



My Family

QLWG
Individual Life Skills

Unit 21

Tutor Support

QLWG Skills for Life

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Assessment of Student Comprehension and Progress

The **Tutor Support Guide** provides a sequential list of questions for you to review with the distance education learner. These questions will help you to monitor and guide learner progress. This document will help you to record progress as you review different sections of the *QLWG's Skills for Life* units with the learner.

Name of Student: _____

Unit Title: _____

Pages Reviewed: _____

Date: _____

Progress Indicator <i>The learner...</i>	Competent	Needs to develop competence	Observations/Comments
1. adequately responds to questions on the unit of study.			
2. demonstrates a sufficient level of comfort with concepts presented in the unit.			
3. demonstrates an ability to work independently to complete tasks.			
4. provides evidence of task completion.			
5. can use personal learning style and strategies to complete tasks.			
6. can connect the theme to his or her own life.			

General Observations:

Tutor Support: My Family

Overview:

The purpose of this unit is to equip adult literacy learners with the tools to more confidently handle their children's education, health and general well-being. The unit contains explanations and tools to manage the family unit. Some activities include reflecting on the definition of "family", reading an article about fostering a child's self-esteem, and learning about supporting a child's education and meeting a child's teacher. Promoting parents' confidence in such areas will ideally encourage a generation of future learners.

The Unit at a Glance:

- Read an article about a child's self-esteem.
- Learn about supporting a child's education / meeting a child's teacher.
- Learn ways to build self-esteem in children.
- Think about ways to keep the home safe for children of different ages (baby-proofing, second-hand smoke, Internet safety, etc.).
- Learn about family fitness – create a program.
- Create family records (or file).
- Prepare a healthy meal and explain why it is healthy.

Checking for Comprehension

You are provided with a list of questions for various sections of this unit of study. You can check for learner progress by asking questions on the section of the workbook that that your student has worked on (or is working on).

Whenever possible, you are provided with the correct answers to questions (in green). For the most part, however, answers will vary. When the learner responds to a question, verify that he or she both understands key concepts and is progressing at an appropriate rate. As a distance education tutor, you should also check for the learner's level of comfort and ability with the work. Always consider the following:

- Does he/she understand?
- Can he/she do the activities?
- How is he/she doing with reading?
- How is he/she doing with writing?

Discussion Questions to Monitor Progress, Comprehension and Task Completion

Pages 1-20 of the student workbook

Check for Comprehension:

1. In your opinion, what makes a family?
Answers will vary. Check for general comprehension.
2. Do you think pets are part of a family? Why or why not?
Answers will vary. Check for ability to articulate an opinion.
3. How many people are in your immediate family?
Answers will vary. Check for ability to describe.
4. What makes your family unique (different than other families)?
Answers will vary. Check for ability to describe.
5. What is your favourite thing to do with your family and why?
Answers will vary. Check for ability to describe.
6. If you had more time to spend with you family, what would you do?
Answers will vary. Check for general comprehension.
7. What are some ways to build a child's self-esteem?
 - ✓ *Have "special time" together.*
 - ✓ *Point out your child's strengths.*
 - ✓ *Don't say hurtful things.*
 - ✓ *Do not compare your child to others.*
 - ✓ *Let your child help.*
 - ✓ *Let your child know that no one is perfect.*
 - ✓ *Other...*
8. What did you learn from the article, "The Greatest Love"?
Answers will vary. Check for general comprehension and task completion.
9. How did you prepare to read this article?
Answers will vary. Check for reading strategies.
10. How do the parents in this article encourage their children's self-esteem?
 - ✓ *Laurie Smith encourages her son's self-esteem by making sure he knows that he will not lose her love and acceptance when he does something incorrectly.*
 - ✓ *John Wilson also tries to nurture the self-esteem of his two pre-teen girls. He never tells them they are stupid or uses language that belittles them.*
 - ✓ *Both Smith and Wilson take interest in their kid's lives by asking questions about their daily activities and interests.*

11. What are some ways that you listed to build your child's/children's self-esteem.
Answers will vary. Check for general comprehension and task completion.
12. What difference do you think this will make with your child/children?
Answers will vary. Check for general comprehension and task completion.
13. What sort of things did you record in your self-esteem log (things you did to build your child's self-esteem, how your child reacted, what works and what does not work, etc.)?
Answers will vary. Check for task completion.

