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I. Project Background

In 1981, the Toronto Board of Education (now Toronto District School Board) was the first school board in Canada to initiate Parenting and Family Literacy Centres. Currently, 34 such Centres, which have been set up in inner-city schools, are attended by approximately 7,000 families each year.

The Parenting and Family Literacy Centres work with families with preschool children. At the Parenting Centres, parents, grandparents, and caregivers attend free, informal “readiness to learn” programs with their children on a drop-in basis. These caregivers receive support and education in their parenting while at the same time develop a supportive social network. The rich, play-based program for the children aims to foster positive parent/child interaction and it encourages parents to become more involved in their children’s education. For example, in the family-reading and music-circle time, parents are shown how to have a playful language experience with their children. They are also encouraged to utilize the physical environment to meet their children’s physical activity requirements.

Recent neuroscience research has confirmed that the preschool years are critical to the development of children, and that this critical period helps shape the way a child learns, thinks, and behaves in later life. Children who have attended a Parenting and Family Literacy Centre typically have made a smooth transition to kindergarten. Parents who have utilized the Parenting Centre have frequently formed the core of a supportive parent body in the schools and been actively involved in school governance.

In 1994, the Toronto Board of Education initiated the LINC-Parenting Program in order to blend the strengths and uniqueness of LINC language instruction with the Board’s Parenting and Family Literacy Program. The focus of the LINC-Parenting Program was designed to be significantly different from regular LINC classes. The LINC-Parenting curriculum focuses on parenting information and skills while remaining grounded in the LINC Curriculum Guidelines for the teaching of survival English. This innovative program is the only LINC-delivery model that has parents and children together in the same classroom.

The LINC-Parenting delivery model was designed specifically for newcomers with infants and young children, and its goal is to foster language acquisition through real-life situations and interaction between parents and their children. Unlike other full-time (25 hours per week) LINC classes, LINC-Parenting learners spend the first two hours of each session with English-speaking, non-LINC community parents and children in the Board’s Parenting and Family Literacy Centres. During this time, LINC parents learn English by participating in parent/child activities and guided group discussions about the development and behaviour of children. In the next three hours, the LINC parents leave their children with the childminders and focus on their English skills. To a large part, their ESL lessons are built around topics and issues the LINC parents encountered in the first half of the session. Language-related needs such as pronunciation and grammar are also dealt with during this period of focused ESL instruction.

The LINC-Parenting Program is unique in many ways. By opening the ESL program to mothers with newborn infants, it removes the barriers that frequently limit the access of newcomer mothers to language training after giving birth. By providing an environment where newcomer parents interact with community parents through activities with children, this unique program facilitates newcomers’ integration into Canadian society. As well, LINC-Parenting classes invite parents to

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play a significant role in their children’s education, which increases the likelihood of their children’s academic success.

The LINC-Parenting Program has been evaluated since its inception, and changes have been undertaken. Over the past five years, the LINC-Parenting Program has proved to have made a significant impact on early language acquisition for both ESL parents and their children. It has also enhanced the children’s adaptation to and performance in school.

In early 1999, the Toronto District School Board obtained funding from Citizenship and Immigration Canada to produce a LINC-Parenting Program manual and curriculum guidelines. Through the production of the document, it is hoped that other LINC Service Providing Organizations across Canada will recognize similar language and parenting needs in their LINC clients, and will be encouraged to implement a LINC-Parenting component within their LINC delivery service.

The LINC-Parenting Program: Manual and Curriculum Guidelines outlines the LINC-Parenting philosophy and describes the implementation and best practices of a LINC-Parenting Program. The document suggests themes and topics, along with language tasks and activities that will help parents learn the English language while acquiring parenting and life skills. Contact information of family resource programs across the country has also been included to facilitate local LINC Service Providers in setting up similar partnerships.

The writers of the manual and curriculum guidelines are the Toronto District School Board LINC administrator, program supervisor, and instructors, as well as the Parenting administrator, lead instructors, and instructors who have been involved in the LINC-Parenting Programs for several years. The content of the manual and curriculum is mainly based on the past practices of the LINC-Parenting Programs offered by the Toronto District School Board. However, newly developed materials have also been included in this document to enrich the curriculum of the LINC-Parenting Program.
II. Overview of the Document

A. Introduction

The LINC-Parenting Program: Manual and Curriculum Guidelines has been designed for LINC Service-Providing Organizations who are interested in implementing a LINC-Parenting component in their LINC delivery service. The document has two main parts: (1) a manual which provides guidelines for setting up and implementing a LINC-Parenting Program, and (2) a set of curriculum guidelines which suggest teaching content, learning outcomes, and resources for such a program. The intended readers of the document include both administrators and LINC instructors.

B. Philosophy and Approach of the Parenting and Family Literacy Program

The philosophy behind the Parenting Department of the Toronto District School Board (TDSB), which initiated the Parenting and Family Literacy Program, is that parents are the first and most important teachers in a child’s life. Parenting staff believe that parents who are involved in their child’s education greatly increase their child’s chances for academic success. They also feel that the earlier the partnership of home and school communication is initiated, the more productive this relationship will be.

The Parenting Department believes that there is no one right way to parent. Thus, the Parenting and Family Literacy Program takes an eclectic rather than a single-theory approach to parent education. Parenting strategies are offered with the understanding that “one size does not fit all.” All families have strengths, and the Program builds on those strengths rather than identifying deficits. Family problems are addressed only when the parent initiates discussion.

Parenting instructors believe that when parents have an understanding of the temperament and age-appropriate development and behaviour of their children, they are more likely to parent competently and confidently. Therefore, the Program also teaches parents to recognize that each child is born with a unique temperament that influences how the child is parented.

According to the TDSB Parenting Department, families exert a powerful influence on a child’s acquisition of literacy. Attitudes to literacy are formed early and in the home. Teaching parents family literacy, the Department believes, is the most effective method of paving the way for children’s success in literacy.

Parents cannot address issues such as parenting, however, until their "bread and butter" issues have been addressed. Thus, the Parenting Program also offers information on community resources so that parents can help themselves to the services they need.

In the Parenting Program, racial, religious, and linguistic similarities and differences are valued and respected. Instruction is also sensitive to different linguistic and cultural traditions. The principles of adult learning are also followed. For example, learners are involved in the agenda-setting. The instructional approach of the Program is in no way prescriptive; parents’ learning styles are taken into consideration. Risk-free learning takes place in a non-judgmental atmosphere. In the philosophies, which underlie the Program, parents will be able to make changes in their lives when they feel supported. In nurturing the nurturer (the parent), the self-esteem of the child as well as the parent can indirectly be raised.
C. Theoretical Framework of the LINC Program

The LINC Program is intended primarily for adult learners who are newcomers to Canada. Its aim is to help these learners develop communicative competence in English in order to function effectively in Canadian society.

According to second-language researchers Michael Canale and Merrill Swain, two different components make up the construct of communicative competence: grammatical, discourse, sociolinguistic, and strategic competencies.

1. **Grammatical competence** includes knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. It is this competence that one associates with mastering the linguistic "code" of a language.

2. **Discourse competence** means everything from simple spoken conversation to lengthy written texts. Discourse competence is the ability to connect sentences in stretches of discourse to form a unified spoken or written text. It involves the organization of ideas, information, or functions through the use of cohesion and coherence devices into a framework typically used in written texts or spoken interactions.

3. **Sociolinguistic competence** reflects the learner's knowledge of the sociocultural rules of language and of discourse. These rules include recognizing formal and informal registers of language, detecting the hidden meaning of an utterance, or performing different language functions effectively such as interrupting, disrupting, and ending a conversation. This type of competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction.

4. **Strategic competence** involves "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence." Strategic competence involves the use of coping mechanisms such as paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style to compensate for breakdown or to enhance the effectiveness of communication.

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The organizational framework of the LINC Curriculum Guidelines supports the development of these four components of communicative competence. The first two components – grammatical competence and discourse competence, which reflect the use of the language system itself – are melded and reflected in the "Performance Outcomes" of the 28 topics covered by the document. These performance outcomes are linked with the linguistic items listed under "Language Focus" and provide the specific vocabulary and grammatical forms which are needed to help learners achieve these outcomes. The last two components of language – sociolinguistic competence and strategic competence, which define the more functional aspects of communication – are used to generate a list of sociocultural items and coping strategies. These are listed under the headings "Class might want to learn about..." and "Learners might find it useful to..." respectively.

D. Objectives and Outcomes of the LINC-Parenting Program

The LINC-Parenting Program has the following objectives and outcomes:

To make language training accessible to learners who otherwise might have difficulties attending language training due to commitments to their children.

To introduce newcomer parents to a language-learning model through which their parenting and language skills are fostered simultaneously. The program aims to help ESL parents develop communicative competence in English to meet both their parenting and survival needs.

To create a language-learning situation where ESL learners’ motivation is maximized because their children have become the focus of program content.

To support and educate parents in their parenting role so that they can acquire both the knowledge and skills of child-rearing and thus feel more successful and confident in their parenting experience.

To introduce parents positively to the school system and the school environment so that they may become actively involved in their children’s education, thus increasing the likelihood of their children’s academic success.

To provide a family literacy program so that children become lifelong readers through their early acquisition of literacy skills and the promotion of literacy at home.

To offer a rich, play-based program for infants and preschool-aged children so that positive parent/child interaction is fostered; the children’s abilities to think, learn and socialize are enhanced; and their smooth transition from home to school is facilitated.

To serve as a broker for community resources so that parents can get information on community resources and help themselves to the services they require.

To promote friendships between LINC parents and non-LINC, English-speaking, community parents, thus facilitating the successful integration of the newcomers into Canadian society.
**E. Relevance of the LINC-Parenting Program: Manual and Curriculum Guidelines to the Canadian Language Benchmarks and the Revised LINC Curriculum Guidelines**

The *LINC-Parenting Program: Manual and Curriculum Guidelines* focuses on themes and topics related to parenting. This text has not, however, been developed as a stand-alone document for the LINC-Parenting Program. Instead, it is to be used as a companion to the *Revised LINC Curriculum Guidelines* to help LINC-Parenting learners achieve the goal of developing language competence for their parenting and daily survival needs, such as finding suitable housing, getting around, and accessing commercial services.

Like the *Revised LINC Curriculum Guidelines*, the *LINC-Parenting Program: Manual and Curriculum Guidelines* has also been developed in accordance with the communicative competence expectations of Stage 1 of the Canadian Language Benchmarks. The two documents are consistent in terms of the general language competencies which learners are required to perform. The similarity of the two documents also allows LINC-Parenting providers to evaluate their learners' progress according to national standards.

**F. Thematic Content**

The content of the LINC-Parenting curriculum is organized into themes, each of which contains several topics. These themes and topics, reflecting situations immigrant parents may encounter when rearing and educating their children in Canadian society, provide learners with the opportunity to develop their communicative competencies in context.

The themes and topics as they appear in the *LINC-Parenting Program: Manual and Curriculum Guidelines* follow a logical progression. Beginning with a focus on children's growth and development, related issues such as nutrition, health, and safety are explored. Finally, themes radiate out to the family and society at large. Though a logical sequence, this order of topics need not be followed in teaching. The themes and topics can be flexibly rearranged in any order as appropriate. Certain topics can be deleted and/or added to in response to learners' needs.

Many of the topics can blend in with the 12 themes of the *Revised LINC Curriculum Guidelines* to make up a learner-centered syllabus for a LINC-Parenting Program.

**G. Spiralling**

The LINC-Parenting curriculum adopts a two-tier spiralling approach:

1. Themes and topics recur from Levels 1 to 3 with increasing difficulty. For each topic, "Performance Outcomes" and "Language Focus" are listed for Levels 1 to 3. For easy reference, these performance outcomes and language focus of topics have been included in one page. This page layout is particularly helpful to instructors teaching in small programs where there is only one LINC-Parenting class with learners at different proficiency levels. The format of this document facilitates the teaching of the same topic in a lesson in a multilevel class.
2. Benchmark competencies and language tasks recur in different themes and topics to provide repetition in new contexts. For example, the competence of "giving and asking for information," or "reading formatted and unformatted texts" can be found in many themes such as "Physical Growth" and "Schooling."

Spiralling thematic content and language tasks gives learners the opportunity to develop competencies and skills in new contexts. At the same time this spiralling approach gives instructors an opportunity to review competencies and skills on an on-going basis in a natural way.

H. Features of the LINC-Parenting Program: Manual and Curriculum Guidelines

To facilitate integration of the two documents, the design and organization of the LINC-Parenting Program: Manual and Curriculum Guidelines retain many features of the Revised LINC Curriculum Guidelines.

Each topic lists "Performance Outcomes," "Language Focus," "Class might want to learn about...," "Learners might find it useful to...," "Sample Tasks," and "Suggested Resources." The information given under these headings serves the same purposes as described in the Revised LINC Curriculum Guidelines.

**Performance Outcomes** describe the specific competencies related to the topics. The competencies are expressed in the form of tasks related to the practical "doing" or the more abstract "knowing" that a topic suggests. Competencies in the four skill areas are covered in each level wherever deemed appropriate, and the outcomes are listed in the order of listening/speaking, reading, and writing. The presentation of performance outcomes for all three levels on one page facilitates the comparison of expectations at each level.

**Language Focus** suggests vocabulary, expressions, grammatical structures, and pronunciation activities to help learners achieve the outcomes. In Level 1, some grammatical structures are described as "emerging" (e.g., "Son very sick" leading to "My son is very sick"). These expressions or forms that learners can be anticipated to use to express themselves are not meant to be modelled nor taught.

**Class might want to learn about** lists information or sociocultural items related to the topics. Suggested topics give instructors ideas for developing lesson content or additional topics.

**Learners might find it useful to** suggest tips for ESL learners to learn and practise the language as well as strategies to cope with difficult situations such as coping with misunderstandings in communication.

It is realized that LINC instructors, professionally trained as language teachers but not as early childhood educators, may not have the knowledge, information, or resources to teach the topics related to parenting. In order to help the instructors, Chapter VI provides reference materials and sample teaching resources.
Part A of Chapter VI contains background information related to the topics covered by this document. These materials are designed for instructor's reference only and should not be handed out for learners to read. The materials were developed over the past years by the Parenting Department of the Toronto District School Board for parenting workshops or information sessions. Please note that these Instructor reference materials have been reproduced with permission of the Parenting Department of the Toronto District School Board for LINC-Parenting Instructors' or Administrators' personal use only. These materials must not be photocopied nor distributed without the written permission of the Parenting Department of the Toronto District School Board. Instructors may find it worthwhile to share this information with learners through information sessions or discussions.

Part B of Chapter VI contains photocopiable reading passages for learners. The intended reading level of the passages is Benchmark 3. Instructors, however, may exercise their own judgment, based on the proficiency levels of their learners, when selecting these materials.

In the Appendices, a sample lesson plan and some sample worksheets are included. It is hoped that these samples will inspire instructors to develop their own resources for classroom use.
III. Setting Up a LINC-Parenting Program

Family Support Program Provider → Language Training Provider → Settlement Services Provider

Assess Community Need

No → Yes

Identify Potential Partner

Identify Program Location

Apply for Funding from Citizenship and Immigration Canada

Family Support Program Provider ↔ Establish Partnership ↔ Language Training Provider

Outreach Curriculum Design Implementation
1. **Assess Community Need**

Family support program providers, language training providers, and settlement services providers, either jointly or individually, can assess the community’s need for a LINC-Parenting Program. To initiate a program, a group of 15 to 20 newcomer parents who have young (infant to preschool-aged) children and who are in need of language instruction must be identified. These potential participants (most likely women) may be isolated at home because of the age of their children and/or their limited language abilities. Nevertheless, these potential students should be willing and able to attend classes once they become aware such a program exists.

To qualify for the federally funded language program, participants must be landed immigrants or convention refugees. The childminding program is available to the children of registered clients (i.e., the child’s parents or legal guardians).

Potential clients may be identified by researching local support services for parents such as family resource or drop-in centres, elementary schools, community service organizations, as well as public health and social services departments. Local municipal offices and school board publications are excellent sources of information on new immigrant arrivals and the composition of various ethnic groups in the community.

2. **Identify Potential Partner**

The above-mentioned research of local support services for parents may identify other potential partners who might be attracted by the prospect of meeting their current clients’ expressed needs. For example, the principal of a local elementary school or the manager of a neighbourhood family resource centre may already have recognized the need for a language/parenting skill program and greet the proposal with enthusiasm. (Refer to Appendix C for contact information for Family Resource Programs.)

3. **Identify Program Location**

A LINC-Parenting Program should be located in a multicultural area, easily accessible to potential learners. Low-rental housing neighbourhoods are good catchment areas since this housing is more affordable to new immigrants.

The program’s location should ideally be within walking distance (or an easy transit ride away) of participants’ homes and local primary schools. An accessible location will allow parents to use strollers and to take care of their school-aged children during lunchtime and before and after school.
It is important that the chosen school location for a LINC-Parenting Program contains the following criteria:

- An area that demonstrates full compliance to local Health and Safety regulations and meets the standards for space detailed in the LINC Childminding Guidelines.

- A space which contains a classroom and childminding room in the same building, in order to be compliant with the LINC Childminding Guidelines and insurance requirements. This setting will allow parents to be available when their children need them.

- A safe, bright, and clean environment for young children which has access to an outside playground or indoor gym for gross motor activities.

- A washroom in or near the childminding room that is dedicated for children’s use.

- A separate activity areas for infants, toddlers, and preschoolers.

A local elementary school located in the identified neighbourhood is an ideal location for a LINC-Parenting Program for the following reasons:

- A school location provides a welcoming environment for both parents and children where the school is viewed as part of the community rather than an institution. Eventually, this setting can break down the barriers between the school and the parents and ease the transition of preschool children into the school system.

- When adults learn in the same school that their children attend, it can forge a close parental connection to the school that may last throughout the children’s school years. LINC-Parenting classes, for example, can provide a core group of parent volunteers who later may help in the school library or kindergarten. By attending a LINC-Parenting Program, parents can gain skills in how to participate in school governance (e.g., through participating in Parent Advisory Councils or by taking part in Home and School-sponsored activities).

- A LINC-Parenting Program allows learners to learn about school board-related services (e.g., early identification of health or learning issues).

- A LINC-Parenting Program can boost the enrollment of the elementary school as parents may be attracted to the school. The day school registrants as well can provide a continuous source of new adult learners.

- Through these classes, parents and children develop a social network that they can rely on in an emergency or a crisis. The school knows when parents and children are in crisis situations.
4. **Apply for Funding**

The federal government calls for LINC-funding proposals normally once a year. Before submitting a proposal, the service providers should assess existing services to determine funding priorities and needs. The proposal should highlight the goals and objectives of the program, the target groups, the program content, and the intended implementation and evaluation plan.

5. **Establish Partnership**

When establishing the partnership, it is important to define the roles and responsibilities of the partners and each staff member. Each team member brings unique strength and skills to the program. In order to have an effective program, it is important that the partners understand their interdependence and commitments to each other. There should always be open and continuous communication between the two organizations/departments and among the staff.

The LINC-Parenting Team should include the following individuals:

- 1 ESL instructor, TESL qualified, who has knowledge of adult learning principles, empathy for children, and is interested in child development. This individual should also have experience working in a multicultural setting.

- 1 Parenting instructor, Early Childhood Education qualified, who has knowledge of the issues in parent education and current child development theory and practice. This staff member should also have experience working in multicultural, multiracial, multigenerational groupings.

- 1 Lead childminder, Early Childhood Education qualified, who has experience with infants and preschool children.

- 1-2 Childminders who have experience with infant to preschool children.

6. **Outreach, Curriculum Design, and Implementation**

Outreach is vital to develop and maintain the LINC-Parenting Program. To promote this program successfully, it is essential that all stakeholders do the following:

- Know the community well.

- Identify potential users.

- Demonstrate cultural sensitivity.

- Advertise effectively.
Flyers should be aimed at the target audience. They should be simple, contain eye-catching graphics for the potential learners, and be descriptive of community and social service organizations. The flyers can be posted or made available in appropriate locations.

Other suggestions for outreach include the following:

- Ethno-specific radio or television advertising in languages of identified target groups not only can reach potential participants but such advertising is often free.

- Word of mouth (also known as face to face) publicity has proved to be the most effective advertising available once the LINC-Parenting Program is up and running.

- Advertising on the Internet may be a high-tech way or reaching potential participants that is worth trying.

For more information on the implementation of a LINC-Parenting Program, refer to Chapter IV of the document, “Best Practices of the LINC-Parenting Program.” For curriculum design, refer to Chapter V, “Thematic Content,” and Chapter VI, “Parenting Resources.”
IV. Best Practices of the LINC-Parenting Program

The following “best practices” have been identified based on the past experience of the Toronto District School Board in providing LINC-Parenting Programs at four elementary schools in the inner city of Toronto, as well as from feedback gathered from participants of the program. The best practices cited are related to the following aspects of the LINC-Parenting program: the admission criteria for participants, the goals and curriculum of the program for both adults and children, the criteria for physical setting and staffing, the method of program delivery, learner placement and evaluation.

1. The LINC-Parenting Program complies with the language training policy of the Federal Government and targets people who will benefit from both the language training and parenting components of the program.

   Eligibility of potential learners is checked to ensure that they fall into the categories allowed by Citizenship and Immigration Canada.

   The learners’ English language proficiency is within Stage 1 of the Canadian Language Benchmarks (Benchmarks 1-4)

   Learners are parents of infants, toddlers and preschoolers, who want to enhance their parenting skills.

2. Learners are informed about the objectives of the LINC-Parenting Program at the beginning and are expected to show commitment once they are involved.

   A simple information pamphlet outlining the LINC-Parenting Program (which has been translated into learners’ first languages where necessary) is given to learners prior to the beginning of the program to ensure that they understand the nature of the program before enrollment.

   Learners are informed about the requirement to attend both the parenting sessions and the language classes on a regular basis.

3. The LINC-Parenting Program assists newcomers to Canada in their integration into Canadian society through social interaction and networking with community parents.

   The program is held in a Parent Drop-In Centre, preferably attached to a school, where community parents drop in with their children for activities.

   The program schedule incorporates time for LINC-Parenting learners to socialize with English speaking community parents in the Drop-In Centre in an informal, relaxed atmosphere for language practice, information sharing, and mutual support.
4. The LINC-Parenting Program assists parents in their development of language skills for daily survival and personal needs.

The Revised LINC Curriculum Guidelines form the basis for curriculum planning.

The curriculum is adapted to the individual needs of the participants based on information gathered from the learners’ needs assessments.

A task-based, communicative approach is adopted.

5. The LINC-Parenting Program promotes the concept that the parents are the first and most influential teachers in a child’s life.

The daily program schedule allows time and opportunities for parents to interact with their children while they learn through play.

Parent involvement is required in activities for children conducted by the Parenting instructor.

The Parenting instructor demonstrates and models effective interaction with children.

6. The LINC-Parenting Program provides support and education in parenting to enable parents to deal effectively and positively with their children.

Learners are involved in the agenda-setting.

The program explores different parenting styles.

Group discussions/workshops on parenting and childcare issues are conducted by the Parenting instructor or guest speakers.

7. The LINC-Parenting Program is conducive to the literacy and numeracy development of the children.

The program for children is facilitated by Early Childhood Education (ECE)-trained staff.

Learning activities for preschool children are diversified to stimulate development of motor, sensory, cognitive, and social skills. Such activities include circle time with storytelling, songs, rhymes, and finger play; gym activities; arts and crafts; as well as free play.
8. The LINC-Parenting Program assists children in making a smooth transition to kindergarten by orienting them to the school community and promoting their school readiness.

   The program is located in an elementary school so that children and parents can become familiar with the school environment.

   The program provides information on the Canadian educational system.

   The program orients new immigrant families to the local school community.

   The program’s activities promote school readiness for children three to six years old in terms of their social confidence, language development, emotional maturity, physical health, and general knowledge.

   The program deals with the issue of separation anxiety.

   LINC-Parenting learners are encouraged to participate in school functions such as fundraising.

9. The physical setting of the Parenting Room provides a safe and warm environment conducive to the development of the children.

   The facilities of the Parenting Room include a variety of age-appropriate learning materials such as books for reading as well as toys for playing on site.

   A book and toy-lending library is set up to encourage parents to use the learning materials at home with their children.

10. The LINC-Parenting Program is conducted by personnel with appropriate qualifications and skills.

    An ESL instructor with TESL training conducts the language-training component of the program.

    A Parenting instructor with an Early Childhood Education (ECE) background facilitates the parenting-education component of the program.

    While parents are learning English in class, an ECE-trained Lead childminder supervises the childminding program for children with the assistance of Childminders.

    All staff of the program meet on a regular basis to discuss issues related to the implementation of the LINC-Parenting Program.
11. The Canadian Language Benchmarks, produced by Citizenship and Immigration Canada, are the basis for determining learners’ achievement levels.

The Canadian Language Benchmarks are used as a guide in determining the learner’s placement in class.

“Exit Criteria Checklists” based on the Canadian Language Benchmarks are used to monitor learners’ performance and progress.

The Canadian Language Benchmarks are used in determining the level of achievement when learners leave the program. The certificate issued by Citizenship and Immigration Canada, which learners receive upon completion of the LINC-Parenting Program, makes reference to their final benchmark achievement in areas of listening/speaking, reading, and writing.
Thematic Content
V. Thematic Content

Growth and Development: Physical Growth

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<thead>
<tr>
<th>Performance Outcomes</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of the unit, learners will be able to:</strong></td>
<td><strong>Items to help learners achieve the outcomes:</strong></td>
</tr>
<tr>
<td><strong>LINC 1</strong></td>
<td>• Vocabulary for months.</td>
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<tr>
<td>• Tell and write their child’s date of birth and age.</td>
<td>• Ordinal numbers for dates — <strong>first, second.</strong></td>
</tr>
<tr>
<td>• Tell and write their child’s height and weight.</td>
<td>• Cardinal numbers for height and weight — <strong>one, two.</strong></td>
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<tr>
<td>• Use simple verbs to describe their child’s gross and fine motor skills.</td>
<td>• Abbreviations for units of height and weight — <strong>cm., ft., in., kg, lb.</strong></td>
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<tr>
<td>• Respond to Yes/No questions about their child’s physical growth (e.g., <em>Can your child walk?</em>).</td>
<td>• Verbs for gross and fine motor skills — <strong>turn, roll, sit, crawl, walk, run, jump, climb, hold, grasp, draw, throw.</strong></td>
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<tr>
<td>• Fill in the blanks of a short text about their child’s physical growth.</td>
<td><strong>LINC 2</strong></td>
</tr>
<tr>
<td><strong>LINC 2</strong></td>
<td>• Comparative adjectives — <strong>shorter, taller, thinner, heavier.</strong></td>
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<tr>
<td>• Use modal and phrasal verbs to describe their child’s gross and fine motor skills in simple sentences — <em>My child can stand up.</em></td>
<td>• Modals to express ability/inability — <em>My daughter can’t feed herself yet.</em></td>
</tr>
<tr>
<td>• Read and sequence simple sentences of physical growth of children at different ages.</td>
<td>• Phrasal verbs for gross and fine motor skills — <strong>roll over, pull up, stand up, jump up and down, pick up.</strong></td>
</tr>
<tr>
<td>• Read growth charts.</td>
<td>• Capitalization and correct punctuation for sentences.</td>
</tr>
<tr>
<td>• Write short sentences to compare the physical growth of their child to the average.</td>
<td><strong>LINC 3</strong></td>
</tr>
<tr>
<td><strong>LINC 3</strong></td>
<td>• Vocabulary for gross and fine motor skills — <strong>pedal and steer a tricycle, button, unbutton, lace shoes, doodle, thread beads.</strong></td>
</tr>
<tr>
<td>• Ask for and give information about their child’s physical growth.</td>
<td>• Past tense of verbs for gross and fine motor skills — <strong>crawled, walked, sat, stood, doodled.</strong></td>
</tr>
<tr>
<td>• Describe their child’s gross and fine motor skills at different ages — <em>My son had difficulty walking at 11 months.</em></td>
<td>• Sequence markers — <strong>first, next, then.</strong></td>
</tr>
<tr>
<td>• Get information from a short text about the physical development of children.</td>
<td>• Prepositions of time — <strong>at six months.</strong></td>
</tr>
<tr>
<td>• Write a 7-sentence paragraph to describe their child’s physical growth.</td>
<td>• Wh-questions — <em>When did your child start to walk?</em></td>
</tr>
<tr>
<td></td>
<td>• Yes/No questions — <em>Is my child normal?</em></td>
</tr>
<tr>
<td></td>
<td>• Modals and other expressions of ability: <strong>can, is beginning to, has difficulty + gerund</strong> — <em>My son is beginning to sit up by himself.</em></td>
</tr>
</tbody>
</table>
### Class might want to learn about…

- Growth in height and weight at different ages.
- Stages of gross and fine motor development.
- The development of hearing, vision, taste, and smell in young children.
- The importance of having a preschooler’s vision and hearing checked.
- Timetable for teething and how to take care of babies’ teeth.
- Remedies used to relieve common childhood discomforts such as teething.
- The interaction between inherited factors and the environment.

### Learners might find it useful to…

- Learn the vocabulary for gross and fine motor skills.
- Share with other parents the physical growth pattern of their child.
- Share cultural differences as to the ideal body form of young children.
- Listen to guest speakers such as public health nurses talk about the physical growth of children.
- Discuss concerns about their child’s growth with parenting worker or family doctor.
- Use repetition and rephrasing to clarify information given by guest speaker, parenting worker, or family doctor.
- Read growth charts of different developmental stages.
- Record height and weight of their child periodically.

### Sample Tasks

**LINC 1**

- Match pictures of gross and fine motor skills with appropriate vocabulary.
- Fill in the blanks of a paragraph about their own child’s physical growth *(My child is _____ years old. S/he was born on __________. S/he is ____kg. S/he is ____ cm.)*

**LINC 2**

- Read growth charts and answer a few questions about the charts.
- Sequence sentences describing the gross and fine motor development of children.

**LINC 3**

- Interview classmates about the physical growth of their children.
- Write a 7-sentence paragraph describing the physical growth of their own child.

### Suggested Resources

- Pictures depicting gross and fine motor skills (page 158).
- Sentence strips about the development of gross and fine motor skills (pages 159-160).
- Reading passage: “Growing Day by Day” (page 139).
- Growth charts (pages 87-90).
## Growth and Development: Language Development

**Performance Outcomes**

*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe the language spoken at home.</td>
<td>• Vocabulary to describe native languages — Amharic, Bengali.</td>
</tr>
<tr>
<td>• Name the parts of the body used for making sounds.</td>
<td>• Vocabulary for body parts — mouth, lip, tongue.</td>
</tr>
<tr>
<td>• Respond to Yes/No questions about their child’s language development — <em>Can your child talk yet?</em></td>
<td>• Vocabulary for infant communication — cry, smile, point, reach out hands.</td>
</tr>
<tr>
<td>• Use simple verbs to describe how infants communicate their needs and feelings.</td>
<td>• Emerging simple negation — “No talk” leading to “My child cannot talk.”</td>
</tr>
</tbody>
</table>

| LINC 2                                                                 |                                                                                 |
|------------------------------------------------------------------------|                                                                                 |
| • Explain why babies cry.                                              | • Vocabulary to describe child’s feelings and needs — pain, scared, hungry wet diaper. |
| • Use modals and simple verbs to describe their child’s language ability — *My child can say “ma-ma.”* | • Expressions for describing child’s language ability — My child speaks clearly |
| • Describe gestures children use to communicate — wave bye-bye, shake head to say “no.” | • Expressions to describe how child communicates with gestures — wiggle, bounce up and down, point, reach out, pinch noses and faces, wave bye-bye, shake head for “no.” |
| • Tell what their child can respond to (e.g., to short commands).       | • Numbers used as adjectives — two-word sentence.                              |
| • Read simple sentences about the sequence of language development of children at different ages. | • Conjunction to express cause — The baby cries because he is hungry |
|                                                                        | • Modals for ability/inability: can/can’t — She can’t speak in complete sentences. |

<p>| LINC 3                                                                 |                                                                                 |
|------------------------------------------------------------------------|                                                                                 |
| • Ask for and give information about their child’s language development. | • Vocabulary for language development — cooing, babbling, chuckling, gurgling, utter, talk to themselves, copy sounds. |
| • Describe language development of their child at different ages.       | • Sequence markers — first, next, then.                                         |
| • Discuss ways to help children’s language development.                 | • Prepositional phrases of time — at one year.                                  |
| • Get information from a short text about the language development of children. | • Wh-questions — When did your child begin to talk?                              |
| • Write a 7-sentence paragraph to describe the language development of their child. | • Yes/No questions — Can she say her name?                                       |
|                                                                        | • Modals and other expressions of ability: can, is beginning to, has difficulty + gerund — My son has difficulty saying long words. |</p>
<table>
<thead>
<tr>
<th>Class might want to learn about...</th>
<th>Learners might find it useful to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language development of children at different ages.</td>
<td>• Learn the vocabulary for infant communication and language development.</td>
</tr>
<tr>
<td>• Cultural difference in attitudes and response to babies’ cries.</td>
<td>• Share with other parents the language development of their child.</td>
</tr>
<tr>
<td>• Signs of development language problems.</td>
<td>• Listen to guest speakers such as public health nurses talk about the language development of children.</td>
</tr>
<tr>
<td>• Where to get help for children with developmental language problems.</td>
<td>• Discuss concerns about their child’s language development with parenting worker or family doctor.</td>
</tr>
<tr>
<td>• Ways to help children’s language development.</td>
<td>• Use repetition and rephrasing to clarify information given by guest speakers, parenting workers, or family doctor.</td>
</tr>
<tr>
<td></td>
<td>• Use a checklist to periodically record the language development of their child.</td>
</tr>
<tr>
<td></td>
<td>• Discuss ways to help children’s language development.</td>
</tr>
</tbody>
</table>

**Sample Tasks**

**LINC 1**
- Survey the class for the languages spoken at home by the learners.
- Match pictures of children’s means of communication with appropriate vocabulary.

