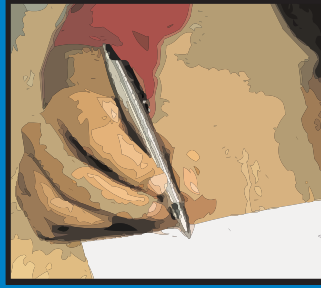


Finding Work



Northern Biographies



Biographies of three of the north's most interesting people, a writer, an activist and a poet priest.

Northern Families



The Northern Edge

Edition Six

Study Guide

Climate Change



NWT Literacy Council



Acknowledgements

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Education, Culture and Employment

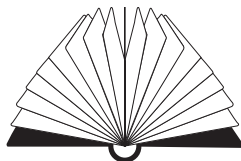


Human Resources and
Social Development Canada

Ressources humaines et
Développement social Canada

Lisa Campbell did the research, writing and layout for the Study Guide.

Contact the NWT Literacy Council to get copies of the Study Guide. You can also download it from our website.



NWT Literacy Council

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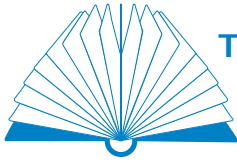




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Introduction

The NWT Literacy Council produced this Study Guide for adult educators and adult learners. It offers learning activities for four of the stories from the 6th edition of *The Northern Edge*.

1. Northern Biographies
2. Climate Change
3. Family Literacy
4. Finding Work

This is the second Study Guide we have produced for *The Northern Edge*. The first Study Guide offered learning activities for two stories from the first five editions of *The Northern Edge*.

The Northern Edge is an online newspaper for adult learners. It covers stories about the north and celebrates our lives North of 60. We have developed six editions of *The Northern Edge* so far. Each issue of *The Northern Edge* has several stories and most stories have interactive learning activities online.

The NWT Literacy Council produces *The Northern Edge*. Look for the stories and activities on our website www.nwt.literacy.ca.



How to use the Study Guide

The Study Guide starts with two writing resources for adult learners.

- ✓ Writing Skills – for lower literacy learners
- ✓ Writing Process Guide

Copy the writing resources and hand them out. Post them in the classroom. Review the writing process with learners before they begin a writing activity. Encourage learners to use the process as they write.

The Study Guide has four sections – one for each of these stories from the 6th edition of *The Northern Edge*.

- 1) Northern Biographies
- 2) Climate Change
- 3) Family Literacy
- 4) Finding Work

Each section includes the written text for the online story and a list of learning activities. Each learning activity has separate instructor notes and handouts. We use the symbols on the next page to show story text, instructor notes and handouts.



Story text is the written version of the story you'll find online at *The Northern Edge* at www.nwt.literacy.ca. *The Northern Edge* stories are also on the CD that comes with this Study Guide. We encourage you to go online to read the stories and do the interactive activities.



Instructor notes give basic information about each learning activity and any necessary details about how to do it.



Handouts are the pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have up to five.

Pick and choose the activities you want. Use them as they are, or change them to suit the learners' needs or yours.

For each story, the first six learning activities focus on vocabulary, language skills, questions, comprehension, writing skills, and research.

- 1) **Vocabulary:** For example: definitions, best meaning, studying words, syllables, root words, nouns, verbs, adjectives, adverbs, etc.
- 2) **Language skills:** For example: cloze procedure, filling in the blanks, sequence of events, punctuation, sentence structure, tenses, nouns, verbs, adjectives, etc.
- 3) **Questions:** For example: factual, drawing conclusions, inference, using questions for journal writing, etc.



- 4) **Comprehension:** For example: rereading text for information, inferences, reading beyond the text, 5 ws and how, summarizing, etc.
- 5) **Writing skills:** For example: letters, mapping, paragraph writing, short essay writing, descriptive writing, narrative writing, persuasive writing, poetry, etc.
- 6) **Research:** For example: biographies, climate change, family literacy, Internet research, career options, etc.

Other learning activities include: speaking, listening, representing and viewing.

At the end of each section you'll find a list of a few key resources.

Please feel free to copy any handouts or other information in this Study Guide that you need for education purposes.



Writing Skills

- 1) **Begin** with a topic the learners are interested in.
- 2) **Talk** over what they want to write. Help the learner write ideas or words they may need.
- 3) **Write** a rough draft. Explain to the learners that all writers use a rough draft.
- 4) **Encourage** learners to proofread their work. Underline words they are not sure of. This is a good time to practice dictionary skills.
- 5) **Read** over the piece of writing together. A piece of writing can always be changed, or you can add more information.

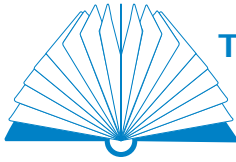


Writing Process Guide

The writing process guide describes eight basic steps:

- 1) Plan
- 2) Organize
- 3) Draft
- 4) Share
- 5) Revise
- 6) Edit
- 7) Prepare final copy
- 8) Print

- 1) Plan** Think about what you want to write. Read.
Talk to others. Brainstorm. Collect your ideas.
Make a topic list. Choose a topic.
- 2) Organize** Make an outline, a mind map, or a web.
What ideas go together? What order makes sense?
- 3) Draft** Write your thoughts down. Don't worry too much
about spelling or punctuation. Take your time.
- Read over what you've written to help you write more.
Talk to someone if you get stuck.



4) Share

Read your writing out loud to someone. Ask for feedback: 'How does this part sound?' or, 'Which sounds better, this or this?'

Talk to other students about grammar, spelling, etc.
Take notes about any feedback you get.
Give polite feedback to others.

5) Revise

Does the story make sense? Do the parts fit together?
Are the transition words clear?

Move parts of the text around. Add words or sentences. Take words out of sentences. Try different words.

6) Edit

Check grammar, spelling and punctuation.

7) Prepare final copy

Proofread and make changes.

8) Print

Use a word processor to make a final hard copy.
Where possible, use a word processor to compose, revise, and publish.



Northern Biographies

Introduction

This story offers an opportunity to encourage learners to learn more about three northern people who have made significant contributions to northern culture and politics. Learners also have an opportunity to explore poetry, research and write a biography on a northerner and learn about critiquing photos.

This section presents a list of seven learning activities and the written text for the Northern Biographies. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

This symbol marks the written text.



This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Northern Biographies List of Learning Activities		
Instructor Notes	Handouts	Page #s
1) Vocabulary	2 handouts	19 to 26
2) Language Skills	2 handouts	27 to 31
3) Questions	2 handouts	32 to 38
4) Comprehension	3 handouts	39 to 46
5) Writing Skills	4 handouts	47 to 57
6) Research	2 handouts	58 to 62
7) Viewing/Representing	5 handouts	63 to 73



Text – Northern Biographies

René Fumoleau

Fifty-five years ago, René Fumoleau moved from France to Rádeli Kóé (Fort Good Hope) to take up his duties as an Oblate priest. He was just twenty eight years old. He worked with the Dene in Fort Good Hope from 1953 to 1959, in Fort Franklin from 1960 to 1968 and then returned to Fort Good Hope between 1968-1969.

In 1971, he began historical research on Treaties 8 and 11 which resulted in the publication of *As Long As This Land Shall Last: A History of Treaty 8 and Treaty 11, 1870-1939*.

