

# Writing for Results



A hands-on program  
to develop clear,  
effective writing skills

Instruction manual  
with participant  
handouts



March 2006

## Acknowledgements

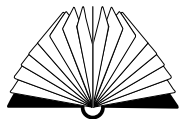
The NWT Literacy Council produced the **Writing for Results** manual. It includes instructions and participant handouts for a comprehensive, hands-on program to develop clear, effective writing skills.

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N.W.T. LITERACY COUNCIL

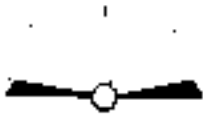


Northwest  
Territories Education, Culture and Employment



# Writing for Results

Contact the NWT Literacy Council to get copies of the **Writing for Results** manual. You can also download it from our website.



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# What is Writing for Results?

**Writing for Results** is a program of seven hands-on activities. The program helps people learn to write clearly and effectively, and to understand why this is important.

## What are the program's goals?

**Writing for Results** helps people identify and develop skills for clear, effective writing at home, in the community, and at work.

During the program, participants will:

- Share what they already know about clear, effective writing
- Learn about the skills people need to write clearly and effectively
- Practice skills to recognize and produce clear, effective documents

**Writing for Results** focuses on practical, everyday writing rather than creative writing. Participants think about and work with different documents as they explore clear, effective writing skills and apply them.

- |                  |               |           |
|------------------|---------------|-----------|
| ▪ Letters        | ▪ Memos       | ▪ Forms   |
| ▪ Short reports  | ▪ Brochures   | ▪ Posters |
| ▪ Email messages | ▪ Newsletters | ▪ Ads     |

## What activities make up the program?

The **Writing for Results** program has seven activities:

- 1) The writing process – Part 1:  
**Know the audience**
  - Starts with an overview of the writing process
- 2) The writing process – Part 2:  
**Know the purpose of the document**
- 3) The writing process – Part 3:  
**Brainstorm ideas and organize them**
- 4) The writing process - Part 4:  
**Write the first draft**
- 5) The writing process - Part 5:  
**Review and test the document**
- 6) The writing process - Part 6:  
**Revise the document**
- 7) Individual writing project – optional activity



The **Writing for Results** program follows two basic principles:

- Clear, effective writing begins with a complete understanding of who we're writing for – the **audience** -and what results we want – the **purpose**.
- Clear, effective writing is a process that takes time and follows certain steps. Each step builds on the step before. And each step is guided by what the writer understands about their main audience and the purpose of their document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

We chose a basic, 6-step writing process for the activities in this program. Writers may use a writing process with more or fewer steps. Whatever the process, writers begin with the audience and the purpose of the document, and use this information to guide their writing through each step of the process.

## Why do we need Writing for Results?

People need to be able to understand and use written information to participate fully in today's society. Clear, effective writing makes it easier for people to read information. Clear, effective writing inspires people to understand and use it.

We use many different documents at home, in the community, and at work to achieve different results. Here are some examples of documents we write and use, and the results we need and want.

Documents	Results we need and want
Forms	Gather information, keep records
Letters	Share info, make a complaint, ask for something
Newsletters	Give information and ideas, ask for something
Brochures	Give information, change behaviour
Posters	Get people to do something or go somewhere
Reports	Share information, take action
Email	Share information, ask for something

People have the right to be able to read, understand, and use written information. Business, government, and nonprofit groups have a responsibility to produce written information that people can easily read, understand, and use.

When we write clearly and effectively we help people read, understand, and use written information. Both writers and the audience get the best results with clear and effective writing.

## Who should participate?

People who participate in the **Writing for Results** program want to learn about and practice clear, effective writing. This program builds on the participant's experiences. It is useful for people with different levels of writing skills.

During the pilot, instructors found the program most useful for people at 120 to 150 levels of Adult Basic Education. One instructor used the resource with people at the 110 level.

We suggest instructors can also adapt the program for participants that don't read or write well. Instructors or other participants can scribe for these people. All participants can contribute to the thinking and planning related to the program activities and the writing process.

Each activity engages participants extensively. Many activities use sample documents and it's important to choose samples appropriate for your participants. Carefully consider their reading and writing skills, as well as topics that engage and interest them.

Instructors may choose to limit the number of participants to make sure each participant has the best chance to share their ideas and benefit fully from the practice exercises.

Potential participants include:

- Community, Aboriginal, territorial, federal government workers
- Employees or volunteers of community groups
- Health care or education staff
- Other people who write and use public documents at work
- Learners in adult basic education programs
- People in workplace education programs
- Anyone who wants to develop skills to write clearly and effectively

## How does the program work?

The program has seven activities that follow a certain order. In an ideal world all participants would follow the program from start to finish.

This probably won't happen. For example, people may participate in Activity 5 and 6 without participating in the first four activities. Instructors can help bridge this gap. Copy participant handouts from earlier activities and encourage participants to review them.

We don't suggest a specific amount of time for each activity or for the whole program. We encourage instructors to design a schedule that best suits the participants and the instructor. For example, you might offer sessions every day, once or twice a week, as weekend workshops, or whatever. Take the time you need and don't rush things. Adapt the program so it best suits the needs and interests of your community and participants.

Each program activity follows this basic pattern:

- i) Start with what people know
- ii) Reinforce what people already know and encourage them to learn new skills
- iii) Provide practical, hands-on experience



We show each part of this basic pattern with these symbols and subheadings. Each activity follows this pattern more than once.



### **Light the Spark**

This part of the activity starts things off. The intent is to have some fun, and engage people and encourage them to share what they already know.



### **Key Points**

This part of the activity provides basic information. The Key Points reinforce and build on what participants shared during Light the Spark. Participant handouts include all the Key Points.



### **Practice Exercises**

This part of the activity gives participants a chance to practice what they know and learn. They learn to apply clear, effective writing skills to everyday situations. Each Practice Exercise has Instructor Notes and a Worksheet for participants.

The last practice exercise in each activity focuses on a group writing project. The group starts the writing project during the first activity and builds on it throughout the program. This project gives participants practical experience of the writing process from start to finish. Encourage participants to identify a project that is small enough to easily manage during the program.

## How can instructors best use this manual?

This manual gives instructions to carry out each activity, in the order they appear in the program. The manual follows the activity from start to finish, with two or more cycles of Light the Spark, Key Points, and Practice Exercises. For each activity, the manual starts with:

- Overall objectives for the activity
- Agenda for the activity
- Program overview
- Materials list for the activity

Use the materials list to identify the handouts you need to copy for participants, for that activity. This may include Key Points, worksheets for Practice Exercises, and sample documents. The Key Points handouts also make a useful resource for participants to use outside the program.

Instructors find all Key Points and worksheets for Practice Exercises within the instructions for each activity, in the order they appear in the program. Look for the sample documents in a separate section.

**A note for instructors about sample documents**

We provide sample documents for all activities that use them. We included more than one sample for each activity so we made a separate 'Sample Documents' section.

We chose mostly one-page and two-page samples, to help reduce the amount of time participants need to work with the document. We tried to find a variety of documents, to meet the needs of learners with different reading skills. Carefully choose the samples that work best for you and your participants.

We also encourage you to find and use sample documents from within your community if you have time to do this. Visit the health centre, community and territorial government offices, the school, and other community agencies to look for samples. Another option is to ask participants to bring in documents they see and use from home, work, or within the community.

At the end of this 'Introduction' section, look for a complete list of the sample documents we provide with this manual.

Most of these sample documents actually exist – we found them on the internet and in other public places. A few sample documents are borrowed from existing documents – for example, we copied two articles from two different newsletters. And a few of the sample documents are imaginary – for example, we made up the 'Riverview memos'.

Take time to carefully look at and choose your sample documents. We put certain documents with each activity, to help participants easily focus on the topic at hand. But feel free to mix and match - use any sample document for any activity, based on what you feel is best for your participants.

## How can instructors put the program into action?

Use this checklist to help put the program into action.

- ☐ Who will help plan to put the program into action?
- ☐ Who is the instructor for the program? Do we need more than one instructor?
- ☐ Who are the program participants?
- ☐ Do participants need to make special arrangements to attend the program, such as paid or unpaid time off work, childcare, etc? Can you help with these?
- ☐ What's the best way to advertise and promote the program to attract the participants we want?
- ☐ What schedule is best for the participants and instructor?
- ☐ Where can the program take place? What facilities do we need?
- ☐ What food, drink, and other supplies do we need?
- ☐ Do we need any funding to carry out the program? If yes, how and where can we get it?
- ☐ Will we recognize that participants completed the program in some way, such as with a certificate?

## What materials do instructors need to carry out program activities?

All activities use basic workshop materials, such as:

- ☐ Flipchart stand, paper, and marker pens
- ☐ Tape and scissors
- ☐ Extra paper and pens for participants to use in small groups
- ☐ A written agenda to share with participants
- ☐ Snacks and drinks
- ☐ Resources such as dictionaries and a thesaurus
- ☐ Optional - computer and internet access for a couple of activities

Each activity has a list of materials instructors need for that activity. The list includes the handouts instructors need to copy for participants, for that activity – Key Points, worksheets for Practice Exercises, and sample documents.

Participants use a computer and the internet for parts of a couple of activities. If you don't have access to a computer and the internet, just leave out that part of the activity or adapt it.



## Introductions

We encourage instructors to begin each activity with introductions. This is especially important if the group hasn't been together before, if it's been a while since they were together, or if different people join the group for different sessions.

Use these ideas for introductions or make up your own:

- What do participants expect from the program? From the activity? From the instructor? From each other?
- What is the instructor's role?
- What kinds of writing do participants do?
- What kinds of reading do participants do?
- What things do participants like to read and write?
- What things do participants find easy about writing?
- What things do participants find difficult about writing?
- How does writing relate to the different things participants do at work? At home? In the community?
- What kinds of documents do participants use at work? At home? In the community? How do you use them?
- How important is writing at work? At home? Why is it important? Who is it important to or for?
- What does it mean to be a good writer?
- What motivates participants to write clearly and effectively?

## Evaluation

Ask participants to evaluate each activity when it ends. Copy and use this simple evaluation or make up your own.

1) The things I liked the best about this activity are ....

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2) The things I liked the least about this activity are ....

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3) Check yes, no, or no comment for each statement below.

	Yes	No	No comment
i) I had a chance to share my ideas.			
ii) I learned something I didn't know before.			
iii) I had a chance to practice things I wanted to practice.			
iv) I had enough time to do things.			
v) I can use what I learned to improve my writing.			

5) If I could change two things about the activity, I'd ...

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## List of sample documents for Writing for Results program activities

**Activity One** - No sample documents

**Activity Two 'Know the purpose'** - Light the Spark 1: five different kinds of documents. Choose one of each kind.

1) **Brochures** – each is 2 pages

- Accessible Parking
- Birth Control Pill
- Community Energy Planning
- Elections Nunavut – Students
- Flu
- Insect Repellent
- Regional Health and Social Services Programs
- Safety Tips for New Babies
- Save Energy Save Money
- SNAP program - Students
- TB – about
- TB - medications

2) **Posters** – each is 1 page

- Every Bite Counts
- Every Step Counts
- Get Active NWT Community Challenge

- Handwashing – stop germs spreading
- Handwashing – how to wash your hands well
- Handwashing – germs you can find on your hands
- How to prepare your beverage containers for recycling
- Protected Areas Strategy intro
- Sharing Our Skills
- Volunteer Award

### 3) Forms

- Aurora College application (3 pages)
- Elections Nunavut Application for a Special Ballot (1 page)
- Get Active Community Challenge (2 pages)
- Harvester's Report of Accident (2 pages)
- Human Rights Complaint (4 pages)
- Tuition Subsidy (2 pages)
- Volunteer Development Fund (2 pages)
- Wise Woman Award nomination (4 pages)

### 4) Ads – each is 1 page

- Aboriginal Language Teacher Training
- DehCho Land Use Planning Committee Regional Forum
- Have a say in your laws
- Helping Children Through Separation and Divorce
- WCB Notice to all employers





### 5) Others

- Article from Echo Vol. 3 No. 1 (2 pages)
- Energy Action Awards Winners (3 pages)
- Facts on Renewable Energy (2 pages)
- Human Rights Commission - Complaint Guide (2 pages)
- Human Rights Commission - Mediation (2 pages)
- NWT Volunteer Support Initiative (3 pages)
- Protected Areas Strategy: 8 steps (1 page)
- Protected Areas Strategy and Land Use Planning (1 page)
- Protected Areas Strategy: Third party interests (1 page)
- Smoke-Free Home (1 page)
- WCB Media Release: Bear Attack Hazards (1 page)

### **Activity Three** – No sample documents

### **Activity Four 'Write the First Draft'** - Practice Exercise 1 Part 4: two writing samples

- 1) Two versions of the same document – to compare re words, sentences, paragraphs.

Choose one set.

- Memo from Pinehill Childcare Centre, Riverview, NWT  
(1 page + 1 page)
- Memo from Recreation Coordinator, Riverview, NWT  
(1 page + 1 page)

- 2) Sample document that needs changes re words, sentences, and paragraphs.

Choose one.

- Diavik article (2 pages)
- Composting (2 pages)
- NWT Electoral Boundaries Commission (3 pages)
- Memo from Ely's Electrical Services (1 page)
- Memo from Pinehill School, Riverview, NWT (1 page)

**Activity Five 'Review the Document' - Light the Spark 3:** 'before and after' samples. Choose one set.

- Are you a victim of crime? Victim Impact Statement (1 page + 2 pages)
- NWT Outstanding Volunteer Awards – Nomination Form (1 page + 2 pages)

**Activity Five 'Review the Document' - Practice Exercise 3:** a sample document to apply five basic questions to review, and to do a readability assessment. Also use this document for Activity Six Practice Exercise 1 – to follow through on the review, and to revise the document. Choose one.

- Check Your Heating Fuel Tank (1 page)
- Spotlight Tom Beaulieu (2 pages)
- What you should know about tenancy agreements (1 page)
- Custom Adoption brochure (2 pages)
- Family Law Mediation (2 pages)

- Spills report (2 pages)
- Your contributions to election campaigns (2 pages)

**Activity Six 'Revise the Document' - Light the Spark 1:** 'before and after' samples. Choose one set

- WCB Worker's Accident report form (2 pages + 5 pages)
- Start a School Recycling Program (2 pages + 2 pages)

**Activity Six 'Revise the Document' - Practice Exercise 1:** sample document to revise.

- Use the same document participants used in Activity Five Practice Exercise 3. During this exercise participants revise the document, using what they learned when they reviewed it.

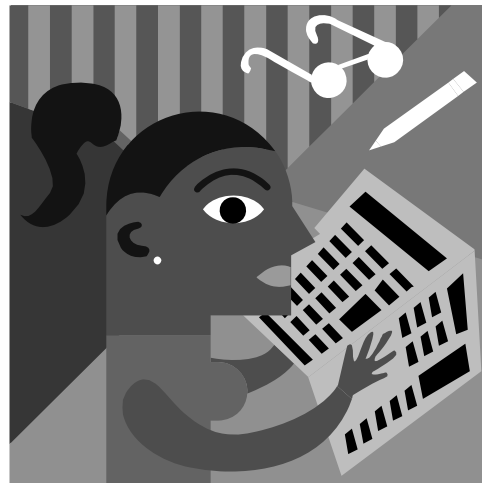
# Activity One

## Know the audience

This activity gives participants an opportunity to:

- Explore what the word **audience** means to writers and why it's important for writers to know their audience
- Understand why writers need to know their audience before they begin the writing process
- Develop and use a checklist of important questions writers can use to learn about their audience

The activity begins with an overview of the writing process.



<b>Agenda - Activity One</b> <b>Know the audience</b>	
Introductions. See page 13 for ideas.	
Review the agenda for this activity.	
1) Overview of the writing process - Light the Spark, Key Points	
2) Defining the audience – Light the Spark, Key Points, Practice Exercise	
Take a break?	
3) Learning about the audience – Light the Spark, two Key Points, Practice Exercise	
4) Group writing project – Practice Exercise	
Evaluate the activity. See pages 14 and 15 for a sample.	

✓	<b>Materials Checklist - Activity One</b>
	Flipchart, marker pens, paper, etc. <ul style="list-style-type: none"> <li>▪ See page 12 for ideas</li> </ul>
	Agenda – adapt the one on the previous page <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Key Points 1 – The Writing Process <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Key Points 2 – Defining the audience <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Practice Exercise 2 <ul style="list-style-type: none"> <li>▪ One copy of the worksheet for each participant</li> </ul>
	Key Points 3 – Audience Checklist, Literacy skills in the NWT <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Practice Exercise 3 <ul style="list-style-type: none"> <li>▪ One copy of the worksheet for each participant</li> <li>▪ Three extra copies of the audience checklist for each participant</li> </ul>
	Practice Exercise 4 <ul style="list-style-type: none"> <li>▪ One copy of the worksheet for each participant</li> <li>▪ One extra copy of the audience checklist for each participant</li> </ul>



## Activity One

### Light the Spark 1

This exercise introduces participants to the writing process. It helps them understand that writing involves a series of steps that usually happen in a certain order.

To first explore the concept, begin with a process that all participants know about and use it as a metaphor. Use one of the two examples below or make up your own. If you make up your own, be sure to use something that has less than 10 steps.

### Two examples

#### 1) Make and serve dinner OR 2) Go on a boat trip

Copy the list on the next page on a flipchart page. Tell the group this is a list of things that people need to do to make and serve dinner **OR** to go on a boat trip, except the list is all mixed up.

Ask participants:

- When you want to make and serve dinner **OR** go on a boat trip, what do you usually do first?
- What usually happens next?

Work together as a group to get the list sorted into the right order. If you want, discuss ideas such as:

- What happens if things happen in the wrong order?
- What other factors help things happen smoothly?
- How is each step related to the other steps?

## **Make and serve dinner – a mixed up list of things to do**

- Go shopping for things you need
- Know how many people need to eat
- Make a list of things you need to buy
- Decide what you want to make for dinner
- Make dinner
- Serve dinner, eat, and enjoy
- Check to see what you need to buy

## **Go on a boat trip – a mixed up list of things to do**

- Decide what gas, food, and camping gear you need
- Know how many people are going on the trip
- Check the boat and motor
- Go shopping for things you need
- Decide where you want to go and get maps if you need them
- Make a list of things you need to buy
- Pack the boat
- Wave goodbye



**Make a list of things to do to write something**

After you complete the list for the metaphor, tell participants that to write something people usually follow certain steps, just like they do to make and serve dinner **OR** to go on a boat trip.

Break the group into smaller groups or do this with the whole group. Ask each smaller group to brainstorm a list of steps people might use to write a document. Tell them to think about the list from the metaphor.

Use these questions to prompt them:

- When you start to write something, what do you do first?
- What happens next?

Bring the small groups together and ask each small group to share their ideas about the writing process.

Then review the Key Points with the group.

**Review the Key Points with the group**

- The Writing Process

Reinforce ideas people already shared and introduce new ideas. Encourage participants to talk about what happens during each part of the writing process. Point out that writers need time to go through the writing process, to write well.

Highlight that this is a basic version of the writing process and that writers may use other versions. Also highlight that writers may repeat the final two steps many times.

Highlight that writers need to know their **audience** and the **purpose** of the document before they can begin to write. These two things are a basic part of the writing process.

The word audience may be a new word for participants. Encourage and support them to learn it and use it. The rest of this activity provides the group with lots of information about and practice with the word audience.

After you review the Key Points, discuss these questions with the group:

- Do writers use a different process for different kinds of writing or different documents?
- Why or why not?

**Activity One****Key Points 1 – The Writing Process**

This is the basic writing process.

Writers may repeat steps 5 and 6, two or three or more times, to get the results they want for the final document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

Before writers begin to write a document they need to know their audience and the purpose of the document.



## Activity One

### Light the Spark 2

Brainstorm this question with the whole group.

- What does the word 'audience' mean to you?

Write all the participants' ideas on a flipchart. If needed, prompt their thinking with other questions, such as:

- Think about the things you write. Who are you writing it for? Who will read it?
- Do you write for more than one audience?

### Review the Key Points with the group

- Defining the audience

Reinforce ideas from the brainstorm and introduce new ideas.

Encourage participants to ask questions and discuss the concepts.

Add any new ideas from the brainstorm to the Key Points.

**Activity One****Key Points 2 – Defining the audience**

What does the word **audience** mean?

- The person or people who read what we write
- The person or people who need to use the document and take some sort of action
- The person or people we want to influence in some way – we want them to think something, do something, change their behaviour, change their attitudes

Examples of different kinds of people that can be the audience for a document:

- The boss or supervisor
- The communications expert
- The general public
- Mothers, fathers, brothers, sisters, other family members, friends, strangers
- Older people and younger people
- People with disabilities and able-bodied people
- Women and men
- People from different cultures
- People with different literacy skills

Writers need to know their main audience before they start to write a document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

**Activity One****Practice Exercise 2 – Instructor Notes**

Divide the group into smaller groups, with about three people in each. Give each group a copy of the worksheet on the next page. The worksheet describes six different documents – you don't need the actual documents. Ask each small group to briefly define the main audience for each document the list describes.

Bring the small groups together to share their ideas. Talk about how we need to be able to define the audience before we can begin to learn about them. And we need to learn about them so we can write clearly and effectively for them, to get the best results.

**Activity One****Practice Exercise 2 – Worksheet**

Look at the list of documents described below. Briefly define and write down who is the main audience for each document the list describes. Use Key Points 1 as a guide.

Document	Audience
A brochure about a community daycare program	
An application form for income support	
A report about housing needs in the NWT	
A memo about how to apply for dental coverage at work	
A newspaper insert about what's happening at the diamond mine	
A letter and permission form from the school about a camping trip for students	





## Activity One

### Light the Spark 3

Describe the following scenario to the group or create your own.

**Scenario:** The government recently passed some new laws that affect people who are victims of family violence. The government plans to produce public information to help people understand and properly use the new laws.

You are part of an interagency group in your community. The interagency group includes the women's shelter, social services, the RCMP, the family literacy program, and the wellness centre.

Brainstorm these questions from the perspective of the interagency group.

- i) Who is the main audience for the government's public education campaign? Is there more than one audience?
- ii) What does the government need to know about the audience to get the best results?

Record everyone's ideas on the flipchart. Use these questions to encourage participants to focus on the audience.

- What things about the audience affect how well they read, understand, and use written information?
- What things about the audience do writers need to know to encourage, inspire, and support the audience?

**Review the Key Points with the group**

- Audience checklist – learning about the audience
- Literacy skills in the NWT

With the audience checklist, reinforce ideas people already shared and introduce new ideas. Encourage participants to ask questions.

Use the Key Points about literacy skills to reinforce how writers need to recognize and work with a variety of literacy skills.

- Literacy skills affect how well people read and use written information.
- People with poor reading and writing skills are intelligent, think well, and have other literacy skills that writers need to know about so they can write clearly and effectively.

**Activity One****Key Points 3 - Audience checklist**

Use this checklist to learn about the audience and what affects them.

- ☐ Is the audience one person, two or more people, a group of people, or two or more groups?
- ☐ If it's a group, do the individuals in the group have the same or different knowledge about the topic?
- ☐ What does the audience already know about the topic?
- ☐ How does the audience feel about the topic? Do they have fixed ideas or strong feelings about it?
- ☐ How old is the audience?
- ☐ Is the audience male or female, or both?
- ☐ What culture(s) does the audience include?
- ☐ Does the audience speak English as a second language?
- ☐ What reading skills does the audience have?
- ☐ Will the audience have lots of time to read and use the document, or will they be rushed?
- ☐ Will the audience be in an office, at home, or somewhere else when they read and use the document?
- ☐ Will the audience be comfortable or under stress when they read and use the document?



## Activity One

### Key Points 3 – Literacy skills in the NWT

Literacy skills are one of the main factors that affect how well an audience can read and use written information.

#### Multiple literacies

In the past people thought literacy was just reading and writing. Today we know that literacy is much more complex. **Multiple literacies** recognize there are many different kinds of literacy.

Literacy includes how people read the weather, tell stories, do traditional activities on the land, communicate, raise their children, use a computer, etc. Literacy involves all languages, cultures, and traditions.

For example Aboriginal people need their Aboriginal language and culture to maintain their identity and their connection to their ancestors and to the land. They may also need English literacy skills to get a good job.

As writers, we get the best results when we recognize and work with the literacy skills people have. This includes knowing about the symbols, words, stories, songs, and other literacy skills the audience has and uses.

## Reading and writing literacy skills

Many people in the NWT don't read and write English very well.  
Many people read and write English as a second language.

### Did you know?

- 69% of Aboriginal adults and 30% of non-Aboriginal adults do not have the literacy skills they need for daily living.  
These people might not be able to read directions on a medicine bottle, help their child with their homework, or fill out a housing application.
- More than 40% of NWT adults do not have the prose literacy skills they need for daily life – skills they need to understand and use information from things such as newspapers, brochures, and instruction manuals.
- About 50% of NWT adults do not have the number skills they need for daily life – skills they need to balance their bank account, figure out a tip, fill out an order form, or calculate interest on a bank loan.
- More than 70% of NWT adults do not have the problem-solving skills they need for daily life – skills they need to understand a problem, and to look for and find an answer.

Source: NWT Literacy Council. 2005. *Information Series #1: The International Adult Literacy & Skills Survey*. Yellowknife, NT: Author.

Writers need to understand how well their audience reads. They need to remember that most people are intelligent and think well, even if they don't have strong reading skills. Writers don't need to speak down to people who don't read well. Writers need to write clearly and effectively so people with poor reading skills can read, understand, and use written information.

**Grade reading level or readability**

One useful tool shows the grade reading level people need to be able to read, understand, and use written information. Grade reading level includes factors such as words, sentences, graphics, white space, and other things.

What grade reading level should we aim for?	
If the document is ...	Aim for ...
Essential information for people who have less than eight years of school or whose first language is not English.	Grade 5 to 6
Information for the general public that has new terms and concepts or specialized subject matter.	Grade 7 to 9
Specialized information for people who are familiar with the topic and who have good literacy skills.	Grade 10 +

During Activity 6 we learn about and use two different ways to test a document's grade reading level.

- The Fry Readability Graph
- The Reading Effectiveness Tool

Many computer word processing programs also measure grade reading level or readability. Use the 'Help' menu for your program to find out how to turn it on and use it.

**Activity One****Practice Exercise 3 – Instructor Notes**

Divide the group into small groups, with about three people in each group. Give each group a copy of the worksheet on the next page that describes three scenarios. Or create your own scenarios.

Give each person three extra copies of the audience checklist – one for each scenario. Ask them to discuss who is the audience and fill out the audience checklist.

Bring the small groups together and ask them to share their ideas.

Discuss as a large group, for each scenario:

- Who is the audience? What do we know about them?
- What grade reading level should we aim for in this scenario? Why?

**Activity One****Practice Exercise 3 - Worksheet**

Read the three scenarios below. Discuss who is the audience and complete the audience checklist for each scenario. Decide what grade reading level is best for each audience.

**Scenario 1:**

You're part of a community group that operates the local daycare. The daycare closed for the summer. Now it's September and you're writing a radio announcement to let people know the daycare will start up again next week.

**Scenario 2:**

You work in the community government office. The office organized to get a new dental plan for all the employees. You're writing a memo tell to everyone how to register for the new dental plan.

**Scenario 3:**

You work for a regional Aboriginal government that just signed a self-government agreement. You need to register everyone for an election next month. You're making a form for people to fill out to register to vote.

Share your audience checklists with the larger group.



**Activity One****Practice Exercise 4 – Instructor Notes**

Explain to the group that this practice exercise starts the group writing project. Each activity in the **Writing for Results** program ends with a practice exercise that builds on this group writing project.

The purpose of the group writing project is to give participants a chance to follow the process from start to finish. Make sure the group identifies a writing project that is small enough to work with and manage well during the **Writing for Results** program. For example, either a brochure or newsletter is probably a good format to choose.

As a whole group, choose a topic for the group writing project. Make something up, build on one of the scenarios from this activity, or use a real-life example from work, the community, or home.

As soon as the group decides on the topic, ask them to define the audience. Do this as a whole group or divide the group into small groups.

Ask participants to go through the audience checklist and write down what they learn about the audience. Prompt them to include anything else they know about the audience. Ask participants to decide what grade reading level they think the final document should aim for.

Ask participants to fill out the worksheet and to attach the audience checklist to the worksheet. They will refer back to these documents as they build on the group writing project throughout the program.

**Activity One****Practice Exercise 4 – Worksheet**

This worksheet starts the group writing project. Each activity in the **Writing for Results** program ends with a practice exercise that builds on this project.

Write down the topic and define the audience. Use the audience checklist and write down what you learned about the audience. Identify what grade reading level you're aiming for.

Topic: \_\_\_\_\_

\_\_\_\_\_

Audience: \_\_\_\_\_

\_\_\_\_\_

Grade reading level: \_\_\_\_\_

What do we know about the audience?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

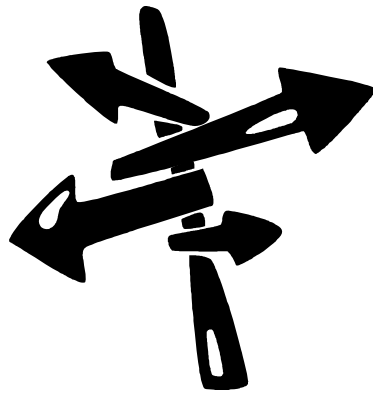
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## Activity Two

### Know the purpose of the document

This activity gives participants an opportunity to:

- Explore what the word **purpose** means to writers and why it's important for writers to know the purpose of a document
- Understand why writers need to learn about the purpose of a document before they start the writing process
- Develop and use a checklist of important questions writers can use to learn about the purpose





## **Agenda - Activity Two**

### **Know the purpose**

Introductions. See page 13 for ideas.

Review the agenda for this activity.

Use the Program Overview on the next page to show the relationships between this activity and the other activities in the **Writing for Results** program.

- 1) Defining purpose – Light the Spark, Key Points, Practice Exercise

Take a break?

- 2) Purpose checklist – Light the Spark, Key Points, Practice Exercise

- 3) Group writing project – Practice Exercise

Evaluate the activity. See pages 14 and 15 for a sample.

## Program Overview

The **Writing for Results** program follows two basic principles:

- Clear, effective writing begins with a complete understanding of who we're writing for – the **audience** -and what results we want – the **purpose**.
- Clear, effective writing is a process that takes time and follows certain steps. Each step builds on the step before. And each step is guided by what the writer understands about their main audience and the purpose of their document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

We chose a basic, 6-step writing process for the activities in this program. Writers may use a writing process with more or fewer steps. Whatever the process, writers begin with the audience and the purpose of the document, and use this information to guide their writing through each step of the process.

✓	<b>Materials Checklist - Activity Two</b>
	Flipchart, marker pens, paper <ul style="list-style-type: none"> <li>▪ See page 12 for ideas</li> </ul>
	Agenda and Program Overview <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Light the Spark 1 <ul style="list-style-type: none"> <li>▪ Copies of five sample documents</li> </ul>
	Key Points 1 – Defining the purpose <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Practice Exercise 1 - Worksheet <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Key Points 2 – Purpose checklist <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Practice Exercise 2 <ul style="list-style-type: none"> <li>▪ One copy of the worksheet for each participant</li> <li>▪ Three copies of the purpose checklist for each participant</li> </ul>
	Practice Exercise 3 <ul style="list-style-type: none"> <li>▪ One copy of the worksheet for each participant</li> <li>▪ One copy of the purpose checklist for each participant</li> </ul>



## Activity Two

### Light the Spark 1

Divide the group into smaller groups, with about three people in each small group. Or do this with the whole group.

Give each small group copies of five different, sample documents. Examples of different documents include a brochure, a newspaper ad, a poster, an application form, a letter or memo, etc.

Copy the samples we provided or use samples from your community.

Ask each group to discuss and make notes about what is the purpose of each document. Use these questions to prompt their ideas.

- Why did someone write this document?
- What is the document supposed to do?
- What should the audience be able to do?
- What do we use different documents for?

Bring the small groups together to share their ideas. Write all the participants' ideas on the flipchart.



### **Review the Key Points with the group**

- Defining the purpose

Reinforce the ideas people shared and introduce new ideas.

Encourage people to ask questions and to discuss the concepts.

**Activity Two****Key Points 1 – Defining the purpose**

What is the purpose of a document?

- To make things happen when people read the document
- To enable the audience to do something after they read the document
- To prevent something
- To achieve something
- To change the audience's behaviour
- To give the audience information
- To gather information about the audience
- To gather information from the audience about other things
- To respond to something
- To understand something
- To tell a story
- To persuade people to do something or to think a certain way
- To give directions
- To explain how to do something

Writers need to know the audience and purpose before they start to write the document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

**Activity Two****Practice Exercise 1 – Instructor Notes**

Divide the group into smaller groups, with about three people in each small group. Give each person in the group the worksheet for the exercise. The worksheet identifies six different types of documents and gives many examples of each type of document.

Ask each group to discuss and to write down the purpose for each type of document. Remind them that there may be more than one purpose. Ask them to think about the following questions:

- What does the writer want to happen?
- What does the audience want to happen?

Bring the small groups together to share their ideas. Write their ideas on the flipchart.



## Activity Two

## Practice Exercise 1 - Worksheet

Write down the purpose for each type of document.

Type of document	Application forms
<b>Examples</b>	Jobs, legal aid, funding, a driver's license, housing, income support, student financial assistance
<b>Purpose</b>	

Type of document	Reports
<b>Examples</b>	Land use plan, economic or social plan, environmental assessment, papers that discuss different issues
<b>Purpose</b>	

Write down the purpose for each type of document.

Type of document	Legal documents
Examples	Land claims, insurance, wills, custody papers, impact benefit agreements, contracts, adoption papers, sentencing papers, union agreements
Purpose	

Type of document	Brochures
Examples	Health, social wellbeing, education, sports and fitness, employment, housing, daycare, healthy eating, STDs, AIDS
Purpose	

Write down the purpose for each type of document.

Type of document	Newsletters
Examples	Government, non-profit groups, mining companies and other businesses, schools
Purpose	

Type of document	Instructions and 'how to' manuals
Examples	Workplace health and safety, hazardous waste, elections, firearm safety, prescriptions, workshops, computer software
Purpose	

Write down the purpose for each type of document.

Type of document	Internal documents
Examples	Memos, briefing notes, meeting minutes, policies such as personnel policies, procedures such as a board manual, job descriptions and evaluations, resolutions
Purpose	

Type of document	Advertising
Examples	Posters, newspaper ads, notices on bulletin boards, mail-outs from groups asking for money, catalogues
Purpose	





## Activity Two

### Light the Spark 2

Divide the group into smaller groups, with about three people in each small group. Or do this part of the activity with the whole group. Give them the following scenario or create your own.

**Scenario:** The government recently passed some new laws that affect people who are victims of family violence. The government plans to produce public information to help people understand and properly use the new laws.

You are part of an interagency group in your community. The interagency group includes the women's shelter, social services, the RCMP, the family literacy program, and the wellness centre.

Ask each small group to discuss these questions from the perspective of the interagency group.

- i) What is the purpose of the government's public education campaign?
- ii) What does the government **really** need to do with their public education campaign, to get the best results for the audience?