**LINC 2**
- Sequence sentences describing the language development of children.
- Write a 3—5 sentence paragraph on how a child communicates with his/her mother.

**LINC 3**
- Interview classmates about the language development of their children.
- Read a short passage about the language development of children, and answer questions related to the text.

**Suggested Resources**
- Reading passage: “Baby Talk” (page 140).
## Growth and Development: Cognitive Development

### Performance Outcomes

**By the end of the unit, learners will be able to:**

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name body parts responsible for cognitive development.</td>
<td>• Vocabulary of body parts — <em>brain</em>, <em>nerve cells</em>, <em>eyes</em>, <em>ears</em>, <em>nose</em>, <em>tongue</em>, <em>hands</em>.</td>
</tr>
<tr>
<td>• Respond to Yes/No questions about their child’s cognitive development (e.g., <em>Can your child name colours?</em>).</td>
<td>• Vocabulary related to the senses — <em>vision</em>, <em>hearing</em>, <em>touch</em>, <em>taste</em>, <em>smell</em>.</td>
</tr>
<tr>
<td>• Describe how infants use their muscles and senses to explore the world.</td>
<td>• Expressions used to describe how infants explore the world — <em>put things into their mouth</em>, <em>stare at objects</em>, <em>feel things</em>, <em>bang objects</em>.</td>
</tr>
<tr>
<td>• Fill in the blanks of a short paragraph describing the cognitive development of their child.</td>
<td>• Subject/verb order using personal subject pronoun and modal “can” in affirmative, negative, and contraction forms — <em>Yes, s/he can. No, s/he can’t</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 2</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name the mental processes that newborns to four-year-olds use.</td>
<td>• Vocabulary used to describe mental processes — <em>reflex</em>, <em>react</em>, <em>understand</em>, <em>think</em>, <em>memorize</em>, <em>imagine</em>.</td>
</tr>
<tr>
<td>• Use modals and simple verbs to describe the things their child can do that reflect his or her cognitive development.</td>
<td>• Vocabulary for actions that reflect cognitive development — <em>recognize people and objects</em>, <em>imitate gestures</em>, <em>count</em>, <em>ask questions</em>, <em>repeat words</em>, <em>read</em>.</td>
</tr>
<tr>
<td>• Sequence simple sentences describing the stages of cognitive development of children.</td>
<td>• Modals for ability/ inability: <em>can/can’t</em> — <em>S/he can recognize objects but s/he can’t count</em>.</td>
</tr>
<tr>
<td>• Write a 5-sentence paragraph about the cognitive development of their child.</td>
<td></td>
</tr>
</tbody>
</table>
Class might want to learn about… | Learners might find it useful to…
--- | ---
• The definition of cognitive development. | • Use a bilingual dictionary to find the meaning of words related to cognitive development. |
• Brain growth and maturation. | • Learn the vocabulary for cognitive development. |
• Stages of cognitive development in children. | • Share with other parents the cognitive development of their child. |
• Piaget’s cognitive theory of learning: sensorimotor stage, preoperational stage. | • Listen to guest speakers such as public health nurses talk about the cognitive development of children. |
• How to help the cognitive development of children. | • Discuss concerns about their child’s cognitive development with parenting worker or family doctor. |
• Cultural attitudes to infant intelligence and potential. | • Use repetition and rephrasing to clarify information given by guest speaker, parenting worker, or family doctor. |
• Cultural attitudes to children’s natural curiosity, exploratory behaviour, and efforts at independence. | • Use a checklist to observe and record the cognitive development of their child. |
• Cultural differences in verbal and non-verbal aspects of parent/child interaction. | |

Sample Tasks

**LINC 1**
* Match vocabulary related to the senses with vocabulary of body parts.
* Fill in the blanks of a short paragraph about a child’s cognitive development. *(My child is ___ years old. S/he can _____ and _____). S/he cannot ______ or ______*

**LINC 2**
* Interview classmates to find out what their children can do in relation to their cognitive development.
* Sequence simple sentences describing the cognitive development of children.

**LINC 3**
* Read a short passage about the cognitive development of children and answer questions related to the text.
* Write a 7-sentence paragraph about the cognitive development of their child.

**Suggested Resources**
- Reading passage: “Brain Power” (page 141).
# Growth and Development: Social-Emotional Development

## Performance Outcomes

By the end of the unit, learners will be able to:

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>LINC 2</th>
<th>LINC 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond to Yes/No questions about their child’s social-emotional development — Does your child cry a lot? Does your child like to play with other children?</td>
<td>• Describe how their child expresses his or her emotions.</td>
<td>• Ask for and give information about their child’s social-emotional development.</td>
</tr>
<tr>
<td>• Name the fears of their child.</td>
<td>• Describe how their child interacts with familiar and unfamiliar adults.</td>
<td>• Describe children’s social-emotional development at different ages.</td>
</tr>
<tr>
<td>• Describe their child’s security object.</td>
<td>• Describe how children express anxiety.</td>
<td>• Get information from a short text about the social-emotional development of children.</td>
</tr>
<tr>
<td>• Use simple words and phrases to describe their child’s emotions and social interaction.</td>
<td>• Use adjectives in short, complete sentences to describe how their child interacts socially with other children.</td>
<td>• Write a 7-sentence paragraph to describe their child’s social-emotional development.</td>
</tr>
</tbody>
</table>

## Language Focus

Items to help learners achieve the outcomes:

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>LINC 2</th>
<th>LINC 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vocabulary used to describe emotions — happy, unhappy, scared.</td>
<td>• Vocabulary used to describe emotions — affection, jealousy, sympathy, fear, anxiety, separation anxiety, frustration.</td>
<td>• Vocabulary for social interaction — share, cooperate, take turns, imitate, play alone, talk to self, hit, push, grab another child.</td>
</tr>
<tr>
<td>• Vocabulary used to describe social interaction — play alone, play with other children.</td>
<td>• Vocabulary for expressing emotions — whine, throw himself/herself on the ground, squeal with emotion, cry with displeasure.</td>
<td>• Sequence markers — first, next, then.</td>
</tr>
<tr>
<td>• Vocabulary used to describe fears and security objects — darkness, strangers, stuffed animals, toys, blankets.</td>
<td>• Vocabulary for tensional outlets — chewing clothes, thumb-sucking, nail-biting, hanging onto security object.</td>
<td>• Prepositional phrases of time — Children cry a lot at birth.</td>
</tr>
<tr>
<td>• Subject/verb agreement using personal subject pronouns and verb “to do” in affirmative, negative, and contraction forms — Yes, s/he does. No, s/he doesn’t.</td>
<td>• Adjectives used to describe social interaction — friendly, aggressive, impatient.</td>
<td>• Wh-questions — When did your child start to play with other children?</td>
</tr>
<tr>
<td>• Verb “to be” in present tense — My son is friendly.</td>
<td>• Vocabulary used to describe feelings — want, need, like, hate, hate.</td>
<td>• Yes/No questions — Does your child like to play with other children?</td>
</tr>
</tbody>
</table>
Class might want to learn about… | Learners might find it useful to…
--- | ---
- Emotional characteristics of children at different ages. | - Use a bilingual dictionary to find the meaning of words related to social-emotional development.
- How to deal with separation anxiety. | - Learn the vocabulary used to describe social-emotional development.
- Cultural differences in dealing with children’s fear and anxieties. | - Share with other parents their child’s social-emotional development.
- Social interaction characteristics of children at different ages. | - Listen to guest speakers such as public health nurses talk about the social-emotional development of children.
- Social-emotional development of children at different ages. | - Discuss concerns about their child’s social-emotional development with parenting worker, or family doctor.
- Factors affecting children’s development of social competency (e.g., family, secure attachment in the early years, child’s individual temperament). | - Use repetition and rephrasing to clarify information given by guest speaker, parenting worker, or family doctor.
- Cultural differences in expectations for children’s sharing. | - Use a checklist to observe the social-emotional development of their child.
- Cultural differences in tolerance for aggression in children by gender. | - Observe and note down how children interact socially in order to practise vocabulary related to social-emotional development.

Sample Tasks

**LINC 1**
* Interview classmates to find out which security objects their children use.
* Match pictures of emotions to appropriate vocabulary.

**LINC 2**
* Interview classmates to find out how their children express anxiety and tension.
* Sequence sentences that describe the social-emotional development of children.

**LINC 3**
* Read a short text about the social-emotional development of children, and answer short questions related to the text.
* Write a 5—7 sentence paragraph to describe their child’s social-emotional development.

**Suggested Resources**
- Reading passage: “The Fussy Two and Happy Three” (page 142).
# Growth and Development: Learning through Play

## Performance Outcomes

**By the end of the unit, learners will be able to:**

### LINC 1
- Identify and name the toys children of different ages play with.
- Use key words and short phases to describe how their child play at home, outdoors, and at a friend’s house.
- Describe when and how they play with their child.
- Use key words and short phrases to tell what their child learns through play.

### LINC 2
- Name the type of play appropriate for infants, toddlers, and preschoolers.
- Match type of play with learning and tell how it contributes to a child’s learning.
- Communicate with the librarian of the toy-lending library.
- Understand the rules of the toy-lending library.
- Read information and simple instructions on toy packages.

### LINC 3
- Discuss the importance of play to children’s development.
- Discuss how to make play more interesting for children in order to promote learning.
- Get information about activities for infants, toddlers, and preschoolers from brochure of community recreation centre.
- Get information from a short text about learning through play.

## Language Focus

**Items to help learners achieve the outcomes:**

### LINC 1
- Vocabulary for baby toys — *rattle, soft toy mobile, toy that squeaks, toy that makes noises*
- Vocabulary for preschooler’s toys — *water and sand table, puzzle, building blocks, playhouse.*
- Vocabulary used to describe how children play — *run, jump, play with toys, play with other children.*
- Vocabulary used to describe playing with children — *sit down and play together, help them, talk to them.*
- Verb “to learn” — *He is learning his colours.*

### LINC 2
- Vocabulary used to describe infant play — *peek-a-boo, tickling, hiding.*
- Vocabulary used to describe toddler and preschooler play — *pretend play imaginary play finger play*
- Vocabulary used for toy lending — *maximum two items, due date, fine.*
- Vocabulary on toy packages — *age 2+ and over, non-toxic, choking hazard, use with supervision.*
- Expressions for learning development — *promote sharing and taking turns, promote thinking, help development of senses.*

### LINC 3
- Vocabulary used to describe children’s development — *hand-eye coordination, imitate, share, write.*
- Vocabulary used to describe how to make play more interesting — *colourful, fun, explanation, action.*
- 2-clause sentence joined by “when” — *They learn to share when they play with their toys with other children.*
Class might want to learn about… | Learners might find it useful to…
--- | ---
• The sequential stages of play through which children progress (e.g., solitary play, onlooker play, parallel play, associative play, cooperative play).
• The benefits of different kinds of play for the development of children.
• Choosing appropriate kinds of play to promote the physical, cognitive, social-emotional, and language development of children.
• The role of parents and childcare givers in helping children learn through play.
• Different strategies to facilitate play so as to make learning more effective and interesting.
• Places in the community that provide playthings and activities for children.
• Cultural differences in how children’s play is valued.
• Helping children develop numeracy and literacy at home.

Learn the vocabulary to describe different toys and kinds of play.
• Read aloud to children every day.
• Make use of the toy-lending library in the community.
• Bring child to drop-in centre to play.
• Learn from parenting worker how to facilitate children’s learning through play.
• Identify children’s learning needs through play.
• Use play as a tool to facilitate adaptation, integration, discipline, and to release stress and relieve depression.
• Learn to make their own toys or learning materials.
• Use recycled material to create plaything/toy or learning tool.

Sample Tasks

**LINC 1**
* Match pictures of toys and different kinds of play to appropriate vocabulary.
* Observe and write down key words to describe how children play at parenting centres/drop-in centres/playgrounds.

**LINC 2**
* Role-play a conversation with the librarian about borrowing toys from a toy-lending library.
* List toys and playthings suitable for infants, toddlers, and preschoolers.

**LINC 3**
* Read information brochure and choose an activity for an infant, toddler, or preschooler.
* List different types of toys and kinds of play. Discuss how those can help the physical, cognitive, language, and social-emotional development of children.

Suggested Resources
• Brochures of community recreation centres.
• Reading passage: “Learning through Play” (page 143).
• Instructor reference: “Learning through Play” (pages 106-107).
**Nutrition: Prenatal Nutrition**

**Performance Outcomes**

*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond to simple questions about pregnancy and diet — <em>Do you have morning sickness? When is your baby due? Do you drink milk? Are you taking vitamins?</em></td>
<td>• Vocabulary related to pregnancy — <em>morning sickness, due date, vitamin supplement.</em></td>
</tr>
<tr>
<td>• Use key words and short phrases to describe their own eating pattern during pregnancy (e.g., number and time of meals and snacks, types of food eaten).</td>
<td>• Vocabulary for the four food groups — <em>grain products, milk products, vegetables and fruits, meat and alternatives.</em></td>
</tr>
<tr>
<td>• Use the pictures in “Canada’s Food Guide” to identify and name foods in each food group that pregnant women need.</td>
<td>• Vocabulary to describe food — <em>multi-grain bread, cereals, pasta, broccoli, spinach, poultry seafood.</em></td>
</tr>
<tr>
<td>• List healthy and unhealthy beverages for pregnant women.</td>
<td>• Vocabulary to describe beverages — <em>water, milk, juice, tea, coffee, soft drinks, alcohol.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name three nutrients essential during pregnancy — <em>protein, calcium, iron.</em></td>
<td>• Vocabulary to describe nutrients — <em>protein, vitamins, minerals, iron, calcium, folacin.</em></td>
</tr>
<tr>
<td>• Ask public health nurse or family doctor about prenatal nutrition — <em>What should I eat? How many meals should I eat?</em></td>
<td>• Other vocabulary related to food — <em>calories, low-fat food.</em></td>
</tr>
<tr>
<td>• Describe three benefits of eating healthy food during pregnancy — <em>Eating well is good for the growth of the baby</em></td>
<td>• Vocabulary to describe weight — <em>pound, kilogram.</em></td>
</tr>
<tr>
<td>• Read “Canada’s Food Guide,” and list foods to be eaten in moderation.</td>
<td>• Emerging Wh-questions — “What I eat?” “How much I eat?” leading to “What should I eat?” “How much should I eat?”</td>
</tr>
<tr>
<td>• Chart weight gain during pregnancy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss the physical changes women experience during pregnancy and the dietary changes recommended for pregnant women.</td>
<td>• Vocabulary to describe cooking — <em>bake, broil, roast, microwave, fry</em></td>
</tr>
<tr>
<td>• Suggest ways of cooking healthy food.</td>
<td>• Comparatives adjectives — <em>fatter, heavier, eat more.</em></td>
</tr>
<tr>
<td>• Get information from “Canada’s Food Guide” about the size and number of servings from each food group for pregnant women.</td>
<td>• Modals used for suggestions: <em>can, could, may — You can broil instead of fry</em></td>
</tr>
<tr>
<td>• Get information from “Canada’s Food Guide” on how to cut down on the amount of fat and salt in one’s diet.</td>
<td>• Present and past tense — <em>I liked fish before but I don’t like it now</em></td>
</tr>
<tr>
<td></td>
<td>• Imperatives in affirmative and negative forms — <em>Bake the food. Don’t fry it.</em></td>
</tr>
</tbody>
</table>
Class might want to learn about… | Learners might find it useful to…
---|---
• The changed nutritional requirements of pregnant women. | • Use a bilingual dictionary to find the meaning of different types of food and nutrients.
• The nutritional supplements provided free by certain agencies for pregnant women. | • Learn the vocabulary for food and nutrients.
• How to assist a pregnant woman who is choking on food. | • Use the telephone to access information about food supplements for pregnant women.
• Prenatal classes offered locally. | • Attend prenatal classes or talk to a public health nurse and/or family doctor for advice on prenatal nutrition.

Sample Tasks

**LINC 1**
* Role-play answering questions about dietary patterns asked by public health nurse or doctor during a prenatal checkup.
* Fill in the blanks of a short paragraph about one’s own eating habits during pregnancy. *(I am ____months pregnant. I eat______meals each day I like to eat_________. I cannot eat now.)*

**LINC2**
* Role-play asking public health nurse or doctor about nutritional requirements during prenatal checkup.
* Record weight gain during pregnancy periodically. Write down the dates in full and the weights using appropriate unit of measure.

**LINC 3**
* Role-play giving advice to a pregnant friend on how she can cut down on fat and salt in her diet.
* Read “Canada’s Food Guide.” Write down the nutritional requirements for pregnant women including types of food and servings.

**Suggested Resources**
• “Canada’s Food Guide” — Health Canada.
• Pamphlets on prenatal nutrition published by Ministry of Health.
## Nutrition: Feeding Infants

**Performance Outcomes**  
*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand and respond to simple specific questions about feeding one’s infant / baby — <em>Do you breastfeed your baby?</em></td>
<td>• Basic vocabulary for infant feeding — <em>formula, breast-feeding, bottle-feeding, spoon-feeding, breast milk, solid food.</em></td>
</tr>
<tr>
<td>• Respond to short 2-5 word instructions on how to hold a baby when breast-feeding.</td>
<td>• Vocabulary related to infant eating — <em>suck, nipple, burp.</em></td>
</tr>
<tr>
<td>• Identify and name equipment for bottle-feeding.</td>
<td>• Vocabulary for formula measurement — <em>ounce, scoop.</em></td>
</tr>
<tr>
<td>• Read short instructions with pictures on how to care for the breast.</td>
<td>• Vocabulary for preparation of formula — <em>mix, shake, blend.</em></td>
</tr>
<tr>
<td>• Read measurements and follow written instructions for making formula.</td>
<td>• Vocabulary for breast care — <em>clean, dry rub nipple.</em></td>
</tr>
<tr>
<td></td>
<td>• Subject/verb order using personal subject pronoun and verb “to do” in affirmative, negative, and contraction forms — <em>Yes, I do. No, he doesn’t.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 2</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond to simple questions about infant’s own eating habits — <em>How often is your baby feeding?</em></td>
<td>• Basic vocabulary for solid foods — <em>fruits, cereals, vegetables.</em></td>
</tr>
<tr>
<td>• Describe one allergic reaction to new food — <em>rashes.</em></td>
<td>• Vocabulary for describing allergic reactions — <em>rashes, swollen.</em></td>
</tr>
<tr>
<td>• Read simple pamphlet on introducing solid foods to babies.</td>
<td>• Adverbs of frequency — <em>every four hours.</em> Vocabulary for baby food nutrients — <em>protein, fat, starch, carbohydrate.</em></td>
</tr>
<tr>
<td>• Read label of commercial baby food for nutrient information and expiry date.</td>
<td>• Count and uncount nouns — <em>eggs, apples, meat, fish.</em></td>
</tr>
<tr>
<td>• List appropriate first solid foods.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Discuss the advantages of breast-feeding.</td>
<td>• Vocabulary for containers and measurements — <em>cup, tablespoon, teaspoon, 1/2.</em></td>
</tr>
<tr>
<td>• Discuss feeding practices in home country and in Canada.</td>
<td>• Vocabulary for recipes — <em>ingredients, equipment, method.</em></td>
</tr>
<tr>
<td>• Read and understand simple recipe for making one’s own baby food.</td>
<td>• Vocabulary for preparing baby food — <em>blender, food processor, manual food grinder, measuring cup, saucepan, blend, puree, mesh, sieve.</em></td>
</tr>
<tr>
<td>• Follow instructions for labelling and storing homemade baby food.</td>
<td>• Imperatives — <em>Wash, peel, and slice fresh vegetables.</em></td>
</tr>
<tr>
<td>• Read schedule for introducing first solid food to babies.</td>
<td>• Sequencing words for describing processes — <em>first, before, after, next.</em></td>
</tr>
<tr>
<td>Class might want to learn about…</td>
<td>Learners might find it useful to…</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>• Breast-feeding: the benefits of breast-feeding, how to breast-feed, and how to take care of the breast.</td>
<td>• Identify community agencies that help parents deal with cross-cultural issues regarding infant nutrition.</td>
</tr>
<tr>
<td>• Different cultural attitudes to breast-feeding.</td>
<td>• Use pamphlets to discuss the recommended schedule for introducing solid foods.</td>
</tr>
<tr>
<td>• Preparation of formula for bottle-feeding.</td>
<td>• Prepare baby food using sterile procedures and a blender.</td>
</tr>
<tr>
<td>• The frequency of feeding and the quantity per feeding for infants.</td>
<td>• Label, date, and freeze homemade baby food.</td>
</tr>
<tr>
<td>• The schedule for introducing solid foods.</td>
<td>• Write method for baby food preparation.</td>
</tr>
<tr>
<td>• The cost of purchased baby food versus homemade.</td>
<td></td>
</tr>
<tr>
<td>• Safety issues with feeding infants (e.g., propping with bottle, introducing solid foods).</td>
<td></td>
</tr>
<tr>
<td>• Food allergies and the symptoms of an allergic reaction.</td>
<td></td>
</tr>
<tr>
<td>• The hazards of overfeeding.</td>
<td></td>
</tr>
<tr>
<td>• Failure-to-thrive syndrome in infant development.</td>
<td></td>
</tr>
</tbody>
</table>

**Sample Tasks**

**LINC 1**
* Listen to short 2—5 word instructions, and then demonstrate how to hold a baby. when feeding.
* Read short 2—5 word instructions, and then demonstrate how to prepare formula.

**LINC 2**
* Interview classmates about the frequency of their infants’ feeding.
* Read labels of commercial baby food. Copy the nutrient information and expiry date.

**LINC 3**
* Read a baby food recipe, and follow the instructions for preparing homemade baby food.
* Write a meal plan for one’s own infant, specifying the type of food and portions.

**Suggested Resources**
• Pamphlets on breast-feeding published by Ministry of Health.
• Pamphlets on feeding infants published by Ministry of Health.
• Daily menu guides for infants.
• Sample meal plan for infants.
• Baby food recipes.
## Nutrition: Feeding Toddlers and Preschoolers

### Performance Outcomes

**By the end of the unit, learners will be able to:**

<table>
<thead>
<tr>
<th>LINC 1</th>
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</thead>
</table>
| • Respond to simple questions about their own child’s diet — *Is your child eating solid foods?*  
• Name healthy and safe snacks for toddlers and preschoolers.  
• Name foods that may cause choking — *nuts, candy*  
• Read from simple pamphlet the size of food portions suitable for young children.  
• Recognize children’s need for a variety of foods and eating small portions. | • Vocabulary for snacks — *fruit, cheese cubes, crackers, muffins, raw vegetables, cold meat slices, sandwiches, yogurt.*  
• Vocabulary for foods that may cause choking — *candy nuts, popcorns, wiener, small pieces of hard vegetables and fruits.*  
• Measurement for toddler-size serving — *ml., oz., tbsp., cup.*  
• Subject/verb order using personal subject pronoun and verb “to be” in affirmative, negative, and contraction forms — *Yes, s/he is. No, s/he isn’t.* |

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<thead>
<tr>
<th>LINC 2</th>
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</table>
| • Respond to simple questions about their own child’s eating habits — *How many meals is your child eating? What does your child eat for snack?*  
• Describe in simple sentences ways to make food easy for toddlers and preschoolers to eat.  
• Read simple pamphlets on how to introduce new foods to toddlers and preschoolers.  
• List the types of food and the size of portions to include in a healthy meal for a toddler and preschooler. | • Vocabulary for forms of food size — *bites, slices, servings.*  
• Vocabulary for the four food groups — *grain products, milk products, fruits and vegetables, meat and alternatives.*  
• Prepositions of time — *Give snacks between meals. Breast-feed at the end of the meal. Serve solid food at mealtime.*  
• Emerging information questions — “*Where is milk?*” leading to “*Where is the milk?*” |

<table>
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<tr>
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</table>
| • Describe the behavioral changes in toddlers and preschoolers that affect eating habits.  
• Discuss how to make mealtime pleasant for toddlers and preschoolers.  
• Discuss strategies for introducing new foods to toddlers and preschoolers.  
• Follow written instructions for preparing snacks for toddlers and preschoolers.  
• Plan and write a day’s menu for a toddler or preschooler. | • Vocabulary related to toddler and preschooler-feeding — *appetite, toddler-size servings, explore food, touch and smell food.*  
• Vocabulary related to snack preparation — *peel, cut, slice, spread, butter, freeze.*  
• Sequencing words: *before, after, next, and then — Toddlers calm down after eating. After you eat, you can play.*  
• Imperatives — *Come here and I will help you.*  
• Articles: *a / an / the — Split a banana and spread with some peanut butter. Then freeze the banana.* |

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34  LINC-Parenting Program: Manual and Curriculum Guidelines
### Class might want to learn about…

- The continuum of toddlers’ and preschoolers’ growth pattern and its affect on their appetite.
- Toddlers’ and preschoolers’ need for a wide variety of foods served in very small portions and frequent snacks between meals.
- What constitutes a nutritional, balanced diet for toddlers and preschoolers.
- Individual differences in children’s appetites and food preferences.
- Toddlers’ and preschoolers’ tactile approach to eating.
- The services and location of food banks.

### Learners might find it useful to…

- Observe how parents in Parenting Centre interact with their children while feeding them.
- Use plastic food models to discuss the benefits of different foods.
- Use translated pamphlets to access information on nutrition in the four food groups.
- Use the supermarket advertisements in the newspaper to plan and purchase foods for snack.
- Participate with a Grade 7 or Grade 8 Family Studies class in the preparation and serving of learner’s native foods.

### Sample Tasks

**LINC 1**

- Match pictures of food for toddlers and preschoolers to appropriate vocabulary.
- List foods that one’s own child eats for breakfast, lunch, dinner, and snack.

**LINC 2**

- Read simple pamphlet about introducing new food to toddlers and preschoolers.
- Write a shopping list for toddler and preschooler food. Read supermarket flyers and plan the purchase of a week’s worth of food within a budget.

**LINC 3**

- Read a recipe and follow the instructions to prepare snack for toddlers or preschoolers.
- Plan and write a day’s menu for a toddler or preschooler, specifying the types of food and portions.

### Suggested Resources

- “Canada’s Food Guide” — Health Canada.
- Pamphlets on feeding toddlers and preschoolers published by Ministry of Health.
- Reading passage: “Feeding Kids Nutritiously and Cheaply” (page 144).
### Nutrition: Feeding Difficulties

#### Performance Outcomes

*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
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</thead>
<tbody>
<tr>
<td>• Name foods child refuses to eat.</td>
<td>• Vocabulary used for food — vegetables, meat, fish.</td>
</tr>
<tr>
<td>• Use key words and short phrases to describe their child’s behaviour</td>
<td>• Verbs to describe eating-related actions — chew,</td>
</tr>
<tr>
<td>at mealtimes.</td>
<td>swallow, spit, throw, vomit, taste, drink, splash, stir.</td>
</tr>
<tr>
<td>• Use short phrases and key words to express a concern about feeding.</td>
<td>• Basic words to describe eating problems — too fat, too thin, too fussy</td>
</tr>
<tr>
<td>• Follow 2-3 word instructions to solve child’s eating or feeding</td>
<td>too much, no more, no fruit, no vegetables, no swallow, spit, choke.</td>
</tr>
<tr>
<td>problem — <em>Don’t force the child to eat.</em></td>
<td>• Emerging simple negation — “He no eat vegetables” leading to “He does not</td>
</tr>
<tr>
<td><em>Remain patient. Remove the food. Turn off the TV</em></td>
<td>eat vegetables.”</td>
</tr>
</tbody>
</table>

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<tr>
<th>LINC 2</th>
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<tbody>
<tr>
<td>• Discuss in short phrases some attempts to solve feeding difficulties.</td>
<td>• Adverbs of manner — <em>He eats slowly</em></td>
</tr>
<tr>
<td>• State the role of the parent at mealtime.</td>
<td>• Short complete sentences with subject/verb agreement to describe the</td>
</tr>
<tr>
<td>• Discuss some warnings that child may need during mealtime.</td>
<td>eating problem — <em>My child spits out all meat.</em></td>
</tr>
<tr>
<td>• Differentiate between children’s nutritional needs and their food</td>
<td>• Information questions — *Have you had enough to eat? Are you hungry?</td>
</tr>
<tr>
<td>preferences.</td>
<td>Would you like orange juice or apple juice?</td>
</tr>
<tr>
<td>• Match eating problems with suggestions.</td>
<td>• Imperatives in negative form for warning — *Don’t run while eating. Don’t</td>
</tr>
<tr>
<td></td>
<td>stand in the high chair. Don’t point with a fork.</td>
</tr>
</tbody>
</table>

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<tr>
<th>LINC 3</th>
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</thead>
<tbody>
<tr>
<td>• Discuss strategies to encourage children to eat.</td>
<td>• Vocabulary to describe feeding concerns — worry scared, anxious,</td>
</tr>
<tr>
<td>• Compare mealtime in home country and Canada.</td>
<td>concerned, angry upset.</td>
</tr>
<tr>
<td>• Ask for and give advice to cope with child’s eating problems.</td>
<td>• Expressions for eating problems — food jag, refusal to eat, over-</td>
</tr>
<tr>
<td>• Read simplified pamphlets on tips for feeding children.</td>
<td>eating, reject new food, play with food.</td>
</tr>
<tr>
<td></td>
<td>• Modals for advice — can, could, should.</td>
</tr>
<tr>
<td></td>
<td>• Expressions to show disapproval — I don’t like that. Please don’t</td>
</tr>
<tr>
<td></td>
<td>throw food.</td>
</tr>
<tr>
<td></td>
<td>• Adjective clause using “when” — I feel angry when my child plays</td>
</tr>
<tr>
<td></td>
<td>with food.</td>
</tr>
</tbody>
</table>
Class might want to learn about… | Learners might find it useful to…
--- | ---
• Cultural differences in defining what an eating problem is. | • Discuss eating problems with parents in class.  
• The normal expected eating jags and fads of toddlers and preschoolers. | • Use repetition and paraphrasing to clarify other parents’ feeding difficulties.  
• Typical feeding problems and strategies for handling them. | • Read pamphlets on toddler and preschooler nutrition to identify typical eating problems.  
• The power struggle dynamic that often accompanies eating difficulties. | • Compare nutritional information and feeding advice given by different agencies or companies in the pamphlets.  
• The respective roles of parents and children in determining when, what, and how much to eat. | • Use community agencies as a resource, particularly native-language ones, to access resources or receive assistance.  
• The role doctors, public health nurses, and clinics play in assisting with children’s eating problems. | • Practise the suggested ways to cope with children’s feeding difficulties or eating problems.

Sample Tasks

**LINC 1**
* Tell classmates one’s feeling about child’s eating problem.  
* List the foods that their child refuses to eat.

**LINC 2**
* Interview classmates about the feeding difficulties they are experiencing with their children.  
* Match short sentences of feeding problems with solutions.

**LINC 3**
* Role-play a parent asking for advice from parenting worker about child’s feeding difficulties.  
* Jigsaw reading — Read about different feeding situations and discuss solutions.

