Making Connections – A Family Picture





Everyone at the visiting table can enjoy this activity and it is a great way to do something together. Children come to spend time with you and to be part of a family unit. Time in the visiting area is precious and a place where cherished moments can be had by all.

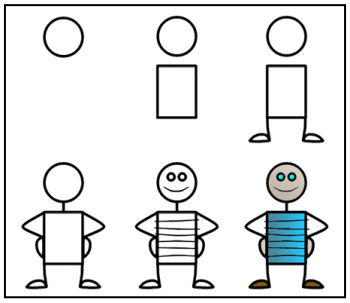
Each member at the table takes a different colour pencil crayon.

Who goes first?

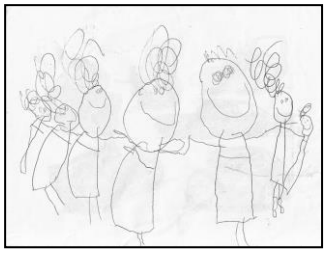
- It can be the youngest child the first time, the middle child the next time, etc. or
- The adult chooses at random who goes first or
- One adult picks a number between one and ten and writes it down on the back of the paper. Others guess and the closest one to the number, without going over, goes first.

What to do:

After you know who is first, the turns move around in a circle, beginning with the person to the right of the first person. The idea is that you all add to a family drawing. You can draw just yourself or add to the drawing of each other. Let's say you want to all draw each other – say Sue draws a green round head for herself on the paper. Rohan adds to that shape with his coloured pencil (giving Sue blue hair). Ira draws a red body to begin drawing herself. On and on you go until each person has a few turns. Eventually you will have a family picture in many colours and you can easily see what one person added by looking at their colour of pencil crayon. You can draw a nice portrait, funny monsters, or a scene everyone has contributed to. It is your family picture.













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Marg Holland

Making Connections – Activity Bingo



What to do:
The person on the inside or outside can start this game. This person should try to finish as many boxes as you can in the next one or two weeks. When you finish one, put a check in that box. When you have a straight line of checked boxes (either up and down, side to side, or corner to corner), you have a "Bingo". This is a fun way to get to know someone better. Once one person finishes, the other person can play.

When you are done, talk about what you did with the other person. You can start with:

- What was your favourite thing?
- Did it go like you thought it would?
- What was the worst thing?
- Where there any surprises?
- Can you think of any other things you would like to do?

Try a new food	Jump up and down 10 times	Brush your teeth with your other hand	Listen to a new type of music	Tell someone a joke
Read something new	Try a new dance move	Write down 10 things you are happy about	Go for a walk	Describe your favourite place to someone
Think of a something you would like to learn	Do something nice for someone	**Free Space**	Make up a new word	Think about the words to your favourite song
Clean your space	Think about how you feel about the person you are playing bingo with	Try a new exercise	Tell someone about your favourite food	Learn 'hello' in a new language
Make up a rhyme	Ask 3 people how their day is going	Talk to someone new	Make a list of your favourite things	Think of a goal for this year

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Kimberly Northcote

Making Connections – All About My Culture



Age: 6-13 years

All About My Culture

My cultural flag looks like this:

My favourite part of my culture

I am proud to be part of this culture because:

Color where your community is:



Facts:

Name of community:

Population:

Language we speak:

Making Connections – Ants on a Log Snack



Food can be a fun thing to talk about because we all need to eat! Children can try this health snack where raisin "ants" crawl along a celery stalk "log". You can make many changes to this snack to please your child's tastes! Once they've made it at home, you can talk about it over the phone or the next time they visit, so the child can tell the parent what they think! You might even want to try it on your next Private Family Visit!

What you need

- Celery (approximately 1 stalk for every 3 "logs")
- Peanut butter
- Raisins

** If your child has a food allergy or dislikes something in this recipe, peanut butter can be replaced with cream cheese or hummus; and raisins can be replaced with olives, nuts, cranberries, chocolate chips, etc.

What to do:

1. Cut celery into "logs" approximately 2-3 inches long
2. Spread with peanut butter
3. Top with as many raisins as you like
4. Enjoy!

Don't forget to carry on the connection by asking them what they liked about this recipe, how they would change it, was it a good after school snack, etc.?



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Clare Alcorn

Making Connections – Apple Nacho Snack



This snack is a healthy and fun twist on nachos that kids will love to make and eat. Let them make it at home or you may be able to do it together on your next Private Family Visit. Make sure to take the time to talk about this snack and see what how your child like it, what they want to try next, etc.

<u>What you need:</u>

- Apples (approximately 2)
- ½ cup of peanut butter or chocolate sauce. For a healthier snack try yogurt
- Toppings: mini marshmallows, chocolate chips, shredded coconut, etc.
    - For a healthier snack try or mix in:
        - Raisins
        - Cranberries / Blueberries / Strawberries
        - Dried fruit
        - Almonds / Walnuts / Pecans
        - Sunflower seeds
        - Granola
        - Cinnamon



- Small microwavable bowl

<u>What to do:</u>

1. Cut the apples into very thin wedges
2. Spread out the apples out evenly onto a plate
3. Put the peanut butter into a microwavable bowl and heat it in the microwave for approximately 30-45 seconds, or until peanut butter is melted
4. Drizzle peanut butter over the apple wedges
5. Sprinkle your favourite toppings over the wedges
6. Enjoy!



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Clare Alcorn

Making Connections – Conversation Questions



Sometimes it is hard to start talking to someone. Maybe you don't know them very well or haven't talked to them in a long time. Here are some helpful questions to ask to start talking and get to know someone a little better.

What to do:
Pick a question to ask during a phone call, a visit, or in a letter. When you get an answer, ask more questions (like "Why do you think that?" or "How do you feel about that?"). You can also tell them your answer to the question so they get to know more about you. This is how we learn more about people, what they like, what they think is important, etc. It makes us feel closer to that person.

Here are some ideas for your questions:

What is your favourite sport? Why?

What kind of shows do you like to watch on TV? What are you watching right now?

What's your favourite animal? If you were an animal, what would you be? Why?

Name one thing you really like about yourself.

What's your favourite thing to do in the summer?

What was the best thing that happened to you this past week?

If you had this week over again what would you do differently?

If you could do your dream job, what would it be?