From 1970 until 1994 he lived in Yellowknife and then moved to the community of Lutsel K'e.

He has produced several documentary films and authored two books of stories, *Here I Sit* and *The Secret*, and a non-fiction work on aboriginal land claims entitled *As Long As This Land Shall Last*.

He went as a missionary but soon found the Dene teaching him. He has been a loving chronicler of the Dene way in film, story-telling, poetry and photography.

During his time in the north he has been an avid photographer and many of his photographs have been displayed, sold and published. He has donated his photographs to the Prince of Wales Northern Heritage Centre in Yellowknife. There are 10,000 photos in the Fumoleau collection.



Read along with René Fumoleau as he reads two of his stories –
Honesty and *Hockey*.

Honesty

When I was in Fort Good Hope,
one Norseman plane served Norman Wells,
Fort Good Hope, Fort Norman, Deline, Arctic Red River, Fort
McPherson, Aklavik and Tuktoyaktuk,
in a territory about the size of France,
so we didn't fly very often.

We mostly travelled by boat or by canoe.

In September 1959, I travelled 350
kilometres by boat to Aklavik.
In the 1950s, people from various countries
and different backgrounds
had made Aklavik a really friendly town.

Most residents were characters,
but Jim was **the** character.

One day I saw Jim climbing the river bank,
pushing a wheelbarrow full of white fish.
And people stopped him on the road:

"Jim, can you sell me a fish?"

"Yes, a dollar a fish."

Some more buyers, same question, same answers,



Until Tiny Scott asked:

"Jim, can you sell me a fish?"

"Yes, fifty cents."

And Tiny left with his fish,
and the people grumbled:

"Jim, you charge us a dollar a fish,
and only fifty cents to Tiny."

"Well, wait a minute! I'll explain it to you.
You see, I visited my fish nets,
but I had not one single fish in my net,
so I got all my fish from Tiny's nets.

So I couldn't charge him the same price.

One has to be honest!"

Hockey

In 1970 Dettah was a small Dene community without phone and electricity and without a permanent road to Yellowknife about twenty-five kilometres away.

When I moved to Yellowknife I spent a good part of my time there in Dettah.

I was fascinated by the games the Dene children invented according to the seasons. It was perfectly safe for them to play anywhere because there was no truck in the village and no traffic.



In winter, any stretch of the road turned into a hockey rink.
Children handmade their hockey sticks.
Blocks of firewood provided the goal posts.
Players wore moccasins and parkas,
and I couldn't figure out who was on what team.

One November afternoon, I decided to watch closely.
So the Eagles and the Ravens started with five players each.
The score climbed to 1 to 1.
Then, the Ravens scored twice in a row,
so they gave a player to the Eagles to even the chances.

And later on, the Eagles led by two goals,
and in turn, they gave a player to the Ravens.

Then I understood why the scores
were always so close: 2-1, 4-3, 3-2,
and no team was ever beaten badly.



Richard Van Camp

Today we'd like to draw your attention to an exciting young writer from the Northwest Territories. His name is Richard Van Camp. He was born in 1971 in Fort Smith, NWT, and is the eldest of four boys.

Richard is a proud member of the Dogrib (Tłıchǫ) Nation. He is a poet, a novelist and a short story writer. Richard has also written award winning books for children. Richard is a great talent and we are proud that he is the first published Dogrib author.

Richard's grandparents, Pierre and Melanie Wah-shee did not speak English. He says "They didn't need to. They were very traditional Dogrib elders. My mom and her brothers were the first Dogrib generation to learn to read and write."

He says that "being part of the second literate generation gives me the advantage of sharing the oral history that was passed down to me by my mom and uncles and Elders and braid our words and stories with the written word. This is happening all over the world, and we're able to share our cultures, through our writing, with the world."

Richard is a graduate of the En'owkin International School of Writing and the University of Victoria's Creative Writing Program. He also went on to get his Master's Degree in Creative Writing at the University of British Columbia. Richard now teaches creative writing for Aboriginal students at the University of British Columbia in Vancouver, BC.

Richard has been publishing since 1992. Richard has written a novel, *The Lesser Blessed* which has been translated into French and German. And in 2001 it won Germany's highest award for a translation. He also



wrote, *Angel Wing Splash Pattern*, which is a collection of his finest short stories.

Many of his stories take place in the fictional town of Fort Simmer. Simmer is a mix of several northern communities. "I'm happy to write about a fictional town and not set it in my hometown of Fort Smith because then I'd be bound by facts and loyalty, and I want to write about the North and not have people pointing fingers at individuals who are still alive. I'm in love with the power of fiction, not gossip," he says.

Three of his short stories from *Angel Wing Splash Pattern*, have been broadcast nationally as radio dramas on CBC. Richard also wrote for CBC's *North of 60* television show for two months under their Writer Internship Program and was a script and cultural consultant with them for four seasons. And his novel, *The Lesser Blessed*, will soon be a movie with First Generation Films.

Richard is also the author of three children's books: *A Man Called Raven*, *What's the Most Beautiful Thing You Know About Horses?*, and his newest baby book, *Welcome Song for Baby – a lullaby for newborns*.

Every newborn baby in BC will receive a free copy of *Welcome Song for Baby* through the Books for Babies initiative of the BC Libraries Association.

His new novel, *Blessing Wendy*, will be out with Orca Books in 2009. After seven years of work Richard has just finished a new novel titled *The Strongest Blood* whose publication he is presently negotiating with publishers.



Nellie Cournoyea

Today we'd like to introduce a great leader of the Northwest Territories. Her name is Nellie Cournoyea. She was born in Aklavik in 1940. Her father emigrated to Canada from Norway and became a trapper in the north and her mother was an Inupiak from Herschel Island. She has two children, John and Maureen.

She is the Chair and CEO of the Inuvialuit Regional Corporation (IRC) in the Beaufort Delta. The IRC was established in 1985 with the mandate to receive the Inuvialuit lands and financial compensation resulting from the 1984 land claim settlement. Today it has assets of more than 382 million dollars.

As Nellie said recently,

“I have been fortunate and privileged to serve the Inuvialuit for almost 30 years as a land claim negotiator, as a Member and Minister in the NWT Legislative Assembly, and as Chair and CEO of the Inuvialuit Regional Corporation.

For those of you who may not be familiar, the Inuvialuit are the Inuit of the coastal regions of the Northwest Territories and Yukon. We were the first Aboriginal people in the Northwest Territories to conclude a comprehensive land settlement with the Government of Canada. Rooted in a respect for our culture and traditions and confidence in our ability to secure our future, the Inuvialuit Final Agreement (IFA) was signed June 5, 1984.”

The IFA came about because people committed themselves to achieving Inuvialuit self-reliance through the institutions, rights and benefits through a land claim settlement.



Ms. Cournoyea has had many accomplishments over the years. She served for 17 years from 1979 to November 1995 as a Member of the NWT Legislature (MLA) representing the Western Arctic riding of Nunakput. She held several Cabinet positions and then in 1991 she became Premier of the Northwest Territories, a position she held for four years. She was the first female premier of a Canadian Territory, and the second female leader of an elected legislature in Canada after Rita Johnston in British Columbia.