**Suggested Resources**
• Pamphlets on eating problems and solutions published by Ministry of Health.  
### Health and Safety: Contagious Diseases

#### Performance Outcomes

**By the end of the unit, learners will be able to:**

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>LINC 2</th>
<th>LINC 3</th>
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</thead>
<tbody>
<tr>
<td>• Name some common diseases from pictures, pamphlets, or charts.</td>
<td>• Describe favourite home remedies for fevers, sore throats, or coughs.</td>
<td>• Relate a story about the experiences of someone living with HIV (e.g., a volunteer from the Canadian AIDS Society).</td>
</tr>
<tr>
<td>• Answer Yes/No questions about personal health history of infectious diseases.</td>
<td>• Describe symptoms of a common illness (e.g., fever, sore throat, and cough).</td>
<td>• Ask and answer questions about different attitudes towards people living with AIDS.</td>
</tr>
<tr>
<td>• Understand some key instructions regarding prevention of contagious diseases — <em>Wash hands before eating.</em></td>
<td>• Follow short verbal instructions for treatment of lice or scabies.</td>
<td>• Find specific information in pamphlets about protection by immunization for influenza or Hepatitis B.</td>
</tr>
<tr>
<td>• Understand a 3-sentence text about treatment of common illnesses.</td>
<td>• Write down dictated addresses and phone numbers of agencies or organizations able to help with the treatment of contagious diseases.</td>
<td>• Prepare a written list of answers to possible questions from children related to sex education — <em>Where did I come from?</em></td>
</tr>
</tbody>
</table>

#### Language Focus

**Items to help learners achieve the outcomes:**

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>LINC 2</th>
<th>LINC 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vocabulary for illnesses and infections that can be transmitted — <em>bacteria, virus, parasites, fungi.</em></td>
<td>• Vocabulary and phrases related to contagious diseases — <em>influenza, AIDS (Acquired Immune Deficiency Syndrome), HIV (Human Immune Deficiency Virus).</em></td>
<td>• Vocabulary phrases related to contagious diseases — <em>STDs (Sexually Transmitted Diseases), injection drug users.</em></td>
</tr>
<tr>
<td>• Vocabulary for modes of transmission — <em>respiratory skin contact, blood, urine, saliva.</em></td>
<td>• Modals for advice: <em>can, could, may should</em> — <em>You should wash your hands before eating lunch.</em></td>
<td>• Prepositional phrases used to describe disease transmission — <em>direct contact with body fluids, semen, vaginal fluids, or blood.</em></td>
</tr>
<tr>
<td>• Emerging subject/verb word order in simple present tense sentences — “Son very sick” leading to ‘My son is very sick.”</td>
<td>• Sequencing words for giving instructions: <em>before, after, next, then</em> — <em>First you wash with the special lice shampoo. Then you comb out the nits.</em></td>
<td>• Affirmative, negative, and interrogative structures for past, present, and future tenses.</td>
</tr>
<tr>
<td>• Imperatives — <em>Wash your hands. Don’t eat it.</em></td>
<td>• Information questions — <em>What is the best treatment for the common cold?</em></td>
<td>• Comparative and superlative adjectives — <em>The skin rash is worse today</em></td>
</tr>
</tbody>
</table>
Class might want to learn about…

- Which illnesses and diseases that must be reported to local medical officers of health — AIDS, chicken pox, cholera, diphtheria.
- How infections spread.
- Why children in childcare centres have more illnesses.
- Management and prevention of illnesses.
- Recommendations for inclusion or exclusion from school or out-of-home care centres.
- Isolation precautions in infection control.
- Sexually transmitted diseases (STDs).
- HIV and AIDS (Human Immune Deficiency Syndrome, Acquired Immune Deficiency Syndrome).

Learners might find it useful to…

- Research and share information on contagious diseases that are on the “Reportable Diseases” list.
- Discuss common treatments for common contagious diseases such as lice, scabies, influenza, measles, and mumps.
- List names and contact numbers for organizations able to help if one has contracted a contagious disease.
- Repeat and paraphrase information about AIDS and HIV to confirm understanding.
- Translate vocabulary of contagious diseases and when necessary, enlist the aid of a native speaker.
- Use gestures, drawings, or pantomimes to better understand symptoms of various contagious diseases.
- Outline in chart form the spread and prevention of contagious diseases.

Sample Tasks

**LINC 1**
* Match pictures to vocabulary for disease transmission.
* Copy names and numbers of local public health departments or local medical clinics.

**LINC2**
* Interview other learners to find out what they do to counteract the flu bug or common cold.
* Match names of common diseases to their list of symptoms.

**LINC 3**
* Role-play an interview with an AIDS patient.
* Identify three ways the influenza virus is spread at school or the workplace.

**Suggested Resources**

- “Well Beings” - Canadian Pediatrics Society.
## Health and Safety: Immunization

### Performance Outcomes

**By the end of the unit, learners will be able to:**

<table>
<thead>
<tr>
<th>LINC 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Respond to requests for immunization record.</td>
<td>• Vocabulary used for medical symptoms — fever, rash, swelling, painful, runny nose, watery eyes.</td>
</tr>
<tr>
<td>• Give basic information on name and birth date of children for medical records.</td>
<td>• Vocabulary recognition of names of diseases on immunization card — pertussis, diphtheria, tetanus, polio, measles, mumps, rubella, haemophilus type B, tuberculosis.</td>
</tr>
<tr>
<td>• Express communication problems verbally and ask for interpretation.</td>
<td>• Cardinal numbers for body temperature in degrees Celsius or Fahrenheit.</td>
</tr>
<tr>
<td>• Identify different diseases on immunization card.</td>
<td>• S-V-O word order in simple present tense sentences — “Son high fever” leading to “My son has high fever.”</td>
</tr>
</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td>• Answer questions about personal information and dates of immunization.</td>
<td>• Vocabulary and phrases for different medical facilities and services — x-ray lab tests.</td>
</tr>
<tr>
<td>• Copy name and address of medical practitioner responsible for immunization.</td>
<td>• Pronunciation stress on multi-syllabic words — polio, immunization, tuberculosis.</td>
</tr>
<tr>
<td>• Fill out medical history form with assistance.</td>
<td>• Sequencing words for medical history — be fore, after, next, then.</td>
</tr>
<tr>
<td>• Understand main idea of a 5-sentence text about symptoms of disease.</td>
<td>• Information questions — When is the next appointment?</td>
</tr>
</tbody>
</table>

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<tr>
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</thead>
<tbody>
<tr>
<td>• Relate a story about the symptoms of diseases experienced or observed.</td>
<td>• Past tense used to describe past illness — He had a fever last night.</td>
</tr>
<tr>
<td>• Ask and answer questions about different attitudes toward illness, medication, and hospitalization.</td>
<td>• Vocabulary and phrases for time sequence — two years ago, for six months, since 1996.</td>
</tr>
<tr>
<td>• Give and follow verbal instructions on steps to ensure complete compliance for immunization shots.</td>
<td>• Modals for advice — We should follow the immunization schedule.</td>
</tr>
<tr>
<td>• Understand printed information about timing of immunization shots.</td>
<td>• Affirmative, negative, and interrogative structures for past, present, and future tenses.</td>
</tr>
</tbody>
</table>
Class might want to learn about…

- Immunization requirements for school children.
- Different medical facilities and services for immunization.
- Symptoms of the ten diseases listed on the Record of Immunization card.
- Characteristics of the Canadian medical insurance system.
- Regulations for Health Card use and paid services.
- Alternative medical insurance plans.
- Different cultural attitudes towards illness, medication, and hospitalization.
- Cultural differences in doctor-patient relations.
- Cultural differences in the role of hospital staff and patient families.
- Hospitalization and emergency procedures.

Learners might find it useful to…

- Examine the “Record of Immunization” card required to be shown at child’s registration for school.
- Use dictionary to get basic information on each of the diseases listed on the immunization card.
- Use pictures to illustrate symptoms of these diseases.
- Collect pamphlets or medical write-ups of the diseases.
- Share personal stories related to any of the diseases listed on the immunization card.
- Arrange for a public health nurse to give information on timing and procedures for each immunization.
- Go to a local community agency to get medical insurance information.
- Arrange a visit to a local hospital to be familiarized with hospitalization and emergency procedures.

Sample Tasks

**LINC 1**

* Match vocabulary to corresponding picture of medical symptoms — swelling, rash, runny nose.*
* Write dictated birthdates (e.g., months and ordinal numbers).

**LINC 2**

* Role-play an intake nurse and a patient who is filling out his/her medical history.
* Collect pamphlets from clinics and medical offices on immunization, and share information with class.

**LINC 3**

* Match diseases with symptoms using information gathered from pamphlets.
* Make a telephone call to arrange a medical appointment for the 18th month immunization shots.

Suggested Resources

- Immunization Record Card — Ministry of Health.
- Fact sheets and pamphlets — Public Health Branch, Ministry of Health.
## Health and Safety: Safety at Home and at Play

### Performance Outcomes

**By the end of the unit, learners will be able to:**

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<thead>
<tr>
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<tbody>
<tr>
<td>• Say “help” and use body language to seek help in an emergency.</td>
<td>Vocabulary for types of accident — fire, burns, cuts, falls, poisoning.</td>
</tr>
<tr>
<td>• Follow verbal instructions for basic fire exit procedures.</td>
<td>Vocabulary for getting assistance — Help! Hurry! Call the police.</td>
</tr>
<tr>
<td>• Understand basic symbols indicating danger — poison, toxic, and shock.</td>
<td>Symbols indicating danger on medicine bottles and cleaning supplies.</td>
</tr>
<tr>
<td>• Understand short written instructions — Wear a helmet. Buckle up.</td>
<td>Emerging subject/verb word order in simple present tense sentences — “Me hurt” leading to “I am hurt.”</td>
</tr>
</tbody>
</table>

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<tr>
<td>• Report an emergency and give basic personal information — name, address, and phone number.</td>
<td>Vocabulary and phrases for types of emergencies — hit and run, break-in, holdup.</td>
</tr>
<tr>
<td>• Describe an emergency in simple terms — what happened, where, when.</td>
<td>Modals for requesting assistance — Can you call 911?</td>
</tr>
<tr>
<td>• Follow emergency procedures stated in a few simple steps.</td>
<td>Articles and prepositions — at the corner of Queen and Shuter, on the 6th floor.</td>
</tr>
<tr>
<td>• Copy emergency numbers from phone book for an easy access list.</td>
<td>Short complete sentences and subject/verb agreement — Playing with matches is dangerous.</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>• Ask for help in emergency situations.</td>
<td>Imperatives — Shut but don’t lock the door.</td>
</tr>
<tr>
<td>• Relate details of an emergency, experienced or observed.</td>
<td>Past tense to describe an accident — He fell down the stairs and broke his leg.</td>
</tr>
<tr>
<td>• Respond to warnings related to emergency situations — Keep low and seal all vents in case of high-rise fires where hallways and stairwells are burning or filled with smoke.</td>
<td>Sequencing words — before, after, next, then.</td>
</tr>
<tr>
<td>• Understand printed information about safety rules and prevention procedures in falls, burns, or fires.</td>
<td>Conjunctions — and, or, so, but.</td>
</tr>
<tr>
<td></td>
<td>Comparatives and superlatives — The ankle is more swollen now than it was two hours ago.</td>
</tr>
</tbody>
</table>
Class might want to learn about… | Learners might find it useful to…
---|---
• The most common accidents that cause injuries at home. | • Learn about accident prevention through pamphlets, observation, and discussion with others on this topic.
• Ways to prevent injuries at home or at play. | • Outline general emergency procedures in case of falls, burns, fires, or poisoning.
• Dangers of household chemicals. | • Use pamphlets translated into the first language to access information dealing with emergency procedures.
• Dangerous side effects of medication. | • Learn basic first aid for sudden injuries. Understand symbols and safety signs on chemical products.
• First aid in case of sudden injuries. | • Keep emergency contact numbers handy.
• What to do in case of falls, burns, fires, or poisoning. | • Memorize a few key words or phrases to use in emergency calls.
• Emergency response measures such as CPR (cardio-pulmonary resuscitation) and AR (artificial respiration). | •
• Emergency contact numbers (e.g., 911, police department, and poison centre). | •
• Role of helmets in bike safety. | •
• The role of seat belts in auto safety. | •

Sample Tasks

**LINC 1**
* Rehearse common words and phrases used for requesting assistance.
* Review basic fire exit procedures from every room in the home.

**LINC 2**
* Put steps to emergency procedures in proper sequence according to verbal instructions.
* Locate emergency numbers from the telephone directory and make a list.

**LINC 3**
* Share advice on prevention of accidents such as falls, burns, or poisoning.
* Practise a call to 911 to report location, time, and nature of emergency.

Suggested Resources
- “Stay Alert... Stay Safe” — Canadian Tire Child Protection Foundation.
- Safety at Home and at Play Worksheet (page 165).
- Reading passage: “A Safe Environment” (page 146).
- Instructor reference: “Safety at Home and at Play” (pages 111-113).
# Health and Safety: Food Hygiene and Safety

## Performance Outcomes

**By the end of the unit, learners will be able to:**

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Express ability or inability to eat something.</td>
<td>- Vocabulary for food groups — <em>grains, vegetables, fruit, milk products, meat and alternatives</em>.</td>
</tr>
<tr>
<td>- Match food groups from a food guide with pictures.</td>
<td>- Verbs related to cooking — <em>boil, steam, broil, roast, bake, fry</em></td>
</tr>
<tr>
<td>- Identify different food preparation methods.</td>
<td>- Vocabulary for shopping and dining — <em>supermarket, restaurant, cafeteria</em></td>
</tr>
<tr>
<td>- Read and understand the “best-before” date on food packaging.</td>
<td>- Ordinal numbers for “best-before” dates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 2</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Describe some common methods of food storage — <em>refrigeration, freezing, or dehydration</em>.</td>
<td>- Vocabulary for food and nutrition — <em>protein, minerals, fiber, cholesterol</em>.</td>
</tr>
<tr>
<td>- Outline steps in safe food preparation (e.g., necessity for using clean utensils, time food can safely be left at room temperature etc.).</td>
<td>- Imperatives for food preparation — <em>fold in, mix well, add eggs, bake for 30 minutes</em>.</td>
</tr>
<tr>
<td>- Follow written instructions from a simple recipe.</td>
<td>- Vocabulary for weights and measures including abbreviations — <em>litre, kilograms (kg), loaf, dozen, teaspoon (tsp.), tablespoon (tbsp.)</em>.</td>
</tr>
<tr>
<td>- Understand the importance of a nutritious breakfast for school children.</td>
<td>- S-V-O agreement in short complete sentences — <em>I peel the apples. She bakes the pie</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 3</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Describe a favourite dish.</td>
<td>- Phrases for ingredients, containers, and measurements in food preparation — <em>a pinch of salt, a tablespoon (tbsp.) of butter, a teaspoon (tsp.) of honey</em>.</td>
</tr>
<tr>
<td>- Give and follow verbal instructions for preparation of a favourite dish.</td>
<td>- Adverbs of manner — <em>slowly thoroughly evenly gently</em>.</td>
</tr>
<tr>
<td>- Respond to warnings about food preparation — <em>Don’t leave raw chicken at room temperature for over two hours</em>.</td>
<td>- Modals for advice: <em>should, ought to, might</em> — <em>You should put uncooked chicken in the fridge</em>.</td>
</tr>
<tr>
<td>- Write down dictated information for good places to shop for specialty foods.</td>
<td>- Prepositional phrases used in recipes — <em>blend into, scoop on top of</em>.</td>
</tr>
<tr>
<td>Class might want to learn about…</td>
<td>Learners might find it useful to…</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>• Procedures for safe handling and preparation of food.</td>
<td>• Collect information and share ideas about healthy eating.</td>
</tr>
<tr>
<td>• Expiry dates and storage procedures.</td>
<td>• Discuss the contents of “Canada’s Food Guide.”</td>
</tr>
<tr>
<td>• Genetically altered foods.</td>
<td>• Check out the recommendations of “Eat Smart” establishments.</td>
</tr>
<tr>
<td>• Dangers resulting from unhealthy eating habits.</td>
<td>• Be aware of the consequences of breaking the rules for safe handling and preparation of foods.</td>
</tr>
<tr>
<td>• Nutritional content of common foods.</td>
<td>• Observe and talk to others about different practices and ways to prepare food.</td>
</tr>
<tr>
<td>• Special nutritional requirements for different age groups (infants, children, the elderly).</td>
<td>• List places to shop economically for healthy food items.</td>
</tr>
<tr>
<td>• Healthy eating as based on “Canada’s Food Guide.”</td>
<td></td>
</tr>
</tbody>
</table>
Parenting: Temperament and Parenting Styles

**Performance Outcomes**

*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
</table>
| • Discuss their child’s temperament in terms of his/her daily routine and sleep habits. | **Items to help learners achieve the outcomes:**
| • Use adjectives to describe the usual mood of their own child and self. | • Vocabulary for everyday activities — *wake up, eat breakfast/lunch/dinner, go to school*
| • Use simple verbs to describe how their child reacts to things and people. | • Prepositions of time — *at 6 o’clock, from 8 p.m. to 8a.m.*
| • Answer Yes/No questions about the temperament of their own child and self. | • Adjectives used to describe moods — *happy angry upset, stressed, sad.*
| **LINC 2** | • Verbs used to describe reacting behaviour — *cry, whine, smile, listen, fuss.*
| • Identify the temperament of their own child through his/her activities, reactivity, emotionality and sociability. | • Emerging subject/verb agreement using personal subject pronouns and verb “to do” in present tense — *Yes, he does. No, I don’t.*
| • Describe their own parenting behaviour. | **LINC 3**
| • Name and describe the characteristics of the three basic parenting styles. | • Adjectives to describe temperament — *difficult, easy going, slow to warm up, aggressive, impulsive, shy cautious, moody withdrawn.*
| **LINC 2** | • Vocabulary for the three basic parenting styles: permissive-indulgent, authoritarian, authoritative — *permissive, indulgent, no control, warm, harsh, rigid, flexible, involved, responsive.*
| • Identify the temperament of their own child through his/her activities, reactivity, emotionality and sociability. | • Verbs to describe adult behaviour in dealing with children — *punish, ignore, discuss, explain, permit.*
| • Describe their own parenting behaviour. | **LINC 3**
| • Name and describe the characteristics of the three basic parenting styles. | • Comparatives and superlatives — *Authoritarian parents are harsher than authoritative parents are.*
| • Compare the three basic parenting styles. | *Permissive-indulgent parents have the least control.*
| • Describe the relationship between a child’s temperament and parent’s response to it. | • Conditional sentences (present/future) — *If the parent is permissive, the child will lack self-control.*
| • Get information from a short text about the temperament of children and parenting styles. | **LINC 3**
| • Write a short paragraph to describe the temperament of their own child. | **LINC 3**
Class might want to learn about… | Learners might find it useful to…
---|---
• How much sleep children need at different ages. | • Share their experiences of child-rearing with other parents.
• How much homework their children should be doing. | • Talk about cultural differences in child-rearing practices.
• Sibling rivalry and how to handle it. | • Discuss problem with teachers and childminders.
• The difficult child — how to handle him/her. | • Make charts of good parenting practices.
• The permissive-indulgent parent: what are the negative effects on the child. | • Listen to guest speakers on the subject of child-rearing.
• The negative effects of authoritative parenting. | • Make charts of their daily routines.

Sample Tasks

**LINC 1**
* Match pictures to vocabulary for basic feelings.
* Fill in times in a short passage describing daily routines — *I wake up at... I make breakfast at...*

**LINC 2**
* Complete sentences about feelings. — *I feel happy when...* (This may be done orally or as a written exercise.)
* Place a list of verbs under the appropriate parenting style. — e.g., *listen to, spank, ignore.*

**LINC 3**
* Listen to instructor describing a situation between parent and child. Identify parenting style and/or child’s temperament.
* Read a passage on parenting styles. Then list the characteristics of each style.

Suggested Resources
• Instructor reference: “Temperament and Parenting Styles” (pages 114-118).
# Parenting: Effective Communication with Children

## Performance Outcomes

**By the end of the unit, learners will be able to:**

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give appropriate verbal responses to show active listening.</td>
<td>• Vocabulary for showing active listening — Oh... Mmm... I see...</td>
</tr>
<tr>
<td>• Say a word or two to describe what children might be feeling as a strategy to acknowledge their feelings.</td>
<td>• Vocabulary to describe feelings — angry unhappy worried, tired, painful</td>
</tr>
<tr>
<td>• Use key words and short phrases to convey praise and disapproval.</td>
<td>• Expressions for giving praise and showing disapproval — Good. Well done. I like that. Please don’t. I don’t like that.</td>
</tr>
<tr>
<td>• Write a simple note to their own child to communicate what should or should not be done — Bring lunch. Don’t leave clothes on the floor.</td>
<td>• Emerging subject/verb using pronoun and verb “to be” in present tense — “You angry” leading to “You are angry”</td>
</tr>
<tr>
<td>LINC 2</td>
<td>Emerging simple negation — “No clothes on floor” leading to “Don’t put clothes on the floor.”</td>
</tr>
<tr>
<td>• Name the non-verbal ways of communicating with children.</td>
<td>• Vocabulary to describe non-verbal communication — sympathetic silence, hug, pat, nod with approval, frown with disapproval.</td>
</tr>
<tr>
<td>• Give examples of negative ways of communicating that parents should avoid — It’s your fault. You are really stupid.</td>
<td>• Vocabulary to describe negative communication — blaming, commanding, labelling, imposing, threatening, warning, sarcasm.</td>
</tr>
<tr>
<td>• Rephrase commands in a positive way by stating the problem or giving information — Hurry up. You’ll be late for school. Be careful. The milk will fall.</td>
<td>• Imperatives for commands — Hurry up. Stop that.</td>
</tr>
<tr>
<td>• Read and differentiate examples of positive communication from negative ones.</td>
<td>• Future tense with “will” in contracted form — Hurry up. You’ll be late.</td>
</tr>
<tr>
<td>LINC 3</td>
<td>Expressions to invite suggestions — What do you think? What if you... What can be done about it? What would you do?</td>
</tr>
<tr>
<td>• Discuss communication strategies that invite children to come up with solutions to their own problems.</td>
<td>• “Going to” for future intention — Are you going to say sorry to your parents?</td>
</tr>
<tr>
<td>• Use “I” messages to talk about one’s feelings and expectations instead of criticizing children for something that they have done.</td>
<td>• S-V-O agreement with correct word order in two-clause sentences — I am upset when you do that.</td>
</tr>
<tr>
<td>• Read situations of communication problems between parent and children and suggest ways to cope with them.</td>
<td>• Imperative in affirmative and negative forms — Listen to your child. Don’t deny your child’s feelings.</td>
</tr>
<tr>
<td>• List the dos and don’ts of communicating with children.</td>
<td></td>
</tr>
</tbody>
</table>
Class might want to learn about… | Learners might find it useful to…
---|---
• The effects of communication on a child’s self-image. | • Discuss cultural differences in child/parent communication patterns.
• Ways of altering any negative patterns parents may be using. | • Listen to guest speakers talking about effective communication.
• Where to get help for parents with children who “won’t listen.” | • Discuss common parenting problems with classmates and provide possible solutions.
• | • Keep a chart of how often they use negative language/body language when talking to their children.
• | • Read folk tales that focus on communication.

Sample Tasks

**LINC 1**
* Act out body language situations. Learners state (or write) the message being given — She is angry
* Write imperatives in the negative. (Learners may brainstorm to think of classroom and home examples.) — Open the door. Don’t open the door.

**LINC 2**
* Look at pictures of conflict situations with parent and child. Write (or discuss) the negative and positive response — Why put your shoes there, stupid? vs. Don’t put your shoes there. They will wet the floor.
* Brainstorm different ways to communicate with children — smiling, talking, shouting, hugging. State which actions are negative and which are positive.

**LINC 3**
* Role-play various conflict situations suggesting both negative (undesirable) and positive (desirable) ways that parent can respond to their children.
* Write about their own conflict situation — My child takes too long to get ready in the morning. Write the possible negative and positive ways of getting the child to hurry.

**Suggested Resources**
• Reading passage: “Two-Way Communication with Children” (page 149).
• Instructor reference: “Effective Communication with Children” (pages 119-120).
### Parenting: Discipline

**Performance Outcomes**  
*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
<th>Items to help learners achieve the outcomes:</th>
</tr>
</thead>
</table>
| • Use key words and short phrases to describe the inappropriate behaviours of their own child that need to be disciplined.  
• Use key words and short phrases to describe how they deal with the inappropriate behaviour of their own child.  
• Use key words and short phrases to describe how they reward the positive behaviours of their own child. | • Vocabulary used to describe inappropriate behaviours — *whine, fight, lie, steal, swear, draw on the wall, do dangerous things, be rude.*  
• Vocabulary used to describe how parents deal with inappropriate behaviours — *scold, ignore, punish, correct.*  
• Vocabulary used to describe reward — *praise, give a treat, play with him/her.*  
• Subject and object pronouns — *I scold him.* | |

<table>
<thead>
<tr>
<th>LINC 2</th>
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<th></th>
</tr>
</thead>
</table>
| • Relate the behavioural problems of their own child and seek advice on how to discipline him/her.  
• Discuss the common ways parents use to discipline their children.  
• Discuss the purposes and strategies of disciplining.  
• Understand a simple definition of discipline. | • Vocabulary related to punishment — *scolding, grounding, time-out, spank, threat.*  
• Vocabulary used to describe the purpose of disciplining — *teach independence, teach how to make choices, teach compliance, practise correct behaviour.*  
• Vocabulary used to describe discipline strategies — *communicate expectations, make rules, enforce rules, help child form habits, model the behaviour.*  
• The model “should” used for advice — *What should I do? You should correct her.* | |

<table>
<thead>
<tr>
<th>LINC 3</th>
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<th></th>
</tr>
</thead>
</table>
| • Use antonyms to describe appropriate and inappropriate behaviours of children.  
• Discuss the consequences of discipline and punishment.  
• Get information from a short text about disciplining.  
• List the dos and don'ts of disciplining. | • Prefix for antonyms used to describe behaviours — *obey disobey; polite, impolite; respect, disrespect; considerate, inconsiderate; orderly disorderly.*  
• Idiomatic expressions related to discipline — *teach right from wrong, zero tolerance, “no” means “no,” set limits.*  
• The model — “should” for obligation in affirmative and negative forms — *Children should be polite. They shouldn't be impolite.*  
• Imperative in affirmative and negative forms — *Set standards. Don't give physical punishment.* | |
Class might want to learn about…  Learners might find it useful to…

- Sleep problems of young children.
- Setting bedtime routines.
- Handling the hyperactive child.
- Handling the strong-willed child.
- Share different cultural viewpoints on discipline.
- Discuss current views on physical punishment (spanking).
- Listen to a guest speaker talk about discipline.
- Try to make changes in their disciplining methods and report back to class.
- Identify professionals who can help them with discipline problems.

Sample Tasks

LINC 1
* Read short phrases describing good and bad discipline practices. Mark each phrase with an √ or X.
* List inappropriate behaviours that need to be disciplined.

LINC 2
* Group or pair work. Brainstorm a list of conflict situations that might occur in the home (e.g., My child watches too much TV He (or she) won’t go to bed.).
* Fill in the modal “should” or “shouldn’t” in a list of sentences describing good (and bad) discipline practices (e.g., You ______ have rules. Your ________ ignore your child.).

LINC 3
* Role-play a disobedient child and his/her parent. (Situations to be supplied by the instructor.)
* List good and bad discipline practices learners use at home. (Learners practise using frequency adverbs.)

Suggested Resources
## Family Life: Family Structure, Roles, and Responsibilities

**Performance Outcomes**

*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
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</tr>
</thead>
</table>
| - Name and identify family members.  
- Answer simple questions about family members — *Do you have any children? How old is your son?*  
- Respond to questions about roles and responsibilities in own family — *Who cooks? Who works outside the house?*  
- Copy names and numbers of community resources for counselling or legal assistance from simplified pamphlets or first language sources. | - Vocabulary for family relationships — *mother, father, son, daughter.*  
- Present tense of “be” and “have” in emerging S-V-O sentences — *“Have two children”* leading to *“I have two children. They are two and three.”*  
- Verbs for typical family activities — *work, cook, look after children.*  
- Pronunciation of letters of the alphabet to spell out names of family members. |

<table>
<thead>
<tr>
<th>LINC 2</th>
<th>Language Focus</th>
</tr>
</thead>
</table>
| - Describe family relationships through definitions — *My niece is my brother’s daughter. My uncle is my mother’s brother.*  
- Answer general questions about family relationships — *Tell me about your family.*  
- Understand main idea of 2-5 sentence text about family structure, roles, and responsibilities.  
- Write full sentence answers to simple questions about family roles — *My father works in a factory. My mother looks after the children.* | - Vocabulary phrases for family relationships — *“my better half,” significant others, next of kin.*  
- Apostrophes to show possessive with names — *Hamida’s son.*  
- Possessive adjectives — *our grandmother, her aunt.*  
- S-V-O agreement in short sentences — *He has five brothers and three sisters.* |

<table>
<thead>
<tr>
<th>LINC 3</th>
<th>Language Focus</th>
</tr>
</thead>
</table>
| - Describe family structure in own culture (e.g., typical number of children and types of families).  
- Describe and compare own family members (e.g., physical and personal characteristics).  
- Understand information in agency and government pamphlets.  
- Write a 7-sentence text about family roles and responsibilities. | - Vocabulary for complex family relationships — *great-grandparent, ancestor, relative.*  
- Vocabulary for legal concepts — *child welfare, gender roles, duty status, care giver.*  
- Comparatives and superlatives for relationships and attributes — *youngest sibling, older brother, prettiest sister.*  
- Present, past, and future tenses to describe action of family members — *He does the dishes. She did the laundry. They will all do their homework.* |
Class might want to learn about… | Learners might find it useful to…
---|---
- Types of families — *nuclear, extended, single-parent, same-sex.*
- Attitudes in adoptive and biological kinship.
- The role of family in the larger society.
- The role of gender and parental obligations in Canada.
- Cultural differences in attitudes towards the elderly.
- Child welfare and the Child Protection Act in childcare options including subsidized childcare.
- Children’s legal rights in Canada.
- Marital rights and legal protection in Canada.
- Canadian divorce laws and how they differ from those of home country.
- Use picture dictionaries and family trees to understand family relationships.
- Share personal photographs to explain one’s own family tree.
- Use dictionaries to understand legal information about rights and responsibilities.
- Access information in own language on family law (e.g., from public libraries and government publications).
- Identify community resources that deal with cross-cultural family issues.
- Summarize a court case and results of a child custody battle after divorce.
- Review newspaper stories about different family types (e.g., *same-sex, single parents, extended families*).

Sample Tasks

**LINC 1**
* Use a picture family tree to explain and practise vocabulary for family relationships.
* Answer partners questions on basic information about family members.

**LINC 2**
* Interview classmates about each other’s families.
* Understand main idea in a short story about roles and responsibilities in family life.

**LINC 3**
* Describe family structure using extended family tree illustration and photographs.
* Discuss cultural differences in male/female roles in parenting and housekeeping.

Suggested Resources
- *Oxford Picture Dictionary* for family tree diagrams.
- Personal/family photo albums.
- Government publications on legal rights and responsibilities.
- Community newspapers for articles on family life.
- Guest speakers from Children’s Aid to speak on parental responsibilities.
# Family Life: Stress Management

**Performance Outcomes**

*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make a list of common symptoms of stress in children — <em>headaches, bedwetting, nightmares.</em></td>
<td>• Vocabulary related to stress — <em>stomachache, poor appetite, frequent urination, sleeping problems.</em></td>
</tr>
<tr>
<td>• Read and understand a simple definition for stress — <em>The body’s reaction to change.</em></td>
<td>• Negative forms of present tense verbs — <em>He does not eat supper.</em></td>
</tr>
<tr>
<td>• Write down missing words in a dictation of 3 or 4 sentences about stress.</td>
<td>• The verb “to be” used to describe personal state — <em>I am very tired. He is depressed.</em></td>
</tr>
<tr>
<td>• Fill in blanks in a 4-sentence text about successful ways to deal with stress.</td>
<td>• Imperatives — <em>Close your eyes. Take a deep breath.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 2</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe in simple terms a stressful home situation.</td>
<td>• Vocabulary for some sources of stress for children — <em>parents’ separation or divorce, new siblings, growing pains, competition.</em></td>
</tr>
<tr>
<td>• Request suggestions from others of effective ways to deal with a specific stressful situation.</td>
<td>• Prepositions of location used in doing a stress-reducing exercise — <em>Sit on a chair. Tighten the muscles in your right arm. Repeat with your left arm.</em></td>
</tr>
<tr>
<td>• Recognize main ideas in a 5-sentence text about methods of coping with stress.</td>
<td>• “I have” vs. “I am” — <em>I have a headache. I am very nervous.</em></td>
</tr>
<tr>
<td>• List some of the main causes of stress in their lives (e.g., family illness, financial worries, job search).</td>
<td>• Simple Wh-questions — <em>What do I do when my son wets his bed every night?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 3</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Relate a story about the stress they felt in immigrating and adjusting to a new life in Canada.</td>
<td>• Simple past tense — <em>We came to Canada in winter. I was very cold.</em></td>
</tr>
<tr>
<td>• Ask and answer questions about methods of coping with family stress.</td>
<td>• Comparatives and superlatives — <em>Deep breathing is good, progressive muscle relaxation works better, but a holiday back home is the best.</em></td>
</tr>
<tr>
<td>• Find telephone numbers for family counselling agencies in pamphlets or telephone directory.</td>
<td>• Yes/No and Wh-questions — <em>Is he a good counsellor? What time is our appointment?</em></td>
</tr>
<tr>
<td>• Find telephone numbers for family counselling agencies in pamphlets or telephone directory.</td>
<td>• Modals — <em>Can you help us find a good counsellor for our son?</em></td>
</tr>
</tbody>
</table>
Class might want to learn about… | Learners might find it useful to…
---|---
- Where to turn when they are experiencing stress related to immigration, financial crisis, family violence, or abuse.
- Cultural differences in family planning — *contraception, abortion, adoption*.
- Cultural differences in child discipline.
- How to recognize danger signals or symptoms of stress.
- Healthy approaches to handling stress.
- The role of pets in reducing stress.
- Causes of stress in children (e.g., fears, moving, loss).
- Common symptoms of stress in children — *anger, rapid heart beat, sweaty palms*.
- Helpful ways to improve coping skills.
- Make a list of useful telephone numbers from directions or pamphlets.
- Use first language community agency resources for information and help.
- Summarize common sources of stress for children and methods to lessen the intensity of stress.
- Practise teaching children how to manage stress (e.g., deep-breathing, progressive muscle relaxation, imagery, exercise).
- Interview a pet owner or read about pet owners to find out how pets affect their stress level.
- Paraphrase pamphlets about causes of stress in children.
- Discuss successful coping strategies in dealing with stress.

Sample Tasks

**LINC 1**
- Role-play giving and following the steps in a progressive muscle relaxation activity.
- Match pictures to words of common symptoms of stress.

