



Parenting School-Age and Adult Children

An EAL Resource Guide
for Parents and Caregivers

This document was designed for double-sided printing.

The Resource Team

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To learn more about the PIRS programs please go to our website at www.pirs.bc.ca

Indi Kaur

Curriculum Developer

Indi Kaur brings eight years of experience teaching English as an Additional Language. In this time she has worked across the globe with children and adults of all ages. Indi hopes instructors will find this resource to be a useful tool for parents and caregivers of school age children and adult children. She hopes instructors will implement this resource to supplement already existing resources.

Diana Jeffries

Editor

Diana Jeffries has partnered with Indi Kaur on this curriculum and resource guide to further develop PIRS resources. She brings 20 plus years experience to the sector as a writer, teacher, and curriculum developer.

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Introduction

The Parenting Curriculum Guide was created to meet the needs of newcomer parents and caregivers with a CLB 3 or higher. We hope that by using the guide and resources your English language classes will be able to address some of the issues that newcomers may have with regards to parenting school age children and young adults in Canadian society.

The resources in the guide provide an opportunity for the teacher to facilitate interesting and helpful discussions, opportunities for support, and information on Canadian social structures to better help newcomer families guide their way through parenting young people in Canada.

There are four parts to the guide:

Part 1: Kids and Culture

Part 2: Kids and the Law

Part 3: Kids at School

Part 4: Kids and the Internet

Parenting Program Objectives

- Help parents and caregivers gain effective communication skills to facilitate a greater capacity to be involved in children's education and social life.
- Help parents and caregivers better understand the Canadian school systems
- Create a safe space for parents and caregivers to address their questions and concerns relating to children integrating into the wider Canadian society and culture.

Participant Profile

- Immigrant and refugee parents, grandparents, and caregivers of school age children and adult children.
- Immigrant and refugee parent, grandparents, and caregivers at a CLB 3-4 +.
- Interested in self development, parenting, and a keen interest in understanding newcomer school-age children and young adults.

We hope you and your students enjoy using this resource to support your classes for immigrant and refugee parents and caregivers.



Part 1

Kids and Culture

Independent Kids

This lesson is great to use when looking at daily routines and the present continuous with your class. It also allows for discussion on different types of tasks completed in the home and by whom.

Supplementary materials: PIRS Teacher's Guide to Trauma-Informed English as an Additional Language, Roles in the family: pages 19-20

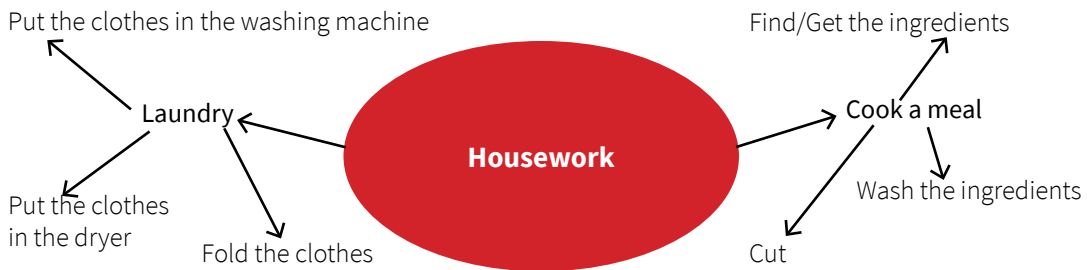
Objectives

1. To learn chores vocabulary
2. To practice reading a table
3. To discuss roles in the home

Activity 1: Warmer

Warm up exercises and mindful breathing techniques:

1. As a class, brainstorm different housework tasks.
2. Then get the students to break down the tasks into smaller tasks, like the example below.



Ask students:

- a. What housework did you do at home when you were a child?
- b. What housework do you do at home?

Activity 2: Chores

- a. Introduce the word chores and the vocabulary. Learners copy the words and practice reading them.
- b. Follow-up and practice the vocabulary with the discussion questions handout.

Recommended Ages for Chores

Activity 3: Chores Chart Reading

1. Ask parents: how do/would you assign chores for children? How would you know they have done their chores? – Elicit making a list and checking it off.
2. Introduce the chores chart.
3. Practice reading the chart together as a group first. Ask questions related to reading a table: what information is on the top? What is on the side? What are the names of the children? What do the check marks and crosses mean? Ask students the questions orally first before they start writing answers and start working independently.
4. When taking up answers have students answer using the past simple, for example: Riaan washed the dishes after dinner on Monday.

<i>Ages 2-3</i>	Make the bed, pick up toys, dust furniture – all with parents supervision.
<i>Ages 4-6</i>	Set the table, help make dinner (wash and find ingredients) and fold towels – with some supervision
<i>Ages 7-9</i>	Fold laundry, take out trash/laundry, sweep the floors, vacuum the floors, and help make dinner (wash and find ingredients and simple cutting).
<i>Ages 10-15</i>	Wash dishes, mow the lawn, clean the bathroom, make a meal, supervise siblings, and wash the car.

Activity 4: Cool Down Discussion Questions

1. As a class, discuss:
 - a. Why is it good for children to do chores?
 - b. Will you use chore charts with your children?
 - c. What is an appropriate punishment if a child doesn't do their chores?
 - d. Can you use chore charts for other activity? (E.g.: daily routines, personal hygiene)

Handout: Chores

Read the words and copy

	Make the bed	_____
	Pick up toys	_____
	Dust furniture	_____
	Set the table	_____
	Help make dinner	_____
	Fold towels	_____
	Fold laundry	_____

	<p>Take out trash/recycling</p>	<hr/>
	<p>Sweep the floors</p>	<hr/>
	<p>Vacuum the floors</p>	<hr/>
	<p>Wash dishes</p>	<hr/>
	<p>Mow the lawn</p>	<hr/>
	<p>Clean the bathroom</p>	<hr/>
	<p>Make a meal</p>	<hr/>

Handout: Chores Chart

Randa has two children. Her son Riaan is 11 years old. Her daughter Hadeel is 8 years old. She wants both her children to learn to be independent. She makes them a chores chart. Look at the chores chart and see who does what.

Monday	Wash dishes after dinner	✓	Sweep the kitchen floor	✓
Tuesday	Put away the laundry	✓	Fold the laundry	✓
Wednesday	Help make dinner	✓	Vacuum	✓
Thursday	Take the trash out	✓	Help make dinner	✓
Friday	Clean the shower	✗	Wash dishes after dinner	✓
Saturday	Wash the car	✓	Fold laundry	✓
Sunday	Vacuum the bedrooms	✓	Get the mail	✓

1. What did Riaan do on Monday? _____
2. What did Hadeel do on Wednesday? _____
3. What did Riaan do on Friday? _____
4. What did Hadeel do on Sunday? _____
5. Who washed the car? _____
6. Who folded the laundry? _____
7. Who washed dishes after dinner? _____
8. Who helped to make dinner? _____
9. Did they both do all of their chore? _____
10. Do you think the chores are equal? _____
11. Do you think the chores are OK for the children's age? _____
12. Do you think a chore chart is a good thing to use? _____

Stories

If you have the time and availability of supplies, you can help students create puppets and write stories that are important to them and the stories they want to share with their children. Sharing stories of arrival, fables, history allow newcomers to share their culture with others, including family members. Sharing stories helps to bridge the gap between cultures and to keep culture strong.

