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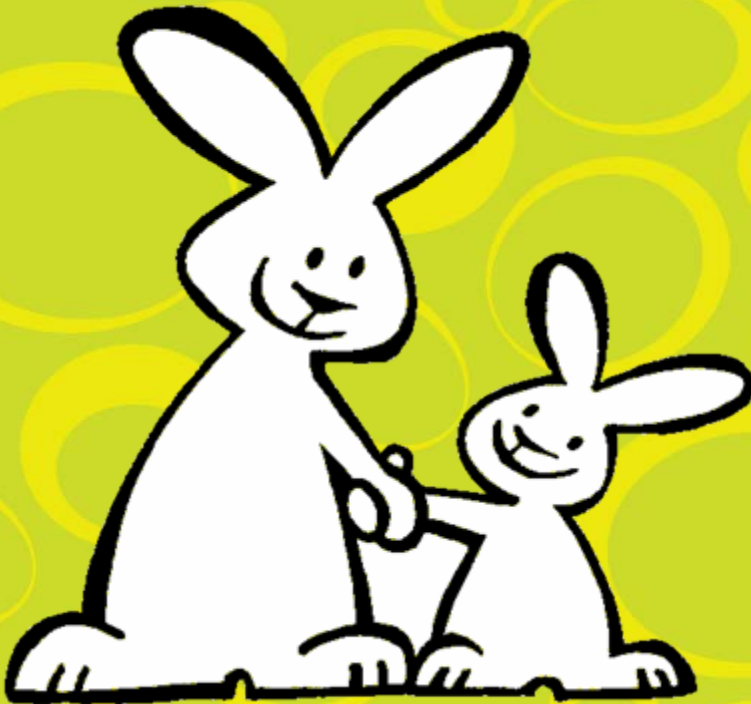


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Version visionnée sur le site Internet d'origine le 14 août 2009.

Section du dépôt légal

# Bienvenue ● Welcome



**This meeting will be conducted in French with the support of this visual presentation.**

**The facilitator will ensure that all participants will be able to express their views in the language of their choice.**



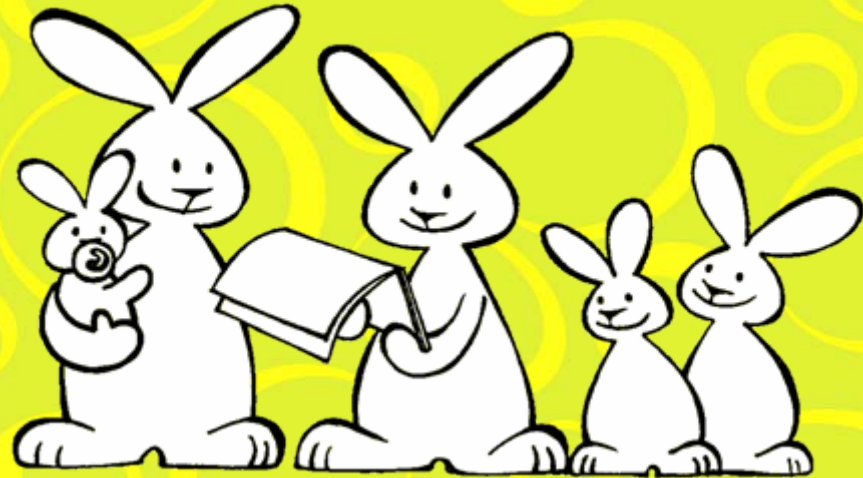
# Objectifs de la soirée ● Goals for the evening

- Explore the identity-building guide *Voir grand / Dream Big*
- See how each parent – Francophone and Anglophone – has a role to play in their child’s identity building
- Identity building is leading children to feel that they are Francophone and to give the French language an important place in their lives
- We must talk about Francophone identity building because English already occupies an important place in a minority setting
- Actions taken at home support children’s daytime activities when they attend early childhood services or school