Before entering politics, Cournoyea was an announcer and station manager for CBC North in Inuvik, and a land claims worker for the Inuit Tapirisat of Canada.

In a volunteer capacity, Ms. Cournoyea served as a director of the Ingamo Hall Friendship Centre in Inuvik and a founding member of the Northern Games Society.

Continuing volunteer commitments include work in Inuvialuit historical and cultural activities.

CBC television has honoured Ms. Cournoyea by doing a *Life and Times* documentary on her amazing life.

In her private life, Ms. Cournoyea savours the time she spends on the land. Fishing, picking berries and enjoying the quiet company of family and friends and pursuing her lifelong love of reading, particularly Arctic and ancient history and the political world.

Nellie Cournoyea is an outstanding role model and spokesperson for the Inuvialuit. From her early days working with her dad on a trapline to becoming the first Aboriginal woman to be elected Premier in Canada, Nellie Cournoyea proves to us that every journey begins with a single step and no journey is too hard.



Vocabulary Learning Activity 1

Two handouts

1-1: What Do These Words Mean?

Learners look up the best meaning for words from the story and then write a sentence for each word.

1-2: Word Study

Learners study the new words by categorizing them into nouns and adjectives, breaking the words into syllables and finding root words.



Vocabulary Learning Activity 1

1-1: What Do These Words Mean?

Use a dictionary and write down the **best** meaning for these words from the Northern Biographies. Then write a sentence using each word.

1) **historical**

Meaning _____

Sentence _____

2) **treaties**

Meaning _____

Sentence _____



3) **documentary**

Meaning _____

Sentence _____

4) **missionary**

Meaning _____

Sentence _____

5) **avid**

Meaning _____

Sentence _____



6) **literate**

Meaning _____

Sentence _____

7) **generation**

Meaning _____

Sentence _____

8) **oral**

Meaning _____

Sentence _____



9) **self-reliance**

Meaning _____

Sentence _____

10) **emigrated**

Meaning _____

Sentence _____

11) **savours**

Meaning _____

Sentence _____



12) **journey**

Meaning _____

Sentence _____



Vocabulary Learning Activity 1

1-2: Word Study

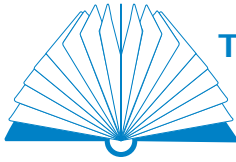
- | | |
|----------------|-------------------|
| 1. historical | 7. generation |
| 2. treaties | 8. negotiating |
| 3. documentary | 9. emigrated |
| 4. missionary | 10. self-reliance |
| 5. avid | 11. savours |
| 6. literate | 12. journey |

1. Break each word into syllables.

2. What is the root word for the following:

- | | |
|---------------|-------|
| ✓ historical | _____ |
| ✓ treaties | _____ |
| ✓ documentary | _____ |
| ✓ missionary | _____ |
| ✓ negotiating | _____ |
| ✓ generation | _____ |
| ✓ emigrated | _____ |
| ✓ savours | _____ |

3. Which words can be used as adjectives? Write them in a sentence showing them as an adjective.



4. Which words are nouns? Write them in a sentence.
5. Which words are verbs? Write them in a sentence.
6. The word *literate* can be used as a noun and an adjective. Write a sentence for *literate* as a noun and as an adjective.
7. The root word *negotiate* is a verb. Make as many words as you can by adding a suffix to the word. Say if it is a verb or noun.

negotiating

verb

_____	_____
_____	_____
_____	_____
_____	_____



Language Skills Learning Activity 2

Two handouts

2-1: Cloze Activity

Learners fill in the blanks from Richard Van Camp's biography using the words given. Then they fill in the blanks using their own words.

2-2: Nouns and Verbs

Learners fill in the chart then write a sentence that uses both the noun form and verb form for each word.



Language Skills Learning Activity 2

2-1: Cloze Activity

Fill in the blanks from Richard Van Camp's biography from the list of words below. All the words are adjectives.

award winning

proud

oral

first

traditional

second

literate

exciting

written

great

first

Today we'd like to draw attention to an _____ young writer from the Northwest Territories. His name is Richard Van Camp. He was born in 1971 in Fort Smith, NWT, and is the eldest of four boys.

Richard is a _____ member of the Dogrib (Tłı̨chǫ) Nation. He is a poet, a novelist and a short story writer. Richard has also written _____ books for children. Richard is a _____ talent and we are proud that he is the _____ published Dogrib author.

Richard's grandparents, Pierre and Melanie Wah-shee did not speak English. He says "They didn't need to. They were very



_____ Dogrib elders. My mom and her brothers were the
_____ Dogrib generation to learn to read and write."

He says that "being part of the _____
_____ generation gives me the advantage of sharing
the _____ history that was passed down to me by my mom
and uncles and Elders and braid our words and stories with the
_____ word. This is happening all over the world, and
we're able to share our cultures, through our writing, with the world."

Rewrite the biography with your own words.

Today we'd like to draw attention to an _____ young
writer from the Northwest Territories. His name is Richard Van Camp.
He was born in 1971 in Fort Smith, NWT, and is the eldest of four boys.

Richard is a _____ member of the Dogrib (Tłıchʔ) Nation. He is
a poet, a novelist and a short story writer. Richard has also written
_____ books for children. Richard is a
_____ talent and we are proud that he is the
_____ published Dogrib author.



Richard's grandparents, Pierre and Melanie Wah-shee did not speak English. He says "They didn't need to. They were very _____ Dogrib elders. My mom and her brothers were the _____ Dogrib generation to learn to read and write."

He says that "being part of the _____ generation gives me the advantage of sharing the _____ history that was passed down to me by my mom and uncles and Elders and braid our words and stories with the _____ word. This is happening all over the world, and we're able to share our cultures, through our writing, with the world."



Language Skills Learning Activity 2

2-2: Nouns and Verbs

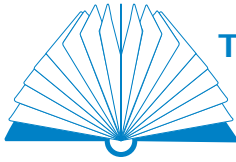
Look at the list of words below from the Northern Biographies. Each word has a noun form and a verb form. Complete the chart. The first one is done for you.

Noun form of the word	Verb form of the word
donation	donate
collection	
	translate
	consult
negotiation	

Write a sentence that uses both the noun form and the verb form for each word.

For example:

- 1) The people of Yellowknife were very generous to **donate** so many books to our **donation** box.



Questions Learning Activity 3

Two handouts

3-1: Story Questions

Learners answer questions about the Northern Biographies. The handout asks learners to use a full sentence with correct punctuation.

3-2: Journal Writing

Learners use questions in the handout to guide their journal writing.



Questions Learning Activity 3

3-1: Story Questions

Answer the following questions in one or more sentences. Begin with a capital letter and end with the correct punctuation.

- 1) How long has René Fumoleau lived in the NWT. What communities did he live in?

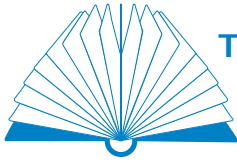
- 2) What books has René authored?



3) What does René like to do?

4) Why do you think René donated his photos to the Prince of Wales Northern Heritage Centre?

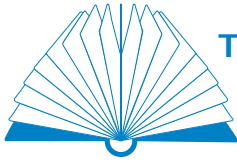
5) What kinds of books does Richard Van Camp write?



- 6) Why was it not important for Richard's grandparents to speak English?

