

# Facilitator's Guide

# MORE THAN JUST VIDEO GAMES

For Parents with Children Ages 6-12

A resource to strengthen parents' knowledge  
and skills to improve their child's social and  
emotional wellbeing

## Parents Matter Project

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**MIDDLE CHILDHOOD MATTERS**  
—COALITION TORONTO—

Ontario  
Trillium  
Foundation  Fondation  
Trillium  
de l'Ontario

An agency of the Government of Ontario  
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## Middle Childhood Matters Coalition Toronto (MCMCT)

The Middle Childhood Matters Coalition Toronto (MCMCT) is a group of 20 social service, child welfare, education, recreation, health organizations and parent leaders promoting and influencing a system that prioritizes children ages 6-12 (middle childhood), and their families. MCMCT envisions a city where children ages 6-12 and their families have equitable opportunities and resources to thrive.

The Coalition believes, and research states, that this is an important time in a child's life. To support children's healthy development during this stage, MCMCT promotes high quality, affordable, accessible and culturally appropriate out-of-school time programs (before and after school time, summertime and holidays). The Coalition was one of the driving forces behind the development of the City of Toronto's first Middle Childhood Strategy, which prioritizes programming for this age group.

Our member organizations work with thousands of parents and children across Toronto. MCMCT recognizes the vital need to educate and support parents, caregivers and adult allies living, working and caring for these children across Toronto.

### CONNECT WITH US



@MCMCToronto

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



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# INTRODUCTION

The Parents Matter Project endeavors to support and educate newcomer, low-income and racialized parents in Toronto with children ages 6-12 (middle childhood) on how to best improve developmental and social outcomes for their children. This includes the creation and implementation of topic-specific parent learning sessions. Parenting and family relationships provide the foundation from which children ages 6-12 can develop the skills to overcome challenges and thrive to adulthood. These parent learning sessions aim to build upon the assets, capabilities and strengths of parents to help increase their knowledge on a number of topic areas relevant to their child's social and emotional development.

This facilitator's guide provides practical learning sessions to increase familial relationships, including resources that can be utilized and accessed beyond the life of the session. This is grounded in the knowledge that families crave more meaningful time together and the need to have access to materials, tools and skill building knowledge on an ongoing basis that is accessible at all times. By attending a learning session, a parent will leave with more knowledge, awareness and confidence in their ability to parent throughout this developmental stage. The interactive activities and supplementary resources will help parents to solidify their learnings.

In addition to More than Just Video Games, 15 evidence-based learning sessions have been developed in collaboration with experts in the fields such as:

- Sleep and Bedtime Routines
- Body Image and Self-esteem
- Healthy Eating and Nutrition
- Physical Activity
- We All Have Mental Health
- Growing Healthy Minds
- Children's Mental Health Challenges and Seeking Support
- Counting on Math
- Reading is Everywhere
- Keeping Children Safe Online
- Raising Responsible Digital Children
- Cognitive Development in Middle Childhood and Adolescence
- Emotional Development in Middle Childhood and Adolescence
- Social Development in Middle Childhood and Adolescence

# FLOW OF THE LEARNING SESSION

| LEARNING SESSION STRUCTURE | DESCRIPTION   |
|----------------------------|---|
| Learning Objectives        | What parent participants can expect to learn by attending each learning session.  |
| Warm-up/ Check-in          | An activity to introduce and ground parent participants. The purpose is to begin getting to know each other by creating an inclusive and welcoming environment where all voices are heard and valued. |
| Group Agreements           | An opportunity to collectively co-create the conditions of how learning will unfold. Creating a group agreement demonstrates that the space is shared by all.   |
| Reflection Moment          | Guiding questions are used to prompt reflection on current knowledge of the topic presented.  |
| Content Development        | How the information will be delivered and resourced (learning discussions) -how learning happens- what do we need to know.  |
| Action Moment              | Each learning session will motivate concrete actions for parent participants to go from “reflection to action-now what?” with tips, tools and hands-on experience.                                    |
| Evaluation and Check-out   | Reinforce new learnings, takeaways and evaluate the learning.   |

# FACILITATION TIPS

- Prepare your session in advance; read content carefully and resources needed.
- Be clear and concise in your interactions.
- Listen to what is said.
- Remember to integrate important points that have not been raised by parent participants.
- Validate questions outside of the lesson plan raised by parent participants and direct them to their service provider.
- Be ready to accommodate changes and respond to your audience. Flexibility will be required from time to time and you may need to adapt the agenda in some situations.
- When appropriate, share your own lived experience as a parent or caregiver. However, be conscious not to dominate the conversation.