# Pourquoi la construction identitaire? Why talk about the building of identity?

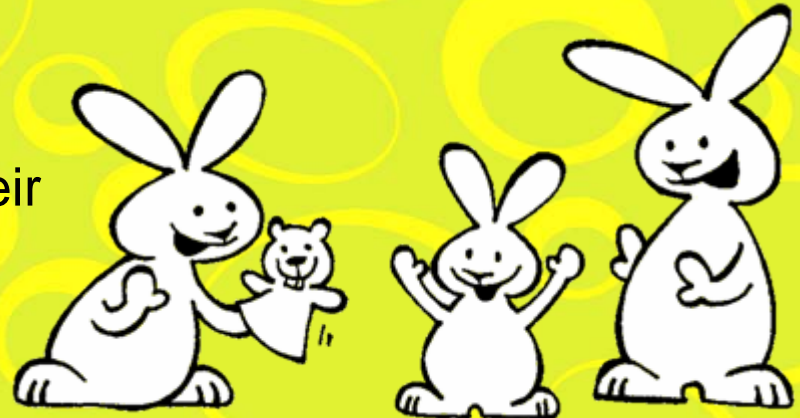
- Being able to speak French is not enough to make you feel that you are part of a Francophone community
- To succeed in their mission, early childhood services and schools hope to foster in children emotional ties with French
- Positive experiences in French with those they love strengthen their “ties of the heart” with the language
- Playing, speaking and sharing experiences in French are all essential in the development of a positive relationship with the French language



# L'importance de chaque parent

## The importance of each parent

- Parents are their children's first educators
- Parents are the most important role models in the eyes of the child: the sharing of the Francophone parent's experiences as well as support from the Anglophone parent are both essential ingredients in bringing a child to feel proud to identify with the French language
- Your words and actions need to show the child that French is important to you, whether you are Francophone or Anglophone
- Children need to feel that French occupies an important place in their environment



# Petit à petit ● Little by Little



- Identity is built gradually, little by little
- Creating a home where French occupies an important place is also something that develops little by little – you just have to think big!
- One little action at a time, or something small every day, contributes to this goal
- This is what we're going to talk about, and the guide entitled *Dream Big, Little by Little* will support you in this process

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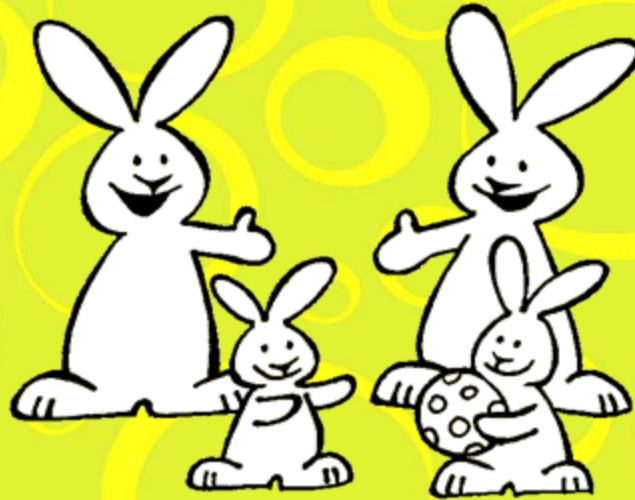
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# Pourquoi l'éducation en français? Why a French education?

- French-language early childhood services and schools play a complementary role in children's identity building



- Children learn – as they do in other schools – and they develop a Francophone identity as well
- Early childhood services, schools and the home all work together to ensure that children become proud of both their languages