- 7) What does Richard write about?

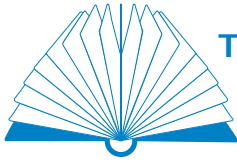
- 8) What is Richard famous for?



9) What are some of Nellie Cournoyea's accomplishments?

10) Why do you think CBC did a *Life and Times* documentary on Nellie's life?

11) What did Nellie do before she entered politics?



- 12) What does this sentence mean? “Nellie Cournoyea proves to us that every journey begins with a single step and no journey is too hard.”



Questions Learning Activity 3

3-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ Which Northern Biography appeals to you most? Why?
- ✓ Ordinary people can do extraordinary things. How have the people from the biographies shown this?
- ✓ The north is a unique place. Do you know of any unique people that you would like to write about? Write about them.
- ✓ Richard Van Camp says that he enjoys sharing the oral history of his family with others. Do you have oral history in your family that has been passed down from generation to generation? Write about these stories.



Comprehension Learning Activity 4

Three handouts

4-1: Summarizing

Learners summarize two of the biographies. They should include all the important information and write one paragraph about each person.

4-2: 5 Ws and How

Ask learners to reread the stories *Honest* and *Hockey*. Ask them to fill in the 5Ws and How handout.

4-3: Autobiography or Biography

Learners look up a definition for autobiography and biography. Learners then read each passage on the handout and determine if it represents an autobiography or biography passage. They list the similarities and differences between the two.



Comprehension Learning Activity 4

4-1: Summarizing

What is summarizing?

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas and the main points that are worth noting and remembering.

How do I summarize?

1. Read the article or text.
2. Reread the article or text. Underline important ideas. Circle key terms. Find the main point of the article or text.
3. Write a brief outline of the important information.
4. Write the main point of the article. Use your own words. This should be a sentence that expresses the central idea of the article or text.
5. Write your rough draft of the summary.
6. Edit your version. Be concise. Eliminate needless words and repetitions.

In the summary, you should include only the information your readers need.

- ✓ State the main point first.
- ✓ Make the summary clear and understandable to someone who has not read the original article or text. Your summary should stand on its own.
- ✓ Don't add any new data or your ideas.



- ✓ Use a simple organization:
 - Main point
 - Main results
 - Conclusion

For example:

Summary of René Fumoleau

René Fumoleau is a missionary from France who came to the Northwest Territories in 1953. He lived in Fort Good Hope, Fort Franklin (Deline), Lutsel'Ke and Yellowknife. He currently shares his time between Yellowknife and Lutsel'Ke. He has written several books and produced several documentary films about his life in the North. René is an avid photographer and has donated all his photos to the Prince of Wales Northern Heritage Centre. René's love of the people and the North is evident in his poems, stories and photos.

Your Turn

Write a one paragraph summary of the biographies of Richard Van Camp and Nellie Cournoyea. Follow the summary guide.



Comprehension Learning Activity 4

4-2: 5 Ws and How

Reread the stories *Honest* and *Hockey*. Fill in the blanks below for both stories. You may have to read between the lines and make some inferences. It might help to reread René's biography.

Who is the story about?

What happens in the story?

Why does it happen?



Where does it happen?

When does it happen?

How does it happen?



Comprehension Learning Activity 4

4-3: Autobiography or Biography

Read each passage and decide if it represents an autobiography or biography passage. List the differences and similarities after you read each selection. Fill in the Venn Diagram.

Look up the definition for:

Autobiography - _____

Biography - _____

Passage	Autobiography	Biography
How did I happen to become an explorer? It did not just happen, for my career has been a steady progress toward a definite goal since I was 15 years of age. Whatever I have accomplished in exploration has been the result of lifelong planning, painstaking preparation, and the hardest of conscientious work.		
In only seven years of performing, recording artist Susan Aglukark has emerged as a leading voice in Canadian music. Her unique blend of traditional Inuit folklore with contemporary pop sounds has captivated listeners from all walks of life. On her new release <i>Unsung Heroes</i> , Susan Aglukark once again shines the spotlight on history and heart of		



Inuit life with beautiful melodies and uplifting rhythms.		
<p>Mr. Fontaine is Anishinabe from Sagkeeng First Nation in Manitoba. He has dedicated most of his life to the advancement of First Nations people. From the beginning, as a First Nations Youth activist with the Canadian Indian Youth Council, Phil has been an advocate for First Nations rights. In 1973, he was elected Chief of his community for two consecutive terms. Upon completion of his mandate as Chief of Sagkeeng, Phil moved with his family to the Yukon territory to serve as the Regional Director General with the federal government. In 1980, Phil returned to Manitoba to complete his degree in Political Science at the University of Manitoba. Upon his graduation, he worked for the Southeast Resource Development Council as a Special Advisor to the Tribal Council, which was followed by his election to the position of Manitoba's Vice Chief for the Assembly of First Nations.</p>		
<p>My cot sat in a corner. It was separate from the others except for one, which was pretty close to me. It was a big room and had twenty or thirty boys who stayed there. Most of them were older than me. My job was to help sweep up the room every morning and every evening. I done it easy; but when I didn't sweep under the cots good enough, the lady made me do it over again. Which happened fairly regular.</p>		