Ask each small group to make notes and be ready to share their thoughts. Record what they share on the flipchart.

**Review the Key Points with the group**

- Purpose checklist, including the relationships between the purpose and the audience

Reinforce the ideas participants already shared and introduce new ideas. Encourage participants to ask questions.

After you review the Key Points, discuss these questions:

- How do writers show what is the purpose of the document?
- How do they show who is the audience?
- How does the audience know the document is for them?
- How does the audience know what is the purpose of the document?

Go back to the sample documents you used for Light the Spark 1 and look at them as a group. Can participants clearly see what is the purpose and who is the audience for each document? Why or why not?

Do writers need to be clear about what is the purpose and who is the audience? Why or why not? How can writers clearly show the purpose of and the audience for a document?

**Activity Two****Key Points 2 – Purpose Checklist**

Use this checklist to describe the purpose of a document.

- ☐ What do we want to happen when the audience reads the document?
- ☐ What do we want the audience to be able to do after they read the document?
- ☐ Do we want something specific?
- ☐ Do we want to change peoples' behaviour?
- ☐ Do we want to achieve something?
- ☐ Do we want to prevent something?
- ☐ If we want to give people information, what do we want them to do with it?

Compare the purpose to the layers of an onion. The outside layer is the general purpose. Other inside layers give more details about the purpose.

**Relationship between the purpose and the audience**

The audience affects the purpose of the document. For example:

- ☐ What do people already know about the topic?
- ☐ Do people use other documents related to this topic?
- ☐ Does the document need to use the same terms as other documents about the same topic?
- ☐ What information do I need to include? What information can I leave out?
- ☐ What is the most important thing that people need to know so they can respond?

**Activity Two****Practice Exercise 2 – Instructor Notes**

Divide the group into small groups, with about three people in each group. Give each person in the group a copy of the worksheet. The worksheet describes three scenarios. Or create your own scenarios.

Give each person three extra copies of the purpose checklist. Ask each group to discuss what is the purpose and fill out the purpose checklist – one for each scenario. Bring the small groups together and ask them to share their ideas. Write their ideas on the flipchart and discuss them.

**Activity Two****Practice Exercise 2 - Worksheet**

Read the three scenarios below or create your own. Discuss what is the purpose and fill out the purpose checklist for each scenario.

**Scenario 1:**

You're part of a community group that operates the local daycare. The daycare closed for the summer. Now it's September and you're writing a radio announcement to let people know the daycare will start up again next week.

**Scenario 2:**

You work in the community government office. The office organized to get a new dental plan for all the employees. You're writing a memo to tell everyone how to register for the new dental plan.

**Scenario 3:**

You work for a regional Aboriginal government that just signed a self-government agreement. You need to register everyone for an election next month. You're making a form for people to fill out to register to vote.

Share your purpose checklists with the larger group.

**Activity Two****Practice Exercise 3 – Instructor Notes**

This practice exercise is for the group writing project.

Ask participants to bring out the worksheet from the last practice exercise from Activity 1. This worksheet shows the topic, the audience, the grade reading level, and details participants learned about the audience.

Divide the group into smaller groups, with about three people in each group. Ask each small group to use the purpose checklist to discuss and make notes about the purpose of the group writing project.

Bring the small groups together to share their ideas. Agree as a group on the details of the purpose of the group writing project. Ask each participant to record the purpose of the project on the worksheet.



## Activity Two

## Practice Exercise 3 - Worksheet

This is the worksheet for the ongoing group writing project. You have already filled out a worksheet about the topic, audience, and grade reading level.

Write down the purpose of the group writing project. Use the purpose checklist to identify the details.

Purpose of the group writing project:

[illegible]



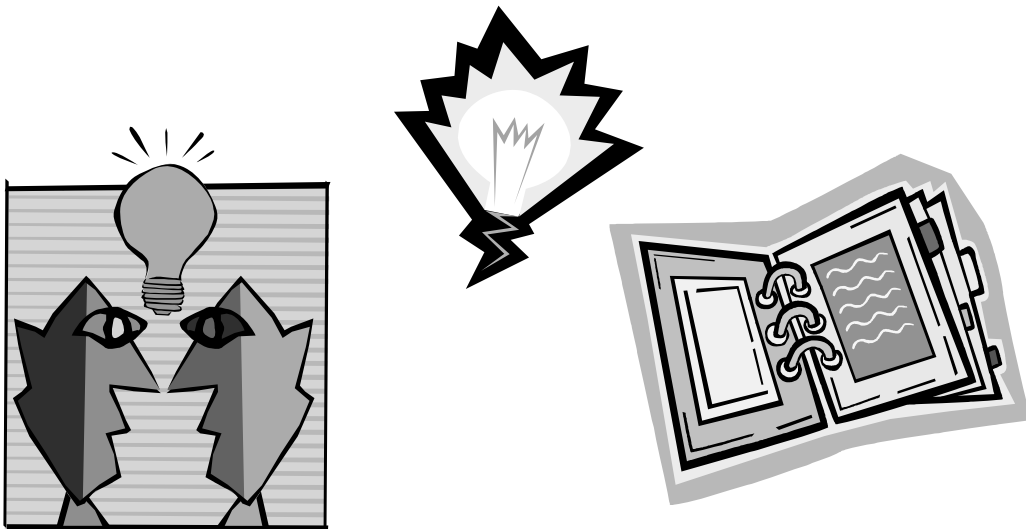
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# Activity Three

## Brainstorm ideas and organize them

This activity gives participants an opportunity to:

- Discuss and decide what guidelines we may use to brainstorm ideas
- Practice brainstorming ideas
- Explore and practice different ways to organize ideas





## **Agenda - Activity Three**

### **Brainstorm ideas and Organize them**

Introductions. See page 13 for ideas.

Review the agenda for this activity.

Use the Program Overview on the next page to show the relationships between this activity and the other activities in the **Writing for Results** program.

1) Brainstorm ideas – Light the Spark, Practice Exercise

Take a break?

2) Organize the ideas – Light the Spark, Key Points, Practice Exercise

3) Group writing project – Brainstorm ideas; Organize the ideas

Evaluate the activity. See pages 14 and 15 for a sample.

## Program Overview

The **Writing for Results** program follows two basic principles:

- Clear, effective writing begins with a complete understanding of who we're writing for – the **audience** – and what results we want – the **purpose**.
- Clear, effective writing is a process that takes time and follows certain steps. Each step builds on the step before. And each step is guided by what the writer understands about their main audience and the purpose of their document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

We chose a basic, 6-step writing process for the activities in this program. Writers may use a writing process with more or fewer steps. Whatever the process, writers begin with the audience and the purpose of the document, and use this information to guide their writing through each step of the process.

✓ <b>Materials Checklist - Activity Three</b>	
	Flipchart, marker pens, paper <ul style="list-style-type: none"><li>▪ See page 12 for ideas</li></ul>
	Agenda and Program Overview <ul style="list-style-type: none"><li>▪ One copy for each participant</li></ul>
	Practice Exercise 1 <ul style="list-style-type: none"><li>▪ One copy of the worksheet for each participant</li></ul>
	Key Points 2 – Organizing <ul style="list-style-type: none"><li>▪ One copy for each participant</li></ul>
	Practice Exercise 2 <ul style="list-style-type: none"><li>▪ One copy of the worksheet for each participant</li></ul>
	Practice Exercise 3 <ul style="list-style-type: none"><li>▪ One copy of the worksheet for each participant</li></ul>



## Activity Three

### Light the Spark 1

Discuss these two questions with participants:

- What does it mean to brainstorm ideas?
- What guidelines can we use to help us brainstorm ideas?

Write their answers on a flipchart. Together agree on what guidelines you want to use for brainstorming.

Here are a few sample guidelines:

- Everyone has a chance to speak.
- All ideas are good ideas.
- We keep all the ideas at this stage of the process. We know that later in the process we might not use some ideas, for various reasons.
- It's okay to look for ideas in books, magazines, on the internet. It's okay to ask other people for ideas.
- We respect all ideas, even if we don't agree.
- We want to identify ideas with different points of view.
- We take the ideas as they come and don't try to summarize them.

**Activity Three****Practice Exercise 1 – Instructor Notes**

During this practice exercise, participants brainstorm ideas for a document, based on a specific audience and purpose. Use the guidelines you developed during Light the Spark 1.

First, identify the audience and purpose for a document. Use the example below or ask the participants for suggestions.

- A brochure to encourage teens to quit smoking

Ask participants to brainstorm their ideas about this document. Write down all their ideas on the flipchart and do not organize them in any way.

Ask participants where they might get more ideas about the topic. Examples include the internet, books, magazines, and other people. If you have time and resources, ask participants to do some research in these areas and bring back more ideas.

Ask participants to record the results of the brainstorm and other research on the worksheet.

**Activity Three****Practice Exercise 1 – Worksheet**

Brainstorming is the part of the third step in the writing process.

Write down the audience, the purpose, and the results of the brainstorm.

Audience \_\_\_\_\_

Purpose \_\_\_\_\_

Brainstorming ideas \_\_\_\_\_

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## Activity Three

### Light the Spark 2

During this part of the activity participants look at how to organize ideas.

Write this list on the flipchart:

- mothers
- community centre
- sisters
- nursing station
- read
- Coop store
- school
- play baseball
- skate
- uncles
- friends
- grandmothers

Ask participants to work together to organize these words into three groups. Write down the words into the three groups.

Ask them what heading they suggest for each group?

Now write this list on the flipchart:

- heart disease
- healthy food
- recreation
- depression
- regular exercise
- play sports
- strong bones
- active living
- junk food
- no energy
- feel good
- strong heart
- diabetes
- time
- support
- family
- watch TV
- friends

Draw the model for the spider concept map on the flipchart – see Key Points 2. Explain that the main idea is in the middle and related ideas spread out from there.

Ask participants to use the spider mind map to organize the words on the list. What is the main idea in the middle? What headings do they suggest for different groups of related ideas?

At the end of this part of the activity ask:

- Does organizing written information help writers to get the best results for the audience and the purpose?
- Why or why not?
- How does organizing information help get the best results?

## **Review the Key Points**

- Organize the ideas

Reinforce any ideas participants already discussed. Introduce new ideas.

Recognize different ways to organize information. Highlight that writers need to think about the audience and the purpose to help decide how to organize their writing to get the best results.

**Activity Three****Key Points 2 – Organize the ideas**

Organizing ideas is part of step 3 of the writing process.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

Writers need to think about the audience and the purpose to help decide the best way to organize their writing.

Writers organize their writing to help the audience:

- Find the information they need
- Understand what they read
- Remember the information and use it

Writers use headings and subheadings to show the audience how they organized the document.

Writers can organize their writing in different ways:

- Steps or time sequence – such as how to cook something, how to set a fish net, how to start up a computer, or how to organize a local dance
- General ideas to specific ideas – such as why people need to save energy and specific things people can do to save energy
- Specific ideas to general ideas – such as the benefits of certain kinds of exercise and why exercise helps people to stay healthy
- Common or shared features and separate or distinct features – such as how animals depend on different habitat

Some writers use a computer program, such as Inspiration, to help organize their ideas.

Some writers use a concept or mind map to help organize their ideas. Here are four basic kinds of concept maps.

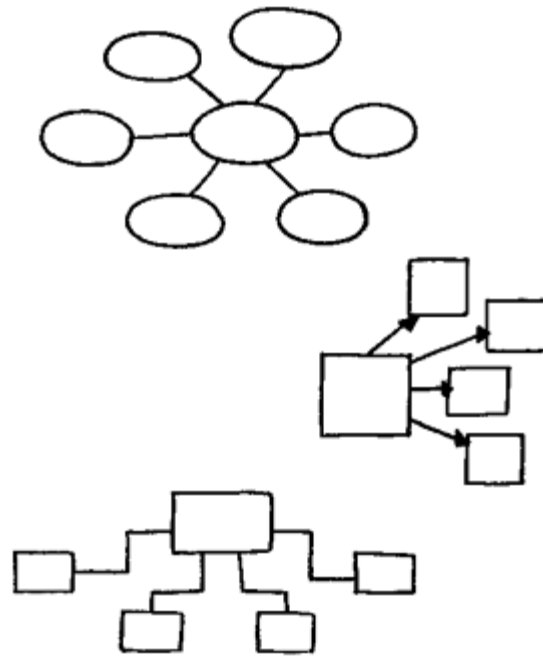
- i) Spider map
- ii) Ladder map
- iii) Flowchart map
- iv) Systems map

The diagrams on the next two pages show these four basic kinds of concept maps. The images come from this website:

<http://classes.aces.uiuc.edu/ACES100/Mind/c-m2.html>

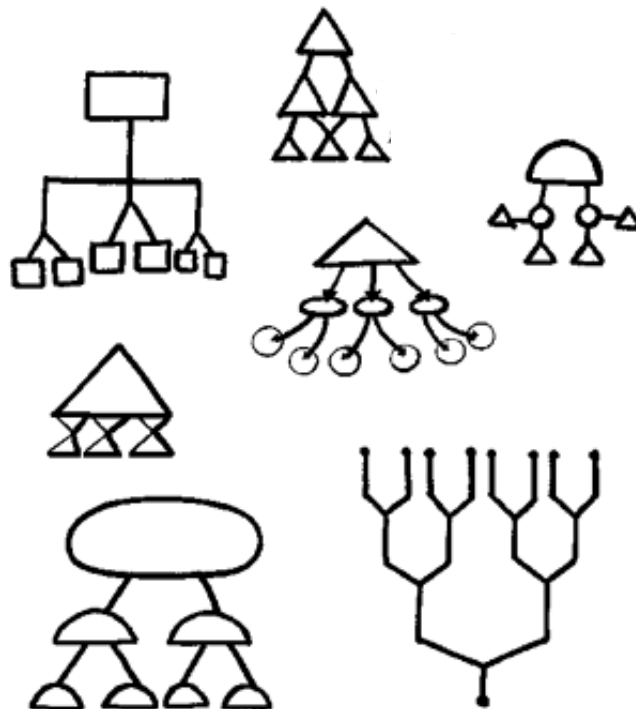
## Spider Map

Put the main idea in the middle. The related ideas spread out from there.



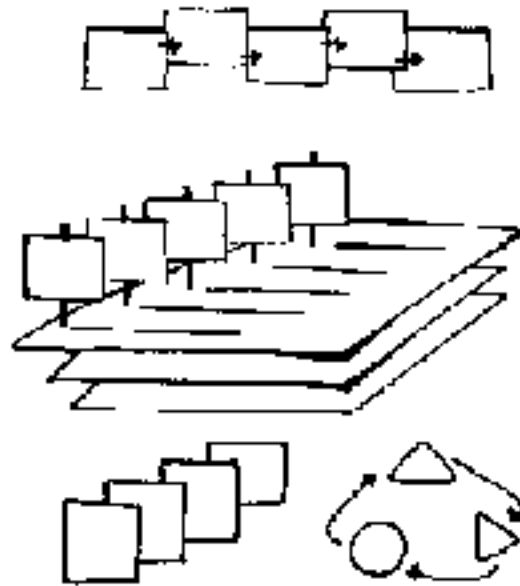
## Ladder Map

Put the most important idea(s) at the top. The other ideas follow to the least important idea at the bottom.



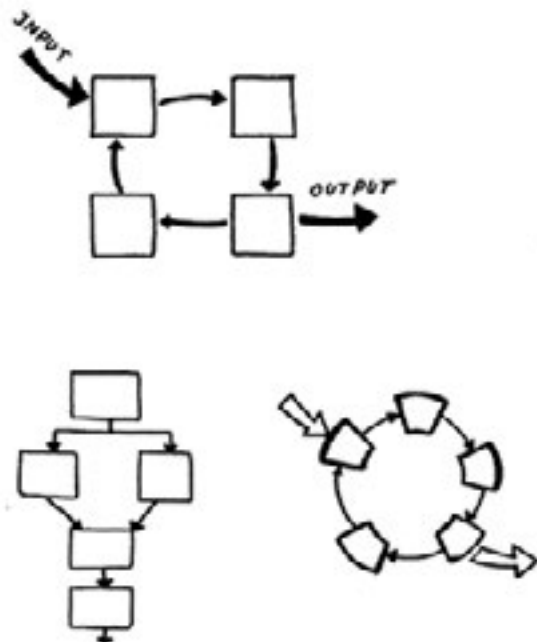
**Flowchart map**

Put the ideas in a line, in steps, or in a circle.

**Systems map**

Put the ideas in a line like the flowchart and include inputs and outputs.

Inputs are things that affect the ideas. Outputs are things that come from the ideas.



**Activity Three****Practice Exercise 2 – Instructor Notes**

During this practice exercise participants organize ideas.

Go back to the ideas that the participants brainstormed during Practice Exercise 1. Review the audience and the purpose for the document.

Divide the participants into smaller groups, with about three people in each small group. Ask them to look at all the ideas from the brainstorm.

Ask each group to:

- Discuss and decide how they want to organize the ideas from the brainstorm
- Use a mind map to organize the ideas if they want
- Discuss and decide what headings or subheadings they want to use to show how they organized the ideas

Encourage participants to include more ideas if they want.

Bring the small groups together to share their ideas.

**Activity Three****Practice Exercise 2 – Worksheet**

Look at the brainstorm ideas from Practice Exercise 1.

Look at the audience and the purpose.

Discuss and decide how to organize the ideas from the brainstorm.  
Use a mind map if you want. Add more ideas if you want.

Discuss and decide what headings or subheadings you want to use  
to show how you organized the ideas.

Share your ideas with the whole group.



**Activity Three****Practice Exercise 3 – Instructor Notes**

This practice exercise is for the group writing project. Participants will brainstorm ideas and organize them for the writing project.

Ask participants to bring out the worksheets from the last practice exercise from Activities One and Two. These worksheets show:

- 1) The topic, the audience, the grade reading level, and details participants learned about the audience
- 2) The purpose of the document

As a whole group, brainstorm ideas for the writing project and write them all on the flipchart. To organize the ideas, divide the group into smaller groups, with about three people in each group. Decide together how much time people need to organize the ideas.

Ask each small group to review the previous worksheets and to organize the ideas from the brainstorm. Encourage them to use the Key Points or any other resources they want.

Bring the group together to share their ideas. Encourage the group to agree on the best way to organize the writing project.

Ask each participant to record on their worksheet all the ideas from the brainstorm and the way the group agreed to organize the ideas.

**Activity Three****Practice Exercise 3 – Worksheet**

This is the worksheet for the ongoing group writing project. You have already completed two worksheets for this project:

- 1) The topic, the audience, the grade reading level, and details participants learned about the audience
- 2) The purpose of the document

Write down all the ideas your group brainstormed for the writing project. On the next page write down how your group decided to organize the ideas.

Brainstorm ideas for the group writing project:

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How to organize the ideas for the group writing project:

[illegible]

# Activity Four

## Write the first draft

This activity gives participants an opportunity to:

- Explore the basics of writing – words, sentences, and paragraphs
- Practice how to use the basics of writing to get the best results for the audience and the purpose





## **Agenda - Activity Four**

### **Write the first draft**

Group introductions. See page 13 for ideas.

Review the agenda for this activity.

Use the Program Overview on the next page to show the relationships between this activity and the other activities in the **Writing for Results** program.

- 1) The basics of writing: words, sentences, paragraphs – Light the Spark, Key Points, Practice Exercises – four parts – Words, Sentences, Paragraphs, and Sample documents

Take a break?

- 2) Group writing project – Practice Exercise

Evaluate the activity. See pages 14 and 15 for a sample.

## Program Overview

The **Writing for Results** program follows two basic principles:

- Clear, effective writing begins with a complete understanding of who we're writing for – the **audience** -and what results we want – the **purpose**.
- Clear, effective writing is a process that takes time and follows certain steps. Each step builds on the step before. And each step is guided by what the writer understands about their main audience and the purpose of their document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

We chose a basic, 6-step writing process for the activities in this program. Writers may use a writing process with more or fewer steps. Whatever the process, writers begin with the audience and the purpose of the document, and use this information to guide their writing through each step of the process.

✓	<b>Materials Checklist - Activity Four</b>
	Flipchart, marker pens, paper <ul style="list-style-type: none"> <li>▪ See page 12 for ideas</li> </ul>
	Agenda and Program Overview <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Key Points 1 <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Practice Exercise 1 – four parts - four Worksheets: Words, Sentences, Paragraphs, Writing samples <ul style="list-style-type: none"> <li>▪ One copy of each worksheet for each participant</li> <li>▪ Dictionary and/or thesaurus for part 1</li> <li>▪ Copies of 'How to use a Dictionary and Thesaurus' handout for part 1</li> <li>▪ Copies of sample documents for part 4</li> </ul>
	Practice Exercise 2 – Worksheet for group writing project <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>



## Activity Four

### Light the Spark 1

This part of the activity introduces the basics of writing. Participants need to understand the basics of writing before they write the first draft – part 4 of the writing process.

Use this metaphor or make up your own, and brainstorm the questions below with the whole group:

- Flour, baking powder, salt, and water are the basic ingredients we use to make bannock.
- What are the basic ingredients we use to write a document?
- How do we use these ingredients to write clearly and effectively?

Write all the participant's ideas on the flipchart.

### **Review the Key Points with the whole group.**

- The basics of writing

Reinforce ideas from the brainstorm and introduce new ideas. Encourage participants to discuss the principles under words, sentences, and paragraphs.

Ask if participants have other principles to add to those listed on the Key Points. Did participants say anything during the brainstorm to add?



**Activity Four****Key Points 1 – The basics of writing**

The basics of writing include words, sentences, and paragraphs. The following principles help writers choose the words, sentences, and paragraphs for the best results. These principles help the audience read, understand, and use written information.

**Words:**

- ☐ Choose clear, everyday words the audience will know and understand
- ☐ Stay away from jargon
- ☐ Define words the audience needs to know and may not know, or leave them out
- ☐ Define acronyms in the text if the audience may not know them

**Example:** AWG is the acronym for Arctic Winter Games

**Sentences:**

- ☐ Use the basic sentence structure – subject / verb / object

**Example of subject / verb / object:**

Mary ate apple pie and ice cream for dessert.

**Example of object / verb / subject:**

Apple pie and ice cream was Mary's dessert.

- ☐ Use the active voice as much as possible – the person or thing that does the action is the sentence subject

**Example of active voice:**

The planners update the charts every day.

- ☐ Use the passive voice only when you don't know who does the action or it's not important

**Example of passive voice:**

The charts are updated every day.

- ☐ Make sure the subject and the verb agree

**Example of when they agree:**

Ravens build a nest in my yard every year.

**Example of when they don't agree:**

Ravens builds a nest in my yard every year.

- ☐ Add descriptive words as needed, to help the audience understand
- ☐ Keep sentence length to 25 words or less
- ☐ Make sure each sentence has just one idea

**Example of a sentence with two ideas:**

We need help to load the boxes and this morning the truck has a flat tire.

**Example of sentences with one idea each:**

We need help to load the boxes. This morning the truck has a flat tire.

- ☐ Use bullet or numbered lists to help the audience read and understand more easily

### **Paragraphs:**

- ☐ Put similar ideas in the same paragraph
- ☐ Connect the idea in one paragraph with the idea in the next paragraph
- ☐ Keep paragraph length to four or five sentences, or seven or eight lines
- ☐ Use both shorter and longer sentences in the same paragraph
- ☐ Put the most important information at the beginning
- ☐ Use a positive tone to engage the audience
- ☐ Use a negative tone to show danger and warn people

The basics of writing also include:

- Punctuation
- Capital letters
- Grammar
- Spelling
- White space, graphics, pictures, fonts

When writers write the first draft they focus on words, sentences, and paragraphs. To write the first draft writers concentrate on writing and don't worry too much about things such as punctuation and spelling.

Writers can focus on punctuation, spelling, and other details when they review and test the document – part 5 of the writing process.

Writing the first draft is part 4 of the writing process.

The Writing Process
1) Know the audience
2) Know the purpose of the document
3) Brainstorm ideas and organize them
4) Write the first draft
5) Review and test the document
6) Revise the document
Final document

To write the first draft, concentrate on the words, sentences, and paragraphs that communicate ideas in the best way. Think about the audience and purpose; think how to use words, sentences, and paragraphs to get the best results:

- ☐ What information do I need to include?
- ☐ What is the most important thing the audience needs to know?
- ☐ What information can I leave out?
- ☐ What writing style is best for the audience and the purpose – a negative tone, a positive tone, or some other style?
- ☐ How do I want the audience to feel? How can I motivate or help them to feel this?
- ☐ What do I want the audience to do? How can I motivate or help them to do this?



## Activity Four

### Practice Exercise 1 – Instructor Notes

This exercise gives participants some hands-on experience with the basics of writing and the principles in the Key Points. Encourage participants to use the Key Points, a dictionary, a thesaurus, or other resources during the practice exercise.

The exercise has four parts - words, sentences, paragraphs, and two writing samples. To begin each part, the instructor may want to work with the whole group to get them going. Then participants can work on their own, in small groups, or continue to work as a whole group.

If participants work in small groups or on their own, bring them together at the end to share their ideas.

#### Part 1 - Words

Give participants the worksheet with the list of words and the 'How to use a Dictionary and Thesaurus' handout. Break the group into smaller groups, with about three people in each group.

Participants pick the best word from each pair of words. They look up the words in the dictionary and write their own words.

Make sure participants have a dictionary so they can look up words if they want, and a thesaurus if you have them.

Bring the small groups together to share their ideas. Discuss why they made the choices they did.

**Part 2 - Sentences**

Participants read a series of sentences on the worksheet and follow the directions to rewrite the sentences.

The sentences demonstrate the following principles:

- Make the subject agree with the verb
- Change the passive voice to the active voice
- Divide a long sentence, with many ideas, into two sentences
- Combine two very short sentences into a longer sentence.

**Part 3 - Paragraphs**

Participants read two paragraphs on the worksheet and follow the directions to rewrite the paragraphs. With the first, participants divide a paragraph that's too long into two paragraphs. Ask participants to identify the words that connect one paragraph with the next.

With the second, participants read a list of sentences and use them to write two paragraphs. Ask participants to identify the words that connect one paragraph with the next.

**Part 4 – Two writing samples**

The first writing sample is a 'before and after' that shows some changes to words, sentences, and paragraphs. Ask participants to identify what changed and why.

The second writing sample needs some changes to the words, sentences, and paragraphs. Ask participants to identify what needs to change, how it should change, and ask them to rewrite it.



## Activity Four

### Practice Exercise 1 – Worksheet

#### Part 1 - Words

Read each pair of words in the list below. Circle the best word or phrase in each pair. Look the words up in the dictionary. Write your own word. The audience is the general public in the NWT.

Circle the best word or phrase		Write your own word
accompany	go with	
do	accomplish	
hurt	adversely affect	
anticipate	expect	
find out	ascertain	
benefit	help	
start	commence	
consider	think about	
stop or end	discontinue	
basic	fundamental	
for the reason that	because	





## How to use a Dictionary and a Thesaurus

A dictionary is a useful tool for writers. It:

- Lists words in alphabetical order
- Shows you how to properly spell words
- Tells you what words mean
- Tells you if the word is a noun, verb, adjective, adverb, etc.

How to look up a word in a dictionary – 3 steps:

- 1) **Think how to spell the word.** If you're looking up a word you don't know how to spell, try a few different spellings.

Watch for the unusual letters and sounds, such as:

- 'Tion' sounds like 'shun' – motion, action
- 'Ph' sounds like 'f' – phone, photo
- 'Ci' sounds like 'sh' – social, special
- 'Ch' sounds like 'k' – ache, school
- 'Cc' sounds like 'x' – accept, accident
- Silent 'g' – sign, gnaw
- Silent gh – through, thought

- 2) **Look at the first letters** of the word and work from there.

- When words have the same first letter, go to the second letter – tank, truck.
- When words have the same first two letters, go to the third letter – dump, dust.



- When words have the same first three letters go to the fourth letter – strap, street.
- When words have the same first four letters go to the fifth letter – salad, salami
- When words have the same first five letters go to the sixth letter – automatic, automobile
- When words have the same first six letters go to the seventh letter – inclination, incline
- And it keeps going to the next letter, as needed.

3) **Use the guide words** – the two words at the top of each page. They show the first and last word on that page.

Does the word you want come between those two words, in alphabetical order? If not, go forward or back to find the correct guide words.

A **thesaurus** is also a useful tool for writers. It:

- Lists words in alphabetical order
- Shows you how to properly spell words
- Gives you ideas for other words you can use that mean the same thing

**Activity Four****Practice Exercise 1 – Worksheet****Part 2 - Sentences**

Follow the directions and rewrite the sentences. Use the Key Points as a reference.

**Rewrite the sentences. Make sure the subject and the verb agree.**

- 1) People loves to come to the community spring feast.

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- 2) Mary say she is on the Arctic Winter Games basketball team.

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**Rewrite the sentences. Change the passive voice to the active voice.**

- 3) The decision made by the players was to look for a new coach.

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- 4) It is our recommendation that the children stay off the ice until it's at least four inches thick.

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- 5) Five skidoos were loaded and the extra gas was evenly divided to spread out the load.

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**Rewrite the sentences. Make sure each sentence has just one idea and 25 words or less.**

- 6) John failed math last year at school because he was sick a lot during the year so he took a course this summer so he could graduate and he often went fishing after class so he could have some fun.

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- 7) The community daycare program operates with money from the federal and territorial government as well as from the parents and they use the money to pay the staff and buy supplies but they don't need the money for rent because the rent is free.

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**Rewrite the sentences. Join the ideas together to make one sentence.**

- 8) Bella works at the grocery store. She is a cashier. She works full time.

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- 9) People from our community work at the mine. Both men and women work at the mine.

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**Rewrite the sentences. Use a bullet or number list.**

- 10) The report has information about the impacts of development on plants and animals, water and air, the economy, social and education programs, and culture.

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- 11) Communities can develop an energy plan with six easy steps: organize a group of people, create an energy profile, look at different energy options, develop specific goals, implement the plan and monitor it, and evaluate and revise the plan.

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**Activity Four****Practice Exercise 1 – Worksheet****Part 3 - Paragraphs**

Follow the directions and rewrite the paragraphs. Use the Key Points as a guide if you want.

Read the paragraph below. Rewrite the paragraph so there are two paragraphs instead of one. Circle the words that connect the two paragraphs.

Family literacy is the way families learn together at home and in the community. It is all the things families do together every day – talking, singing, reading, and playing together. It is learning our culture, traditions, and family stories. Research tells us that children start learning at birth. It's never too early to start. Mothers, fathers, foster parents, grandparents, and other family members can all help children develop language and literacy. They can help children know and understand who they are.

Read the sentences below and organize them into two paragraphs.  
Circle the words that connect the paragraphs.

On the canoe trip they stop at important cultural sites and learn many skills and stories.

The Idaa Trail is a traditional route that the Dogrib or Tlicho used to travel from Great Slave Lake to Great Bear Lake.

You can go online to [www.lessonsfromtheland.ca](http://www.lessonsfromtheland.ca) and learn about the Idaa Trail and Tlicho traditions and culture.

On the website you can take a summer canoe trip with some elders and their three grandchildren.

Aboriginal people in the NWT have many traditional travel routes.

The website also has old photos, and video and audio clips.



**Activity Four****Practice Exercise 1 – Worksheet****Part 4 – Two writing samples**

The first writing sample shows two versions of the same thing. Read each version and answer the questions.

- What words change from version one to version two? Why do you think they change?
- How do the sentences change? Why?
- How do the paragraphs change? Why?
- Which version will get the best results? Why?

The second writing sample needs some changes. Read this writing sample and identify what you would change, how you would change it, and why. To get the best results, how would you change the words, sentences, or paragraphs? Rewrite the document.



## Activity Four

### Practice Exercise 2 - Instructor Notes

This practice exercise is for the group writing project. Each participant writes their own version of the first draft of the project.

Ask participants to bring out the worksheets from the other practice exercises. These worksheets show:

- 1) The topic, the audience, the grade reading level, and details participants learned about the audience
- 2) The purpose of the document
- 3) Brainstorm of ideas and how to organize the document

Review the worksheets with the whole group. After the review, ask each person to write their own version of the first draft. Agree together how much time people have for this task.

Depending on what project the participants decided to do, each participant may write the first draft for a specific part of the writing project. Discuss this with participants where appropriate.

After the agreed time, bring the group together. Talk about how people felt as they wrote their version of the first draft. What things were easy about writing? What things were difficult?

**Activity Four****Practice Exercise 2 - Worksheet**

This is the worksheet for the ongoing group writing project. You have already completed three worksheets for this project:

- 1) The topic, the audience, the grade reading level, and details participants learned about the audience
- 2) The purpose of the document
- 3) The brainstorm list and how to organize the document

Now you're going to write your own version of the first draft of the document. As a group you'll agree how much time people have to write the first draft.

Remember, just write, write, write. Don't worry too much about spelling or punctuation. Concentrate on the words, sentences, and paragraphs that communicate ideas in the best way you can, for the audience.

Use the checklists from Key Point 1 – Basics of writing, to help you write the first draft. Use a dictionary and thesaurus if you want.



[illegible]

## Activity Five

### Review and test the document

This activity gives participants an opportunity to:

- Explore how to review a document and how to check punctuation, capital letters, and spelling
- Explore some tools to test a document and why it's important to do that



<b>Agenda - Activity Five</b> <b>Review and test the document</b>	
Introductions. See page 13 for ideas.	
Review the agenda for this activity.  Use the Program Overview on the next page to show the relationships between this activity and the other activities in the <b>Writing for Results</b> program.	
1) Punctuation and capital letters – Light the Spark, Key Points, Practice Exercise	
2) Spelling – Light the Spark, Key Points, Practice Exercise	
Take a break?	
3) Review and test the document – other tools - Light the Spark, Key Points, Practice Exercise	
4) Group writing project – Practice Exercise	
Evaluate the activity. See pages 14 and 15 for a sample.	

## Program Overview

The **Writing for Results** program follows two basic principles:

- Clear, effective writing begins with a complete understanding of who we're writing for – the **audience** -and what results we want – the **purpose**.
- Clear, effective writing is a process that takes time and follows certain steps. Each step builds on the step before. And each step is guided by what the writer understands about their main audience and the purpose of their document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

We chose a basic, 6-step writing process for the activities in this program. Writers may use a writing process with more or fewer steps. Whatever the process, writers begin with the audience and the purpose of the document, and use this information to guide their writing through each step of the process.



✓	<b>Materials Checklist - Activity Five</b>
	Flipchart, marker pens, paper <ul style="list-style-type: none"> <li>▪ See page 12 for ideas</li> </ul>
	Agenda and Program Overview <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Key Points 1 – Basic rules for punctuation and capital letters <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Practice Exercise 1 - Worksheet <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Key Points 2 – Basic spelling rules <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Practice Exercise 2 <ul style="list-style-type: none"> <li>▪ One copy of worksheet for each participant</li> </ul>
	Light the Spark 3 <ul style="list-style-type: none"> <li>▪ Copies of two pair of 'before and after' writing samples</li> </ul>
	Key Points 3 – Test and review the document <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Practice Exercise 3 - Worksheet <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> <li>▪ Copies of sample documents to test</li> <li>▪ Copies of Fry Graph for readability assessment</li> </ul>
	Practice Exercise 4 – Group writing project - Worksheet <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>



## Activity Five

### Light the Spark 1

This part of the activity introduces basic rules about punctuation and capital letters.

