

Everyday Success at Home

Toof is learning to build a fire without too much success. Sage offers to pitch in, and contributes some talents and skills. Great results and happy moments come out of the two working together.

Narrated Message // *We Elders and adults are important role models to our children and youth. Every day, life offers many natural opportunities for learning. As role models, we can share our knowledge and experience with our children. Working together with our families, our community and our Elders, we can help our children learn, improving their chances of success and well-being, both at home and at school.*

IDEAS

- Offering to help children with school work is all-important. We might be worried about our ability to help or not having the time to do it. We can think about how we as family members with all of our skills and talents can help our children to do well at school. Asking other members of the family to help out can be positive for home and school life.
- Planning activities that are fun and part of daily life can make a difference. Doing fun activities together helps parents and their children to feel close. Taking advantage of everyday moments for talking and learning is also worthwhile.

QUESTIONS FOR GROUP DISCUSSION

Family Members

1. What are some of the messages in this film?
2. Why is helping with children's homework and projects important for our children to do well at school?
3. Would you like to have more opportunities to talk to your children's teachers or other school staff about how you might do this?
4. Which skills, talents and experiences do you have that could be useful in helping your children with school work?
5. Are there ways the school can help parents get hold of more information or help?
6. Do you have any suggestions or personal stories to share?

School Staff and Community Leaders

1. Why is it important for family members to help students with homework and projects? How do you imagine this happening?
2. How can teachers and school staff encourage parents to understand the positive impact of getting involved? How can we encourage them to do so?
3. Do you think some families might be reluctant to do so? If so, why?
4. Are there families in your class or school that require particular support with this?
5. What are the positive ways to take action that you or your school might develop and implement to help offer this support? What additional responses and strategies might further support and meet the specific needs of Aboriginal children and family members in this regard?
6. Who are the key people at your school or board who might be available to help out?