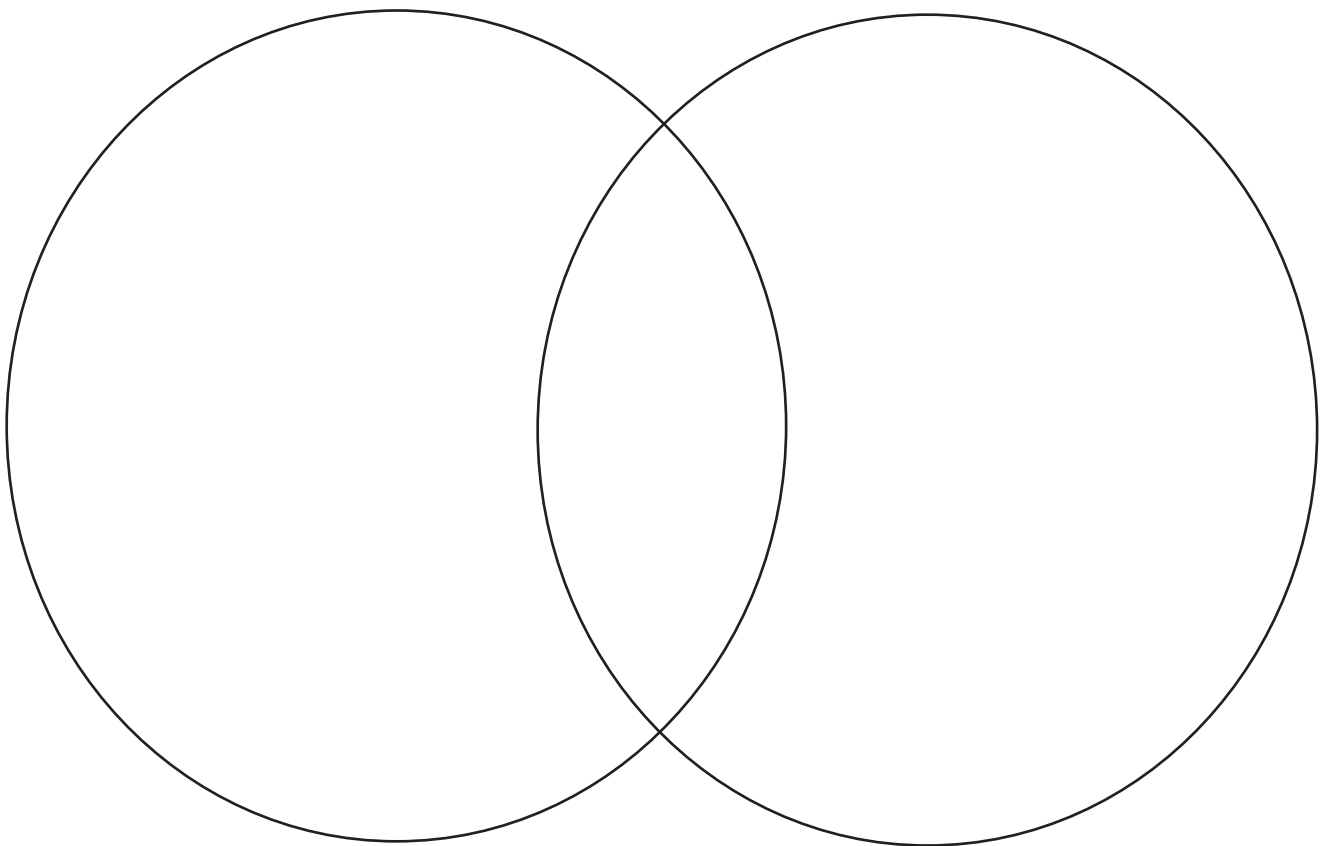


1. What are the similarities between autobiographies and biographies?
2. What are the differences between autobiographies and biographies?

Fill in the Venn Diagram below. The things that are the same go into the middle of the circle where they overlap. The things that are different go on the outer part of the circle.

Autobiography

Biography





Writing Skills Learning Activity 5

Four handouts

5-1: Autobiography Incidents

Instructor models a short autobiographical incident from his/her life.

- ✓ Learners work in pairs and share an important incident in their lives. Ask learners to share happy incidents with each other.
- ✓ They brainstorm categories for stories, e.g. school adventures, a special holiday, brothers, sisters, children, family, happy moments, etc.
- ✓ Learners choose one topic and set a timer for one minute. The partner will share thoughts and memories. Partners take turns repeating the activity for each topic on the list.
- ✓ Learners discuss together the stories they want to hear more about.
- ✓ Learners write a one paragraph story about the incident. Some ideas for learners to write about are on the handout.

5-2: Writing Your Autobiography¹

Autobiographies, the stories we tell about our own lives, can be a powerful teaching tool at the beginning of the school year, a wonderful way to introduce learners to each other.

Some ideas to get started:

¹ Adapted from <http://english.unitecnology.ac.nz/resources/units/lives/home.html>



- ✓ Discuss: prefixes/suffixes can help us figure out the meanings of new words, for example:
 - auto: self
 - bio: of life
 - graph: write
- ✓ Build up a list of words that start with auto or bio with the class.
- ✓ Discuss with the class: What is an autobiography?
- ✓ Using an overhead projector, discuss a selected autobiographical extract. Identify the basic text structure - introduction, events (chronological sequence) and conclusion (e.g. the difference these events made to my life).
 - What tense is the extract written in?
 - Why is it written in this tense?
 - What use has the author made of pronouns?
 - Find and highlight some verbs.
- ✓ Use another extract. Identify and highlight the structure, tense, use of pronouns and use of connectives to sequence the writing. Which extract do you prefer? Why?
- ✓ Teacher models a mind map to help learners focus on the main events for the autobiography (writing autobiographies can be overwhelming because writers have so much material they want to use). Stress the need to select the important facts or highlights.
- ✓ Individually, learners develop a mind map, focusing on the story, incident(s) and event(s) they want to write about.



Writing an Autobiography

- ✓ Using the mind map, the teacher models the draft writing of her/his autobiography. Discuss the need to include highlights and to be concise.
- ✓ Learners draft their autobiographies using the information from their mind maps and the guide on the handout.

5-3: Story/Poem Writing

René Fumoleau is an accomplished story and poetry writer. Ask learners to reread the stories *Honesty* and *Hockey*. Ask them to discuss these stories together. Ask them these questions:

1. Did you like the stories? Why or why not?
2. What is different about these stories?
3. What perspective does René write from?
4. Do you think that René enjoyed living in these communities? Why or why not?

René writes stories about what he knows. The structure of each story is like a poem. Ask learners to write a story/poem about something in their community. They can follow the handout guidelines.

5-4: Photo Story

Learners look at the René Fumoleau story on the handout and answer questions about the photo. They then write a story about the photo.



Writing Skills Learning Activity 5

5-1: Autobiography Incidents

To get started on writing your autobiography, write a short one paragraph piece about an incident in your life. Something may pop in your head right away but if you can't think of anything, use a topic from below.

- ✓ Your most unlucky day
- ✓ Your narrowest escape
- ✓ Your most frightening moment
- ✓ Your proudest moment
- ✓ Your hardest job accomplished
- ✓ Your luckiest day
- ✓ Your greatest thrill
- ✓ Your most embarrassing moment
- ✓ Your first time being away overnight
- ✓ Your first bad fight or quarrel
- ✓ Your first time winning a contest or prize
- ✓ Your first time in the principal's office
- ✓ Your first real job
- ✓ Your first plane flight
- ✓ Your first date
- ✓ Your first time being lost



Writing Skills Learning Activity 5

5-2: Writing Your Autobiography

An autobiography is information about one's own life written by that one person. When writing your autobiography, use interesting facts to explain as much about yourself as you can.

There are many ways to write an autobiography. Here is one format to help you write your autobiography.

Introduction

The first thing you do when writing an autobiography is start off with a lot of facts about your life; for example, your name, when and where you were born, where you live, where you go to school and who you live with. This helps the reader understand your context in life.

Who are you in life?

Explain the type of person you are; use facts about yourself such as: Did you finish school? Do you plan on going to college? Do you have children? What are your favourite things to do? What do you like to do in your spare time?

What does life mean to you?

In this paragraph you should state how you see life. What does life mean to you? What makes you happy? What things do you value in your life? What do you see as your purpose in life?