Use the examples below or make up your own. Write each example on the flipchart, one at a time, and ask the participants the question that goes with the example. Make any needed corrections and go on to the next example.

**Example 1:** For lunch I had a sandwich milk an apple carrot sticks and two oatmeal cookies.

- Questions**
- Does the sentence need commas? Where?
  - Are the capital letters correct? Why or why not?

**Example 2:** Because of the snow, the plane won't land in Norman wells tonight.

- Questions**
- Does the sentence need the comma? Why?
  - What is the punctuation mark called in the word won't? Where else do we use an apostrophe?
  - Are the capital letters correct? Why or why not?

Example 3: “I’m over here,” Mary whispered. Ruth answered, “Are You near the door?”

- Questions
- Why do we use a comma in these sentences?
  - What other punctuation marks do you see?
  - Are the capital letters correct? Why or why not?

Example 4: Dr Curry told his students that most sentences end with a period.

- Questions
- Where else do we need a period in this sentence?
  - Are the capital letters correct? Why or why not?

Example 5: “Help! We’re sinking!” He cried.

- Questions
- What punctuation marks do you see here? Why?
  - Are the capital letters correct? Why or why not?

### Review the Key Points

- Punctuation basics
- Capital letters

Reinforce ideas participants already shared and introduce new ideas. Encourage participants to ask questions and discuss ideas.



## Activity Five

### Key Points 1 – Punctuation basics

Writers usually check punctuation when they review the first draft of the document. The table below lists the main punctuation marks and where to use them.

. Period .	
<b>Where to use</b>	<ul style="list-style-type: none"> <li>▪ End of a sentence that makes a statement</li> <li>▪ Abbreviations</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▪ The fish boat came in at noon.</li> <li>▪ Ms. Ruby took the books, papers, folders, etc.</li> </ul>

? Question mark ?	
<b>Where to use</b>	<ul style="list-style-type: none"> <li>▪ End of a sentence that asks a question</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▪ Which book did you like best?</li> </ul>

! Exclamation mark !	
<b>Where to use</b>	<ul style="list-style-type: none"> <li>▪ End of a sentence that exclaims something</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▪ “Help! We’re sinking!” he cried.</li> </ul>

, Comma ,	
<b>Where to use</b>	<ul style="list-style-type: none"> <li>▪ After each item in a series or list</li> <li>▪ To separate a direct quotation from the rest of the sentence</li> <li>▪ At the end of an introductory phrase</li> <li>▪ To separate a phrase that interrupts the main sentence</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▪ For lunch I had a sandwich, milk, an apple, carrot sticks, and two oatmeal cookies.</li> <li>▪ "I'm over here," Mary whispered. Ruth answered, "Are you near the door?"</li> <li>▪ Because of the snow, the road is closed.</li> <li>▪ The road, because of the snow, is closed.</li> </ul>

` Apostrophe `	
<b>Where to use</b>	<ul style="list-style-type: none"> <li>▪ To show something belongs to someone</li> <li>▪ To make a contraction</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▪ The elders' committee took Susan's boat and went on a picnic.</li> <li>▪ Don't, we're, I've, she'd, they'll, can't, etc.</li> </ul>

" Quotation mark "	
<b>Where to use</b>	<ul style="list-style-type: none"> <li>▪ To show someone is speaking</li> <li>▪ To show the title of a book, movie, etc.</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▪ John asked, "Did you like that book?"</li> <li>▪ The movie "Attanarjuat" won many prizes.</li> </ul>

: Colon :	
<b>Where to use</b>	<ul style="list-style-type: none"> <li>▪ To show that a list follows, either in a sentence or for a bullet or numbered list</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▪ We offer summer and winter team sports for youth: volleyball, basketball, hockey, broomball, baseball, and soccer.</li> <li>▪ To vote in a territorial election, voters must be:             <ul style="list-style-type: none"> <li>✓ 18 years or older</li> <li>✓ A Canadian citizen</li> <li>✓ An NWT resident for at least a year</li> </ul> </li> <li>▪ The group agreed to follow five basic steps to develop a plan:             <ol style="list-style-type: none"> <li>1) Find out what's already going on</li> <li>2) Brainstorm ideas</li> <li>3) Decide exactly what they want to do</li> <li>4) Develop a budget</li> <li>5) Put the plan into action</li> </ol> </li> </ul>

; Semi-colon ;	
<b>Where to use</b>	<ul style="list-style-type: none"> <li>▪ To link two sentences that are closely connected and make one sentence</li> <li>▪ To separate parts of a list where one or more item in the list already has a comma</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▪ Bertha stared at the puppy; she was the most beautiful puppy Bertha ever saw.</li> <li>▪ Four common areas of sickness include coughs, colds, or flu; nausea, vomiting, or stomach flu; fever; and depression, anxiety, or other mental health problems.</li> </ul>

- Hyphen -	
<b>Where to use</b>	<ul style="list-style-type: none"> <li>▪ For an afterthought that is related information</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>▪ Bella ran to catch the plane – flight 456 to Inuvik.</li> <li>▪ He did a good job – he’s energetic.</li> </ul>

**Activity Five****Key Points 1 – Capital letters**

Writers usually check for correct capital letters when they review the first draft of the document.

The checklist below shows the main places writers must use a capital letter.

- ☐ To start a sentence
- ☐ The first letter of a proper name, such as the name of a person, town, or country
- ☐ The first letter of these abbreviations: Mr., Mrs., Ms., Dr.
- ☐ The word I

Writers may choose to use capital letters for other reasons. If you choose to use capital letters for another reason, be consistent. Here are two examples:

- ☐ With special words, such as Elders or Aboriginal
- ☐ At the beginning of each item in a bullet or numbered list



**Activity Five****Practice Exercise 1 – Worksheet**

Put the correct punctuation and capital letters in the following sentences.

- 1) workplace safety is an important issue for many people
- 2) to do their jobs well workers in the nwt need to learn about safety issues
- 3) why do accidents happen in the workplace what are the main reasons they happen
- 4) sometimes workers dont get the proper training they dont know how to properly use new technology or a new machine
- 5) sometimes workers are careless they dont pay attention or they work too quickly
- 6) workplace accidents can cause many problems lost time lost wages temporary or permanent disability and other problems
- 7) workers and employers need to make sure they have fire alarms smoke detectors protective clothing and other safety tools they need to make sure these safety tools work properly
- 8) workers and employers need to take action to help prevent accidents
- 9) workplace safety lets work together to make sure it happens



## Activity Five

### Light the Spark 2

This part of the activity introduces basic spelling rules.

Write each word below on the flipchart, one at a time, or make up your own. Ask the participants if you spelled the word correctly. Change the spelling as participants indicate.

Encourage participants to share any rules they know about why we spell that word the way we do. Then go on to the next example.

Write on the flipchart	Correct spelling
beleive	believe
cieling	ceiling
vien	vein
labor	labour
easier	easier
hopful	hopeful
occured	occurred
fileing	filing
curlyer	curlier

**Review the Key Points about spelling.**

- Basic spelling rules

Reinforce ideas participants already shared and introduce new ideas. Ask participants whether or not they use a computer spell check tool and discuss the advantages and disadvantages it offers.



## Activity Five

### Key Points 2 – Basic spelling rules

Writers usually check their spelling when they review the first draft of a document. Writers can learn to spell correctly with a bit of practice, some common sense, and a good Canadian dictionary.

Most computer programs have a spell check tool. Use the spell check, but know that it won't find all the spelling errors. For example, spell check ignores homonyms – words that sound the same but mean different things and are spelled differently:

- site and sight
- there and their and they're
- its and it's
- here and hear

The tables below list four basic spelling rules, with examples.

1) Words with 'ei' and 'ie'	
<b>Rules</b>	<p>When the sound is a long 'e' like feed - 'i' before 'e' except after 'c'</p> <p>Sounds other than a long 'e' - 'e' before 'i' after all letters</p>
<b>Examples</b>	<p>After letters except 'c': believe, yield, reprieve</p> <p>After 'c': ceiling, perceive, conceit</p> <p>Sounds other than the long 'e': foreign, vein, freight</p>

### 2) Adding a suffix or ending to a word with a consonant and silent 'e' at the end

<b>Rules</b>	When a word has a consonant before the silent 'e' at the end, drop the 'e' if the ending starts with a vowel and leave the 'e' if the ending starts with a consonant
<b>Examples</b>	engage – engaging – engagement care – caring – careful fate – fatal – fateful scarce – scarcity – scarcely

### 3) Adding a suffix or ending to a word that ends with 'y'

<b>Rule</b>	When a word has a consonant before the end 'y', change the 'y' to 'i' before you add a suffix When a word has a vowel before the end 'y', leave the 'y'
<b>Examples</b>	curly – curlier, party – parties, thirty – thirtieth journey – journeying, trolley – trolleys
<b>Rule</b>	If the suffix begins with 'i', keep the 'y', except 'ize'
<b>Examples</b>	fry – frying, party – partying, memory – memorize

4) Adding a suffix or ending that starts with a vowel - to a word that ends with a consonant	
<b>Rule</b>	When a word ends with a consonant and you want to add a suffix that starts with a vowel - double the consonant – if it's a one-syllable word or we stress the last syllable of the word, AND a single vowel comes before the consonant
<b>Examples</b>	drag – dragged and dragging wet – wetter and wetting occur – occurred and occurring refer – referral and referring feel – feeling – no double consonant offer – offering – no double consonant

Canadians often use a combination of British and US spelling. Use a dictionary that shows Canadian spelling and use the same spelling throughout.

If you use spell check on your computer, make sure it's Canadian spelling.

Here are some examples of US and British spelling. Which spelling do you use?

US spelling	British spelling
labor, neighbor	labour, neighbour
program	programme
ax	axe
check	cheque
connection	connexion
tire	tyre

**Activity Five****Practice Exercise 2 – Instructor notes**

Divide the group into pairs. Ask each pair to go through the worksheet and circle the words that are spelled correctly.

Encourage participants to use a dictionary if they want. If needed, copy and give them the handout 'How to use a Dictionary and Thesaurus' from Activity Four, Practice Exercise 1.

The worksheet lists pairs of words, with one word spelled correctly. Each pair of words demonstrates one of the basic spelling rules from the Key Points 2.

Bring the group together and compare answers. As you compare answers, discuss with the whole group:

- Which spelling rule fits with each pair?



**Activity Five****Practice Exercise 2 – Worksheet**

Circle or check the word in each pair that is spelled correctly.	
greif	grief
conceit	conciety
heir	hier
niece	neice
applying	appliing
studying	studing
easier	easier
worryer	worrier
safely	safly
returnning	returning
guideance	guidance
excitement	excitement
hopeful	hopful
admitted	admitted



## Activity Five

### Light the Spark 3

This part of the activity introduces different tools writers can use to review and test a document – beyond punctuation, capital letters, and spelling.

To start, show the participants a pair of ‘before and after’ writing samples. Remind participants that to get the best results, the audience needs to be able to read, understand, and use the written information.

Ask participants: Which sample from the pair do you think people would most easily be able to read, understand, and use? Which sample would get the best results?

After you discuss the questions above, ask participants: Why did you pick one document over the other? What makes the document you chose better for the audience?

Tell participants that writers have other tools they can use to help review a document and to make sure the audience can easily read, understand, and use it.

### Review Key Points 3

- Review and test the document – part 5 of the writing process
- Readability tests – Do a sample readability test together with participants using the Fry Readability Graph

**Activity Five****Key Points 3 – Review and test the document**

Writers check the punctuation, capital letters, and spelling when they review and test the document. Writers also check the document to see how well it suits the audience and the purpose.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

Writers often review and test the document two or more times before they produce a final document.

Writers use different tools to find out how well the document suits the audience and purpose. These tools help writers create a document that gets the best results. Here are a few of the best tools:

- ☐ Read the document out loud to yourself
- ☐ Ask a friend or co-worker to read the document and offer comments
- ☐ Ask a small group of people who represent the audience to review the document and offer comments
- ☐ Do a readability test on the document

After writers do a first draft and work on a document, they need someone with fresh eyes to look at it. When you work on something and look at it all the time, it becomes familiar and it's harder to see the problems or errors clearly.

Writers need to ask people who are not familiar with the topic to help review the document. To get good feedback, writers can ask questions to help people focus their review. Here are five basic questions to ask the reviewers to think about as they review the document:

- 1) Is the information accurate? If not, what needs to change and how should it change?
- 2) Is there too much information? If yes, what information can we take out?
- 3) Is there too little information? If yes, what information do we need to add?
- 4) Is the document organized in a way that makes sense to the audience? If not, what changes do you suggest?
- 5) Do the words and sentences make sense to the audience? If not, what changes do you suggest.



## Activity Five

### Key Points 3 – Readability tests

A readability test tells you the grade level or reading level the audience needs to be able to read and understand the document.

Here are some recognized guidelines.

What grade reading level should we aim for?	
If the document is ...	Aim for ...
Essential information for people who have less than eight years of school or whose first language is not English.	Grade 5 to 6
Information for the general public that has new terms and concepts or specialized subject matter.	Grade 7 to 9
Specialized information for people who are familiar with the topic and who have good literacy skills.	Grade 10 +

We demonstrate two readability tests here:

- Fry Readability Graph
- Reading Effectiveness Tool

You need a computer and the internet to use the Reading Effectiveness Tool. If you have a computer, use both tests and compare the results. If you don't have a computer or the internet, just use the Fry Readability Test.

**The Fry Readability Test has four steps:**

- i) Count a 100-word sample in the document. Use up to five random samples for a longer document.

**Here is a 100-word sample from page 121 of this guide.**

Writers need to ask people who are not familiar with the topic to help review the document. To get good feedback, writers can ask questions to help people focus their review. Here are five basic questions to ask the reviewers to think about as they review the document:

- 1) Is the information accurate? If not, what needs to change and how should it change?
- 2) Is there too much information? If yes, what information can we take out?
- 3) Is there too little information? If yes, what information do we need to add?
- 4) Is the document organized in a way that makes sense /100 words ends here to the audience? If not, what changes do you suggest?

- ii) Count the number of sentences in each sample. Estimate the length of the last sentence to the nearest 1/10<sup>th</sup>.

If you have more than one sample, find the average number of sentences. To get the average, add the number of sentences from each sample and divide by the number of samples. For example:

$$8.4 + 7.9 + 11.1 + 6.2 = 33.6 \div 4 = 8.4 \text{ sentences}$$

We count 9.8 sentences in our sample above.

Do you agree?

- iii) Count the number of syllables in each 100-word sample.

Put a mark a-bove each syl-la-ble so you can count them ea-si-ly. That sentence has 17 syllables.

If you have more than one sample, find the average number of syllables per sample. To get the average, add the number of syllables from each sample and divide by the number of samples. For example:

$$160 + 181 + 172 + 127 = 840 \text{ syllables} \div 4 = 160 \text{ syllables.}$$

We count 144 syllables in our sample above.

Do you agree?

- iv) Use the Fry Readability Graph on the next page to calculate the grade reading level.

Find the average sentence length on the vertical axis.

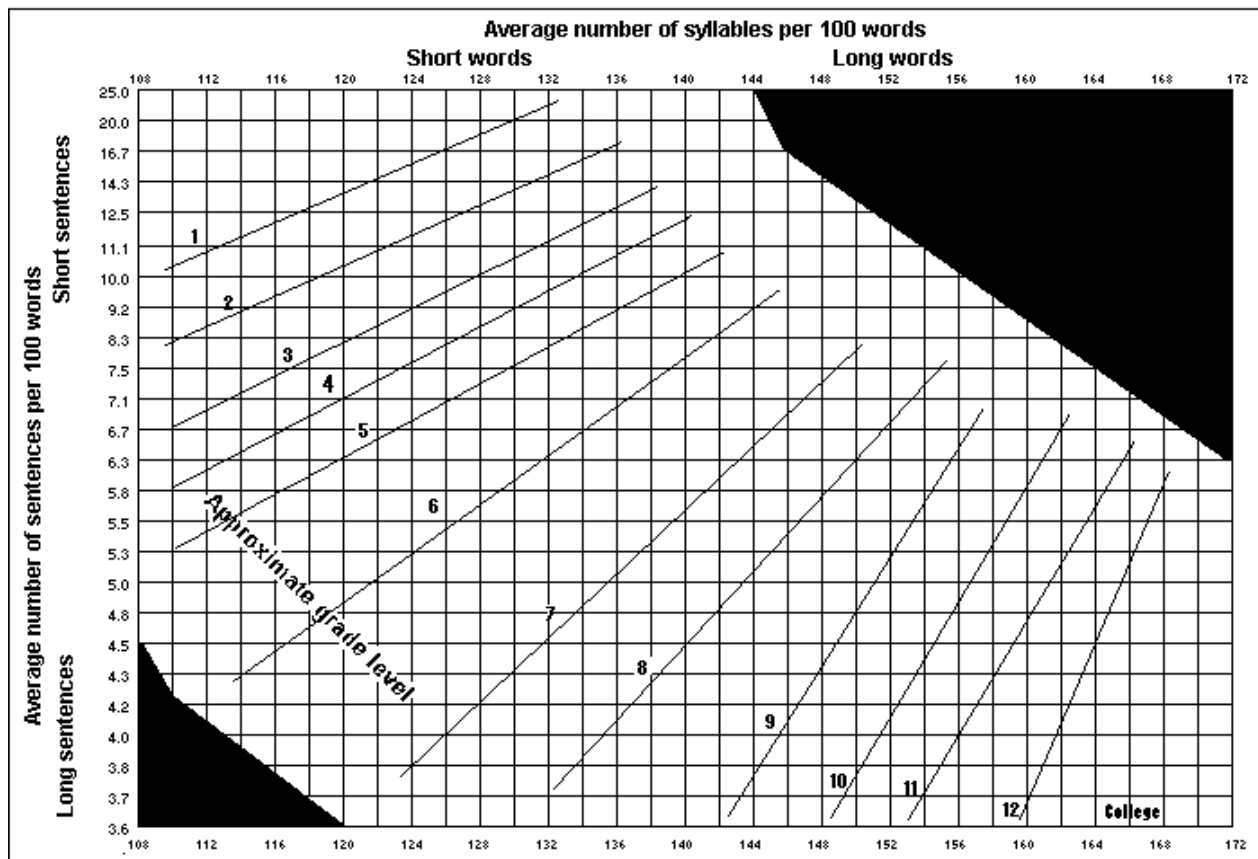
Find the average number of syllables on the horizontal axis. They intersect or meet at the grade reading level.

For example, 8.4 sentences and 160 syllables intersect at grade 9 to 10.

We see about grade 6 or 7 readability on the graph for our sample.

Do you agree?

## EDWARD FRY'S READABILITY GRAPH





**Reading Effectiveness Tool**

You need a computer and the internet to use this tool. Before you go online, you need to gather the following information:

- i) Decide what grade reading level you want for the document
- ii) Documents that have 30 sentences or more:  
Find three samples, each with 10 sentences, for a total of 30 sentences. Count the number of words in the 30 sentences that have three syllables or more.
- iii) Documents shorter than 30 sentences:  
Count all the words with three syllables or more. Count the number of sentences.

Go to this website:

[www.eastendliteracy.on.ca/clearlanguageanddesign/](http://www.eastendliteracy.on.ca/clearlanguageanddesign/)

Click on Reading Effectiveness Tool and follow the directions.

**Computer word processing programs show readability**

Many computer word processing programs may also show grade reading level or readability. Use the 'Help' menu for your program to find out how to turn it on and use it.

**Activity Five****Practice Exercise 3 – Instructor Notes**

During this practice exercise participants use the five basic questions in Key Points 3 to review a sample document. They also do a readability assessment for the sample document.

Divide the group into small groups, with about three people in each group. Give each small group a copy of the sample document and a copy of the Fry Readability graph. Ask them to go through the five basic questions in Key Points 3 and make notes.

Ask each small group to use the Fry graph and/or the Reading Effectiveness Tool to find out the grade reading level the audience needs to read, use, and understand the document.

Bring the group together to share and discuss their ideas.

- What did they learn when they used the five basic questions to review the document?
- What did the readability test tell them?

Ask participants if the checklist is complete - do they want to add or take anything away from the checklist?



Do a readability assessment for the document. Use the Fry graph and/or the Reading Effectiveness Tool. What grade reading level do people need to read, understand, and use this document?

[illegible]

[illegible]

**Activity Five****Practice Exercise 4 – Instructor Notes**

This practice exercise is for the group writing project. Each participant reviews and tests their first draft.

Ask participants to bring out the first four worksheets for the group writing project. These worksheets show:

- 1) The topic, the audience, the grade reading level, and details participants learned about the audience
- 2) The purpose of the document
- 3) Brainstorm of ideas and how to organize the document
- 4) The first draft

Ask each person to:

- i) Read their own first draft out loud
- ii) Check the spelling, capital letters, and punctuation
- iii) Do a readability assessment
- iv) Go through the five basic questions in Key Points 3 and make notes

Bring the group together to discuss what they learned. Identify and discuss the kinds of issues they found.

**Activity Five****Practice Exercise 4 – Worksheet**

This practice exercise is for the group writing project. During this part of the activity you will review and test your first draft.

Bring out the first four worksheets for the group writing project. These worksheets show:

- 1) The topic, the audience, the grade reading level, and details participants learned about the audience
- 2) The purpose of the document
- 3) Brainstorm of ideas and how to organize the document
- 4) The first draft

Review and test your first draft in the following ways:

- i) Read your own first draft out loud
- ii) Check the spelling, capital letters, and punctuation
- iii) Do a readability assessment
- iv) Go through the five basic questions in Key Points 3

Make notes about what you learn as you review and test your first draft.

Discuss what you learned with the whole group.



## Review and test the first draft

[illegible]

## Activity Six

### Revise the document

This activity gives participants an opportunity to:

- Use what they learned when they reviewed and tested the document to revise the document
- Explore some other tools to help revise the document





<b>Agenda - Activity Six</b> <b>Revise the document</b>	
Introductions. See page 13 for ideas.	
Review the agenda for this activity.  Use the Program Overview diagram on the next page to show the relationships between this activity and the other activities in the <b>Writing for Results</b> program.	
1) How to revise a document – Light the Spark, Key Points, Practice Exercise	
Take a break?	
2) Group writing project – Practice Exercise	
Evaluate the activity. See pages 14 and 15 for a sample.	

## Program Overview

The **Writing for Results** program follows two basic principles:

- Clear, effective writing begins with a complete understanding of who we're writing for – the audience -and what results we want – the purpose.
- Clear, effective writing is a process that takes time and follows certain steps. Each step builds on the step before. And each step is guided by what the writer understands about their main audience and the purpose of their document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

We chose a basic, 6-step writing process for the activities in this program. Writers may use a writing process with more or fewer steps. Whatever the process, writers begin with the audience and the purpose of the document, and use this information to guide their writing through each step of the process.

✓	<b>Materials Checklist - Activity Six</b>
	Flipchart, marker pens, paper <ul style="list-style-type: none"> <li>▪ See page 12 for ideas</li> </ul>
	Agenda and Program Overview <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Light the Spark 1 <ul style="list-style-type: none"> <li>▪ Copies of 'before and after' writing samples</li> </ul>
	Key Points 1 <ul style="list-style-type: none"> <li>▪ One copy for each participant</li> </ul>
	Practice Exercise 1 <ul style="list-style-type: none"> <li>▪ One copy of the worksheet for each participant</li> <li>▪ Copies of sample document, with supporting information</li> </ul>
	Practice Exercise 2 <ul style="list-style-type: none"> <li>▪ One copy of the worksheet for each participant</li> </ul>



## Activity Six

### Light the Spark 1

This part of the activity introduces participants to the main issues that writers look at and think about when they revise a document.

Ask participants to imagine this scenario.

**Scenario:** You recently wrote the first draft of a brochure for young people about how to take care of pregnant women so they have healthy babies.

You checked the punctuation, capital letters, and spelling. You read the brochure out loud to yourself. You asked two coworkers to review the draft brochure. You also asked the community health representative and three people from the prenatal class to review the brochure. You want some good feedback from these people, although you don't agree with everything they suggest.

Now you want to revise or rewrite the brochure.

In small groups or as a whole group, brainstorm specific things writers need to think about as they revise the document. What can writers do to help the audience to read, understand, and use the information in the brochure?

Ask participants – what would you put in a checklist for writers to help them get the best results for the audience and the purpose.



### **Before and after writing samples**

Now ask participants to look at the 'before and after' writing samples.

Ask – What things changed? After looking at the writing samples do they have other things to add to the checklist?

**Activity Six****Key Points 1 – Revise the document**

When writers revise a document they rewrite the document. This is part 6 of the writing process. To rewrite the document, writers use the feedback and other things they learned when they reviewed and tested the document.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	

Writers may repeat parts 5 and 6 of the writing process two or more times before they produce a final document. As writers revise the document they also think about other things to help make sure the document gets the best results for the audience and the purpose.

This checklist can help writers make sure the audience can read, understand, and use the document.

Use this checklist to help revise the document	
Words, sentences, paragraphs	How the document looks
<input type="checkbox"/> Clear, everyday words <input type="checkbox"/> Technical terms defined or left out <input type="checkbox"/> No jargon <input type="checkbox"/> Acronyms defined <input type="checkbox"/> Short sentences with one idea <input type="checkbox"/> Bullet or number lists where appropriate <input type="checkbox"/> Short paragraphs <input type="checkbox"/> Active voice <input type="checkbox"/> Positive tone <input type="checkbox"/> Clear message <input type="checkbox"/> Enough info, but not too much	<input type="checkbox"/> Headings and subheadings help the audience find information <input type="checkbox"/> Font for the main text is a serif font, at least size 12 <input type="checkbox"/> Font for headings and subheadings is non-serif font and contrasts with main text font <input type="checkbox"/> Text aligned on the left, ragged on the right <input type="checkbox"/> White space at margins, and between paragraphs and sections <input type="checkbox"/> No more than 32 to 64 characters across one line <input type="checkbox"/> Graphics to help the audience understand the text better <input type="checkbox"/> Readable handwriting

**Activity Six****Practice Exercise 1 – Instructor Notes**

During this practice exercise each participant revises the same sample document. They practice skills for part 6 of the writing process.

We provide a sample document and information about the audience and the purpose. We also provide notes from testing and reviewing the document. Review this information with the whole group and give them a chance to add things, if they want.

Ask each participant to use the checklist from Key Points 1 and revise the document. You may choose to use the checklist to discuss ideas with the whole group about how to revise the sample document. Ask each person to do their own revising. Agree as a whole group on a certain amount of time for this.

Bring the group together and discuss:

- What was easy about revising this document?
- What was difficult about revising this document?
- Do participants want to add anything to the checklist?  
If yes, what?

Ask participants if they could use this document to produce a final document. If not, what still needs to happen with the document?



**Activity Six****Practice Exercise 1 – Worksheet**

During this practice exercise you revise or rewrite a sample document. Everyone works with the same sample document, but each person does their own revising.

First - review with the whole group the audience and purpose, and notes from reviewing and testing the document. Use the checklist from Key Points 1 in this activity and revise the document.

The group agrees on a certain amount of time to revise the document. Then the group comes together to discuss the experience and to share their results.

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[illegible]

**Activity Six****Practice Exercise 2 – Instructor Notes**

This practice exercise is for the group writing project. Each participant revises or rewrites their first draft.

Ask participants to bring out the first five worksheets for the group writing project. These worksheets show:

- 1) The topic, the audience, the grade reading level, and details participants learned about the audience
- 2) The purpose of the document
- 3) Brainstorm of ideas and how to organize the document
- 4) The first draft
- 5) Notes and feedback writers made when they reviewed and tested the document

Ask each person to use the notes and feedback from Activity Six and the checklist from Key Points 1 of this activity to revise or rewrite the first draft of the document.

Bring the group together. Ask for volunteers to read their document. Ask participants what things they most needed to change, as they revised the document. Remind participants that writers may repeat part 5 and part 6 of the writing process many times.

**Activity Six****Practice Exercise 2 – Worksheet**

This practice exercise is for the group writing project. During this part of the activity you will revise and rewrite your first draft.

Bring out the first five worksheets for the group writing project. These worksheets show:

- 1) The topic, the audience, the grade reading level, and details participants learned about the audience
- 2) The purpose of the document
- 3) Brainstorm of ideas and how to organize the document
- 4) The first draft
- 5) Notes and feedback you made when you reviewed and tested the document

Use the notes and feedback from Activity Six and the checklist from Key Points 1 of this activity to revise or rewrite the first draft of the document.

When the group comes together, consider volunteering to read your document. Think about what things you most needed to change, as you revised the document.

Remember - most writers repeat part 5 and part 6 of the writing process two or more times to get the best results.



Lined writing area with 20 horizontal lines.

[illegible]



Handwriting practice lines consisting of 18 horizontal lines.

## Activity Seven

### Individual Writing Project

This activity gives participants an opportunity to work on an individual writing project. It is an optional activity.

Participants each identify their own writing project and follow the process from start to finish. They use the group for support, ideas, and feedback when needed.

The Writing Process	
1)	Know the audience
2)	Know the purpose of the document
3)	Brainstorm ideas and organize them
4)	Write the first draft
5)	Review and test the document
6)	Revise the document
Final document	



Participants and the instructor need to decide what schedule works best. For example, some participants may want to do most of the actual work at home and use the group time to discuss different issues. Other participants may want to do most of the actual work at regularly scheduled times when the group gets together.

Participants and the instructor need to work this out together.

Encourage participants to use the Key Points to guide their way.

Encourage the group to ask questions and discuss the things that go well and the things that are more challenging.

Celebrate different stages along the way, such as an outline of how to organize ideas, the first draft, and the final document.

## Sample Documents

### Activity Two 'Know the purpose'

Activity Two has five kinds of sample documents for Light the Spark 1 – brochures, posters, ads, forms, and 'others'.

#### List of Sample Document – Activity Two

#### Light the Spark 1

Participants look at five different kinds of documents and discuss and make notes about what is the purpose of each document.

Choose one of each kind.

1) **Brochures** – each is 2 pages

- Accessible Parking
- Birth Control Pill
- Community Energy Planning
- Elections Nunavut - Students
- Flu
- Insect Repellent
- Regional Health and Social Services Programs
- Safety Tips for New Babies
- Save Energy Save Money
- SNAP program – Students



- TB – about
- TB - medication

## 2) **Posters** – each is 1 page

- Every Bite Counts
- Every Step Counts
- Get Active NWT Community Challenge
- Handwashing – stop germs spreading
- Handwashing – how to wash your hands well
- Handwashing – germs you can find on your hands
- How to prepare beverage containers for recycling
- Protected Areas Strategy intro
- Sharing Our Skills
- Volunteer Award



## 3) **Forms**

- Aurora College application (3 pages)
- Elections Nunavut Application for Special Ballot (1 page)
- Get Active Community Challenge (2 pages)
- Harvester's Report of Accident (2 pages)
- Human Rights Complaint (4 pages)
- Tuition Subsidy (2 pages)
- Volunteer Development Fund (2 pages)
- Wise Woman Award nomination (4 pages)

# Writing for Results

## 4) Ads – each is 1 page

- Aboriginal Language Teacher Training
- DehCho Land Use Planning Committee Regional Forum
- Have a say in your laws
- Helping Children Through Separation and Divorce
- WCB Notice to all employers

## 5) Others

- Article from Echo Vol. 3 No. 1 (2 pages)
- Energy Action Awards Winners (3 pages)
- Facts on Renewable Energy
- Human Rights Commission - Complaint Guide (2 pages)
- Human Rights Commission - Mediation (2 pages)
- NWT Volunteer Support Initiative (3 pages)
- Protected Areas Strategy: 8 steps (1 page)
- Protected Areas Strategy and Land Use Planning (1 page)
- Protected Areas Strategy: Third party interests (1 page)
- Smoke-free Home
- WCB Media Release: Bear Attack Hazards (1 page)



## **A note about the sample documents**

Carefully choose the sample documents. What topics most interest your participants? How well do they read? What samples will work best for you, your community, and your participants?

If you don't find anything that suits you, we encourage you to look for other samples on the internet, in newspapers or magazines, in your community. Or ask participants to bring in documents they see and use from home, work, or within the community.

Mix and match – use any sample document for any activity if it works. Look on pages 16 to 20 for a complete list of the sample documents we provide with this manual.

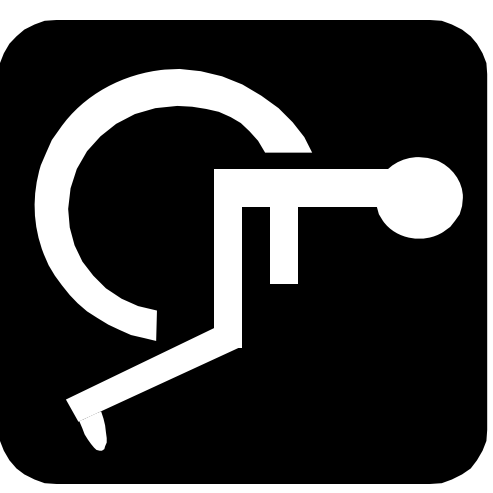
## Do you want to apply for an accessible parking placard?

**NWT Council of Persons  
with Disabilities**

(your logo)

# Accessible

## Parking



**Respect the sign**


**Avoid a fine**


**1-800-491-8885**

### **In Fort Smith -**

Contact the Fort Smith Society  
for Persons with Disabilities.

 Phone:


 Email:


 Address:

### **In Hay River -**

Contact the Hay River bylaw  
office.

 Phone:

 Email:


 Address:


### **In all other NWT**

#### **communities -**

Contact the NWT Council of  
Persons with Disabilities

 Phone:

 Email:

 Address:

Our mission is to achieve self-  
determination and full citizenship  
for persons with disabilities.

We do this by promoting  
awareness, opportunities, choices,  
and participation in all aspects of  
life in the Northwest Territories.

5014 - 47<sup>th</sup> St.  
Box 1387  
Yellowknife, NWT  
X1A 2P1

Phone: 867-872-8239  
Fax: 867-873-4124  
Email: [disabilitynwt@yk.com](mailto:disabilitynwt@yk.com)



## What is accessible parking?

- ✓ It's parking spaces for people who have trouble walking - people with a permanent or temporary physical disability.
- ✓ Accessible parking has room for people to use wheelchairs, crutches, and other mobility aids.
- ✓ Accessible parking is usually close to a building entrance.
- ✓ Accessible parking is marked with this wheelchair symbol.



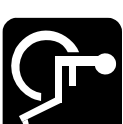
## What is an accessible parking placard?

- ✓ It's the card or tag people get so they can use accessible parking.
- ✓ If you don't have a placard, you shouldn't park in accessible parking.
- ✓ The placard shows this wheelchair symbol.



## How do I get an accessible parking placard?

- ✓ You fill out an application form. You have to apply every 2 years - and it's free!
- ✓ You have to get a doctor or nurse to describe your disability and sign the application form.