Duration: 2 – 3 hours to make the puppet

Two hours to make and rehearse a simple dialogue.

Materials:

1. Scissors
2. Needle and thread or fabric glue
3. Felt (approximately 3.5 sheets per student)
4. Puppet pattern template. There is a great downloadable PDF template on Etsy for (\$7.59) from TheSchoolBell, Hand Puppet Pattern on www.etsy.com



Activity 1: The Story

1. First, brainstorm stories learners were told as children. For example, little red riding hood. This story appears to be known in many countries but with slight differences.
2. Then brainstorm stories that they want to share with their children. For example,
 - a. Story of coming to Canada
 - b. A moment from childhood with family
 - c. An important event
 - d. A fable
 - e. Important history
3. Ask learners to first think of a simple story. Ask them to make sure it is a story they are comfortable sharing with a classmate.
4. Ask learners to think about the who, what, where, when, why of the story. Then distribute the Story Planning Handout
5. Now have learners share their stories in pairs or small groups of three.
6. Ask learners who is the main character in the story.
7. Then have learners write a short story spoken by the main character.
8. Learners can peer correct here. For higher levels go over narrative tenses.

Activity 2: Making the Puppets

1. Cut out the templates for students, they can share templates. This task usually takes the longest time for learners.
2. Learners then place the pattern templates on the felt and cut them out. From here you can follow the instructions from the puppet pattern on how to assemble the puppets. From experience both male and female learners enjoyed this task, some may have trouble with threading a needle and sewing but overall found it relaxing.
3. Learners then practice their stories using the puppets. Here you can focus on pronunciation and intonation.

Activity 3: Cool Down Discussion

1. Ask learners
 - a. Why is it important to share stories with children?
 - b. Will you share today's story with your children?
 - c. How can the puppets make the stories more interesting?

Dating

This lesson looks into the language used for dating and allows parents to explore the expectations they have for their children. It's important to note the shift towards online dating, as many relationships today start online, even amongst school age children, who know each other at school or a club but will start speaking/flirting on social media first before in person.

Supplementary resources: *PIRS Teacher's Guide to Trauma-Informed English as an Additional Language*, Theme – Home: pages 23-26

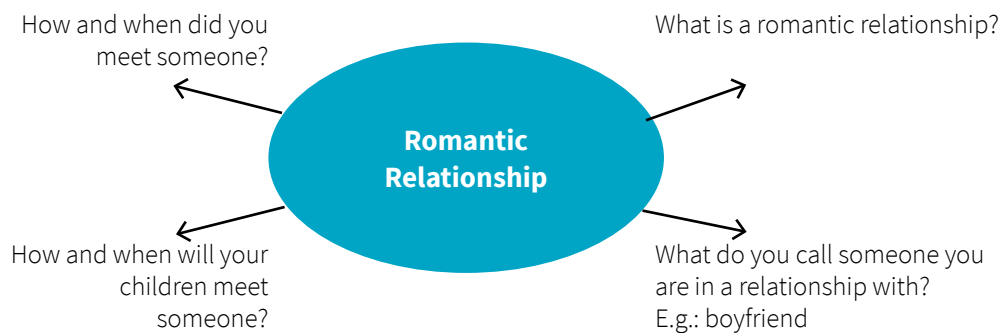
Objectives:

1. Learn vocabulary related to relationships
2. Discuss dating expectations for children

Activity 1: Warmer

1. Draw a circle on the board and write 'relationships' in the middle.
2. Add the question prompts and allow the class 10-15 minutes to discuss their answers.

This conversation may take longer. Participants might want to share how they met their significant other or their worries for their children. Sharing information like this is great for the group dynamic, allowing for the development of deeper relationships among classmates.



Take up answers as a class. Write up answers on the board, i.e. boyfriend, girlfriend, fiancé, fiancée, husband, wife and partner. Also write places: online, through friends/family, at school at a place of worship or at work.

Activity 2: Relationship Vocabulary

Ask the group how they feel about teens and dating? How do teens communicate with each other?

1. This vocabulary shows some language young people use to talk about relationships. For lower levels, the vocabulary present in the handout is to practice reading and pronunciation. Or for higher levels cut up the words and definitions and students practice reading, matching and pronunciation.
2. To follow-up and practice the vocabulary, have groups of three or four work together and complete the gap-fill.

Activity 3: Discussion Questions

1. To practice the vocabulary items, students discuss answers to questions in small groups.
2. There is some useful vocabulary at the bottom of the page for giving advice and discussing hopes and dreams.

Guest Speaker

Even though parents might not be willing to share or talk with their children about sex and safe sex, depending on your group as it is a sensitive topic, you could arrange for a nurse to come in to talk about safe sex with adolescents, the type of information children ought to know, and the services available to them.

Relationship Vocabulary

These are some words that teenagers might use to talk about relationships:

<i>Have a crush on</i>	Someone you like, but you are not in a relationship. Maybe they don't know you like them.
<i>Just talking to</i>	Only talking and getting to know each other.
<i>To flirt with</i>	To show someone you like them with looks, actions or speaking.
<i>IRL</i>	In real life – to move a relationship from online to in person.
<i>Go on a date</i>	To go somewhere like the movies, a restaurant or for coffee with someone you like romantically.
<i>In a relationship</i>	To be together seriously.
<i>Ghosted</i>	To stop speaking to someone without telling them.
<i>Rejected</i>	When someone tells you they don't like you back.
<i>Dump</i>	To finish a relationship.
<i>Broke up</i>	To say a relationship is over.

Handout: Relationship Vocabulary

1. That movie star is so beautiful. I have a _____ on him.
2. John and Amy are not together anymore. They _____.
3. Jama started talking to Maya on Instagram. They are meeting _____ tomorrow.
4. Gurjeet really likes Dhilion. He said he doesn't like her. He _____ Gurjeet.
5. Netsi goes to the restaurant with her husband. She really likes going on a _____.
6. I don't want to be with Ali anymore, I will _____ him tomorrow.
7. Rajesh stopped speaking to Parveen on the phone and on the Internet, he _____ her and she doesn't know why.

Yara is always looking at Sven, she always laughs at his jokes. She _____ with Sven.



Handout: Discussion Questions

In small groups or pairs discuss answers with a partner.

1. Do you have a celebrity crush?
2. Did you have a crush when you were a teenager?
3. Do you go on dates with your partner?
4. How long was/is your longest relationship?
5. At what age is it OK for teenage boys and girls to start dating?
6. What actions are OK for teenagers who are dating?
7. Do you talk to your children about crushes and dating?
8. What will you say to your child if they are ghosted or rejected?
9. What will you say to your child if they get dumped?
10. What are your hopes/expectations for your children and dating?

Useful words and phrases

I hope...	I would say...
My children should...	If my child is ghosted, I'd say...
My children shouldn't...	