If you could learn any skill, what would it be?



If you had a time machine that would work only once, what point in the future or in history would you visit?

If you were sent to live on a space station for three months and only allowed to bring three things with you, what would they be?

If you could have one superpower, what would it be?

Who do you admire? Why?

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Kimberly Northcote

Making Connections – Indigenous Word Search



Ages: You can share this game together with a 5-6 year old. Older children may be able to play by themselves.

What to do: Find the words listed below in the grid.

How to make a Word Search (you can use the back of this sheet):

1) Write down a list of words to find. You could do a group of things (for example: fruits or animals) or just choose random words (for example: family, love, names of people in your family).

2) Once you have the words, make a grid containing the letters of the words and overlap the words where you can. (An easy Word Search only has the words going up and down, or across. A harder Word Search might have words going diagonally or even backwards!) Once you get all your words into the grid, add in random letters to finish the grid.

Here's a sample to try with a family member – find the GRANDFATHER TEACHINGS!

GRANDFATHER TEACHINGS

J	K	R	J	B	E	A	R	C	Y	V	L	Q	B
E	W	A	C	I	J	Y	I	Y	H	W	W	Z	J
H	O	N	E	S	T	Y	U	S	U	Z	H	N	I
X	L	B	U	O	R	H	P	D	V	C	U	X	E
S	F	E	N	N	H	K	X	I	R	Z	M	V	M
J	L	A	H	K	J	Q	F	T	T	M	I	U	H
A	I	V	R	H	J	E	C	U	N	O	L	S	S
T	D	E	A	G	L	E	H	R	N	W	I	I	S
H	L	R	V	G	O	M	R	T	R	U	T	H	G
Z	W	N	E	U	V	U	L	L	A	X	Y	N	R
C	Y	Z	N	O	E	E	R	E	S	P	E	C	T
Q	F	Z	Z	X	F	E	X	K	D	J	Y	P	V
W	I	S	D	O	M	I	C	O	U	R	A	G	E
X	F	K	W	Z	I	T	F	O	V	O	R	I	N

BEAR
BEAVER
BISON
COURAGE
EAGLE
HONESTY
HUMILITY
LOVE
RAVEN
RESPECT
TRUTH
TURTLE
WISDOM
WOLF

Making Connections – Draw the Snowman



Age: 7-12 years old
The object of the game is to guess the word before the person finishes drawing the snowman.

Directions:

1) One person thinks of a word and makes lines across the page, one for each letter, placing an X under the spaces where there is a vowel.
   For example if the word is 'sunshine', they draw

	X				X		X

2) The other person tries to pick letters in the word, one by one.
3) For each guess, if the letter they picked is in the word, then write the letter down in its spot. If the letter is used more than once in your word, write the letter in all the places it appears.
4) For each guess, if the letter they picked not in the word, then you draw one part of the snowman as follows:
   a) Draw a big circle for the base of the snowman
   b) Draw a smaller circle for the body of the snowman
   c) Draw a small circle for the head of the snowman
   d) Draw a stick arm on the right side of the snowman
   e) Draw a stick arm on the left side
   f) Draw eyes
   g) Draw a nose
   h) Draw a smile
   i) Draw a hat
   j) Finally, draw buttons on his stomach (1 guess for all the buttons!)
5) If you can't guess the word by the time the snowman is drawn, here is what your game might look like. It just means more fun!



Guessed letters that didn't fit: P B O R C F W L T A

S			S		I	N	
	X				X		X

Now that you know how it works, use the back of this paper to play your own games!

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Gurneet Saini



Making Connections – Drawing with Shapes and Symbols

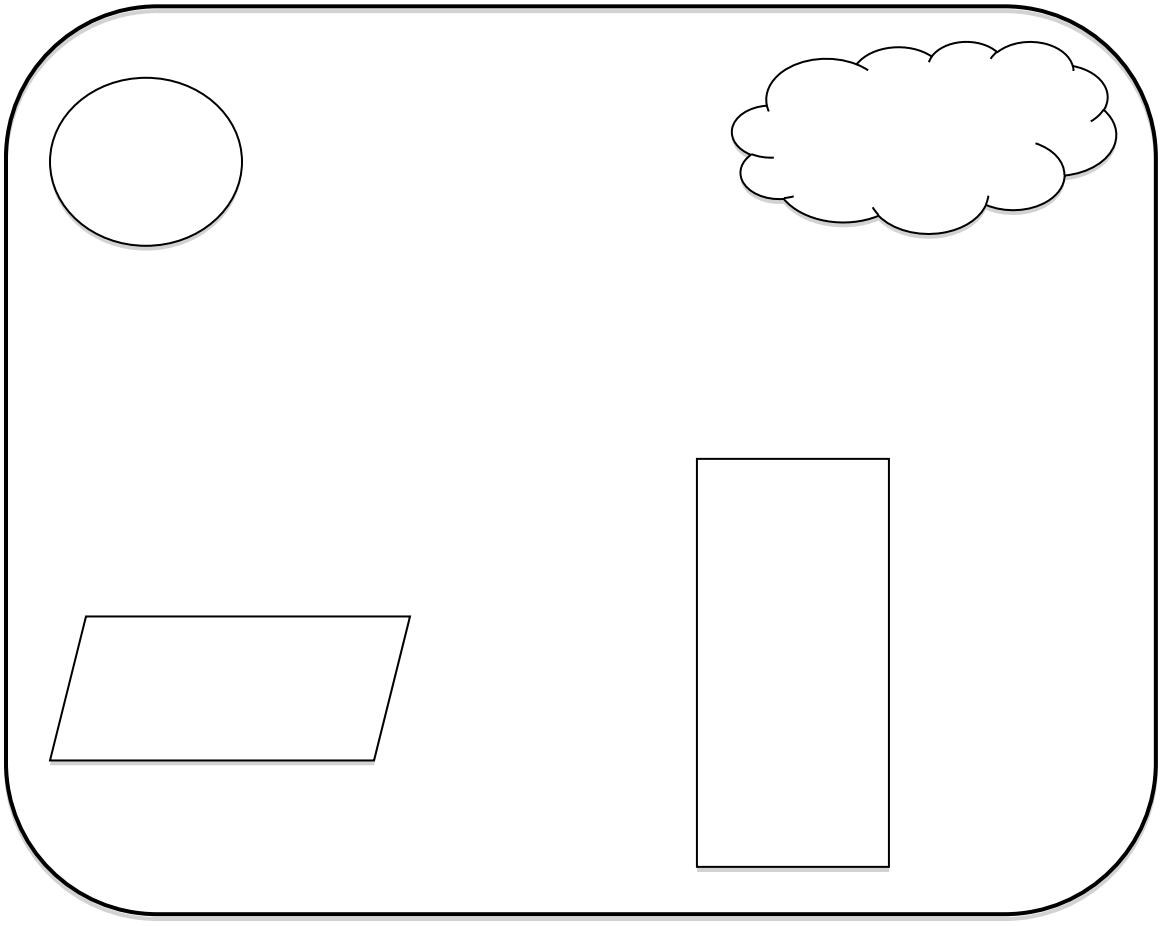
Here is a page with different shapes and symbols. The idea is to create a picture using these shapes. An example would be a circle that you turn into the wheel of a car, or a soccer ball! You can draw random items or suggest a theme for your picture like:



- A day at the park
- My favourite animal
- My favourite place
- A day at the beach

What to do:
The first person begins by using one of the shapes to start drawing a picture. The second person in the game uses another shape to continue the drawing. The page gets passed back and forth until the page is filled with a great picture! You can do this in the visiting area or through the mail.

Get creative. The picture doesn't have to make sense! Some of the best art comes purely from our imaginations! Use the back for more drawings and to come up with new shapes.



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Chantal Ouellette

Making Connections – Finish This Sentence



This activity lets an adult and a child share what they like and dislike and lets them get to know one another better.

Age: An adult can play with a young child as partners. Older children can play by themselves.
When: This activity can be done on the phone, through the mail or in person.

What to do: The adult and the child can both play this activity by simply filling in the blanks on the activity sheet with the first thing that comes into their head to 'finish the sentence'.

I feel good about _____.



I am going to try to _____.

I am afraid of _____.

Today I learned _____.

When I grow up, I want to be _____.



I wish I could stop _____.

Sometimes I worry that _____.

I miss _____.

My favourite hobby is _____.



My favourite food is _____.

I wish I knew how to _____.

Why this is helpful: A game like this opens up the conversation for both the adult and the child. This can help both understand each other's fears, hopes, and accomplishments and can encourage each other to be support one another's answers. Both the adult and the child can keep playing by using the back of this sheet to find new ways to 'finish the sentence'.

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Melina Mariani

Making Connections – Fun with Food

We all want our kids to be healthy and happy. Here are some ideas for fun snacks children can try at home or maybe on your next Private Family Visit.

Children love to play and doing this will help them eat more fruits and vegetables. Let you child help make faces with their favorites or give them these ideas to try at home. Remember to talk to them about it afterwards to see if they had fun!



Apples, kiwi, bananas, oranges and strawberry



Fill it!



Sushi! Wrap banana, kiwi, and cantaloupe with fruit strips. Top with coconut.



Make a fruit kabob!



Spread peanut butter or cream cheese on a whole wheat bread and give the child the raisins to make the face!



Celery, carrots, and olives with cream cheese or veggie dip. Octopus is made from orange pepper for the body and legs with black olives and dip for the eyes.



Dip it in yogurt!

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Louise Leonardi

Making Connections – Medicine Wheel
Living in Balance



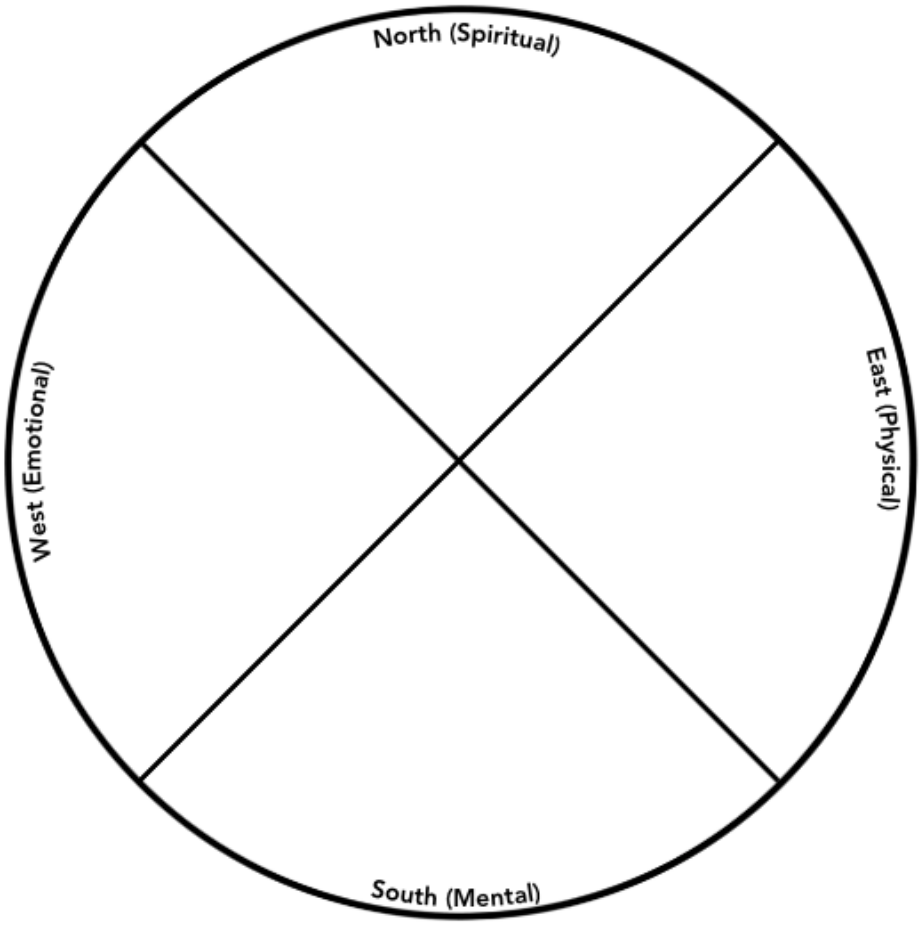
Age: Teen

The Medicine Wheel is a symbol used by many Indigenous peoples. It is a sacred tool for living and healing and it teaches us that life is a circle. It also teaches us to live in balance, we must take care of all parts of ourselves: our Spirit, Body, Emotions, and Mind. These four directions help guide us in how we grow, learn, feel, and connect. The Medicine Wheel can be used by yourself or in a group. You can use it to think about anything (e.g. how to deal with incarceration, how to prepare for a difficult conversation, or what gratitude feels like). Let's use it here for self-care.