## Useful Tips to Successfully Facilitate a Group Discussion

### 1. Adults learn better when:

- They are personally motivated and engaged.
- They have the opportunity to reflect on what they are learning.
- They can exchange knowledge and experiences with others.
- They can have better understanding of what they learn and the implementation of that learning at home.

### 2. Adapting for inclusion:

- Know the diversity within the group: who are the participants? What experiences do they bring?
- Integrate cultural experiences: consider how both the facilitator and parent participants can bring their cultural experiences into the session.
- Be sensitive to emotional responses: depending on parent participants lived experiences, sometimes exercises can trigger participants' emotions.

# MORE THAN JUST VIDEO GAMES

## Overview

Part of helping our children be responsible digital citizens is helping them understand the many ways we can use technology. How can we help children see their devices as more than YouTube, Fortnite and Snapchat? How can we as a family use these tools to access information, create and connect?

## Learning Objectives

- To increase parents' knowledge of how technology can be used to access information, create and connect with others.
- To provide parents with an activity they can try with their families at home.



### Materials and Supplies

FLIP CHART



MARKERS



POST-IT NOTES



PENS



VISUAL AIDS



SPEAKERS



INTERNET ACCESS



BALL OF YARN



LEARNING TOOLS



FLIP CHART PAPER



ATTENDANCE FORM



EVALUATIONS



# LEARNING SESSION OUTLINE

| <b>Agenda</b>               | <b>Length of the learning session (1 hour)</b> |
|-----------------------------|--|
| 1. Welcome and Introduction | (5 minutes)                                    |
| 2. Check-in                 | (10 minutes)                                   |
| 3. Reflection Moment        | (10 minutes)                                   |
| 4. Content Development      | (25 minutes)                                   |
| 5. Action Moment            | (5 minutes)                                    |
| 6. Evaluation and Check-out | (5 minutes)                                    |

## 1. Welcome and Introduction (5 minutes)

Facilitator(s) will welcome parent participants and organization(s) supporting the learning session. Housekeeping items should be introduced: washroom facilities, fire exit and additional information needed for the learning session.

*Materials needed:* Pens

**Appendix 1 - Tool 1.1** Agenda

**Tool 1.2** Attendance and Photo Release Form

**Tool 1.4** Evaluation (Pre)

## 2. Check-in (10 minutes)

*Getting to know each other:* Introductions of parent participants. (5 minutes)

*Materials needed:* Ball of yarn or string.

Facilitator asks parent participants to sit/stand in a circle and one person holds the ball of yarn/string to start. The person holding the ball says their name, their children's names and ages and names a videogame that they know. While holding the end of the string, the person tosses the ball of string to someone they don't know.

## 2.a Group Agreements

(5 minutes)

*Materials needed:* post-it notes, markers, flip chart paper, pens.

Facilitator asks parent participants any of the following

### ? Guiding Questions

- What do we need from each other and ourselves to create a safe learning space?
- How are we going to learn together in this space?

Parent participants are asked to write their answers on a post-it note and place it on the flip chart. Facilitator will read them out loud for parents' consensus.

The list should be posted visibly for the length of the learning session.

*Building a group agreement with parent participants is an important step to take when working with groups. It invites members to co-create a safe space for sharing where all voices are heard and valued.*

## 3. Reflection Moment

(10 minutes)

### Speed of Change

*Materials needed:* **Appendix 2 - Learning Tool 2.1.** Sorting Cards

### Discussion Points

- Our mobile devices are a bit like a multi purpose tool. They don't do just one thing; they can take pictures, keep our shopping lists, allow us to watch and make videos.
- Often our kids use their devices to play games, watch YouTube or Netflix, or chat with friends but they can do so much more.