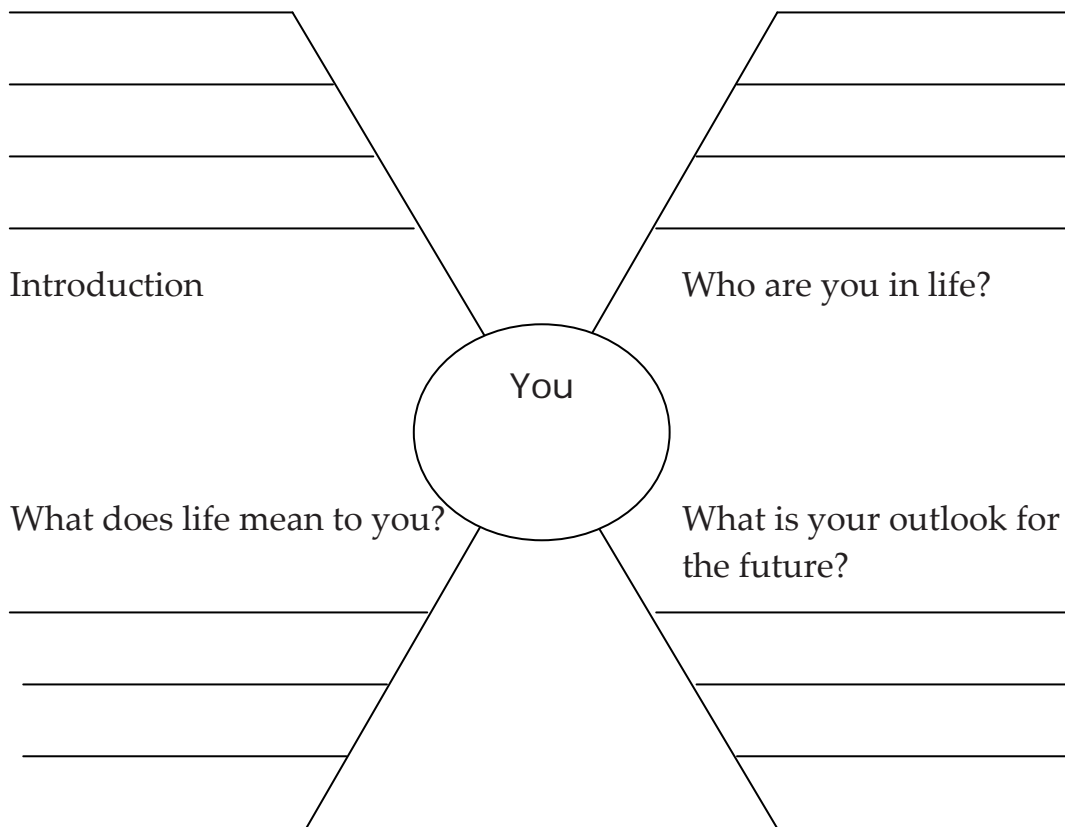
What is your outlook on the future?

In this paragraph you should explain what you think the future will be like. Where will you be? How will you be living? What will your children be like? What are you doing? Where are you working? Where are you living? What are your hopes and dreams?

Conclusion

The conclusion is the last paragraph of your autobiography. In the conclusion you usually try to paraphrase the important parts of your autobiography and add some type of closure to bring the whole autobiography together.

Use the web below to help you write your autobiography.





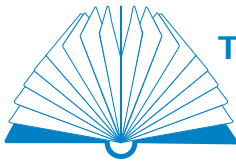
Writing Skills Learning Activity 5

5-3: Story/Poem Writing

Reread the stories *Honest* and *Hockey*. René's stories are written about what he knows. The structure of each story is like a poem. Write a story/poem about something in your community. Follow the same format that René has used in his stories.

Think of something funny in your community. It could be a funny situation or a person. You can choose one of the topics below or your own topic.

- ✓ My family
- ✓ My daughter
- ✓ My son
- ✓ Community life
- ✓ School life
- ✓ Hunting
- ✓ Going out on the land
- ✓ Having fun
- ✓ Teasing



Writing Skills Learning Activity 5

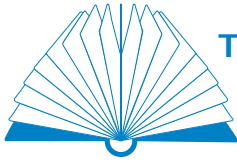
5-4: Photo Story

René Fumoleau is not only a writer and storyteller, but also a photographer. He has taken thousands of photos of the people and the land in the NWT. Most of his photos are on the Prince of Wales Northern Heritage Centre Photo Data Base at <http://pwnhc.learnnet.nt.ca/databases/Archives/photodbnew.asp>.

Taking pictures is about telling a story. René took photos in order to share his love of the north with other people and to tell the story of the people here. Look at the photo below. Answer the questions on the next page.



René Fumoleau NWT Archives N-1995-002: 0363



5 Ws and How

Who is in the picture?

What is happening?

Where is this happening?

Why is this happening?



How is it being done?

When do you think this is happening?

Paragraph Writing

Use the information from your answers above to write a paragraph about the photo. Remember that a paragraph consists of a topic sentence, supporting sentences and a closing sentence.



Research Learning Activity 6

Two handouts

6-1: Other Northerners

Learners research other well-known northerners and fill in the information sheet about them.

6-2: Biography Project

Learners choose a northerner or a famous Canadian and write a biography on the person. An example is given on the handout. They should use the writing process.

6-3: Make a Book (no handout)

Make a book with the biographies that learners have written. Give the book to the local school or library so others can read the biographies.



Research Learning Activity 6

6-1: Other Northerners

Research these other famous northerners. Choose five people from the list. Answer the questions below about them. Use Google on the Internet to find out information about each of these people.

1. Stephen Kakfwi
2. Chief Jimmy Bruneau
3. George Blondin
4. Dr. Noah Carpenter
5. Leila Gilday
6. Firth Sisters
7. Sheila Watt-Cloutier
8. Jordan Tootoo

Name: _____

Date of Birth: _____

Where they were born: _____

Where they live now: _____



What did they do in their early lives?

What are some of their accomplishments? Name at least 3.



Research Learning Activity 6

6-2: Biography Project

Research and write a biography on a famous northerner or Canadian. You can choose one of the people from the previous activity or you can choose another person. Your biography should be three paragraphs long. Read the biography on Michael Kusugak below and use it as a guide.

Michael Kusugak's Biography²

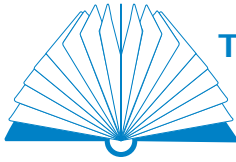
Michael Kusugak is Inuit and was raised in Repulse Bay in the Northwest Territories. Michael is a Storyteller and author of many children's books. When he first started writing, he used to only write in his spare time, until he met Robert Munsch. Robert Munsch offered Michael some suggestions and encouragement of his Inuit style of work.



As a child, he loved listening to the stories his grandmother told him. Storytelling is a great tradition within his family and is the true inspiration in his work. He grew up living a traditional way of life, living in sod huts and igloos and speaking only Inuktitut.

Michael lives in Rankin Inlet, Nunavut, where he continues to write his books. As well, Michael sometimes tours, entertaining audiences with storytelling, plays and string games that his grandmother taught him.

