**Life Skills Activities- Second Level**

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| PREPARING MEALS | | | |
| During meals, talk with your child about the nutritional value of food and its importance in our growth and development. | Have your child prepare part of a meal. They could cut vegetables, grate cheese before moving onto more difficult tasks. | Have family members help clean up after meals: younger children can clear the table; older your child can wash and dry dishes or fill the dishwasher. Tables and counters could be also be cleaned. | When eating fast food, ask your child to guess the nutritional value of the foods. Look up the different parts of the meal and discuss the fat, calories, and other aspects of the meal |
| Have your child choose a recipe to make a meal with you for the family. Older your child can follow the recipe and make the meal on their own. | Ask your child for suggestions for side or main dishes for the family menu, and eventually have your child plan the menu for a week. | When grocery shopping, have your child choose healthy snacks, and ask them what makes the snack healthy. Discuss cost, quality and value for money. | Have your child set the table for meals. |

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| **MONEY MANAGEMENT** | | | |
| Talk with your child about your views on money and about their views on money, understanding that culture plays a role in these perspectives. | Ask your child to describe what seems important to different people based on how they spend their money, and then ask what their priorities are for their own money. | Talk with your child about paying taxes and where tax monies go. | Teach your child that doing it yourself saves money – if you make your lunch at home instead of buying it at school, you “earn” the money that you would’ve spent on lunch at school! |
| Talk with your child about how credit can be helpful – such as in emergency situations or for buying things online or reserving hotel rooms. | Talk with your child about the importance of comparison shopping and to see what your money can get you at different stores or websites. Discuss quality vs. quantity | When you buy something, have your child look at the receipt to see how much was added to the cost due to VAT. When your child wants to buy something, have them calculate the VAT. | Try using the envelope system to learn budgeting: give your child envelopes with cash for each category of spending (fun money, etc.) and when the money is gone, it’s gone. |

**Life Skills Activities- Second Level**

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| **COMMUNITY RESOURCES** | | |
| Ask your child where they would call for help in different scenarios – when would they call 999 and how would they know who to call? Which neighbours could they turn to for help in an emergency or if they needed to borrow something? | Encourage your child to research information that they need and use often, such as movie times or where to get their hair cut, and keep a list handy. | Teach your child their phone number and address and help them to memorize it (or have it written down for them). Talk with them about who to share their information with. |

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| **EMPLOYMENT** | |
| Ask your child to list reasons why people need to work. If their older siblings or cousins work, have your child ask them why they got jobs, and ask your child what kinds of things they are able to do or not do when they have jobs. | When your child needs to make a decision, have them list pros and cons and discuss outcomes. Evaluate the decisions with them and ask about the choices that led to the decision. |

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| **HOUSING** | |
| Discuss the differences between essentials and necessities in a house. | Talk with your child about house bills. Help your child to create lists of housing expenses and what those might cost. |

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| **EDUCATION** | | | |
| Ask your child what they want to be when they grow up. Look for opportunities to discuss different jobs/careers, such as when you’re watching TV together or driving by businesses, or talking with people you know in different careers. | Help your child figure out what type of learner they are: visual, auditory, or kinesthetic, or ‘hands-on’ by how they study – do they look at pictures, read the directions, or just do it? Help them use their style to study most effectively. | Have your child study in different places, such as at a desk, listening to music, or at the kitchen table. After 15 minutes in each place, ask them where they were able to best concentrate and have that be their study spot | If your child struggles with staying on task for studying and completing homework, set incentives. Discuss them with your child and have them choose ideas with you so that they are things they’ll work towards. |

**Life Skills Activities- Second Level**

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| **HEALTH** | | | |
| Make hand-washing a part of your child’s routine after using the bathroom and before meals, and tooth-brushing a part of their morning and evening routines. Let your child pick out their toothbrush, toothpaste, and dental floss. | Help your child recognize how they feel when they are sick and to know their symptoms. Have older your child research their symptoms to see what they might do to feel better and to read medication labels to know the correct dosage. | Role play with your child different situations that they might be confronted with – ask what they might do in that particular situation. Tell them how you’ve handled peer pressure in the past. | Encourage your child to find ways to deal with stressful situations, whether that be exercising, deep breathing, talking, or taking time alone. Show your child your ways to deal with stress. |
| Invite your child to exercise with you and participate in any rewards that you give yourself for consistent exercise. Give your child an opportunity to participate in sports or activities that they enjoy. | If you’re watching TV with your child and someone on a show is dealing with an emotional issue, use it as an opening to talk with your child about it. | Talk with your child about positive role models for healthy relationships. Model healthy relationships for your child in your home. | Discuss basic anatomy with your child, teach them anatomical terms for their body parts, and give them honest, age-appropriate answers to their questions. |

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| **DAILY LIVING SKILLS** | | | |
| Discuss appropriate manners and model them for your child. | Show your child how to use tools and have them help you with home repairs. | Develop a chore chart, and have your child help you think of all the chores that need to get done around the house. Once the chores are done, check them off the chart | Give each child their own laundry basket. Teach your child the settings on the washer and dryer so that they can do laundry on their own. They can also fold and put clothes away. |
| Teach your child how to read a map and practice this skill, as well as using GPS to find a destination. Help younger children learn to notice street signs and landmarks. | Discuss proper hygiene with your child, including frequency of bathing and haircuts, kinds of hygiene products to use and how often to use them, dental care, and shaving. | Teach your child what different cleaning supplies are intended for and how to use each of them. | Explain the importance of fire safety by showing your child the fire safety plan and route to leave the house in an emergency. |

**Life Skills Activities- Second Level**

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| **SOFT SKILLS** | | | |
| If you hear your child making negative comments about themselves, ask them what they mean, challenge them a little, and help them remember their strengths. | Watch how you praise your child. Statements like “You aced that test – you’re such a good girl!” teach that we only value what they do well. Emphasize the importance of trying their best and feeling good about themselves by encouraging their effort. | Encourage your child to learn more about their heritage and others’ by exploring as a family the foods, dress, entertainment, worship practices, and holiday celebrations of their ethnic and cultural background and that of other cultures. | Help your child learn to negotiate – explain that many things in life are negotiable and it’s okay to ask to do things in a different way or at a different time. Discuss that not everything is negotiable however and sometimes they’ll have to do things when and how they are asked. |
| Help your child write a list of their strengths. Have them keep it in a safe place, and when they’re feeling down, have them pull out the list and remind themselves of their talents and assets | Talk with your child about how we speak differently to different people. Discuss how we communicate differently with people based on their role and our relationship with them. | Ask your child about their dreams and short and long-term goals. Discuss the strengths they have that could help them to reach their goals, and share some of your own goals and dreams. | Talk with your child about personal questions and tell them they do not have to answer questions that make them uncomfortable. Role play to allow them to practise. |