Pages 21-34 of the student workbook

Check for Comprehension:

1. As a parent, how should you handle your child's education?
It is your job as a parent to know what your child is doing in school. This way, you will know how to support learning in the home.
2. What is a teacher's role?
Your child's teacher is the person who oversees what your child learns at school. Teachers need your help too. Because you know your child best, you should share ideas with your child's teacher about how to encourage your child's learning.
3. What information should you have about your child's school?
 - ✓ *The school address (how to get there).*
 - ✓ *The school's phone number.*
 - ✓ *The name of your child's teacher.*
4. What is the name of your child's school?
Answers will vary. Check for task completion.
5. How was finding the school address and phone number? Where/how did you find this information?
Answers will vary. Check ability to find information and task completion.
6. What should you do before you contact your child's teacher?
Prepare notes on what you want to say. This will help you to be as clear as possible.
7. What are some ways to contact your child's teacher?
 - ✓ *By telephone*
 - ✓ *By letter / note*
8. What should you do if a teacher asks you to sign a document?
You should take time to think before you sign or accept. If any changes are to take place with your child's education, make sure you know the reasons why. If you don't agree, you do not have to sign.

9. How should you handle paying for school activities?
Write a cheque for your child to take part in a school activity or give cash. Include a brief note that includes the amount of money, your child's name and the activity that it is for.
10. Describe how your home can be a place of learning.
- ✓ *Be a homework helper*
 - ✓ *Grow plants*
 - ✓ *Make a home schedule together*
 - ✓ *Just talk*
 - ✓ *Have a craft box in the home*
 - ✓ *Etc.*
 - ✓ *Write letters*
11. What can you do as a parent to support your child's education?
Answers will vary. Check for general comprehension and task completion.
12. What should you say when you call your child's/children's school?
Answers will vary. Check for general understanding: say your name and why you are calling.
13. Why is regular fitness important?
Studies show that children often copy their parents. If a parent doesn't try to be fit, then the child probably won't try either. Despite this, most parents want to see their children grow up strong, healthy and happy. Doing physical activities together is a great way to make sure this happens.

Page 35 of the student workbook

The learner is asked to reflect on his/her learning and progress with this unit. Verify progress, comprehension and task completion.

1. Have you completed all activities?
2. What was easy and why?
3. What was difficult and why?

Pages 36-44 of the student workbook

Check for Comprehension:

1. How can you get a fitness routine started with your family?
 - ✓ *Schedule regular time for physical activity each week.*
 - ✓ *Take turns selecting an activity for the family.*
 - ✓ *Choose activities that reflect the needs and interests of family members.*

2. What are some ways to encourage fitness in the home?
 - ✓ *Select indoor and outdoor play areas for rolling, climbing and jumping.*
 - ✓ *Buy toys that encourage physical activity.*
 - ✓ *Limit TV time.*
 - ✓ *Use family activities as a reward for good behaviour (e.g. family ballgame).*
 - ✓ *Include other relatives and friends in physical activities.*
 - ✓ *Spend as much time outside as possible.*

3. What are some ways to encourage fitness outdoors?
 - ✓ *Find out about free activities in your area (parks, bike trails, hiking trails, baseball fields, swimming pools, etc.).*
 - ✓ *Rake leaves. See who can make the biggest pile.*
 - ✓ *Play in the snow. Build snow sculptures or make snow angels.*
 - ✓ *Plant a garden. Everyone can plant something and take care of it as it grows.*
 - ✓ *Take a long walk together.*
 - ✓ *Ice skate.*
 - ✓ *Ski.*
 - ✓ *Go for a nature hike.*
 - ✓ *Fly a kite.*
 - ✓ *Play miniature golf.*
 - ✓ *Go camping. Be active by getting firewood, fishing, biking and walking.*

4. How was keeping a 10-day physical fitness log?
Answers will vary. Check for task completion.

5. Did you follow your family fitness plan? If not, why?
Answers will vary. Check for task completion.

6. What went well?
Answers will vary. Check for general comprehension and task completion.

7. What would you change?
Answers will vary. Check for ability to make changes, general comprehension, and task completion.

8. Will you continue with family fitness? Why or why not?
Answers will vary. Check for general comprehension and task completion.

Pages 45-47 of the student workbook

Check for Comprehension:

1. What is a Family File?
A file with important family records.
2. What should you put in a Family File?
 - ✓ *Report cards*
 - ✓ *School reports*
 - ✓ *Letters to and from teachers*
 - ✓ *Medical records*
 - ✓ *Dental records*
 - ✓ *Prescriptions*
 - ✓ *Important phone numbers*
 - ✓ *Important documents that you have signed*
 - ✓ *Any other document that you should not lose*
3. Why should you keep a Family File?
It will...
 - ✓ *help you keep important papers in one place.*
 - ✓ *help you to keep papers organized.*
 - ✓ *allow you to keep track of your child's progress in school.*
4. Describe the documents that you put in your file by category.
Answers will vary. Check for task completion.