² Source: http://cado.ayn.ca/inuit_storytellers.asp

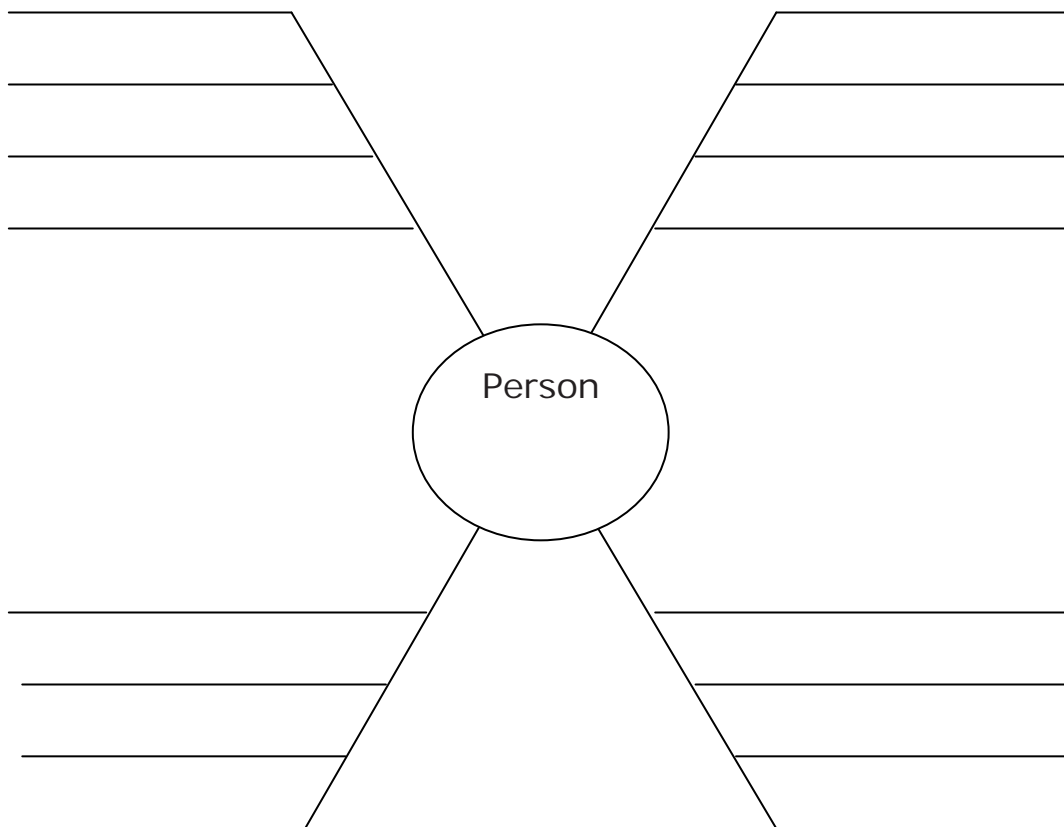


Using a Spider Web

Write the person's name in the middle of the web. Write the main ideas on the lines going to the branches. Some main ideas might be:

- ✓ facts (birth, death, where they live, where they were born and raised, etc.)
- ✓ contributions
- ✓ philosophy
- ✓ plans for the future
- ✓ important dates

Write details on the branching lines.



Use the information on your web to write the biography of the person you have chosen.



Viewing/Representing Learning Activity 7

5 handouts

We have used René Fumoleau's photos to develop this section on critical viewing. Many of these activities came from the English 130 Resource Manual.

7-1: Understanding Context

The **context** is the details in the photograph. You can ask yourself a number of questions to help make **inferences** about the picture.

Tell learners to act like detectives and ask the 5 Ws and How questions to get more out of the photograph. Place photos around the room and ask the questions below. Ask learners to write down their answers and then share them with others when they are finished. The handout provides learners with practice viewing a photo and answering these questions.

1. Where is the scene taking place?
2. Who are the people in the picture?
3. Are they related in some way?
4. What are they doing, feeling and thinking?
5. What is happening right now?
6. What might have caused the situation?
7. Why are the people doing what they are doing?
8. What probably took place just before the photo?
9. What will happen next?



7-2: Creating Emphasis

Good photographers try to compose their pictures in the most effective way. They do this through **emphasis**. With emphasis, the artist tells your eyes where to look. The photographer uses a contrast between light and darkness, focus and positioning of objects to give them emphasis. Emphasis can help create the mood of the picture as well. For example, if the photographer keeps his subjects in the shadows, it can create a gloomy mood. If he or she sets them in the light, the mood is happier. Ask learners to analyze the photos on the handout to determine how the artist used emphasis.

7-3: Mood

Mood is another way that photographers try to get their point across. Photographers use lighting and colour to create a certain kind of mood. What is meant by warm and cool colours? If you wanted to make a scene appear vibrant and energetic, what colours would you emphasize in your photograph? Ask learners to fill in the chart on the handout. What mood does each colour create?

7-4: Point of View

Point of view is the position from which you observe or consider something. It is the angle at which the picture is taken. You can take photos from a child's point of view, a tall person's point of view, from different angles or at eye level. Point of view offers clues as to the visual artist's tone or attitude toward his subject. For example, if a photographer shoots a subject from below, he may create the image of importance and power. If he shoots a picture from eye level, it becomes familiar and comfortable. It is how we are used to seeing things. If he shoots from above, it could appear small and vulnerable.



- ✓ Ask learners to look at the pictures on the handout and decide what the point of view is.
- ✓ What meaning is communicated by different points of view?

7-5: Critiquing Photos

Learners critique the photo on the handout using all the skills they have learned. They write a paragraph about the photo and what the photographer was trying to show.

7-6: Photo Stories (no handout)

Take a series of photographs and ask learners to describe what is happening in the photo or use the photo as a prompt to create a story around it. You can also do this as a group activity by having each learner write a line in response to the same photo. Give learners a digital camera and ask them to take pictures in the community. Ask them to write a story about the pictures they have taken. They can take pictures of:

- ✓ Interesting people, buildings or sites
- ✓ Their children
- ✓ Elders
- ✓ Traditional activities

All photos in this section were taken by René Fumoleau. We have permission from the Prince of Wales Northern Heritage Centre to use them in this document.



Viewing/Representing Learning Activity 7

7-1: Understanding Context

Look at the photo and answer these questions.



Rene Fumoleau NWT Archives N-1995-002: 2582

1. Where is the scene taking place?
2. Who are the people in the picture?
3. Are they related in some way?
4. What are they doing, feeling and thinking?



5. What is happening right now?
6. What might have caused the situation?
7. Why are the people doing what they are doing?
8. What probably took place just before the photo?
9. What will happen next?



Viewing/Representing Learning Activity 7

7-2: Creating Emphasis



Rene Fumoleau NWT Archives N-1995-002: 1096



Rene Fumoleau NWT Archives N-1995-002: 1434



Viewing/Representing Learning Activity 7

7-3: Mood

Write down the mood that you think each colour represents.

Colour	Mood Created
bright red	
light green	
black	
yellow	
sky blue	



Viewing/Representing Learning Activity 7

7-4: Point of View

From what point did the photographer take these photos? What was the photographer trying to do?



Rene Fumoleau NWT Archives N-1995-002: 2657



Rene Fumoleau NWT Archives N-1995-002: 6246



Viewing/Representing Learning Activity 7

7-5: Critiquing Photos

Write a critique of the photo below. Use the questions below to help you write your critique.

- What is the context of the picture? Who is this person? What is happening? Why is it happening? What does the photo tell you?
- What is emphasized in the photo?
- From what point of view did the photographer take the photo?

Rene Fumoleau NWT Archives
N-1995-002: 3439





Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT
Department of Education, Culture and Employment by the NWT
Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT
Department of Education, Culture and Employment by the NWT
Literacy Council, 2006.
- ✓ **Here I Sit**, Rene Fumoleau, Novalis, Saint Paul University, Ottawa,
1997. Poems and stories about the north.
- ✓ **The Secret**, Rene Fumoleau,
Poems and stories about the north.

Websites

Prince of Wales Northern Heritage Centre

<http://pwnhc.learnnet.nt.ca/>

This website has a variety of online exhibits about the north and people from the north.