**LINC2**
- Read a simple brochure on managing stress and find 2-3 stress-reducing activities in which to participate.
- Copy a list of activities that the whole family can do to reduce stress — *exercise together, eat right, get enough rest, have a ‘quiet’ hour*.

**LINC 3**
- Interview another learner about his or her method of coping with stress.
- Write a paragraph about their first month in Canada.

Suggested Resources
- “Coping with Stress” — Canadian Mental Health Association.
- “Kids Have Stress Too” — The Hospital for Sick Children Foundation.
- “Facts on Stress” — Multicultural Health Coalition.
- Stress in Children Crossword Puzzle (page 166).
- Reading passage: “Stress in Children” (page 147).
Family Life: Family Recreation

Performance Outcomes

*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name one recreational activity of personal interest.</td>
<td>Vocabulary for some popular Canadian recreational activities — <em>kaya king, snowboarding, skiing, skating, tobogganing.</em></td>
</tr>
<tr>
<td>Express ability or inability to participate in various activities.</td>
<td>Vocabulary for equipment or materials used in a chosen recreational activity — <em>gardening: spade, seeds, hose, fertilizer.</em></td>
</tr>
<tr>
<td>Match pictures of Canadian recreational activities to appropriate vocabulary.</td>
<td>Antonyms — <em>I like skating. I dislike kayaking.</em></td>
</tr>
<tr>
<td>List some common recreational activities in Canada — <em>hockey skiing, snowboarding, skating.</em></td>
<td>Emerging sentences in simple present tense. — “<em>I no skate</em>” leading to “<em>I can’t skate.</em>”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 2</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe in simple terms, one recreational activity enjoyed in Canada or in home country.</td>
<td>Gerunds and infinitives to express likes and dislikes — <em>I like to swim. I don’t like skating.</em></td>
</tr>
<tr>
<td>Ask appropriate sources concerning costs and times of operation of recreational facilities.</td>
<td>Information questions — <em>How much does it cost? When does it start?</em></td>
</tr>
<tr>
<td>Get information from simple maps to identify the Trans-Canada Highway, all the provinces and territories.</td>
<td>Pronouns and possessive pronouns — <em>I need tickets for my wife and children — two adults and three children. We want good seats.</em></td>
</tr>
<tr>
<td>Write out the names of all the provinces, territories, and special landmarks one would see in a cross-country tour.</td>
<td>Imperatives — <em>Go North from Barrie, turn right at the lights, follow the sign to the Dunlop St. exit.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 3</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask for information over the phone about registration, cost, and schedule for a recreational activity (e.g., swimming lessons, karate matches).</td>
<td>Phrases to make inquiries — <em>Could you please tell me what time the show begins?</em></td>
</tr>
<tr>
<td>Make a complaint to staff about problems with other patrons at a public event (e.g., violence, error in seating, discrimination).</td>
<td>Vocabulary and expressions for getting attention — <em>Excuse me please, but some people are sitting in our seats.</em></td>
</tr>
<tr>
<td>Understand short written instructions from “how-to” book for a particular leisure activity.</td>
<td>Vocabulary for describing activities — <em>My favourite hobby is gardening because it is relaxing, educational, fun, and rewarding.</em></td>
</tr>
<tr>
<td>Write a short text about one’s favourite interest or hobby.</td>
<td>Sequencing words or phrases — <em>First make a straight row, then drop in the bulbs and cover them with an inch of soil, and finally water them.</em></td>
</tr>
</tbody>
</table>
Class might want to learn about…

- Recreational activities in Canada — gardening, amateur sports team, arts and crafts, hiking, fishing, skiing, skating.
- Recreational activities for children — day camps, swimming lessons, community center programs.
- City outings — going to art galleries, museums, professional sporting events, movies, the zoo.
- Municipal, provincial, and national parks, their facilities and costs.
- Country tours — visiting farm animals, crop-picking, picnics.
- Cross-country tours (e.g., driving on the Trans-Canada Highway).
- Library resources and programs — children’s hour, research facilities, books, videos, CDs, tapes.

Learners might find it useful to…

- Participate in community activities to practise socializing in English, increase confidence for language learning, and have fun.
- Collect information from tourism bureaus and Chambers of Commerce.
- Attend leisure shows (e.g., Home Shows, Boat Shows).
- Use “hobby” and “how-to” books with illustrations to practise reading.
- Plan a tour using maps and tour books from CAA (Canadian Automobile Association).
- Visit libraries for information on schedules and programs.

Sample Tasks

**LINC 1**
- Guess names of recreational activities from non-verbal mime.
- Ask learners to name and write a list of their favourite recreational activities.

**LINC 2**
- Read advertisements of various functions regarding price, date, and location.
- Write down dictated names of provinces, territories, and Canadian landmarks.

**LINC 3**
- Role-play a phone conversation with recreation staff requesting information about registering a child for swimming lessons at a local community pool.
- Describe in detail the activities portrayed in pictures of various Canadian leisure pastimes.

Suggested Resources

- Brochures from Tourism Bureau.
- Advertisements from travel magazines and other publications.
- Map of Canada.
- Bulletins and schedules from local community centres.
- Information package from the local library.
## Childcare Options: Choosing and Financing Childcare

### Performance Outcomes

**By the end of the unit, learners will be able to:**

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name different type of childcare services and programs.</td>
<td>• Vocabulary for childcare services and programs — <em>non-profit childcare, for-profit childcare, home childcare, full day program, half day program, before-school program, after-school program, kindergarten program, school-age program.</em></td>
</tr>
<tr>
<td>• Use short phrases and simple negation to express need for childcare and financial assistance.</td>
<td>• Alphabetical ordering of names in directory.</td>
</tr>
<tr>
<td>• Find names of childcare centres from directory.</td>
<td>• Verb “need” — <em>I need childcare.</em></td>
</tr>
<tr>
<td>• Copy name, phone number, and address of a childcare centre from childcare directory.</td>
<td>• Emerging simple negation — “<em>I no money</em>” leading to “<em>I have no money</em>”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 2</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe in short phrases previous and/or present childcare arrangements.</td>
<td>• Phrases to describe childcare arrangements — <em>look after by family member, help by neighbour, in daycare.</em></td>
</tr>
<tr>
<td>• Get information about childcare centre over the phone (e.g., location, programs, and fees).</td>
<td>• Comparative adjectives — <em>cheaper, closer, better.</em></td>
</tr>
<tr>
<td>• Find specific information in childcare ads (e.g., name, location, programs, and fees).</td>
<td>• Demonstrative adjectives and verb “to be” — <em>This childcare centre is better than that one.</em></td>
</tr>
<tr>
<td>• Read simple pamphlets about childcare subsidy.</td>
<td>• Modals used to ask for help or information — <em>Could you tell me...?</em></td>
</tr>
<tr>
<td>• Write short complete sentences to compare advertised childcare centres.</td>
<td>• Yes/No questions using rising intonation — <em>Is the centre near the subway?</em></td>
</tr>
<tr>
<td></td>
<td>• Wh-questions — <em>How much is the fee?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINC 3</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss factors to consider when choosing childcare services.</td>
<td>• Vocabulary related to factors in choosing childcare — <em>facilities, staff qualifications, fees, hours of operation, location, programs offered.</em></td>
</tr>
<tr>
<td>• Express satisfaction or dissatisfaction about different childcare services and give reasons.</td>
<td>• Vocabulary related to subsidized childcare application — <em>waiting list, client file number, employment status, assets, monthly income.</em></td>
</tr>
<tr>
<td>• Ask for information about childcare subsidy.</td>
<td>• Expressions to express satisfaction or dissatisfaction — <em>It’s very good. It’s OK. It’s unacceptable.</em></td>
</tr>
<tr>
<td>• Read information brochures about childcare services and centres.</td>
<td>• Two-clause sentence — <em>This centre is good because the staff are nice.</em></td>
</tr>
<tr>
<td>• Fill out a subsidized childcare application form.</td>
<td></td>
</tr>
</tbody>
</table>
Class might want to learn about…  Learners might find it useful to…

- Characteristics of different types of childcare services in Canada.
- Childcare services for children with special needs.
- Laws pertaining to childcare standards, including safe conditions and practices.
- Legal responsibilities of caregivers.
- Cultural differences in roles and responsibilities of caregivers and parents.
- Childcare subsidy and its eligibility criteria.
- Tax deduction for childcare expenses.
- Factors to consider when choosing childcare services (e.g., philosophy and objectives of the centre, staff qualifications, age range of children accepted, hours of operation, facilities, programs, financial considerations).
- Selecting a provider home for childcare.

- Use a checklist to compare different types of childcare services and childcare centres.
- Attend open houses of childcare centres to find out more about their philosophy, facilities, programs, etc.
- Talk to other parents for advice or recommendations on choice of childcare services and centres.
- Get translation or seek assistance from an agency to access childcare services.
- Use bilingual information pamphlets or first language information available.
- Look up childcare directory to practise scanning skills.
- Read about different types of childcare services in simplified material for vocabulary development and cultural information.
- Use local maps to locate childcare centres.

Sample Tasks

LINC 1
* Role-play a parent answering simple questions about childcare needs asked by a childcare centre staff.
* Copy name, phone number, and address of a childcare centre close to home from the telephone directory.

LINC 2
* Role-play calling a childcare centre. Ask for information, such as location, type of program, and fee charged.
* Read childcare centre ads and choose one that suits own need.

LINC 3
* Role-play a parent calling for an application package for subsidized childcare.
* Fill out a subsidized childcare application form.

Suggested Resources
- Childcare directory.
- Pamphlets about childcare services.
- Subsidized childcare application form.
- Instructor reference: “Choosing a Daycare” (pages 128-129).
# Childcare Options: Registering in Childcare

## Performance Outcomes

By the end of the unit, learners will be able to:

### LINC 1
- Answer simple personal information questions when interviewed by childcare centre staff.
- Express ability and inability in understanding the presentation or request.
- State desired start date.
- Copy personal information about their child and self onto simple registration form.
- Understand where to sign form.

### LINC 2
- Call childcare centre about the availability of space and registration procedures.
- Understand and respond to requests for documents during registration.
- Understand simple signs posted in childcare centre — Visitors, please report to the office.
- Fill out simple registration forms.
- Give notice of withdrawal from childcare centre verbally and in writing.

### LINC 3
- Tell about their child (e.g., physical abilities, health, toileting, personality characteristics, fears, likes/dislikes, eating habits, sleeping habits) during the initial interview with childcare centre staff.
- Read information given by childcare centre regarding health and safety procedures, financial policy, and their “after serious illness” policy.
- Follow simple written instructions (e.g., what to bring for the child to the centre).
- Fill out various forms required by the childcare centre (e.g., application form, medical forms).

## Language Focus

### Items to help learners achieve the outcomes:

### LINC 1
- Vocabulary expressing personal information — name, address, telephone number, age, date of birth.
- Vocabulary for months.
- Ordinal numbers for dates — first, second.
- Expressions for communication problems — I don’t understand. I don’t speak English. Please repeat.
- Pronunciation of letters to spell names.
- Capitalization rules for personal information required in filling out forms — Spanish, Portugal, Ontario.

### LINC 2
- Polite expressions — Excuse me, please.
- Vocabulary to describe documents. — birth certificate, health card, immunization record.
- Modal expressions for requests — Could you show me the birth certificate?
- Prepositions of time: in/on/at — I’ll withdraw on March 31st. I’ll withdraw in March. I’ll withdraw at the end of March.
- Yes/No questions — Do you have space?
- Wh-questions — How do I register?

### LINC 3
- Vocabulary related to registration — registration fee, non-refundable, minimum notice for withdrawal.
- Vocabulary to describe child’s personality — shy, outgoing, active, quiet.
- Adverbs of frequency for eating and sleeping habits — He drinks milk twice a day.
- Modal expressions to express obligations — must, have to, should.
- Imperatives — Sign and bring the form back tomorrow.
<table>
<thead>
<tr>
<th>Class might want to learn about…</th>
<th>Learners might find it useful to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Day Nursery Act.</td>
<td>• Keep photocopies of registration form, fee schedule, childcare centre policy etc.</td>
</tr>
<tr>
<td>• Legal requirements for registering a child in a daycare centre (e.g., birth certificate, immunization record).</td>
<td>• Practise filling out registration forms in advance.</td>
</tr>
<tr>
<td>• Types of forms to be filled out at registration (e.g., Application Form, Medical Form, Developmental Information Form, Special Instructions for Individual Children Form, Return after Serious Illness Form, Permission for Fieldtrips Form).</td>
<td>• Get help in filling out registration form (e.g., bring a friend who can speak English).</td>
</tr>
<tr>
<td>• Policy about fees (e.g., registration fee, schedule of payment, minimum notice necessary for withdrawal, financial responsibilities of parents).</td>
<td>• Use strategies such as saying “b as in boy” when spelling out names.</td>
</tr>
<tr>
<td>• Common regulations of childcare centres (e.g., illness policy, emergency procedures, health and safety procedures).</td>
<td>• Check license of childcare centre at the time of registration.</td>
</tr>
<tr>
<td>• Reporting unsafe conditions at childcare centres.</td>
<td>• Attend orientation session of childcare centre with child.</td>
</tr>
<tr>
<td>• Day-to-day operation of childcare centres.</td>
<td>• Write out and rehearse questions to ask at registration.</td>
</tr>
<tr>
<td></td>
<td>• Use repetition and rephrasing to clarify information when registering.</td>
</tr>
<tr>
<td></td>
<td>• Read handbook for parents for vocabulary development and cultural information.</td>
</tr>
</tbody>
</table>

Sample Tasks

**LINC 1**
* Role-play a parent answering simple questions about personal information asked by childcare centre staff during registration.
* Copy personal information of child and self onto a simplified application form.

**LINC2**
* Role-play a parent calling a childcare centre about availability of space and registration procedures.
* Fill out a simplified childcare centre application form.

**LINC 3**
* Role-play giving information about the child (e.g., physical ability, health, toilet ability, personality characteristics) during initial interview with childcare centre staff.
* Fill out an authentic childcare centre application form.

**Suggested Resources**
- Various authentic forms related to childcare registration.
- Authentic pamphlets and handbooks of childcare centres.
- Sample Childcare Application (pages 168-169).
- Sample Childcare Permission Form (page 170).
## Childcare Options: Communicating with Caregivers

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of the unit, learners will be able to:</strong></td>
<td><strong>Items to help learners achieve the outcomes:</strong></td>
</tr>
<tr>
<td><strong>LINC 1</strong></td>
<td><strong>Vocabulary for greeting and leave-taking — Hello. How are you? Good-bye. See you tomorrow</strong></td>
</tr>
<tr>
<td>• Respond to greetings and leave-takings appropriately with caregiver and staff of childcare centre.</td>
<td><strong>Vocabulary for describing mood and condition of child — happy, unhappy, quiet, moody, inactive, active, playing with others, doing well, doing OK</strong></td>
</tr>
<tr>
<td>• Describe their child’s mood or special conditions that require attention to caregiver or childcare staff.</td>
<td><strong>Rising intonation for questions — My child is OK?</strong></td>
</tr>
<tr>
<td>• Inquire about their child’s condition at the end of the day.</td>
<td><strong>Emerging simple negation — “Child no go out today” leading to “My child does not go out today”</strong></td>
</tr>
<tr>
<td>• Sign child in and out at childcare centre.</td>
<td><strong>Vocabulary for greeting and leave-taking — Hello. How are you? Good-bye. See you tomorrow</strong></td>
</tr>
<tr>
<td>• Sign simple notices to parents.</td>
<td><strong>Vocabulary for describing mood and condition of child — happy, unhappy, quiet, moody, inactive, active, playing with others, doing well, doing OK</strong></td>
</tr>
<tr>
<td><strong>LINC 2</strong></td>
<td><strong>Rising intonation for questions — My child is OK?</strong></td>
</tr>
<tr>
<td>• Report their child’s absence by phone and give reason.</td>
<td><strong>Emerging simple negation — “Child no go out today” leading to “My child does not go out today”</strong></td>
</tr>
<tr>
<td>• Describe their child’s habits and daily routines to caregiver (e.g., feeding, sleeping, and toilet habits).</td>
<td><strong>Vocabulary for common ailments — fever, flu, stomachache, cold.</strong></td>
</tr>
<tr>
<td>• Inform caregiver about special conditions of their child that require special attention (e.g., medication, allergies).</td>
<td><strong>Vocabulary for daily routines — get up, eat, sleep, play go to the toilet.</strong></td>
</tr>
<tr>
<td>• Read notices to parents, signs, and newsletters on bulletin board at childcare centre.</td>
<td><strong>Adverbs of frequency — He drinks milk twice a day</strong></td>
</tr>
<tr>
<td><strong>LINC 3</strong></td>
<td><strong>Verb “be” and “have” in present tense — He is sick. He has a fever.</strong></td>
</tr>
<tr>
<td>• Inform caregiver about child’s condition of the night/day upon arrival (e.g., bowel movements, type and amount of food last eaten, child’s mood).</td>
<td><strong>Modals for making requests — Could you please give him his medicine.</strong></td>
</tr>
<tr>
<td>• Inquire about how an accident happened to child.</td>
<td><strong>Vocabulary for describing bowel movements — normal, soft, diarrhea.</strong></td>
</tr>
<tr>
<td>• Get advice from caregiver about children’s issue at home (e.g., developmental issue, eating problem).</td>
<td><strong>Vocabulary to describe accidents — bump, bruised, hurt, trip over toy</strong></td>
</tr>
<tr>
<td>• Participate in parent interview to discuss child’s development and involvement in the program.</td>
<td><strong>Vocabulary for child’s involvement in the program — interact with other children, interested in creative art activities.</strong></td>
</tr>
<tr>
<td>• Read and sign childcare notices.</td>
<td><strong>Modals for giving advice — can, could, should.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Wh-questions — How did the accident happen?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Yes/No questions — Is my child hurt?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Past tense in affirmative and negative forms — My child slept well last night, but he didn’t eat well this morning.</strong></td>
</tr>
<tr>
<td>Class might want to learn about…</td>
<td>Learners might find it useful to…</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>• Obligation of childcare centre to keep information about children and family confidential.</td>
<td>• Keep telephone number of caregiver handy.</td>
</tr>
<tr>
<td>• Right of parent to get information about his/her child at the childcare centre.</td>
<td>• Leave telephone number of a friend or relative other than their own for emergency contact.</td>
</tr>
<tr>
<td>• Channels of communication between parent and caregiver (e.g., telephone calls, newsletters, memoranda, parent handbook, parent interview, bulletin board).</td>
<td>• Get assistance from other parents who speak the same language in case of communication problems.</td>
</tr>
<tr>
<td>• Strategies to communicate with caregiver (e.g., communicate tactfully and without accusation and out of the hearing of the child).</td>
<td>• Write out and rehearse what to say before talking to the caregiver.</td>
</tr>
<tr>
<td>• Types of information to communicate with caregiver (e.g., daily information about child: When did your child last eat or drink? Did your child sleep well last night? What time did your child get up this morning? How is your child feeling this morning? How is the child’s bowel movement?)</td>
<td>• Memorize useful phrases — <em>My child is allergic to peanuts.</em></td>
</tr>
<tr>
<td></td>
<td>• Use drawing, gesture, repetition, and rephrasing to communicate with and clarify information given by the caregiver.</td>
</tr>
<tr>
<td></td>
<td>• Ask for translation or a written version of verbal communications.</td>
</tr>
<tr>
<td></td>
<td>• Copy signs and notices posted at childcare centre and look up their meaning in a bilingual dictionary.</td>
</tr>
<tr>
<td></td>
<td>• Practise writing child’s name.</td>
</tr>
</tbody>
</table>

**Sample Tasks**

**LINC 1**
* Role-play greeting caregiver and telling him or her about the child’s mood and the food last eaten.
* Read and sign a simple notice given by childcare centre to parent.

**LINC 2**
* Role-play reporting by phone child’s absence from childcare centre.
* Write a short notice of withdrawal from childcare centre. Give name of child, date of withdrawal, and reason.

**LINC 3**
* Role-play asking childcare staff about an accident that happened to one’s child at the childcare centre.
* Role-play interviewing with caregiver to discuss child’s development and involvement in the program.

**Suggested Resources**
- Authentic childcare centre notices, newsletters, and forms.
# Schooling: Education System in Canada

<table>
<thead>
<tr>
<th>Performance Outcomes</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of the unit, learners will be able to:</strong></td>
<td><strong>Items to help learners achieve the outcomes:</strong></td>
</tr>
<tr>
<td><strong>LINC 1</strong></td>
<td><strong>Vocabulary related to education — school, teacher, student, class, college, university</strong></td>
</tr>
<tr>
<td>• Name three levels of the Canadian education system — <em>elementary secondary (high school)</em>, and post-secondary (<em>colleges or universities</em>)</td>
<td><strong>Vocabulary expressing personal information — name, address, telephone number.</strong></td>
</tr>
<tr>
<td>• Give simplified information about previous education.</td>
<td><strong>Verb “to be” in past and present — <em>She was in Grade 3 last year. He is 10 years old.</em></strong></td>
</tr>
<tr>
<td>• Express one’s ability or inability (e.g., to attend school on a certain day).</td>
<td><strong>“Can/can’t” to express ability/inability — <em>I can’t drive.</em></strong></td>
</tr>
<tr>
<td>• Fill out simple forms with basic information.</td>
<td><strong>Subject/verb agreement in complete short sentences — <em>She has a fever.</em></strong></td>
</tr>
<tr>
<td><strong>LINC 2</strong></td>
<td><strong>Past tense of verbs related to education in the affirmative, negative, and interrogative forms — <em>He received three A’s and two B’s. She was not absent on Tuesday Where did you study last year?</em></strong>**</td>
</tr>
<tr>
<td>• Answer questions about personal educational needs — <em>I need to learn English and computer skills. I need to learn how to write a <em>résumé.</em></em>**</td>
<td><strong>Correct capitalization and use of periods or question marks.</strong></td>
</tr>
<tr>
<td>• Describe and compare different education systems.</td>
<td><strong>Use of “to have” and “to do” in past, present, and future forms — <em>They had no homework yesterday She has three children. I will go to school tomorrow</em></strong></td>
</tr>
<tr>
<td>• Make inquiries about the cost of attending, and the quality of degree or certification from certain post-secondary institutions.</td>
<td><strong>Gerunds and infinitives to express likes/dislikes — <em>I like to go to school. I don’t like studying.</em></strong></td>
</tr>
<tr>
<td>• Understand information written in notes and report cards.</td>
<td><strong>Contractions — <em>I can’t fill out this form.</em></strong></td>
</tr>
<tr>
<td>• Write simple notes to school about child’s absence.</td>
<td><strong>Past, present, and future tense of verbs in affirmative, negative, and interrogative forms.</strong></td>
</tr>
<tr>
<td><strong>LINC 3</strong></td>
<td><strong>Modals for requesting assistance — <em>Can you explain this sentence again?</em></strong>**</td>
</tr>
<tr>
<td>• Ask and answer questions about educational needs and preferences in complete sentences.</td>
<td><strong>Basic sentence punctuation.</strong></td>
</tr>
<tr>
<td>• Describe plans for future education.</td>
<td><strong>Comparative and superlative adjectives — <em>This is the best school in the city</em></strong>**</td>
</tr>
<tr>
<td>• Understand information from counsellors, school calendars, pamphlets, and brochures.</td>
<td><strong>Subject/verb agreement in sentences — <em>He is late. They are on time.</em></strong></td>
</tr>
<tr>
<td>• Fill out emergency or other school forms using dictionary as necessary.</td>
<td></td>
</tr>
</tbody>
</table>

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64  LINC-Parenting Program: Manual and Curriculum Guidelines
### Class might want to learn about…

- Differences between the education system in Canada and other countries.
- Local public, separate, private schools.
- Current education reforms.
- ESL programs.
- International language programs.
- Roles of teacher, students, and school staff.
- Services for special-need students (physically and psychologically challenged).
- After-school and summer programs.
- Extracurricular activities.
- Codes of conduct, behaviour, and discipline in schools.

### Learners might find it useful to…

- Use repetition and rephrasing to clarify information about the Canadian education system.
- Ask for translation or written version of verbal information.
- Take an English-speaking friend or interpreter to parent-teacher meetings.
- Ask for explanation on report cards and school information sheets.
- Attend open house sessions before choosing a school.
- Talk to a counsellor or instructor before choosing a course.

### Sample Tasks

**LINC 1**

* Match educational setting with approximate age (e.g., kindergarten, elementary, high school).
* Practise short interviews about personal information — *What is your name? What grade is he in?*

**LINC 2**

* Compare information from school calendars and brochures.
* Write full-sentence answers to questionnaire about educational needs.

**LINC 3**

* Answer true/false questions about the education system in Canada.
* Conduct interviews with teachers and other learners about the educational system of different countries.

### Suggested Resources

- Authentic report cards, school notices, permission forms.
- Ministry of Education pamphlets.
- Flyers and calendars from local boards of education, college, and universities.
## Schooling: Registering in School

### Performance Outcomes

By the end of the unit, learners will be able to:

### Language Focus

Items to help learners achieve the outcomes:

<table>
<thead>
<tr>
<th>LINC 1</th>
<th></th>
<th>LINC 2</th>
<th></th>
<th>LINC 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give name, address, and telephone number for registration form.</td>
<td>• Vocabulary related to registration — last grade in school, elementary secondary post-secondary.</td>
<td>• Ask for assistance and information from a school counsellor/instructor/administrator.</td>
<td>• Vocabulary for registration — immigration status, prerequisite, immunization, evaluation, translation.</td>
<td>• Ask and answer questions about personal educational experiences.</td>
</tr>
<tr>
<td>• Give simplified information about previous education.</td>
<td>• Vocabulary expressing personal information — name, address, telephone number.</td>
<td>• Describe past educational experience.</td>
<td>• Verb “to have” and “to do” in past, present, and future forms — I had two years of college.</td>
<td>• Describe plan for future education, both orally and in writing.</td>
</tr>
<tr>
<td>• Express ability and inability in understanding information or requests.</td>
<td>• Emerging information questions — “Where is school?” leading to “Where is the school?”</td>
<td>• Find meaning of words in dictionary.</td>
<td>• Simple comparatives: same as, better than, worse than — The new school is better than the old school.</td>
<td>• Express satisfaction, dissatisfaction, or preferences in terms of courses and schools.</td>
</tr>
<tr>
<td>• Copy information about their own education into forms with help.</td>
<td>• “Can/Can’t” to express ability/inability — I can’t understand this word.</td>
<td>• Write simple summary of a course from school or course catalogues.</td>
<td>• Imperatives — Fill out both sides of the form. Verb “to be” in affirmative and negative sentences — I am landed, I am not a refugee.</td>
<td>• Fill out registration and emergency forms, using dictionary as necessary.</td>
</tr>
<tr>
<td>• Vocabulary related to registration — last grade in school, elementary secondary post-secondary.</td>
<td>• Verb ‘to be’ in past and present forms — She is 10 years old. She was in Grade 4 last year.</td>
<td>• Verbs “to have” and “to do” in past, present, and future forms — I had two years of college.</td>
<td>• Contractions — I don’t have a phone.</td>
<td>• Vocabulary related to registration — school subjects: Biology Physics, Geography; previous credits, goals, objective for training.</td>
</tr>
<tr>
<td>• Vocabulary expressing personal information — name, address, telephone number.</td>
<td></td>
<td>• Simple comparatives: same as, better than, worse than — The new school is better than the old school.</td>
<td></td>
<td>• Past, present, and future tenses in affirmative, negative, and interrogative forms.</td>
</tr>
<tr>
<td>• Emerging information questions — “Where is school?” leading to “Where is the school?”</td>
<td>• “Can/Can’t” to express ability/inability — I can’t understand this word.</td>
<td>• Imperatives — Fill out both sides of the form. Verb “to be” in affirmative and negative sentences — I am landed, I am not a refugee.</td>
<td></td>
<td>• Comparative and superlative adjectives — my best subject, a more interesting program.</td>
</tr>
<tr>
<td>• “Can/Can’t” to express ability/inability — I can’t understand this word.</td>
<td></td>
<td>• Simple comparatives: same as, better than, worse than — The new school is better than the old school.</td>
<td></td>
<td>• Subject/verb agreement in sentences — She loves music lesson.</td>
</tr>
<tr>
<td>• Verb ‘to be’ in past and present forms — She is 10 years old. She was in Grade 4 last year.</td>
<td></td>
<td>• Imperatives — Fill out both sides of the form. Verb “to be” in affirmative and negative sentences — I am landed, I am not a refugee.</td>
<td></td>
<td>• Modals for requesting assistance and giving advice — Can you please help me with this form?</td>
</tr>
</tbody>
</table>
Class might want to learn about… | Learners might find it useful to…
---|---
- Legal requirements for school registration (e.g., immigration status, proof of residence, health records of immunization).
- Credit courses available for their children and the locations of these courses.
- Special-needs programs and their locations.
- Cultural differences in the roles of teachers and students.
- Prerequisites for entry into specific educational/training programs.
- Financial assistance available for students (e.g., loans, grants, scholarships, and bursaries).
- Deadlines for registration and payments (if any) for specific programs or courses.
- Attend open house sessions for kindergarten, high school, adult reception centres, community centres, or private institutions before choosing schools or courses.
- Check out calendars and brochures for relevant information.
- Set realistic goals (e.g., understand the time required to complete prerequisite material before application for specific courses or programs).
- Create more opportunities to use English outside of classroom (e.g., ask more questions and start more conversations in English with as many acquaintances as possible).
- Take risks and learn from mistakes.
- Create a strategy for reviewing material.

Sample Tasks

**LINC 1**
* Practise learned phrases to get help with English — *How do you say this in English? Please repeat.*
* Practise recognition of components of basic registration forms, and copy personal information in the appropriate spaces (e.g., name, address, telephone number).

**LINC 2**
* Practise requesting help from a counsellor (e.g., in choosing courses, in transferring schools).
* Read a short paragraph from a school calendar.

**LINC 3**
* Compare information in catalogues or brochures about ESL programs and decide which one to attend.
* Role-play the registration process with a clerical staff for the program chosen from a calendar or brochure.

Suggested Resources
- Newsletters, bulletins, and posters from Boards of Education and local school.
- Brochures and pamphlets from the Ministry of Education.
- Calendars and application forms from colleges and universities.
- Instructor reference:
  - “Readiness to Learn” (pages 130-132).
  - “Starting School” (pages 133-134).
### Schooling: Communicating with School

#### Performance Outcomes

**By the end of the unit, learners will be able to:**

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Respond to greetings and leave-takings appropriately with all school contacts.</td>
<td>- Formal and informal vocabulary related to greeting and leave-taking — <em>Nice to meet you.</em></td>
</tr>
<tr>
<td>- Express communication problems through pictures, gestures, and learned phrases.</td>
<td>- Polite expressions — <em>excuse me, please; thank you, you’re welcome.</em></td>
</tr>
<tr>
<td>- Express ability and disability in communicating and in understanding exchanges with others.</td>
<td>- Rising question intonation — <em>Is that right, Mary?</em></td>
</tr>
<tr>
<td>- Answer simple questions about personal information.</td>
<td>- Simple negation — <em>No money no eat.</em></td>
</tr>
<tr>
<td></td>
<td>- Contractions — <em>I’m Mohamed’s mother. He’s my son.</em></td>
</tr>
<tr>
<td></td>
<td>- Subject/verb agreement in short sentences — <em>My children are twins.</em></td>
</tr>
<tr>
<td></td>
<td>- The use of capital and lower case letter in filling out forms.</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary related to emergencies — <em>My son was in a car accident.</em></td>
</tr>
<tr>
<td></td>
<td>- Past tense markers placed properly at the beginning or the end of sentences — <em>“I went to the supermarket yesterday”</em> not <em>“I yesterday went to the supermarket.”</em></td>
</tr>
<tr>
<td></td>
<td>- Past tense of verbs in affirmative, negative, and interrogative forms.</td>
</tr>
<tr>
<td></td>
<td>- Correct punctuation with capitals and periods or question marks.</td>
</tr>
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<td></td>
<td>- Vocabulary to describe problems — <em>bored, discrimination, bully racist comments, swearing.</em></td>
</tr>
<tr>
<td></td>
<td>- Expressions for interrupting — <em>I beg your pardon. Excuse me.</em></td>
</tr>
<tr>
<td></td>
<td>- Modals for requesting assistance, giving advice or suggestions — <em>We could try family counselling.</em></td>
</tr>
<tr>
<td></td>
<td>- Past, present, and future tense in affirmative, negative, and interrogative forms.</td>
</tr>
<tr>
<td></td>
<td>- Subject/verb agreement in sentences — <em>My son is sick. We are all coughing.</em></td>
</tr>
<tr>
<td></td>
<td>- Yes/No questions — <em>Is it time to start?</em></td>
</tr>
</tbody>
</table>

### LINC 2

<table>
<thead>
<tr>
<th>LINC 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Answer questions about the reason for having a meeting or case conference with child’s teacher or other educational staff.</td>
</tr>
<tr>
<td>- Describe activities in a specific event or incident (e.g., an accident on the way to school or what happened on a vacation).</td>
</tr>
<tr>
<td>- Understand information and comments on child’s report card.</td>
</tr>
<tr>
<td>- Write simple notes about absences, lateness, or early departure.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>- Vocabulary related to emergencies — <em>My son was in a car accident.</em></td>
</tr>
<tr>
<td>- Past tense markers placed properly at the beginning or the end of sentences — <em>“I went to the supermarket yesterday”</em> not <em>“I yesterday went to the supermarket.”</em></td>
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<tr>
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</tr>
</tbody>
</table>

### LINC 3

<table>
<thead>
<tr>
<th>LINC 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Greet, introduce self, and give information relevant to the discussion at hand.</td>
</tr>
<tr>
<td>- Ask for information about desired services, available courses, or volunteer opportunities.</td>
</tr>
<tr>
<td>- Indicate problems in communication by interrupting speakers in a meeting or case conference.</td>
</tr>
<tr>
<td>- Fill out permission forms, complaints, or other school correspondence, using dictionary as necessary.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>- Vocabulary to describe problems — <em>bored, discrimination, bully racist comments, swearing.</em></td>
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<td>- Expressions for interrupting — <em>I beg your pardon. Excuse me.</em></td>
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</tr>
<tr>
<td>- Yes/No questions — <em>Is it time to start?</em></td>
</tr>
</tbody>
</table>
### Class might want to learn about…

- Cultural differences in the roles of teachers, students, parents, and school staff in a child’s education in Canada.
- The grade system used in Canadian schools.
- Appropriate reactions when faced with problems of discrimination and/or bullying.
- Opportunities for parents to volunteer in parent-teacher associations or in other capacities in Canadian schools.
- Legal obligation for attendance and codes of conduct at school.
- Factors outside of the classroom that may affect learning (e.g., health, nutrition, family problems).
- Student report cards.
- Services available for special-needs children.
- ESL classes for children and adults.
- International language classes and summer programs.