Pages 48-54 of the student workbook

Check for Comprehension:

1. Why is healthy eating important?
Eating not only brings us pleasure, it also nourishes us. The foods that your family eats have a big impact on the overall health of your family.
2. What do studies show about family dinners?
Studies show that teens who have regular family dinners are less likely to abuse drugs or alcohol. Sitting down together at dinner time not only allows for healthy family dining, it also gives you the chance to talk with your kids and develop stronger relations.
3. What is *Canada's Food Guide*?
*It is a guide that is meant to help you make healthy food choices. You can review *Canada's Food Guide* for information on a well-balanced diet for you and your family.*
4. How many grain products should a person eat each day?
Answers will vary according to the Food Guide at time of completion.

5. How many vegetables and fruits should a person eat each day?
Answers will vary according to the Food Guide at time of completion.
6. What healthy recipe did you find?
Answers will vary according to the Food Guide at time of completion.
7. What makes this a healthy recipe?
Answers will vary according to the Food Guide at time of completion.
8. What can family services help you with?
 - ✓ *Child care*
 - ✓ *Healthy living*
 - ✓ *Family recreation*
 - ✓ *Family violence*
 - ✓ *Teen depression*
 - ✓ *Legal problems*
 - ✓ *Drug/alcohol use*
 - ✓ *Care for children with special needs*
 - ✓ *School-age childcare*
 - ✓ *And more...*
9. What kind of services are there for taking care of elderly family members?
 - ✓ *Home support*
 - ✓ *Long-term care and seniors housing*
 - ✓ *Day programs*
 - ✓ *Health services*
 - ✓ *Social and education programs*
10. Where can you find out about family services?
 - ✓ *Your local CLSC*
 - ✓ *Your local community centre*
 - ✓ *Family Service Canada*
 - ✓ *First Nations Child & Family Caring Society of Canada (for the Aboriginal community).*

Pages 55-57 of the student workbook

For several days, the learner should make observations of how this theme affects his/her everyday life. He/she should be able to connect the unit's theme with his/her respective world.

1. What did you observe over the past few days?
Answers will vary. Check for task completion.
2. How does family affect your life?
Answers will vary. Check for task completion.
3. How does family affect the lives of those around you?
Answers will vary. Check for task completion.
4. Can you provide some concrete examples of what you observed?
Answers will vary. Check for task completion.

Page 58 of the student workbook

The learner is asked to think about what he/she has learned in this unit.

Check for Comprehension:

1. What did you know before you started this unit?
Answers will vary. Check for general comprehension.
2. What do you know now?
Answers will vary. Check for general comprehension.
3. What else would you like to know?
Answers will vary. Check for general comprehension.

Pages 59-61 of the student workbook

The learner is asked to complete a **Learning Checklist**. You may wish to go over this list together. See pages 12-14 of this guide for a copy of this list.

Checkpoint – My Family

ANSWER KEY

Please note that many of the answers to these questions will vary according to individual learners. Check for understanding and an ability to articulate valid responses.

1. Your Family:
 - a) Describe your family. (Include details like size, special qualities, time together, pets, etc.)
Answers will vary. Check for ability to describe details.
 - b) What role and responsibilities do you have in your family?
Answers will vary. Check for ability to identify family skills.
2. What is self-esteem?
Answers will vary. Check for general comprehension: Self-esteem is the confidence that a person has in him or herself. A person who feels good about who they are has good self-esteem.
3. Why is a child's self-esteem important?
How a child feels about him or herself affects how they act and how they do in school. Parents play a big role in making children feel special and appreciated. Such feelings give children good self-esteem.
4. What did you learn from the article, "The Greatest Love"? Be specific.
Answers will vary. Check for ability to summarize what they learned and task completion.
5. My Child's Self-Esteem:
 - a) List ways that you tried to build your child's self-esteem. Be specific.
Answers will vary. Check for understanding of issues and strategies to build self-esteem and task completion.
 - b) How did this go? Explain.
Answers will vary. Check for understanding of issues and strategies to build self-esteem and task completion.
6. My Child's Education:
 - a) What information do you need about your child's school?
Name, address, phone number, teacher's name.
 - b) Why should you have this information?
Answers will vary. Check for general comprehension.