## Where and how can I use accessible parking?

- ✓ Hang the placard on the rear view mirror of any vehicle you travel in. The placard belongs to you, not the vehicle.
- ✓ Communities across Canada have accessible parking. Use your placard when you travel. Visitors to the NWT can use their placard here.
- ✓ Try to use accessible parking for not more than 2 hours at a time. Many people have a placard – and we have a limited number of accessible parking spaces.
- ✓ If you need long-term accessible parking talk to your school, landlord, or employer.
- ✗ You can get a fine if you use accessible parking and you don't have a placard or you don't display it.

## What Else Should I Know?

Your periods will be short and scanty. You may only see a drop of blood or a brown smudge on your pad or underwear during the week you are not taking the pills with hormones.

If your periods were irregular before you started the BCP, they may become irregular again after you stop the BCP.

Stop taking the pills if you want to get pregnant. It may take 1 to 2 months before your periods become regular. Use another method of birth control until you have 2-3 normal periods off the pill. If you become pregnant while taking the BCP, the pill will not harm your developing baby.

## WARNING SIGNS

See a doctor immediately if you have any of the following:

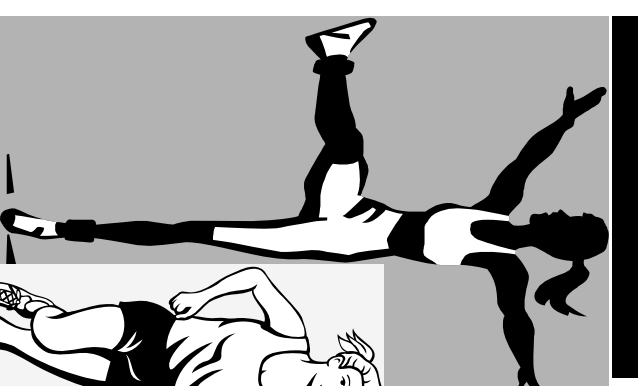
- A—severe abdominal pain
- C—severe chest pain or trouble breathing
- H—severe headache or numbness in your arms or legs
- E—eye problems (blurred vision or loss of vision)
- S—severe leg pain.

Get Pap Smear, physical examination, and blood pressure check each year.

Perform monthly breast self examination.

## WHAT YOU SHOULD KNOW

# BIRTH CONTROL PILLS





## What Is The Birth Control Pill?

You take the Birth Control Pill (BCP) every day so you won't get pregnant. It contains hormones which are like your natural hormones. It prevents the ovary from releasing an egg every month so you don't get pregnant.

### Why Should I Use The Birth Control Pill?

It is simple and easy to use.

When used correctly, the BCP is 98% effective in preventing pregnancy.

It does not interrupt sex.

It can make your periods more regular and prevent heavy bleeding and cramps.

It may lessen your chance of getting cancer of the ovaries or womb, and PID, a serious pelvic infection in women.

*The BCP does not protect you from getting a sexually transmitted infection (STI), including HIV.*

### What Side Effects Might I Experience?

Weight gain

Missed periods or spotting between periods for the first 3 months. If this continues, see your doctor

Leg cramps

Mild depression or headaches, and nausea and vomiting (during the first several months)



**You may feel sick to your stomach when you first start taking the pill. If it continues past the first 3 cycles, see your doctor/nurse.**

### How Do I Use The Birth Control Pill?

See a nurse or doctor to review your medical history. Get a prescription and information about the drug.

Read the information with your pack of BCP.

Start the BCP 4 weeks after you deliver a baby if not breastfeeding. Start a progestin-only pill 6 weeks after delivery if you are breastfeeding.

Start taking your pills according to one of the methods described in the package insert.

Take your pill at the same time daily.

Check your pack of pills every morning to make sure you took your pill the day before.

Mark your calendar to remind yourself of the day you will begin a new pack of pills.

*Use a latex condom every time you have sex !*

### *Use a back-up method of birth control:*

During the first 7 days of pills;

If you run out of pills;

If you forget to take pills for 2 days or more in a row;

If you stop taking your pills;

If you vomit within 2 hours of taking the pill, have severe diarrhea, or,

If you take other prescription drugs, such as antibiotics, and for 7 days after you finish the antibiotics.

## Where do we get energy from?

- \* Oil
- \* Gasoline
- \* Propane
- \* Natural gas
- \* Diesel
- \* Sun
- \* Wind
- \* Wood
- \* Rivers
- \* Batteries

## We use energy to:

- \* Cook food & wash dishes
- \* Drive cars, trucks, skidoos, & boats
- \* Light homes, schools, & offices
- \* Heat buildings and hot water
- \* Fly airplanes
- \* Shower & bath
- \* Wash & dry clothes
- \* Watch TV & listen to music
- \* Use refrigerators & freezers
- \* Run businesses & build things
- \* Deliver water & pick up garbage

## We can help with your Community Energy Plan

Build partnerships

Write a proposal

Manage a project

Organize and facilitate a workshop

Assess how much energy your community needs and uses

Assess different ways to make and use energy



### ARCTIC ENERGY ALLIANCE

101 5102 51<sup>st</sup> Street

Yellowknife NT X1A 1S7

Telephone 867 920 3333

Fax 867 873 0303

Email [info@aea.nt.ca](mailto:info@aea.nt.ca)

Toll free 1-877-755-5855

Website [www.aea.nt.ca](http://www.aea.nt.ca)



your community  
your energy  
your plan

Community  
Energy Planning

Get organized

Develop ideas

Take action

## What is a community energy plan?

A community energy plan shows us better ways to make and use energy.

- \* Use energy more efficiently
- \* Use more renewable energy
- \* Use less fossil fuels

It tells us what to do,  
how to do it,  
and who should do it.

## Why do we need a community energy plan?

Help the economy

- \* Create local jobs
- \* Save money
- \* Fund new energy projects

Help the environment

- \* Reduce air and noise pollution
- \* Have less fuel spills
- \* Reduce greenhouse gas emissions

Help people and the community

- \* Work together and take action
- \* Learn new skills, be creative
- \* Build healthy ways of living

## The Wha Ti Community Energy Plan

People in Wha Ti decided to learn about better ways to make and use energy in their community. Ecology North, an elders' advisory committee, a youth action group, and other community people worked together.

First they looked at how people use energy and where they get energy, for example from the diesel generator. Then they looked at different ways they could make and use energy in their community.

The federal and territorial governments funded the project so people could get paid for their work. The Arctic Energy Alliance and the Pembina Institute did workshops so community people could learn more about energy use.

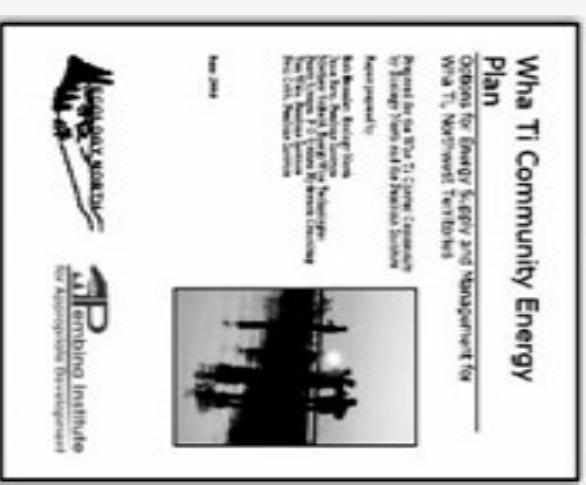
Wha Ti completed their Community Energy Plan in 2002.

Here are some things they plan to do:

- \* Build a small, run-of-river hydro plant and take out the diesel plant
- \* Use less water
- \* Use solar energy to heat water
- \* Better insulate houses and other buildings

Now people in Wha Ti are working hard to put the plan into action. And over time they will review and build on their plan to make things even better.

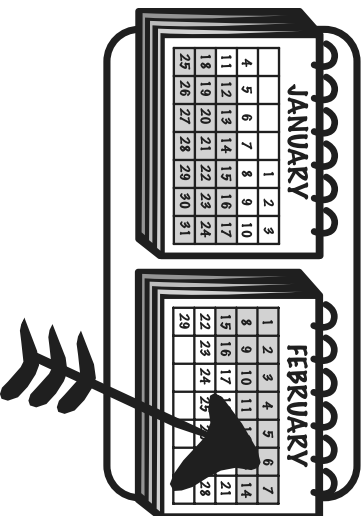
Working together on a Community Energy Plan has brought Wha Ti great benefits. The air will be cleaner, with less noise pollution. People will spend less money on energy and new jobs will be created. The people of Wha Ti have been recognized around the world for their work.





## Mail your Special Ballot in time.

Your Special Ballot has to  
get to Elections Nunavut  
by 5 pm local time Friday,  
Feb. 13th - 3 days before  
Election Day. Mail it by  
about Monday, Feb. 9th.



If your ballot isn't there by  
Feb. 13th, it won't count.



43 - 4 Sivulliq Ave.  
Box 39,  
Rankin Inlet, Nunavut  
X0C0G0



1-800-267-4394



1-800-269-1125



info@elections.nu.ca



www.elections.nu.ca

# Students

Use a  
Special Ballot  
- Make your  
vote count



Help elect the  
Government of  
Nunavut

## You have the right to vote if:

- ✓ You're a Canadian Citizen;  
AND
- ✓ You're 18 years or older on Election Day; AND
- ✓ You've lived in Nunavut at least a year on Election Day.



## Students - Use a Special Ballot if:

- ✓ You go to school outside Nunavut and Nunavut is your home when you're not at school.

OR

- ✓ You go to school in a different community in Nunavut than where you live.

## 1) You have to apply to get a Special Ballot.

**Apply as soon as possible after**

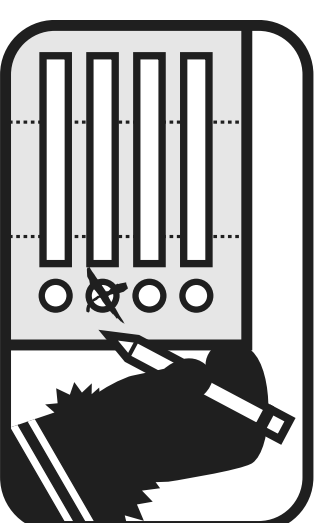
**January 12, 2004.**

- ✓ Call 1-800-267-4394 to get a form.
- ✓ If you use the internet, you can apply there for a special ballot.  
[www.elections.nu.ca](http://www.elections.nu.ca)
- ✓ If your name isn't on the voters list, you can register when you apply.
- ✓ You get one Special Ballot. You can't vote any other way.

## 2) You get a

**Special Ballot kit from Elections Nunavut.**

- ✓ Your Special Ballot kit has everything you need to vote. You get an Express



Post envelope to mail your ballot back.



## **What is the Flu?**

- It is an illness caused by the influenza virus.
- It is very contagious and can be spread easily between people.
- It usually lasts 5-7 days.

## **It is NOT:**

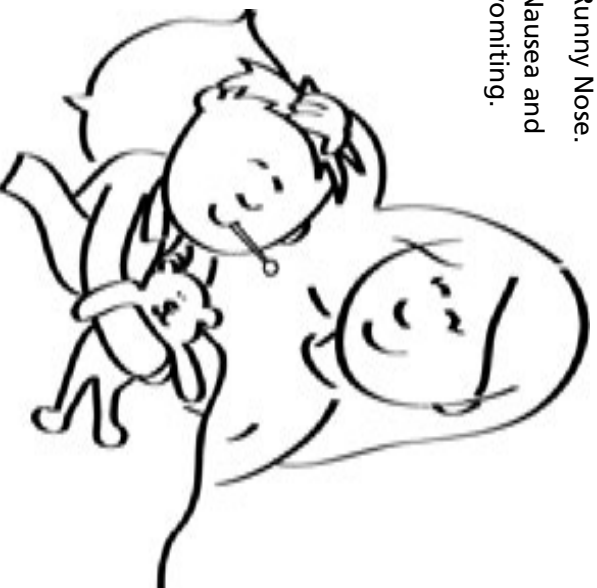
- A cold.
- Treatable with antibiotics (it is not caused by a bacteria).

## **How Is It Spread?**

- Through respiratory secretion droplets from people who are already sick.
- By breathing in the virus when a sick person sneezes, talks or coughs.
- After close contact with an infected person and touching something that they have just handled and then touching your own nose, eyes or mouth.
- Signs of sickness may occur as early as one to three days after exposure.

## **What are the Possible Symptoms?**

- Younger children may present with just a fever and signs of a cold. They may also have diarrhea, nausea vomiting and stomach pain (especially children under six months).
- Rapid onset of feeling sick.
- Fever lasting for 3-4 days.
- Chills.
- Muscle and joint aches.
- Headache.
- Dry cough.
- Fatigue.
- Sore throat.
- Runny Nose.
- Nausea and vomiting.



## **What to Expect**

### **Day 1-3:**

- Sudden onset of fever, headache, muscle pain and weakness, may have dry cough, sore throat and stuffy nose, may have nausea and vomiting.

### **Day 4-7:**

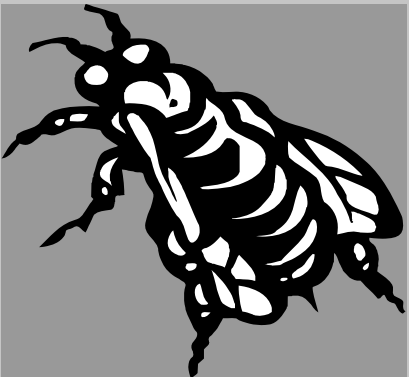
- Hoarse, dry or sore throat, cough and possible mild chest discomfort. Fever and muscle aches may decrease. This is the time when complications such as pneumonia can develop.

### **Day 8:**

- Symptoms decrease. Cough and tiredness may last 1-2 weeks or more.
- Children should be able to progressively resume normal activities within a week.

## **Ways to Protect Yourself Against the Flu:**

- The single most important step people can take to prevent the flu is to wash their hands often.
- Avoid direct contact with people who have flu like symptoms.
- A yearly vaccine is a good way to avoid getting or to lessen the severity of influenza.
- Remember not to share eating utensils or drinks.

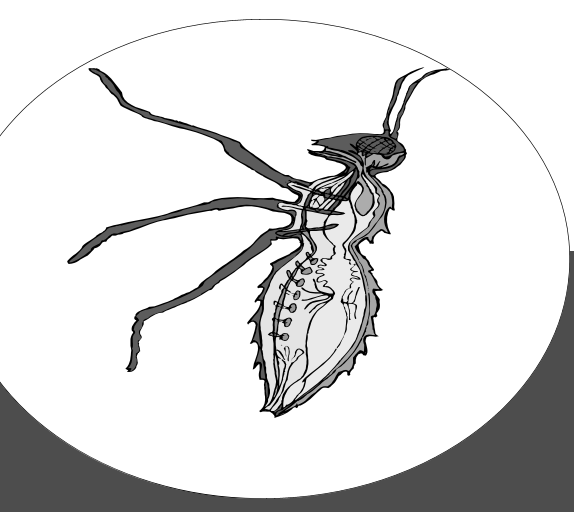


If you have any additional questions, please contact the Yellowknife Public Health Unit.



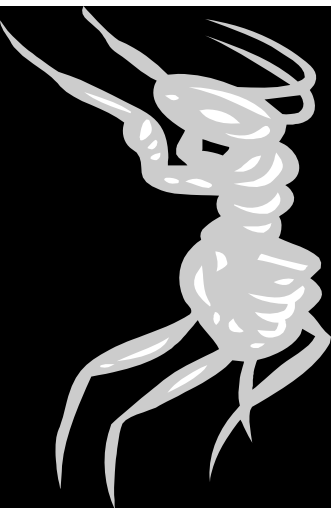
Yellowknife Public Health  
4702 Franklin Ave.  
Yellowknife NT, X1A 2N5  
Phone: 867-920-6570

November 2005  
[www.yhssa.org](http://www.yhssa.org)



**Guidelines  
for Safe Use  
of Insect  
Repellents**





An insect repellent containing DEET (n, n-diethyl-m-toluanide) is considered the most effective repellent against mosquitoes, gnats, fleas, chiggers, biting flies and ticks. DEET is a safe product when used properly. The following precautions are suggested for the safe use of insect repellents.

## Safety With Repellents

1. When possible use physical barriers such as long sleeved shirts, pants, and/or mosquito netting.
2. Apply repellents in small amounts to uncovered skin. Larger amounts of repellent do not offer more protection.
3. Do not use repellents on wounds or irritated skin (rash, sunburn)
4. Lotion, liquid, or stick repellents are preferred. Sprays are more difficult to apply evenly and may be inhaled or sprayed into the eyes. If using, spray a small amount of repellent into the palm of the hand and rub on to the skin.
5. Use repellents that contain 25 to 30% DEET. One application will last 3-4 hours.
6. Repellents should not be used for infants less than 6 months of age. Use clothing to cover the skin and/or mosquito netting over strollers or playpens. Preparation for pediatric use contain 6 to 10% DEET and have a short duration of action.
7. Do not apply repellent to children's hands because they may put their fingers in their mouths and/or rub their eyes.
8. Wash the skin with soap and water after coming indoors
9. Repellents can be applied to non-synthetic clothing. It may damage man-made fabrics such as rayon, nylon dacron, etc.
10. If a reaction to the repellent occurs (redness, rash) wash the skin and see your doctor.
11. Keep insect repellents out of the reach of children. Swallowing the repellent may cause death.

# Regional Programs Service Area



## Service area for YHSSA Regional Programs

---

YHSSA Regional Nutrition and Health Promotion Programs service the southern part of the Northwest Territories. The communities that can access these programs and services are located within the Deh Cho Health and Social Services Authority, the Fort Smith Health and Social Services Authority, the Hay River Community Health Board, the Dog Rib Community Services Board, and the Yellowknife Health and Social Services Authority.

---

## Yellowknife Health and Social Services Authority

Regional Programs  
PO Box 608  
4702 Franklin Ave.  
Yellowknife, NT  
X1A 2N5

Fax: (867) 873-0158  
[www.yhssa.org](http://www.yhssa.org)

### Trish Fitzpatrick

Regional Nutrition Program Coordinator  
Phone: (867) 920-6546  
Email: [trish\\_fitzpatrick@gov.nt.ca](mailto:trish_fitzpatrick@gov.nt.ca)

### Jo Russell

Regional Health Promotion Coordinator  
Phone: (867) 920-6552  
Email: [Joanne\\_russell@gov.nt.ca](mailto:Joanne_russell@gov.nt.ca)



## Regional Programs



### Regional Nutrition Program

Regional Health  
Promotion Program  
[www.yhssa.org](http://www.yhssa.org)

## Regional Nutrition Program

The Regional Nutrition Program can offer .....

- Up-to-date and reliable nutrition information and resources
  - Nutrition in-services for Community Health Representatives, Health Centres and other agency staff
  - Nutrition training sessions for staff in day cares, elders' facilities and community programs as well as menu review and menu planning for your programs
  - Workshops and seminars, and be available for health fairs in your community
  - March Nutrition Month ideas
  - Help to access Breakfast for Learning Program information and funding
- "Good nutrition is basic to good health!"



Trish Fitzpatrick  
Regional Nutrition Coordinator



## Your Regional Coordinators



Jo Russell  
Regional Health Promotion Coordinator

For more information, please contact:

Trish Fitzpatrick  
Regional Nutrition Program Coordinator  
Phone: (867) 92 0-65 46  
Email: trish\_fitzpatrick@g.ov.nl.ca

Jo Russell  
Regional Health Promotion Coordinator  
Phone: (867) 920-6552  
Email: joanna\_russell@go.v.nl.ca

## Regional Health Promotion Program

The services you can access through the health promotion program include:

Our virtual library, which has videos, on-line brochures and other print materials. Browse our selection at [www.yhssa.org](http://www.yhssa.org)

Monthly reminders and mail outs about the relevant health promotion topics

Visits from the Regional Health Promotion Coordinator to help plan and/or workshops, health fairs, etc.

Assistance in locating resources to support your community health promotion initiatives

Review of any printed materials you develop

Health Promotion involves a broad range of topics, from child safety to active living to chronic disease prevention. Working together, we can help people take charge of their own health.

*Please contact the Health Promotion Coordinator for requests about health promotion presentations (such as STD's, hand washing, active living, etc.)*

Infants don't **need pillows**. Pillows can cause smothering.

Hang **mobiles** so that the baby can't reach them.

Avoid **ties** and **ribbons** on the infants clothing and toys. Never leave a baby alone with a bib tied around its neck.

## Choosing baby equipment:

If you buy new baby equipment or furniture, read the labels to see if it meets the Canadian safety standards. If you buy things **second-hand**, check with the Health Canada's Product Safety Branch or your public health nurse to make sure these items are safe for your baby.

## Going out:

Use a **car seat** every time you take the baby in the car. Make sure it's the right kind and size for your baby.

**NEVER** leave a baby alone in a car, even for a moment.

Protect little toes, fingers and nose from **frostbite** by dressing your baby warmly in cold weather.

## Home Safety Check

□ Make sure cribs, strollers, toys, car seats, highchairs and other baby equipment meet Canadian safety standards, especially if you buy them second-hand.

□ Keep emergency numbers (fire department, poison control, ambulance) near the telephone.

□ Install smoke detectors and a fire extinguisher.

□ Plan an escape route to help you and your baby getout safely in case of fire.

Take a first aid course to learn how to help your baby in an emer gency.

From m: "Safe Start", the injury prevention programat BC's Children's Hospital.



June 2001

Yellowknife Public Health  
Jan Stirling Centre  
Yellowknife NT, X1A 2N5  
Phone: (867) 920-6570  
Fax: (867) 873-0158

## Safety tips for new babies (birth to 6 months)



### Did you know...?

□ Every year, hundreds of children under the age of one are admitted to hospitals for treatment of unintentional injuries.

□ Major causes of injury in this age group are falls, scalds, poisoning and suffocation.

□ **Babies learn new skills quickly.** Injuries may happen when parents aren't aware of what a baby can do. Knowing your baby's abilities at each stage of development can help you prevent child injuries.

□ During the first months of life, most babies learn to **wriggle, kick, push, reach, roll over** and **put things in their mouths.**

□ A baby this age needs special protection from:

**Falling** from beds or changing tables

**Choking** on small objects

**Burns** from hot liquids



## YOU CAN PREVENT ...

### ...falls

Keep a hand on the baby during **diaper changes** to prevent falls from a bed or a changing table. Keep diapers and clothing in easy reach of the changing area.

Beware of **slipping** on wet floors, icy stairs or loose rugs when carrying a baby.

Don't leave an infant in a **bouncer** chair on a table or counter—a baby's feet can kick the chair over the edge!

Use a safety strap to keep your baby safe while in a **grocery cart**. Don't leave your baby unattended in the cart.

Makes sure the sides of the **crib** or **playpen** are up securely.

### ...burns and scalds

**Microwave** ovens can heat unevenly, causing hot spots, which may scald a baby's mouth. Bottles with plastic liners can also explode and should never be heated in the microwave. If you do use a microwave, stir heated food well and test the temperature before feeding your baby.

Test **bath water** with an elbow or forearm. It should feel just warm, not hot.

Don't hold the baby while you are eating or drinking anything **hot**. Remind visitors and other family members to keep hot tea and coffee away from the baby.

### ...poisoning

If your doctor has advised **medicine**, check the label and measure every time you give it to your baby.

Keep diaper creams, cleaning products, medications, tobacco, alcoholic beverages and other **poisons** out of baby's reach.

### ...choking and suffocation

Keep **small objects**—coins, buttons, pins, earrings—out of the baby's reach. Teach older children to keep smaller toys away from babies.

When the baby begins to eat solid **foods**, grate, blend or chop food into very small pieces.

Never use **plastic bags** to waterproof the baby's bed or play area.

If you give the baby **soothers**, check that they do not have broken or chewed parts.



**ENERGUIDE  
FOR HOUSES**

*Advice you can live with*



Cut major appliance operating costs by choosing more efficient models. Big appliances like stoves and refrigerators account for over 15 per cent of the entire household energy bill.

Energy Star approved appliances and EnergyGuide ratings give you the information you need.

Hire the Arctic Energy Alliance to do an energy evaluation on your home or business. Alliance technicians will test the energy efficiency of existing buildings and give expert advice on the most cost-effective ways to save energy. Grants are available.

**Start saving now.**

**To save, you must use less energy.**

**Only you can control your energy use.**

Contact the Arctic Energy Alliance

Toll free at 1.877.755.5855

Tel 867.920.3333

or visit us at 5102 51st Street

[www.aea.nt.ca](http://www.aea.nt.ca)



ARCTIC ENERGY ALLIANCE

**save Energy  
save Money**

Only you can control your energy use.





# Do it now here's how

## When equipment runs, you pay.

Never leave equipment running when it's not in use. Lights, TV's, computers, stereos and radios, game boxes, overnight holiday lighting and anything that takes power.

## Keep the heat in.

Close doors and windows. Put plastic film on windows and weather strip or caulk doors and windows. You can cut a fifth from your heating bill.

## Proper Maintenance.

Have your furnace or boiler serviced. Consider replacing old, inefficient equipment. You'll burn less fuel and get more heat.

## Turn down the heat.

Turn down the heat before bed and when you're away in the daytime or on holidays.

## Dress warmly around the house.

You pay only once for slippers, sweaters, snugglies, vests and jackets. You'll be more comfortable and pay less.

## Use timers outside.

Use a plug-in timer to cut vehicle warming time without plugging in all night long. You'll pay for the timer and save more than \$ 100 this winter at Yellowknife electricity rates.

## Stop idling.

Stop idling your vehicles, including snowmobiles. After your vehicle's warmed up, turn off the engine when waiting or away. Idling stinks, it's bad for your engine and wastes expensive fuel. Dress warmly for comfort and safety.

## Plan energy savings into new buildings.

It costs no more to install better windows, doors, walls, insulation and high efficiency furnaces or boilers. Better construction cuts operating costs by up to 50 per cent.

Only **YOU**  
can control your **energy use**

## What Kinds Of Occupations Are Included?

Currently SNAP apprentices can register in one of over 40 trades designated in the Northwest Territories. These include:



- Automotive Service Technician
- Carpenter
- Electrician
- Cook
- Hairstylist
- Heavy Duty Equipment Technician
- Partsperson
- Plumber/Gasfitter, 2nd Class
- Sprinkler Systems Installer
- Welder

...and many more! Check our website for a complete description of all trades available.

## Where Do I Get More SNAP Information?

For more information on SNAP in your region, contact your high school counsellor or call your local career centre.

Fort Simpson ... (867) 695-7334

Fort Smith .....(867) 872-7218

Hay River .....(867) 874-9200

Inuvik .....(867) 777-7165

Norman Wells ...(867) 587-2566

Yellowknife .....(867) 766-5100

We're on the web!  
[www.ece.gov.nt.ca](http://www.ece.gov.nt.ca)

Apprenticeship and Occupational Certification

Education, Culture and Employment  
Government of the Northwest Territories

P. O. Box 1320

Yellowknife NT X1A 2L9

Phone: (867) 873-7357

Fax: (867) 873-0200



# NWT Apprenticeship



Apprenticeship is just the Beginning!





## What is Apprenticeship?

Apprenticeship is a formal process of education and training for specific trades. In the Northwest Territories, there are over 40 designated trades.

Apprenticeship is a system that combines classroom



study in a designated post-secondary school and on-the-job training at the place of employment.

People who successfully complete an apprenticeship are certified in their trade in the Northwest Territories and are referred to as journeypersons. They are in high demand because of their expertise and earn the highest salaries available in their industry. Employers

need people with the right skills!



## What is SNAP?

The Schools North Apprenticeship Program (SNAP) is a program for high school students in the Northwest Territories who are interested in a career in trades. SNAP allows students to stay in high school and be registered under the apprenticeship system.

SNAP is based on a partnership between industry, the Department of Education, Culture and Employment, the high school and the NWT Apprenticeship, Trade and Occupations Certification Board.



Students participating in the SNAP program continue to earn high school credits and apprenticeship experience they can put toward future certification. They also earn a pay at the same time!

## Who Can Participate?

Students who are interested in learning a trade, are at least 16 years old and are involved in high school studies can be enrolled as SNAP apprentices.

Participating students will have to complete a 125-hour work placement and job preparation modules, but will receive high school credits for them.

## What's It Going To Do For Me?

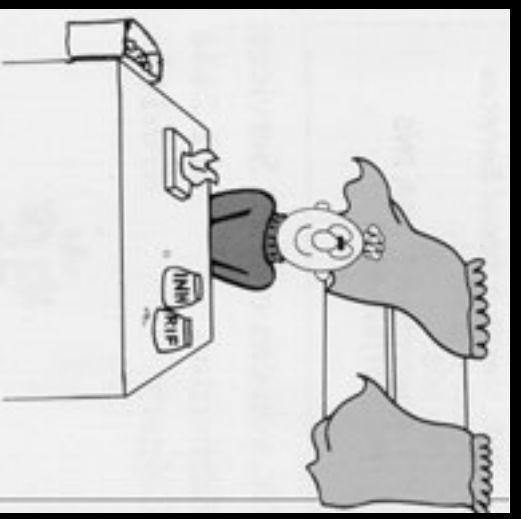
SNAP gives students the opportunity to get hands-on experience at a work site and workplace training from journeypersons who work in the field every day.

SNAP also gives students an opportunity for an early start on a career path and can help them with the workplace skills needed to enter the workforce on a full time basis after high school.



## CAN TB INFECTION BE TREATED?

Yes! TB infection may become TB disease (active) in the short period following initial infection or when your immune system weakens (for example, if you are elderly or have HIV infection).



TB medicine can be taken to kill the germs before they become active.

## ANYONE CAN GET TB!

*Get tested for TB regularly if you are at risk for exposure. If you have the disease, or are infected, it is important to check with your doctor or public health nurse.*

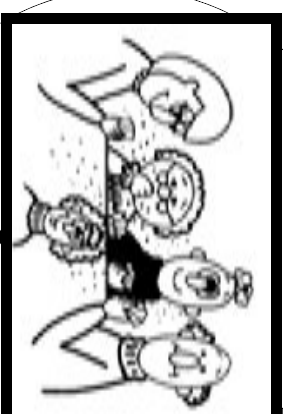


For more information  
contact

Yellowknife Public Health  
920-6570

[www.yhssa.org](http://www.yhssa.org)

\*\* This pamphlet was developed with assistance from Alberta Health.

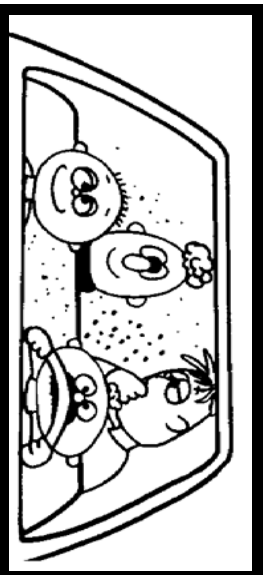


## TUBERCULOSIS (TB)

**It's Catchy!  
Think about it!**

## WHAT IS TB?

TB (Tuberculosis) is a disease caused by the TB germ. The disease is mainly in the lungs but may spread to other body parts.



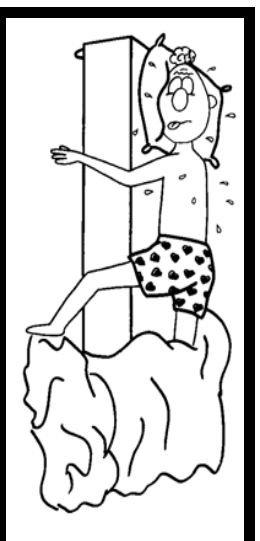
## HOW IS TB SPREAD?

When a person who is sick with TB in their lung, coughs, sneezes, talks or sings, the TB germs (bacteria) spray into the air.

When you spend time with that person, you can breathe the TB germs into your lungs. TB is more often spread in a small, overcrowded space with poor ventilation. You cannot get TB by touching things such as drinking glasses, bed linens or doorknobs.

## WHAT ARE THE SYMPTOMS OF TB DISEASE?

TB disease happens when the TB germ is **active** and multiplying in your body. Disease may cause some or all of the following symptoms:



- A cough that lasts for more than 4 weeks
- Feeling tired a lot
- Loss of appetite
- Weight loss
- Fever
- Night sweats
- Coughing up blood.

## TB "DISEASE" CAN BE SPREAD TO OTHERS!

TB disease can be cured if diagnosed and treated early!

## TB INFECTION

TB infection means you have been exposed to TB and have breathed the TB germs into your lungs. The TB germ in this case is **inactive** and you will have no symptoms. The only way to know if you have TB infection is to have a skin test.



TB "INFECTION" CANNOT BE SPREAD TO OTHERS!

## TIPS FOR REMEMBERING TO TAKE INH

- Take your pills at the same time every day;
- Keep your pills nearby (but away from children);
- Ask your family to remind you;
- Use a pill organizer; and
- Mark the calendar with a check after you take the pill everyday.



**KEEP YOUR  
APPOINTMENTS WITH  
THE PUBLIC HEALTH  
NURSE SO THAT YOU DO  
NOT RUN OUT OF INH!**

For more information

contact

Yellowknife Public

Health

920-6570

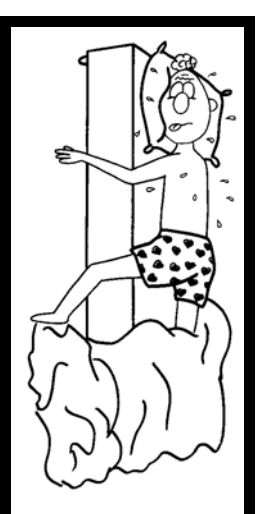
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October 2001

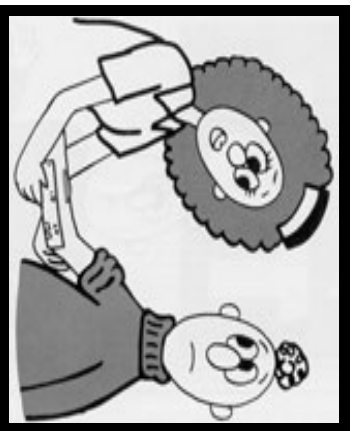


Yellowknife Public Health



**TUBERCULOSIS  
(TB)  
MEDICATION  
CAN PREVENT  
TB!**

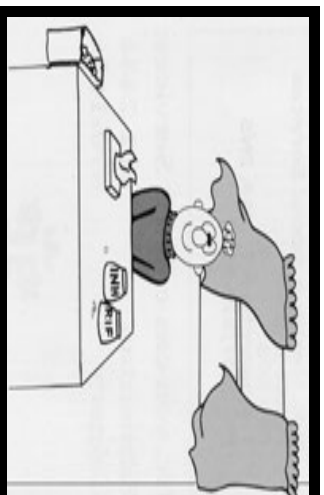
Your TB skin test is positive. This means there are TB germs in your body. The TB germs are dormant (sleeping). This is called TB infection. Your chest x-ray and lab tests were normal and you feel well. This means you do not have TB disease right now.



But there is a chance that the TB germs could wake up and begin to grow and cause disease. Taking TB medication now is the best way to prevent TB disease.