Part 2

Kids and the Law

Age and Legal Rights

This lesson looks at the laws youth need to be aware of and parents too. Laws differ from country to country and understanding children's laws helps with understanding the societal expectations on them. This lesson would work with within a unit on crime or community.

Objectives

1. To practice asking questions
2. To understand the rights and responsibilities of youth

Activity 1: Warmer

1. On the board draw the following table:

What can kids legally do?	What can kids legally NOT do?
<i>Go to school</i>	<i>Take drugs</i>

2. Ask students to copy the table in pairs, elicit a couple of answers from the group and then allow students to discuss ideas in pairs.
3. Take up student suggestions and put them on the board.
4. On the board write: *At what age can...?*
5. Ask the students, 'At what age can you...?' with items from the table. Write students' guesses of ages next to the items. Ask students if children need permission from their parents to do these activities.

Activity 2: *At what Age Can You...? (Handouts A and B)*

1. Now that students have been pre-taught 'At what age can you...?' Inform students that they're going to learn the ages of important legal rights in British Columbia.
2. Put students in pairs, one person in the pair as A and the other as B. Hand out the handouts accordingly, one set of A & B per pair. Student A has half the answers and B has the other half. Students need to work together to complete their worksheets.

3. Inform learners that they cannot show each other their handouts. They need to ask each other 'At what age can you...' with the prompt from the table. The other student needs to listen and complete with the correct ages.
4. If students have a lower level, they can practice reading it together and look at each other's worksheets and complete.
5. Once pairs have finished, concept check the prompts, for example: vote, marijuana, and cigarettes.

Activity 3: Cool Down

1. Go back to the original table on the board and address any laws that weren't discussed in the handout.
2. In small groups students discuss their answers to these questions on the Cool Down handout. Encourage learners to use language for giving opinions and giving reasons for their answers.
3. Take up the discussion as a class.



Handout A: At what age can you...?

<u>Rights and responsibilities</u>	in BC
Get married with parents' permission	16
Get married	_____
Leave school	16
Start working with parents' permission	_____
Start working	15
Leave child home alone	_____
Get a driver's licence	16
Vote	_____
Buy and drink alcohol	19
Buy and smoke cigarettes	_____
Buy and use marijuana	19
Get the bus without a parent or guardian	_____
Leave the house	19
Get tattoos	_____
Have sex with someone who is many years older than them	16

Handout B: At what age can you...?

<u>Rights and responsibilities</u>	in BC
Get married with parents' permission	_____
Get married	19
Leave school	_____
Start working with parents' permission	12
Start working	_____
Leave child home alone	10
Get a driver's licence	_____
Vote	18
Buy and drink alcohol	_____
Buy and smoke cigarettes	18
Buy and use marijuana	_____
Get the bus without a parent or guardian	10
Leave the house	19
Get tattoos	No legal age
Have sex with someone who is many years older than them	_____

Cool Down Discussion

1. Are you surprised by any of these answers?
2. What is something new that you learned today?
3. Which laws do you agree with?
4. Which laws do you disagree with?
5. Do you think young people should have the same rights as adults?
6. Should parents be punished if children do the wrong thing?



Drugs and Alcohol

This lesson aims to address concerns over drug and alcohol use in Canada and looks at both sides of the argument for and against legal drugs. This lesson would work well in a unit about health, wellness or community.

Objectives

1. To practice reading and note-taking
2. To learn some different ways to talk to children about alcohol and cannabis
3. To practice speaking to children about alcohol and drugs

Activity 1: Warmer

1. In small groups students discuss answers to questions.
2. Take up answers as a class. These questions are designed for learners to consider both sides of drug and alcohol use.

Activity 2: Jigsaw Reading

1. Inform the class that they are going to learn about two legal recreational drugs – alcohol and cannabis.
2. Put the class into two groups. Hand one group Reading 1 Handout and the other Reading 2 Handout.
3. Have each group read their reading and to help each other with any vocabulary.
4. Then put the students in pairs, one person from each group. Handout out the Reading Questions and have students ask each other questions about their reading and to listen and take notes on their answers.
5. Take up answers as a class to help clarify any information.

Activity 3: Tips for Talking with Kids and Teens

1. Ask the class, how do/would they talk to their children about drugs and alcohol? What is a good age to talk about drugs and alcohol? Did their parents talk to them about drugs or alcohol?
2. After taking up answers. Inform the students that they're going to look at some tips on talking with kids and teens.
3. Get students to read the tips and discuss if they agree or disagree with them.

Activity 4: Cool Down

1. Ask the class: will you discuss drugs and alcohol with your children?
2. How and when will you discuss this with children?
3. Can children get drugs and alcohol in schools?
4. What is something new you learned today?

Warmer

In small groups discuss your answers to these questions.

1. What are drugs?
2. Is coffee a drug? Is alcohol a drug?
3. What is legal in Canada?
4. What do you know about cannabis, cigarettes and alcohol?
5. What do you think responsible cannabis and alcohol use looks like?
6. What do you think unhealthy cannabis and alcohol use looks like?
7. Why do you think people like using drugs and alcohol?
8. Why do you think people find cannabis helpful?
9. Why can some people not stop using cannabis or alcohol?
10. Do you worry about your children and drugs? What do you worry about?

Reading 1: Cannabis



CANNABIS



What does it look like?

- Edibles
- Extract
- Topicals



Other names:

Marijuana, weed, pot, bud, Mary Jane (MJ) and others



Legal age you can buy and smoke:

19 in B.C. and 18 in some provinces



Effects:

- Small amount – feel relaxed
- Help with pain
- Sometimes laughing
- Red eyes
- Slows down concentration
- Difficult to remember and learn
- Difficulty sleeping or sleeping too much
- Can affect your mood, It can make people feel nervous, sad and scared
- Under 25 years old can be harmed because their brains are still developing



Why teens try or use cannabis:

- To have fun
- To forget about problems
- To relax
- Stress
- To feel good
- To look cool
- Friends are doing it



Why adults use cannabis:

There are many reasons why adults use cannabis, here are a few:

- To feel relaxed
- For pain relief
- To have fun
- To feel good
- To forget problems



Reading 2: Alcohol

ALCOHOL



What does it look like?

- Bottles
- Cans
- Box

Types of alcohol:

Wine, whiskey, vodka, cocktails, gin, and more



Legal age you can drink:

16 in B.C. and 18 in some provinces

Effects:

- Small amount – relaxed and happy
- Not walking straight
- Speaking slurred
- Confused
- Slow reaction time
- Doing things they don't normally do
- Some people are happy and talk a lot, other people might get aggressive



Why teens try or drink alcohol:

- To have fun
- To forget about problems
- To relax
- Stress
- To feel good
- To look cool
- Friends are doing it

Why adults drink:

- There are many reasons why adults drink, here are a few:
- To feel relaxed
 - To be social
 - To have fun
 - To feel good
 - To forget problems



Handout: Jigsaw Reading Questions

Ask your partner about their reading and make notes:

What is the reading about? _____

What does it look like? _____

What are some other names? _____

At what age can you buy it? _____

What are the effects? _____

Why do teens use it? _____

Why do adults use it? _____

Tips for Talking with Kids and Teens

Have a group discussion and elicit ways adults can talk to kids about drugs and alcohol. Below are some ideas.