# Le parent est le héros de l'histoire

## The parent is the hero of the story

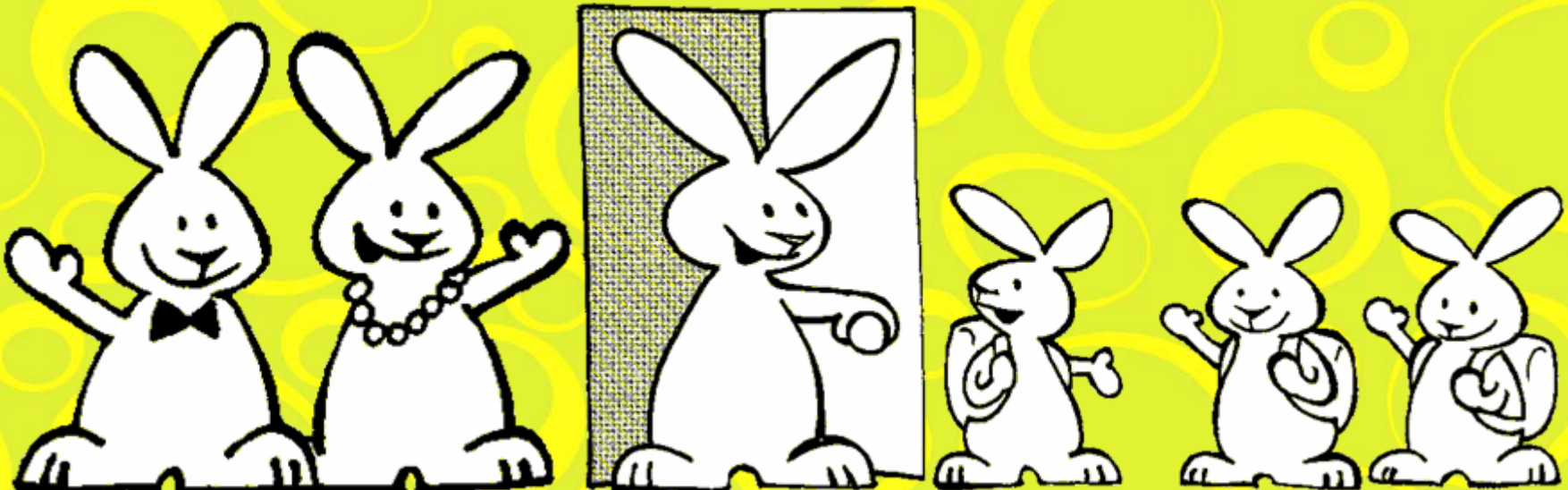
- The parent is the child's first role model
- Your actions and words as a parent reveal what is important to you
- What are your family's values? Education? Respect? Politeness?  
What about the French language?



# Les services à la petite enfance, l'école et la famille

## Early childhood services, school and family

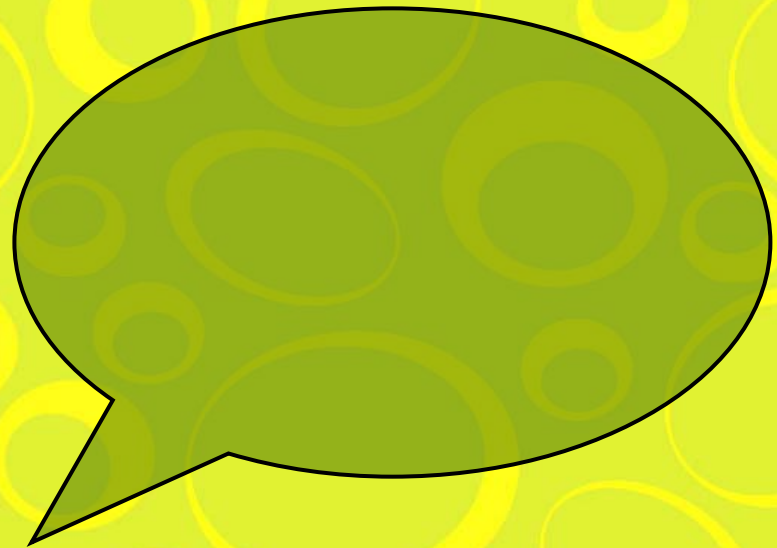
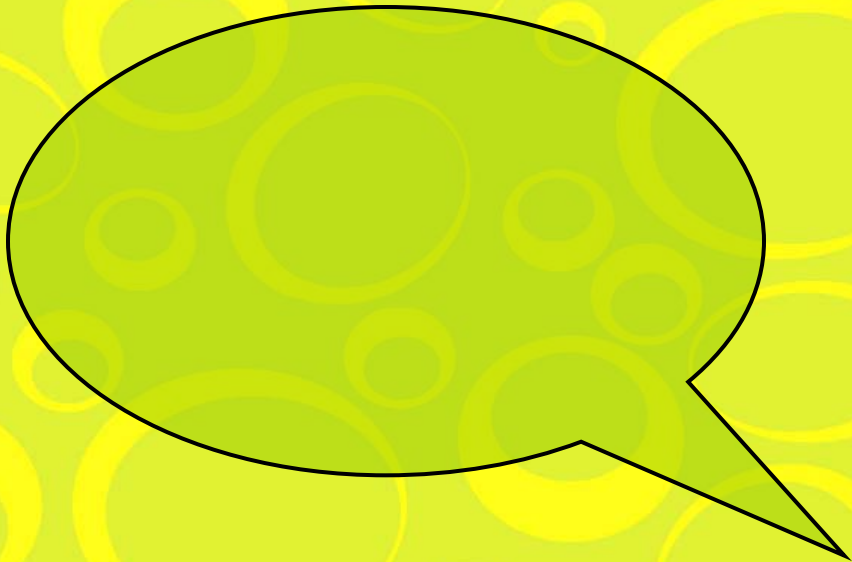
- Studies have shown that schools need help from the home if they are to succeed in their minority-setting educational mission
- The place of French in the home is one of the most important forms of support
- When early childhood services, the school and the family work together, everything makes sense to the child