## WHAT IS PREVENTIVE MEDICINE?

Isoniazid, or INH, can prevent TB by killing the germs. You get INH pills from the nurse at your Public Health Unit. The pills are free.



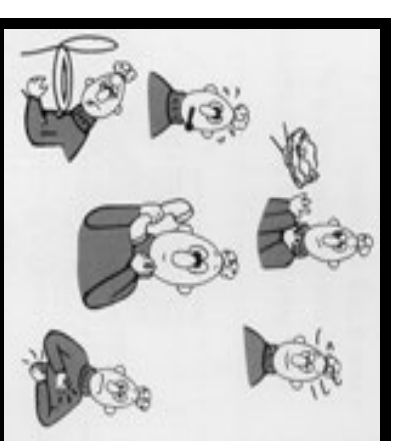
## HOW LONG WILL I HAVE TO TAKE INH?

TB germs are tough to kill. To be sure that you get rid of all the TB infection, you will have to take these pills for about 9 months.

It is important to take all the medication as prescribed.

## WILL I FEEL ANY SIDE EFFECTS?

Most children will not feel any side effects from INH. A very small number of adults will have:



- Loss of appetite
- Nausea or vomiting
- Rash and/or itching
- Fever
- Aching
- Feelings of being tired a lot
- Yellowing of skin or eyes.

If you get any of these symptoms when you are taking INH, call the nurse or your doctor immediately.

# EVERY BITE COUNTS...



## GO THE HEALTHY WAY...

EAT WELL, LIVE WELL AND FEEL GREAT!

Take the HEALTHY WAY CHALLENGE at [www.dietitians.ca/eatwell](http://www.dietitians.ca/eatwell).  
Use the **EATracker** to assess your daily food choices and activity levels.



Nutrition Month activities and events brought to you by the Northern Nutrition Association.  
Nutrition Month® is brought to you by Dietitians of Canada across the country, in collaboration with campaign sponsors: **Fact sheet**—Dasani; **Official Sponsors**—MILK, Campbell's, Members of Compass Group Canada, Danone Silhouette 0% M.F. Yourt; **Media Sponsor**—Chatelaine

play  
games



# get active

nwt community challenge

Join the Get Active NWT  
community challenge!

april 1 – july 1, 2005



Here's what you do:

1. Register on-line
2. Get Active!
3. Record your activity
4. Win great prizes
5. Have fun!

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

ski



lift  
weights



dance



swim



skate



bike



jog



walk





## 4 handy rules to stop the spread of germs:



## How to wash your hands well:



● Use SOAP and WARM WATER

● SCRUB your hands VERY WELL



● WASH

- Between Fingers
- Wrists
- Under Fingernails
- Backs of Hands

Source: [www.henrythehand.com](http://www.henrythehand.com)

You should scrub your hands for as long as it takes to sing "Happy Birthday".

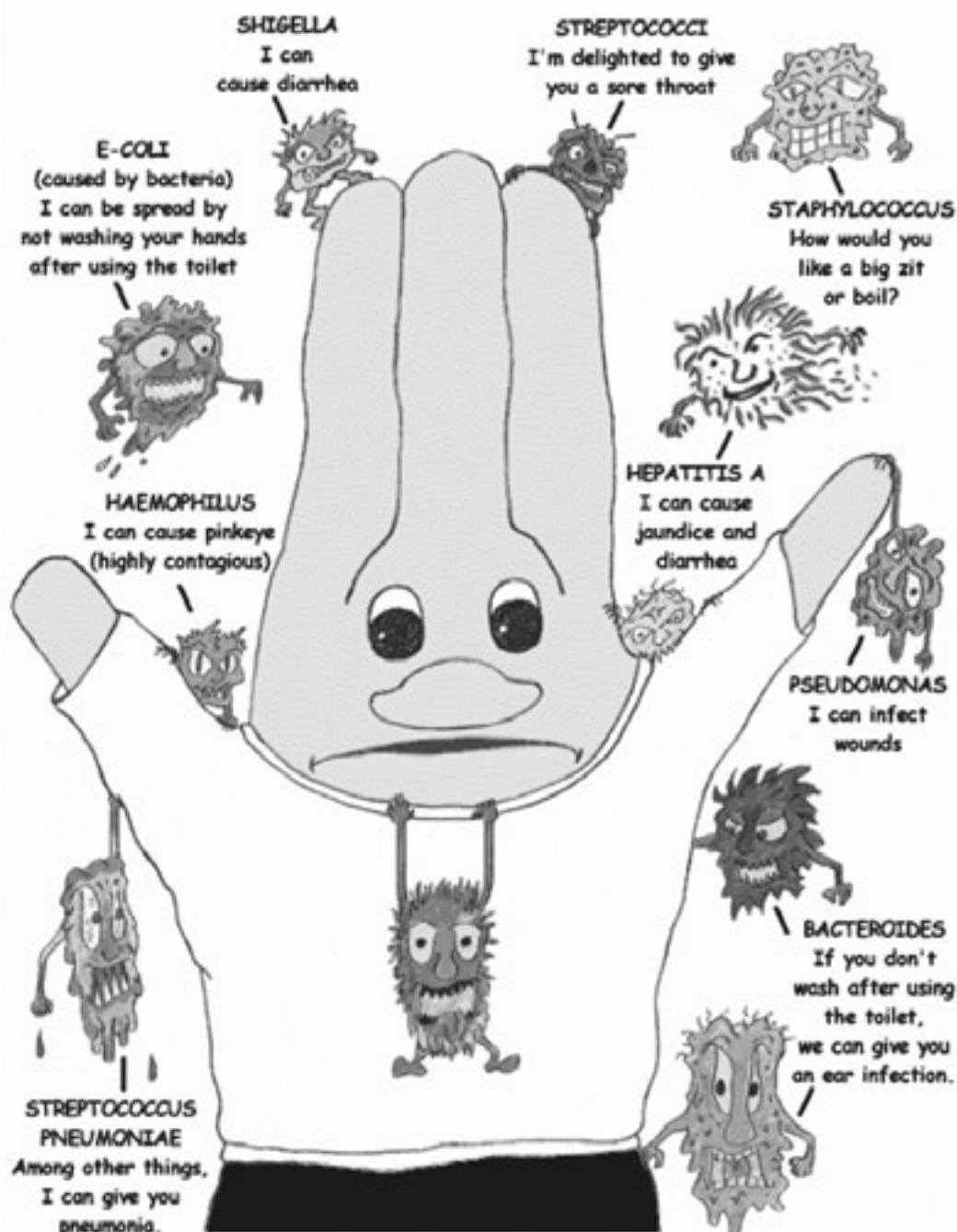
Wash your hands:

- + After using the toilet
- + Before and after eating
- + After coughing or sneezing
- + After blowing your nose



**YELLOWKNIFE**  
Health and Social Services Authority  
Regional Health Promoters








# Do you know what germs could be on your hands?



Source: [www.henrythehand.com](http://www.henrythehand.com)

Washing your hands properly will stop you spreading these bacteria.

## HOW TO PREPARE YOUR BEVERAGE CONTAINERS FOR RECYCLING

Container Type	Picture	Instructions
Aluminum Cans		Empty container Do not need to crush
Glass Bottles		Empty container Take caps off Leave labels on Do not break or crush
Plastic Bottles		Empty container Take caps off Leave labels on
Juice Box and Drink Pouch		Empty container Take straws out
Gable Top (Juice Carton)		Empty container Take caps off
Bi-metal Cans		Empty container Leave labels on Do not need to crush
Bag-in-a-Box		Empty container Keep the bag and box together

Ready-to-serve beverage containers under the Beverage Container Program include all juice, pop, water, sports drinks, and alcoholic drinks. Milk and milk substitute are **not** part of the Program.

The Northwest Territories

"The land takes care of us,  
we take care of the land."

# Protected Areas Strategy (PAS)

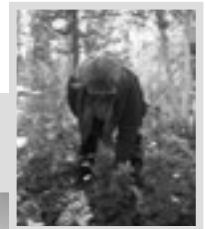
is a **partnership** among communities,  
government, environmental non-governmental  
organizations and industry.

The partners work together to establish  
permanently protected areas across the  
NWT.

## PAS Goals:

To use existing legislation to provide  
protection for:

1. special  
natural and  
cultural areas
2. core representative  
areas within each  
eco-region of the NWT



## Key Points

**PAS process** is driven by community decisions  
results in permanent, legal protection for areas  
**Aboriginal & Treaty rights** respected  
need for community wellbeing recognized



Northwest Territories  
**Protected Areas Strategy**

*We're here to help!*

Financial, administrative, and technical  
support is available to communities. The  
PAS Secretariat can help you get started.

Call us for more information:  
(867) 920-3179

# Sharing Our Skills

Sharing Our Skills is a series of videos produced by the Department of Education, Culture and Employment, GNWT.

This DVD contains three programs:

The Path of the  
Rotational Worker



The Path to  
Post-Secondary Education



The Path of the  
Volunteer



The complete series includes:

The Path of the Rotational Worker

The Path of the Volunteer

The Path to Post-Secondary Education

The Path of the Older Worker

For more information call 867 873-7552.



Northwest  
Territories

Education, Culture and Employment

# Help us Choose NWT's Outstanding Volunteers



## Nominate an Outstanding Volunteer from Your Community

**Here's How:** Read the award brochure on How to Nominate a person for the NWT Outstanding Volunteer Award. Decide who in your community has been quietly making a difference. Complete a nomination form. Fax your nomination to the NWT Outstanding Volunteer Award Program in Yellowknife at (867) 920-6467 or to your local Municipal and Community Affairs office.

**Nomination Deadline is March 1**



Northwest  
Territories Municipal and Community Affairs

Visit the website at [www.maca.gov.nt.ca](http://www.maca.gov.nt.ca)



# Aurora College Application Form

If you are applying for admission to Aurora College, complete this form, following the instructions below.

## Instructions

Applicants, please read this information completely:

1. If you require student housing, be sure to complete the Housing section on the last page of this application to notify the Registrar that you require housing. A separate form to apply for housing is used by each campus.
2. Complete this form in full, incomplete forms will be returned to the student.
3. Applicants with high school credits or post-secondary education must submit transcripts with this application form. Applicants who do not meet the program admission requirements will be required to write an assessment test.
4. Applicants with previous post-secondary course work should apply for advanced standing as they may be eligible for credit for previous studies. Please ask your Campus Registrar for details on applying for advanced standing.
5. Applicant must attach a one page explanation of why you are interested in the program you have chosen.
6. If you need assistance in completing the application form, see your local Adult Educator, Employment Officer or School Principal.
7. Notice of acceptance will be by mail. Please ensure all personal information on the form is current and correct.
8. Applicants are responsible for contacting the agency providing financial assistance. Please attach proof of sponsorship, if available.
9. Mail this completed application form to the Campus nearest you.

## Important Notice

Fees, tuition, program schedules and delivery locations may change without notice. It is the responsibility of the applicant to ensure the program they wish to attend is available.

PLEASE PRINT: COMPLETE THE FORM FULLY.

REGISTRAR'S USE ONLY:

Date Received: \_\_\_\_\_ Student ID: \_\_\_\_\_

## NAME/ADDRESS

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Previous Name \_\_\_\_\_

Social Insurance No. \_\_\_\_\_ Birthdate \_\_\_\_\_ ☐ Male ☐ Female  
YY MM DD

Permanent or mailing address:

Street/P.O. Box No. \_\_\_\_\_ Community \_\_\_\_\_

Prov./Terr. \_\_\_\_\_ Postal Code \_\_\_\_\_ Phone No. (H) \_\_\_\_\_ (W) \_\_\_\_\_

## PROGRAM DESIRED

What PROGRAM or COURSE are you applying for?

Which Community Location do you plan to attend?

Which Campus are you applying for admission to?

- ☐ Aurora  
☐ Thebacha  
☐ Yellowknife

## PERSONAL DATA

Education Achievements: Elementary to High School

Highest Grade Level successfully completed (1 to 12) \_\_\_\_\_ Date completed \_\_\_\_\_

Name of last High School \_\_\_\_\_

Community of last School \_\_\_\_\_ Province/Territory \_\_\_\_\_

GED Grade \_\_\_\_\_ Year Attained \_\_\_\_\_ ABE Level (Aurora College) \_\_\_\_\_ Other \_\_\_\_\_

Ancestry: ☐ Dene ☐ Non-Status Indian ☐ Metis ☐ Inuit ☐ Inuvialuit ☐ Other \_\_\_\_\_

Main Language Fluently Used:

- ☐ Inuktitut ☐ Inuvialuktun ☐ North Slavey ☐ South Slavey ☐ Chipewyan ☐ Gwich'in  
☐ Dogrib ☐ English ☐ Greenlandic ☐ French ☐ Cree ☐ Other \_\_\_\_\_

Are you a Canadian Citizen? ☐ Yes ☐ No If no, are you a ☐ Landed Immigrant? ☐ Visa Student?

Country of Origin \_\_\_\_\_ Date of Entry \_\_\_\_\_

Resident of the NWT since birth? ☐ Yes or since \_\_\_\_\_  
YY MM DD

Have you any medical conditions of which the College should be aware? ☐ Yes ☐ No

If yes, please specify:



---

## EDUCATION

What are your Academic or Training Goals? \_\_\_\_\_

Within your current program, which year of studies are you going into?

- ☐ First Year      ☐ Second Year      ☐ Third Year      ☐ Fourth Year  
☐ N/A (You are in a program which takes less than one year to complete)

Previous Post-Secondary program enrolled in:

- ☐ Same program as you are applying into now      ☐ Other program      ☐ Certificate program  
☐ Upgrading      ☐ University program      ☐ Diploma program

Last Educational Institute attended:

- ☐ Elementary      ☐ High School      ☐ Other Public College  
☐ Private Vocational School      ☐ Technical Institute      ☐ Vocational Centre  
☐ University      ☐ Private College      ☐ Arctic College  
☐ Other, please specify \_\_\_\_\_

Location of Educational Institute \_\_\_\_\_ Date Completed \_\_\_\_\_  
YY MM DD

---

## CURRENT STATUS/HISTORY WITH AURORA COLLEGE

Current Status: Are you ☐ New to Aurora College? ☐ Returning to Aurora College for further education?

If you have ever registered at Aurora/Arctic College, please supply the following information:

Program: \_\_\_\_\_ Community Location: \_\_\_\_\_

Date last registered into the program or course: \_\_\_\_\_

Last day as a sponsored student within the program or course: \_\_\_\_\_

---

## SPONSORSHIP

I ☐ have obtained, or ☐ will obtain sponsorship from the following sponsor(s) (please check boxes as appropriate):

- ☐ NWT Student Loan      ☐ Other Territorial Agency      ☐ Canada Student Loan      ☐ Other federal Gov't Agency  
☐ NWT Student Grant      ☐ Employer      ☐ Indian and Northern Affairs      ☐ Other - please specify  
☐ Band or Claimant Group      ☐ Self Supporting      ☐ Human Resources Development Canada

If you have obtained sponsorship, please attach proof of sponsorship with this application form when submitting it to the Registrar, or Adult Educator in your community.

---

## EMPLOYMENT INFORMATION

What was your Main Activity before applying to Aurora College? ☐ Student ☐ Employed ☐ Unemployed

Employment prior to applying to Aurora College:

- ☐ Worked less than 20 hours per week      ☐ Not worked full-time for 6 months  
☐ Out of work for 3 months      ☐ Other \_\_\_\_\_

Accreditation: Do you have one or more of the following? \_\_\_\_\_ Date Completed \_\_\_\_\_

- ☐ College Diploma      ☐ Doctorate      ☐ Bachelor's Degree      ☐ Journeyman  
☐ Master's Degree      ☐ Professional      ☐ College Technical Certificate/Diploma  
☐ College Certificate      ☐ Other, please specify \_\_\_\_\_

---

## FAMILY INFORMATION

Person to contact in case of emergency: \_\_\_\_\_ Relationship to you: \_\_\_\_\_

Street/P.O. Box No. \_\_\_\_\_ Community \_\_\_\_\_ Postal Code \_\_\_\_\_

Province/Territory \_\_\_\_\_ Phone No. (home) \_\_\_\_\_ (work) \_\_\_\_\_

What is your Marital Status? ☐ Single ☐ Married/Common Law ☐ Divorced/Separated ☐ Widowed

What means of Child Care do you use during your school or work day?

☐ Not Applicable

☐ Spouse

☐ Babysitter

☐ Daycare

☐ Latchkey (children at school, have key to house)

☐ Other \_\_\_\_\_

Dependency: Are you

☐ Major Wage Earner

☐ Spouse of Major Wage Earner

☐ Self Supporting

☐ Dependent on Parent

☐ Other \_\_\_\_\_

## HOUSING

If you require housing, please complete this section to notify the Registrar of your housing needs. A separate housing application form exists to apply for housing units. If you have already mailed the housing application form, you do not need to list your dependants' names and ages. **Please note:** Accommodation is limited. We may not be able to provide a unit suitable for your requirements.

I will require ☐ Single housing (one bedroom) ☐ Family housing (several bedrooms)

Dependants (living with you)

Names	Age
_____	( _____ )
_____	( _____ )
_____	( _____ )

Names	Age
_____	( _____ )
_____	( _____ )
_____	( _____ )

## SIGNATURE

I certify that the information provided is correct and complete. If admitted, I agree to comply with all rules, regulations and policies of Aurora College.

☐ I have made arrangements to have proof of education (transcripts) forwarded to the Registrar's Office.

Signature of Applicant \_\_\_\_\_ Application Date \_\_\_\_\_

YY MM DD

## FOR MORE INFORMATION

Please contact the Registrar at the campus nearest you for more information regarding specific programs or admission procedures.

### Aurora Campus

P.O. Box 1008  
Inuvik, NT  
X0E 0T0  
Phone: (867) 777-7806  
Fax: (867) 777-2850

### Thebacha Campus

P.O. Box 600  
Fort Smith, NT  
X0E 0P0  
Phone: (867) 872-7509  
Fax: (867) 872-4511

### Yellowknife Campus

Bag Service 9700  
Yellowknife, NT  
X1A 2R3  
Phone: (867) 920-3032  
Fax: (867) 873-0333

## AURORA COLLEGE USE ONLY

Admission Status: ☐ Met Normal Academic Req'ts ☐ Diagnostic (TABE/GED/CAT) ☐ General Admission

☐ Mature Student (Non-Matric) ☐ Other Admission (Trades)

Registration Status: ☐ Full-Time Day ☐ Full-Time Night ☐ Part-Time Day ☐ Part-Time Night

Year End Status: ☐ Graduate ☐ Eligible to Continue

Program Start Date \_\_\_\_\_ Program End Date \_\_\_\_\_ Registration Date \_\_\_\_\_

Date application received: \_\_\_\_\_ Transcripts received ☐ Yes ☐ No

Letters of Reference received ☐ Yes ☐ No Student's Letter of Intent received ☐ Yes ☐ No

Comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Signature \_\_\_\_\_





## Apply for a Special Ballot

- ✓ Fill out Section 1 of this form to get a Special Ballot. Give your Nunavut home address as well as your address away from home. Mail or fax your application to Elections Nunavut. Elections Nunavut will fill out Section 2.

### Section 1: The voter fills out this part.

Last Name	First and Middle Names
Street Address – Nunavut home	Street Address – Away from home
Mail Address – Nunavut home	Mail Address – Away from home
Phone – Nunavut home	Phone – Away from home
Birth date: day / month / year	Fax – Away from home
<p>I, declare that:</p> <ul style="list-style-type: none"><li>✓ I am a Canadian Citizen;</li><li>✓ I will be 18 years or older on Election Day; and</li><li>✓ I have lived in Nunavut at least 12 months on Election Day.</li></ul> <p>_____</p> <p>Voter's Signature</p> <p>_____</p> <p>Date: day / month / year</p>	

### Section 2: Elections Nunavut fills out this part.

Constituency	Polling Division	Voter Number
_____ Elections Nunavut signature		Date received:

Fax this form to: 1-800-269-1125  
OR Mail to: Chief Electoral Officer, Box 30, Rankin Inlet, NU X0C 0G0  
Questions? Call Toll Free 1-800-267-4394



# Registration Form

Name: \_\_\_\_\_

Gender ☐ Female  
☐ Male

Age Range ☐ 5-12 ☐ 13-19 ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61-70 ☐ over 70

Street Address: \_\_\_\_\_

Community: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Are you registering with a club, school or organization?  
Is yes, please specify the name of the organization you  
wish to be registered under:

\_\_\_\_\_

**Fax this form to (867) 920-6467**

or mail to  
Sport, Recreation, Youth & Volunteerism  
Department of Municipal and Community Affairs  
Suite 400, 5201-50th Avenue  
Yellowknife, NT X1A 3S9



**get active**  
nwt community challenge



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



april 1 – july 1, 2005

**get active**  
nwt  
april 1 – july 1, 2005



jog

skate



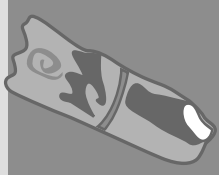
do  
aerobics



bike



swim



## Join the Get Active NWT community challenge!

Get on-line and tell us how active you are between April 1 and July 1, and you and your community could win! Prizes will be awarded to those who register, throughout the contest, and to the small, medium and large communities who show they are the most active.

Whether you join as an individual or a group there are hundreds of ways to get active.

### Need some ideas?

Form a walking club	Go snowshoeing
Cross country ski	Do aerobics
Take the stairs	Ride your bike
Walk to work	Play hockey
Lift weights	Figure skate
Play ball	Speed skate
Play soccer	Dance
Play volleyball	Go for a hike
Play basketball	Jog or run
Perform gymnastics	Jump rope
Take your dog for a walk	Swim
Play with your kids	

**Keep track of all your activity with a monthly tracking form. Print it off the website, or call to request your form today (867) 873-7245.**



# get active

nwt community challenge

april 1 – july 1, 2005

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



## How to join

the Get Active NWT  
community challenge:

Register on-line at

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

or use the registration form on the back of  
this brochure and fax your information.

## Get Active

Get moving and record the time spent on  
any activity you are involved in on a monthly  
tracking form (available on website).

## Record your activity

Every month, go on-line to record your  
activity or fax in your monthly tracking form.  
If you are a group leader, record the total  
number of hours your entire group was  
active for the month.

## Win great prizes

There will be four \$5000 community grand  
prizes awarded at the end of the challenge  
and many individual spot prizes during the  
event.

## Have Fun!



Northwest  
Territories

ski

lift  
weights



walk



play  
games



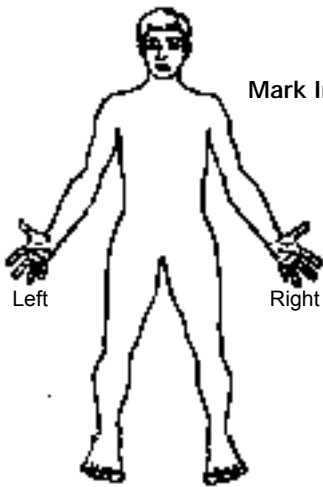
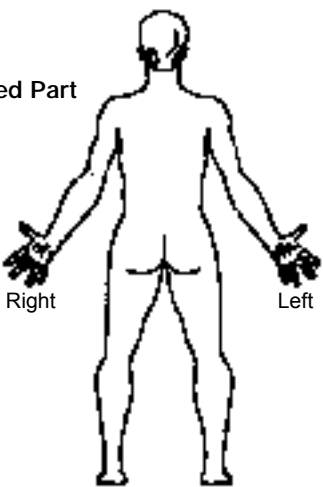


# Harvester's Report of Accident

For WCB Use Only

COMPLETE ALL QUESTIONS, SIGN AND SEND TO THE WCB AT  
THE ADDRESS BELOW - PLEASE PRINT CLEARLY

WCB Claim Number

Worker's last name		first name		Marital Status	
Postal address - include postal code				Dependents	
Telephone - include area code			Sex	<input type="checkbox"/> M	<input type="checkbox"/> F
Social Insurance Number		General Hunting License Number			
Date of Birth		YY	MM	DD	Language
1. a) Accident Date					
YY		MM	DD	<input type="checkbox"/> AM	<input type="checkbox"/> PM
b) Did you have to stop working after your accident? If yes, when					
YY		MM	DD	<input type="checkbox"/> AM	<input type="checkbox"/> PM
c) When did you go to the doctor or nurse?					
YY		MM	DD	<input type="checkbox"/> AM	<input type="checkbox"/> PM
d) If you did not get medical treatment immediately, give reason					
e) Where did the accident happen?					
2. How did the accident happen and what injury did you receive? Be specific (i.e. lifting, or, if you fell, how far did you fall? State right of left, if applicable). State how long you have been doing this work. Attach extra sheets(s) if necessary.					
				Mark Injured Part	
3. Important - List any witnesses					
Name and postal address - include postal code			Name and postal address - include postal code		

PLEASE COMPLETE BOTH SIDES OF THIS FORM AND SEND  
IMMEDIATELY TO WCB



4. a) Give name of doctor/nurse			
b) Which hospital or nursing station did you go to, if any?		When?	YY MM DD
c) If you teeth were injured, give name of dentist			
5. a) Have you had a similar disability before?		<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes - explain
b) Have you had previous claims with this Board?		<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes - give dates and nature of injury
6. a) Are you back at work?		<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes - give date you returned to work
b) If no, when do you think you will be able to return to work? Provide the date you should be able to return			YY MM DD
c) If you worked since you were hurt provide the dates you did so		From YY MM DD	To YY MM DD
7. In the twelve months prior to the accident, what other employment earning or income did you receive?			
Name of Company	From YY MM DD	To YY MM DD	Total Earnings
Name of Company	From YY MM DD	To YY MM DD	Total Earnings
Name of Company	From YY MM DD	To YY MM DD	Total Earnings
8. Amount of income from commercial harvested renewable resources (i.e. sales of wild meat, fish, fur sales, etc.)		From YY MM DD	To YY MM DD
			Total Earnings
9. Additional information or comments			
<p>I declare that the information I have given on this form is true and correct and I elect to claim compensation for the above mentioned injuries or disease. This will authorize the Board and boards of review to obtain or view, from any source whatsoever, including records of physicians, qualified practitioners or hospitals, a copy of records pertaining to examination, treatment, history and employment of the undersigned. I understand it may be a criminal offence to knowingly make a false claim or to work and earn income while receiving workers' compensation without advising the Board. Failure to complete all sections may result in delay of the administration of my claim.</p>			
<p>Signed at _____ Date _____ Signature _____</p>			
<p>Any personal information, as defined by the <i>Access to Information and Protection of Privacy Act</i> (ATIP), requested herein is for the purpose of administering the <i>Workers' Compensation Act</i> and is authorized by the Act.</p> <p>For more information, please contact the WCB ATIP Co-ordinator at 1-800-661-0792 or 1-867-920-3888.</p>			

Head Office: Box 8888 • Yellowknife, NT X1A 2R3 • Telephone: (867) 920-3888 • Toll Free: 1-800-661-0792 • Fax: (867) 873-4596

or

☐ Box 669 • Iqaluit, NT X0A 0H0 • Telephone: (867) 979-8500 • Toll Free: 1-877-404-4407 • Fax: (867) 979-8501

☐ Box 368 • Rankin Inlet, NT X0C 0G0 • Telephone: (867) 645-5600 • Toll Free: 1-877-404-8878 • Fax: (867) 645-5601



## Northwest Territories Human Rights Commission

### The Complaint Form

- Complete this form to file a complaint. **Part I** of the form is for basic information, **Part II** is for details. Contact the Commission for more information or for help.
- The Human Rights Commission will use the information on this form to investigate your complaint.
- If you move, please call the Commission with your new address. If you do not tell us your new address, your complaint may be dismissed.
- Do you need this document in another language, large print, audio, or e-mail? Contact the Commission.

### Part I – Basic Information

#### 1) Who experienced the discrimination?

Name: \_\_\_\_\_

Mail address: \_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

#### 2) What person or group discriminated against you?

Name of company: \_\_\_\_\_

Name of individual: \_\_\_\_\_

Mail address: \_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

## Part I – Basic Information (continued)

### 3) How were you discriminated against? Check ☒ all that apply.

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Race            | <input type="checkbox"/> Creed                    | <input type="checkbox"/> Marital status   | <input type="checkbox"/> Family status         |
| <input type="checkbox"/> Colour          | <input type="checkbox"/> Religion                 | <input type="checkbox"/> Gender identity  | <input type="checkbox"/> Family affiliation    |
| <input type="checkbox"/> Ancestry        | <input type="checkbox"/> Disability               | <input type="checkbox"/> Age              | <input type="checkbox"/> Political belief      |
| <input type="checkbox"/> Ethnic origin   | <input type="checkbox"/> Sex                      | <input type="checkbox"/> Social condition | <input type="checkbox"/> Political association |
| <input type="checkbox"/> Place of origin | <input type="checkbox"/> Pardoned criminal record |   | <input type="checkbox"/> Sexual Orientation    |
| <input type="checkbox"/> Nationality     |   |   |  |

### 4) Where did the discrimination take place? Check ☒ all that apply.

- ☐ Work or looking for work
- ☐ Renting a home or workspace
- ☐ Joining a trade union or professional group
- ☐ Public services like stores, offices, schools, health services
- ☐ Printed things such as newspapers, pamphlets, magazines

### 5) When did the discrimination happen?

Just write down the date of the discrimination or the date of the last incident of discrimination.

---

## Part II - Details about your complaint

### How to fill out Part II

- Start at the beginning. List each time you were discriminated against. When did it happen? Who was involved? Where did it happen? What happened? Use point form. Include all the dates.
- Give details. What did people say or do that was discriminating? Try to write exactly what people said or did. What did you say or do to respond? Use quotation marks to show when the words are “exactly what a person said”.
- Why do you think this person or agency discriminated against you?
- Include copies of documents that relate to your complaint. These could be letters, a record of employment, rental agreements, medical papers, or other papers.
- **Sign your complaint and date it** on the bottom of the last page.
- If your complaint is about race, colour, ancestry, nationality, ethnic origin, or birthplace, tell us about your background. Say how it's connected to the complaint.
- If your complaint is about religion, faith, or spiritual beliefs, tell us about your religion or beliefs. Say how it's connected to the complaint.
- If your complaint is about disability, tell us about your disability. Say how it's connected to the complaint.
- If your complaint is about age, tell us your birth date.
- If you quit your job or were fired, tell us the names of people who talked to you about it.
- If you didn't get public services when you asked for them, tell us who is involved and where this happened.
- If someone refused to rent you an apartment or business space, tell us who is involved and where this happened.

## Part II – Details about your complaint

Your name: \_\_\_\_\_

This complaint is against: \_\_\_\_\_

Use point form. Use more pages if necessary.	
Date	Who was involved? What happened? Where did it happen?

\_\_\_\_\_  
Your signature

\_\_\_\_\_  
Date



***Not-For-Profit  
Organizations***

***Tuition Subsidy***



**The Department of Municipal and Community Affairs**

***Offers up to 50% off selected 2005/06 course fees at Aurora College\****

**FUNDING CONTRIBUTION APPLICATION**

The Department of Municipal and Community (MACA) recognizes and supports the voluntary sector in their efforts to help build effective and sustainable communities. Voluntary organizations rely on skilled unpaid and paid staff to manage their organizations. MACA supports building the capacity of the voluntary sector so they may better carry out their valuable work. Your application for financial assistance will be reviewed and assessed on the basis of receiving the following information.

**Complete and submit this page prior to the course:**

1. Name of organization \_\_\_\_\_ Name of Candidate: \_\_\_\_\_

Address of organization: \_\_\_\_\_

\_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

2. The amount of funding requested from Municipal and Community Affairs to offset the registration fees. The intent is to reimburse as much as 50% of the registration fees for a professional development course at Aurora College.

Grant Request \$ \_\_\_\_\_ Cost of the Aurora College Course \$ \_\_\_\_\_

3. The anticipated benefits you and your organization will derive from your participation in this program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I wish to apply for the following program:

\_\_\_\_\_ on \_\_\_\_\_ and \_\_\_\_\_  
*program date Aurora College acceptance*

Aurora College Subsidy Fund

*\* Please be advised that the courses considered for reimbursement need to be of value to the work being performed by the community organization.*

**TERMS AND CONDITIONS**

Once an amount of funding has been allocated to you, it is unavailable for someone else for the same program. For this and additional reasons we have the following conditions attached to all contribution allocations.

1. The contribution is awarded to the organization - payment is provided to the organization upon successful completion of the course.
2. The participant must complete the full course.
3. Should the intended participant not be able to attend, substitution by the organization is permitted - provided any pre-course work can be completed.
4. Cancellation (less than 2 weeks prior to the course start) and no-shows will result in your organization not being eligible for funding for that course and further contributions (through to March 31 of that fiscal year).
5. MACA has the right to limit the subsidy to one person and one course per year.

Should I receive this contribution, I agree to the terms and conditions above. (note: 2 signatures are required)

\_\_\_\_\_  
*Participant's signature*

\_\_\_\_\_  
*date*

\_\_\_\_\_  
*Organization chairperson's signature*

\_\_\_\_\_  
*date*

**Complete and submit this page and the previous page following successful completion of the course**

Completion of course \_\_\_\_\_

*Aurora College's signature*

\_\_\_\_\_  
*date*

Completion of course \_\_\_\_\_

*Aurora College – please print*

Complete the attached form and fax or mail back to:

**Cory Emsley**  
Youth and Volunteer Programs  
**Municipal and Community Affairs**  
Government of the NWT  
400, 5201-50<sup>th</sup> Avenue  
Yellowknife, NT X1A 3S9  
Tel: (867) 873-7988 Fax: (867) 920-6467  
e-mail: Cory\_Emsley@maca.gov.nt.ca

## Volunteer Development Fund Application Form



### VOLUNTEER DEVELOPMENT FUND 2005/06

#### APPLICATION FORM

The Department of Municipal and Community (MACA) recognizes and supports the voluntary sector in their efforts to help build effective and sustainable communities. Voluntary organizations rely on skilled volunteers and staff to manage their organizations. MACA supports building the capacity of the voluntary sector so they may better carry out their valuable work. Your application for financial assistance will be reviewed and assessed on the basis of receiving the following information.

#### PLEASE COMPLETE THE FOLLOWING:

1. Name of organization \_\_\_\_\_ Address of Candidate: \_\_\_\_\_  
  
Name of Applicant \_\_\_\_\_ Address of Applicant: \_\_\_\_\_  
(if different from above)  
  
Date of the Training Event: \_\_\_\_\_  
  
Address: \_\_\_\_\_  
\_\_\_\_\_  
  
Telephone \_\_\_\_\_ Fax \_\_\_\_\_ e-mail address \_\_\_\_\_
2. The amount of funding requested from Municipal and Community Affairs to offset costs associated with training is based on cost sharing of 50/50 to a maximum of one thousand five hundred dollars (\$1,500).  
(Eg: Total cost: \$900.00; Organization's Contribution: \$450.00; Grant Request: \$450.00)  
  
Grant Request \$ \_\_\_\_\_ Organization's Contribution: \$ \_\_\_\_\_ Total Cost: \$ \_\_\_\_\_  
(Fees and travel only)  
Budget details \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Name and describe the project.  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_



### Volunteer Development Fund Application Form

4. The anticipated benefits you and your organization will derive. (e.g. develop new skills)

---

---

---

---

5. Provide a short report on the project.

---

---

---

Complete the attached form and fax or mail back to:

**Cory Emsley**  
Youth and Volunteer Development  
**Municipal and Community Affairs**  
Government of the NWT  
400, 5201-50<sup>th</sup> Avenue  
Yellowknife, NT X1A 3S9  
Tel: (867) 873-7988 Fax: (867) 920-6467  
e-mail: Cory\_Emsley@gov.nt.ca

### TERMS AND CONDITIONS

Once an amount of funding has been allocated, it is unavailable to another organization. For this and additional reasons we have the following conditions attached to all contribution allocations.