- Talk about the **facts** – what really happens.
- Learn the facts.
- Talk about things now and not the future.
- Talk about what it will do if they play sports and on school work.
- Talk about how they will look and smell. E.g.: bad breath.
- Explain **why** you don't want children taking drugs.
- Teach children to say 'No' to something they don't agree with. They can always use you as an excuse, 'My mum will be so angry with me if I do that.'
- Practice these situations at home.
- Ask them how they feel about drugs or alcohol.
- Listen to their questions.
- Talk about the difference between real life and what they see on TV/ social media.
- Set rules.
- Spend time together and talk.
- Allow children to make decisions. For example, clothes.
- Encourage being active and healthy

Do you agree with these tips? Why or why not?

Role-plays Parent/Child

You find a lighter in your 16 year olds pants.
Have a conversation with your teenager about the lighter and smoking.



Your child comes to you and tells you, 'My friend asked me if I wanted to smoke marijuana. I don't know what to say'.
You and your child have a conversation about saying 'No.'

Your child says she smelled something walking home. She asked her friend, what is the smell? Her friend said it's marijuana. Your child comes home and asks you, what is marijuana?
Talk to your child about what is marijuana.

You told your child that smoking is bad. You are walking outside and your child sees an adult smoking. Your child is confused.

Talk to your child about why some people smoke and adults making decisions.

Your child's favourite singer has pictures online smoking marijuana and sings about it.
Talk to your child about why the singer might smoke and why they might need help.

Your child comes home and smells of alcohol and marijuana.
Talk to your child about why they smell of alcohol and marijuana.

Bullying

This lesson looks at the different types of bullying and its many definitions. It would work well in a unit about education, the law or workplace behaviour, as it touches on assertive action and types of harassment.

Objectives

1. To define what is bullying
2. To practice making suggestions
3. To practice writing a letter/an email requesting to meet up with someone

Activity 1: Warmer

1. In small groups and pairs learners discuss answers. This activity is designed for learners to explore both sides of bullying.
2. Take up answers together.

Activity 2: Is this Bullying? Scenario Cards

1. Cut up the scenario cards
2. In small groups or pairs students discuss whether each scenario is an example or bullying or not.
3. When you take up answers with the class you could introduce vocabulary related to each type of bullying if you have a high level-class.

Number 1: Social Isolation

Number 3: Nothing - Not Bullying

Number 5: Assault

Number 7: Defamatory Libel

Number 2: Harassment

Number 4: Threats

Number 6: Isolation

Number 8: Assault

Activity 3: What to do if Your Child is being Bullied

1. Brainstorm with the class: what should you do if your child is being bullied.
2. Encourage learners to use 'You should/ You shouldn't' for making suggestions/giving advice.
3. Ask them if there is anything different to their suggestions? Do they agree with the tips? Why or why not? Would they like to add anything to the list?

Activity 4: Writing to the Parents Handout

1. Ask students: would you contact the parents of the bully? What would you say?
2. Distribute the handout. In pairs students compare and contrast the two emails. The first email is not confrontational, polite and doesn't hold any assumptions. It allows the parents to have a discussion and opens the doors for the parent of the bully to clear up any misunderstanding, to find a resolution, to help and allow for both parents to work collaboratively.
3. After taking up the similarities and differences, you can focus on the elements of an email: salutations, having a subject, greeting, addressing the reading and format.
4. As a follow up activity, learners could write practice emails to the parents of the bullies from the scenario cards in Activity 2.

Warmer

In small groups discuss your answers to these questions

1. What is bullying?
2. What are the signs of bullying?
3. How does the bullying make both children feel?
4. How do you support a child being bullied?
5. How do you support a child who is a bully?
6. How do you stop your kid from bullying?
7. What do you do if your child has been bullying others?
8. Where does bullying happen? For example, at school, online.

Is this Bullying? Scenario Cards

1. For one year, Suzy was not invited to a single child's birthday party at school or to play with anyone after school. Is this bullying?

2. Martha spoke with someone online but now they won't leave her alone. She stopped speaking to them but they found my friends online and spoke to them. Is this bullying?

3. Someone is always copying Manuel's work in class. Is this bullying?

4. Becky told Shyam that she will tell everyone at school that he peed his pants if he doesn't do her homework. Shyam feels scared. Is this bullying?

5. Everyday Max pulls Maria's hair, Maria doesn't like it. She asked him to stop but he keeps pulling her hair. Max thinks it is funny. Is this bullying?

6. Nobody plays with Eric in school. He is always alone. Is this bullying?

7. Maya is spreading rumours about Nelly. Maya is telling people that Maya likes a boy. She tells people Maya does not shower or brush her teeth. This is not true. Is this bullying?

8. Nessa always calls Amy names. Today, Nessa took a pen and wrote bad words on Amy's bag. Nessa broke Amy's pencil case. Amy doesn't know what to say to her parents. Is this bullying?

What to do if Your Child is being Bullied?

Tips:

- You should talk to them – let them know they can trust you and they are not alone.
- You should document the bullying.
- You should contact the parents of the bully if you can to discuss the situation.
- You should report unwanted texts to telephone service provider (Rogers, Fido).
- You should report unwanted messages to social media platform (Instagram, Snapchat, YouTube, Whatsapp and Facebook) and block the person.
- You should report the bullying to the school.
- You should report criminal offences, threats, assaults, harassment and exploitation to your local police department.



Handout : Writing to the Parents

Read the emails and discuss with your partner:

- What's the same about the emails?
- What's different about the emails?
- Which email is better? Why?

To: *maxinewhyte@gmail.com*
From: *cindyming25@hotmail.com*
Subject: *Our kids*

Hello Maxine,

I hope you're well. I wanted to talk to you about Julia and Maria. I know this is uncomfortable but I would want another parent to contact me.

Yesterday, Julia came home and was upset about something Maria had sad. Do you know if something has happened between Julia and Maria?

Could you please speak to Maria about it?

Please feel free to call me on my cell: 604 123 6565 to talk about it.

Thanks,

Cindy

To: *maxinewhyte@gmail.com*
From: *cindyming25@hotmail.com*
Subject: *Maria's not being nice*

Hi Maxine,

I wanted to talk to you about our daughters. Yesterday, Julia came home crying, she said Maria is bullying her. She said you daughter calls her name and is very mean.

This is not OK. I can't believe you let your daughter to things like this. You need to speak to your daughter and make her stop it.