### Learners might find it useful to…

- Use repetition, rephrasing, interpretation, or simplification to clarify difficult-to-understand communications.
- Listen to keywords in any verbal communication.
- Write and practise giving and requesting information before attending important meetings.
- Take an English-speaking friend or interpreter to meetings with teachers or other school staff.
- Ask for translation or written versions of verbal information.
- Make intelligent guesses from context.
- Respond to all school communications in a timely manner, and ask for help if in doubt about the content.
- Use strategies including hesitation and gestures to overcome misunderstandings with educational institutions.

### Sample Tasks

**LINC 1**

* Rehearse greeting and leave-taking phrases — *Hello. How are you? Fine, thank you. And you?*
* Role-play reporting on the phone to a school secretary a child’s absence from school due to illness.

**LINC2**

* Role-play a discussion with a teacher about a child’s report card.
* Write a simple note for the school office or child’s teacher to explain an early departure for a medical appointment.

**LINC 3**

* Practise an interview with teacher or librarian for a volunteer job at the school library.
* Fill out a child’s permission form for a three-day trip to an out-of-town nature camp.

### Suggested Resources

- Samples of report cards, school newsletters, and permission forms.
- Information and advertisements for outings and extracurricular activities.
### Schooling: Homework

**Performance Outcomes**

*By the end of the unit, learners will be able to:*

**LINC 1**
- Express frustration or lack of it in dealing with their child’s response to homework from school.
- Name common subjects Canadian students take — *Math, English, History*
- Answer simple questions as to how they assist their child in doing homework.
- Describe a typical day after school in timetable format — 4 p.m. — *eat snack*, 5 p.m. — *do homework*.

**LINC 2**
- Describe in simple terms problems they may have in establishing homework routines for their children (e.g., *My son came home and turned on the TV I told him to do his homework first.*).
- Request information from the teacher concerning the school’s homework policy.
- Understand the main ideas from pamphlets on different learning styles.
- Write summary notes of the main ideas of these pamphlets for personal use in the future.

**LINC 3**
- Describe in complete sentences moments of frustration or victory in the area of getting children to do their homework.
- Ask the child’s teacher for assistance in formulating a workable strategy to make homework a positive experience.
- Examine some current research on learning styles and share findings with other members of the class.
- Write a short report on their child’s favourite or most comfortable way of doing homework.

**Language Focus**

*Items to help learners achieve the outcomes:*

**LINC 1**
- Vocabulary for school subjects — *Science, Family Studies, Math, Music, Geography*
- Vocabulary for telling time — 3:30, 4 o’clock.
- Verbs to describe daily routine — *get up, wash, eat, do homework, sleep.*
- Simple negation — *No homework, no TV*

**LINC 2**
- Past tense of verbs related to daily routines in affirmative, negative, and interrogative forms — *got up, washed, didn’t eat, did homework. Did he sleep?*
- S-V-O agreement in short sentences — *She has no homework today*
- Contractions — *I’m busy I can’t watch TV now.*
- Comparatives — *Today’s homework is harder than yesterday’s.*

**LINC 3**
- Vocabulary to describe feelings — *frustrated, angry bored, pleased, overjoyed.*
- Past, present, and future tense in affirmative, negative, and interrogative forms — *Did you finish your homework? No I didn’t, but I will.*
- Modals for giving suggestions — *You could get more information through the Internet.*
- Comparatives and superlatives — *The best advice is not to work harder but smarter.*
Class might want to learn about… | Learners might find it useful to…
---|---
- The most effective ways to help children with their homework. | - Suggestions for improving literacy and numeracy from current research on child development.
- The four categories of homework and different strategies for each that parents might use. | - Collect material on current research about learning styles.
- Their child’s school’s homework policy. | - Obtain from the school a copy of its policy on homework.
- The importance of forming a partnership between parents and the school via the parent/teacher interview. | - Discuss with the child’s teacher their child’s preferred learning style and learning environment.
- How to make homework time more pleasant for both child and parent. | - Research and summarize the four categories of homework — drills, reviews and previews, spillovers, and projects.
- The best environment for doing homework. | - Recall learner’s past frustration related to homework, analyze the cause, and formulate a homework strategy based on current research that will benefit their child.
- Different learning styles and temperaments of children and adults. | - Share with other learners moments of frustration and victory in the area of their child’s homework. Discuss what worked and what didn’t.
- Suggestions for improving literacy and numeracy from current research on child development. | - Have a talk with the child to get input on his/her favourite or most comfortable way of doing homework.

Sample Tasks

**LINC 1**
- Match vocabulary with graphic symbols for school subjects (e.g., “Math” with “57”, “Science” with a picture of a test tube etc.
- Practise writing specific times through dictation practice (e.g., 6:30 p.m., 9 o’clock).

**LINC 2**
- Practise requesting help from the child’s teacher for interpretation of school’s homework policy.
- Write out in point form some learning styles.

**LINC 3**
- Share new ideas, learned from current research, about motivating children to do homework.
- Role-play interview with the teacher or guidance counsellor on how to help children with homework.

Suggested Resources
- Copy of homework policy from the school.
- Copies of articles on current research in learning styles and temperament.
### Media: Media Advertising about Items for Children

<table>
<thead>
<tr>
<th>Performance Outcomes</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the unit, learners will be able to:</td>
<td>Items to help learners achieve the outcomes:</td>
</tr>
<tr>
<td><strong>LINC 1</strong></td>
<td></td>
</tr>
<tr>
<td>• Identify and name items for children’s daily use (e.g., food, hygienic products,</td>
<td>• Vocabulary for food — baby food, milk, formula, juice, cereal</td>
</tr>
<tr>
<td>clothing, utensils, and furniture).</td>
<td>• Vocabulary for hygienic products — diapers, wipers, baby powder.</td>
</tr>
<tr>
<td>• Tell the price of items advertised.</td>
<td>• Vocabulary for clothing — sleeper, underwear.</td>
</tr>
<tr>
<td>• Match pictures of items advertised to names of items in a simplified ad.</td>
<td>• Vocabulary for utensils — milk bottle, pacifier, spoon, bowl, plate, cup.</td>
</tr>
<tr>
<td>• Recognize common brand names of items for children.</td>
<td>• Vocabulary for furniture — crib, high chair, car seat, stroller.</td>
</tr>
<tr>
<td>• Copy name and price of items from ads.</td>
<td>• Brand names of different items — Heinz, Kellogg’s, Pampers, Johnson and Johnson.</td>
</tr>
<tr>
<td><strong>LINC 2</strong></td>
<td>• Numbers for prices, including where to put cents and dollar signs — $90.99, 990.</td>
</tr>
<tr>
<td>• Compare products advertised in short complete sentences.</td>
<td>• Emerging subject/verb — “Baby food 690” leading to “The baby food is 690.”</td>
</tr>
<tr>
<td>• Read description of products, prices, and sales period in ads.</td>
<td>• Vocabulary for describing food — no food colouring, no preservatives, pure, all natural, nutritious, assorted varieties.</td>
</tr>
<tr>
<td>• Read shopping catalogues.</td>
<td>• Vocabulary for describing hygienic products — soft, absorbent, mild on skin.</td>
</tr>
<tr>
<td>• Fill out a catalogue shopping form.</td>
<td>• Vocabulary for describing utensils — durable, non-toxic, unbreakable, dishwasher-safe.</td>
</tr>
<tr>
<td><strong>LINC 3</strong></td>
<td>• Vocabulary for describing furniture — safe, secure, adjustable height.</td>
</tr>
<tr>
<td>• Ask for information over the phone about an item for children listed in a classified ad.</td>
<td>• Basic abbreviations used in advertising — pkg., ml., L, kg.</td>
</tr>
<tr>
<td>• Express opinions about items advertised.</td>
<td>• Comparative adjectives — cheaper, more, better.</td>
</tr>
<tr>
<td>• Discuss buying “brand name” products vs. generic products.</td>
<td>• Subject/verb agreement using demonstrative adjectives and verb “to be” — This brand is cheaper. Those wipes are softer.</td>
</tr>
<tr>
<td>• Get key information from ads in broadcast media (e.g., brand name, description of product, and price).</td>
<td>• Modals for requesting information — Could you please tell me...?</td>
</tr>
<tr>
<td>• Write a classified ad to sell an item (e.g., a piece of children’s furniture).</td>
<td>• Expressions for expressing opinions — I think.... I don’t think...</td>
</tr>
<tr>
<td></td>
<td>• Adjectives to describe things in correct order — used, red, adjustable high chair.</td>
</tr>
<tr>
<td></td>
<td>• Wh-questions — How much do you want for it?</td>
</tr>
<tr>
<td></td>
<td>• Yes/No questions — Is it in good condition?</td>
</tr>
</tbody>
</table>

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72 LINC-Parenting Program: Manual and Curriculum Guidelines
### Class might want to learn about...

- Appropriate choice of items for children such as food, hygienic products, clothing, utensils, and furniture.
- Canadian brand names of items for children.
- Brand name products vs. generic products.
- Factual and advertising language.
- Consumer rights.
- Location of major stores or malls listed in ads.
- Specialty stores and markets which sell ethnic goods.
- Place to get cheap bargains or used items (e.g., flea markets, Salvation Army, Goodwill).

### Learners might find it useful to...

- Highlight known words in ads for vocabulary reinforcement.
- Find meanings of words in bilingual dictionary.
- Learn the vocabulary in used ads.
- Use comparable ads in first language to develop predicting and decoding skills for reading in English ads.
- Learn about hidden meanings and abbreviations in classified ads.
- Use media advertising to learn informal and idiomatic English.
- Share shopping experiences based on media advertising.
- Use repetition and rephrasing to clarify information when calling about an ad.
- Use radio or TV commercials in English to practise listening skills.
- Use map to locate shops or malls advertised in the community or neighborhood.
- Copy information from ads.
- Take notes from broadcast commercials.

### Sample Tasks

**LINC 1**

* Read aloud brand name and price of products in store flyers.
* Match pictures of items for children’s daily use with appropriate vocabulary.

**LINC 2**

* Compare information and price of same or similar products in flyers and decide which ones to buy.
* Fill out a catalogue shopping form.

**LINC 3**

* Role-play calling a store about an item for children’s use listed in the classified ad.
* Listen to an ad on the radio or television. Note down key information such as brand name, features of the product, and price.

### Suggested Resources

- Store flyers.
- Shopping catalogues.
- Catalogue order forms.
### Media: TV for Children

**Performance Outcomes**  
*By the end of the unit, learners will be able to:*

<table>
<thead>
<tr>
<th>LINC 1</th>
<th>Language Focus</th>
</tr>
</thead>
</table>
| • Name types of TV programs suitable for children.  
• Name some popular TV shows their children like or dislike.  
• Tell showtime of TV programs.  
• Read key words for TV programs (e.g., name of program, showtime, day and channel).  
• Copy key words from TV listings for a TV program (e.g. showtime, day and channel). | • Vocabulary for TV programs for children — *cartoon, educational program, game show*  
• Names of some popular TV shows for children — *“Sesame Street,” “Barney and Friends.”*  
• Cardinal numbers for time, dates, and TV channels.  
• Vocabulary for the days of the week.  
• Emerging S-V-O word order in short sentences — *“My child like TV” leading to “My child likes TV”*  
• Emerging simple negation — *“My child no watch” leading to “My child doesn’t watch.”* |

<table>
<thead>
<tr>
<th>LINC 2</th>
<th>Language Focus</th>
</tr>
</thead>
</table>
| • Ask for and give information about TV shows for children.  
• Describe a TV program their children like or dislike.  
• Talk about child’s TV habits.  
• Find specific information in simplified TV schedules (e.g., name of program, showtime, day and channel). | • Vocabulary for TV programs — *game shows, movies, soap operas, sports, news.*  
• Vocabulary for describing TV programs — *good, interesting, funny boring, violent.*  
• Prepositions of time — *The “Price is Right” is on Wednesdays at 7p.m.*  
• Wh-questions — *What time is “Sesame Street” on?*  
• Gerunds and infinitives to express likes or dislikes — *My child likes to watch…, My child doesn’t like watching…*  
• Adverbs of frequency — *every day often, seldom.* |

<table>
<thead>
<tr>
<th>LINC 3</th>
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</tr>
</thead>
</table>
| • Explain why a certain TV program is suitable or unsuitable for children.  
• Discuss parents’ role in monitoring children’s TV habits.  
• Ask for and give advice about child’s TV habits.  
• Read description of TV programs in TV listings.  
• Write a 7-sentence paragraph about a TV program suitable for children. | • Vocabulary for describing TV programs — *educational, informative, hilarious.*  
• Expressions for giving advice — *Why don’t you limit your child’s TV watching to one hour a day?*  
• Modals for advice — *You should watch TV together with your child.*  
• Gerund and infinitives to express preference — *My child prefers watching…, My child likes to watch…*  
• Two-clause sentences — *This program is good because it is educational.* |
Class might want to learn about…

- First language TV stations and programming in local areas.
- Intended audiences for different TV programs.
- TV programs for children or family viewing.
- Issues concerning children and television viewing.
- Guidelines for choosing TV programs for children.
- Helping children form good TV habits.

Learners might find it useful to…

- Watch TV with their children.
- Watch programs with captions or visual display of spoken vocabulary to learn or reinforce vocabulary (e.g., game shows and some children’s programs).
- Use TV programs to learn idioms and informal language.
- Practise small talk with other parents about TV viewing.
- Use repetition and rephrasing to clarify information about TV programs (e.g., showtime, channel).
- Get advice from parenting worker or other parents about child’s TV habits.
- Read *TV Guide* to practise scanning skills.

Sample Tasks

**LINC 1**

* Read aloud the time and channel of TV programs from a simplified TV listing.
* Copy numbers of TV channels for given dates and names of programs.

**LINC 2**

* Practise telling time by talking about program times of different shows on TV.
* Find from the *TV Guide* (or other TV listing guide) the showtime and channel of specific TV programs for children.

**LINC 3**

* Interview each other about TV programs their children like or dislike as well as their children’s TV habits.
* Write a short 7-sentence paragraph about a TV program that their child likes.

Suggested Resources

- Authentic TV listings/guides.
- Instructor reference: “Media and Young Children” (pages 137-138).
Instructor Reference Materials
VI. Parenting Resources

Growth and Development: Physical Growth

The stages of child development are universal and take place along a continuum. There are tremendous differences in the age at which a child acquires a skill and the level of the skill that is acquired. Each child has his or her own individual timetable for growth.

• The mother or primary caregiver is the single most important person in the child's life. The security of this bond is the base from which the child learns to love, trust, and gain the confidence to explore.

• The age at which children master specific motor skills is a result of the interaction between inherited factors and their environment. The inherited variables include the following factors:
  1) activity level.
  2) rate of physical maturation.
  3) body type.

• In all cultures, the activity level of children is highest in the first two years. Babies around the world generally reach physical milestones at approximately the same time with the exception of babies from Central Africa who walk earlier than the world norm.

• Girls and boys vary slightly in their growth patterns. Girls have more fatty tissue and are smaller. Boys have more muscle tissue. Girls are more likely to be better at fine motor skills than boys. When parents realize the various milestones of physical growth, they are able to support the development of the skills that lead to these milestones.

• The gross motor skills — climbing, running, jumping, or throwing — develop before the fine motor skills, which are difficult for preschoolers to grasp. The fine motor skills required for printing in Grade One are best developed through self-selected activities — cutting, gluing, painting, threading, and playing with playdough and puzzles — rather than through instruction.

• For optimal physical growth in the preschool years, all children need good nutrition, good health care, a safe environment, and most important of all — the love, support, and encouragement of family. In this period, children do not need instruction in order to attain physical competencies. They do need indoor and outdoor play and an environment that encourages opportunities for gross and fine motor skill development.
Weight and Height

- The average Canadian newborn weighs approximately 3 kilograms at birth and is approximately 50 cm. in length. At birth, the head represents 25% of the total body weight.

- There are rapid gains in weight and height during the first two years. Between two and three years of age, however, the child's rate of growth slows down significantly. At four years of age, children are about five times their birth weight.

- During the preschool years, children become slimmer as the trunks of their bodies become longer. Each year from the age of two until six, the average child gains 2 kilograms and grows 7 cm.

Reflexes

Reflexes are involuntary reactions to specific changes in the environment. Babies enter the world with built-in reflexes, some of which are short-lived, and some of which will last for life.

Sucking Reflex
Newborns will automatically suck an object placed in their mouth. This reflex is present at birth, and as babies gain experience, the sucking technique is altered to accommodate what object the babies are sucking.

Rooting Reflex
When an infant's cheek is touched, the infant will automatically turn his/her head to the side that was touched. This reflex usually disappears by three to four months.

Moro Reflex or Startle Reflex
When there is a very loud noise or movement, babies arch their backs and throw out their arms and legs. This startle reflex, called the Moro Reflex, usually disappears by three to four months.

Grasping Reflex
When something touches the palm of the baby's hand, the baby automatically responds by tightly grasping it. By the end of three or four months, this reflex usually disappears as grasping of objects becomes more voluntary.

Stepping Reflex
When infants are held above a surface and the feet are lowered to touch the surface, the baby moves its feet as if to walk. This reflex disappears at three to four months.

Coughing, Blinking, and Yawning Reflexes
These reflexes last a lifetime.
Motor Development

Motor development is divided into two areas: gross motor development (crawling, jumping, climbing etc.) and fine motor development (using hands and fingers to do fine movements such as cutting paper). Hand-eye coordination is synonymous with fine motor skills.

The development of balance and posture allows babies to hold and change positions and to move around their world freely.

Body control develops in two different directions: from head to feet (cephalocandall) and from the centre of the body to the periphery (procimo-distal). This explains why babies gain control of their heads before they gain control of the rest of their bodies and why babies will have control of arm movement before finger movement.

Stages of Motor Development

0 – 6 months

• During the first two months, babies gain more control of their bodies and their movements are less jerky and awkward. When placed on their stomach, babies this age will turn their head from side to side and lift it upright for a few seconds.

• There is an increased awareness of hands being a part of the body, and babies may purposefully put their thumb in their mouth and keep it there. At this stage, there is also the first recognition of fingers being part of the body. During these early months, everything goes into the baby's mouth. If a rattle is put in the baby's hand, the baby will bring it up to his or her mouth.

• Between 2-4 months, babies will roll from their stomach or back to their side. The 4-6 month-old baby will sit with support and likes to be pulled up to a sitting position by grasping a person's fingers. At around 6 months, babies will roll over.

7 – 12 months

• By 7-9 months, babies will sit unsupported and will try to reach for things. At first, reaching is attempted using two hands simultaneously. Then, the baby uses one hand for grasping and tries to pick up small things with his/her fingers.

• At around 9 months, babies learn to use their thumb and forefinger as a new effective tool for picking up tiny objects. This milestone, called the pincer grip, allows for new learning, and it means the house must be safety-proofed. At approximately 9-10 months, babies will try to pull up to a standing position using furniture for support. There is a period of time when they can stand up but are unable to sit down again. They do not know how to let go and sit from a standing position.
• The 10-12 month old baby will have developed some style of movement such as crawling or creeping. Some babies like to walk with their hands being held while others prefer to walk around furniture while holding on. One-year-olds are extremely active and mobile. For the first time, they begin to see the world from an erect stance.

18 months – 2 years

• By 18 months, toddlers have mastered many new skills such as climbing, throwing, lifting, carrying, pushing, and pulling. Their bodies have developed strength and coordination. It is, therefore, important to make sure a toddler's world is safe, as everything is open for exploration.

• Two-year-olds can run without falling, jump off a low step, and walk independently up and down stairs using two feet to a step. They can paint and crayon using whole arm movements. Most two-year-olds can build a tower of six or seven blocks if asked and can pull on simple garments.

3 – 4 years

• Three-year-olds can ride a tricycle and balance on one foot for a few seconds. They can walk upstairs alternating feet. However, walking down the same way is difficult. Three-year-olds have great difficulty buttoning. They can unbutton big buttons but not small ones. Pouring water from a pitcher into a glass using two hands is possible for a three-year-old.

• Four-year-olds can walk up and down stairs alternating feet, jump down from a two-foot height with heels together, learn to use roller skates, and ride a bicycle with training wheels. They can also button and unbutton, lace shoes, string small beads, and cut on a line with scissors.

Feeding, Sleeping, and Elimination

Babies and young children are unique in their routines of feeding, sleeping, and elimination. The routine of these body functions depends on the child's internal rhythmicity, which is an inherited temperament trait. Some babies have colic and seem to cry non-stop for as long as three months; other babies have no digestive problems.

Feeding

• Some babies need to eat as frequently as every two hours, and others may last as long as four hours between feeds.

• At approximately six months, babies will start to eat solid baby food. As more teeth emerge and the digestive system matures, the variety of food grows.

• Drinking from a cup begins around 8-10 months when the baby has mastered this skill.
• Between 10-14 months, babies can put spoonfuls of food in their mouths, but the procedure is very messy. During this time, children begin to chew small pieces of table food.

• By two years of age, most children are able to handle a fork.

• At four years of age, children can manage to use a blunt knife for spreading.

Sleeping

• Infants need much of their sleep time in active REM (rapid eye movement) sleep. They twitch and move a bit during this sleep. As they develop, REM sleep is reduced. Generally newborns require approximately eight hours of nighttime sleep and three or four naps during the day.

• Some babies require a great deal of sleep and maintain their afternoon nap until the age of four while other babies get by on little sleep and give up their afternoon nap by 18 months.

• Two and three-year-olds require 10-11 hours of sleep at night with a 1-2 hour nap during the day. Many four-year-olds have stopped napping in the afternoon but will sleep about 11½ hours at night.

Elimination

• Some babies establish a bowel movement schedule easily, and others never establish a schedule at all. Many breast-fed infants will have bowel movements as infrequently as every few days, while bottle-fed babies may have as many as six bowel movements a day. Both situations are normal, but when in doubt, parents should always call their pediatrician.

• Toilet learning depends on the readiness and willingness of the child. Parents should gauge their child’s interest in being trained before attempting it. Toilet learning varies from child to child, and while some children may show signs of readiness by 20 months, others may only be ready closer to age three.
Hearing, Vision, Taste, and Smell

- The newborn’s hearing is better developed at birth than is their vision. At birth they can hear subtle differences in sounds, and they can recognize their mother’s voice in the early weeks. By one year, a baby can locate sound as well as an adult.

- Newborn vision is estimated to be 20/600, which explains why newborns have difficulty tracking moving objects. Newborns see optimally at a 7-12 inch distance.

- Visual activity at six months is estimated to be 20/120, and at nine months it is 20/60. By one year, most babies have normal vision.

- Taste and smell develop rapidly in the early months. By one year of age, these senses are more acute than at any other time in life. Of all the senses, taste is the least developed at birth.

Teeth

- Babies have their own timetable for teething. On average, teething starts at around 3 months with the first teeth emerging around 6-8 months. Teeth generally appear in a predictable order. (See diagram on page 86.)

- Some babies have great discomfort teething, and other babies barely let their parents know they are teething except for the drooling. The eyeteeth (incisors) are particularly painful just before they come in. Many non-prescription teething products contain alcohol. Parents should check the ingredients before giving any of these remedies to their baby.

- From the time babies get their first teeth, the teeth should be wiped with a facecloth to clean them. Babies can develop tooth rot if they are consistently put to bed with a milk or juice bottle. This decay of the baby teeth can affect the child’s second teeth developing under the gums. Children need to have a dental check-up at three years of age.

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Compiled by Ruth Sischy and Sharon Brunson
Toronto District School Board – Parenting Program
# The First Year – Stages of Physical Growth in Young Children

Every baby is unique and develops at his or her own pace.

<table>
<thead>
<tr>
<th>Age</th>
<th>Characteristics of Child’s Growth and Development</th>
</tr>
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<tbody>
<tr>
<td>1 Month</td>
<td>• Child stiffens when picked up.</td>
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<tr>
<td></td>
<td>• Turns head but cannot lift or hold it.</td>
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<tr>
<td></td>
<td>• Stares at human faces and moving objects.</td>
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<tr>
<td></td>
<td>• Enjoys being cuddled.</td>
</tr>
<tr>
<td>2 Months</td>
<td>• Child is able to lift his/her head when lying on his/her stomach.</td>
</tr>
<tr>
<td></td>
<td>• Follows moving light.</td>
</tr>
<tr>
<td></td>
<td>• Discovers own hands.</td>
</tr>
<tr>
<td></td>
<td>• Smiles and enjoys company.</td>
</tr>
<tr>
<td>3 Months</td>
<td>• Begins to drool.</td>
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<tr>
<td></td>
<td>• Follows moving object.</td>
</tr>
<tr>
<td></td>
<td>• Blows bubbles and enjoys own noises.</td>
</tr>
<tr>
<td></td>
<td>• Reacts to noise and laughs out loud.</td>
</tr>
<tr>
<td>4 Months</td>
<td>• Sits when propped; holds up head.</td>
</tr>
<tr>
<td></td>
<td>• Opens up hands to grasp but is unable to grasp on his/her own.</td>
</tr>
<tr>
<td></td>
<td>• Follows a moving light up and down and from left to right.</td>
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<tr>
<td></td>
<td>• Laughs, recognizes familiar faces, and enjoys attention.</td>
</tr>
<tr>
<td>5 Months</td>
<td>• Puts feet into his/her mouth when lying on back.</td>
</tr>
<tr>
<td></td>
<td>• Holds his/her head straight.</td>
</tr>
<tr>
<td></td>
<td>• Looks for the source of noises.</td>
</tr>
<tr>
<td></td>
<td>• Babbles.</td>
</tr>
<tr>
<td></td>
<td>• Smiles at own reflection in a mirror.</td>
</tr>
<tr>
<td></td>
<td>• Gets used to strangers.</td>
</tr>
<tr>
<td></td>
<td>• Cries when he/she wants something.</td>
</tr>
<tr>
<td>Age</td>
<td>Characteristics of Child’s Growth and Development</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6-7 Months      | • Has first teeth (lower two front teeth).  
• Turns over on his/her own.  
• Sits alone.  
• Uses both hands.  
• Listens quietly to a ticking watch or clock.  
• Differentiates between two objects. |
| 8-9 Months      | • Has upper front teeth.  
• Turns over easily.  
• Sits without help.  
• Begins to crawl.  
• Says "mama" and "papa."  
• Recognizes faces.  
• Pays attention to what goes on.  
• Eats with his/her fingers.  
• Claps his/her hands. |
| 10-11 Months    | • Crawls on all fours and begins to haul himself/herself up by hanging on to furniture.  
• Talks to his/her toys.  
• Mimics people.  
• Understands simple words and commands.  
• Picks up crumbs between thumb and fingers.  
• Understands his/her name.  
• Reacts to music.  
• Begins to explore his/her surroundings. |
| 12 Months       | • Has tripled birth weight.  
• Has first molars.  
• Walks.  
• Turns pages of books, enjoys tearing them up.  
• Tries to put on his/her shoes.  
• Babbles.  
• Can identify objects and knows to whom they belong.  
• Points to things he/she wants.  
• Feeds himself/herself.  
• Pretends to blow his/her nose.  
• Understands the meaning of "no." |
Young Children's First Teeth

7-9 Months: Upper Central Incisors

9-13 Months: Lateral Incisors

15-18 Months: Canines

12-15 Months: First Molars

20-30 Months: Second Molars

12-15 Months: First Molars

16-18 Months: Canines

9-13 Months: Lateral Incisors

12-15 Months: First Molars

16-18 Months: Canines

9-13 Months: Lateral Incisors

20-30 Months: Second Molars

12-15 Months: First Molars

16-18 Months: Canines

9-13 Months: Lateral Incisors

6-8 Months: Lower Central Incisors
AVERAGE PHYSICAL GROWTH IN GIRLS FROM BIRTH TO 24 MONTHS
AVERAGE PHYSICAL GROWTH
IN GIRLS AGED 2 - 10
AVERAGE PHYSICAL GROWTH
IN BOYS FROM BIRTH TO 24 MONTHS
AVERAGE PHYSICAL GROWTH
IN BOYS AGED 2 - 10
Growth and Development: Language Development

Many parents associate the utterance of the first word as the onset of language development. Language, however, evolves in a relationship of reciprocity and begins when infants try to attract the attention of someone else. In homes where two or more languages are spoken, children will quite naturally learn those languages.

Stages of Language Development

0 – 12 months

• Crying and smiling are the two major messages infants use to communicate. Both are spontaneous in the first few days. An infant's earliest cries are a reflex reaction to discomfort or pain. Smiling happens involuntarily. Slowly, both crying and smiling become controlled by outside events, and the baby begins to communicate directly with the parent. Crying is the first and most important means of communication for an infant. The amount of crying varies from baby to baby, but all babies cry because they need something.

• Between 3-8 months, infants begin to make "babbling" sounds and have "conversations" with parents. They will try to copy sounds such as "ba-ba" and will blow bubbles with saliva. Babies will squeal with excitement, talk to themselves in the mirror, and begin to experiment with pitch and volume.

• From 7-10 months, babies communicate by wiggling in excitement, bouncing up and down, pointing, reaching out, and using their hands for interaction. They will pinch noses and faces. Babies are experimenting with different sounds by changing the shape of their tongue. They string sounds together and jabber.

• From 10-12 months, babies will babble in short sentences. They imitate gestures, wave "bye-bye," and shake their heads for "no." Many babies will understand most household words and will utter 3-10 words that parents will understand.

12 – 24 months

• Between 12 and 15 months, toddlers will respond to short commands such as "Give me the ball, please." This period is known as the jargon stage as children seem to be carrying on nonsense conversations.

• By 18-24 months, children are beginning to combine two words to make simple statements. For example, "Daddy car" may mean "That's Daddy's car" or "Daddy is going in the car." Children's ability to understand words (receptive language) exceeds their ability to use words (expressive language). Between one and six years of age, children learn five to nine new words a day.
• During the preoperational stage, children appear to make mistakes in their use of language. These intelligent mistakes indicate how children understand the use of language at their point in development. Preschoolers will overgeneralize language rules. They will use "goed" instead of "went" or "foots" instead of "feet."

• Parents influence their child's language development by doing the following:
  1) labelling things in the environment.
  2) repeating what the child has said.
  3) expanding on the child's comments.
  4) asking questions to extend the conversation.

• Motherese is the adaptation mothers make to their level of speech to accommodate their child's level of understanding.

2 – 4 years

• Two-year-olds make simple two- or three-word sentences about objects, family members, or things they want or don't want to do such as "Here's a baw" or "Me climb." Two-year-olds are interested more in what they are saying than in what is being said to them. They talk to themselves rather than in response to something said to them. Children of this age like to show and name objects and indicate requests for help by gesturing or pulling adults by the hand and saying "Wanna get up."

• Three-year-olds can use language to get what they want and are beginning to ask "what," "why," "when," and "how" questions. Unlike two-year-olds, they will respond when someone speaks to them. Three-year-olds willingly discuss their own imaginary play and can repeat three digits. Words like "different" or "strong" are becoming part of their vocabulary.

• Four-year-olds are more interested in conversations with other children than with adults. They are natural exaggerators and will boast "I'm bigger than you" or "I can jump higher than you." At four years of age, children are improving in sentence structure, grammatical usage, and correct tenses. They go by their own simple rules when using irregular verbs.