1. The contribution is awarded to the organization - payment is provided to the organization upon successful completion of the project or training.
2. The applicant must complete the project or the course.
3. Should the intended participant not be able to attend (in the case of training) substitution by the organization is permitted - provided any pre-course work can be completed.
4. Incompletion of the project or training will result in your organization not being eligible for similar funding (through to March 31 of that fiscal year).

Should I receive this contribution, I agree to the terms and conditions above.

---

*participant's signature*

---

*date*

---

*officer of organization's signature*

---

*date*

# 2006 Wise Women Awards

## Nomination Form

You can answer these questions by writing out the information below, or by emailing us. If you would like help filling out the form, please feel free to call the Council staff toll-free at 1-888-234-4485, and they will help you.

**Please use one form per woman nominated.**

**Box 1:** It is important to provide the contact information of your nominee in order for the Council to recognize her contribution in the NWT.



1. Who would you like to nominate?

Name:

Address:

Phone number:



**Box 2:** Provide as much information as you can to help the Selection Committee have a better picture of the nominee's contribution to the betterment of your community and the NWT. Please feel free to use a separate sheet or sheets of paper if needed.



2. What has she done to improve the lives of women in your community?

**Box 3:** Let the Selection Committee know how long your nominee has worked in order for women and girls to have a better place in the community and the NWT.



3. How long has she been active in the community?

**Box 4:** List all the ways she inspired you and others to live a better life and to contribute to the betterment of your community.

4. Why is she a good role model?

**Box 5:** Notice that each nomination form needs to be signed by **two** nominators. Please do not forget to provide contact information so for both of you so that the Selection Committee can contact you if more information on your nominee needed.

**5. How can we reach you for more information?**

Your name:

Your address:

Your phone number:

Your e-mail:

Signature: \_\_\_\_\_

**5. How can we reach you for more information?**

Your name:

Your address:

Your phone number:

Your e-mail:

Signature: \_\_\_\_\_

**6. Send this form!**

You can send it by mail, email or fax:  
Status of Women Council of the NWT  
Box 1320  
Yellowknife NWT X1A 2L9

fax: 867-873-0285  
email: [council@statusofwomen.nt.ca](mailto:council@statusofwomen.nt.ca)



**Nominations must be received by Council before  
noon, February 17, 2006.**



# Aboriginal Language Teacher Training



Aurora College, in partnership with the Divisional Education Councils, is offering courses from the Aboriginal Language and Cultural Instructor Program between January and March. These courses are open to people who are interested in teaching one of the NWT Aboriginal languages either in schools or in early childhood programs. The following courses will be offered:

## Inuvik

- Language Development Through Traditional Outdoor Education  
(Tentative date: Feb 7 - 18)
- Curriculum Planning for Northern Teachers  
(Tentative date: Mar 7 - 18)

## Fort Simpson

- Teaching the Aboriginal Language as a Second Language  
(Tentative date: Feb 6 - 17)

## Yellowknife

- Teaching Aboriginal Languages Through the Arts  
(January 30 - February 11)
- Curriculum Planning for Northern Teachers  
(February 17 - March 3)

## Fort Smith

- Curriculum Planning for Northern Teachers  
(February 13 - 24)

## Hay River

- Curriculum Planning for Northern Teachers  
(February 6 - 10 and March 6 - 10)



**AURORA  
COLLEGE**

For more information contact:  
Steve Lafferty,  
ALCIP Coordinator, Aurora College  
Call: (867) 872-7593

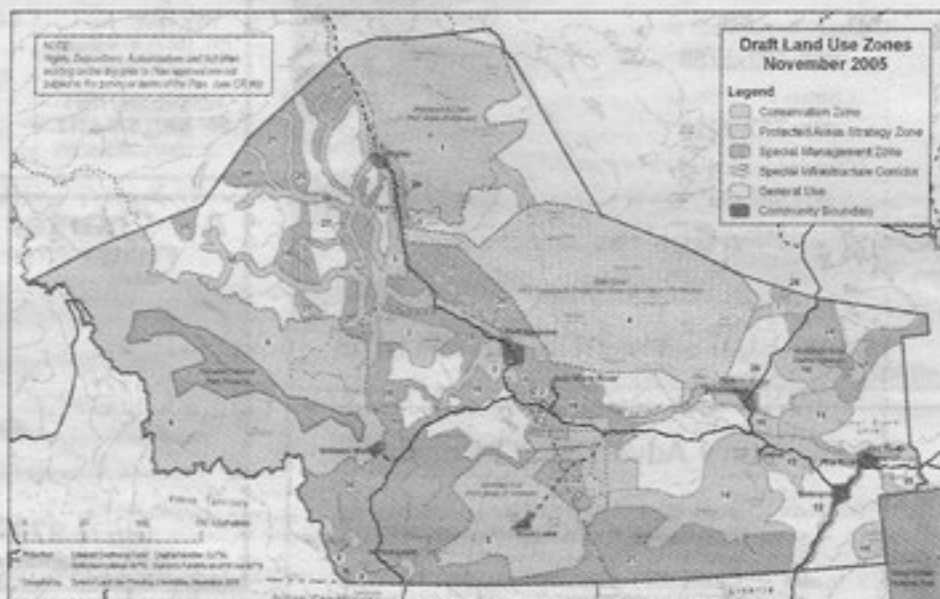
**WHEN:** February 7th – 9th, 2006  
**TIME:** 9:00 am – 5:00 pm  
**WHERE:** Hay River Reserve  
 Chief Lamallice Complex



The Dehcho Land Use Planning Committee (DCLUPC) is holding the 2nd Regional Forum to review the Revised Draft Dehcho Land Use Plan and Background Report. The Plan explains where land will be protected, where development can take place and sets terms to guide development.

The Regional Forum provides an opportunity for communities, governments, businesses, and other organizations to tell the Committee how the land and resources in the Dehcho should be used. Participants will be asked to present their comments on the Revised Draft and suggest revisions. This is the final opportunity to provide input into the planning process before the Plan is submitted for approval.

For more information, or to get a copy of the Information Package, please call Sophie at (867) 699-3162 or visit our website at [www.dehcholands.org](http://www.dehcholands.org). Tell us what you like, what you don't like, and how it needs to change.





## **HAVE A SAY IN YOUR LAWS**

### **PUBLIC REVIEW**

### **BILL 14, *PUBLIC AIRPORTS ACT***

The Standing Committee on Governance and Economic Development will be conducting a public review of Bill 14, *Public Airports Act* on **Wednesday, January 18, 2006.**

This Bill gives the Minister authority over a number of matters at public airports, such as traffic, commercial activity and user fees.

Written submissions are encouraged and should be received by the Clerk's Office **no later than 5:00 p.m., Friday, January 13, 2006.**

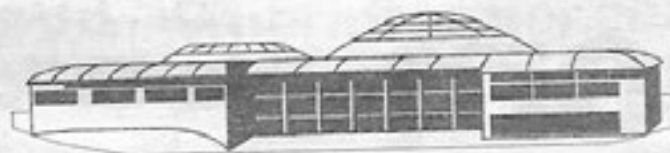
Persons wishing to appear before the Committee to make an oral representation on Bill 14 should contact the Clerk's Office **no later than 5:00 p.m., Friday, January 6, 2006.**

Copies of the Bill can be found at:

**[www.assembly.gov.nt.ca/HouseBusiness/Legislation/Summaries15-4.htm](http://www.assembly.gov.nt.ca/HouseBusiness/Legislation/Summaries15-4.htm)**

or may be obtained from the:

Clerk's Office  
Legislative Assembly of the NWT  
P.O. Box 1320  
Yellowknife NT X1A 2L9  
Phone: 867-669-2299  
1-800-661-0784  
Fax: 867-873-0432  
1-800-661-0879  
E-Mail: [clerks@gov.nt.ca](mailto:clerks@gov.nt.ca)







## **GNWT Justice and NorthWays Consulting presents**

# **A PARENT'S GUIDE TO Helping Children Through Separation & Divorce**

- is a workshop for parents involved in separation, divorce and/or co-parenting
- provides information about the legal process of separation or divorce including custody, access and child support
- provides information about the effects of separation and loss on children, parents and families
- encourages the use of Parent Plans to make supportive decisions

**Choose from any one of the following sessions:**

**Friday, February 3, 2006: 1:00 - 5:00PM**

**Saturday, March 25, 2006: 9:00AM - 1:00PM**

Yellowknife, NWT, Northern United Place 2nd Floor,

**To register or for more information:**

Lori at 873-2473



## Notice To All Employers

If you have not submitted your Employer's Payroll Statement for 2005 and Estimate for 2006, the deadline for submission is **February 28, 2006**.

You are required to complete all the three pages of your Employer Payroll Statement.

Please ensure that all three pages of the Employer's Payroll Statement and the Estimate for 2006 are fully completed and submitted by February 28, 2006.

Nunavut Employers please fax your returns to **867-979-8501**

NWT Employers please fax your returns to **867-873-4596**

## DID YOU KNOW?

A penalty of 15% of your provisional assessment will be levied for the late submission of your Employer Payroll Statement.

The image shows a stack of forms. The top form is titled "Employer's Payroll Statement for 2005 and Estimate for 2006". It contains various sections for employer information, payroll details, and a table for employee data. A line points from the text "three pages of the Employer's Payroll Statement" to the top form.



## IMPORTANT NOTICE

Northwest Territories: 1-800-661-0792  
Nunavut: 1-877-404-4407

[www.wcb.nt.ca](http://www.wcb.nt.ca)  
[www.wcbnunavut.ca](http://www.wcbnunavut.ca)





# AFN ECHO

PUBLISHED BY THE ASSEMBLY OF FIRST NATIONS

Vol. 3, No. 1  
January/February 2006

## AFN launches Environmental Recognition Awards Program

The Assembly of First Nations (AFN) is planning a national annual environmental recognition awards program to recognize the outstanding work of First Nations individuals, groups, businesses and communities to protect the environment through innovative initiatives.

This year's program will be implemented in early 2006 and will culminate in an awards ceremony at the AFN's Annual General Assembly (AGA) to be held in Vancouver, BC, July 11-13, 2006. By gathering and sharing information on environmentally-conscious projects undertaken by First Nations people, it is hoped that environmental awareness will be more widely encouraged among all First Nations.

Another important goal of the program is to encourage the revitalization of traditional First Nations principles and approaches in interacting with the environment. In order to achieve this goal, four broad categories were developed to organize this year's nominations. The categories, earth, air, water, and "re, were chosen to reflect First Nations' traditional modes of honouring the environment. In order to accommodate the widest variety of projects, the exact interpretation of these categories will be left up to the nominees to explain within their

applications. For example, a renewable energy project involving solar power might fall under the "re category. Similarly, volunteer "re "ghters incorporating environmental considerations into their operations might also choose to submit their project under "re .

Within each of the four broad elemental categories, a number of award recipients will be chosen. These recipients will be chosen from a variety of demographic backgrounds including: individuals, communities, businesses, youth, women, and elders. A selection committee will be assembled to consider all nominations and select award recipients. The committee will be composed of various individuals with relevant experience and from differing backgrounds. In evaluating the nominations, the committee will consider numerous factors including the resources available to implement projects, creativity, and effective incorporation of traditional approaches in the modern context. All applicants will be recognized via a "nal publication to be delivered during the AGA. The award recipients may also have the opportunity to travel to the AGA to receive their awards.

*Continued on page 3*

### In this Issue:

National Chief's Message  
Public Health Framework  
Child welfare system  
Mikisew Supreme Court case  
• Healthy Land, Healthy People  
Q quilt  
Event Listings

The AFN Echo is the official newsletter of the Assembly of First Nations, the national organization representing First Nations citizens in Canada.

The AFN Echo provides a forum for the exchange of information and communication between the AFN and its regional offices, First Nation communities and organizations and other interested parties. Its initial publishing schedule is bi-monthly.

We invite readers to send in comments or suggestions.

Assembly of First Nations  
Communications Unit  
473 Albert Street, Suite 810  
Ottawa, ON K1R 5B4

Tel: (613) 241-6789 ext. 258  
Fax: (613) 241-5808  
www.afn.ca

ISSN: 1710-9396  
© AFN 2006

# Environmental Recognition Awards

*Continued from page 1*

By drawing attention to the many First Nations people across the country engaged in environmental protection, the AFN hopes to promote environmentally conscious activities among First Nations. This program was inspired by the Federation of Canadian Municipalities-CH2M Hill partnership which delivers the Sustainable Community Awards program where communities are recognized for their achievements • making positive change for a healthier tomorrow.Ž

The AFN Environmental Recognition Awards program is currently seeking support from various potential partners and sponsors, including the federal government, private industry and non-governmental organizations.

This initiative reflects the National Chief's agenda within the • Ten-Year ChallengeŽ. National Chief Fontaine recently stated, • I have issued a Ten-Year Challenge to the First Ministers to work with us to close the gap in the quality of life between First Nations and other Canadians. One of the "first steps is addressing these critical and urgent priorities to ensure we have healthy citizens and healthy communities.Ž This statement reflects the National Chief's commitment to promoting sustainable communities ... a central goal of the Recognition Awards Program.

For further information, please contact David Gorman or Johanna Lazore at (613) 241-6789 or visit [www.afn.ca](http://www.afn.ca), in March, to download an application form.

By drawing attention to First Nations people across the country engaged in environmental protection, the AFN hopes to promote environmentally-conscious activities among First Nations.

## National Chief's Message

*Continued from page 2*

on an agenda aimed at getting results that honours the Conservative legacy of the Royal Commission on Aboriginal Peoples by honouring its recommendations.

To outgoing Prime Minister Martin, I want to personally acknowledge your commitment and your efforts to improve the lives of First Nations and all Canadians. Your approach of constructive and cooperative engagement has led to establishing of a template for future relations between our people and Canada. Your long career as a Parliamentarian is to be acknowledged with great respect.

To Mr. Duceppe and Mr. Layton, and the members of the opposition, it is clear that the influence you hold will be vitally important in this minority government. I look forward to seeing the continued support of your parties for the issues that matter to First Nations. You have stood with us before. We hope you will stand with us again. To all Canadians, we say that now is the time for action on our long-standing issues so we can build a better Canada for all.Ž

Phil Fontaine, National Chief



ARCTIC ENERGY ALLIANCE

## **ENERGY ACTION AWARDS 2004**

### **energy efficiency**

#### **WINNER PROFILE**

**The Morton family of Yellowknife is recognized for the endless work which they have completed this year in making their home energy efficient and providing environmental education for their daughter. Their actions show dedication in practicing energy efficiency.**



ARCTIC ENERGY ALLIANCE

## **ENERGY ACTION AWARDS 2004**

### **renewable technology**

#### **WINNER PROFILE**

**Boreal Sun Properties of Fort Smith, has shown commitment to clean energy practices by linking its buildings with a solar walkway that provides solar energy and adds comfort. Converting the heating system to an energy efficient wood-burning system has eliminated the electrical boiler backup usage by 90%. Having an anti-idling policy testifies to the company's commitment to sustainable transportation and saving on greenhouse gas emissions. Dedicated to renewable technology development, Boreal Sun Properties has shown its commitment to clean energy.**



ARCTIC ENERGY ALLIANCE

## **ENERGY ACTION AWARDS 2004**

### **energy awareness**

#### **WINNER PROFILE**

**Ms. Rebecca Aylward, a teacher from Hay River, has shown her commitment to conserve energy by participating in actions that reduce greenhouse gas emissions such as turning down the heat and using extra blankets and layering clothing. Rebecca and her co-workers use car-pooling, covering 40 km per day to and from work. By making these adjustments to her everyday life she sets an example to all.**







Certain strains of bacteria produce a gas when they digest biomass, such as animal manure or municipal sewage, in the absence of oxygen. When the bacteria digest the biomass, they produce what is called biogas, which is composed primarily of methane and carbon dioxide. Biogas can be cleaned and used to replace natural gas as a fuel for the production of heat or electricity, or as a transportation fuel. The organic residue remaining at the end of the digestion can be further processed to make an excellent compost or soil conditioner for the garden. Can you find the methane digester on the poster?



The sun's energy can also be used to heat different types of buildings. We all know how hot it can get sitting in the classroom in the middle of May

or June on a sunny day. However, many buildings can benefit from this energy in the fall and winter. The most common solar air heating system is the Canadian designed Solarwall®. Dark metal cladding is mounted over a south-facing wall of a building. Sunlight hitting the cladding warms the air near its surface, and the heat is then drawn through thousands of little holes in the cladding into the building. Search the Internet for Globalw@ll and see what you can find out about this Canadian technology.



Tidal power is energy extracted from ocean tides. The ocean, through the continuous movement of water in the form of waves and tides, embodies a huge amount of naturally occurring physical energy. One way to harvest this energy is to generate electricity by tapping ocean water in reservoirs at high tide and release it through hydro-electric turbines as the tide goes out. Did you know that the Bay of Fundy in eastern Canada has the highest tides in the world? Can you locate the tidal power plant in Canada?



Wind energy was used to pump water long before the discovery of electricity. There are about one million wind-driven water pumps in the world. There are two types of wind pumps: mechanical and electrical. On the poster you will find mechanical wind pumps that are often used on farms to irrigate crops or provide water for farm animals. Find out how these systems work and where they are used.



Large wind turbines are used to generate electricity. To give you an example of the size of these turbines, the tower height alone can vary from 60 to 100 metres and the diameter of the blades from 30 to 60 metres. The turbine, including the tower, can weigh as much as 150,000 kg. You will find thousands of these turbines in the world. Do you know where you can find large turbines in Canada?

To order additional copies of this fact sheet and poster, please contact:  
Natural Resources Canada  
Renewable and Electrical Energy Division

Ottawa ON K1A 0S9  
C/O DLS  
Toll free 1 800 367-2000  
Fax: (819) 994-1498  
You can also obtain a copy of this fact sheet and view the accompanying poster by visiting our Web site at  
<http://www.nrcan.gc.ca/es/erb/reed>.

Cette brochure est aussi disponible en français sous le titre :  
Cap d'éolier sur les énergies renouvelables ÉCOCitix naturel !  
Inventory number: M2701-1385E



# Renewable Energy



Canada



Municipal solid waste is composed of approximately 66 percent organic material, including wood, food and non-recyclable paper. When placed in a landfill, this waste decomposes and generates a gas called landfill gas. This gas is composed mostly of two other gases: methane and carbon dioxide. Only the methane gas is used to generate electricity for sale to electric utilities. It is also sold to clients for the generation of thermal (heat) energy. Does your municipality have a municipal solid waste plant?



Ethanol is an alcohol that can be used as a fuel. It is made by fermenting sugars that are obtained from the starch components of grains such as corn and wheat. Ethanol is used in the production of chemicals and plastics, and more recently as a transportation fuel for vehicles. E10 is a blend of 10 percent ethanol and 90 percent gasoline. Over 950 gas stations across Canada offer E10. Look for it at your local gas station.



Hydraulic power is a renewable energy source that comes from the movement of water. At a hydroelectric plant, whether small or large, you will find turbines and generators that convert the energy in falling water into electricity. Find out where in Canada hydro-electric plants are located.



Solar electric (photovoltaic) systems convert the light from the sun into electricity. These systems are normally composed of panels that are connected to other components such as switches, meters and batteries. In Canada, photovoltaic systems are used mostly in remote areas to provide electricity for cottages, telecommunications equipment, water pumping on farms and navigational aids. Take a look at the poster and find the solar electric system that is used for pumping water (hint: find the cows). Keep an eye open and see if you can locate solar electric systems in your area.



The sun can also be used to heat water for your house and swimming pool. Solar water heating systems are often located on the roofs of homes or structures facing south. There are many benefits to solar water heating systems. They are environmentally friendly, since all the energy comes from the sun, and the energy is free. A solar water heating system can provide up to half of the hot water for a family of four, depending on the size of the system and how much hot water the family uses. Ask your friends if they have a solar water system or look around your neighbourhood to see if you can find one.



Waves are caused by the transfer of energy from wind to sea. The motion of the waves can be used to generate mechanical or electrical energy. Canada has no wave power plants. Do you know which countries do?



Small wind turbines are mostly used in areas where there is no access to electricity from power lines. They can be used to generate electricity for remote cottages, houses and telecommunications equipment. They come in various sizes and shapes. Look on the Internet or in your library and find out about small wind turbines and how they are used.



Small pieces of wood or chips, sawdust and tree bark make an excellent fuel for heating buildings and generating electricity. This fuel is often produced in sawmills during the manufacturing of lumber for construction, furniture, doors and pallets. Did you know that wood waste is one of the most widely used renewable energy sources in Canada?



Many Canadians use firewood to heat their homes during the fall and winter. Wood stoves and fireplaces are the most common types of residential wood-burning appliances. The wood is often stored by the side of the house, in the garage or in a shed. Look around your community to see where people store their firewood.



Did you know that thanks to the sun's energy the temperature of the ground is fairly constant below the frost line? Depending on where you live in Canada, the temperature of the ground can vary between 5 and 10 degrees Celsius throughout the year. This means that the ground is warmer in the middle of winter and cooler in the middle of summer than the outside air. This constant temperature is ideal for a ground-source heat pump system, which uses a series of buried pipes to transfer the heat from the ground into a building in the winter. In the summer, the system is reversed to transfer heat out of the building into the ground. Find out whether homes or buildings in your community use a ground-source heat pump for heating and cooling.



**Northwest Territories  
Human Rights Commission**

## **The Complaint Guide**

### **What is a human rights complaint?**

The *Human Rights Act* says we may file a complaint if we believe a person or agency broke the law and discriminated against us. The complainant is the person who files the complaint. The respondent is the person or agency the complainant believes discriminated against them.

Example: Mary is a trade union welder. She doesn't get a job at the local mine. Mary believes the mine didn't hire her because she is a woman and has two small children. She files a complaint against the mining company. Mary is the complainant. The mining company is the respondent.

### **How does the complaint process work?**

#### **There are 5 possible steps:**

- The complainant fills out the complaint form and sends it to the Human Rights Commission.
- The Human Rights Commission reviews the complaint. They need to make sure the *Human Rights Act* covers the discrimination. If it does, the complaint will proceed. If it doesn't, the complaint stops here.

If the complaint goes ahead, the Commission contacts the respondent. The respondent gets a copy of the complaint.

- The Commission may appoint a mediator. The mediator's job is to discuss the complaint with the complainant and the respondent, and to look for solutions. The complainant and the respondent may each bring a support person to mediation meetings. The support person might be a friend, relative, lawyer, or other advocate.

People share information during mediation. It is confidential. If the complainant and respondent agree on a solution, the complaint ends here. If they don't, the complaint moves to the next step.

- The Commission investigates the complaint if mediation doesn't work. The reason they investigate is to get more information about both sides of the story. The investigator interviews witnesses and gathers information.

The investigator writes a report about what they find out. The complainant and the respondent read the investigator's report. They can respond to the report before the Commission decides to dismiss the complaint or have a hearing.

- If there is a hearing, an adjudicator oversees the hearing. The adjudicator listens to the complainant, the respondent, and witnesses. The adjudicator decides if the respondent broke the law. If they didn't, the adjudicator dismisses the complaint.

If the respondent broke the law, the adjudicator may order them to stop the discrimination. They may also order the respondent to pay the complainant for lost wages, benefits or hurt feelings.

## **How long does the complaint process take?**

The complaint process can last 2 to 12 months. It will take less time if mediation settles the complaint and more time if there is a hearing or a lot of information and witnesses.

## **What other rules does the complaint process have?**

1. A complaint must be filed within 2 years from when the discrimination happened.
2. The person who filed the complaint may withdraw it any time.
3. The complaint must be about discrimination in the NWT.
4. No one pays money to the Commission to file a complaint.
5. The complainant can't be fired, evicted, expelled, or punished in any way because of the complaint.
6. The complainant can appeal a decision to dismiss the complaint. The complainant or the respondent can ask the NWT Supreme Court to review the Commission's decision.

Do you need this document in another language, large print, audio, or e-mail?  
Contact the Commission at 1-888-669-5575.



## **Mediation**

### **What is mediation?**

Mediation is a voluntary way of resolving human rights complaints. Mediation is offered when the NWT Human Rights Commission first accepts a complaint. Mediation is available at any time during the complaint process.

It is important to note that during mediation, there is no assessment of the merits or validity of the complaint.

### **What are the advantages of mediation?**

Mediation allows the two sides of the complaint (the “parties”) to get a better understanding of each other’s positions. It can improve communications and can help reach solutions that lead to better relations.

Mediation is flexible. It allows the parties to deal with the issues and also to deal with what may have caused them. Mediating a complaint as soon as possible can help avoid delays. Finally, both parties are in control of what decisions are made about the complaint, rather than having a decision imposed by a third party.

### **How does mediation work?**

During mediation, the parties:

- speak to a trained, impartial mediator about the complaint
- explore what they would like to see come out of the complaint
- decide whether to meet together in the same room or to make other arrangements
- participate in settlement discussions with the mediator acting as facilitator

The discussions in mediation are **confidential** and “without prejudice”. This means that anything said during mediation cannot be used in any other legal process. The information shared during mediation cannot be used if the complaint goes to investigation or to a hearing. This lets both parties speak freely and not worry about how the information can be used in the future. Finally, settlements are made “without admission of liability”. This means that the parties do not admit wrongdoing just because they are settling the complaint.



## Who are the mediators and what do they do?

Mediators work for the Commission as employees or contractors. They have training and experience in mediation and human rights issues. Mediators guide discussions and encourage parties to look at the advantages and disadvantages of options for resolving the complaint. Mediators do not give advice or take sides. Mediators have no authority to make decisions.

## What might a settlement include?

The purpose of the NWT *Human Rights Act* is to resolve human rights problems and prevent them from happening again. During mediation parties can explore a broad range of solutions. For example, training, lost wages, reinstatement in a position, getting the opportunity that was lost or an apology, or financial compensation. If the complaint involves a discriminatory policy, the settlement could include changing the policy or putting new procedures in place.

## What happens when parties reach a settlement?

The mediator prepares a written agreement that describes what each party agreed to. Both parties sign the agreement. The agreement is given to the Director of Human Rights. The Director closes the file and no further action is taken on the complaint. If a party notifies the Commission that the settlement agreement is breached, the Director can reopen the complaint.

## What happens if there is no settlement?

If there is no settlement, the complaint could go to investigation. There is no penalty for refusing to mediate, or having tried mediation with no agreement being reached. After investigation, the Commission will decide whether to dismiss the complaint or refer it to the NWT Human Rights Adjudication Panel for a hearing. A complaint can go back to mediation at any time even if there was no settlement in earlier attempts to mediate.

## The NWT *Human Rights Act* forbids anyone from threatening, intimidating or discriminating against somebody who gives evidence or helps during a complaint.

Din zereht'is begha bek'ur'ya hurutn de din rukki bets'in yotki (yoht) 1-888-669-5575.

Kloway ka kahtinamihk oma kwayaskomowewin oma kotak tansi ka isipikiskwehk, mahti tepwäsiwewin 1-888-669-5575.

De wegondä yab'ladj k'e etaatia dahwq de jö gts'q gahde 1-888-669-5575.

Je gwandak znt zhe gnjk zhit gwik'it ynohtan j', je ihdchh ts'it gnohkhe 1-800-669-5575.

Piomayukupat naonaitkotinik allakot okaozikot, hivayakdogit 1-888-669-5575.

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Umunga kangigihukkufti ugauhit atlagiktut quqsaivikran 1-888-669-5575.

Dene xadik'e xade hüwäh7q yerahwq nidé düle hered 7uditai ts'é gahda 1-888-669-5575.

Dene k'eh gots'endeh edqch'ejj enahthé ende, edhjo gots'ej edahlu, 1-888-669-5575.

To receive this information in another language, please call 1-888-669-5575.

Pour obtenir cette information dans une autre langue, veuillez composer le 1-888-669-5575.

# **The Northwest Territories Volunteer Support Initiative**

## **The Vision**

The vision of the Northwest Territories Volunteer Support Initiative (VSI) is strong volunteers and voluntary organizations, who actively participate with, and are respected and supported by governments, businesses and others in the voluntary sector to:

- Advocate for and respond to local needs;
- Improve social, economic, cultural and environmental conditions; and
- Enhance the quality of life in the Northwest Territories (NWT).

## **The Principles**

The following principles underlie the NWT VSI.

1. Every NWT resident has the opportunity and support to volunteer for the betterment of his or her community.
2. The personal, family and community benefits of volunteering are promoted widely.
3. Volunteers are developed, nurtured and encouraged by families, communities and organizations, who take responsibility for, and reinforce the ethic of sharing, giving and helping.
4. Every voluntary action or contribution is valuable whether given formally or informally, individually or through an organization, sometimes or all of the time, in big or small ways, or visibly or invisibly.
5. Every voluntary action or contribution is honoured and respected.
6. Voluntary action or contribution is as valuable as action that is financially compensated or contributions that are required.
7. Volunteers and voluntary organizations are recognized and valued by governments, businesses and other members of the voluntary sector, and the general public.
8. The voluntary, public and private sectors play equally important roles in maintaining healthy communities.



## Scope

The scope of the NWT VSI includes individual volunteers and voluntary organizations that serve and benefit NWT residents. It also recognizes the informal but important contribution people make in giving of their time to make their communities better places to live.

## The Goals and Objectives

The NWT VSI Action Plan has four goals.

1. Address the challenges of recruiting, retaining, recognizing and rewarding volunteers by:
  - raising public awareness and understanding of volunteering, and
  - promoting active participation and good citizenship through volunteering.
2. Build capacity among volunteers and voluntary organizations to advocate and respond to community and social service needs by:
  - strengthening and expanding the skills and knowledge of volunteers and voluntary organizations, and
  - seeking financial stability within voluntary organizations.
3. Promote and strengthen healthy and equal relationships within the voluntary sector and with the government and business sectors including Aboriginal organizations in each sector by:
  - launching new ways of working with communities, and
  - recognizing and protecting the voluntary sector's basic role in promoting active citizen participation in society, and advocating for and influencing change in public policy, programs and legislation.
4. Facilitate connections and relationships within the NWT's voluntary sector and connect the sector with federal initiatives that support volunteers and voluntary organizations by:

- linking GNWT and federal government voluntary sector support initiatives.

The NWT VSI Action Plan will be the vehicle through which these objectives will be implemented. An annual report will measure the outcomes of the NWT VSI Action Plan and report on the success to NWT residents.





## 8 Steps - the Protected Areas Strategy Process



<b>STEP 1</b>	Identify the main areas of land your community or region wants to protect.
<b>STEP 2</b>	Prepare, within your region, a proposal for a protected area. Get support from community and regional organizations.
<b>STEP 3</b>	Regional and government review of the proposal. Send the proposal to a sponsoring agency.
<b>STEP 4</b>	Apply for short term (5 year) protection for the candidate area, if needed.
<b>STEP 5</b>	Study and assess the ecological, cultural and economic values of the candidate protected area. Write a final proposal for the area.
<b>STEP 6</b>	Apply to sponsoring agency to set up an official protected area.
<b>STEP 7</b>	The sponsoring agency approves and sets up the protected area.
<b>STEP 8</b>	In partnership, implement, monitor and review the protected area.

# How Can the Protected Areas Strategy Work with Land Use Planning?



## WHAT IS LAND USE PLANNING?

Land use planning is a tool that land claims groups and other agencies use to help manage the land. A land use plan sets out what activities we allow on different areas of land. It helps define when and how those activities can happen.

## How can the PAS and Land Use Planning Work Together?

	<b>Land use planning (LUP)</b>	<b>Protected Areas Strategy (PAS)</b>
<b>Timing of protection</b>	Usually offers short-term protection, often for a five-year period, but may be for longer periods.	Can offer long-term protection for special areas people identify through a LUP or through other ways.
<b>Type of protection</b>	Offers more flexible protection. An exception to the LUP may be approved by the Planning Board. Changes to the LUP may be allowed but must be approved by the groups that signed it (Aboriginal, federal and territorial governments). All decisions are made in consideration of community wishes.	Offers secure protection that is less flexible. Under the laws used to protect land for the long-term, it is hard to change things such as boundaries or the type of activities allowed.
<b>PAS builds on Land Use Planning</b>	Identifies and gathers a wide range of information about special areas of land people want to protect.	Uses information from the LUP process to move an area of land through the PAS process.



# Third Party Interests and the Protected Areas Strategy



## WHAT IS A THIRD PARTY INTEREST?

A person or company has a third party interest when they have the legal right to carry out some kind of activity on an area of land. Different levels of government give a person or company these rights.

Legal rights to land include:

- Mineral claims and leases,
- Oil and gas exploration licences,
- Leases or private land for business or homes, and
- Outfitting or guiding licences.

Some third party interests such as outfitting, recreation leases or rural homes may fit well with the Protected Area's objectives. Some third party interests, such as oil and gas or mineral development, may not fit well with these objectives.

## EXISTING THIRD PARTY RIGHTS ARE RESPECTED

The Protected Areas Strategy (PAS) aims to:

- Where possible, select lands without third party interests.
- Where there are third party interests, identify them early in the PAS process.
- Find cooperative solutions with third party interest holders.
- If necessary, apply the Guidelines for Third Party Compensation to deal fairly with any third party interests.

## WHAT HAPPENS TO THIRD PARTY INTERESTS DURING INTERIM PROTECTION?

People with third party interests can continue their activities during interim protection. They can get new leases and renew leases where mineral rights already exist. They can get land use permits. They must meet all their legal duties and conditions.

## WHAT HAPPENS TO THIRD PARTY INTERESTS IN LONG TERM?

When the PAS process involves an area of land with third party interests, cooperative solutions with third party interest holders are sought. The **Guidelines for Third Party Compensation** may also be used. The objectives of the Guidelines are to:

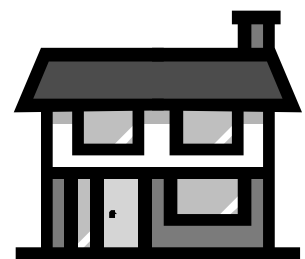
- 1) Set out how the PAS tells a third party about a possible conflict.
- 2) Set out the basis on which a third party might receive compensation.
- 3) Outline a process for the third party and the sponsoring agency to negotiate a settlement.





## TIPS FOR MAKING YOUR HOME SMOKE-FREE

- ✓ Tell your family members and visitors why smoking is not allowed in your home anymore.
- ✓ Put up signs in your home that read, "This is a smoke-free home".
- ✓ Set up a smoking area for family, friends and visitors somewhere outside your house, if you like. You could set it up on the deck or balcony or just outside the front or back door.
- ✓ Negotiate with members of your family who smoke about when or where smoking is okay. For example, you could agree that there will be no smoking in the car when non-smokers are along.
- ✓ Remember your reasons for quitting smoking. Those are good reasons to create places in your life that are smoke-free.