1. **Choose Your Colours:** You can use the traditional Medicine Wheel Colours (South - Red; East - Yellow; West - Black; North - White) or you can pick colours that mean something special to you.

2. **Reflect and Write:** Think about each part of yourself and how you can care for yourself.
   - Spiritual: *What helps you feel peaceful or connected? (e.g. prayer, music, nature, meditation, sweats)*
   - Emotional: *What helps you feel good inside? (e.g. being with friends, attending ceremony, a funny movie)*
   - Physical: *What's something you can do to help your body feel well? (e.g. work out, walk in nature, chose healthy foods, drink plenty of water, dance)*
   - Mental: *What's something you want to learn or think about? (e.g. traditions, positive self-talk, a new hobby)*

3. **Create and Share:** Draw or write a few things in each section that represents your Spirit, Emotions, Body, and Mind. Think about which part of your wheel needs care right now. Share your wheel with another person and talk about what you drew or wrote. How can you help each other be balanced?





Making Connections – Mad Libs

Mad Libs is a fun way for people to share what they like and don't like in a story and see how different people think.

What to do:
The goal of this sheet is to get the child and the adult to each complete a Mad Lib sheet. The sheets can then be exchanged and compared between the adult and the child through mail, in person, or over the phone. Try this activity - the results can be fun and surprising! Use the back to make up your own.

Person 1's Mad Lib:
The best type of Canadian poutine includes _____ (topping), _____ (topping), and _____ (topping). If I had the chance, I would eat poutine _____ (number) times a day. Sometimes when I am bored, I take a handful of _____ (type of candy) and a cupful of _____ (type of sauce) and mix it into my poutine. This makes my poutine taste even _____ (adjective) than it usually does. It also makes it _____ (colour) and gives it a _____ (adjective) smell. I think that the best time of year to eat poutine is during _____ (season), and makes it a perfect _____ (breakfast, lunch, or dinner). I would like to try poutine with _____ (food). Poutine _____ (is or is not) my favourite Canadian meal!



Person 2's Mad Lib:
The best type of Canadian poutine includes _____ (topping), _____ (topping), and _____ (topping). If I had the chance, I would eat poutine _____ (number) times a day. Sometimes when I am bored, I take a handful of _____ (type of candy) and a cupful of _____ (type of sauce) and mix it into my poutine. This makes my poutine taste even _____ (adjective) than it usually does. It also makes it _____ (colour) and gives it a _____ (adjective) smell. I think that the best time of year to eat poutine is during _____ (season), and makes it a perfect _____ (breakfast, lunch, or dinner). I would like to try poutine with _____ (food). Poutine _____ (is or is not) my favourite Canadian meal!

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Colin Brown & Kevin Slowiak

Making Connections – Create a **Rainbow**!



There are so many ways for children and adults to connect! This is a fun science experiment a child can try at home and then use the back of this sheet to write about what happened. They can send this to a parent or adult inside the institution, or talk about it the next time you are on the phone.

What you need:

- Water
- See-through drinking cup
- Light corn syrup
- Olive oil
- Blue dish soap
- Red and green food colouring

What to do:

Use multi-coloured liquids that pile on top of each other to create a rainbow. Do not mix the layers!

Tell the child to make the following mixtures:

- In one cup mix a few drops of green food colouring with ¼ cup water
- In another cup mix a few drops of red food colouring with ¼ cup corn syrup
- ¼ cup of dish soap (your blue liquid)
- ¼ cup of olive oil (your yellow liquid)



Now you are ready to make the rainbow. Get a see-through drinking cup and fill it, in this order:

1. Pour the red corn syrup mix in first
2. Pour the blue dish soap on top of the red corn syrup
3. Pour the green water mix on top of the blue dish soap
4. Lastly, pour the yellow olive oil on top of the green water mix

Ask your child why they think the liquids do not mix. *What's the answer?*
Each liquid has a thickness that's different from the other. This prevents the liquids from mixing together. For example, the red corn syrup sits on the bottom because it is the thickest, and the blue dish soap sits on top of the red corn syrup because it is not as thick as the red corn syrup.

Isn't science amazing? Remember to ask your child what they thought about this activity. Was it fun? Did it work out like they thought it would? Did they make a big mess in the kitchen?

Do they see rainbows outside sometimes? *Where do real rainbows come from?* They are made when white sunlight passes through rain drops which act like tiny prisms bending the light so it spreads into many colours.

Cool, right? Have fun with your child learning science!

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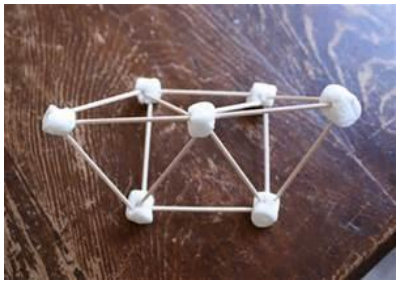
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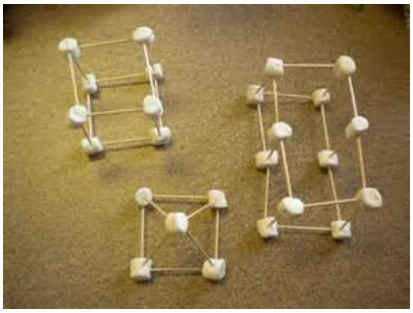


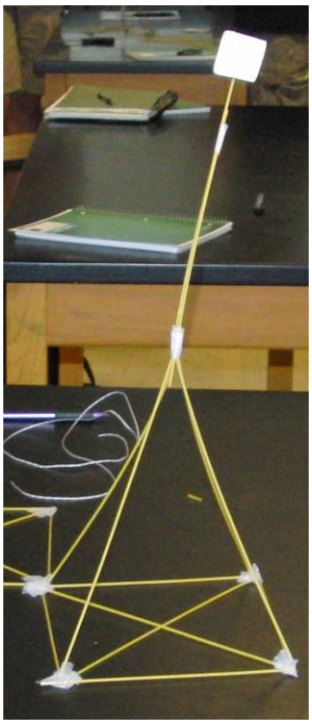
Making Connections – Marshmallow Fun

The object of this activity is to learn and play at the same time. This is something a child can try on the outside and then tell the person on the inside how it went or maybe you can try it during a private family visit. The best part – nothing goes to waste! After playing, you can snack on what you've built!