# Voir grand, petit à petit Dream Big, Little by Little

- Proposes an identity building guide for the home
- Addresses the child's everyday life
- Suggests giving an important place to French in the home
- Helps the Francophone parent focus on certain activities
- Considers the Anglophone parent's contribution important
- Encourages dialogue between the parents for the good of their child



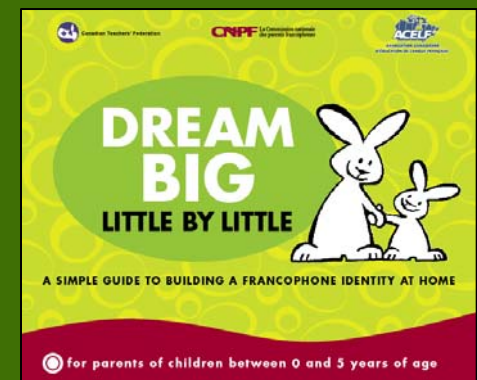
# Un côté en français et un autre en anglais

## Two sides: one in French, one in English



- The guide is not a translation
- The French side is for Francophone parents

- The English side deals with the same topics, but from the Anglophone parent's point of view
- The topics always appear on the same pages, with the French on one side and the English on the other





 Fédération canadienne des enseignants et des enseignantes

**CNPF** La Commission nationale des parents francophones

 ACELF  
ASSOCIATION CANADIENNE D'ÉDUCATION DE LANGUE FRANÇAISE

# VOIR GRAND PETIT À PETIT



GUIDE DE CONSTRUCTION IDENTITAIRE AU F

© à l'intention des parents d'enfants de 0 à 5 ans

 Canadian Teachers' Federation

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# DREAM BIG LITTLE BY LITTLE



A SIMPLE GUIDE TO BUILDING A FRANCOPHONE IDENTITY AT HOME

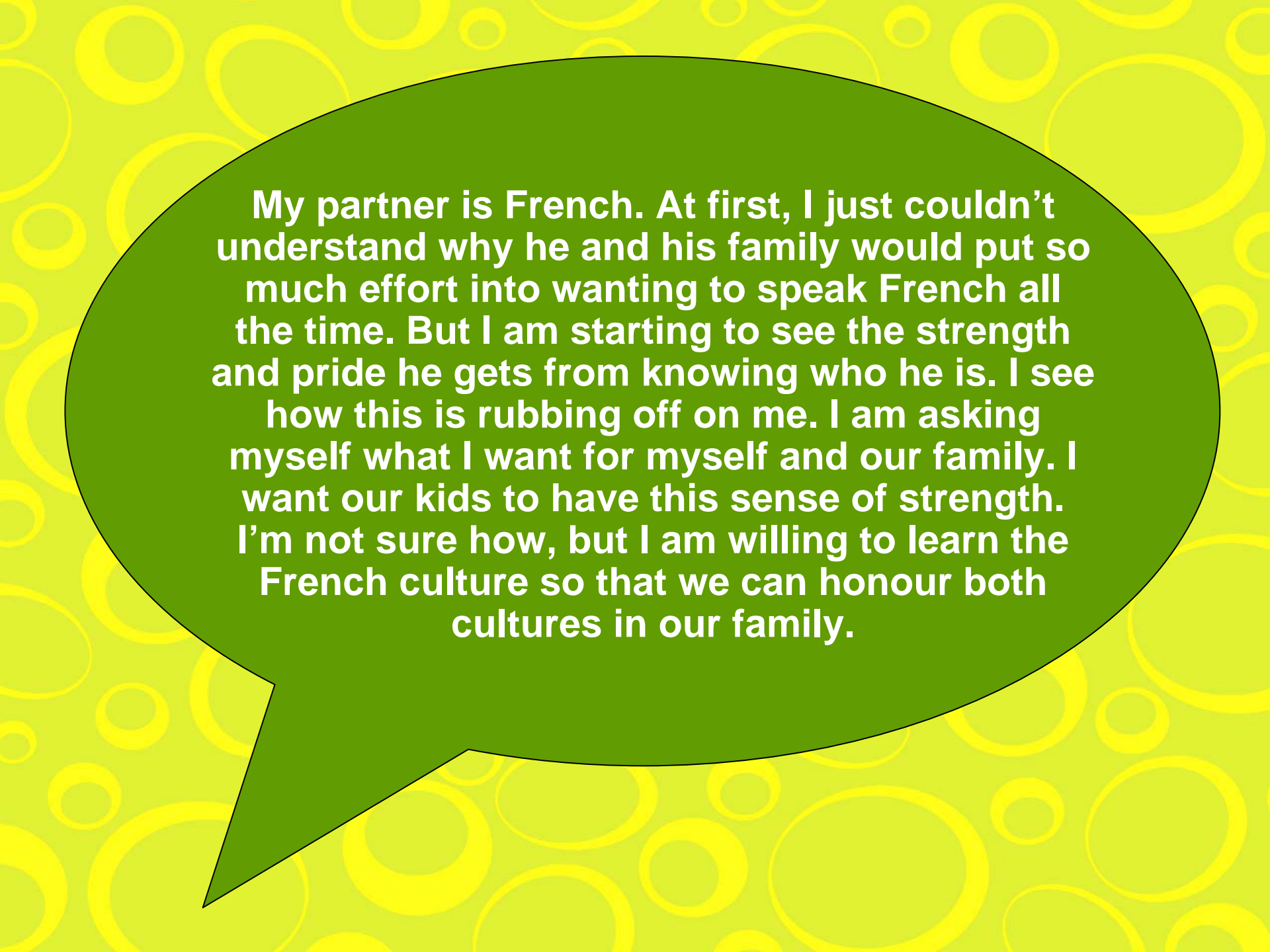
© for parents of children between 0 and 5 years of age