## **Media Release**

### **WCB Warning: Bear Attack Hazards**

**Yellowknife, NT (May 9, 2005)** – Last year three workers at a mine in the Northwest Territories were attacked by a grizzly bear. One was seriously injured and required extensive medical treatment. The Workers' Compensation Board of the Northwest Territories and Nunavut would like to warn all workers and employers of the hazards of bears.

Grizzly and black bears are found frequently near mine and exploration sites throughout most of the NWT and Nunavut. Polar bears normally are found near the coasts and the High Arctic.

When workers' activities take place where bears may be encountered, employers are required by the Industrial Safety Act, to take all reasonable precautions and adopt all reasonable techniques and procedures to ensure the health and safety of every person in his or her establishment. The Mine Health and Safety Regulations require employers to protect the workers' safety by developing and implementing a bear safety program.

Workers' must receive education and training on how to work safely in an environment where bears are present. The bear awareness component program of their Occupational Health and Safety program should include the following topics:

- Information about bears
- Ways to avoid bears
- Means to control bears
- Ways to survive a bear attack
- Safety in a camp

For more information on bears and safety around bears, please contact the WCB Safety division.

- 30 -

**For more information, contact:**

**Dave Grundy**

Manager, Communications and Information  
Workers' Compensation Board of the  
Northwest Territories and Nunavut  
Tel: (867) 669-4442

**Tanya Fraser**

Communications Officer  
Workers' Compensation Board of the  
Northwest Territories and Nunavut  
Tel: (867) 669-4443

## Sample Documents

### Activity Four - Write the first draft

Activity Four has two sets of sample documents for Practice Exercise 1, Part 4.

#### List of Sample Documents - Activity Four

#### Practice Exercise 1, Part 4

**First**, participants look at two versions of the same document. They identify what words, sentences, and paragraphs changed and why they changed.

Choose one set.

- Memo from Pinehill Childcare Centre, Riverview, NWT (1 page + 1 page)
- Memo from Recreation Coordinator, Riverview, NWT (1 page + 1 page)



**Second**, participants look at a writing sample that needs some changes to the words, sentences, and paragraphs.

Choose one sample.

- Diavik article (2 pages)
- Composting (2 pages)
- NWT Electoral Boundaries Commission (3 pages)
- Memo from Ely's Electrical Services (1 page)
- Memo from Pinehill School, Riverview, NWT (1 page)



## **A note about the sample documents**

Carefully choose the sample documents. What topics most interest your participants? How well do they read? What samples will work best for you, your community, and your participants?



If you don't find anything that suits you, we encourage you to look for other samples on the internet, in newspapers or magazines, in your community. Or ask participants to bring in documents they see and use from home, work, or within the community.

Mix and match – use any sample document for any activity if it works. Look on pages 16 to 20 for a complete list of the sample documents we provide with this manual.

To: All parents

From: Pinehill Childcare Centre  
Riverview, NWT



February 23, 2006

As you may remember, in November 2005 a survey of parents of childcare programs throughout the Northwest Territories was conducted by the southern consulting company named BLISS. The purpose of the survey was the assessment of the overall quality of our childcare programs, the consideration of varying program needs for different age groupings of children, the occurrence of cultural programming, and the identification of various financial factors such as remunerations for staff, overall and total expenses to operate childcare facilities, and fees paid by parents on an annual basis. After the completion of the survey the key results were summarized by the consulting company and forwarded to all the childcares that participated in the survey. To keep parents fully informed of the recommendations and conclusions reached during the survey, we reiterate some of the significant findings. First, the responses of parents indicated that the overall satisfaction rate associated with the quality of childcare programs is medium to high. Second the responses of parents indicated that increased program need is highest among babies under the age of one year and among school-aged children for after-school programming. Third the responses of parents indicated overall high satisfaction with cultural programming, especially use of Aboriginal languages. Finally responses indicated several quite unsatisfactory financial factors, such as continuing low wages for childcare staff, funding that does not keep pace with increased operating expenses, and parents excluded from using the facilities because they lack the financial resources.

Your participation was greatly appreciated and if you have questions or comments about the recommendations of the survey please feel free to contact Mary Tamarack, Pinehill Childcare Coordinator. 867-123-4567

To: All parents

From: Mary Tamarack, Coordinator  
Pinehill Childcare Centre  
Riverview, NWT



February 23, 2006

I'd like to share with you the results of the NWT-wide childcare survey from November 2005. Many parents from our childcare centre took part and we really appreciate your input.

The survey asked four main questions:

- 1) How do we feel about the overall quality of our childcare program?
- 2) Does our centre have enough spaces for children from each of these age groups: 0 to 2 years, 3 to 5 years, and over 5 years?
- 3) How do we feel about the amount and quality of culture and language programs our childcare centre offers?
- 4) What financial factors most affect your centre, such as staff salaries, operating expenses, and fees parents pay.

Our collective responses offer the following conclusions:

- 1) Medium to very satisfied.
- 2) Need is highest for young babies and school-aged children.
- 3) Very satisfied, especially because many children learn and use Aboriginal languages.
- 4) We need more funding to pay our staff a good salary and to pay increased operating expenses. Parents need more funding and better access.

If you have questions or comments, please call me at 867-123-4567 or drop by the childcare centre between 8 am and 6 pm.

## Memo

To: Pinehill School,  
Riverview, NWT

From: Georgina Fox, Recreation Coordinator  
Riverview, NWT

May 15, 2004



In March 2004 a questionnaire was distributed by this office to determine the presence or absence, and amount of appropriate physical activities for our younger residents, such as programs involving team sports or activities that young people can do outside. It was learned from the responses that a grouping of parents is of the opinion that the provision of two additional evenings of volleyball at the school gymnasium is desirable and that supervision will be provided by volunteer parents. In response, please indicate the availability of additional evenings and whether or not your cooperation is to be expected.

## Memo

To: Pinehill School,  
Riverview, NWT

From: Georgina Fox, Recreation Coordinator  
Riverview, NWT



May 15, 2004

I'm writing to ask if the school gym is available another two nights a week. We'd like to use it for volleyball games for youth. Parents plan to supervise and participate in the activity.

I did a community questionnaire in March to ask people about physical activities for youth, such as team sports and outdoor activities. The questionnaire results support the volleyball idea, with volunteer parents supervising.

Please let me know as soon as possible. And please give me a list of possible days and times, if available.

Thanks.

A short article from '**dialogue**' – the Diavik diamond mine newsletter. Volume 8, 3<sup>rd</sup> quarter, 2005

## **Aboriginal Trainees Learn Processing**

As part of its ongoing commitment to training northerners, Diavik is sponsoring a new process plant operator trainee course.

Participants, all of whom are northern Aboriginal, have completed ten weeks of training at Aurora College's Thebacha Campus in Fort Smith and have commenced seven weeks of training at the Diavik Diamond Mine.

The program, lasting six months, is expected to be complete in December.

Process plant operators monitor equipment and processing circuits used to separate diamonds from ore.

The goal of this pre-employment training program is to develop qualified workers for entry-level positions at mineral processing plants in the diamond mining industry.

Funded under the federal Aboriginal Skills and Employment Partnership program, course partners include the North Slave Metis Alliance, NWT Mine Training Society, Government of the NWT, the North's Aurora College, the Northern Alberta Institute of Technology, and Diavik.

As well as process plant operator training, Diavik's commitment to apprenticeships continues. At September 30, there were 15 apprentices at the mine site working for Diavik and its contractors. All of Diavik's apprentices are northern and two-thirds are northern



Aboriginal. There will be four additional heavy duty mechanic apprenticeships by year end.

As well, Diavik and partners are in the early planning stages of an underground miner training program and an administrative support training program, which will generate additional employment opportunities for northerners.

## **Backyard Composting**

### **Some Commonly Asked Question & Answers**

#### **Where is the best place to put a composter?**

Pick a sheltered spot, protected from the wind. As much sun as possible will help the compost pile retain as much heat as possible. Avoid trees and shrubs that may push their roots inside the compost pile ... and remember to consider both convenience and appearance in selecting a location.

#### **What shouldn't go into a backyard composter?**

Never include synthetic materials such as plastics. Coloured newspapers or magazines should also be avoided. Plant material recently sprayed with a herbicide, fungicide, or insecticide should not be added to the composter. Animal and poultry bones, fats, dairy products, and other waste carcass parts should not be used as they decompose slowly and attract insect pests.

#### **Is it necessary to prepare composting materials?**

Chopping, grinding, pulverizing, and shredding helps to increase the surface area for the micro-organisms to work on. However, a successful composting process is not entirely based on the size of materials. The compostibles should be no more than 5 cm long.

Accumulating compost materials in a container such as an old milk carton or a bag prior to delivery to the compost container is beneficial. This preparation step enables bacteria and fungi to start breaking down the material and adds additional micro-organisms to the compost pile. Peat or sawdust can be used to cover the material to control odours should they persist.

#### **Should I wear gloves to handle compost?**

If you haven't composted pet manures, which contain bacteria harmful to humans, there is no need to wear gloves. Finished compost can be handled just as you would garden soil.

**What if the compost pile has an odour?**

An earthy smell is normal and non-offensive but a well built, well maintained system should not produce unpleasant odours. Covering the compost with a layer of dirt will help minimize any odours.

If the compost smells like ammonia it has too much nitrogen. If this happens add something with a high carbon content such as sawdust, shredded newsprint or leaves. If the compost has a rotten egg smell then it is likely too little air. Aerating the pile by turning it will allow additional oxygen to reach the bacteria.

**Can I compost in the winter?**

Some bacteria will continue to operate albeit at a slower rate at  $-20^{\circ}\text{C}$  weather especially if the composter is protected from the elements. The compost pile will freeze solid in constant  $-40^{\circ}\text{C}$  weather. Compostable materials can be continued to be added to the composter as long as wet and dry material are both included. Materials should be covered with peat or dirt as they are added.

**Can I add ashes to the compost pile?**

Ashes from the untreated wood and paper used in wood stoves can be added in small quantities. Ashes from treated wood, plywood, glossy paper, or barbecues should not be added because of the potential of heavy metal contamination.

**When is compost 'finished' and safe to use?**

When an active compost pile fails to heat up once more, and very little of the original material can be recognized, the compost is ready to use. The compost will be a rich brown colour, slightly moist and smell something like the humus of a forest floor.

# **What is the Northwest Territories Electoral Boundaries Commission?**

## **Introduction**

The NWT Electoral Boundaries Commission is established under the authority of the Electoral Boundaries Commission Act. The Commission is responsible for reviewing and recommending changes, if necessary, to the number, names, and boundaries of the NWT electoral districts.

Three persons have been appointed to the NWT Electoral Boundaries Commission. The Commission, as part of the review process, will hold public meetings and accept written submissions from the people in the NWT to see if changes are required prior to the 2007 NWT general election.

## **What Must Be Decided?**

The NWT Electoral Boundaries Commission may recommend:

- A change in the size of any electoral district;
- A change in the boundaries of any electoral district;
- The communities that should be included in each electoral district;
- An appropriate name for any electoral district.

## **How Will the Commission Do its Work?**

The NWT Electoral Boundaries Commission will ask the people of the NWT if any changes are necessary in the electoral boundaries currently in place.

The Commission will accept written submissions and hold public meetings in as many of the communities as possible. Any person may present their recommendations to the Commission.

## **When Will the Commission Do its Work?**

The Electoral Boundaries Commission was appointed by the Legislative Assembly on October 24, 2005 and must have its work completed and a

report submitted to the Speaker of the Legislative Assembly by April 24, 2006

What is the Commission Required to Consider in Making its Recommendations?

The Commission will consider the views of the people of the Northwest Territories through both public hearings and written submissions. Other factors which the Commission must consider are set out in the Electoral Boundaries Commission Act.

The Commission must consider the number of people in a community – both large and small – as well as the anticipated rate of growth in a community.

The Commission must consider the location of the communities and whether the location should influence how communities are represented in the Legislative Assembly.

The Commission must consider geographic factors including how accessible communities are, and examine patterns of transportation and communication within and between certain areas.

The Commission must consider other community boundaries, such as those established under land, resources and self-government agreements.

The Commission must consider language, culture, and any other special community or diversity of interests of the residents of any part of the NWT and whether those similarities or differences should influence how those communities are represented.

The Commission should strive to maintain a balance between urban and rural populations.

The Commission must consider any special circumstances relating to any existing electoral districts.

The Commission must consider the minimum and maximum number of members of the Legislative Assembly as authorized by the Northwest Territories Act.

**Why is it Important for the People to Participate?**

The NWT Electoral Boundaries Commission will be making recommendations respecting the area, boundaries, name, and representation of the electoral districts. These recommendations could affect the way that people in the NWT are represented in the Legislative Assembly.



## Memo

To: All customers

From: Ely's Electrical Services

December 17, 2005



Please be advised that in the future, starting with the beginning of the new year, consideration is being given to providing additional options for billings for our valued customers. Provision of reliable and prompt services is the hallmark of our continuing business interactions among the residences and commercial buildings in our community. At the present time and currently, presentation of our billing materializes on the first day of each month and at that time each billing is inclusive of charges for usage of electricity by that residence or commercial building for the previous thirty-day period. The current proposition for a change in the billing process involves a calculation of the overall charge on a yearly basis to each residence or commercial building and a division of this total charge by twelve months to come up with an equal amount on a monthly basis for each billing period. Applications for this revised and convenient billing procedure are welcomed at our local office between the hours of 9 am and noon.



## Memo

To: All parents

From: Pinehill School  
Riverview, NWT



March 15, 2005

In January 2005 a letter was distributed by the school to find out if parents of children in our school have any objections, questions, or other relevant thoughts about the idea connected with taking students from ages 12 to 15 on a weekend camping trip for the purposes of studying and documenting the flora surrounding our community that proved useful to Aboriginal people in the past for medicinal purposes. The trip is planned for the weekend of April 6, 7, and 8 departing the community about 10 am on April 6 and returning before the sun sets on April 8. In making final decisions about whether to proceed with the trip, indications are needed from each and all parents about whether or not your intention is to give permission for your child's participation in this great adventure. When deciding, consideration must be given to the fact that each student wanting to participate must provide their own sleeping bag and clothing, and that provisions will be made to supply all other necessary equipment and nutrition. Please be advised to contact the school if you should have any questions.

## Sample Documents

### Activity Five - Review the document

Activity Five has sample documents for Light the Spark 3 and Practice Exercise 3.

#### List of Sample Documents – Activity Five

#### Light the Spark 3

Participants look at and discuss 'before and after' writing samples. Choose one set.

- Victim Impact Statement (1 page + 2 pages)
- NWT Outstanding Volunteer Awards – Nomination Form (1 page + 2 pages)



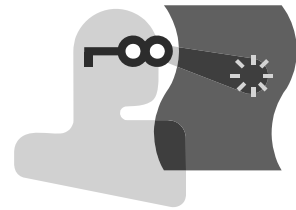
## List of Sample Documents – Activity Five

### Practice Exercise 3

Participants use five basic questions to review a sample document and they do a readability assessment. They use the same document for Activity Six, Practice Exercise 1.

Choose one.

- Check Your Heating Fuel Tank (1 page)
- Spotlight Tom Beaulieu (2 pages)
- What you should know about tenancy agreements (1 page)
- Custom Adoption brochure (2 pages)
- Family Law Mediation (2 pages)
- Spills report (2 pages)
- Your contributions to election campaigns (2 pages)



### A note about the sample documents

Carefully choose the sample documents. What topics most interest your participants? How well do they read? What samples will work best for you, your community, and your participants?

If you don't find anything that suits you, we encourage you to look for other samples on the internet, in newspapers or magazines, in your community. Or ask participants to bring in documents they see and use from home, work, or within the community.

Mix and match – use any sample document for any activity if it works. Look on pages 16 to 20 for a complete list of the sample documents we provide with this manual.





## VICTIM IMPACT STATEMENT

### ***Are you a victim of a crime?***

A Victim Impact Statement can give you a voice in the criminal justice system. It is important.

### ***What is a Victim Impact Statement?***

- A Victim Impact Statement tells the court how the crime has affected you. It answers questions like: *How do you feel? How were you hurt? What did you lose?*
- A Victim Impact Statement is about the impact of the crime on you: it is not about the accused or about what you feel should happen to them if they are found guilty.
- A Victim Impact Statement can tell the court how you feel about seeing the accused when court is over. For example: if you do not want them to contact you, say that.
- A Victim Impact Statement is not about what happened during the crime that is in the statement you gave to the police as evidence about the crime.

### ***Who can do a Victim Impact Statement?***

- If you are a victim of a crime, you can do a Victim Impact Statement.
- A Victim Impact Statement is voluntary: you can choose to do it or you can choose not to do one.
- If the victim has died (or is too sick to do a statement), then a spouse, relative, guardian or dependant can do the Victim Impact Statement.

### ***How do you do a Victim Impact Statement?***

- The RCMP will give you a Victim Impact Statement form and an envelope. Use your own words. Express your feelings in a way that is comfortable for you.
  - ✍ Write your statement on the form.
  - ✍ Keep a copy of the Victim Impact Statement for yourself.
  - ✍ Put the other copy in the envelope and mail it.
- For more information or if you need help, call the Victims Coordinator at (867) 920-6911 or 920-8951 collect.
- If you want to add more information later on, or you need another copy of the Victim Impact Statement form, call the local RCMP and they will help you.

### ***When is your Victim Impact Statement used?***

- Your Victim Impact Statement is kept in a file with the court. It is used if the accused is found guilty.
- If the accused is found guilty, the Judge or JP will ask if you had a chance to do a Victim Impact Statement. If you did one, the court and the lawyers will each get a copy. The accused may see it too.
- Your Victim Impact Statement is not used if the RCMP do not lay charges, or if the charges are dropped, or if the accused is found not guilty.

### ***How is your Victim Impact Statement used?***

- Your Victim Impact Statement is used in court at the Sentencing Hearing. The Judge or JP reads it before deciding about the sentence for the offender.
- You may read your Victim Impact Statement out loud in court, at the Sentencing Hearing, if you want to.
- The Judge or JP or the lawyers may ask you questions about your Victim Impact Statement, at the Sentencing Hearing.
- People who work with the offender after court is all over (such as a parole officer) may also be interested in reading your Victim Impact Statement. It helps them to better understand the impact of the crime on you.



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## **Victim Impact Statement – A Voice for Victims of Crime**

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**Are you a victim of crime?**

**Learn about a Victim Impact Statement**

**What is it? Why do one? How does it work?**

### **What is a Victim Impact Statement?**

- A report or story that you write about how the crime affected you. It answers questions such as 'How do I feel about the crime? How was I hurt? What did I lose? How do I feel about seeing the accused when the trial ends?'
- You choose to do a Victim Impact Statement, or you can choose not to do it – it's voluntary. A relative can do the Statement for a victim, if they are too sick or they died.
- A Victim Impact Statement is about the victim – it's not about the accused, or what happened during the crime, or what you think should happen to the person who did the crime.

### **Why do a Victim Impact Statement?**

- To have a voice in court.
- To tell people how the crime affected you, to help people understand the victim's point of view.
- To give the judge information about the victim when they decide what sentence to give the person who did the crime.

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Call the Victims Coordinator for more information or if you need help

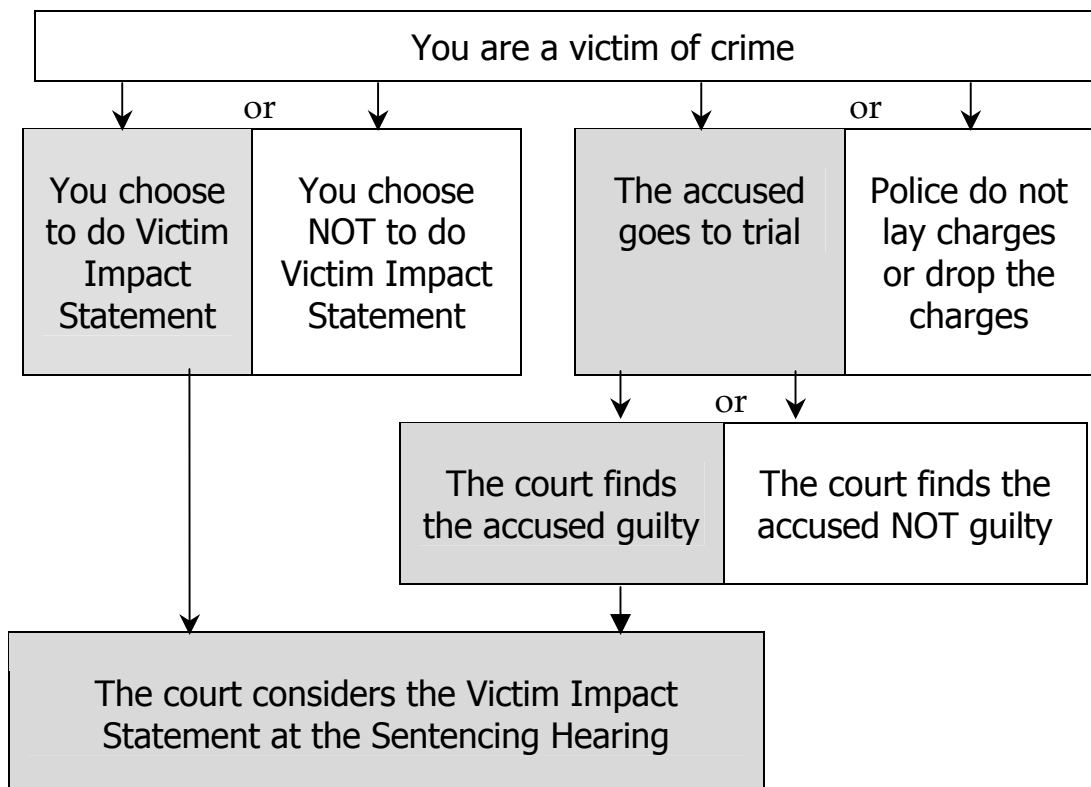
867-920-6911

or

Collect 867-920-8951

## How does a Victim Impact Statement work?

- Get a form from the RCMP and use it to write your story. Use your own words. Keep a copy for yourself and mail the other copy. The court keeps it safe in a file until they need it.
- Know that the court uses your Statement only if the accused is guilty. They don't use your Statement if the police do not lay charges or if they drop the charges. If the accused is guilty, the judge asks if you did a Statement. If you did, the court and the lawyers each get a copy. The offender may see it too.
- Know that the court uses your Statement only at the Sentencing Hearing. The judge reads it before the hearing. The judge or lawyers can ask you questions about your Statement. You may read your Statement out loud in the court.



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Call the Victims Coordinator for more information or if you need help

867-920-6911

or

Collect 867-920-8951

# NWT Outstanding Volunteer Awards – Nomination Form

**Name of Volunteer:** \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Community: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Telephone (Daytime): \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name of Nominator:\_\_\_\_\_

Mailing Address: \_\_\_\_\_

Community: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Telephone (Daytime): \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Which award are you nominating this individual or group for? (Please select only one category)

- ☐ Individual
- ☐ Youth
- ☐ Elder
- ☐ Group – Number of people

**Length of Service:**\_\_\_\_\_

**Type of Achievement:**

Describe the significant participation or contributions made by the volunteer or group which help to improve the quality of life in your community.

[illegible]

### Type of Involvement:

Describe the volunteer's participation or, if nominating a group, the work performed by the group.

[illegible]

**Level of Impact on the Community:**

Describe how the community has benefited from the volunteer or group's work.

[illegible]

*Please include any documentation you may wish to use to support your nomination. These may include references, letters of congratulations, etc.*



Northwest  
Territories Municipal and Community Affairs



 Volunteer NWT  
Northwest Territories Network  
Canada Volunteerism Initiative





## Nomination Form

### NWT Outstanding Volunteer Awards

Fill out this form to nominate a person or group for an award, to say thanks for their volunteer work in your community.

What is your name?

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Who is the volunteer?

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

What kind of award do you nominate this person or group for?

Check ☒ one category.

☐ Individual

☐ Youth

☐ Elder

☐ Group

How long has the person or group done volunteer work? \_\_\_\_\_

What kind of volunteer work did this person or group do in your community? How were they involved?

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What did the person or group achieve with their volunteer work? How did they contribute to better quality of life in your community?

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How did your community benefit from the person's or group's volunteer work? What impacts did their work have on your community?

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Please attach any letters, references, or other documents you want to use to support your nomination.

## **Check Your Heating Fuel Tank!**

### **Whose job is it?**

If you own the heating tank or the fuel in the tank, then it is your job to ensure the tank is properly maintained. The owner of the fuel is legally responsible for any contamination that fuel may cause.

Fuel spills can cause damage to homes, property, people and the environment. Not only can spills be damaging, they can also lead to a decrease in home and property values.

### **What are some suggestions for checking your tank?**

- ◆ Fuel tanks are more likely to fall over in the spring than at any other time of the year. Make sure it is off the ground, securely supported by a rigid, noncombustible stand. This will also help prevent rusting.
- ◆ Tanks are sometimes overfilled. Make sure the vent pipes are clean and working properly, or install a vent whistle to signify to the delivery person that the tank is full. Also check that the fuel level gauge is working properly.
- ◆ The tank be inspected and the pipes, valves and connections should be checked regularly. Any unnecessary valves should be removed or locked.
- ◆ Water should never accumulate within the tank; this can cause rusting or freezing and lead to cracks in the tank or piping. Have a qualified plumber install a water drainage pipe, which should be drained every fall. The tank should be tipped forward slightly to aid water drainage.

### **What is your legal responsibility?**

Under the *Environmental Protection Act*, you are responsible for reporting the spill, cleaning up any contamination, and notifying anyone who might be affected. Failing to do so can result in legal action.

### **How do you report a spill?**

To report a spill in the Northwest Territories call the 24-hour Spill Report Line at:

**867-920-8130.**

Collect calls are accepted.

For more information on Spill Reporting and Clean up, contact your local Environment and Natural Resources Office.





**get active**  
nwt community challenge

## Help your kids get active this spring...

- Walk your kids to school
- Go for a walk after supper
- Take your kids for a hike and picnic on the land
- Take your kids hunting or fishing
- Put on some music and dance with your kids
- Take the dog for a walk and bring the kids
- Go to the playground and help your kids to climb and swing
- Play hide and seek
- Teach your kids to jump rope, throw and hit and catch a ball, kick a ball, run, dance, skate, etc.
- Teach kids to ride bicycles and then ride with them
- Go on a treasure hunt
- Have the kids help with snow clearing and make a snow fort
- Go skating, skiing or swimming with your kids
- Let your kids help you rake the leaves and make a game of it



# Spotlight

April 2005

## Tom Beaulieu

### Tracking a life change



In early 2004, Tom Beaulieu decided he was through with the aches and pains that came along with getting older and being out of shape. He made a commitment to get fit and lose some of the extra weight he was carrying around.

Tom is originally from Fort Resolution but now lives in Yellowknife and works for the NWT Development Corporation. He decided that by including walks into his daily routine he could get back into shape and start to feel better. He started slowly by

setting weekly goals, and then monthly goals and then finally a yearly distance goal.

His walking plan was a success! By taking five or six walks a week, of between three and twelve kilometers each, Tom managed to drop forty pounds and he feels fantastic! In 2004, Tom walked 1,470 kilometers, just around Yellowknife! He plans to keep up with his fitness routine and walk at least 1,000 kilometers this year.

Tom walks all over Yellowknife. He determines the distance of his route first by driving the route and using his vehicle odometer. Then he walks the route and adds the distance to his yearly total. His preferred walking route is a three to four kilometer walk around School Draw Avenue and up Franklin Avenue. He also regularly walks from his home on School Draw Avenue out to the Kam Lake area and back, or from his home to the Fire Hall and then down to N'Dilo. Other times he walks the airport loop.

Tom says that keeping track of the distances he walked really helped him stay focused and motivated. The most important advice Tom can offer you about including physical activity in your life, is to **MAKE** time to get active. Decide that you are going to set and reach the goals you set for yourself and then make the necessary adjustments to your day to make it possible.

## Get Active? Sounds good but...

*But what? Here are some tips for all your "buts"!*

### "...but I can't find the time."

You're actually right. You won't likely find it but you can **MAKE** the time. How? Try the "small things add up" approach. Take the stairs. Park so that you still have a distance to walk. Better yet, just leave the car at home. Another strategy is to just wake up 20 minutes earlier and start the day with some activity. Not a morning person? Try the noon hour. The idea is to just make it part of your routine. Once you've done it for a while, it will just seem natural to keep at it. It takes 21 days to make a new habit...not a bad investment for a lifetime of "pay-off".

### "...but it's hard to get motivated."

True enough. But finding something that you already like to do, and adding a friend to the mix is sure to help. Think of some activity that you enjoy. Being outdoors with your children? Something simple to do? Remember that getting active can be as simple as taking a walk. Call a friend. Go to a place that you think of as special. Just find something that gives you a feeling of satisfaction and then you'll look forward to the next time.

### "...but it's too expensive."

Yes, fitness equipment can be pricey, but you don't need to buy anything. Whether you like activity that will increase your heart/lung endurance, flexibility or muscle strength, there are always options that don't require you to dig deep in your pockets. Look at the people in your community that are active - what are they doing? Talk to your recreation leader. Find the no-cost/low cost options that are available to you. There are hundreds of options - the key is to find the best one for you.

**encourage**  
*your friends*  
*and family to*  
**get active**  
*this spring!*

## get active nwt community challenge

### Get Active NWT Community Participation as of April 8, 2005

#### Communities (0-250)

Enterprise .....	148
Wrigley .....	10
Jean Marie River .....	10
Nahanni Butte .....	8
Sachs Harbour .....	20

#### Communities (251-500)

Holman .....	20
Lutsel K'e .....	211
Paulatuk .....	20
Tulita .....	5
Wha Ti .....	30

#### Communities (501-1000)

Deline .....	8
Aklavik .....	16
Fort Good Hope .....	312
Fort Liard .....	12
Fort McPherson .....	95
Fort Providence .....	11
Fort Resolution .....	12
Norman Wells .....	24
Tuktoyaktuk .....	440

#### Communities (>1000)

Fort Simpson .....	306
Fort Smith .....	55
Hay River .....	197
Inuvik .....	48
Rae Edzo .....	373
Yellowknife .....	1006

#### Total Participants

NWT .....	3397
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\*\*Community totals represent the combination of individual registrations and group registrations.

Don't forget to track your daily physical activity using the Daily Tracking Form available at:  
[www.getactivenwt.ca](http://www.getactivenwt.ca)

Submit your activity totals for the month of April on May 1 through the website or by faxing to (867) 920-6467.

## What You Should Know About Tenancy Agreements



A tenancy agreement is an agreement between a landlord and a tenant for the right to occupy rental premises, whether written, oral or implied, including renewals of such an agreement. A tenancy agreement takes effect on the day a tenant is entitled to occupy the rental premises.

A tenancy agreement is contained in the Schedule to the *Residential Tenancies Act*. Although landlords and tenants are not required to use this tenancy agreement, all tenancy agreements are deemed to contain the provisions contained in the tenancy agreement set out in the schedule to the Act. A landlord and tenant may agree to include provisions in a tenancy agreement that are not contained in the schedule to the Act but such provisions must not be inconsistent with the schedule and must be reasonable in all circumstances. Provisions which are inconsistent with the schedule to the Act or are not reasonable are of no effect. A landlord or tenant may apply to a rental officer to determine whether an obligation or rule contained in a tenancy agreement is reasonable.

Where a tenancy agreement is made in writing, the landlord is required to deliver a signed copy of the agreement to the tenant within 60 days after it has been signed by the tenant and delivered to the landlord.

No tenancy agreement shall contain any provision to the effect that a breach of the tenant's obligation results in the whole or any part of the remaining rent becoming due and payable or results in a specific sum becoming due and payable.

Tenancy agreements may be made for a specific period of time (term) or run month-to-month or week-to-week (periodic). Term tenancy agreements begin on a specific date and end on a specific date while periodic agreements continue until they are terminated in accordance with the *Residential Tenancies Act*. Most term agreements are automatically renewed on a month-to-month basis unless the parties enter into a new tenancy agreement or the agreement is terminated in accordance with the Act. For details on the exceptions to the automatic renewal of term agreements see "*What You Should Know About Security of Tenure*".

*This is provided as information only and is not a statement of law. If you have any questions concerning abandoned premises or other landlord/tenant issues, contact the Rental Office at 920-8047 (in Yellowknife or toll-free at 1-800-661-0760).*





## History of the Recognition of Custom Adoption in the NWT

- In 1961 Justice Sissons recognized aboriginal custom adoption in the Northwest Territories.
- In October 1992, the NWT Cabinet directed the Ministers of Justice and Social Services to develop a simple process for recognizing custom adoptions.
- On September 30, 1995, the Aboriginal Custom Adoption Recognition Act came into effect.

### *For more information*

If you would like more information about the Aboriginal Custom Adoption Recognition Act, please contact the Department of Health and Social Services at:

Adoption Services  
Protective Services  
Department of Health and Social Services  
Government of the Northwest Territories  
P.O. Box 1320  
Yellowknife, NT  
X1A 2L9

Phone (867) 873-7943  
Fax: (867) 873-7706



# CUSTOM

# ADOPTION

Adoption Commissioners  
*and the*  
Aboriginal Custom  
Adoption Recognition Act



Northwest  
Territories Health and Social Services



## *The Aboriginal Custom Adoption Recognition Act provides a process whereby the Supreme Court of the NWT can recognize custom adoptions that have occurred in the Northwest Territories.*

### **What is Custom Adoption?**

Custom Adoption is a privately arranged adoption between two aboriginal families. There are no social workers or lawyers involved in a custom adoption.

### **Adoption Commissioners**

#### ***What does the Adoption Commissioner do?***

The Adoption Commissioner makes sure the adoption was done in the traditional way, following aboriginal custom.

The Adoption Commissioner helps the family fill out the forms needed by the Supreme Court to say the child has been adopted and to change the child's name.

The Supreme Court will only accept custom adoptions that the Adoption Commissioner says were done in the traditional way.

#### ***How is the Adoption Commissioner chosen?***

The Adoption Commissioner is chosen by the community. This could be the hamlet or band council. The community may form a selection committee to help them choose adoption commissioners.

Villages, hamlets and communities may choose up to two (2) people to be Aboriginal Custom Adoption Commissioners. Towns may choose up to four (4) people. Commissioners are chosen because of their knowledge of customary law.

The community sends the list of the people they have chosen to the Department of Health and Social Services. The Adoption Commissioner is appointed by the Minister of Health and Social Services.

#### ***Appointing the Adoption Commissioner***

- The Adoption Commissioner is trained by the Department of Health and Social Services before he/she is appointed.
- The person chosen becomes an Adoption Commissioner on the day the Minister of Health and Social Services signs the appointment form.
- A letter from the Department of Health and Social Services is sent to the Adoption Commissioner when they have been appointed.
- An Adoption Commissioner is appointed for three years. If the hamlet or band council suggests it, the adoption commissioner may serve another three year term.
- The appointment may end if the Adoption Commissioner is asked to quit by the hamlet or band council that first nominated them.
- The appointment will end if the Adoption Commissioner leaves the Northwest Territories, wants to quit or dies.