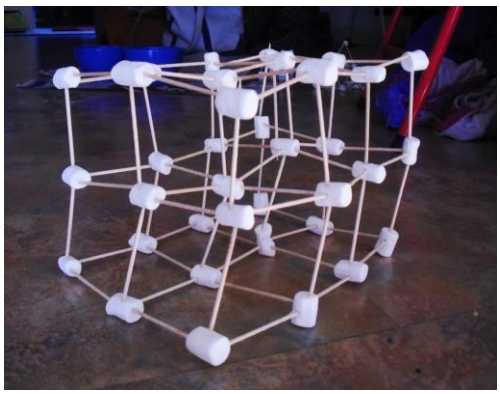
Try to make these shapes by sticking marshmallows onto the ends of toothpicks. Some of these pictures use pretzels or spaghetti instead of the toothpicks. Can you make a triangle, a square and a cube? What else can you make? An animal? A tent? How high is your tower? When does it fall over?

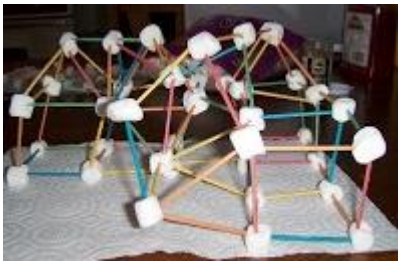












Remember to connect with the child about how it went. They can write down what happened on the back of this sheet or you can talk about it during your next phone call or visit. See what they learned, what shapes they made, and what fell apart or stayed together. It's all about fun together!

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Kimberly Northcote & Louise Leonardi



Making Connections – One Word at a Time

The object of the game is to create a story, but by only saying one word at a time. It helps create a bond between the players by increasing trust and by having fun.

What to do:
This game must have at least two people but can have more. The first player will start by saying the first word of the story, and the second player will say the next word, and the two players will take turns until the story ends. (If there are more players, the turns go around in a circle with each person saying a new word.) The players can start new stories until they grow tired of the game. Play as long as you want!

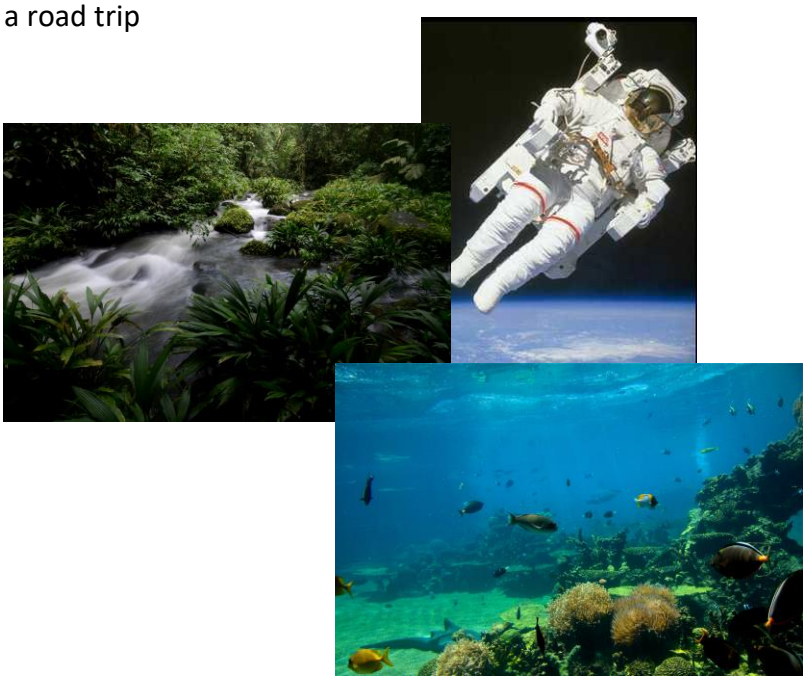
Ideas for stories:

- Journey through space
- Jungle adventure
- Travelling through the city
- Animal stories (the players recall the story from an animal's point of view)
- Under the sea
- What you see and hear on a road trip

An example:

Player 1:	One
Player 2:	day
Player 1:	Tommy
Player 2:	went
Player 1:	into
Player 2:	space!
Player 1:	The
Player 2:	first
Player 1:	thing
Player 2:	he
Player 1:	saw
Player 2:	was

And so on…



If you want to write down the story you created together, use the back of this sheet. You can play as long as you want. Be funny, silly and create exciting stories. Everyone will enjoy the laughter and remember this good time of family fun.

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Clare Alcorn

Making Connections – Pictures





Drawing and colouring are activities we are never too old to share. This is a fun activity that can be done with any age of child. Current research shows that colouring (at any age) can be a calming way to relieve stress and relax. Do you want to try this with your family member?

Correctional Service Canada will only allow the use of pencils and pencil crayons on drawings sent through the mail (and you cannot work with stickers, glitter, or glue) but you can do a lot with shading and patterns. This activity gives an adult and child a chance to share and stay in contact. A stamp and envelope is a small cost towards a good adult-child relationship.

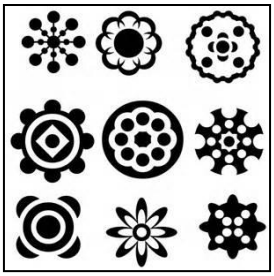
What to do:

One family member will start a drawing (say the inside family adult) and send it in the mail to the other (say the outside family child). That person adds something to the picture and mails it back. You can use the back of this sheet if you like but remember it's a shared drawing so leave room for the other person to draw! You can pass it back and forth until both of you feel the picture is complete and then you can decide who will keep the picture.