• Children naturally make mistakes as they learn to master language. When mistakes are made, adults can respond by repeating correctly what the child has said. It is important not to correct the child's language. Fear of failure can make the child feel anxious, and he or she may refuse to say anything.
### Stages of Language Development in Young Children

<table>
<thead>
<tr>
<th>Age</th>
<th>Characteristics of Child’s Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6 Months</td>
<td>• Child begins cooing, babbling, chuckling, and gurgling.</td>
</tr>
<tr>
<td>6-10 Months</td>
<td>• Child is very vocal.</td>
</tr>
<tr>
<td></td>
<td>• Listens to own babbling sounds.</td>
</tr>
<tr>
<td></td>
<td>• Imitates two repeated syllables. (&quot;ba-ba&quot;)</td>
</tr>
<tr>
<td>10-13 Months</td>
<td>• Utters first words.</td>
</tr>
<tr>
<td></td>
<td>• Names important people. (&quot;da-da,&quot; &quot;ma-ma&quot;)</td>
</tr>
<tr>
<td></td>
<td>• Names familiar animals, vehicles.</td>
</tr>
<tr>
<td>13-18 Months</td>
<td>• Produces ten understandable words.</td>
</tr>
<tr>
<td></td>
<td>• Uses Holophrase Hypothesis. One word means a complete sentence.</td>
</tr>
<tr>
<td>18-24 Months</td>
<td>• Utters two-word statements.</td>
</tr>
<tr>
<td></td>
<td>• Relies on gestures, tone, and context to convey meaning.</td>
</tr>
<tr>
<td></td>
<td>• Uses telegraphic speech. Short and precise words are used to communicate. (&quot;Stone hot.&quot;)</td>
</tr>
<tr>
<td>2 Years</td>
<td>• Uses 200-300 words.</td>
</tr>
<tr>
<td></td>
<td>• Talks in two and three-word sentences. (&quot;Car at home.&quot;)</td>
</tr>
<tr>
<td>3 Years</td>
<td>• Utilizes increased vocabulary.</td>
</tr>
<tr>
<td></td>
<td>• Begins to ask questions.</td>
</tr>
<tr>
<td>4 Years</td>
<td>• Tells stories.</td>
</tr>
<tr>
<td></td>
<td>• Expresses self fully.</td>
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Compiled by Ruth Sischy and Sharon Brunson
Toronto District School Board – Parenting Program
Growth and Development: Cognitive Development

Cognitive Development includes all the mental processes that are used by a person to obtain knowledge or to become aware of one's surroundings. With the preschool-aged child, cognition includes perception, imagination, judgment, memory, thinking, language, and learning — all of which are most effectively cultivated through the natural medium of play.

Children learn best through experiencing a variety of enriching, stimulating experiences that involve movement and the senses: hearing, seeing, smelling, tasting, and touching. Piaget's Cognitive Theory of Learning describes this early learning as sensorimotor learning.

Young children learn through interaction with their environment, not through instruction. Children are naturally curious and need many hands-on experiences before they understand abstract concepts. Cognitive development is continuous, sequential, and very much an interactive process.

Brain Growth and Maturation

- At birth, the brain has all the nerve cells or neurons it will ever have. Cognitive development consists of the growth and branching out of these neurons into a connective network. The neurons also become more efficient as they become coated with myelin, a fatty insulating substance. As more neurons become myelinated, the child becomes more proficient in gross motor and fine motor skills. By the age of five, the brain weighs 90% of its adult weight.

- The experiential learning that children are exposed to in play gives them opportunities to make the neuron connections required for optimum growth and development and to refine and practise skills. (See section on Learning through Play, page 106.)

Stages of Cognitive Development in Young Children

- Cognitive development is the ability to think, reason, and understand. The most significant cognitive gain during early childhood is the emergence of symbolic thought. Symbolic thinking involves the use of a word, an object, or an action to stand for something else. The sensorimotor stage of development takes place from birth to two years of age. During this period, infants use their muscles and their senses to explore their world. They experiment with objects and build new experiences onto previous ones.

0 – 4 months

- The actions of newborns are random and uncoordinated. Between one and four months, babies know the difference between sucking for food and sucking for the sensation. Babies notice different sounds as hearing becomes more sophisticated. They will turn their heads toward a hidden nearby sound, or they will become excited by approaching voices. At this stage, the baby believes an object that is out of sight does not exist.
4 – 9 months

• From 4-8 months, behaviour becomes more complex and repetitive as infants imitate more intricate actions and repeat new sounds. During the early part of this stage, infants are unaware that their hands are extensions of themselves. They are unaware that they are able to reach for a rattle. Between 7-9 months, the infant understands the concept that objects exist even if they are out of sight. This milestone is called object permanence.

• During this time, memory is increasing, and infants can make mental images of where certain objects belong. Many babies of nine months have a "special object" that they are attached to. This early attachment is important, as it shows that the baby can distinguish between different things and can remember what something looks like even if it is out of sight.

• Babies now amuse themselves for longer periods of time and experiment with toys. For example, by putting blocks in and out of a container, babies develop the concept of "in" and "out." They begin to associate words with objects.

• Babies form a special attachment to parents and learn the signs of their comings and goings; they can become very distressed if the parent cannot be seen or heard. Babies need the safety and comfort of the parent to be reassured.

• Babies are beginning to be able to plan ahead. They will push one toy aside to get to another. They are using one act as a way of accomplishing another.

• During this stage, hide-and-seek games are becoming more familiar. If an object is put in a hand, the baby will pry open the hand to see where it is. Babies are also beginning to initiate some games. Emptying out the kitchen cupboards and wanting to talk on the telephone are new games for babies.

10 – 24 months

• Between 10-12 months, babies have developed the concept of object permanence. They can remember something even if it is not in sight. If their mother is out of the room, they still hold a mental image of her, or if a toy is not in sight, they will remember the toy. Babies may also experiment with toys to achieve a goal.

• Between 16 and 24 months, toddlers are able to point to body parts and pictures of familiar objects. They can recall past events and look for missing objects. Toddlers will use an object as a means to an end. They will climb on a stool to reach a cookie on the counter.
2 – 4 years

- The period from two to seven years is known as the **preoperational period**. Children are shifting from simple to more complex use of symbols. They are beginning to remake in their minds what they did through actions. Words are used for perceived objects and inner feelings as children are able to experiment and manipulate mentally. In the sensorimotor stage, they physically handled objects.

- Children two to four-years-old develop a new type of thinking because they now have memory. Their thinking is creative and egocentric, quite unlike adult thinking, and is absolutely delightful. **Egocentrism** is the inability of children to put themselves in the other person's position. If children are shown a model on a table and are asked to choose the picture that shows the scene from another side, they will choose the picture that depicts their own view. **Animism** is the attribution of life-like intentions to inanimate objects. A three-year-old will say that a ball rolled down the road because "it wanted to."

- Two-year-olds are beginning to have a sense of time and will respond positively to "in a minute" or "pretty soon." They understand a number of words for the present such as "today" and "now." They can say a few words indicating future events such as "gonna." They are also beginning to have a sense of space and will use words such as "upstairs" or "Where is Daddy?" Two-year-olds also have a primitive understanding of numbers, and they can differentiate between one and more than one object.

- Three-year-olds have some words for the past and many for the future. They cannot tell time but use expressions that refer to clock time such as "it's time" or "what time." Three-year-olds can give the name of the street they live on but not the number.

- From four to seven years of age, children start to use simple forms of reasoning, and they demand answers to all kinds of questions. Children this age are confident about their knowledge, yet they cannot use rational thinking to justify their understanding. **Centration** and lack of conservation are two features of this period.

- **Centration** is the inability of a person to focus on more than one property of a substance or object at a time. If a child is shown two identical sticks of equal length and one stick is placed above the other and slightly to the right, the child will say the top stick is longer.

- **Conservation** is the notion that an amount remains the same in spite of a change in shape. The preschool child lacks conservation. For example, when a preschool child is shown two equal amounts of liquid in identical containers and when the liquid from one of the containers is poured into a taller narrower container, the child will say there is more liquid in the taller container.

- Four-year-olds have some understanding of the past and future and can use past, present, and future tenses most of the time. They can tell on which street and in which city they live. They can point to and count three objects correctly and can count verbally to ten. However, they cannot tell when their birthday comes.
# Cognitive Development: Piaget’s Sensorimotor Stages (Birth–24 Months)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>Reflexes (birth to one)</td>
<td>- Sucking, looking, and listening.</td>
</tr>
</tbody>
</table>
| **Stage 2** | The First Acquired Adaptations (1-4 months) | - Infants learn to adapt their reflexes to the environment.  
  - They will suck on a nipple rather than a pacifier when they are hungry.  
  - *Circular reaction* begins where the infant’s action triggers a reaction which encourages a repeat action (sucks thumb -> pleasure -> sucks thumb). |
| **Stage 3** | Procedures for Making Interesting Sights Last (4-8 months) | - Infants are more aware of people and objects, recognizing specific characteristics of things in their home.  
  - *Secondary circular reaction* occurs as the baby gets a response from a person on a specific action, which reinforces doing that action to get the reaction (e.g., batting a mobile or laughing). |
| **Stage 4** | New Adaptations and Anticipation (8-12 months) | - Infants are involved in goal-directed behaviour that they initiate.  
  - Infants can now anticipate events (e.g., hear the bath water running and anticipate the bath).  
  - They crawl towards objects that interest them.  
  - Infants become aware that objects exist when out of sight. This awareness, *object permanence*, is a major milestone. |
| **Stage 5** | New Means through Active Experimentation (12-18 months) | - Babies explore and experiment consistently.  
  - *Testing circular reactions* are typical of this stage, whereby babies show variations on a behaviour such as pounding, patting, or squeezing playdough.  
  - This time period is also known as the "little scientist stage." |
| **Stage 6** | New Means through Mental Combinations (18-24 months) | - The baby is moving beyond sensorimotor intelligence toward symbolic thought.  
  - *Mental combinations* allow the baby to pretend.  
  - *Deferred imitation* is possible as toddlers remember things they have seen (*mental representation*). |
Cognitive Development: Piaget’s Preoperation Stages (2–7 Years)

In the preoperational stage, children are able to remake in their minds what was established in behaviour.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Symbolic Function (2-4 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Children are egocentric and cannot see the other person's position.</td>
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<tr>
<td></td>
<td>• They personify inanimate objects.</td>
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</table>

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Intuitive Thought (4-7 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Children are beginning to use simple reasoning.</td>
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<tr>
<td></td>
<td>• This stage is characterized by the concept of centration. Children can only focus on one aspect of an object at a time.</td>
</tr>
<tr>
<td></td>
<td>• Children lack the concept of conservation. They do not understand that a quality or object remains the same in spite of a change in its appearance.</td>
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Toronto District School Board – Parenting Program
Growth and Development: Social-Emotional Development

The impact of a family and the larger society on a developing child is enormous. The way the child is treated by family members, teachers, and playmates greatly influences his or her own self-concept. High self-esteem results from a positive self-concept, and self-esteem significantly influences behaviour. A child with high self-esteem will try new experiences and will interact well socially.

Play is essential to the emotional health and development of the child. Children progress through sequential stages of play. The pace at which they progress is related to their age, their past experience, and their temperament. The play of the preschooler should not be scripted or organized by adults but rather should be planned for and marvelled at. The years from two until six are known as the play years. Learning will never again be so spontaneous.

Stages of Social-Emotional Development

- Parents, siblings, and the extended family form the basis from which young children become socialized and learn about friendship, culture, and relationships. Secure attachment in the early years as well as the child’s individual temperament play an important role as the child develops social competency.

0 – 6 months

- A baby is totally dependent on others for survival. Newborns respond to touch and they love to be handled. When being held and cuddled, babies will mould their body to fit the parent’s body. Newborns can differentiate between smells and will use this sense to recognize people. When parents talk to their baby, the baby will recognize their voice in the first few days of life and will be soothed by it.

- Crying is the first and most important means of communication for a baby. The earliest cries are a reflex reaction to discomfort or pain. Babies develop different cries for different needs such as hunger, pain, and tiredness. The amount of crying varies from baby to baby. In the first three months, 70% of babies cry for an average of 2\(\frac{1}{2}\) hours a day. By 12 months, babies cry an average of one hour a day.

- Babies get their sense of security from the primary relationship they establish with their mother or other caregivers. When babies’ needs are met, they develop a sense of trust and security. Between six weeks and two months, babies will greet a familiar person with a smile and will show excitement by moving their arms and legs. Babies recognize parents more than anyone else. They will also stare longer and pay more attention to faces than to any other thing.
• Each child is born with his or her own temperament, and how he or she reacts to the world is affected by this temperament. The child’s individual temperament is established by the second or third month. Some babies are unpredictable in their schedule while others are predictable and have regular cycles of activity, sleep, eating, etc.

• The 4-6 month-old baby loves social interaction. Babies this age will reach out both arms and hands to give directions such as "pick me up." There is interest in grasping and playing with toys such as rattles, soft toys, and mobiles. Babies particularly enjoy toys that squeak or make a sound. Many babies are beginning to show signs of a favourite toy.

• At this age, babies are self-absorbed and enjoy movement. They communicate by "babbling" (e.g., "ba-a-ba," blowing bubbles with saliva, copying sounds, and "talking" to themselves in the mirror. Babies show their moods with sounds. They squeal with excitement or cry with displeasure.

• Babies this age may show some interest in solid food. At this stage, the baby can sit in a highchair.

7 – 12 months

• Between 7 and 10 months, babies are able to sit unsupported and are content to sit on the floor and play. They enjoy grasping and manipulating toys.

• As the one-year-old mark approaches, babies like to be where the action is. At this stage, they are usually able to move to what they want. No part of the house is safe any longer. Their play at this age shows an attempt to imitate an action. For example, babies will try to copy the adult in stacking blocks. Their play is repetitive.

• Babies love to release an object and watch it fall. They fully expect someone to return it to them so they can drop it again. The one-year-old loves an audience and likes to repeat performances that are met with praise or laughter. The child enjoys the social give and take. The child enjoys applause for new abilities such as waving "bye-bye."

• Emotionally one-year-olds have a range of feelings. They experience affection, jealousy, sympathy, fear, anxiety, and are starting to show signs of frustration if they are unable to do something. Because they are able to express anxiety, some children may have difficulty separating from a familiar adult to go with an unfamiliar adult. This separation anxiety starts at approximately eight months.

• Children this age love to empty and fill things such as kitchen cupboards, containers, and bookcases. They are much better at emptying than filling.
- Children at this stage display an increased interest in books, and they love to be told about the pictures. Board books are still recommended.

- One-year-olds are usually eating three meals a day, sitting in highchairs, and experimenting with feeding themselves.

**12 – 24 months**

- 15-18-month-olds are extremely egocentric. They are totally self-absorbed. Adults seem to exist but only to carry out their wishes.

- Now that the child at this age has increased mobility, his or her play tends to be more random – running from one object to another. There is a constant need to explore and interests shift quickly.

- The child has foods he or she really likes and dislikes, and there is a preference for lots of snacking as opposed to a specific sit-down mealtime.

**2 – 2½ years**

- At two years of age, children are much more comfortable and content with themselves. They enjoy some kind of organized routine and having the same thing happen day after day. Exploration and investigation are often shared with an adult.

- Two-years-olds like the idea of playing with an older child but will have difficulty sharing toys. They often grab toys from another child. However, they may share a toy with certain friends in special circumstances. Children at this age enjoy toys that have big pieces and toys that can be taken apart and put back together again.

- Books are still enjoyed and favourite books have been identified. The child is now able to turn the pages, usually without tearing. Imaginative play begins to emerge, usually around household events and areas of their most active interest. Two-year-olds enjoy playing the role of the baby or the adult.

- The appetites of two-year-olds tend to be good, and mealtimes are usually social and enjoyable.

- Children 2½ years old are often rigid, tense, and explosive. They demand "sameness" and have difficulty making choices. This is an age of exaggerated tension. There may be conflict with a parent because the child is bossy. Thumb-sucking and clinging increase, and temper tantrums can happen at the tiniest provocation. It is a time of extreme, and frustration levels can be high.

- There is little sharing of toys. Possessions are part of the child. Social interaction is often through hitting, slapping, pushing, or screaming.
3 – 4 years

- Three-year-olds are in a state of equilibrium. They are much happier and less aggressive and agitated than two-year-olds. Three-year-olds want to please. They are usually happy children — calm, secure, capable, friendly, and giving. The three-year-olds love to be with other children and are now actually able to play cooperatively. However, playing in pairs is still best. The child is starting to become interested in other children’s feelings.

- This is an age when many children enjoy being in some sort of social group. Imaginative play becomes more detailed. Extra props such as tea sets and dress-up clothes can be added.

- Books continue to be a major play interest of three-year-olds. Water and sand play are favourite activities. At approximately 3½ years, children show signs of insecurity, anxiety, and determination. Emotionally they may again appear to be insecure. Tensional outlets such as thumb-sucking, nail-biting, chewing clothes, and hanging on to security objects are more evident.

- Four-year-olds enjoy the company of children their own age and can play smoothly without adult interference. However, they may occasionally exclude an unwanted third child. Four-year-olds can share, cooperate, and take turns. They especially like the idea of having a "friend."
### Social Development: Erikson's Psychosocial Development Stages

<table>
<thead>
<tr>
<th>Stages</th>
<th>Developmental Period</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust vs. Mistrust</td>
<td>Infancy 0-1 Year</td>
<td>Trust develops because baby’s physical/basic needs are met by sensitive parents/caregivers. Baby has physical comfort and little fear of future.</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Autonomy vs. Shame and Doubt</td>
<td>Toddlerhood 1-3 Years</td>
<td>If trust has developed during the first year, toddlers begin to assert their independence and express their own will.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If punishment is too harsh or children are inhibited too much, they will probably develop a sense of shame and doubt.</td>
</tr>
<tr>
<td>Initiative vs. Guilt</td>
<td>Preschool Years 3-5 Years</td>
<td>The child’s social world is beginning to expand and imaginative play is developing. The child is challenged more and needs to take on more responsibility.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If the child is too anxious, feelings of guilt may emerge.</td>
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</tbody>
</table>
Social-Emotional Development: The Social Play of Young Children

Preschoolers develop social skills through playing with other children. Mildred Parter described five stages of children’s play. These stages are listed from least mature to most mature.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Characteristics of Child’s Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) <strong>Solitary Play</strong></td>
<td>The child plays alone, seemingly unaware of other children who may be playing nearby.</td>
</tr>
<tr>
<td>2) <strong>Onlooker Play</strong></td>
<td>The child watches other children play. This type of play is common at two years of age.</td>
</tr>
<tr>
<td>3) <strong>Parallel Play</strong></td>
<td>Children play in the same way with the same toys (e.g., sand play or water play) but don’t speak or interact.</td>
</tr>
<tr>
<td>4) <strong>Associative Play</strong></td>
<td>Children interact and may share toys but they are not playing the same game (e.g., they build their own individual block structures).</td>
</tr>
<tr>
<td>5) <strong>Cooperative Play</strong></td>
<td>Children play together, planning and helping each other at the same activity or game (e.g., building a bus out of blocks). Most children of five have reached this sophisticated stage of play.</td>
</tr>
</tbody>
</table>
Some Suggested Reading


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Growth and Development: Learning through Play

Every parent wants what is best for his or her child. We now know that the preschool years are very important because children’s experiences in those years lay down the groundwork in the brain for later learning.

• The basis for learning is security. When parents encourage and respond consistently to their children, they are ready to learn. Children learn best from people who love them.

• It is important for parents to understand how young children learn so that they can support the learning process. Every child is born with a developmental timetable. Therefore, it is better if parents follow a child’s lead and enhance their play rather than structure it.

• One of the basics of early learning is circular motion (e.g., – child bangs on a pot, hears the sound, and repeats the action). Children learn through repetition. What the child learns through circular motion is cause and effect, which results in brain development and encourages more exploration in the child.

• Parents support learning when they observe children’s play and validate it. For example, parents can say, "You are working hard with those red blocks," rather than saying "Show me how you make a house." When parents comment on children’s play in a supportive way, they encourage explorative play and enhance language learning.

• Young children’s play has an outcome in terms of brain development, increased motor skills, and social skills, but it does not always have a structure recognizable by adults. It is the process that is important in play because children learn by doing.

• Young children learn through movement and manipulation and are usually not ready to sit for long periods of time or follow directions.

• The critical period for language learning is nine months to four years, which gives parents a wonderful opportunity to have positive input. It is important for parents to talk to children while they are playing.

• When parents direct play for their young children, their children may lose interest because the play may be in conflict with their developmental timetable. They may be doing what their parents want them to do but not what they themselves want or are ready to do.

• If people try to have a child complete a task he or she is not ready for, the parent can cause stress in their child and lower his/her self-esteem. The child will feel badly about not meeting his/her parents’ expectations.
Some Suggested Reading


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Nutrition: Feeding Difficulties

Parents experience many challenges in feeding their preschool children. Whereas an infant up to 12 months of age grows rapidly and usually has a strong appetite, the growth rate of children 1-2 years old is only $\frac{1}{3}$ to $\frac{1}{2}$ the same rate. Thus, toddlers may at times become fussy eaters, as their appetite is decreasing. Children may even refuse to eat at times.

- Because children this age have a tremendous need to be independent and to prove to themselves and to their parents that they have a separate identity, it is inevitable that battles over food will take place between toddler and parents. Sometimes toddlers would rather exert their independence than eat.

- Children need to know that they are individuals, but they also need to know that they can't dominate their parents. And, unless the child knows that parental limits exist, he or she will become more and more provocative until the parent moves in to stop his or her negative behaviour.

- The role of the parent is to set up things for the child so that he/she is successful, but at the same time the parent shouldn't give in to unreasonable demands by the child with respect to food.

- Parents can prevent a toddler from doing what they don't want him/her to do, but parents can't force their child to do what they want him/her to do.

- Children's diets suffer when parents go to extremes of over-rigidity or over-permissiveness.

- Child don't eat properly when parents disagree too much about how their children should be managed; on the other hand, when parents ignore their child's food selections or leave too many decisions to their children, the children won't eat properly.

- The role of the parent is to strike a balance: to find the middle ground somewhere between rigidity and over-permissiveness.

- Finding this middle ground is important, not only in establishing good attitudes about eating but also in ensuring the child has a nutritionally adequate diet.

- Food is a part of a child's world. The more opportunities a child has to learn about different foods, the greater are the chances that he or she will like them.
Ways Parents Can Deal with Their Child’s Food Jags (Food Whims)

- Handle their child's food jags casually.
- Realize that whims allow the child to display his/her personality and individuality.
- Serve small portions of food.
- Don't push- encourage.
- Try substituting one food for another (e.g., raw for cooked vegetables, cheese for milk).
- Make food look as attractive as possible (e.g. animal-shaped sandwiches).
- Give dishes amusing names (e.g., Peter Rabbit Salad).
- Vary the setting of meals occasionally — picnics in the park or on the balcony to help stimulate the child's appetite.
- Allow the child to invite a friend to lunch.
- Use colour and texture contrast to make food more appealing.
- Respect the child's likes and dislikes.
- Before removing a food from a child's diet, find out why he or she dislikes it.

What Parents Can Do When Their Child Refuses to Eat

- Don't make "not eating" an issue or show concern when this happens.
- Offer the child smaller portions.
- Remove distractions at the table.
- Remove food after a reasonable period of time (20 minutes).
- Tell the child calmly that he or she will not get food until the next meal.
- Involve the child in preparation and serving of food.
- Make sure adults in the family set a good example with respect to food.
- Give the child extra attention between meals.
- Be prepared to see the child go hungry for a few days.
- If the child is hungry between meals, parents should gently and firmly say that the meal is coming soon. Parents shouldn't tell their child that he/she is hungry because he/she missed the last meal.
- Ask themselves if the child is snacking between meals.
- Ask themselves if the child's refusal to eat is a behavioural problem which goes beyond the context of meals themselves. Is the child seeking attention or asserting himself/herself? Is the child trying to win attention and get his/her own way?
- Replace two servings of vegetables with two servings of fruit temporarily. (Fruit possesses about the same nutritive qualities as vegetables.)
- Offer raw vegetables instead of cooked ones.
- Try not to use the following ploys in an attempt to get their child to eat: force the child to eat until his/her plate is empty, make him/her eat "one bite for Daddy" etc., promise dessert if all food is eaten, talk about the nutritional content of food (e.g. "This food will make you grow").
What Parents Can Do When Their Child Refuses New Foods

• Introduce one new food at a time.
• Serve the new food with the child's favourite food.
• Serve the new food in different forms.
• Let the child examine a new food by smelling and touching it.
• Show no disappointment when the child refuses to eat a new food.
• Let the child "taste" new foods.
• Let the child try the new food again in a few days.
• Introduce the food when the child is hungry and in good spirits, not when he/she is ill and/or miserable.
• Don't assume that the child dislikes the food if he/she refuses it the first time.
• Realize that the parents' eating patterns and their influence on their child should never be underestimated. The father's food preference has a great bearing on the child. Realize that the child will imitate the parents.

Strategies for Parents to Cope with a Dawdling Child

• Recognize that some children normally eat slowly.
• Allow the child to begin before the rest of the family.
• Remove distractions.
• Offer smaller portions.
• Make sure the child is not overtired.
• Limit the length of time at the table (20 minutes).
• Make sure that mealtimes are occasions for relaxation and family conversation but not for playing.
• Allow the child to leave the table if the meal is prolonged with a lot of adult conversation.
• Make sure the child is well-rested so that he/she is less likely to be excitable at the table.

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Health and Safety: Safety at Home and at Play

Childhood is a time when the child’s need to explore his or her environment often results in injury. The best way for a child to learn is by doing. Therefore, a safe environment is essential for development and safety.

Safety at Home

When children come into their lives, parents need to look critically at the environment to assess the safety level. Here are some suggestions for keeping children safe:

• Children learn through imitation, so it is important for parents to keep knives, matches, small swallowable objects, cleansing supplies, and medications stored in secure places, out of their children’s reach.

• In the kitchen, it is important to keep pot handles facing inward on the stove, so little hands cannot pull them down.

• Every electrical outlet needs to be covered with a safety cover.

• The pull cords on venetian blinds need to be tied up, away from children’s reach.

• When purchasing toys for young children, parents should only buy toys with large enough pieces that they cannot be easily swallowed.

• Bookshelves need to be secured to the wall, as children in their need to climb may use the shelves as a climber.

• Bath safety seats for young children can be used to allow the child to enjoy supervised water play. However, children should never be left alone in the bath.

• To prevent falls, safety gates can be used at the top and bottom of the stairs. Child-level railings on stairs help young walkers safely negotiate the stairs.

• For the safety of all family members, stairs should be kept free of items.

• Windows and screen locks should be used to prevent falls.

• Choking often occurs when children are eating the following foods: grapes, hot dogs, carrots, raisins, peanuts, and popcorn.

• All toys that young children use need to be checked for pieces that can be pulled off and swallowed (e.g., “eyes” of stuffed animals).

• Parents can contact Health Canada to get information on safety standards for toys and equipment.
Safety in Sports

Children need lots of opportunity early on in life to exercise daily. Here are some ways to help keep children safe when they are getting exercise:

• As children get older and begin to participate in sports, parents need to ensure that the children learn safe practices and use protective equipment (e.g., mouthguards).

• If previously a child led a sedate life, it can be stressful for his or her body to suddenly get heavily involved in sports.

• Parents should consider the size of the other players on the team if their child is much smaller than average. If it is a contact sport, then their child stands a greater chance of being injured.

• When buying equipment, parents need to make sure that it is safety-approved and fits well. For example, ankle injuries often occur when skates do not fit properly.

• Parents should take sports injuries seriously and follow their doctor's prescribed course of action. It is important that parents resist ill-advised advice about having their child "tough it out" if he or she is hurt. Bodies need time to heal, and serious long-term damage could occur if a child "plays through" his/her injuries.

Cycling Safety

Biking is wonderful exercise but parents need to ensure that their child wears a good helmet.

• Cycling helmets should be worn straight on the head and low over the forehead. The helmet should fit so snugly that parents should not be able to fit their index finger between the helmet and the child's head.

• A bike helmet worn too far back on the head means the child is risking brain damage in the event of a fall, as the brain is not protected.

• When parents are buying a helmet for their child, they should look for a sticker stating that the helmet is safety-approved.
Helping Children to Develop "Street Smarts"

Many parents worry about how they can protect their children when they are out on their own. Children under the age of six need the protection of adults. At this age children are not mentally able to make the decisions and judgments to keep themselves safe.

Here are some strategies that can help parents teach their children "Street Smarts." Parents should make sure that their children know the following information:

• when and how to use 911.
• how to dial "0" on a pay phone and make a telephone call.
• how to answer the phone if they are home alone.
• their family name, address, and telephone number.

To street-proof their children, parents should do the following:

• teach their children the "what if" game. (e.g., "What if someone asked you to come with them to help them find their puppy? What would you do?")
• warn their children not to go with strangers, and explain that strangers don’t always look like bad people.
• give their children a secret "code" which any adult who is picking them up will use.
• teach their children the names of all their body parts. Explain the difference between "good touch" and "bad touch" and tell their children how to respond to "bad touch."
• explain to their children that they are "the boss" of their bodies. A polite child is not always a safe child. Children should have permission to say "no" to unwanted advances of adults.
• teach their children not to take short cuts or to play in isolated areas.
• tell their children to shout and run away (e.g., to a crowded place, a block-parent home, or to a uniformed person) if they feel threatened.
• tell their children never to keep a "secret" from their parents (e.g., if they have been threatened, if someone touched their own body, or if they have been asked to touch another person’s body).

Some Suggested Reading


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Parenting: Temperament and Parenting Styles

Temperament can be defined as the relatively consistent basic disposition inherent in the person that underlies and modulates the expression of activity, reactivity, emotionality, and sociability. The new research on temperament has had a major impact on how we view child development. We now interpret every stage of development through the particular temperament of the individual child.

This new thinking about temperament has major implications for parents, as they don’t need to blame themselves if they have a difficult child. Every baby is born with its own individual temperament. Everyone approaches the world uniquely according to his or her temperament. As parents approach every stage of development, they can look at the particular temperament of their own individual child. Here are some ways we can look upon the temperament of young children:

- A child’s individual temperament is established by 2-3 months.

- Approximately 40% of infants can be described as "easy." A further 15% of babies can be described as "slow-to-warm-up." An additional 10% can be described as "difficult," and 35% of infants won’t fit any specific category.

- Easy babies tend to remain easy, difficult babies tend to remain difficult. Slow-to-warm-up babies tend to remain cautious, shy, and to avoid crowds.

- Active, friendly babies tend to be outgoing, confident children. Shy, timid babies will probably be shy and cautious children.

- Temperament works in the context of one’s culture and can be modified by influences from the environment. A stable environment (i.e., school and social) plus optimal parenting influences temperament. Parents can take the child’s temperament into account to ensure a better dynamic in the house.

- Parents will experience more success in their parenting when they work with their child’s temperament rather than try to change it completely.

- The goal is for parents to accommodate to their child’s temperament in their child-rearing.
Nine Personality Characteristics of Babies

Alexander Thomas and Stella Chess did a landmark study on temperament in 1963. According to their study, babies in the first day of life differ in the following nine personality characteristics

1) **Activity level** – Activity level is constant. Lots of kicking in uterus usually indicates that a high activity level will continue after birth.

2) **Regularity** – Regular cycles of eating, sleeping, and defecating or irregular patterns are both normal.

3) **Approach-Withdrawal** – Some children are happy in new situations; others are unhappy. New experiences are easily received for some but not for others.

4) **Adaptability** – Some children have difficulty adapting to routines and/or changing situations.

5) **Intensity of Reaction** – Some children howl when they cry; others cry quietly. Some children laugh really loudly; others just smile.

6) **Threshold of Responsiveness** – Some children are highly sensitive to the slightest sound, light, or touch. Others can sleep through anything.

7) **Quality of Mood** – Some children wake up smiling and happy; others need time when they wake up to adjust to their mood.

8) **Distractibility** – Some children are single-minded and determined; others are easily distracted.

9) **Attention Span** – Some children can focus attention on one task. Others can’t focus on anything for very long.
How Parents Can be Responsive to Their Child’s Temperament

Learning to be responsive to their child’s temperament and anticipating reactions make parenting easier. Children need parents to show them that they understand and support their temperament. The following suggestions will help parents to support their children by working with rather than against their child’s temperament:

**Activity Level** – When parents use statements such as “You’re overexcited” and help the child find a calmer activity, this supports the child while helping him or her to find strategies to modify their behaviour.

**Distractibility** – For children who are easily distracted, it is positive when parents say things such as "I know that it’s hard for you to always pay attention. How can I help?"

**Intensity** – Loud children need parents to recognize that speaking softly isn’t easy for them. Parents can do this by saying, "I know that it is hard for you to speak softly."

**Regularity** – Irregular and regular children need parents to allow for their differences by validating their needs. For example, a parent could say, "I know that you are not hungry right now."

**Persistence** – Parents can help alleviate stress for children who are not persistent by saying, "I know that it is hard for you to keep trying." "I know that it is hard for you to give up" is an appropriate response for the child who finds giving up difficult.

**Sensory Threshold** – For children who are sensitive to noise, light, smell, etc. parents can say, "I know the smell of onions bothers you. Maybe you would be more comfortable in the living room."

**Approach-Withdrawal** – Parents can say, "I know that it takes time to get used to a new place" to a child who finds new situations difficult.

**Adaptability** – When children find transitions difficult, parents can say, "I know that going from one place to another is difficult for you."

**Mood** – Some children are generally more up-beat while others are more serious. Parents can support the child by accepting his/her mood rather than labelling their child.
Three Parenting Styles

Parenting style affects children. There are three major parenting styles: permissive-indulgent, authoritarian, and authoritative.

Permissive - Indulgent parents:
- Avoid supervising and controlling.
- Indulge and ignore their children’s needs.
- Give into whining and crying.
- Provide inconsistent discipline.
- Are accepting of everything.
- Give their children lots of autonomy.
- Don’t clearly communicate their rules.