# Voir grand, petit à petit Dream Big, Little by Little

- Go to page 3 of the guide
- Share with the group a quote that strikes you the most or to which you feel you can relate

**J'aime ma culture francophone,  
j'aime notre façon d'être,  
notre joie de vivre,  
nos traditions, nos manies.  
Je veux que mes enfants vivent ça  
et qu'ils soient fiers comme moi  
d'être francophones!**



**My partner is French. At first, I just couldn't understand why he and his family would put so much effort into wanting to speak French all the time. But I am starting to see the strength and pride he gets from knowing who he is. I see how this is rubbing off on me. I am asking myself what I want for myself and our family. I want our kids to have this sense of strength. I'm not sure how, but I am willing to learn the French culture so that we can honour both cultures in our family.**

Moi, j'ai choisi d'être francophone d'abord. Je suis d'une famille exogame : ma mère est anglophone et mon père est francophone. Je connais les deux cultures et je parle les deux langues. Je sais que si je veux rester francophone, il faut que je fasse le choix de vivre en français tous les jours. Je m'identifie avec la culture francophone, il faut que je sois conséquente avec moi-même. Alors je choisis d'entourer ma famille de tout ce qui est français!

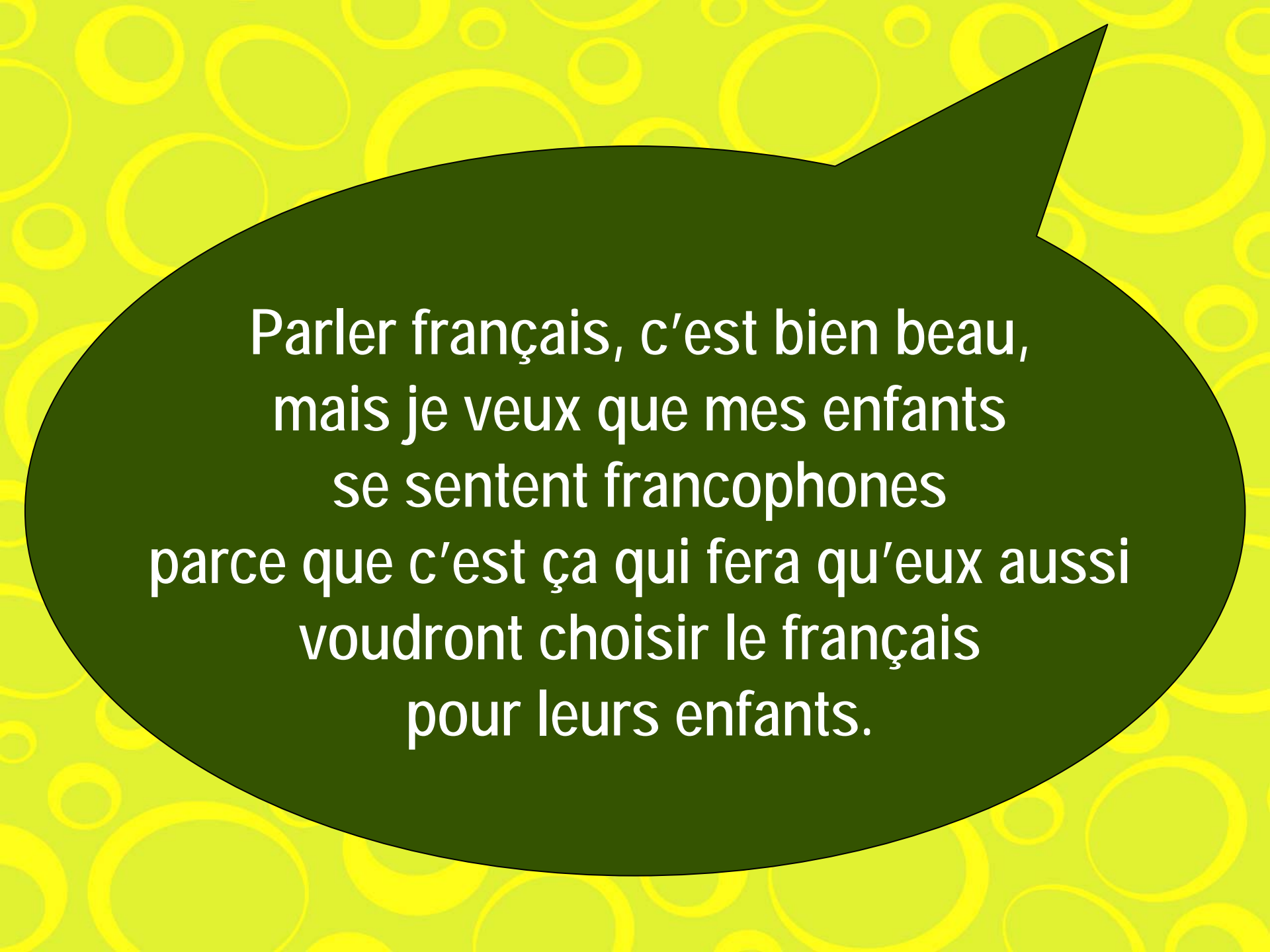
**I appreciate the fact that my spouse is giving our son a flying start by teaching him the French songs, games and stories she learned when she was a child.**

**It's a very special thing to know and to live one's culture. Imagine having two!**


**That is what I want for my child and I am willing to practise whatever poor French I have to get involved in my son's French reality... and learn more!**

Dans mon milieu, il serait plus facile pour moi et ma famille de parler anglais. Mais je sais que je perdrais une grande partie de moi-même si je ne vivais pas en français. C'était crucial pour moi que mon conjoint comprenne ça et que nos enfants aient les deux cultures. C'est une question d'être fidèle à moi-même.

**There is such richness in the French culture, music and literature, and I believe that being part of this culture will lead to a better, a fuller life for our family. It is a fundamental human motivation to be part of a group, to identify with a group, with a culture. Identity gives people a sense of belonging. To me, it is important in general to have a national identity. In Canada, I find there is a strong French Canadian culture.**



Parler français, c'est bien beau,  
mais je veux que mes enfants  
se sentent francophones  
parce que c'est ça qui fera qu'eux aussi  
voudront choisir le français  
pour leurs enfants.