Cindy

Other possible topics:

- Consent
The legal ages of consent.
- Sharing images online
Having the permission of those in the pictures to be shared online and sharing intimate images.
- Additional Teaching Resource
Is that legal? What the law says about online harassment and abuse.
Legal Services Society and West Coast Leaf.
Available in six languages.
www.legalaid.bc.ca

Where to get help

VictimsLinkBC	1-800-563-0808 (24 hours every day) 604-836-6381 (text messaging)
BC211	Call or text 211 (24 hours every day) for free help available in many languages.
Report Bullying BC	https://www2.gov.bc.ca/gov/content/erase/bullying

Bibliography/Resources Used

www.legalaid.bc.ca

www.westcoastleaf.org

www.canada.ca/en/health-canada/services/substance-use/talking-about-drugs.html

www.legalrightsfor youth.ca

www.drugfree.org Article: Drug Prevention Tips for every age



Part 3

Kids at School

School Schedules

A school schedule maps out the school year and expectations to parents. Understanding the school schedule helps parents better prepare their lives around their children's activities and helps parents better prepare their children to understand schedules and commitments and obligations.

This lesson would work well in a unit about education.

Objectives

1. To understand a schedule
2. To understand key school days off, such as STAT days and non-instructional days
3. To understand the types of events happening at a school
4. To gain confidence in understanding their role in the school system

Activity 1: Warmer

1. In small groups have students discuss their answers to the questions.
2. Take up answers as a class and put students answers for holidays.

Activity 2: Reading a School Schedule

This activity could be done in two ways depending on the level of your group.

1. If you have a lower level group look at each monthly schedule separately. Firstly, ask questions that focus on understanding a schedule. For example:
 - a. Does the schedule have Mondays?
 - b. Does the schedule have Saturdays?
 - c. How many weeks are on the table?
 - d. What month is the schedule about?
2. Then move onto more detailed locating questions. For example:
 - a. When is the first day of class?
3. When students feel comfortable answering questions verbally, go over the instruction words: circle, underline and highlight.
4. Have students complete the commands at the bottom of the page and go over answers together as a class after.
5. Have students discuss the meaning of the words. Note: the next lesson focuses on the PAC.
6. Go over meanings together as a class.
7. Have students practice reading and writing the words by copying and repeating the words.

Activity 3: Cool Down Discussion

1. In different small groups have students discuss their answers to the questions
2. Take up answers at the end. Here you could mention other school events such as:
 - a. Grade 6 vaccinations
 - b. HPV vaccinations
 - c. Assembly awards
 - d. Pink Shirt Day (Anti-bullying day February 27th)
 - e. School dance
 - f. Me To We Day

Warmer

In small groups discuss the answers to these questions

1. When does the school year start?
2. When does the school year end?
3. When is school closed?
4. When are the big holidays in the school year?
5. What are some events at the school?
6. Why do schools close for other days in the year?
7. When do parents and guardians see the teachers?
8. What letters and papers do parents send home to parents and guardians?

Handout: Reading a School Schedule for Fall

September

Monday	Tuesday	Wednesday	Thursday	Friday
2 STAT Labour Day	3 First day back	4	5	6
9 Non-instructional Day	10	11	12	13 International Family Potluck
16 Lice checks	17 PAC Meeting	18	19 Terry Fox Run	20
23	24	25 Meet the teacher evening	26	27
30 Orange shirt day	31			

October

Monday	Tuesday	Wednesday	Thursday	Friday
2 STAT Labour Day	3 First day back	4	5	6
9 Non-instructional Day	10	11	12	13 International Family Potluck
16 Lice checks	17 PAC Meeting	18	19 Terry Fox Run	20
23	24	25 Meet the teacher evening	26	27
30 Orange shirt day	31			

Circle (O) Highlight Underline

1. Circle the first day of school
2. Highlight picture day
3. Highlight meet the teacher evening
4. Highlight the parent teacher conference
5. Underline Halloween
6. Underline the Terry Fox run
7. Circle the non-instructional days
8. Circle the STAT days
9. Circle parent advisory committee (PAC) meeting
10. Underline orange shirt day?

Handout: Vocabulary

With a partner discuss, what do you think these words mean?

Practice reading the words. Copy the words on the line.

1. STAT day _____
2. Non-instructional day _____
3. Lice checks _____
4. Picture day _____
5. Potluck _____
6. Labour Day _____
7. Thanksgiving _____
8. Parent teacher conference _____
9. Fundraiser _____
10. Report Card _____
11. Concert _____

Cool Down

Discuss in pairs or small groups

1. Do you know any other STAT days in Canada?
2. How often do schools have non-instructional days?
3. What schools does your child wear on picture day?
4. Why do schools have fundraisers?
5. Do/did you go to any other school events?
6. Do you like potlucks?
7. What do you usually make for a potluck?
8. Are you surprised by any of the school events? For example, lice checks
9. Do your children have other school schedules?
10. Do you feel more confident reading a school schedule?

What's the PAC?

The parent advisory committee (PAC) in school helps fund key activities and supplies in the school and secure key government funding for schools. Working on the PAC gives parents and guardians a sense of meaning and control over their child's education. It is also a way of volunteering and building a sense of community among parents and guardians in schools. This lesson would work well when talking about learning and development, work and volunteer opportunities.

Objectives

1. To be able to understand what is the PAC and how it beneficial the school
2. To be able to locate key information on a poster
3. To understand how parents and guardians can contribute to the school

Activity 1: Review

Review the different events that happen in schools from the previous lesson.

Activity 2: Brainstorm

1. Brainstorm and elicit different events at schools that require parent/guardian involvement. Students can also refer to the schedule from the previous session. For example:
 - a. Parent-teacher conference
 - b. Meet the teachers
 - c. Attending sports events
 - d. Attending concert/plays
 - e. Fundraisers
 - f. Potlucks
 - g. PAC meetings
2. Define the term 'guardian'
3. Brainstorm: What does PAC stand for? What does the PAC do?

Activity 2: Reading a Poster

1. Present students with the reading and elicit that it's a poster for a meeting and key information such as time, date, location of the meeting.
2. Then allow students some time to understand the purpose and reason for the PAC.
3. Students then answer comprehension questions together in pairs.
4. Take up answers as a class.

Activity 3: Cool Down Discussion

1. Ask participants:
 - a. What are the pros and cons of a PAC?
 - b. Would you like to join your PAC? Why? Why not?

Parent Advisory Committee

Do you want to know more about school events
and your child's education?

Find out at the next PAC Meeting

All parents and guardians are welcome at our

PAC Meeting

Tuesday, September 17th

6:00 – 8:00 pm

School Library

Childminding available in the gymnasium

You can:

- Volunteer
- Help organise school events
- Fundraise
- Decide where to spend money for example: computers for the school
- Sit on the committee

The PAC is a group of parents and guardians who raise money to help support their children's education. The PAC also gets government funding for the school. The PAC decides how to spend this money. In the past, we used the money for:

- Books for the library
- New computers
- Sports equipment
- Dance classes
- Extra guest speakers
- Field trips

Come join and have a say in your child's education!

Questions

Look at the poster and write the answer to the questions.

1. What day is the PAC Meeting? _____

2. What time is the PAC Meeting? _____

3. Where is the meeting? _____

4. Where is childminding? _____

5. Who can go to the meeting? _____

6. What does PAC stand for?

P _____

A _____

C _____

7. What can you do on the PAC?

8. What does the PAC do for the school?

9. How does PAC spend it's money?

10. Where does the PAC get it's money from?

11. Do you want to join your child's school PAC? Why or why not?

At the Parent Teacher Conference

Parent teacher conferences provide a valuable opportunity for parents to know what their child is doing and how they can help out at home. Most schools today are able to provide translators to help facilitate parent teacher conferences. Understanding the purpose and attending a parent teacher conference can help newcomer parents regain a sense of control with their roles as parents.