Children respond to this permissive parenting style by:
- Being resistive and non-compliant to adults.
- Exhibiting a lack of self-control and/or low self-esteem.
- Being aggressive and impulsive.

Authoritarian parents:
- Use power to get compliance.
- Enforce rules rigidly.
- Confront and punish bad behaviour.
- Tend not to consider the child’s opinion and wishes.
- Use harsh discipline and impose many rules.
- Put a high value on obedience.

Children who experience this parenting style tend to be:
- Moody and unhappy.
- Hostile.
- Vulnerable to stress.
- Aggressive and unfriendly, or sulky and withdrawn.

Authoritative parents:
- Are warm, involved, and responsive.
- Use reason and are flexible in setting limits.
- Are responsive to their children’s needs.

Children who experience this parenting style tend to be:
- Energetic, friendly, self-controlled, and self-reliant.
- Able to cope well with stress.
- Cooperative with adults and friendly with peers.
- Achievement-oriented.
Some Suggested Reading


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Compiled by Ruth Sischy and Sharon Brunson
Toronto District School Board – Parenting Program
Parenting: Effective Communication with Children

Communication is best taught in the family environment, where the child is most secure. In the home, the style of communication learned will set a life-long pattern for the child. Parents who model positive communication that is respectful to the child teach their children communication skills which will enable them to have successful personal relationships later on. The realization of the importance of their role in modelling effective communication can be overwhelming to parents.

The quality of the parent-child relationship hinges on effective communication. The old adage — It’s not what you say but what you do that makes an impression on children — is true. For example, shouting the words “Don’t shout!” gives a mixed message; children are likely to shout if they are shouted at.

Communication is one of the ways that parents pass down culture from generation to generation; therefore, it is important to be respectful of different communication styles. Every family and every culture has its own communication style.

It is believed that 80% of communication is non-verbal. Therefore, parents need to be aware of their body language. Children have the ability to be extremely perceptive, and often parents are also able to pick up non-verbal cues.

Strategies for Effective Communication with Children

The following are some suggestions of strategies that can promote positive and clear communication that will result in more satisfying parent-child relationships.

- When communicating with preschool children, it is important to be aware of the child’s stage of development to ensure that the language level used by the parent is appropriate.

- Young children are egocentric. They can only see the world from their own perspective. They do not have the ability to see what affect their behaviour has on others.

- Young children do not have the ability to understand danger. If a child gets lost, he or she is afraid. It’s important for parents to understand how a child is feeling at the moment so that they can communicate support and reassurance to the child.

- The trick for parents is to stay calm during adverse situations and to put themselves in the child’s shoes before reacting.
• To communicate effectively with preschool children, parents need to position themselves near the child, and move down to their level to get the child’s attention before reacting. This avoids talking at rather than to children. For example, calling Fatima to get her attention from across the room is pointless. No direction is given; the child is confused, and she doesn’t know what is expected of her. Instead it would be preferable to go to Fatima, kneel down, and give her a clear instruction.

• Affectionate physical contact enhances communication. Touching the child helps him or her to focus. When parents are pleased with their child’s behaviour, it is useful to let the child know exactly what it is he or she did that the parent liked. For example, “Nikolai, I like the way you tidied up your toys.” Using “good girl” or “good boy” for praise is vague and doesn’t encourage the child to repeat the same positive behaviour again.

• It is confusing for preschoolers to be given a list of instructions/orders. Children this age can only complete one task at a time. Parents should choose the most important task and clearly communicate it.

• It is important for parents to praise their child when he or she does something they like. If parents only respond to things they don’t like, the child believes that he or she can never do anything right.

• It is also important for parents to apologize to their child if they have made a mistake. This teaches the child that parents, too, can make mistakes. When parents provide a positive role model for their child on how to deal with mistakes, it allows the child to make mistakes. Modelling apology is the way for parents to teach their child how to apologize.

Some Suggested Reading

Parenting: Discipline

The goals of discipline are to teach children self-control, to help them understand, to respect the rights of others, and to increase their frustration tolerance. Discipline shows children what they have done wrong, gives them ownership of the problem, and gives them ways of solving the problems that they have created.

Punishment imposes adult power, arouses anger and resentment, and invites more conflict. It leaves the child feeling sad, angry, lonely, and hurt. Harsh punishment destroys the parents’ attempts to promote good behaviour competency in their child. Physical punishment is destructive to children and results in poor self-esteem.

There is no simple formula for how parents should discipline their child. Parents need to adjust their discipline strategies to the age and stage of the child. The discipline should reflect an understanding of the child and the particulars of the situation. Here are some points to consider when parents are dealing with discipline issues with their young children.

- Discipline is the process of teaching appropriate behaviour. This is a gradual process that requires consistency from the parent.
- Discipline is a continuous, on-going, and positive process of teaching.
- Discipline is the process of helping children understand what is expected of them.
- Parents should deal with one problem at a time and bear in mind that changes in behaviour come gradually.
- Power struggles occur when a child feels powerless.
- Young children behave the way they are feeling at the moment because they are in the egocentric stage of development. (They only recognize their own feelings, not the feelings of others.)
- The difference between discipline and punishment is teaching.
- Discipline sets limits and teaches appropriate behaviour while punishment simply punishes.
- Communication is a critical part of discipline. Effective communication encourages compliance.
- Parents should use specific language and keep their disciplining short. When parents talk too much, it blurs the issue. They should be direct in their approach (e.g., “Food is not for throwing”).
• In very young children, it is helpful if parents get down to the child’s level and tell him/her what is needed.

• Parents should tell the child that his/her behaviour is inappropriate in a specific situation. For example, if a child is playing with his/her food the parent could say, “When you are finished eating, you can leave the table.”

• Setting limits has to begin as soon as the negative behaviour begins. Young children quickly forget what they have done.

• It is helpful if parents let their child know what their expectations are. For example, a parent could say, “We are going on the streetcar. When we get on, we need to stay in our seats until it comes to a stop.”

**Effective Strategies for Discipline**

In order to discipline effectively, parents can keep the following suggestions in mind:

• Model the behaviours they want their child to learn.
• Choose rules of behaviour which are clear, reasonable, consistent, and enforceable.
• State the rule clearly and have the child restate the rule.
• Communicate clearly and follow through consistently.
• Avoid shaming or labelling (e.g., “You are so slow, you bad boy”). This is negative feedback. When children feel badly about themselves, they give up trying, and their behaviour often worsens.
• Teach problem-solving strategies.

**Parents should also consider the following points:**

• The higher the child’s self-esteem, the better the behaviour.
• Positive reinforcement is the best way to encourage compliance. For example, saying “I really like the way you...” is more helpful than making negative remarks.
• When parents reward positive behaviour by reading to or playing with their child, they will reinforce their child’s positive behaviour; time spent with a parent is precious to a child.
• If parents have made a rule and it is broken, it is helpful if they give the child a couple of chances and remind him or her before they give the “consequences.” The consequences should be fair and consistent.
**Some Suggested Reading**


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Compiled by Ruth Sischy and Sharon Brunson
Toronto District School Board – Parenting Program
Parenting: Conflict Resolution

Learning to deal with conflict is a life skill that is taught by the family in the early years of a child’s life to provide him/her with the ability to feel competent in relationships. Parents who model appropriate ways of handling conflict give their children the skills they need to have successful personal and professional relationships throughout their life.

Conflict Resolution Strategies for Parents

- When children have the skills to deal with conflict, they are less likely to react in an aggressive manner. Children who rely on aggression to resolve conflict are more likely to have low self-esteem because their relationships are affected by their behaviour.

- The goals of conflict resolution are increased tolerance, decreased aggression, and an increased concern for the welfare of others. Conflict resolution helps children learn to be empathetic to others.

- Parents can provide their children with positive problem-solving strategies to help insulate them against the violence-based problem-solving methods offered up by the media.

- Young children are more likely to be affected by the media portrayal of life because in it the lines between fantasy and reality are blurred. Until about age seven, children still find it difficult to figure out what is real and what isn’t.

- When a parent is angry, it is helpful to the child if the parent verbalizes his or her anger. This gives the child a name for the emotion. Recognizing the emotion is a good first step towards conflict resolution.

- Parents can use a clear “I” message to verbalize their anger (e.g., “I feel angry when you don’t listen to me when I am talking to you,” rather than “You make me angry. You never listen to me.”

- Two of the skills needed for conflict resolution are empathy and positive communication.

- When parents respond to their child with empathy, the child learns empathetic responses and will be more likely to react in the same way to others.

- The critical period for habitual responses is from six months to five years. Therefore, there is a benefit for children if parents model conflict resolution from an early age.

- Young children cannot yet think logically. Therefore, they cannot link cause and effect.

- It is tempting for parents to avoid dealing with a conflict by silencing or dismissing it. When parents avoid dealing with children’s conflict, however, their children don’t learn the conflict-resolution skills that they will need throughout life.
• Children who are involved in a conflict need time to calm down before conflict resolution can begin. Sometimes they need adult help. Teaching deep-breathing techniques to children is often helpful.

The Process of Conflict Resolution between Children

• The ground rules for conflict resolution are the following:
  1) Each person gets an opportunity to talk.
  2) One person talks at a time.
  3) No name-calling or put-downs are allowed.

• The first step in conflict resolution is to define the problem. (Each child explains the problem from his/her point of view.) The second step is to brainstorm solutions. (Both children make suggestions for solving the problem.) The third step is to negotiate a solution. (Both children come to an agreement and explore who, when, where, and how the conflict will be resolved.) The last step in the process is for the parent to validate the children for their efforts in the conflict-resolution process, no matter how far the children got with it.

• This model of conflict resolution takes time to teach and to learn. The benefit for families is that the children learn to resolve conflict themselves without bringing the parents into it.

Some Suggested Reading


Family Life: Stress Management

Stress is an invisible but a very real part of life. The demands of growing up are stressful. Each child has a unique reaction to stress as he or she sees situations differently.

How a child reacts to stress is part of his or her temperament. Some children are very highly strung and get agitated very quickly, while others are much calmer and take things much more in their stride.

Parents don’t need to shield their children from stress, but they do need to give them strategies that help their children learn to deal with stress. Here are some things to keep in mind when we think about stress and young children:

- Everyday situations can cause a child a lot of stress (e.g., being late for school, losing something, having to give a class presentation).

- Very young children are often afraid of dogs, loud noises, the dark, and being toilet trained. Childcare situations are also often very stressful situations.

- Parents can help their child by helping them to recognize when they are stressed, and then by helping them deal with the stress. For example, if a child has lost something, the child can be urged to stop and try to relax. Parents can suggest that their child take some deep breaths and think out the problem. Children can be encouraged to try one solution, to evaluate it, and if it doesn’t work, to try another solution. Understanding their child’s level of development enables parents to provide age-appropriate strategies to help their child deal with stress.

- Parents can help their child recognize that he or she has more than one strategy to use when dealing with a stressful situation. Children can be encouraged, for example, to talk to themselves when stressed (e.g., “I can calm myself down. I just need a little time to work this out.”). Self-talk helps children focus.

- If parents shout at their children when they are stressed, it just makes things worse for the child because it increases their stress.

- Exercise is a great way for children to relieve stress. Children who are physically active find it easier to sleep and to focus on specific tasks.

Signs of Stress in Young Children

Children often cannot tell their parents what they are feeling. Instead they show through their behaviour how they are feeling about their stress and hurts. Here are some of the trouble signs parents might see in children who are overly stressed. Parents should remember that each child is different, and therefore, every child copes in his/her own way.
Signs of Stress in Children from Birth to 3:

- Sleep problems
- Increased tantrums
- Withdrawal
- Regression (e.g., toilet training, whining, tearfulness)
- Increased fears
- Fear of failure
- Clinginess
- Aggression
- Sadness
- Increased irritability and tearfulness, tensional outlets (e.g., thumb-sucking)
- Increased fears (e.g., fear of failure)

Other Signs of Stress

- A child may not recognize that he or she is stressed but may complain of headaches and stomachaches; he or she may be anxious, nervous, and generally unhappy.
- Children can be taught to recognize the signs of stress (e.g., a fast heartbeat, feeling nauseous, sleeping problems etc.)

Parents need to recognize that their child needs a caring adult whom they can trust and confide in. He or she needs love, affection, approval, and understanding. Parents should talk to their child and not assume that because he or she hasn’t mentioned a source of stress, it isn’t on his/her mind. Children can be encouraged to share their feelings so that parents can reassure them.

An adult in charge who understands his/her child and knows where he or she is developmentally will be able to give the child techniques that can help make him/her stronger, more confident, compassionate, and capable.

Some Suggested Reading


Childcare Options: Choosing a Daycare

Choosing a good childcare situation is one of the most important jobs that parents have. Parents need to find childcare that enables them to feel relaxed and confident that they are leaving their child in loving and caring hands.

There are many different childcare options to choose from. Home childcare may be licensed through an agency or operated by a private individual. Childcare centers are licensed facilities with a specific set of regulations set out by a government agency.

Whatever childcare situation parents choose, the setting needs to be intimate, caring, and interesting. Care should be provided in a small group situation where children will be guaranteed individual attention. There should be at least one adult for each 3-4 infants or toddlers, 4-6 two-year-olds, 7-8 three-year-olds, and 8-10 five-year-olds.

Questions for Parents

- Here are some suggestions of what parents may want to look for when choosing a childcare situation:

- Does the primary caregiver have a solid education in child development, and is she/he linked to a professional organization?

- Are the primary caregivers constant or are the staff rotated? Research shows that a secure relationship with a primary caregiver is the basis for physical, emotional, and cognitive development. Therefore, children need the opportunity to build a strong relationship with the caregiver.

- What is the philosophy of the childcare setting?

- Are the activities and scheduling age-appropriate and inviting?

- Does the staff seem tired and stressed, or energetic and enthusiastic?

- Do the caregivers appear to be having fun, and do they demonstrate a willingness to go with the child’s imagination?

- Are the staff responsive to the individual needs of the children?

- When responding to the children, are the childcare staff warm and nurturing?

- Is there access to outdoor play and if so, what equipment is available?

- What is the indoor play space like? Is there adequate floor space to meet the children’s developmental needs, and how is the room organized to facilitate play?
• Is the environment safe and clear of obstacles? Parents should visibly check the space for dangerous situations such as uncapped electrical outlets, the absence of safety gates, etc.

• How is the discipline carried out? Do parents hear a lot of “No, don’t do that!” or do the childcare staff use more positive methods such as redirection and teaching strategies such as problem solving?

• What is the daily eating schedule, and are the children encouraged or forced to eat?

• What is the naptime routine? How are the children settled into sleep?

• What is the policy regarding sick children?

• In case of a medical emergency, are the staffs qualified to handle it?

• What emergency plans are in place to deal with situations such as a fire, etc?

• Who replaces the primary caregiver when she/he is ill?

• Are references from other parents who are currently using the childcare situation available?

• Are parents allowed/expected to volunteer and if so, how often?

• Can parents drop in to see their child at anytime, or do they have to call first?

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Toronto District School Board – Parenting Program
The experiences children have before starting school have an impact on their future school learning and success. The connections made in the brain in the early years function as a basis for more formal learning.

People used to believe that the brain at birth was pretty well set by the genetic characteristics inherited from parents. Scientists have now discovered that a tremendous amount of brain development happens before the age of three. How a brain develops is a mixture of genes he or she was born with and the experiences he or she has. The experiences that a child has in the first three years of life help build their child’s brain. Early experiences are very important. The brain changes in response to those experiences.

- Brains develop in response to stimulation from the environment through the senses (e.g., seeing, hearing, smelling, tasting, and touching). When all the senses are being stimulated, optimal brain development is happening. For example, when a mother reads to her child on her lap, she is holding her child (touch), her child is looking at the book (seeing), listening to the book (hearing), smelling her (smell) as well as feeling her body temperature (touch). Thus, a good deal of sensory stimulation is happening at one time.

- We used to think that babies’ brains were much less active than a university student’s brain. We now know that by the time children turn three, their brains are twice as active as those of adults. A three-year-old has twice as many brain connections as an adult.

- There are critical periods for development of certain skills. During these “windows of opportunity,” the brain is extremely sensitive to development. It is more difficult for the child to learn these skills after this period. For example, the critical period for emotional control is between nine months to two years. Emotional control is important because children who have little control over how they handle their emotions find it difficult to interact with other children and are often in trouble. This is not to say that a child can’t learn emotional control after two years. It just says that the brain is more receptive to learning emotional control between nine months to two years.

- It is how a child interacts with the world that helps build his or her brain. Brains can change in response to experiences.

- Parents or caregivers play a vital role, as they are the child’s first and most important teachers. The secure relationship between the parents and child puts the parents in the position of being the best teachers. Children learn best from someone who loves them. There is no teacher more powerful than a parent.
Helping Children Get Ready for School

To understand how parents can help their children become ready for school the following general headings can be considered:

1) social knowledge and competence
2) cognition
3) physical competence
4) emotional/behavioural competence
5) language and speech development
6) aesthetics

Social Knowledge and Competence
The basis for successful social interaction seems to have its foundation laid in the first two years of life. Social competence is knowing how to behave in various social situations.

Cognition
Parental involvement in the child's school and education is key. It will influence how successful a child will be in school. When parents play with their children, they are teaching positive attitudes towards learning. Parents help children learn by interacting positively with them while allowing them the opportunity to solve problems.

Physical Competence
Children need the opportunity to develop age-appropriate physical skills. When parents make use of neighbourhood parks and other recreational facilities, they are ensuring that their child will achieve physical competence.

Emotional / Behavioural Competence
It is important for parents to set developmentally appropriate expectations of behaviour. When parents recognize their child's frustration, they can help the child develop self-control. Parents can also model appropriate behaviour for their children by the way they themselves handle stress, anger, and frustration. Parents enhance their child's emotional control when they set limits that are age-appropriate and teach the proper behaviour. Parents are able through modelling to teach their children empathy. Empathetic behaviour is the basis for successful relationships.

Language and Speech Development
Parents play a very important role in the development of their baby's language learning. Even the youngest babies have language (e.g., “agoo,” — “bobó,” — “dada,” etc.). When the parent mirrors the sound, a conversation is taking place. Language is learned best in parent/child interaction. Parents can support language learning by talking, naming, singing, rhyming, and reading to children. The critical period for language learning (when the brain is most ready to receive language) is between nine months and four years.

Aesthetics
Parents can help children appreciate art and music. Children need to have art and movement in their lives. Dance, gym time, etc. allow the child to grow and develop and appreciate their environment.
Playing with Children

Preschool children need to be actively involved in play. They are not ready for formal learning. They learn through playing and doing.

When parents let their children take the lead in play, they enable learning. For example, it is tempting for adults to keep offering a child new toys before he or she has finished with the toy he or she is playing with. However, it is better for parents to watch their child and let him or her set the pace for playing.

The role of the parent is not to direct the play but to enhance it. If a child is playing with an orange truck the parent can say, “You are having fun with the orange truck.” Parents should avoid constantly questioning the child as this is distracting and interrupts the play.

• Preschool children interpret the world through symbols. For example, when they play with a block, the block may be a telephone that they hold to their ear and have an imaginary conversation with.

• Preschool years are a magical time when children’s play is creative, for children at this age really believe that what they are playing is real. Children have a wonderful imagination and are completely uninhibited. It is important that parents let the child enjoy this play and avoid putting the child down by making comments such as “that is not a phone.” Parents can support their children’s play by joining in or making supportive comments. (e.g., “You are making a lot of calls.”).

In order to support their child in becoming a fearless learner, parents can engage in imaginative play with their child. They should enjoy this phase as long as it lasts. Parents will know the imaginative play phase is over when their children become more task-oriented.

As in all development, there are stages in children’s play. Parents can enhance the particular stage that their child is at but cannot rush children through to the next stage. Each stage adds to the child’s development and is of value.

Some Suggested Reading


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Toronto District School Board – Parenting Program
Schooling: Starting School

Starting school is a big step for both the parent and the child. It is helpful if parents visit their child’s school with their child before the first day to familiarize their child with the school.

Young children take their cues from their parents. If the parent is hesitant, the child will be too. Parents can contact the school and ask the questions that they need answers to, in order to feel comfortable about their child starting school.

- Parents should be positive in their comments about school; they should try not to talk badly about the school or the teacher in front of their child.

- It is difficult to predict how a child will react and often parents worry, but their children often surprise them by adjusting quickly. Some children will walk into school on the first day as if they had been at school for years, while others are frightened and anxious.

- Temperament has a lot to do with how quickly the child will adjust. If it is often difficult for the child to deal with change in routine, then starting school will be stressful too. Parents should recognize the fact that children may feel nervous about the parent leaving. If the parent suspects there will be a problem with separation, the teacher should be informed beforehand (not in front of the child) so that the teacher can be prepared.

- It is important that parents avoid shaming a child who is reluctant to separate because children who are shamed often feel badly about themselves and become insecure. It is tempting for parents to sneak out rather than saying goodbye to a hesitant child, but saying goodbye is essential. If not, the trust that the parents have been building with their child since birth will be destroyed.

- If need be, a parent can leave an article of clothing such as a scarf or sweater, so the child will know he or she is coming back. Parents should be matter-of-fact when they leave. They should give the impression that they know their child will cope very well. Parents can help their children by letting them know that they will be back to get them as soon as school is over. Parents should not be late.

- Some children seem to adjust beautifully to school until the third day, and then they resist. This is because the child is beginning to realize that he or she will be going to school every day. How the parent reacts is very important. If the parent becomes upset and worried, the child will pick that up. Parents should be matter-of-fact and leave the impression that going to school is the child’s new job, and the parent expects the child to go every day.

- Little children do not have a good sense of time, and three hours can seem like a long time to them. It is important for parents to establish a solid bedtime routine before their child starts school. Children find new experiences more difficult when they are tired. Children starting junior kindergarten (at four years of age) need 12 hours of sleep a day.
Strategies to Help Children Adjust to School

- Parents should talk to their child about things that might happen at school (e.g., how they can ask to use the bathroom and how to tell the teacher they are not feeling well).

- Parents should walk the route to school with their child and point out “safe” houses.

- Parents need to make sure their child knows their name, and address or telephone number.

- To prepare their children for school, parents can find some books at the library about the first day of school and read them to their child.

- Parents should check with their doctor or health nurse to make sure that their child’s immunizations are all up to date.

- Children should have something to eat before they go to school. Breakfast can be the traditional breakfast of toast and cereal, or it can be leftovers from the night before. It doesn’t matter, as long as the child has something healthy to eat before school.

- If parents have concerns about their child at school, it is important for them to talk to the teacher so that together they can best support the child.

Some Suggested Reading


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Schooling: Homework

Homework is a partnership between the school and the home. Each partner has a specific role to play. When parents are involved in their child’s education, research has found that the child is more likely to be a successful student. Homework is a planned part of the curriculum because educators see the value in having the parents reinforce the importance of school life and schoolwork in the home.

There are four categories of homework:

1) *Drill practice activities*— Activities such as practising the times tables or reviewing grammar rules, for example, help to lock in information in the student’s mind for greater use.

2) *Assigned review of work they have done at school or preview of work they will do at school*— Previewing gives a student insight into new material while review provides him/her with study skills.

3) *Spill-over work or work that was not finished at school*— Spill-over work enables a distractible child to complete work in a less distracting environment. This type of homework also keeps children from falling behind.

4) *Project work*— Doing independent work that extends a theme or ideas discussed at school provides the child with an opportunity to share his or her own ideas in a variety of formats. Working independently is a learned skill, and when parents are encouraging, the child is more likely to achieve success.

Strategies for Parents to Encourage Their Child’s Success at School

Most schools have a homework policy. It works well if parents contact their child’s school to obtain a copy of the school’s homework policy because then they will know what the goals and expectations are for their child.

- When parents are having an interview with their child’s teacher, they can make a more effective use of time if they write down a list of their questions for their child’s teacher before going to the interview. Parents can discuss with the teacher any frustration that they themselves may be feeling about their child’s homework. Since the teacher knows their child, he or she can give them some strategies to make homework time more pleasant. Positive communication is important for the home/school partnership.

- Parents can support primary children’s learning by reading to them at home.

- When children begin to get homework, parents need to remember that the way in which each child works best is very individual. When parents talk to their children about when and where each child would like to do their homework, they will often find out things about each child’s individual temperament and learning style. While some children may prefer a quiet well-lit space at a desk, other children may do better on a soft rug with music and people around them.
• It is often helpful if parents think about how they themselves learn best and imagine how difficult it would be to learn in the opposite environment.

• When parents discuss with their child the place and time for doing homework, they are demonstrating respect for their child and are also validating his or her own learning style. By staying involved, parents can help their children to see how they work best.

• When a time is set for homework, it is easier for families because there is no need for constant negotiation.

• When a place for doing homework is decided upon, parents and child can set up the space with the equipment that is needed (e.g., pencils, pens, erasers, and paper).

• Parents can help children who learn best by hearing information by reading homework instructions out loud to the child and encouraging them to do the same. For children who are more visual, parents can encourage them to write down all instructions.

• While some children will sit down for the entire time it takes to complete their homework, others need to get up often. Both styles are fine as long as the work gets completed.

• When parents allow for individual choices and preferences around homework, they are unlikely to get into a power struggle with their children.

Some Suggested Reading


Media: Media and Young Children

Parents are often concerned about the effect of television and computer games on children. Television is a part of everyday life for most families; therefore, it is important for parents to monitor it. Because television is also one of the areas where parents tend to get into power struggles with their children, it is advisable that they set up the ground rules clearly and cooperatively for their children before television watching begins. Here are some thoughts of how the media can affect young children.

- Often parents feel that if their children are not sitting still and watching television that they are not affected by what is on the screen, but this is not the case. News shows, for example, can be stressful for children because the images are often graphic, and children don’t understand the context.

- Young children are very affected by their environment. They can take in information while playing in the room because they can learn on the move. When young children witness violence, they do not have the ability to realize that it is not real until after age seven or eight.

- Children are like sponges, and they soak up experiences. Therefore, watching negative images imprints the brain and becomes part of the child’s experiences. Children who watch shows that feature either cartoon characters or real people solving problems in a violent way are more likely to behave the same way when faced with conflict.

- During early childhood, children learn habitual ways of responding. Therefore, they need positive role models who model appropriate behaviour. Parents can watch television and play video games with their children so that they know exactly what their children are being exposed to.

- While some appropriate television watching and video game playing is acceptable, parents need to think about what isn’t happening while their children are watching and playing.

- Childhood is a time for exploration and at this time children need to be actively involved in their play. Therefore, television is not a good teacher to facilitate development.

- Video games, while being interactive, are not social. Therefore, too much time spent playing these games will take away from time when these children could be developing social skills that will strengthen their relationships for life.

- Children need exercise to be healthy, and too much viewing doesn’t give them the opportunity to engage in physical activity.
• Parents can use these questions to help assess the suitability of television and video games for their children:

  ☐ Pretend you are a child while viewing the show. What have you learned about the world from the show?

  ☐ If there was violence, was it rewarded or was there a consequence?

  ☐ Has my child learned anything about positive human relationships and behaviour?

  ☐ Do I see my child imitating aggressive television and video characters in play?

  ☐ Are these the messages that I want my child to learn about people, families, etc.?

Some Suggested Reading


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Compiled by Ruth Sischy and Sharon Brunson
Toronto District School Board – Parenting Program
Growing Day by Day

Every baby is unique and develops at his or her own pace. Some babies grow faster; others grow slower.

**Body Control and Movement**

Babies can control their head before they can control the rest of their body. They can control their arm movements before their finger movements.

During their first year, most babies develop their gross and fine motor skills in the following sequence. Newborns can only turn their head from side to side and lift it upright for a few seconds. Then they learn to roll over, sit, crawl, stand, and walk. Most babies can sit without support at 6 to 7 months. They can walk by themselves at around one. Newborns always hold their fists. As they grow older, they learn to hold things with their hands, and to pick up things using their thumb and fingers.

At the age of two to three, most toddlers and preschoolers can run, jump, climb, and walk independently up and down the stairs. They can throw, lift, carry, pull, and push things. They can also draw with crayons using whole arm movement.

By four years old, most children can ride a tricycle, button and unbutton their clothes, lace their shoes, string small beads, and cut with scissors.

**Some Interesting Facts**

- The average Canadian newborn weighs approximately 3 kilograms at birth and is approximately 50 cm. in length.
- At birth, the head represents 25% of the total body weight.
- There are rapid gains in weight and height during the first two years. Then the child’s rate of growth slows down.
- At four years of age, children are about five times their birth weight.
- Each year from two to six, the average child gains 2 kilograms and grows 7 cm.
Baby Talk

One of the sweetest moments for parents is hearing their child say "ma-ma" or "da-da" for the first time. Parents usually have to wait for about ten months after birth to hear their baby say his or her first words. However, babies can communicate with their parents before they can talk.

During the first three months, babies communicate by crying and smiling. They cry when they have discomfort or pain. All babies cry because they need something.

As children begin to develop their language, they generally show the following characteristics:

- **3–6 months**: Make "babbling" sounds and have "conversations" with parents.
- **7–10 months**: Copy two repeated syllables such as "ba-ba."
- **10–13 months**: Utter first words. Name important people ("da-da," "ma-ma"). Name familiar objects such as animals, vehicles.
- **13–19 months**: Produce 10 understandable words.
- **18–24 months**: Utter 2-word sentences.
- **2 years**: Produce 200–300 words.
- **3 years**: Produce 300–1000 words. Begin to ask questions.
- **4 years**: Tell stories. Express self fully.

Parents can help their child’s language development by doing the following:

- Naming things in the environment.
- Repeating what the child has said.
- Adding to the child’s comments.
- Asking questions to carry on the conversation.

Children naturally make mistakes as they learn to speak. Parents shouldn’t correct their child’s language. Fear of failure can make children feel anxious, and they may refuse to say anything. When children make mistakes, adults can respond by repeating correctly what the child has said.
Brain Power

Parents are happy when their children become more aware of their environment and begin to learn new things. As children grow, they are able to memorize, imagine, think, and understand. Cognitive ability describes how a child can do all of these mental processes. It is related to the development of a child’s brain.

At birth, a child’s brain has all the nerve cells it will ever have. The nerve cells grow and branch out into a network. A substance called myelin will cover the nerve cells. As more nerve cells become covered with myelin, a child becomes better in acquiring knowledge and skills. By age five, the brain weighs 90% of its adult weight.

The behaviours of children at different ages reflect the stages of their cognitive development. Babies and infants like to put things into their mouths. They like to squeeze and pound toys. They drop things intentionally and repeatedly, and watch them fall. This is because from birth to two years of age, children use their muscles and senses to explore their world. This period is called the Sensorimotor stage.

Many infants at nine months have a special object that they are attached to such as a favourite toy. This early attachment shows that the infant can distinguish between different things. They begin to understand that objects exist even if they are out of sight. They remember what something looks like even when it is not seen. This milestone in cognitive development is called object permanence.

From around two years old onward, children move into the preoperational stage and they begin to have symbolic thought. For example, they use words for everyday objects. Their play is realistic. For example, they feed their dolls or pretend to drink from an empty toy cup. Children at this age start to use simple forms of reasoning, and they ask all kinds of questions.

Cognitive development is a continuous, sequential, and interactive process. Parents can help the cognitive development of their children by providing a variety of stimulating experiences through play.
The "Fussy Two" and "Happy Three"

Babies cry when they are hungry, tired, or in pain. This is their first and earliest way of showing emotion. When they are held and cuddled, babies become calm and soothed. In the first few days of life, babies can differentiate between smells and will use this sense to recognize people. Babies recognize parents more than anyone else. When parents talk to them, they recognize their voices.

During the first few months, babies will greet a familiar face with a smile and show excitement by moving arms and legs. They will reach out both arms and hands to mean "pick me up." At this age, babies enjoy talking to themselves in the mirror, and they entertain themselves by playing with their fingers, hands, and toes.

By the age of one, children have a range of feelings — affection, jealousy, fear, and anxiety. Because they are able to express anxiety, some children may have difficulty separating from a familiar adult. This is called "separation anxiety." One-year-olds enjoy social interaction. They like to be where the action is. They love audiences and like to repeat performances that are met with praise or laughter.

Two-year-olds enjoy routine. They like to have the same thing happening day after day. The 2½ year-old age is a time of exaggerated tension. Children are often rigid, tense, and explosive. Thumb-sucking, clinging, and temper tantrums increase. Children at this age like the idea of playing with an older child but have difficulty sharing toys.

Three-year-olds are much happier, less aggressive and less agitated than two-year-olds. They love to be with other children and are now able to play cooperatively. However, playing in pairs is still the best.

Four-year-olds enjoy the company of children their own age and can play smoothly. They can share, cooperate, and take turns. At this age, children like the idea of having a "friend."
Learning through Play

Play is essential to all aspects of children's development. Play involves physical activity, language, and thinking. It is often a socializing event, too. In play, children try out new skills and roles. They refine the old ones as well. In this way, play stimulates their brain development and increases their motor, language, and social skills. Children develop without trying to do so.

It is important for parents and caregivers to understand how young children learn so that they can support the learning process. As they grow older, children develop more sophisticated cognitive and social skills that influence their play. Therefore, play has to be age-appropriate.