7. What are some ways to contact your child's teacher?
By phone, email, note, etc.
8. What should you do to prepare to meet with your child's teacher?
Prepare notes on what you want to say. This will help you to be as clear as possible.
9. Practice writing a note to your child's teacher in the box below. Request to meet next week.
Check clarity and ability to share pertinent details.
10. What should you do before you sign a paper regarding your child's education?
Answers will vary. Check for general comprehension: think about it/know what you're signing.
11. How can you turn your home into a place of learning? Be specific.
- | | |
|--|----------------------|
| ✓ <i>Be a homework helper</i> | ✓ <i>Grow plants</i> |
| ✓ <i>Make a home schedule together</i> | ✓ <i>Just talk</i> |
| ✓ <i>Have a craft box in the home</i> | ✓ <i>Etc.</i> |
| ✓ <i>Write letters</i> | |
12. Family Fitness:
- a) Why is family fitness important?
Answers will vary. Check for general comprehension: fitness is important for overall health.
- b) What are some good ways for your family to get fit?
Answers will vary. Check for general comprehension.
- c) What did your family fitness log reveal?
Answers will vary. Check for general comprehension and task completion.
- d) What would you change about your family fitness plan?
Answers will vary. Check for general comprehension, ability to review results and task completion.
13. List some of the documents you filed in your Family File.
Answers will vary. Check for general comprehension and task completion.
14. How many servings a day should a person get of each of the following food groups? (See *Canada's Food Guide*.)
- Grain Products: _____
- Vegetables and Fruit: _____
- Milk Products: _____
- Meat and Alternatives: _____
- Answers will vary according to the Food Guide at time of completion.*

15. Dinner Time!
 - a) What healthy recipe did you find?
Answers will vary. Check for general comprehension and task completion.
 - b) What made it healthy?
Answers will vary. Check for general comprehension and task completion.
16. Explain how you would find out about a family service.
Answers will vary. Check for ability to find out family services (at a CLSC, at a community centre, etc).
17. Explain three things that you observed about family in the “My Family and Me” section.
Answers will vary. Check for task completion.
18. How does family affect your everyday life? Be specific.
Answers will vary. Check for general comprehension and task completion.
19. How will you apply what you have learned in the future?
Answers will vary. Check for general comprehension and task completion.

My Family: Learning Checklist

(Learner's checklist found on pages 59-61 of the student workbook.)

At the end of this unit, the learner is asked to complete a checklist to see what he/she has learned. The following list matches the one that the learner is asked to complete. Use the Checkpoint questionnaire and your observations to determine if the following competencies have been achieved.

COMPETENCIES The learner can...	IN PROGRESS	ACHIEVED
1. say what a "family" is.		
2. describe different families.		
3. describe his/her family.		
4. define his/her role in his/her family.		
5. reflect on family time.		
6. say what self-esteem is.		
7. say why a child's self-esteem is important.		
8. list ways to build his/her child's self-esteem.		
9. prepare for reading.		
10. read an article on supporting children.		
11. handle new words when he/she reads.		
12. answer questions about what he/she reads.		
13. create an action plan to promote his/her child's self-esteem.		
14. follow his/her Action Plan.		
15. make daily observations of his/her Action Plan.		
16. review his/her daily log to see what worked.		

<p style="text-align: center;">COMPETENCIES The learner can...</p>	<p style="text-align: center;">IN PROGRESS</p>	<p style="text-align: center;">ACHIEVED</p>
17. review his/her log to see what to do better.		
18. describe his/her role in supporting his/her child's education.		
19. describe the role of a teacher.		
20. find the phone number and address of his/her child's school.		
21. call his/her child's school.		
22. write a note to his/her child's teacher.		
23. prepare for a meeting with his/her child's teacher.		
24. make his/her home a place of learning.		
25. support his/her child's education.		
26. say why family fitness is important.		
27. start a family fitness plan.		
28. keep a 10-day family fitness log.		
29. review his/her log to see what worked.		
30. review his/her log to see what didn't work.		
31. plan changes.		
32. organize a Family File.		
33. make a list of important documents in his/her file.		
34. say why families should eat together.		
35. refer to <i>Canada's Food Guide</i> for healthy eating guidelines.		

COMPETENCIES The learner can...	IN PROGRESS	ACHIEVED
36. say what foods his/her family needs more or less of.		
37. find a healthy recipe.		
38. explain why a recipe is healthy.		
39. observe his/her world to see how family affects his/her daily life.		
40. reflect on his/her learning.		
41. apply what he/she learned in the future.		

Independent Learning Observation Grid

“Learning is a treasure that will follow its owner everywhere.” ~ Chinese Proverb

Learner’s name: _____

Unit of study: _____

Date started: _____

Date ended: _____

Legend:	A - Autonomously C - With a lot of support	B - With some support D - Not at all
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Assess the learner’s level of independence in the following areas:

The learner...	Level of autonomy
actively works on material.	
complies with instructions.	
demonstrates an understanding of key words.	
asks questions.	
uses different strategies.	
completes tasks.	

Comments:

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