Objectives

1. To understand what to expect at a parent teacher conference
2. To practice a sample dialogue
3. To practice asking questions

Activity 1: Warmer

1. In small groups students discuss answers to the questions.
2. Take up answers to the questions as a class. In discussion focus on the reasons why the school has parent-teacher conferences:
 - a. To better understand how their child is doing in school
 - b. To see how they can help their child at home
 - c. To know how your child is socialising at school
 - d. To know the person your child spends most of their week with
3. Also discuss the different reasons parents might not go to parent teacher conferences.

Activity 2: Role-plays

There are two dialogues one for lower level students and another for higher level students.

There are a couple of way you could use the dialogue:

1. Cut up the dialogues and students put them in order
2. Students practice reading the dialogues
3. Learners practice replacing some of the questions they have or the different concerns of the teacher
4. Students role-play in pairs and then perform for the class

Activity 3: Cool Down Discussion

1. Discuss if students will go to their child's parent teacher conferences in the future and what type of other questions and concerns they might have for their child.

Warmer



In small groups discuss your answers to these questions:

- What is a parent teacher conference?
- Who is at the parent teacher conference?
- How many times do parents or guardians go in one year?
- Are parent teacher conferences common in your country?
- What did your teachers say about you?
- Have you been to a parent teacher conference before?
- What do you talk about?
- Why is it good to go to the parent teacher conference?
- Why do you think some people don't go to parent teacher conferences?

Lower Level Role-play

Teacher: *Good evening Mrs. Abara, how are you?*

Parent: *Good evening Mr. Jenkins, fine thank you and you?*

Teacher: *I'm also fine, thank you. Do you need a translator?*

Parent: *Yes, please.*

Teacher: *What language do you need?*

Parent: *Arabic please. Yes, one minute please.*

Teacher: *Thank you Mr. Jenkins.*

Higher Level Role-play

Teacher: *Good evening Mrs. Abara, how are you?*

Parent: *Good evening Mr. Jenkins, fine thank you and you?*

Teacher: *I'm also fine, thank you. Do you need a translator?*

Parent: *No, thank you.*

Teacher: *So, lets talk about your son Kofi. His progress in reading and writing is really good. He loves story time.*

Parent: *That's good. I'm happy about that.*

Teacher: *Yes, he's doing well in English, but he needs to improve in Math.*

Parent: *Oh, OK. What can I do to help?*

Teacher: *You can practice with him and help him with his homework. He has problems with reading the time. You can also ask him to tell you the time at home to practice.*

Parent: *OK. I'll try and practice with him.*

Teacher: *Thank you, that would be great. Do you have any questions for me?*

Parent: *Yes, how is Kofi in class?*

Teacher: *Kofi is a good student and he helps other students, but sometimes he's very tired.*

Parent: *Yes, he's been going to bed late. I will get him to sleep earlier.*

Teacher: *That would be great. That's everything Mrs. Abara.*

Parent: *Thank you, good bye.*

Joining School Clubs

School clubs allow children to unwind and make friends, this is integral to their happiness and settlement journey. However, parents might not see them as useful for a child's academic success, such as art. This lesson aims to look at these ideas.

This lesson would work well in a unit on education, hobbies and interests or the community.

Objectives

1. Learn vocabulary for students activities
2. Discuss fears or worries of children participating in clubs and activities at school
3. Practice using language for giving advice

Activity 1: Brainstorm

1. Start the lesson by writing the words 'school clubs and activities' on the board.
2. Elicit examples from the group.
3. Tell the class what school clubs or activities you did or your family members/ friends do.
4. Explain what in today's lesson they will learn about school activities and clubs they might want their children to explore.

Activity 2: School Clubs

1. Cut up the sentences and the pictures.
2. Have students try to match the pictures with the sentences
3. Put students in pairs/small group and give them a sentence with a picture and ask them to think of a small skit to demonstrate and explain the club to the rest of the class. For example: playing a sport, sorting recycling.
4. Class follow-up discussion:
 - a. Which clubs and activities would you like to do?
 - b. Which clubs do you think your kids would like to join?
 - c. How do these clubs benefit children in school?
 - d. How do these clubs benefit parents?
 - e. Do you worry about your children joining school clubs? Why? (E.g.: cost, same sex sports.)

Activity 3: School Club Scenario

Pre-teach: language for giving advice

You should + verb

If I were you, I'd + verb

1. Put the class into pairs or small groups. Give each group one of the scenarios and ask them to read the situation and discuss their answers and think of suggestions/advice to give the parents.
2. After, have each group explain their scenario to the class and take up the discussion as a class. Focus on the benefits of school clubs and field trips, especially for newcomers to make friends. Also, that school does not only focus on academic study but also helps with settlement, socialisation and hobbies.



School Clubs

Parents and guardian learn about clubs in newsletters and letters home.

The **student council** helps share ideas and concerns with teachers and the school principal.



In **math club** students can help other students with math homework.



Students can join sports clubs like **field hockey, soccer, badminton, track and volleyball**. In sports clubs students need to bring some of the equipment from home.



In the **Rotary and Interact** club students learn about and help in the community.



Students act in the **Drama club** and have plays. Family and friends can come and see the play.



In **Band**, students play instruments together. The Band club sometimes has concerts for parents to visit.



In the school **Choir**, students sing together. Sometimes the school has a concert you can go to.



The **Green Team** focuses on the environment.



Handout: Maya Wants to Score

Randa's 14 year old daughter Maya wants to join the schools co-ed soccer team. Maya is a very fast runner. Soccer makes Maya happy because she doesn't feel alone and she can have fun with others and not worry about her language skills. Randa and her husband don't feel comfortable with Maya playing soccer with boys, it is a contact sport.



1. What is a co-ed team?
2. What is a contact sport?
3. What does Maya want?
4. Why does Maya want to do it?
5. Why do her parents feel uncomfortable?
6. What do you think the parents should do?
7. What can the school do?

Handout: Yannick Loves Music

Yannick is 11 years old. He is not very good at Math but he loves music. He moved to Canada one year ago, and his English is still not very good but he is happy when he is playing music with other children. He wants to join the school band but his parents don't agree. Yannick's parents said: 'You will not get a good job in music! You have to study Math!'



1. What is Yannick not good at?
2. What is Yannick good at?
3. What does Yannick want to do?
4. Why does Yannick want to do it?
5. What do Yannick's parents want Yannick to do? Why?
6. What advice would you give to Yannick's parents?
7. What can the school do to help?

Handout: Mariam's Trip

The school is going on an overnight field trip. All the children in Grade 6 and 7 are going.

The children will be sleeping there for one night and will learn about the outdoors. You feel uncomfortable with your child going on the trip. Your child, Mariam, is very upset and crying because everyone else is going.