Let's explore how we can help our children maximize these powerful digital tools.

**Turn and Talk:** What are your children's favourite things to do on phones, computers or tablets?

We want them to use devices to access information, connect with others, and create.

Facilitator provides parent participants with **Learning Tool 2.1** and invites them do the following:

### Group Sorting Activity:

Ask parent participants to sort the tasks into 3 categories: access information, connect with others, and create.



Access  
Information



Connect



Create



### Facilitator Tip

Encourage families to think of the activities they shared in the turn & talk and where they feel they fit. Card games like **Minecraft** are meant to challenge families to think differently.

## 4. Content Development

(25 minutes)

### 4.1 Global Competencies

*Materials needed:* **Appendix 2 - Learning Tool 2.2** Global Competencies Chart

Facilitator provides parent participants with **Learning Tool 2.2** and invites them to explore the six competencies.

## Discussion Point

**The Ministry of Education** in Ontario has outlined 6 global competencies that learners need to be successful today in their work and in their communities. Seeing technology as a tool to access information, connect with others and create will help us practice these 6 competencies.

- » Creativity & Innovation
- » Self Directed Learning
- » Critical Thinking
- » Citizenship
- » Communication
- » Collaboration

### 4.2 Accessing Information and Connecting

*Materials needed:* Projector, computer and speakers.

## Discussion Points

There are many ways our children can connect and access information as they learn about the world.

- How do you use technology to connect as a family?
- Digital tools allow us to learn through pictures, videos and games.
- There are so many tools, it is too hard to count. Here are a few to start with.

## ? Guiding Question

*Where to look? Go on the App Store!*

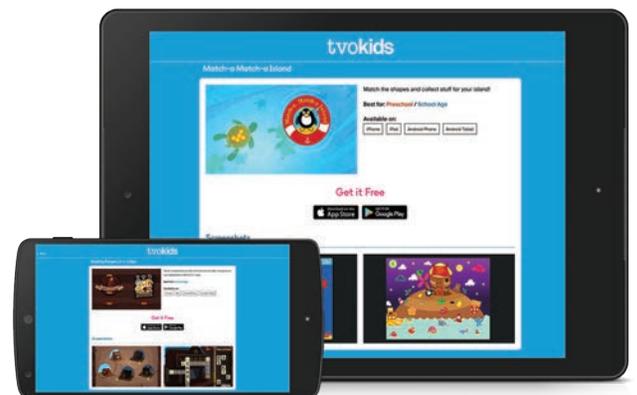
- Searching on the App Store can be overwhelming. If you search a topic like adding you get 1000 possible apps.
- Start with Education section to narrow your search based on grade, subject or grade and subject.

### TVOKids

- Free apps for both Apple & Android. All of TVOKids apps connect to the Ontario curriculum.



Vist link: <https://www.tvokids.com>





### Facilitator Tip

**TVOKids** has a series of videos and games and you may wish to demonstrate one or more of the following with parent participants:



#### FRANTIC FIND

Visit link: <https://tvokids.com/school-age/apps/frantic-find>



#### SPELLING FLEAS

Visit link: <https://tvokids.com/school-age/apps/amazing-spelling-fleas>



#### LOOKY LOOKY

Visit link: <https://tvokids.com/school-age/apps/looky-looky>

### The Kids Should See This

- A collection of videos curated by a mom with the help of her 7 and 10 year old children on topics like nature, animals and science.
- YouTube can be just as overwhelming as the App Store. Follow the Kids Should See This site for new videos organized under science, technology and the arts.



Visit link: [www.thekidshouldseethis.com](http://www.thekidshouldseethis.com)

### Google Arts & Culture

- With Google Arts & Culture you can visit a museum or art gallery located all around the world from the comfort of your home.



Visit link: <https://artsandculture.google.com>



### Facilitator Tip

As the facilitator, you know your group best. You may decide to just share 1 or 2 strategies that you think parents would most appreciate. Local libraries and schools have great online resources as well. If you have a favourite, feel free to switch out one of the three.

### 4.3 Let's Create

Materials needed: Projector, computer and speakers.