**We are all Canadians.  
By raising my children in both  
French and English languages,  
my children could live  
anywhere in Canada without  
worrying about not fitting in.**



# Le quotidien ● Everyday life

Look at the guide together as a couple or in small groups



- These topics reflect your child's everyday life
- Each page addresses a separate topic – you can therefore open the guide at any page and learn from the information presented there
- Find a suggestion that **you can apply** at home
- Find a suggestion **that you want to try out at home**



# Partager des impressions

## Share your thoughts





# Feuilleter le livret

## Browsing through the booklet



- On page 1, we discover that parents across Canada have contributed to the development of this guide
- On pages 2 and 4, we provide some answers to questions that are frequently asked
- On page 19 and afterwards, parents who so wish can take the process further



# Rôle du parent francophone

## Role of the Francophone parent

- Transmit their own language and culture
- Speak French with the child (or begin speaking French gradually until it becomes natural between the parent and the child)
- Talk about past positive experiences in French in the family, at school or among friends

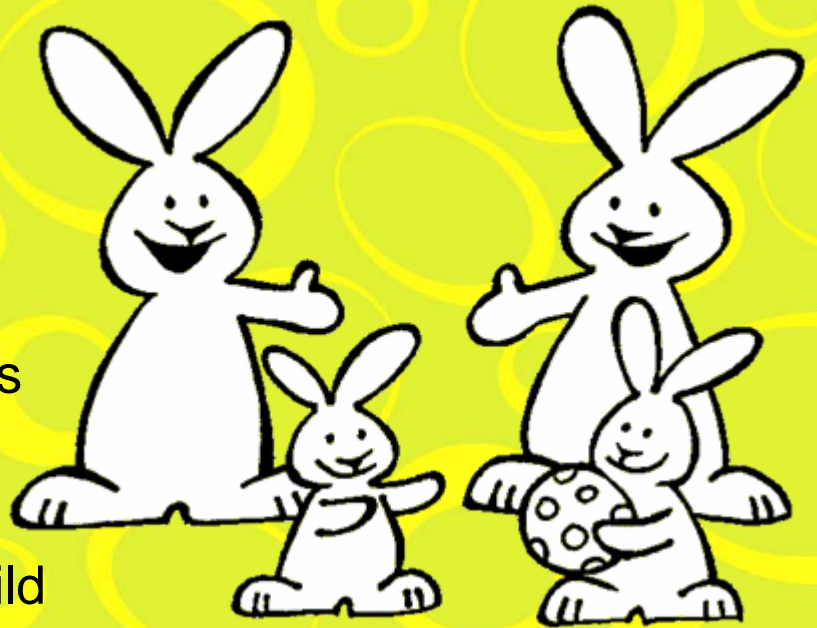




# Rôle du parent anglophone

## Role of the Anglophone parent

- Show that he or she wants the child to make room for a Francophone identity
- Support the partner's initiatives
- Encourage the child in his or her efforts to live in French
- Show that he or she is proud of the child





# En milieu minoritaire, un bel équilibre

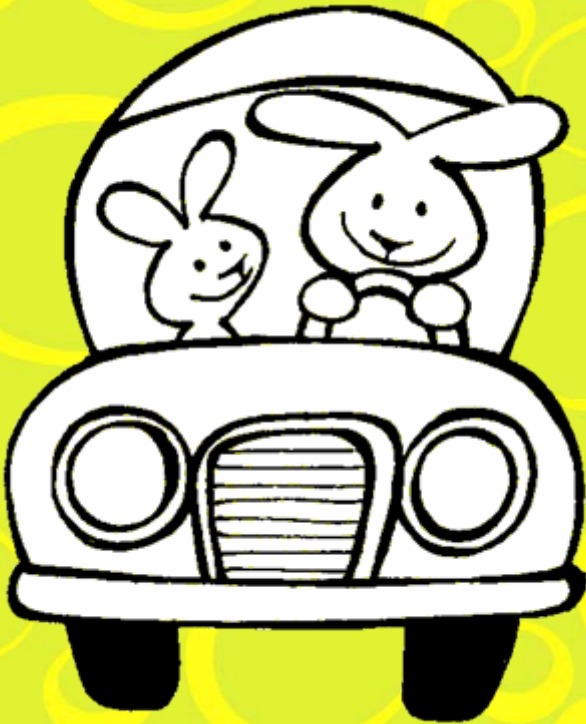
## Keeping a balance in a minority setting

- Everyone wants what is best for their children!
- In an exogamous family in a minority setting, there is no risk to the child's Anglophone identity: the environment, the family, the media and businesses, etc. are often predominantly English
- It takes more work on the child's Francophone identity to maintain a proper balance between the two languages



# Suggestions pour conclure

## Final suggestions



- Leave the guide in a prominent location in the house
- Consult it frequently to discuss things that you might be able to do
- Try out something that **you can do right now!**
- Identify an activity that **you want to try out**, and then do it!

# Merci! ● Thank you!



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