1. What are the Grade 6 and 7 students doing in this school?
2. Why are the Grade 6 and 7 students going?
3. What are the pros and cons of going on an overnight field trip?
4. Why is Mariam upset?
5. Why do Mariam's parents feel uncomfortable about the trip?
6. Do you agree with Mariam's parents?

Sex Education

What advice would you give to Mariam's parents? Sex Education

Sex education is controversial, use discretion when talking about this topic. This lesson would work well when talking about health.

Objectives

1. To practice using language for giving opinions
2. To practice participating in a debate
3. To explore the different reasons for and against sexual education

Activity 1: Warmer

In small groups of two or three and have students discuss their answers to the questions. Then take answers up as a class, be aware that many learners will have strong opinions around this topic. Here focus on topics such as safe sex, sexual abuse prevention, consent and knowing facts vs rumours.

Activity 2: Language for Debate

1. Inform the class that you'll be having a debate on this topic. But first they need some vocabulary for expressing opinions.
2. Go over the vocabulary and have learners put their agree/disagree sentences next to the statements.
3. Allow learners some time to share and compare their answers and to practice giving opinions for their answers. Remind learners to be respectful of each other's feelings and opinions.

Activity 3: The Debate

1. Place the class in two groups. Ask students to complete the handout with ideas for agreeing and disagreeing. If possible, try to make these groups as mixed nationality as possible. Allow students 10-15 minutes to brainstorm.
2. Monitor, help with ideas and give some feedback to groups.
3. Assign groups their position: agree or disagree and sit groups opposite each other.
4. Clearly state the rules: one person will speak at a time and give one reason for their argument. Everyone should wait for one person to finish before the next person starts again.

- Then start the debate. If you have a volunteer or some people who don't want to participate in the debate but watch, allow them to and have them vote on a winning team at the end.

Here are common arguments that arise in this debate.

Pros	Cons
<ul style="list-style-type: none"> Learn about consent Learn about the body (biology) Learn the true facts not rumours from others Learn about safe sex Learn about the prevention of diseases and infections -Learn about contraception Learn about services Children are able to talk about their bodies in a safe way – sexual abuse prevention strategies Children are developing faster than generations before them so they need to learn earlier. 	<ul style="list-style-type: none"> Promoting underage sex and masturbation, it is a sin. Children should be learning their ABC in Grade 1 not the terms for genitalia What happens when a 6 year old googles the words they learn, like vulva They should be teaching children to say 'No', not take the pill. In my country, we don't teach this and we don't have any problems -My child will come home with values different to the ones I raised them with, the school is undoing my parenting.

Activity 4: Cool Down Discussion

- Go over any additional points that did not arise during the debates.

Warmer

In small groups discuss:

- Do/did you teach children all the body parts?
- Do/did you teach your children about sex?
- When should children learn about sex?
- Why is it important for children to learn about sex?
- When did you learn about sex?
- How did you learn about sex education?



Handout: Language for Debate

Giving your opinion	Agreeing	Disagreeing
<i>I feel...</i> <i>I believe...</i> <i>I think...</i> <i>In my opinion...</i> <i>If I were a parent of young children today, I would...</i>	<i>I totally agree with you.</i> <i>You're right!</i> <i>That's true.</i>	<i>I'm sorry but I disagree.</i> <i>I'm sorry but I can't agree with you.</i>

Write down an agree or disagree expression for these sentences.

1. Parents should teach children about sex and not schools.

2. Children should learn about sex when they are 10 years old.

3. Learning about sex in schools makes children want to have sex.

4. In school, children learn about sex from teachers and not each other.

5. Schools should teach teenagers about safe sex.

Handout: The Debate

*Schools should teach sex education.
Do you agree or disagree?*

Agree	Disagree

Inclusivity Education

Sexual orientation gender identity (SOGI) education starts early in schools. This lesson aims to address concerns and questions.

It is always good to bring learners back to the charter of freedom and rights if learners begin to vocalise prejudice. Also, some newcomers might feel that these ideas or concepts only belong to the west, as currently it is illegal to belong to the LGBTQ+ community in 81 countries and taboo in many more. A final thought is to stress that in Canadian society the individual has more freedoms and rights than the community as whole which is very different to many other countries where homogeneity and groups values and morals take precedent over the individual.

Objectives

1. To practice giving opinions
2. To explore feelings towards inclusivity

Activity 1: Brainstorm

1. Brainstorm: what topics do children learn about in Canada that is different to you/your country?
2. Elicit responses and place them on the board.
3. Write SOGI on the board and ask learners what they think it means? You could draw stick figures of different couple or write it out (sexual orientation and gender identity) and elicit what it means from there.

Activity 2: Discussion Cards

1. In groups participants discuss their answers to the situations and questions, these can be cut out and distributed individually. Monitor and question learners fears and or misconceptions.
2. Take up the situations as a class and define key terms: lesbian, gay, homosexual, bisexual, transgender and or gender fluid.

Activity 3: Cool Down

1. Discuss with the group why this education exists here in Canada.

Additional Notes

Sometimes, this topic can be framed by focusing on stereotypes people might have about learners in the class because of the countries they are from. These are stereotypes and not true, the same as the feelings people have to LGBTQ+ individuals.

Alternatively, you could focus on phobias and irrational phobias. Why do people feel the way they do about a phobias? Why is it irrational? Phobias also lead to feelings of hate, like prejudices; like phobias these are ill placed.



Handout: Discussion Cards

James went to school wearing a dress this made Maria feel uncomfortable.

1. Why did John wear a dress to school?
2. Why do you think Maria felt uncomfortable?
3. Why did John put himself in a situation where other people will talk about him?
4. Why do girls wear dresses and boys don't?

Tina has two dads. Tina is having a birthday party at her house. Tina invites her friend Molly. Molly's mum doesn't want Molly to go to the party.

1. Who are Tina's parents?
2. What is happening at Tina's house?
3. Who does she invite to her house?
4. How does Molly's mum feel?
5. Why does Molly's mum feel like this?
6. What is Molly's mum worried about?

Rita has two mums, Eva and Seema. Rita invites Yumi for a birthday sleepover. Yumi's mum doesn't want her daughter to go.

1. Who are Rita's mums?
2. Why does Rita have two mums? Because they are...
3. What is Rita doing for her birthday?
4. Why doesn't Yumi's mum want her daughter to go?

In class today, Nadeen's daughter learned about how some people are born as a boy or a girl but feel like they are in the wrong body and need to change gender. Nadeen's daughter came home and asked her mum about this. Nadeen didn't know what to say. Children don't learn about this in her country. Nadeen feels very confused and uncomfortable with this topic.

1. What did Nadeen's daughter learn about in school?
2. What words do we use to talk about this subject?
3. How does Nadeen feel?
4. Why does Nadeen feel like this?

One of the parents at your child's school complains because the teacher is gay. The parent said 'I don't want him teaching my son.'

1. Why does the parent complain?
2. What does gay or homosexual mean?
3. Why is the parent upset with the teacher?
4. Is the parent right to be upset?
5. How would you feel if you were this parent?
6. Why do you feel this way?
7. What will the school do in this situation?