A picture is worth a thousand words! Here are some ideas of what you can draw or use your own:

- An abstract shape, squiggle or doodle
- A shape like a circle, square or diamond
- The start of the house or building
- A tree or an animal
- The first letter of your name
- A scene that one family member draws and the other adds people into it













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Website: www.cfcn-rcafd.org
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Marg Holland

Making Connections – Honouring Turtle Island



Age: 6-12 years

"Turtle Island" is a name used by some Indigenous peoples for North America. It's roots go back to creation stories that depict the world as being formed on the back of a turtle. It represents Indigenous people's ancestral lands and is associated with concepts of the earth, life, and Indigenous identity.

The land is a gift, providing much more than food, shelter, and materials. It offers wisdom, teachings, and a deep connection to the world around us. We do not own the land; we care for it with respect. Indigenous people teach us that the land is sacred and alive, holding deep spiritual significance. Every part of the land - plants, animals, rivers, and mountains - play an important role. By living with respect for the land, we learn essential values like respect, responsibility, and balance, which help connect with history, cultural traditions, and identity.

Draw a place in nature or an outdoor space that holds special meaning to you. It could be a park, a forest, a mountain, or even your backyard. Think about how this place makes you feel, what have you learned from spending time there.

Ask yourself:
What does the land mean to me? What lessons or values do I think the land can teach us? How do the plants, animals, or features of nature show me what it means to live in harmony and balance?

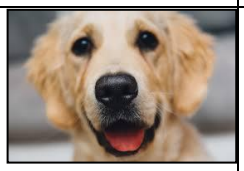
Write down one way you can protect and honour the land and its resources. This could be something like reducing waste, saving water, or simply respecting the plants and animals around you.

I promise to protect and honour the land by: _____

Making Connections – Poetry



This activity is about different types of language that can be used in poetry. Each box provides a description of a 'figurative language anchor'. Use the description to come up with your own silly sentence or write a poem and send it to your loved one. Use the back of this sheet if you like.

A **hyperbole** is an exaggeration.		Example: "I'm so hungry I could eat a horse!" *Meaning: I am very hungry.*
An **idiom** is a phrase that doesn't mean what you think and might not even make sense.		Example: "My dogs are barking." *Meaning: My feet hurt.*
A **metaphor** shows something by saying it in a different, but similar way.		Example: "You hit it out of the ballpark!" *Meaning: You did a great job.*
An **onomatopoeia** is a word that sounds like a noise or action it is describing.		Example: "Flags flutter and flap."
Personification makes a non-human thing seem human.		Example: "Lightning danced across the sky."
Simile uses a 'like' or 'as' to make a comparison.		Example: "The crayons are as colourful as a rainbow." *Meaning: Crayons come in all colours.*

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Chantal Ouellette



Making Connections – Sky Gazing



The sky is an amazing place and something you can see no matter where you are. It is great to feel the warm sun, watch clouds go by and gaze into the stars. An adult and child can share what they see in the sky! One person can answer the questions here for 5 days and talk about their answers on your phone calls. Remember to leave room for each other's answers! Then send it through the mail so the other person can play.

	Day 1	Day 2	Day 3	Day 4	Day 5
Was the sun out today?					
Where there any clouds?					
What do the clouds look like? Use your imagination and try to look for animals, faces, shapes, etc. Can you draw them?					
Did you see a rainbow?					
How many stars did you count tonight?					
Draw how much of the moon you can see? 					
Did you see anything else in the sky today? An airplane? Birds? A shooting star?					

It is wonderful to think that no matter where we are, we all share the sky. When a person in an institution is looking at the stars, their child at home might be doing the exact same thing! This idea bonds us together and makes us feel good about one another. Make a wish on a star for your family



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Louise Leonardi & Colin Brown



Making Connections – Story Time Starting With a Picture

Age: 3-8 years old

Time together is important. The best time for this activity is in the visiting area or a Private Family Visit. A visit with a child is a time to laugh, talk about school, and what is going on in their lives. It is a time to be with them, sharing and being together. A special time you will both remember.

What to do:

A drawing is given so that a child and parent can add onto the picture to create their own story. Once you have finished the picture together, you can write about your drawing, creating a story about what you drew together. The picture can be drawn from a memory or be made up, whichever works best for you.



Once upon a time there was a child named _____ and their parent(s) named _____ who lived in a house with friends nearby. One day, the most exciting thing happened! It all started when…

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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Melina Mariani



Making Connections – Story Time

This is a story told by two people. One person starts by writing a few lines of the story and then passes it to the other person in the visiting area or through the mail. The other person adds a few sentences and sends it back to the first person. Keep on passing the story back and forth to each other until someone writes "The End". You can do this with a young child or a teen!

Stories are an important tool. A story can be a chance to have some fun and let each person be in charge in an equal way, building a relationship. Or they can be serious, a chance to explain why you made a certain choice, how you might want things to change, etc. all wrapped in different characters. They can express emotion, motivation, challenges, and foster understanding and openness. The idea is to develop your own personal story together. Here are two ideas; you can write on the back of this sheet to start your own!



John (the Captain of the ship) and Peter (John's co-Captain and best friend) are now on their way to the docks to set sail on their most exciting voyage of their life. They've sailed all over the Atlantic Ocean, but have never explored Antarctica before. While on their way to the docks, John and Peter come across……

There was a family of lion cubs. There was a Mommy cub and a Daddy cub and three little cubs, two boy cubs and a girl cub. They all lived together which was good. One day the Daddy lion did not come home. He was taken away to a different place and no matter how much he loved his little cubs he couldn't come home. The younger boy cub tells everyone…



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Colin Brown & Louise Leonardi

Making Connections – Making Bannock



Age: 8 years old - Teen
Bannock is a type of fried bread that has no yeast. Years ago, people would mix the ingredients for Bannock directly into the flour bag, and carry it with them. Then they would fry it over a fire when it was time to eat.

This easy recipe can be made together during a Private Family Visit. You can talk about how the dough feels, how fun it is to make things together, decide what to put on top of it (jam, maple syrup, cinnamon and sugar, etc.), and talk about how your Bannock turned out.