There is no need for fancy apps or tools to get creating.

Facilitator invites parent participants to get some practice by introducing 3 different strategies:



#### 1. Snap It! Photography

- The easiest way to start using technology is with camera/photographs.
- Many kids have practiced taking a selfie.
- We want them to understand how they can use photographs to communicate a message.
- It is easy to connect photography to classroom learning. Go on a walk to look for shapes, numbers, words, angles, living things, textures and more.

#### ? Guiding Questions

How can you be a better photographer? There are many techniques but here are just 3.

- Close Ups - to show the details, you can go up to 10 cm away.
- Overhead Shots - a picture from above, use the grids to help.
- Unique Angles - getting low, tilting to get different shots.



Close Ups



Overhead Shots



Unique Angles



#### Facilitator Tip

For Apple users, this link has a series of instructional videos if you choose to do this with parents.



Visit link: <https://goo.gl/Z9HiL3>

## 2. Bring it to Life with Animation

- Another simple way is to use stop motion animation.
- Stop motion brings items to life with some simple movie magic.
- Just like flip books we made when we were little, stop motion animation brings drawings and items to life.
- A great way to explore storytelling with the toys we have around.

 Vist link: <https://youtu.be/UcsDwDXkFo0>

Facilitator invites parent participants to follow these 3 steps:

1. Keep your device steady
  2. Move your characters a little bit
  3. Snap a photo and speed it up
- A free app to check out for Android & Apple is **Stop Motion Studio**.

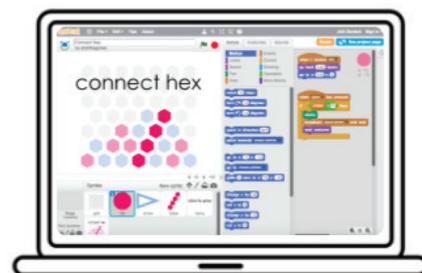
 Vist link: [www.cateater.com/try.html](http://www.cateater.com/try.html)

Here is a video that walks through the steps:

 Vist link: <https://goo.gl/apswpQ>

## 3. Code it - Practice your Problem Solving

- Code is what happens behind the scenes of all our technology.
- Computer programmers write codes to create the apps and websites we love.
- Even young learners can learn how to code.
- We can start understanding code with games on websites like **Code it**.



 Vist link: [www.code.org/student/elementary](http://www.code.org/student/elementary)

- We can code our own stories and games with apps like **ScratchJr** (grades 1-3) and **Scratch** (grade 4-6).

 Vist link ScrachJr: [www.scratchjr.org](http://www.scratchjr.org)  
Vist link Scrach: [www.scratch.mit.edu](http://www.scratch.mit.edu)

Here are some examples:



- The **challenge cards** on the site are great!

 Vist link: <https://scratch.mit.edu/info/cards>

- For younger learners, the **ScratchJr** app is a perfect place to start. With limited text everyone can get participating quickly.
- A quick two minute video overview

 Vist link: <https://goo.gl/f5Sy1L>

- The teach challenges from **ScratchJr**

 Vist link: <https://scratchjr.org/teach>

## 5. Action Moment

(5 minutes)

*Materials needed:* Projector, computer and speakers, **Learning Tool 2.3** Take Home Postcard.

### Bringing it Home Challenge

**Turn and Talk:** Facilitator provides **Learning Tool 2.3** and invites parent participants to turn to an elbow partner and share the following:

*What strategy do you think your children would enjoy the most?*

- Walk families through the recap of the three strategies on the postcard and challenge them to commit to trying one this week.

## 6. Evaluation and Check-out

(5 minutes)

*Materials needed:* Pens, **Learning Tool 1.5** Evaluation Form (Post).

**Evaluation:** Facilitator hands out **Learning Tool 1.5** and invites parent participants to give their feedback. Provide participants with pens and evaluation forms to be filled out. Encourage them to be honest. Their responses are anonymous and they don't have to answer any questions they don't feel comfortable answering.