Your friend tells you her daughter is bisexual.

1. How does bisexual mean?
2. What do you think and feel about this? Why?



Part 4

Kids and the Internet

Screen Time

Children, screen time and Internet use can be a touchy topic as parents might feel they are being judged. Research shows that the type of Internet use is more important than screen time and that after the age of five it is at the parents' discretion. More importantly, are they healthy, getting enough physical activity and how is their well-being. Under five, children are developing and less screen time allows children and infants to develop necessary motor and social skills and get enough to sleep.

Objectives

1. To discuss different types of screen use
2. To practice sharing ideas and opinions
3. To practice scanning and locating specific information

Activity 1: Screens Handout

1. Brainstorm: What are screens? With the class introduce the topic, write up examples of different devices that have screens. Ask students how many screens they have in the house?
2. As a class discuss: what do you use the screens for?
3. Have students complete the tables individually and answer the questions at the bottom of the page and then discuss their responses in groups of three to four students.

Activity 2: How Much Screen Time is OK? Handout

1. This activity is designed for parents to consider the different uses of screen time
2. and how helpful they can be.
3. Students complete the worksheets in pairs.
4. Take up answers as a class.

Activity 3: Screen Time Info Sheet

1. Learners complete the reading worksheet in pairs, then take up answers as a class.
2. The worksheet provides information by the World health Organisation, these are guidelines and not rules. The way children use screens is more important than the amount of time they use them and just like food it's important for children to get a balance of activities (physical and sedentary) in their lives.

Activity 4: Cool Down

1. Discuss with the class:
 - a. Are you surprised by any of the information in the reading?
 - b. Do you agree or disagree with the information in the reading?
 - c. Will you do anything differently with your children?
 - d. Will you do anything differently with your screen use?

Screens



1. What are screens?
2. Think about what you do using a screen and what you do without. Write down the activities below. For example, listening to music, talking to friends or playing games.

Screen Time	Screen-Free Time

3. Think about what your child or children. Write down their activities below:

Screen Time	Screen-Free Time

4. How much time do you spend looking at screens? _____hours
5. How many hours does your child spends looking at screens? ____hours
6. Speak with your partner: Do you want to do more things with or without screens? Why?
7. What are some good and bad things about screens for adults and children? Think of two good things and two bad things. Share your ideas with your partner.

How Much Screen Time is OK?

- Which of these things do you think are good screen use and bad screen use?
Write the uses in the table below.

<i>Writing an email</i>	<i>Making art</i>	<i>Watching TV</i>	<i>Playing video games</i>
<i>Reading</i>	<i>Listening to music</i>	<i>Finding information online</i>	
<i>Video-chatting</i>	<i>WhatsApp/Viber</i>	<i>Watching Instagram</i>	<i>Social media</i>

Good Screen Use	Bad Screen Use

Discuss your answers with your groups and explain your answers.

For example, I think _____ is good because _____.

In your groups discuss ideas and complete the table.

Age	Good Screen Time	Bad Screen Time	Alone or with a Parent
1-year or less			
2-4 years			
5-10 years			
10-18 years			

Screen Time Info Sheet

Not all screen time is a bad time. People do different activities on screens and some of these help with learning and communication and other activities don't help. Speaking to friends by video-chatting helps with communication and some video-games help with learning.

But too much screen time and sitting down can be dangerous for children. It can cause:

- Sleep problems
- Attention problems
- Obesity
- Problems with communication
- Problems with language learning
- Problems with making friends

What is Good and Bad Screen Use?

Screen time can help and prepare children for the world, we use technology every day, at work and in school. What is helpful screen use for kids?

Good	Bad
Video-chatting with friends and family Finding information for homework Playing educational games Making art or writing	Watching Instagram Watching too much TV Playing violent video games for young children

Screen Time

Age	Screen Time	With Who and What
0-1 years	0 hours	With parent or guardian, video-chatting can help make relationships with family
2-5 years	1 hour	With parent or guardian helping and watching
6-18 years	It depends on the activity	Do you know the website? What are they looking at? Is it for homework? How does it make them feel? Are they getting exercise? Ask children what are they using regularly?

Information from World Health Organisation and www.commonsense.org

Questions

Look at the reading and answer these questions.

1. Is all screen time bad? Yes/No
2. How can screen use help children? _____
3. Why can screen time be dangerous? _____

4. What is good screen use?

5. What is bad screen use?

6. How much screen time should a baby have? _____
7. How much screen time should a 2-5 years old have? _____
8. How much screen time should a 10 years old have? _____
9. Do you agree with the information in the reading? Why or why not? _____

Online Safety and Monitoring Children Online

Online safety and the content children are looking at is a concern. The focus-groups showed a specific concern for children and adolescents being able to easily view pornographic images online. Parents can reduce these concerns by discussing safety online and taking advantage of parental controls.

Burnaby Neighbourhood House in conjunction with Pacific Immigrant Resources Society (PIRS) and SFU offer workshops in the community on a variety of Digital Literacy topics including Monitoring Children Online.

This workshop includes information on:

- Screen use and well-being
- Parental control Do's and Don'ts
- What's safe to share online?
- Discussing online safety with children
- Cyberbullying

The Burnaby Neighbourhood House DLEP (Digital Literacy Exchange) program provides a trainer to come to your class to work with your students in the Computer Lab or they can provide a mobile laptop service that can be set up in the classroom.

To arrange a workshop contact the program coordinator through email:
literacy@burnabynh.ca



Part 5

Additional Resources

Books

Boal, A. (2004), Games for Actors and Non-Actors 2nd edition, New York: Routledge

Faber, A., Mazlish E. (2004), Siblings Without Rivalry, New York: Perennial Currents

Featherston, E. (1994), Skin Deep Women Writing on Color, Culture, and Identity, California: The Crossing Free Press

Freire, P. (1997) Pedagogy of the Oppressed, New York: Continuum

Gawain, S. (1995), The Creative Visualization Workbook, California: New World Library

Hickling, M. (2006), Speaking of Sex What Your Children Need to Know and When They Need to Know It, Kelowna: Northstone

Marino, D. (1997), Wild Gardens – Art, Education, and the Culture of Resistance, Toronto: Between The Lines

Websites

Jeffries, D. Wilbur, A. (2016) Beyond Trauma: Language Learning Strategies for Learners Living with Trauma.

https://cmascanada.ca/wp-content/uploads/2016/09/1467063427_01_beyond_trauma_complete_1.pdf

Jeffries, D. (2018) Newcomer Women's Health Resource, New Strategies for Women Learning English for Better Health.

https://www.bcteaal.org/initiatives-resources/#below_initiatives

Jeffries, D., Solnes A. (2019) Refugee Men's Health and Well-being: A Resource for Language Instructors.

https://www.bcteaal.org/initiatives-resources/#below_initiatives

Truth and Reconciliation Commission Lesson Plans

<https://fncaringsociety.com/shannens-dream-school-resources>

Jenny Horseman's Website – Too Scared to Learn

<http://jennyhorsman.com>

Other

Stewart, J., Para-Professional Training Associates of Vancouver, West Vancouver



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