In the sensorimotor stage of development, infants need plenty of opportunities to actively explore their environment — looking, smelling, tasting, listening, and banging. Arranging the environment so that this kind of play can occur is the responsibility of the caregiver. Therefore, in the first few months, parents may initiate a number of play sequences (e.g., peek-a-boo, tickling, hiding) and infants coo, smile, and laugh in return. At 4-6 months, infants like to grasp and play with toys such as rattles, soft toys, and mobiles. Most children's playthings during the first year of life are single objects.

The play of a one-year-old shows an attempt to imitate an action. Children's play at this age is repetitive. One-year-olds display an increased interest in books, and they love to be told about the pictures.

In the second year of life, pretend play begins to emerge, built around household events and the use of objects like toy cups and spoons. Two-year-olds enjoy playing the role of the baby or the adult. Pretend play becomes even more social in the third year. Three-year-olds enjoy some sort of social group. Pretend play becomes more detailed.

Children progress through sequential stages of play. The pace at which they progress is related to their age, their past experience, and their temperament. The play of preschoolers should not be scripted or organized by adults but instead should be planned for and marveled at.
Feeding Kids Nutritiously and Cheaply

A proper diet doesn’t have to be expensive. Experts say that an understanding of nutrition based on the four major food groups is necessary so that parents can plan a nutritious diet — even on a budget.

Parents can begin by making their own baby food. It is more satisfying and economical than buying commercially prepared foods. Parents may need to purchase a food grinder or a food processor in addition to their regular kitchen equipment such as saucepans, measuring cups, and spoons. There are helpful "how-to" pamphlets and books with instructions and recipes for making nutritious baby food.

Involving children in food preparation increases their interest and participation. Examples of hands-on activities include making bread and pizza dough from scratch. Kids, even preschoolers, love playing with dough — kneading, watching it rise, and punching it down is fun for energetic hands!

Besides making their own baby food, parents can also cut corners by substituting inexpensive food items for regular items. The following are some low-cost ways to buy foods in each food group:

• The cheapest way to provide the daily milk requirement for children aged two and above is to buy skim milk powder. To make the milk taste better, make it ahead and refrigerate it.
• The cheapest substitute for the bread and cereal requirement is cooked cereals like oatmeal. Buy whole grain breads for fibre.
• The most economical way to provide the daily requirement for meat and meat substitutes is to cook dried peas, beans, or lentils. Canned tuna, packed in water, can be extended with rice or noodles.
• To meet the vegetables and fruit daily requirement, buy inexpensive vegetables like carrots and potatoes. As usual, buying fruits and vegetables in season ensures freshness and savings.

Feeding one’s family nutritiously on a budget calls for ingenuity and common sense. It can be a challenge, but it can also be rewarding!
Help! My Child Won’t Eat!

At some time between the toddler and preschool years, children’s appetites may change. It may happen in the second year when toddlers need less food, or when they are becoming more independent or even when they are recovering from an illness. When obstinate young children clash with anxious parents, mealtimes can become a battleground, and eating problems may develop. Here are some common eating problems and tips on how parents can cope with them:

**Refusal to eat**
A skipped meal will not hurt a healthy child. Remove the food quietly after 20–30 minutes. Parents shouldn’t force, bribe, or punish their child for not eating.

**Food jags: getting hooked on one food**
Food jags won’t last long if parents don’t make a fuss.

**Dawdling or playing with food**
Children often need time to explore food and to learn how to use utensils. Parents can begin feeding their child a few minutes before family mealtime.

**Rejection of vegetables**
Vegetables shouldn’t be overcooked. Children like the bright colours and crisp textures of raw vegetables.

**Refusing new foods**
Parents shouldn’t be disappointed if their child refuses to try new foods. They should try again in a few days and not coax or force their child to eat a food he or she doesn’t want.

**Overeating**
Parents should reduce portion size and not force their child to "clean his or her plate."

Some eating problems may indicate that the child is not hungry or that he or she may be tired. Children may refuse to eat in order to get attention. Parents need to be observant, calm, and reasonable.

Parents should remember to make mealtimes a positive and happy experience. Good eating habits that children learn will stay with them all their lives.
A Safe Environment

Children love to explore. This is how they learn, but their exploring often ends up in accidents and injuries. Children learn best by doing, so parents should encourage exploration but at the same time make sure their child’s environment is safe.

Dangerous accidents and injuries can be prevented if parents provide a safe environment for their children. It is natural for children to imitate parents, so sharp knives, cleaning supplies, and hot cooking utensils must be stored out of their reach. Kitchen accidents such as cuts, burns, scalding, and poisoning happen all too frequently.

Children learn by playing. Therefore, their toys are their learning tools. For young children, everything, not only food, goes into their mouths. Thus, all toys must be large enough to prevent accidental swallowing. Parents should keep in mind that large toys might have small pieces that can be pulled or chewed off such as "eyes" that are sewn on or glued on to teddy bears or other stuffed animals.

All electrical outlets should be covered, windows or screens locked, and staircases guarded by safety gates because shocks and falls can happen anywhere.

Children are naturally drawn to water. Bath time can be educational and a lot of fun, and bath safety seats for young children add safety to the enjoyment. At no time, however, should children be left unsupervised in the bath.

In cars, children need to be safely secured in their car seats. It is illegal for a driver to have a child passenger who is not properly protected by a safety seat and belt.

Sports equipment such as skates or roller blades should fit well and be certified as "safety-approved." Using ill-fitting or poor sports equipment may cause serious sports injuries in their children. Not using protective equipment such as helmets when cycling or playing hockey, however, could be fatal. Health Canada provides information on safety standards for toys and equipment.

Last but not least, parents must "street-proof" their children by teaching them the difference between "good" and "bad touch" and how to say "no" to the latter. They must know not to go with strangers. Abduction and sexual abuse may result if children do not have these "street-smarts."
Stress in Children

Growing up can be stressful. Fear of dogs, noise, darkness, toilet-training, or starting daycare can be the root of stress for very young children. Older children might find the school environment stressful. Incomplete homework, a class presentation, a new teacher, losing something, being late, teased or bullied can all cause stress. Symptoms of stress in children include stomachaches, headaches, anxiety, nausea, or sleeping problems.

Stress is a natural part of life. Parents don’t need to protect their children from normal everyday stress, but they do have to help them find ways to deal with their stress.

Parents need to help their children recognize when they are stressed, and encourage them to find their own solutions. For example, a very young boy doesn’t want to go to school early or by himself as he usually does. He would rather be late or not go to school at all and complains of a stomachache.

In this situation, the parent can first help the child recognize that his behaviours are normal reactions to stress. Then the parent can teach him to relax and look at the situation more closely. Taking deep breaths can be very relaxing, and talking it out with someone else may also help the child solve the problem.

Children might find it difficult to tell their parents how they feel, but they can learn to talk to themselves when stressed. For example, they can say, "That bully can’t hurt me if I’m with my friends." This kind of self-talk helps children focus.

There is more than one way to deal with stress, and each child deals with stress differently. Children can be encouraged to try one solution and, if it doesn’t work, to try another. Parents should try to find age-appropriate strategies to help their child cope. Deep-breathing and relaxation are good starting points. Exercise can also relieve stress.

Children need love, affection, approval, and understanding. Adults should take the first step in keeping the lines of communication open. Parents should let their children know there is always a caring adult available, someone they can trust and confide in.
Temperament is the way a person reacts to other people and to life situations. Every child is born with a unique and different temperament. The child’s temperament can usually be seen by the age of two to three months.

There are three basic types of temperament in young children: "easy," "difficult," and "slow-to-warm-up."

About 40% of infants can be described as "easy." These children are happy, and they have regular eating, sleeping, and toileting patterns. Such children don’t get upset about changes in their routines or about new situations.

Another 10% of infants are "difficult." These children cry a lot, and have irregular eating, sleeping, and toileting patterns. They don’t like changes.

About 15% of infants are "slow-to-warm-up." These children fuss a little. They don’t like changes but they don’t get as upset as the "difficult" children do. They are not active.

The remaining 35% of infants won’t fit any specific category.

As babies grow, their temperament tends to remain the same. Parents will be more successful in their parenting if they work with their child’s temperament instead of trying to change it.

The temperament of the child affects the parenting style just as the parenting style affects the child’s temperament. There are three major parenting styles: "authoritarian," "permissive," and "authoritative."

"Authoritarian" parents expect their children to obey. They have harsh rules that they won’t change. These parents punish bad behaviour and do not consider the children’s opinion and wishes.

"Permissive" parents do not supervise and control their children and they do not have clear rules. They show little interest in the children’s needs. Such parents give into whining and crying, and they allow their children to make their own decisions.

"Authoritative" parents are warm and loving. They set clear limits for their children and allow their children to express their opinions. These parents are willing to change the rules if necessary.

Most people agree that the way parents bring up their children will influence the way they grow up. A parenting style that works well with one child may not be successful with another child. Parents need to make changes if necessary.
Two-Way Communication with Children

Children learn how to communicate with others from what happens in the home. What the parents teach will establish the pattern of communication for the child throughout his or her life. Here are some points parents should remember when communicating with their children:

The parent is the model, and the child usually copies the parent. Parents shouldn’t shout at the child if they want their child to show respect. If parents spank their child, the child will learn to hit others.

Children are good at understanding language that is not spoken. This language is called body language or non-verbal language. Eighty percent of communication is thought to be non-verbal, so parents must be careful how they use body language. They may say one thing to their child, but give another message by their body language.

Parents should always talk to their child in language he or she can understand. If the child is young, parents should use simple language. Parents should not give too much information at once and should try to give clear instructions. It often helps if they kneel down to the child’s level.

Parents should show the child when they are pleased. Physical contact (hugs, pats, kisses) makes the child feel good. Parents should praise their child for good behaviour. For example, a parent might say, "Maria, I like the way you tidied your room."

Finally, it is important for parents to apologise to their child if they have made a mistake. This teaches the child how to deal with their own mistakes and teaches them how to apologise to others.
Glossary of Parenting Terms

**Associate play:** A category of play in which children interact to some extent and may share materials but are not engaged in a common activity.

**Authoritarian parenting:** A parenting style in which parents are unresponsive to their child’s wishes and are inflexible, and harsh in controlling their behaviour.

**Authoritative parenting:** A parenting style in which the parents are nurturing, responsive, and supportive yet set firm limits for their children.

**Cooperative play:** A category of play, typical of older preschoolers, in which children play together in a shared activity.

**Difficult babies:** Babies who have irregular bodily functions, who tend to withdraw from new stimuli, and who are slow to adapt to change. These babies are predominantly negative in disposition and express their emotions with intensity.

**Dramatic play:** A type of play in which children use play-objects as a substitute for something imaginary.

**Easy babies:** Babies whose mood is predominantly positive and who are highly adaptable and regular in their bodily functions (eating, eliminating etc.). These babies demonstrate a positive approach to new situations, and they express their emotions mildly.

**Family childcare home:** A family home that has been licensed or registered to care for a relatively small number of children.

**Fine motor skills:** Skills, involving the small muscles of the fingers and hands, which are necessary for such tasks as writing, drawing, or buttoning.

**For-profit childcare:** Privately owned early childhood program in which any monies left over after expenses go to the owner or shareholders.

**Gross motor skills:** Skills involving the large muscles of the legs, arms, back, and shoulders which are necessary for such tasks as running, jumping, and climbing.

**Infant:** Children between 0 and 18 months of age.

**Non-profit childcare:** Incorporated program or one sponsored by a public entity such as a church or school in which profits are put back into the program or returned to the sponsoring agency.

**Nursery school:** Half-day program for preschoolers that has an educational emphasis.
Onlooker play: A category of play describing a child who stands nearby, watching others at play without joining in.

Parallel Play: A category of play in which children use similar materials but do not interact with each other.

Permissive parenting: A parenting style in which parents fail to set firm limits or to insist on appropriately mature behaviour in their children.

Preoperational stage: A stage in Piaget’s Theory of Cognitive Development. It is the period from two to seven years old, during which children are shifting from simple to complex use of symbols. They are beginning to remake in their minds what they did through action.

Preschooler: Children who are not of elementary school age, usually between 2 1/2 to 5 years of age.

Pretend play: Children’s dramatic or symbolic play that involves more than one child in social interaction.

Sensorimotor stage: A stage in Piaget’s Theory of Cognitive Development. It is the period from birth to two years of age during which infants use their muscles and senses to explore their world.

Slow-to-warm-up babies: Babies who are cautious, moody, slow to adapt to change, and who tend to withdraw from or who are passively resistant to new objects and people. These babies’ responses to happiness or anger are of low intensity.

Solitary play: A category of play in which a child plays alone, uninvolved with other children.

Subsidized childcare: Childcare service that is granted by the provincial government (Ministry of Children’s Services).

Symbolic play: A term used by Piaget to describe play by children who can mentally represent objects and therefore can pretend.

Temperament: A child’s inborn characteristics that affect behaviour. Components of temperament include activity level, irritability level, soothability, and levels of fearfulness and sociability.

Toddler: Children between 18 months and 2½ years of age.
Literacy and Numeracy Activities for Young Children

Early literacy and numeracy learning plays an important role in children’s intellectual development. Such learning provides children with a solid foundation that facilitates their acquisition of more complex skills in the future. Parents can promote their children’s early literacy and numeracy learning through a variety of activities such as reading books, telling stories, and reciting nursery rhymes. These activities can enhance their children’s desire to read and write, and to learn more about numbers.

While implementing literacy and numeracy activities for young children, parents should strive to create the following learning atmosphere:

- An environment in which children can experience and explore through seeing, observing, listening, hearing, speaking, and asking questions.
- A learning environment which promotes imagination, and encourage children to express their own creativity.
- A learning climate for their children which encourages close contact with pictures, words, literature, number concepts, and a variety of verbal expressions.

The following are suggestions of literacy and numeracy activities that parents can do with enthusiasm, interest, animation, and actions to interest their children in reading, writing, and numeracy. Since the parent/child relationship is the first and most important influence on literacy and numeracy learning, these recommendations should be shared with LINC-Parenting participants.

- **Reading Books**

  To encourage children’s love of literature, parents can do the following:
  - Select a variety of books: books with sounds (the noisy book), books with colours, books with signals to turn the page, touch-and-feel books, big books, multicultural books, and read-along books that include cassettes.
  - Read, read, and read to their children — even when their children know how to read.
  - Select age-appropriate books, and use books with more pictures for younger children.
  - Read to their children either in the first language or the second language. Parents should make book reading a habit. Children can be encouraged to sit on their parents’ laps and "read" the book themselves.
  - Read books at their children’s pace.
• **Story Telling**

To make story telling more enjoyable, parents can do the following:
- Try a variety of ways of telling stories: using big picture and colorful books, flannel boards, puppets, props, and musical instruments.
- Find other ways to tell stories: draw and tell, show and tell, create a chalk story on the blackboard, have children cut story figures while the story is being told.
- Tell stories to their children using animation, enthusiasm, intonation, and actions.
- Repeat stories often so that their children become familiar with them.
- Encourage and allow their children to create their own stories.
- Involve their children in helping while a story is told (e.g., answering questions, taking turns to hold props etc.).
- Allow their children to imagine and retell stories.

• **Nursery Rhymes/ Poetry**

To encourage children’s enjoyment of nursery rhymes and poetry, parents can do the following:
- Select appropriate rhymes which are of interest to their children.
- Recite rhymes with rhythm, movement, interest, humour, and animation.
- Illustrate rhymes to make them more appealing to children.
- Recite rhymes regularly so that children become familiar with them.
- Encourage and allow children to create their own rhymes.

• **Games**

Games are wonderful learning opportunities for children. When selecting or playing games with their children, parents should keep the following points in mind:
- Select a variety of appropriate games: bingo, puzzles, matching games, and classification games.
- Select games with simple instructions. Parents should join in and play with their children.
- Facilitate activities by asking questions in order to give clues.
- Make sure there is neither winner nor loser in an activity.
- Prepare activities in a comfortable and spacious area.

• **Singing Songs**

To promote the love of music in their young children, parents can do the following:
- Select a variety of song-singing activities: watching sing-along videos, listening to songs on cassettes, singing songs that are accompanied by movements, and singing using musical instruments.
- Sing songs with enthusiasm, action, and movement.
- Illustrate songs to make them more appealing to children.
- Repeat songs often so that their children become familiar with them.
- Encourage and allow their children to create their own songs.
- Sing songs together with their children either in the first language or second language.
• **Fingerplays**

Fingerplays are enjoyable activities for children. Parents can try the following activities:
- Use puppets, pictures, and actions with their children.
- Demonstrate appropriate actions with fingerplays.
- Replay finger games regularly so that children become familiar with them.
- Adjust their actions and movements at their children’s pace so that they can follow.
- Facilitate fingerplays with enthusiasm, animation, and fun.
- Encourage and allow children to create their own fingerplays.

• **Interaction through Conversation**

Conversations are a wonderful way for children to learn. Parents should keep the following in mind:
- Repeat and emphasize key words in a conversation.
- Use fun words, gestures, and pantomimes.
- Use open-ended questions to expand what children say. Open-ended questions might include: "What will happen if I…?" or "How can we…?"
- Follow children’s interest and lead in initiating conversations.
- Always use two-way interactions when conversing with their children.
- Interact with their children either in the first language or in the second language.

• **Printing**

Printing activities with young children provide the foundation for later literacy activities. Parents may want to try the following:
- Select a variety of printing activities: printing the child’s name on his/her work, saying the letters aloud while printing the name, tracing the alphabet and numbers.
- Create a pleasant and equipped area in which their children can write.
- Keep this writing area exciting and attractive for their children by providing different kinds of materials, such as. crayons, pencils, rulers, a hole-punch, erasers, scissors, staplers, etc.

• **Other Activities for Parents to Try with Their Children**

- Use computer software that encourages early literacy and numeracy.
- Put on a puppet show.
- Label or put signs in play area (e.g., sign saying blocks in the block center or paper in the printing center) so their children can practise reading.
- Do cooking activities with their children. Parents can write out easy recipes for their children to read. They should allow their children to make choices and predictions.
### Sample Lesson Plan

**Theme:** Growth and Development

**Topic:** Physical Growth

<table>
<thead>
<tr>
<th>LINC Level: 1, 2, and 3 *</th>
<th>Duration: 3 hours</th>
</tr>
</thead>
</table>

**CLB Outcomes:**

**L/S:**
- Respond to and ask questions regarding personal information.
- Express ability/inability.

**R:**
- Formatted texts.
- Unformatted texts.

**W:**
- Describe personal situations.

**Lesson Objective:**
To become familiar with the physical growth of children from infancy to four years old.

**Performance Outcomes:**
At the end of the lesson, learners will be able to:
- Describe the physical growth of their own child in terms of height and weight.
- Express ability/inability of child as to his/her gross and fine motor skills.
- Read growth charts and compare their own child’s growth to the average.
- Identify main ideas in a text about physical growth.
- Write a brief description of the physical growth of their own child.

**Language Focus:**
- Simple verbs for gross and fine motor skills — sit, stand, crawl, walk, jump, grasp.
- Adjectives for describing physical build — tall, short, heavy, light, big, small.
- Ordinal numbers — first, second.
- Units for height and weight — lb., kg, ft., in., cm.

**Grammar:**
- Modals to express ability/inability — can, can’t.
- Comparative adjectives — taller than, heavier than.
- Wh-questions, Yes/No questions.
- Simple past tense — crawled, walked, sat, stood, doodled.
- Prepositions of time — at six months.

* This is a sample lesson plan for a multi-level class with learners of LINC levels 1 to 3. Instructors should select and/or adapt the suggested learning activities according to the proficiency of their learners.
Procedure:

1. **Warm up: Listening/speaking task**
   Whole class participation. Learners take turns showing photos of their family/children. They provide the name and age of their child (children) and give any other information they want to share.

2. **Brainstorming: Listening/speaking task**
   - The whole class brainstorms physical actions that children from infancy to age four can do (e.g., walk, sit up, use scissors). Elicit from learners verbs related to gross and fine motor skills. Write them on the board. Introduce additional vocabulary.
   - Draw timeline on board. Divide class into mixed-ability groups. Each group puts verbs for gross and fine motor skills on the timeline according to their experience and knowledge.
   - Present “The First Year – Stages of Physical Growth in Young Children” (pages 84 – 85). Groups compare their timeline against the chart.

3. **Reading task:**
   Group learners according to proficiency level. Assign reading task accordingly.
   - LINC 1: Match vocabulary to pictures (worksheet on page 158).
     Instructor models pronunciation of vocabulary. Learners listen and repeat.
   - LINC 2: Read growth charts (pages 87-90).*
   - LINC 3: Read passage: "Growing Day by Day" (page 139).*
     * Instructor may design questions related to the growth charts and reading passage.

4. **Writing task:**
   Use the same grouping as in the reading task. Assign writing task accordingly.
   - LINC 1: Fill in the blanks (page 21).
   - LINC 2: Write a 3-4sentence paragraph about what their child could do at various ages.
   - LINC 3: Write a 5-7sentence paragraph about what their child could do at various ages.

5. **Communicative practice: Class survey**
   - Instructor introduces the idea of class survey to the whole class.
   - Pre-activity: Review vocabulary for gross and fine motor skills. Review Wh-questions and Yes/No questions.
   - Conduct survey using worksheet on page 164.

6. **Follow up:**
   Arrange for a talk on "Physical Growth of Children" by Public Health Nurse or Parenting Instructor. Before the talk, have learners prepare questions about children’s growth to ask the guest speaker.

7. **Resources:**
   - Growth charts (pages 87-90).
   - The First Year — Stages of Physical Growth in Young Children (pages 84-85).
   - Worksheets (pages 158, 164).
   - Reading passage (page 139).
Gross and Fine Motor Skills of Young Children

Match the pictures to the appropriate vocabulary.

- roll over
- sit
- crawl
- walk
- run
- jump
- throw
- grasp
- pick up
- draw
- cut
- thread beads
**Gross Motor Development of Young Children**

Cut apart the sentence strips. Sequence them to show the gross motor development of young children.

<table>
<thead>
<tr>
<th>Gross Motor Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolls from front to back or side.</td>
</tr>
<tr>
<td>Sits with support.</td>
</tr>
<tr>
<td>Sits alone without support.</td>
</tr>
<tr>
<td>Crawls on hands and knees.</td>
</tr>
<tr>
<td>Walks with support.</td>
</tr>
<tr>
<td>Walks without support.</td>
</tr>
<tr>
<td>Tries to run, cannot stop, and usually just drops to the floor.</td>
</tr>
<tr>
<td>Climbs stairs without help.</td>
</tr>
<tr>
<td>Walks up and down stairs without help, using alternating feet.</td>
</tr>
<tr>
<td>Pedals a tricycle or wheeled toy.</td>
</tr>
</tbody>
</table>
Fine Motor Development of Young Children

Cut apart the sentence strips. Sequence them to show the fine motor development of young children.

<table>
<thead>
<tr>
<th>Fine Motor Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holds hands in a fist but is unable to hold items.</td>
</tr>
<tr>
<td>Grasps items with entire hand.</td>
</tr>
<tr>
<td>Holds bottle with two hands.</td>
</tr>
<tr>
<td>Picks up things with thumb and fingers.</td>
</tr>
<tr>
<td>Grasps large crayon with fist and scribbles in large circular motion.</td>
</tr>
<tr>
<td>Holds cup and spoon to feed self without much spilling.</td>
</tr>
<tr>
<td>Holds crayon between two fingers and thumb.</td>
</tr>
<tr>
<td>Cuts with scissors.</td>
</tr>
<tr>
<td>Ties shoelaces.</td>
</tr>
<tr>
<td>Threads small wooden beads on a string.</td>
</tr>
</tbody>
</table>
### Language Development of Young Children

Cut apart the sentence strips. Sequence them to show the language development of young children.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cries to tell needs.</td>
<td></td>
</tr>
<tr>
<td>&quot;Coos&quot; and &quot;babbles.&quot;</td>
<td></td>
</tr>
<tr>
<td>Makes single vowel sounds,</td>
<td>such as &quot;ah,&quot; &quot;eh,&quot; &quot;uh.&quot;</td>
</tr>
<tr>
<td>Repeats same syllables,</td>
<td>such as &quot;ba-ba,&quot; &quot;da-da,&quot; &quot;ma-ma.&quot;</td>
</tr>
<tr>
<td>Uses 5-50 words. Says two-word</td>
<td>phrases.</td>
</tr>
<tr>
<td>Uses 50–300 words. Says three-</td>
<td>to four-word sentences.</td>
</tr>
<tr>
<td>Expresses negative statements</td>
<td>by saying &quot;no&quot; or &quot;not.&quot;</td>
</tr>
<tr>
<td>Answers simple questions</td>
<td>appropriately. Asks more questions.</td>
</tr>
<tr>
<td>Uses 300–1,000 words.</td>
<td>Produces longer sentences.</td>
</tr>
<tr>
<td>Recites rhymes and follows</td>
<td>songs.</td>
</tr>
<tr>
<td>songs.</td>
<td></td>
</tr>
</tbody>
</table>
Cognitive Development of Young Children

Cut apart the sentence strips. Sequence them to show the cognitive development of young children.

| Actions are mainly reflexes. For example, the child cannot tell the difference between sucking for hunger and sucking for pleasure. |
| Actions are controlled. For example, the child can move his/her eyes from one thing to another, and can turn his/her head towards a nearby sound. |
| Thinks that things do not exist when they cannot be seen. Therefore, the child does not search for missing things. |
| Knows that things exist even when they cannot be seen. Therefore, the child will search for hidden toys. |
| Uses muscles and senses to explore the world. For example, the child squeezes toys and puts things into his/her mouth. |
| Begins to have memory. For example, the child recognizes his/her own milk bottle and favourite toy. |
| Starts to have symbolic thought. For example, the child uses words for objects. |
| Starts to have simple reasoning. For example, the child asks questions and sorts things. |
## Social-Emotional Development of Young Children

Cut apart the sentence strips. Sequence them to show the social-emotional development of young children.

<table>
<thead>
<tr>
<th>Stares at adult faces, smiles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes familiar faces and voices.</td>
</tr>
<tr>
<td>Responds differently to strangers and familiar persons.</td>
</tr>
<tr>
<td>Pays attention to own name.</td>
</tr>
<tr>
<td>Repeats behaviours that get adult attention.</td>
</tr>
<tr>
<td>Plays alone for short periods.</td>
</tr>
<tr>
<td>Watches other children play but does not join in.</td>
</tr>
<tr>
<td>Watches and imitates the play of other children.</td>
</tr>
<tr>
<td>Participates in group activities.</td>
</tr>
<tr>
<td>Begins to have a &quot;best friend.&quot;</td>
</tr>
</tbody>
</table>
Physical Growth and Development of Young Children

Interview classmates to find out about the physical growth and development of their children.

<table>
<thead>
<tr>
<th>Name of Child</th>
<th>Age</th>
<th>Date of Birth</th>
<th>Height (cm)</th>
<th>Weight (kg)</th>
<th>Motor Skills Child Can Do (e.g., roll, sit, crawl, walk, jump, hold objects, feed self)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Safety at Home and at Play

Match the action to the appropriate possible danger by writing the correct number on the space after reading "A Safe Environment" (page 146).

<table>
<thead>
<tr>
<th>ACTION</th>
<th>POSSIBLE DANGER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Touching uncovered electric outlets</td>
<td>(a) drowning</td>
</tr>
<tr>
<td>2. Swallowing cleansing solution</td>
<td>(b) falling out</td>
</tr>
<tr>
<td>3. Lacking safety gates at top and bottom of stairs</td>
<td>(c) abduction</td>
</tr>
<tr>
<td>4. Using poorly fitted skates</td>
<td>(d) burns or scalds</td>
</tr>
<tr>
<td>5. Taking an unsupervised bath</td>
<td>(e) brain damage</td>
</tr>
<tr>
<td>6. Playing with a knife</td>
<td>(f) sports injuries</td>
</tr>
<tr>
<td>7. Cycling without a helmet</td>
<td>(g) poisoning</td>
</tr>
<tr>
<td>8. Touching pot handles sticking out on stove</td>
<td>(h) sexual abuse</td>
</tr>
<tr>
<td>9. Swallowing small pieces of toys</td>
<td>(i) broken bones</td>
</tr>
<tr>
<td>10. Going with a stranger</td>
<td>(j) shock</td>
</tr>
<tr>
<td>11. Going near unlocked windows or screens</td>
<td>(k) choking</td>
</tr>
<tr>
<td>12. Not knowing how to respond to &quot;bad touch&quot;</td>
<td>(l) cut</td>
</tr>
</tbody>
</table>

See Answer Key on page 167.
Stress in Children

Complete the crossword puzzle using the following clues. All words are from the reading passage "Stress in Children" (page 147).

ACROSS
7 Conversation, information
8 rely on, depend on
9 deal with
10 inclination to vomit
11 annoyed, bothered

DOWN
1 taking it easy
2 surroundings
3 signs, indications
4 answers
5 unfinished
6 worry, fear
Stress in Children — Answer Key

Safety at Home and at Play — Answer Key
1-j, 2-g, 3-i, 4-f, 5-a, 6-l, 7-e, 8-d, 9-k, 10-c, 11-b and 12-h.
Sample Childcare Application Form

A. Child’s Information:

Child’s name: ____________________________________________________________

(Last Name) (First Name)

Gender: F / M

Date of birth: ________________________________

(DD/MM/YY)

Address: ______________________________________________________________

Street __________________________________________ Apt#

City __________________________________________ Province __________________________

Postal Code

Telephone #: ( ) _____________________

(Area Code)

Health card #: ________________________________

B. Parent’s Information:

1. Mother’s name: _______________________________________________________

(Last Name) (First Name)

Contact number: ( ) _____________________ ( ) _____________________

(Work) (Home)

1. Father’s name: _______________________________________________________

(Last Name) (First Name)

Contact number: ( ) _____________________ ( ) _____________________

(Work) (Home)
C. **Family Doctor’s Information:**

   Doctor’s name: ________________________________________________
   (Last Name) (First Name)

   Clinic Telephone #: ( ) __________________________

D. **Emergency Contact:**

   Name: ________________________________________________
   (Last Name) (First Name)

   Telephone #: ( ) __________________________

   Relationship to child: ____________________________

E. **Childcare Preference:** (Please use an “X” to indicate preference.)

   Infant care program:  
   Full day ______
   Half day ______(am) ______(pm)

   ½ day kindergarten program: ______(am) ______(pm)

   School age program:  
   Before School ______
   After School ______
   Hot Lunch ______

   Arrival time: ___________ with _____________

   Departure time: ___________ with _____________

   Start date: ________________________________

F. **Previous/present Childcare Arrangement:**

   Home care _____  Nursery school _____
   Live-in nanny _____  Grandparent _____
   Daycare centre _____  Other _____
Sample Childcare Permission Form

Permission for Giving Medicine

Date: ___________________

I give permission for __________________________ to be given ____________________________
(name of child) (amount of medicine)
of _______________________ at _____________________ on ________________________.
(name of medicine) (times of day) (date)

Parent’s/Guardian’s Name __________________________ Signature __________________________

Permission for Fieldtrip

I give permission for my child __________________________ to participate in the
(name of child)
fieldtrip to __________________________ on _________________________.
(destination) (date)

Will you be able to act as a volunteer on the fieldtrip? Yes _____ No _____

Parent’s/Guardian’s name __________________________ Signature __________________________

Date __________________________
Contact Information for Family Resource Programs

For information about Family Resource Programs, contact FRP Canada or the provincial organizations and networks of family resource programs in your province or territory.

**National**

The Canadian Association of Family Resource Programs (FRP Canada)
101–30 Rosemount Avenue
Ottawa, ON
K1Y 1P4

Tel: (613) 237-7667    Fax: (613) 237-8515

**Pacific (British Columbia, Yukon)**

BC Association of Family Resource Programs
2819 West 11th Avenue
Vancouver, BC
V6K 2M2

Tel: (604) 738-2819    Fax: (604) 738-2850

**Western (Alberta, Manitoba, Saskatchewan, Northwest Territories)**

Family Centre
1010 – 4th Avenue South
Lethbridge, AB
T1J 0P5

Tel: (403) 320-4232    Fax: (403) 329-7321

71 Clonard Avenue
Winnipeg, MB
R2M 0J4

Tel: (204) 233-8615    Fax: (204) 233-8615
Ontario

Ontario Association of Family Resource Programs
c/o Ryerson Polytechnic University
350 Victoria Street
Toronto, ON
M5B 2K3

Tel: (416) 410-8204  Fax: (416) 925-1545
1-888-235-8381

Metro (Toronto) Association of Family Resource Programs
1117 Gerrard Street East
Toronto, ON
M4M 1Z9

Tel: (416) 463-7974  Fax: (416) 463-0316  e-mail: mafrp@web.net

Quebec

Federation des unions de familles
222, rue Victoria
St-Lambert, QC
J4P 2H6

Tel: (450) 466-2538  Fax: (450) 466-4196

Centre quebecois de ressources a la petite enfance
154, rue Joly
Ste-Anne-des-Plaines, QC
J0N 1H0

Tel: (450) 466-6062  Fax: (450) 466-4196

Atlantic (New Brunswick, Newfoundland, Nova Scotia, PEI)

Valley Family Resource Centre
690 Main Street
Woodstock, NB
E7M 2E3

Tel: (506) 325-2299  Fax: (506) 328-8896  e-mail: valfamily@nbnet.nb.ca

Port au Port Community Education Initiative Inc.
PO Box 70
Aguathuna, NF
A0N 1A0

Tel: (709) 643-4891  Fax: (709) 643-9235  e-mail: bkirby@nf.sympatico.ca