**Check-out:** Thank parent participants for their participation and time.

# APPENDICES

## APPENDIX 1

**Tool 1.1** Agenda

**Tool 1.2** Attendance and Photo Release Form

**Tool 1.3** Facilitator's Check List

**Tool 1.4** Evaluation (Pre)

**Tool 1.5** Evaluation (Post)

## APPENDIX 2

**Learning Tool 2.1** Sorting Cards

**Learning Tool 2.2** Global Competencies Chart

**Learning Tool 2.3** Take Home Postcard

## APPENDIX 3

References

### Tool 1.1 Agenda

1. Welcome and Introduction (5 minutes)
2. Check-in (10 minutes)
3. Reflection Moment (10 minutes)
4. Content Development (25 minutes)
5. Action Moment (5 minutes)
6. Evaluation and Check-out (5 minutes)

APPENDIX 1.2 - ATTENDANCE AND PHOTO RELEASE FORM

Tool 1.2 Attendance and Photo Release Form

| FULL NAME | EMAIL | PHONE NUMBER | DO YOU CONSENT TO HAVE YOUR PHOTO TAKEN?              | SIGNATURE REQUIRED |
|-----------|-------|--------------|---|--------------------|
| 1.        |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 2.        |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 3.        |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 4.        |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 5.        |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 6.        |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 7.        |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 8.        |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 9.        |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 10.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 11.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 12.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 13.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 14.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 15.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 16.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 17.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 18.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 19.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |
| 20.       |       |              | <input type="checkbox"/> Y <input type="checkbox"/> N |                    |

### Tool 1.3 Facilitator's Check List

#### *Materials and Supplies:*

- Markers
- Flip Chart (if needed)
- Flip Chart Paper
- Post-it Notes
- Pens
- Internet Access/Connection
- Projector
- Computer
- Speakers
- Ball of Yarn
- Learning Tools
- Attendance Form
- Evaluation Forms (Pre & Post)



PARENT EVENT: \_\_\_\_ / \_\_\_\_ / 20\_\_

Do at START  
of Event

**Please answer the questions below.**

PART 1: About You

1. **Your gender:**  Female  Male  Trans  I describe my gender in a different way
2. **Your children's age(s):**  0-5  6-12  13+
3. **Parenting status:**  I'm a single parent  I'm **not** a single parent
4. **What country were you born in:** \_\_\_\_\_
5. **What is your postal code:** \_\_\_\_\_
6. **Do you have any relatives living with you at home?**  Yes  No  
If YES how many? \_\_\_\_\_

PART 2: About the Event

7. **How did you hear about this event?**  Friend/Family  Another Organization  
 Internet  Flyers  Other (please specify): \_\_\_\_\_
8. **Please rate your knowledge on:** (Circle ONE answer per question)

|   |  | HIGH | MEDIUM | LOW | DON'T KNOW |
|---|--|------|--------|-----|------------|
| a | How to use technology for more than video games            | H    | M      | L   | DK         |
| b | How to use technology with my child to access information  | H    | M      | L   | DK         |
| c | How to use technology with my child to connect with others | H    | M      | L   | DK         |
| d | How to use technology with my child to create              | H    | M      | L   | DK         |
| e | Technology my child uses                                   | H    | M      | L   | DK         |

PART 3: About your Learning

9. **What do you hope to learn today?**

-----

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THANK YOU!

## APPENDIX 1.5 - EVALUATION (POST)

PARENT EVENT: \_\_\_\_ / \_\_\_\_ / 20\_\_

Do at END  
of Event

**Please answer the questions below.**

### PART 1: About the Event

1. **Please rate your knowledge on:** (Circle **ONE** answer per question)

|   |  | HIGH | MEDIUM | LOW | DON'T KNOW |
|---|--|------|--------|-----|------------|
| a | How to use technology for more than video games            | H    | M      | L   | DK         |
| b | How to use technology with my child to access information  | H    | M      | L   | DK         |
| c | How to use technology with my child to connect with others | H    | M      | L   | DK         |
| d | How to use technology with my child to create              | H    | M      | L   | DK         |
| e | Technology my child uses                                   | H    | M      | L   | DK         |

|   |     |    |
|---|-----|----|
| I can identify one (1) activity to try with my child this week. | YES | NO |
|---|-----|----|