## **Family Law Mediation**

Mediation can help parents who are separating or divorcing to talk about:

- Where your children will live
- Visitation
- How you will continue to be good parents
- Child or spousal support

You will work together to try to reach your own agreement.

### **What is a mediator?**

A mediator is a neutral person. He or she does not take sides and is not personally affected by the result. Unlike a judge or arbitrator, a mediator can't make decisions for you.

### **What does a mediator do?**

The mediator is a person who has special training and helps parents talk together about their children, focus on common interests, and decide on possible answers to their problems.

### **What are the benefits of using mediation?**

1. Mediation is usually much faster than going to court - agreements are often reached after a few hours.
2. Mediation lets you decide what should happen. Because you are making the agreement, you are both much more likely to be happy with it and to do what it says.
3. Mediation is private and confidential. That means you don't have to tell anyone what you talk about. Neither of you can use anything said in mediation in court.

### **What will happen when I decide to try mediation?**

1. The mediator will meet with each of you privately to explain what is likely to happen when mediation begins. You will also talk about any concerns you may have.
2. Mediation begins when the mediator meets with both people. You will both be asked to sign a short agreement indicating that you are willing to work towards a settlement and participate in good faith. You will talk about how to communicate respectfully and honestly.
3. You will both tell your side of the story and talk about what is really important to you.
4. You will try to think of as many ways as possible to reach decisions that are in the best interests of your children.
5. You will choose from all the ideas and possible solutions you have come up with, keeping in mind what is really important to your children.
6. Once an agreement is reached, the mediator will prepare an agreement for you both to sign. Before you sign it, you should take it to your lawyer so that you can receive legal advice. This agreement may be filed in court.

### **Will I have to pay the mediator?**

The government will pay for the mediator to meet with you up to seven hours - one hour by yourself and six hours to talk with the other person to develop an agreement. If you need more time, talk to the mediator about how you can keep working together. Legal Aid may cover the costs, or you may have to pay.

### **What if mediation doesn't work for me?**

It is not your fault if mediation doesn't work - in some cases agreement cannot be reached through mediation. You can have your lawyer try to reach a negotiated settlement, or take the matter to court for a Judge to decide.

### **Is mediation the same as counseling?**

Mediation is not counseling for couples that want to stay together. If you think you want to stay together, talk to your social worker or counselor to arrange family counseling.

### **How do I learn more?**

Call 1-866-217-8923 to talk privately about what is happening in your family and how a mediator can help.



# Spills in the Northwest Territories 2004



Produced by: NWT Centre for Geomatics

*The Department of Environment and Natural Resources (ENR) maintains a database of hazardous material spills reported in the Northwest Territories (NWT) since 1971. This report briefly summarizes the data collected for spills reported in 2004.*

*578 spills were reported in 2004, 94 less than 2003!  
The majority (70%) of reported spills were less than 100 litres.  
71% of the spills reported were in the North Slave Region.  
The petroleum and mining industries were responsible for 72% of the reported spills.  
46% of the spills reported involved lubricating oil.  
Wastewater (mine tailings, sewage, produced water) continues to top the list at 2.9 million litres spilled.*

## WHERE DID THE SPILLS OCCUR?

Seventy-one percent (71%) of the spills reported last year occurred in the North Slave Region, mostly due to mining activity. Inuvik followed with 13%. The breakdown for the remaining three regions is Sahtu (6%), South Slave (6%) and Deh Cho (4%). Deh Cho had a substantial decrease in the number of spills reported from a year earlier. This is attributed to the implementation of new reporting protocols for the petroleum sector in mid-2003 and no exploration or new drilling programs in 2004. Figure 1 below shows the number of reported spills by region between 2000 and 2004.

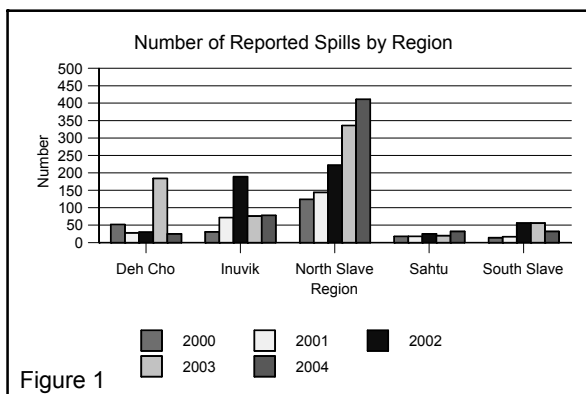


Figure 1

## WHO WAS RESPONSIBLE?

Figure 2 indicates that the mining and petroleum sectors were responsible for 72% of the spills reported last year. This is generally due to diligent reporting by industry. The mining sector alone accounted for over half (56%) of the spills, up from 41% in 2003. Most of these reported spills occurred in the North Slave Region. The petroleum industry followed with 16%, however this is down substantially from 38% the year earlier. Government (including all federal, territorial and municipal governments as well as crown corporations) accounted for 13% of all reported spills.

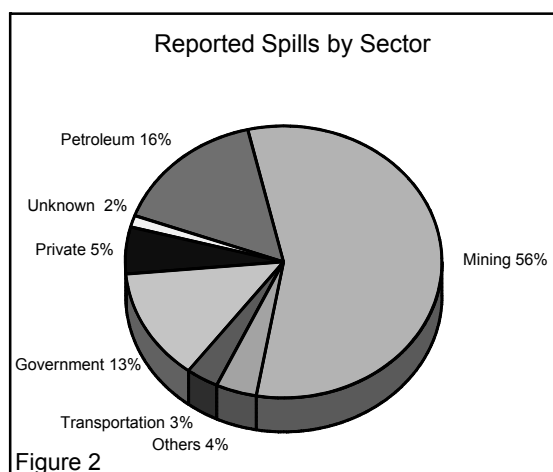


Figure 2

*"Preventing a spill is more desirable than even the best clean up!"*

## WHAT WAS SPILLED?

Figure 3 below shows the number of spills reported by broad product categories.

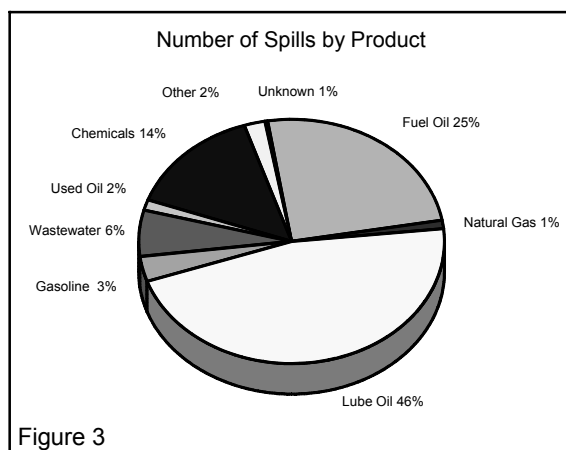
Almost half or 46% of the spills reported involved lubricating oils. Most of these reports involved blown hydraulic lines or leaks from heavy equipment and haul trucks and smaller industrial vehicles like pick-ups leaking engine and transmission fluids.

Fuel oil, which includes diesel and heating fuel, accounted for a quarter (25%) of the spills reported. Most of these spills were diesel fuel spills from vehicles.

Chemicals made up 14% of the total number of spills reported. The most commonly spilled chemical was antifreeze or glycol-based products from vehicles.

Wastewater, including sewage, produced water (salty wastewater brought to the surface during oil and gas extraction) and mine tailings came in at 6%.

With increased gas exploration and production we have separated natural gas (1%) from the category "Others" and show it below as well. Note natural gas may contain hydrogen sulphide (a colourless gas with a characteristic "rotten egg" odor and toxic at high concentrations).



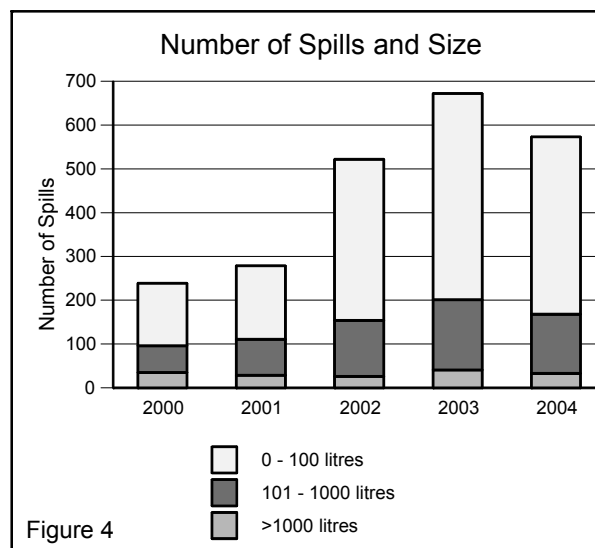
## HOW MUCH WAS SPILLED?

Table 1 below lists the products spilled in 2004 by category and volume.

Table 1. Volume Spilled (Litres)			
	2004		4-Year Average (2000-2003)
Wastewater	2,963,985		1,622,559
Fuel Oil	42,072		62,566
Chemicals	37,354		30,981
Lube Oil	28,068		21,716
Other (crude oil, drill mud)	25,960		41,898
Gasoline	18,038		4,170
Used Oil	219		2,566
Unknown	0		262
Natural Gas <sup>1</sup>	20,256	m <sup>3</sup>	27,950 m <sup>3</sup>

<sup>1</sup> Released to air and reported in cubic metres (m<sup>3</sup>). May contain hydrogen sulphide.

70% of the spills reported were less than 100 litres (Figure 4). The number of spills between 101 and 1,000 litres and spills greater than 1,000 litres have decreased slightly from last year.



### For further information on spills contact:

Environmental Protection Division  
Department of Environment and Natural Resources  
Government of the Northwest Territories  
P.O. Box 1320  
Yellowknife NT X1A 2L9  
Telephone: (867) 873-7654  
Facsimile: (867) 873-0221  
Website: [www.enr.gov.nt.ca/eps/index.htm](http://www.enr.gov.nt.ca/eps/index.htm)

To report a spill call the  
**24-Hour Spill Report Line**  
**(867) 920-8130**  
(collect calls accepted)

# **Your Contributions To Election Campaigns**

## **General**

The *Elections Act* contains provisions governing the financing of elections that have implications for campaign contributors.

These provisions ensure that any eligible voter in the Northwest Territories may consider becoming a candidate without fear of being financially overwhelmed by a wealthy opponent. This is achieved by limiting to \$30,000 the amount that a candidate may cumulatively spend on pre-election and election expenses. A candidate is also limited to \$30,000 that he or she may receive in contributions of cash, goods and services.

The *Elections Act* also ensures that the general public can readily find out who is financing political activities in the Northwest Territories. All candidates must disclose the amount of all contributions they receive. They must provide the names and addresses of all persons, organizations and corporations that contribute more than \$100 during a campaign.

Individuals, organizations or corporations cannot help a candidate win a seat in the Legislative Assembly by making contributions of an excessive size that might leave the candidate feeling indebted to them. Therefore, contributions of cash from any one individual, organization or corporation must not exceed \$1,500 in a campaign.

An individual, organization or corporation may provide goods and services to a candidate's campaign in addition to cash. However, a cash donation and provision of services and goods, cumulatively, cannot exceed \$1500. The exception to this rule is that a contribution of transportation as a service may exceed \$1500. An official agent, in accepting goods and services, must record them as a contribution and at market value.

Official agents may issue an official tax receipt, up to \$1500, for the contribution of cash, but may not issue an official tax receipt for the contribution of goods or services.

The *Elections Act* provides that no individual, organization or corporation may contribute to a person before the beginning of the campaign period for the purpose of supporting that person as a candidate at the forthcoming election. The campaign period for the 2003 general election is October 27 to November 24, 2003.

## **Involvement In Election Campaigns**

The general public may participate fully in the election by making contributions of money, goods or services and by providing volunteer labour to candidates. Volunteer labour is defined as any service provided free of charge by a person outside of that person's working hours. However, it does not include a service provided by a person who is self-employed if the service is one that is normally sold by that person. This is defined as a contribution and must have a market value assigned to it for the purpose of record keeping. All contributions to a candidate must be made through the candidate's official agent. An official agent cannot issue an official receipt for a contribution of services, goods or volunteer labour.

Since a candidate may lawfully spend no more than \$30,000 in an election, only the candidate's official agent, or a person authorized in writing by the official agent, may enter into a contract to incur an election expense on behalf of a candidate. This means that members of the general public are prohibited from spending money directly to support a candidate (purchasing newspaper advertisements, for example). Only contributions that are made to the campaign through the official agent are legal.

## **Contributions And Tax Credits**

Any person residing in the Northwest Territories or any corporation or organization doing business in the Northwest Territories may make contributions to a candidate in the form of money, goods or services. Official receipts for tax credits, however, are issued only for contributions of money.



Income tax credits can be claimed for monetary contributions to candidates. An individual, organization or a corporation that has contributed money in the year to a candidate at an election for a seat in the Legislative Assembly of the Northwest Territories may deduct from the tax otherwise payable under the Income Tax Act an amount equal to:

- a) 100% of the total contribution if the total does not exceed \$100; or
- b) the lesser of:
  - (i) \$100 plus 50% of the amount by which the total exceeds \$100, and
  - (ii) \$500.

### **Official Receipts**

To obtain the tax credit, an official receipt must support your contribution. Only the official agent of a candidate, who has submitted a nomination paper to the Returning Officer, may issue an official receipt for a contribution of money to a candidate.

### **Public Information**

Following an election, the official agent of each candidate is required to submit an accurate, detailed Candidate's Return Respecting Election Expenses and Contributions to the Chief Electoral Officer within 60 days after polling day.

This document must report the total amount of contributions received during the campaign period and the names and addresses of all contributors who have donated \$100 or more to the candidate's campaign. The document must also report the details of pre-election and campaign expenses, including disputed claims and unpaid claims and all receipts must be attached.

The Chief Electoral Officer will make a summary of each candidate's return and publish it in at least one newspaper circulating in the electoral district of the candidate. The Chief Electoral Officer will provide to the Clerk of the Legislative Assembly the names of candidates and elected members whose returns have been accepted. The Candidate's Return Respecting Election Expenses and Contributions of each candidate is held by the Chief Electoral Officer for a period of six months following acceptance of the return. During this time any voter, upon written notice to the Chief Electoral Officer, may inspect any or all these returns and make photocopies of them.

Candidates who are elected must submit their Candidate's Return Respecting Election Expenses and Contributions within 60 days of polling day. A candidate not elected may request, in writing to the Chief Electoral Officer, an extension of the time for submitting his or her return.

## Sample Documents

### Activity Six - Revise the document

Activity Six has sample documents for Light the Spark 1 and Practice Exercise 1.

#### List of Sample Documents - Activity Six

#### Light the Spark 1

Participants look at 'before and after' samples – two versions of the same document.

Choose one set.

- WCB Worker's Accident report form (2 pages + 5 pages)
- Start a School Recycling Program (2 pages + 2 pages)



## List of Sample Documents - Activity Six

### Practice Exercise 1

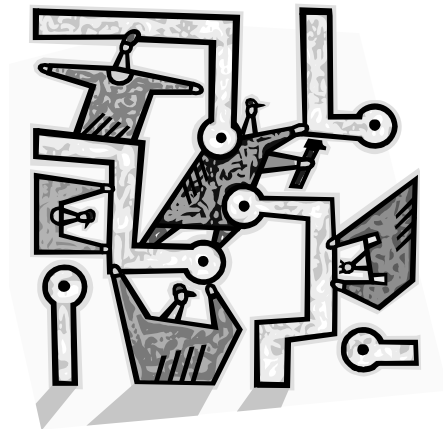
Participants use the same document for this exercise as they used for Activity Five, Practice Exercise 3. Go there to see the list and to find the documents.

#### A note about the sample documents

Carefully choose the sample documents. What topics most interest your participants? How well do they read? What samples will work best for you, your community, and your participants?

If you don't find anything that suits you, we encourage you to look for other samples on the internet, in newspapers or magazines, in your community. Or ask participants to bring in documents they see and use from home, work, or within the community.

Mix and match – use any sample document for any activity if it works. Look on pages 16 to 20 for a complete list of the sample documents we provide with this manual.



### WORKER'S REPORT OF ACCIDENT/APPLICATION FOR BENEFITS

<sup>4</sup> <http://www.fishbase.org> (accessed 14 July 2006). <sup>5</sup> <http://www.fishbase.org> (accessed 14 July 2006).

for a full list, go to <http://www.oxford-journals.org/medlaw>

Worker Information		Emergency Address	
1 Last Name	2 First Name		
3 Middle Initial	4 Community	5 District Code	
6 District Office Address	7 Community	8 District Code	
9 Telephone	10 Home Address		
11 Sex of Interviewer		12 Date of Birth	
13 <input type="checkbox"/> Male <input type="checkbox"/> Female	14 <input type="checkbox"/> Married <input type="checkbox"/> Single	15 <input type="checkbox"/> Married <input type="checkbox"/> Single	16 <input type="checkbox"/> Married <input type="checkbox"/> Single
17 <input type="checkbox"/> Married <input type="checkbox"/> Single	18 <input type="checkbox"/> Married <input type="checkbox"/> Single	19 <input type="checkbox"/> Married <input type="checkbox"/> Single	20 <input type="checkbox"/> Married <input type="checkbox"/> Single
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97 <input type="checkbox"/> Married <input type="checkbox"/> Single	98 <input type="checkbox"/> Married <input type="checkbox"/> Single	99 <input type="checkbox"/> Married <input type="checkbox"/> Single	100 <input type="checkbox"/> Married <input type="checkbox"/> Single

Employer Information	
13. Employer Name	14. Address
15. Supervisor's Name	16. Job Title

Accident Details			
17. Date of accident		18. Place where accident occurred	
MM	DD	MM	DD
YY	YY	YY	YY
19. Did the accident occur at your workplace previously? <input type="checkbox"/> Yes <input type="checkbox"/> No			
20. Was reported to employer		21. Name and position of person to whom accident was reported	
YY	YY	YY	YY
MM	DD	MM	DD
YY	YY	YY	YY
<b>IMPORTANT</b>			
22. Please describe the accident here as best as you can		23. Please describe the accident here as best as you can	
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>		<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	

**IMPORTANT - Please list any witnesses**

Name and Address (include phone or contact number)	
--	--

21. Have you engaged in work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
22. If yes, <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	When did you return?		Yes	No	Don't know
23. Have you been offered help from?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
24. Name of the institution if provided? When?			When	Yes	No
25. Name of the address of the institution? When?			When	Yes	No
26. What is your present occupation? When?			When	Yes	No

[illegible]

IF DISABLED LONGER THAN THE DATE OF THE ACCIDENT, PLEASE CONTINUE.  
IF NOT PLEASE SIGN AT THE BOTTOM OF THE NEXT PAGE.

**Wage Information** - If you are disabled longer than the date of accident please complete

[illegible]

Please complete this section if you are a non-permanent employee

17. For the 12 months prior to your date of accident, who were your employers?											
Employer's name, address, phone, etc.											
Name of employer	Address	City	State	Zip	Phone	Employer's name	Address	City	State	Zip	
Employer's name		Address		Phone Number		Employer's name		Address		Phone Number	
Name of Employer	Address	City	State	Zip	Phone	Name of Employer	Address	City	State	Zip	
Employer's name		Address		Phone Number		Employer's name		Address		Phone Number	
PT-1 USE PROVIDE PROOF OF THESE EARNINGS (11), Page 4b, Revised 1-1-1988											

IF YOU'RE FILLING ANY OTHER REQUEST FROM OUR RULES (FOR EXAMPLE, SOCIAL ASSISTANCE, EMPLOYMENT INSURANCE, SHORT-TERM DISABILITY ETC.) IS YOUR RESPONSIBILITY TO INFORM OUR OFFICE WITH REGARDING YOUR BENEFITS.

I have read all the information being presented in this form, it is true and correct and I agree to claim compensation for the above mentioned workers as diverse. This will authorize the Board and they also will agree to obligate or agree from any source whatsoever and in any case the results of physicians, qualified practitioners or hospitals, a copy of records pertaining to treatment, non-treatment, history and employment of the undersigned. I understand it may be a criminal offence to knowingly make a false claim or to work and earn income while receiving workers' compensation without advising the Board. To fail to complete all sections may result in a denial of future workers' claim.

• **Prüfung:**

✓ *g* ✓ *h* ✓ *i* ✓ *j* ✓ *k* ✓ *l* ✓ *m* ✓ *n* ✓ *o* ✓ *p* ✓ *q* ✓ *r* ✓ *s* ✓ *t* ✓ *u* ✓ *v* ✓ *w* ✓ *x* ✓ *y* ✓ *z* ✓

✓

: 16:

As part of a larger project funded by the National Science Foundation (DMS-05-30860), the authors of this paper have the pleasure of presenting a preliminary version of the results contained in this paper. The authors would like to thank the referees for their helpful comments.

*Journal of Management Education* 30(6)p.789-804

[illegible]

1. *Journal of the American Medical Association*, 2000; 283: 2686-2692.

— 2 —

Journal of Management Inquiry 21(1) 3-14

1. The first step is to identify the problem.

**WCB**

**Worker's Compensation Board  
Northwest Territories and Nunavut**

---

**Worker's Report of Injury**

**WCB Claim Number:**

---

**Fill out this form if you got injured at work. The form has 7 sections. Call us if you need help. Fax or mail it to the WCB within 3 days of your injury.**

Box 8688, Yellowknife, NWT X1A 2R3      Box 669, Iqaluit, NU X0A 0H0

Fax: 873-4596 in Yellowknife

Fax: 979-8501 in Iqaluit

**Toll free fax: 1-866-277-3677**

**Toll free fax: 1-866-277-3677**

Phone: 1-800-661-0792 in the NWT

Phone: 1-877-404-4407 in Nunavut

Phone: 920-3888 in Yellowknife.

---

**Section 1: Information about you, the worker**

---

Name, Address, Postal Code

Birth date: Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_

\_\_\_\_\_

Male ☐      Female ☐

\_\_\_\_\_

Phone number: \_\_\_\_\_

\_\_\_\_\_

Marital status: \_\_\_\_\_

\_\_\_\_\_

Social Insurance Number: \_\_\_\_\_

Number of children and other dependents: \_\_\_\_\_

What languages do you usually speak and read? \_\_\_\_\_

Are you part of your employer's family? Yes ☐    No ☐    If yes, how? \_\_\_\_\_

Your job title - the name of your job is: \_\_\_\_\_

Are you self-employed? Yes ☐    No ☐

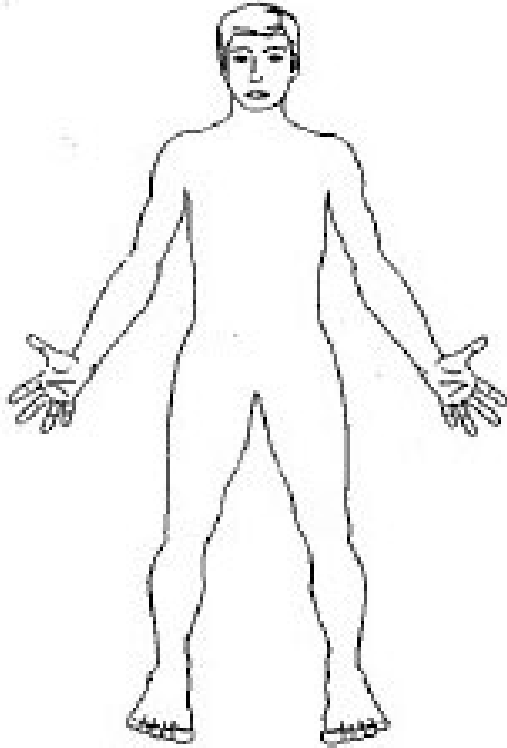
If yes, do you employ workers? Yes ☐    No ☐

Are you a director, partner, or officer of the company? Yes ☐    No ☐

## Section 2: Information about your injury

When did your injury happen? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_ Time \_\_\_\_ am ☐ or pm ☐

Circle the parts of your body that were injured.



Describe your injury:

---

---

---

How did the injury happen?

---

---

---

Where did it happen?

---

---

---

What were you doing?

---

---

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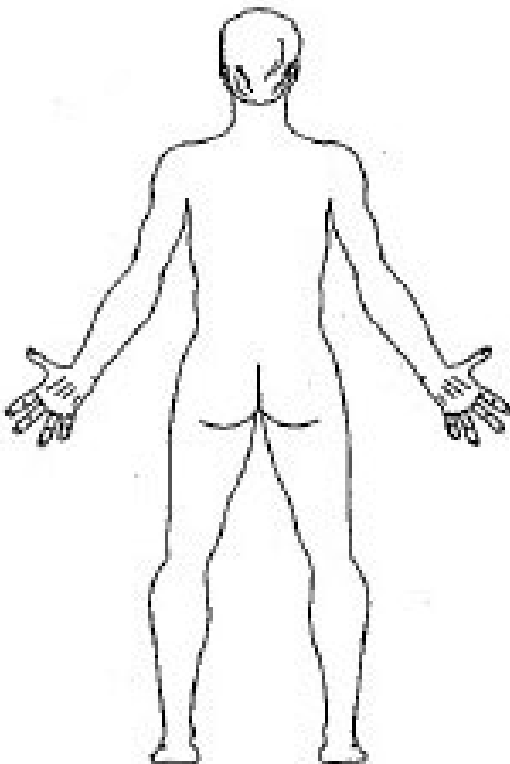
What equipment & materials were you using?

---

---

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Was language a factor? Yes ☐ No ☐



## Section 2 continued: Information about your injury

Where did your injury happen? Northwest Territories ☐ or Nunavut ☐

Name the community, mine, or other place where it happened:

\_\_\_\_\_

Did you get first aid? Yes ☐ No ☐

If yes, when? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_ Where? \_\_\_\_\_

Who gave you first aid? \_\_\_\_\_

Did you go to a doctor, hospital, or nursing station? Yes ☐ No ☐

If yes, when? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_ Where? \_\_\_\_\_

Name the doctor or nurse who looked after you? \_\_\_\_\_

Did you report your injury to your employer? Yes ☐ No ☐

If yes, when? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_

Who did you report it to? \_\_\_\_\_

Did other people see what happened? Yes ? No ?

If yes, who are they? \_\_\_\_\_

## Section 3: Information about how this injury affected your work

Did you lose time from work because of your injury? Yes ☐ No ☐

If yes, what is the first day you didn't work? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_

Did your employer pay you while you couldn't work? Yes ☐ No ☐

If yes, how much? \_\_\_\_\_

Have you returned to work? Yes ☐ No ☐

If yes, when? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_

If yes, are you doing: the same job ☐ or a different job ☐ (Check one)

If it's a different job, please describe it: \_\_\_\_\_

\_\_\_\_\_



#### Section 4: Information about your past injuries

Have you had an injury like this before? Yes ☐ No ☐

If yes, when? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_

If yes, describe it:

\_\_\_\_\_

Have you ever reported any other injury to a WCB? Yes ☐ No ☐

If yes, when? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_

If yes, describe the injury you reported: \_\_\_\_\_

#### Section 5: Information about your employer, your job, and your pay

Your Employer's Name, Address, Postal Code

Employer's phone number:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your boss or supervisor's name:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe your job. Check all that apply:

Permanent ☐

Summer student ☐

Seasonal ☐

Casual ☐

Apprentice ☐

Subcontractor ☐

Part-time ☐

Full-time ☐

When did you start this job? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_

Is your job permanent? Yes ☐ No ☐

If no, when do you expect it to end? Day \_\_\_\_ /Month \_\_\_\_ /Year \_\_\_\_ Don't know ☐

Circle the days you usually work in a 4-week cycle:

M Tu W Th F Sa Su / M Tu W Th F Sa Su / M Tu W Th F Sa Su / M Tu W Th F Sa Su

What hours do you usually work? \_\_\_\_\_

How much are you paid by the hour? \_\_\_\_\_

**Section 5 continued: Information about your employer, your job, and your pay**

When do you get paid? (Check ☒ one)

Every week ☐      Every 2 weeks ☐      Once a month ☐      Other ☐ \_\_\_\_\_

Do you have more than one job? Yes ☐      No ☐

If yes, what is the name and phone number of your other employer(s)?

\_\_\_\_\_

Did you lose time at this job because of your injury? Yes ☐      No ☐

**Section 6: List your employer(s) and your income for the 12 months before your injury**

Your employer's name, address, phone:	Start date	End date	Total gross pay
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Section 7: Your declaration and signature**

The information on this form is correct, to the best of my knowledge. I know it may be a crime to make a false claim. I give authority to the WCB to get any other information they need about my injury, my employment, or past injuries and employment.

I understand WCB will use this information only for my WCB claim. I know I need to ask WCB if I want to work for pay and collect WCB benefits at the same time. I understand my claim might be delayed if this form is not complete.

Signature: \_\_\_\_\_

Signed at (community): \_\_\_\_\_

Date: Day \_\_\_\_\_ /Month \_\_\_\_\_ /Year \_\_\_\_\_



## NT Facts

Did you know:

Over 25 million beverage containers were sold in the Northwest Territories in 2004.

That's 610 beverage containers per person in the NT.

12,000,000 of those were aluminum cans for pop, and juice.

1,000,000 were Tetra Paks under 1 litre.

1,600,000 were plastic containers less than 1 litre.

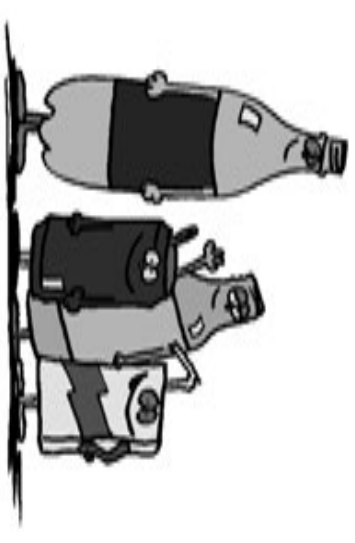
The refund for all ready-to-serve beverage containers is 10 cents with the exception of wines and spirits which is 25 cents.

## BEVERAGE CONTAINER PROGRAM

### School Recycling Program

How to get started?

Reduce, Reuse, Recycle.



## What is the Beverage Container Program?

The Beverage Container Program is a territory wide initiative that came into effect on November 1, 2005. Residents of the Northwest Territories are now able to recycle all ready to-serve beverage containers with the exception of containers for milk and milk substitutes. The program uses a deposit/refund system, like the one used by the NWT Liquor Commission for its container recovery program.

The program is designed to reduce waste and reuse or recycle material. Consumers pay a surcharge when they purchase ready to-serve beverage containers. The surcharge includes: a refundable deposit paid back when the container is returned to a depot; and a non-refundable handling fee which is used to help pay for processing the container.



## Why should your school start a Beverage Container Recycling Program?

The Beverage Container Recovery Program is a win/win situation! It can help your school raise funds for school groups and activities, while reducing waste and litter in the community.

If your school already has a program for reducing waste, recycling beverage containers can complement your activities.

## Tips for Starting a Program

Form a committee to determine how the program will be run. Consider involvement of students, teachers, maintenance staff and parents on your committee. The entire school's cooperation and support is needed for continued success for the program.

Decide who will take responsibility for coordinating the program. Avoid giving the task to only one person. Is there a group or club fundraising for a special program that would like to take charge?

Set up a system for collecting and storing the containers at school. Which beverage containers will be collected? Aluminum cans, plastic bottles, juice boxes, drink pouches? Are you prepared to handle glass containers?

What will you use for collection bins? Will the bins be lined with plastic bags? How will the bins be clearly labeled? Where will they be located in the school?

Who will empty the bins and where will the containers be stored? What extra arrangements will be needed if you are planning to collect containers at special events or hold "bottle" drives?

Be prepared to monitor collection closely to identify challenges and deal with them immediately.



Plan how the containers will be returned to a depot for refund. Contact the beverage container recycling depot in your community to find out how to prepare the containers for return. (Should they be sorted, crushed, caps removed?)

Who will transport the containers to the depot? Will transport companies or depot operators assist you?

If there is no depot in your community, contact the Environmental Protection Division listed below.

Let everyone know about the program. Let all school staff know what's happening: how the program will work, why you are doing it, who will play what role and how the money raised will be used. Inform parents about the program.

Organize events to launch the program. Once it's underway, encourage students to find creative ways to continue to promote the program such as displays, posters, skits and advertisements. Do you have a school mascot that can boost the program?

Celebrate success! Let the school know when goals have been reached and how refund money has been used.

For more information contact:

Environmental Protection Division  
Environment and Natural Resources  
Government of the Northwest Territories

Phone: 867-873-7654  
Fax: 867-873-0221  
Email: [nwtrecycle@gov.nt.ca](mailto:nwtrecycle@gov.nt.ca)  
[www.enr.gov.nt.ca/eps/environment.htm](http://www.enr.gov.nt.ca/eps/environment.htm)



## **NWT Facts**

### **Did you know?**

People in the NWT bought over 25,000,000 ready-to-serve drinks in 2004:

- ✓ 610 containers per person
- ✓ 12,000,000 aluminum cans
- ✓ 1,000,000 Tetra paks less than one litre
- ✓ 1,600,000 plastic containers less than one litre

If your school collects 600 containers from every student this year, you can make at least \$60.00 per student.

If you have 300 students, that totals \$18,000.



For more information contact:

Environmental Protection Division  
Environment and Natural Resources  
Government of the NWT

Phone: 867-873-7654

Fax: 867-873-0221

Email: [nwtrecycle@gov.nt.ca](mailto:nwtrecycle@gov.nt.ca)

[www.enr.bov.nt.ca/eps/environ.htm](http://www.enr.bov.nt.ca/eps/environ.htm)

## **School Recycling Program**

### **How to get started**



### **Collect Empty Containers**

### **Raise Money**

### **Reduce litter**

## What is the Beverage Container Program?

The Beverage Container Program encourages people to recycle drink containers. People pay extra when they buy ready-to-serve drinks:

- ✓ Pop
- ✓ 'New age' drinks
- ✓ Beer, wine, alcohol
- ✓ Juice
- ✓ Bottled water

People get a refund when they return the container:

- ✓ Aluminum and tin cans
- ✓ Plastic
- ✓ Tetra paks
- ✓ Glass
- ✓ Waxed cardboard

The Beverage Container Program does NOT include containers for milk or milk substitutes.

## Why collect beverage containers at school?

Raise money for school groups and school activities.

Reduce waste and litter in your community.



Increase awareness about how we can all make a difference.



## Tips to start collecting beverage containers

- 1) Form a group to coordinate and run the program.
- 2) Get everyone involved – students, teachers, other staff, and parents.
- 3) Decide who is responsible for what – share the workload.
- 4) Decide how to collect and store empty containers at the school.
- 5) Decide how and when to return the containers to a depot for the refund.

- 6) Decide together what to spend the money on.
- 7) Advertise, to encourage people to participate. Celebrate your success.

Wine and liquor bottles	All other containers
 <p>25 cents refund</p>	 <p>10 cents refund</p>