches Food Cupboard**

494 Leslie Ave. (St. Stephen's Anglican Church),  
683-6051

**Students**

**Lakehead University Food Bank**

343-8850 or 343-8602

Open Monday - Friday 8:30 a.m. - 4:30 p.m.

**Confederation College Food Bank**

475-6110 or 475-6637

**Daily Meals**

**St. Andrew's Dew Drop Inn**

286 Red River Road,  
345-0481

Daily meals from 2:30 - 4:00 p.m., open to the public

**Shelter House Soup Kitchen**

420 George Street,  
623-8182

Lunch 2:00 - 3:00 p.m., and Dinner 7:30 - 9:00 p.m., open  
daily to the public

**Salvation Army Soup Van**

344-7300 or 345-7319

Call for information on times and locations

## **Moms & Babies**

### **Thunder Bay District Health Unit Healthy Babies Healthy Children Program,**

625-8814

Pre/postnatal support, food vouchers and milk coupons for pregnant and breastfeeding mothers

### **Our Kids Count,**

623-0292

Pre/postnatal programs.

Food programs for participants available.

### **Thunder Bay Indian Friendship Centre,**

345-5840

Pre/postnatal program, community kitchen and garden.

### **NorWest Community Health Centre**

525 Simpson Street,

622-8235

Pre/postnatal programs including cooking, food packages and milk coupons for program participants.

### **Beendigen Inc.**

541 Luci Court,

628-0624

Pre/postnatal programs for Aboriginal mothers, including community kitchens.

Hot meals, food packages and milk coupons for program participants only.

### **June Steeve Lendrum Family Resource Centre**

283 Pearl Street,

345-0311

**SAM-MISOL,**

475-6502

Pre/postnatal programs for teen mothers aged 14-21 looking to complete their high school education.

Daycare and breakfast program available for program participants.

**Anishnawbe Mushkiki Aboriginal Health Access Centre,**

343-4843

Pre/postnatal support, food vouchers and milk coupons

Healthy Kindred Kitchen Program, Healthy choices, Community Kitchens.

### **3. Getting Help in the Community - Parent & Child Resources, Support, and Counselling:**

#### **Family & Personal Counselling:**

##### **Beendigen Inc.**

(quality counselling for abused women)

Crisis line #346-4357

Toll Free 1-888-200-9997

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

##### **Children's Aid Society**

of the District of Thunder Bay

1110 Jade Crt.

#343-6100

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

##### **Children's Centre Thunder Bay**

283 Lisgar St.

#343-5000

<http://www.lrfc.on.ca/>

##### **Dilico Anishinabek Family Care**

200 Anemki Dr.

#623-8511

1-800-465-3985

<http://www.dilico.com>

##### **Kids Help Phone (24 hours)**

1-800-668-6868

##### **Thunder Bay Counselling Centre**

544 Winnipeg Ave.

#684-1880

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

**Thunder Bay CRISIS RESPONSE SERVICE** (24 hours)  
c/o Canadian Mental Health Association  
#346-8282  
1-888-269-3100  
[www.cmha-tg.on.ca](http://www.cmha-tg.on.ca)

**Thunder Bay Sexual Assault/Sexual Abuse Counselling  
& Crisis Centre**  
#344-4502  
[www.tbsasa.org](http://www.tbsasa.org)

**Walk-In Counselling Clinic**  
Free counselling on Wednesdays  
(first come-first served basis)  
#684-1880 or # 343-5000

**YOW Services (Youth Outreach Workers)**  
c/o Dilico Anishinabek Family Care  
Renee #629-0206  
Kris #629-3358  
Gavin #629-0224  
Hugette #621-3259

## **Parent and Child Programs, Resources and Support:**

### **Anishnawbe Mushkiki**

#343-4843

29 Royston Crt.

[www.anishnawbe-mushkiki.org](http://www.anishnawbe-mushkiki.org)

### **CAP-C, Family Support Program**

c/o Metis Nation of Ontario

226 S. May St.

#624-5012

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

### **CAP-C Community Action Plan for Children, Pre & Postnatal Programs**

c/o Beendigen Inc.

#622-5445

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

### **Catholic Family Development Centre**

380 Dufferin St.

#345-7323

[www.my.tbaytel.net/cfdc/](http://www.my.tbaytel.net/cfdc/)

### **Children & Family Centre**

C/o Confederation College

#475-6407

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

### **Communities Together for Children**

Northwood Park Plaza

425 Edward Street N.

#624-5690 or #624-2273

<http://www.ctctbay.org/>

**Healthy Babies, Healthy Children**

c/o Metis Nation of Ontario

226 May St. S.

#624-5016

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

**Ishaawin Family Resources**

132 May St. S.

#622-5790

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

**Ka:Nen Our Children, Our Future**

101-106 Cumberland St. N.

1-800-361-0563

[www.kanen.on.ca](http://www.kanen.on.ca)

**New Experiences Program**

c/o Children's Centre Thunder Bay

283 Lisgar St.

#343-6373 or #343-6367

<http://www.lrfc.on.ca/>

**NorWest Community Health Centre**

525 Simpson St.

#622-8235

toll free 1-866-357-5454

<http://www.norwestchc.org>

**Ontario Native Women's Association**

212 Miles St. E.

#623-3442

1-800-667-0816

[www.onwa-tbay.com](http://www.onwa-tbay.com)

**Our Kids Count**

Northwood Park Plaza

425 Edward St. N.

#623-0292

<http://www.ourkidscount.net/>

**Rural Family Resource Centre**

Murillo

#935-3009

**TeleHealth Ontario**

#1-866-797-0000

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

**Thunder Bay District Health Unit**

999 Balmoral Street

#625-5900

toll free: 1-888-294-6630

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

**Thunder Bay Indian Friendship Centre**

Family Support Program

401 Cumberland St. N.

#345-5840

**Thunder Bay Multicultural Association**

17 N. Court Street

#345-0551

toll free: 1-866-831-1144

<http://www.thunderbay.org/>

## 4. More Community Services



**Ontario North**

**211** service is available 24 hours a day, 7 days a week.

**211** is a FREE and confidential quick access phone number you can call to get information about community, social, health and government services available in Thunder Bay.

**[www.211ontarionorth.ca](http://www.211ontarionorth.ca)**

is the public online version of the **211** database.

### **Hard Times Handbook**

The **Hard Times Handbook** is an excellent guide book that provides information on activities, programs and services in Thunder Bay - many of which are free, low cost or geared towards income.

It can be found at the  
**Lakehead Social Planning Council**  
125 Syndicate Avenue South  
Victoriaville Mall  
#626-9626

Information on services available in Thunder Bay including Clothing, Day Care Centres, Employment Assistance and Training Opportunities, Furniture & Appliances, Health Services & Programs, and Housing can be found in the **Hard Times Handbook**.



Design, layout and graphics by  
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