### PART 2: About your Learning

2. **What did you learn today?**

-----

### PART 3: About your Satisfaction

|                                   |  |                 |                      |                  |
|-----------------------------------|--|-----------------|----------------------|------------------|
| 1                                 | How often will you use what you learned today with your child(ren)? (Circle <b>ONE</b> answer) | Never           | Sometimes            | Always           |
| If never, please tell us why not? |  |                 |                      |                  |
| 2                                 | How informative was the facilitator?<br>(Circle <b>ONE</b> answer)                             | Not Informative | A little Informative | Very Informative |
| 3                                 | How satisfied are you with this event overall?<br>(Circle <b>ONE</b> answer)                   | Not Satisfied   | A little Satisfied   | Very Satisfied   |
| 4                                 | If we could improve ONE THING – what would it be?  |                 |                      |                  |

## APPENDIX 2

### Learning Tool 2.1 Sorting Cards

|  Access to Information |  Connect |  Create |
|---|---|--|
| FaceTime with grandparents far away   | Watching a YouTube clip about animals   | Coding a video game in Scratch   |
| Creating a house in Minecraft   | Researching for a school project  | Connecting with class on Google Classroom  |
| Sending a message to mom or dad   | Taking pictures because people are not putting their garbage away                         | Listening to a podcast   |



## APPENDIX 2

### Learning Tool 2.2 Global Competencies

| Critical Thinking and Problem Solving   | Innovation, Creativity, and Entrepreneurship   | Self-Directed Learning   |
|---|--|--|
| <p><b>Definition</b></p> <p>Critical thinking and problem solving involve addressing complex issues and problems by acquiring, processing, analysing and interpreting information to make informed judgments, decisions and actions.</p> <p>The capacity to engage in cognitive processes to understand and resolve problems includes the willingness to achieve one's potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful, real-world, authentic experiences.</p>   | <p><b>Definition</b></p> <p>Innovation, creativity, and entrepreneurship involve the ability to turn ideas into action to meet the needs of a community. The capacity to enhance concepts, ideas, or products to contribute new-to-the-world solutions to complex economic, social, and environmental problems involves leadership, taking risks, independent/unconventional thinking and experimenting with new strategies, techniques, or perspectives, through inquiry research. Entrepreneurial mindsets and skills involve a focus on building and scaling an idea sustainably.</p>   | <p><b>Definition</b></p> <p>Self-directed learning means: becoming aware and demonstrating agency in one's process of learning, including the development of dispositions that support motivation, perseverance, resilience, and selfregulation. Belief in one's ability to learn (growth mindset), combined with strategies for planning, monitoring and reflecting on one's past, present, and future goals, potential actions and strategies, and results. Self-reflection and thinking about thinking (metacognition) promote lifelong learning, adaptive capacity, well-being, and transfer of learning in an ever-changing world.</p>  |
| <p><b>Student Descriptors</b></p>   | <p><b>Student Descriptors</b></p>  | <p><b>Student Descriptors</b></p>  |
| <p>Students will solve meaningful, real-life, complex problems by taking concrete steps to address issues and design and manage projects.</p> <p>Students will engage in an inquiry process to solve problems as well as acquire, process, interpret, synthesize, and critically analyse information to make informed decisions (i.e., critical and digital literacy).</p> <p>Students will see patterns, make connections, and transfer what they have learned from one situation to another, including in real world applications. Students will construct, relate, and apply knowledge to all domains of life such as school, home, work, friends, and community.</p> <p>Students will analyze the functions and interconnections of social, economic, and ecological systems.</p> | <p>Students formulate and express insightful questions and opinions to generate novel ideas.</p> <p>Students contribute solutions to complex economic, social, and environmental problems or to meet a need in a community in a number of ways including enhancing concepts, ideas or products through a creative process, taking risks in their thinking and creating, discovering through inquiry research, and by hypothesizing and experimenting with new strategies or techniques.</p> <p>Students demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes and motivate others with an ethical entrepreneurial spirit.</p> | <p>Students learn the process of learning (metacognition) (e.g., independence, goal-setting, motivation) and believe in their ability to learn and grow (growth mindset).</p> <p>Students self-regulate in order to become lifelong learners and reflect on their thinking, experience, values, and critical feedback to enhance their learning. They also monitor the progress of their own learning.</p> <p>Students develop their identity in the Canadian context (e.g., origin and diversity) and consider their connection to the environment. They cultivate emotional intelligence to understand themselves and others. They take the past into account to understand the present and approach the future.</p> <p>Students develop personal, educational, and career goals and persevere to overcome challenges to reach goals. They adapt to change and show resilience to adversity. Students manage various aspects of their life: physical, emotional (relationships, self-awareness), spiritual, and mental well-being.</p> |