Supplies

Whisk
Large bowl
Measuring cup
Fork
Frying pan
Measuring spoon

Ingredients

2 cups all-purpose flour
2 teaspoon baking powder
½ teaspoon salt
1 tablespoon vegetable oil
¾ cup of water
Vegetable Oil for frying (enough to cover the bottom of the pan)

Directions

1) In a large bowl whisk together the flour, salt, and baking powder.
2) Add the oil and whisk together with a fork. Slowly add water and stir until the mixture almost holds together. It will be sticky.
3) Put some of the flour on the counter and move the dough from the bowl to the counter on top of the flour.
4) Knead (press, fold, and stretch) the dough 10 times.
5) Divide the dough into 4 or 5 balls and flatten them with the palm of your hand.
6) Cover the bottom of a frying pan with oil.
7) Fry the Bannock in the oil on medium heat. Do not use high heat or the Bannock will only cook on the outside.
8) Fry until golden brown on both sides.
9) Leave plain or add toppings (listed above or your own) if you wish.
10) Serve and enjoy!



Making Connections – Super Powers



Children have great imaginations! We want some of their time in life to be having fun, letting their mind wander and playing make believe. Take the time with your child to let your imagination run and consider all the fun things they might wish they could do.

Age: Adult with a 5-12 year old child
Where: Visiting area or a Private Family Visit

What to do:
Tell your child, "Let's use our imaginations!" Ask them:



If you could choose a Super Power what would it be?

- ☐ Change shapes
- ☐ Travel through time
- ☐ Control the weather
- ☐ Talk to animals
- ☐ Move things with your mind
- ☐ Run like a cheetah, the fastest animal in the world
- ☐ Make plants grow
- ☐ _____
- ☐ _____

What I would do with my Super Power

Why is it helpful?
This is a great way to get a child to talk about their imaginative side and maybe to find some common ground between the adult and child. This activity can lead into talks about favourite television shows or movies they have watched or what they would do with their friends.

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Making Connections – Survey



What is a Survey?

A survey is just getting information. Use this fun game to connect you with someone on something you are both interested in. You can have fun learning about friends or community while building on your relationship with a child or family member by trying to take a survey together.

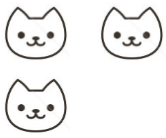
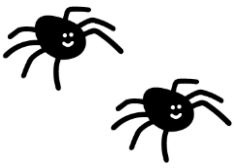
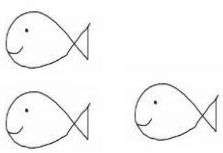


A survey can be very simple by asking for information about one question. (For example: Ask 10 friends what they like best cats or dogs.)

You can ask people you know in the institution and outside and record it like this:

Name	Cat	Dog
Pablo	✓	
Bill	✓	
Alba		✓

Or you can just draw what people like. This example is if you ask other people if they like cats, birds, spiders or fish.

Cats	Birds	Spiders	Fish
			

A survey can have more detail by asking several questions about the foods they like best and give a list of what they like about the food, taste, smell, how it feels in their mouth, how they feel after they eat it, etc. Here's an example:

Name	Favourite Food	Why?
Liu	Cheese	Tastes great
Matari	Rice cakes	My mom makes it
Felipe	Gum	It squishes in my mouth

It is possible to do a survey through the mail, in person or over the phone. You can talk about it or you can send a chart to your family member on the outside that you will both use to collect information. You can use the back of this sheet if you like. Parenting is about guiding and teaching and this sheet builds connections, encourages children to focus on a topic and helps us learn more about each other and other people.



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Marg Holland

Making Connections – What do you Hear?



Let's search for ways to connect with my children while I am inside.

Age: Adult with a 2 to 5 year-old
When: This activity can be done during a phone call or in the visiting area.

What to do:
The adult asks the child, "How do you like to get around? or 'Have you ever seen a train?" or "What's your favourite vehicle?" or "What sound does a train make?"



The child may answer with a "Toot Toot" (in the visiting area you can pretend you are pulling the string the rings the train's bell).



The adult can say: "I like fire trucks. Do you like fire trucks?" or "What does the fire truck say?" The child and the adult can make the noise of a fire truck.

The adult can ask the child: "What other vehicles do you like?" This invites the child to come up with an idea. It is important that the adult follows the child's idea and take the child's lead as much as possible to keep the child-adult connection.

You can make other sounds of vehicles backing up, drivers calling out, etc. Try:

- Buses – "Everybody in!" "Watch your step!"
- Cars – "Come on, let's go!"
- Motorcycles – "Vroom, vroom"
- Moving Truck – "Pack it up!"
- Dump Trucks – "Beep, beep, beep" as it backs up

In the visiting area, you may show the pictures on this page; over the phone you may guess sounds. This game will bring connection and laughter as adults and young children share.

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Making Connections – What Is My Job?



Age: 3-6 years old
When: This activity can be done in person, on the phone or through the mail.

Directions: The parent can read the riddle to his or her child and help the child make the right choice through use of conversation and hints as a fun activity for both learning and bonding.

Mystery Person #1

- I try to help people get better
- I listen to your heart beat
- I work in a hospital

My job is _____.





Mystery Person #2

- I wear a uniform
- I help people and the community
- I put out fires

My job is _____.



Mystery Person #3

- I play pretend for a living
- I get to dress up a lot
- I could be rich and famous

My job is _____.



Mystery Person #4

- I work at a restaurant
- I make delicious meals
- I sometimes wear an apron and white hat

My job is _____.



Both the parent and the child can continue adding onto the game by creating their own hints and asking one another to guess the job they are thinking about. Use the back of this sheet to create more fun.

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Melina Mariani



Making Connections – Which Animal Am I?

Age: 3-6 years old
When: This activity can be done in person, on the phone or through the mail.

Directions: The parent can read the riddle to his or her child and help the child make the right choice through use of conversation and hints as a fun activity for both learning and bonding.

Mystery Animal #1

- I live in a house called a 'coop'
- I lay eggs
- I have two legs

I am a _____.

Mystery Animal #2

- I like to eat carrots
- I am very cute
- I am fluffy

I am a _____.

Mystery Animal #3

- I have four legs
- I love to play fetch
- I wag my tail a lot

I am a _____.

Mystery Animal #4

- I look like a horse
- I have four legs
- I have black and white stripes

I am a _____.













Both the parent and the child can continue adding onto the game by creating their own hints and asking one another to guess the animal they are thinking about. Use the back of this sheet to create more animal fun.