## APPENDIX 2

### Learning Tool 2.2 Global Competencies

| Collaboration   | Communication   | Citizenship   |
|---|---|---|
| <p><b>Definition</b></p> <p>Collaboration involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams. Ever-increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives in order to co-construct knowledge, meaning, and content, and learn from, and with, others in physical and virtual environments.</p>   | <p><b>Definition</b></p> <p>Communication involves receiving and expressing meaning (e.g., reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes. Effective communication increasingly involves understanding both local and global perspectives, societal and cultural contexts, and adapting and changing using a variety of media appropriately, responsibly, safely, and with regard to one's digital footprint.</p>                     | <p><b>Definition</b></p> <p>Citizenship involves understanding diverse worldviews and perspectives in order to address political, ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world. It also includes the acquisition of knowledge, motivation, dispositions, and skills required for an ethos of engaged citizenship, with an appreciation for the diversity of people, perspectives, and the ability to envision and work toward a better and more sustainable future for all.</p>   |
| Student Descriptors   | Student Descriptors   | Student Descriptors   |
| <p>Students participate in teams by establishing positive and respectful relationships, developing trust and acting cooperatively and with integrity.</p> <p>Students learn from and contribute to the learning of others by co-constructing knowledge, meaning, and content.</p> <p>Students assume various roles on the team, respect a diversity of perspectives, and address disagreements and manage conflict in a sensitive and constructive manner.</p> <p>Students network with a variety of communities/groups and use an array of technology appropriately to work with others.</p> | <p>Students communicate effectively in different contexts in oral and written form through a variety of media.</p> <p>Students communicate using the appropriate digital tools and create a positive digital footprint.</p> <p>Students ask effective questions to acquire knowledge, listen to, understand and ensure all points of view are heard voice their own opinions, and advocate for ideas.</p> <p>Students gain knowledge about a variety of languages and understand the cultural importance of language.</p> | <p>Students understand the political, ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies, and countries.</p> <p>Students take actions and responsible decisions that support quality of life for all, now and in the future.</p> <p>Students understand Indigenous histories, knowledge, contributions and inherent rights in Canada, learn from and with diverse people, develop cross-cultural understanding, and understand the forces that affect individuals, societies, and nations.</p> <p>Students recognize discrimination and promote principles of equity, human rights, and democratic participation. Students engage in local, national, and global initiatives to make a positive difference.</p> <p>Students contribute to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner.</p> <p>Students as citizens participate in networks in a safe and socially responsible manner.</p> |



Learning Tool 2.3 Take Home Postcard

**Parenting** in a **DIGITAL AGE**  
**Session 2: More Than Just Video Games**

As we help our children be good digital citizens we want them to....



**LET'S CREATE!**



One of the easiest ways to get started. Grab your device and go out for a photowalk. Look for shapes, lines, trying a nature hunt. Why not create your own i spy picture?

**Bring it to life - ANIMATION!**  
 Grab the toys around your house and the stop motion studio app and get animating.

- Remember the 3 Rules**
1. Keep the iPad still
  2. Move your character a little bit
  3. Play it back with the app



You are never too young to learn to code! Code is the language our computers speak. We are able to practice solving problems with block coding.

- [Code.org](http://Code.org) for games:
- [Scratchjr.org](http://Scratchjr.org) for early learners
- [Scratch.mit.edu](http://Scratch.mit.edu) for older friends

**WHAT WILL YOU TRY THIS WEEK WITH YOUR FAMILY?**

Session 2

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