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Making Connections – Safe Space



Age: 6-12 years

This can be done in the visiting area, during a Private Family Visit, or through the mail.

Draw a place in the first box where you feel safe and calm. This place can be a real place or a place you have imagined. Picture this place in your mind when you need to feel calm. Then have another person draw their safe space in the other box! You can have a great talk about what makes you each feel calm and safe.



Making Connections – Word Scramble

This activity is for kids between 7-13 years old. It can be done in the visiting area or through the mail. The idea of this game is to unscramble the words given. You can use the back to scramble more words.



What to do:

1) First pick a word, for example, 'apple'.
2) Next, mix the letters up. If the word is 'apple', you could write 'plaep'.
3) Then, the person will have to guess what the word is. You could also write clues next to the word to help them.

Unscramble the words!

lniecp (this is something you write with)
Answer: pencil



argpe (this is a fruit that is purple)
Answer: grape



okbo (this is something you read)
Answer: book



sgaslse (this is something you wear to see better)
Answer: glasses



Your words to Unscramble!

Clue: _____

Scrambled word: _____ Answer: _____

Clue: _____

Scrambled word: _____ Answer: _____

Clue: _____

Scrambled word: _____ Answer: _____

Clue: _____

Scrambled word: _____ Answer: _____

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Gurneet Saini

Making Connections – Word Search



Ages: You can share this game together with a 5-6 year old. Older children may be able to play by themselves.

What to do: Find the words listed below in the grid.

How to make a Word Search (you can use the back of this sheet):

1) Write down a list of words to find. You could do a group of things (for example: fruits or animals) or just choose random words (for example: family, love, names of people in your family).

2) Once you have the words, make a grid containing the letters of the words and overlap the words where you can. (An easy Word Search only has the words going up and down, or across. A harder Word Search might have words going diagonally or even backwards!) Once you get all your words into the grid, add in random letters to finish the grid.

Here's a sample to try with a family member – find the ANIMALS!

A	T	M	D	A	P	H	J	U	D	W	Q	C	D	G
D	K	N	A	V	L	E	H	P	X	S	V	N	Y	H
Y	J	R	H	O	W	L	L	A	D	O	G	H	U	G
H	F	S	F	Y	K	E	W	D	T	F	V	F	L	I
J	F	E	D	U	J	P	S	Y	H	X	M	O	P	R
T	S	F	W	Z	T	H	C	N	J	A	O	W	F	A
M	O	O	S	E	G	A	V	L	I	O	N	G	T	F
B	E	G	U	B	R	N	F	Y	K	H	K	K	M	F
F	G	U	N	R	E	T	T	L	O	P	E	O	T	E
H	L	F	H	A	W	N	G	K	M	G	Y	A	C	H
T	O	R	B	K	Q	A	X	P	T	V	Y	G	F	X
W	P	G	T	U	Z	R	O	Q	S	F	N	D	Q	L
Q	I	B	D	S	A	F	J	W	A	R	Q	A	P	G
F	H	W	Q	A	V	C	M	C	A	T	W	G	E	S
A	L	L	I	G	A	T	O	R	E	F	D	H	L	Y

Dog
Cat
Elephant
Giraffe
Moose
Alligator
Monkey
Zebra
Lion
Owl



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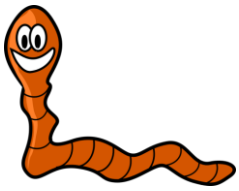
Making Connections – Worms in Dirt Dessert



Here is a fun recipe a child can make at home or maybe you can use in a Private Family Visit. Pudding is topped with crushed chocolate sandwich cookies to look like dirt, and gummy worms go on top, to make a fun dessert. Once the child tries it, remember to have a good talk asking, "Did it taste good?", "What was the best part of it?", "Would you eat it again?", "Is there anything you would like to change in it?", etc.

What you need:

- Vanilla pudding (pudding cups can be bought in packages of four or make your own!)
- Chocolate sandwich cookies (approximately one per pudding cup)
- Gummy worms (2 per pudding cup)
- Large Ziploc bag



What to do:

1. Place chocolate sandwich cookies in a large Ziploc bag and crush until fine
2. Sprinkle cookie bits onto vanilla pudding cup or make layers like the picture below
3. Place gummy worms into cup
4. Sprinkle remaining cookie bits onto each cup
5. Enjoy!

Change it up!

- Try it with your child's favourite kind of pudding (vanilla, banana, etc.), use different kinds of cookies, etc.



For a healthier snack:

- Use sugar free or light pudding cups
- Use chocolate graham crackers instead of cookies
- Cut strips of fruit (banana, cantaloupe, melon) for the worms

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Website: www.cfcn-rcafd.org
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Clare Alcorn

Making Connections – What Do The Animals Teach Me?



Age: Teen

The Seven Indigenous Grandfather Teachings are traditional values that guide us in living a good, respectful, and balanced life. Each teaching is a sacred gift from one of the Seven Grandfathers and is linked to an animal. These animals were chosen because their behaviours reflect the true meaning of each teaching.

Think about each animal and how its teachings might show up in your life. Write or draw your thoughts in the spaces below and share your ideas with someone.

Wisdom

What does wisdom mean to you?
Can you think of a time you made a smart choice?



Beavers are builders. They use their knowledge to create safe home and strong communities.

Love

Who do you love and how do you show it?
What does love feel like to you?

Eagles fly high and see far. They show love by watching over everything with care.



Respect

How do you show respect to people, animals, or nature?
Why is respect important to you?

The Buffalo gives all of itself to help others. It lives honestly and is in balance with the Earth.



Courage

What is something brave you've done?
What does courage mean in your life?

The Bear protects its family and stands up for what is right.



Honesty

What does being honest mean to you?
Is it easy or hard to be honest? Why?



The Raven is true to itself. It doesn't pretend to be someone else.

Humility

What does it mean to stay humble?
Have you helped others without needing credit?



Wolves work as a team. No one is more important than the others.

Truth

What is something you know is true about yourself?
How do you live your truth each day?



The Turtle carries truth and honour along its journey.

Which of these animals do you feel most connected to and why?
What lesson is most important in your life right now?
What lesson from the Seven Sacred Teachings can you focus on this week?
How can you bring these teachings into your family life?