Prince of Wales Northern Heritage Centre Photo Database

<http://pwnhc.learnnet.nt.ca/databases/Archives/photodbnew.asp>.

Search the 30,000 images in this online database. The database displays low-resolution versions of images along with information about them. These online images are intended for reference use only and the quality is limited for this reason. You may order prints and high-resolution digital files. There is also a database of high resolution photos.



Climate Change

Introduction

This story is from Edition #6 of *The Northern Edge*. Edition #5 also has an article on climate change. We developed activities to go with the previous issue in our last *Northern Edge Study Guide*. This section will provide additional activities and ideas for studying climate change.

This story offers an opportunity to encourage learners to learn more about climate change in the Arctic. The online piece has a variety of topics and pictures to help learners understand this complex issue. We have summarized the information for this section in order to make it more readable in print form.

This section presents a list of seven learning activities and the written text for the Climate Change section from *The Northern Edge*. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

This symbol marks the written text.



This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Climate Change List of Learning Activities		
Instructor Notes	Handouts	Page #s
1) Vocabulary	3 handouts	87 to 99
2) Math Skills	3 handouts	100 to 106
3) Questions	2 handouts	107 to 111
4) Comprehension	3 handouts	112 to 119
5) Writing Skills	3 handouts	120 to 125
6) Research	3 handouts	126 to 132
7) Speaking and Discussion	1 handout	133 to 135



Text – Climate Change

Introduction

In October 2007 the Prince of Wales Northern Heritage Centre in Yellowknife, NWT had an exhibit on climate change by the Smithsonian National Museum of Natural History.

The exhibit was called *A Friend Acting Strangely*. We loved the exhibit and contacted the Smithsonian and received permission to use material from their exhibit in our Northern Edge.

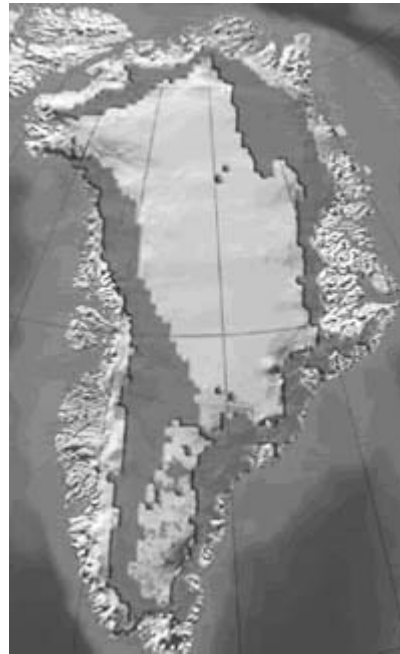
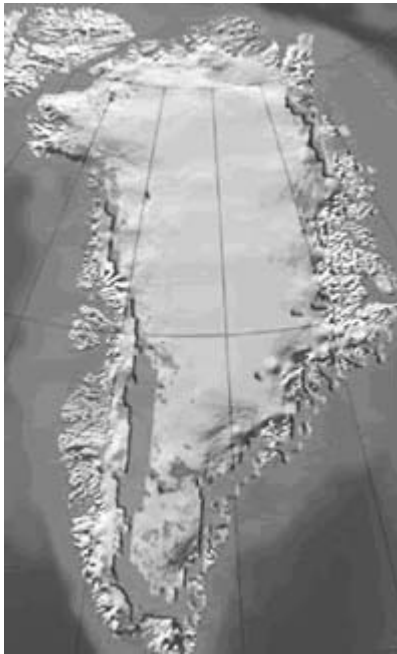
You can read all this information on our 6th issue of *The Northern Edge*. Below is a condensed version of the information.

Measuring Arctic Climate Change

Our planet is getting warmer. Temperatures in most of the Arctic region have also increased. Are these changes unusual or just part of natural variation?

To help answer that question, scientists compare recent changes with records of the past.

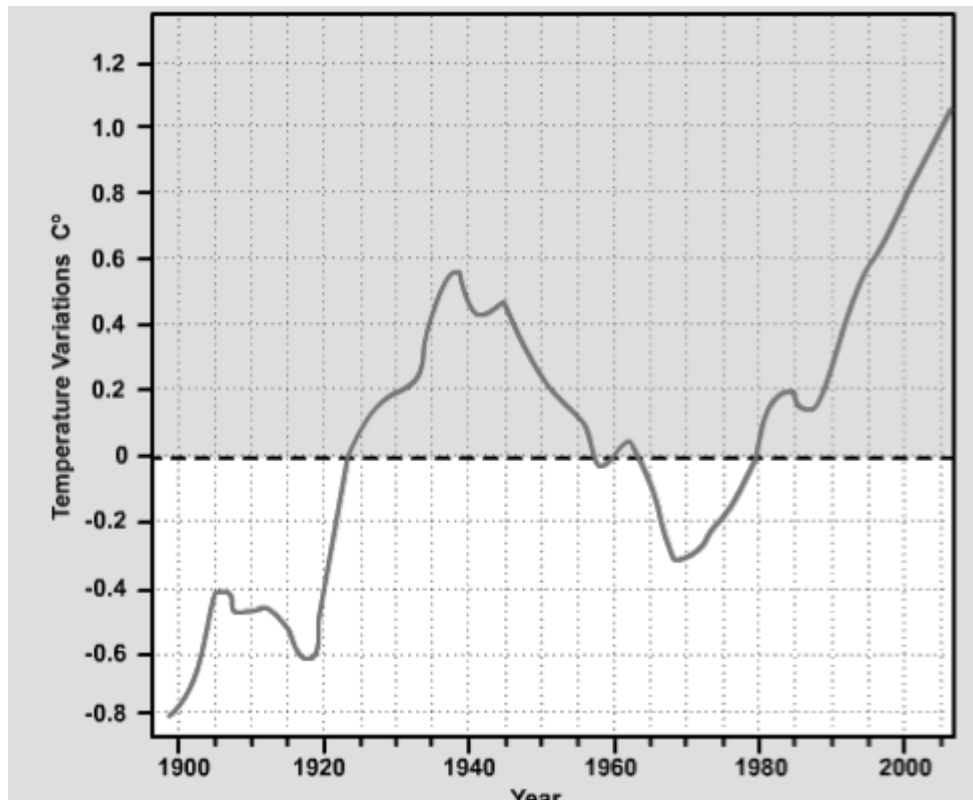
Let's take a look at Greenland for example. The first image shows the amount of snow and ice cover on Greenland in 1979. The second image taken in 2002 shows a really dramatic change.



Seasonal melting of the Greenland ice sheet has increased an average of 16 % – an area about the size of Sweden. Scientists use satellites to measure the extent of melting and airborne altimeters to measure the ice cap's thickness. Scientists also use graphs to measure climate change over time.



This is a graph with an **x axis** along the bottom and a **y axis** that runs vertically. The **x axis** on this graph shows the years, from 1900 to the present. The **y axis** shows temperature variations measured in degrees celsius.



Scientists used a thirty year period from 1961 to 1990 to establish what they call normal. That 30 year average is the comparison point and is represented by a horizontal line at zero degrees.

For example, the year 1900 was 0.8°C cooler than the 1961 to 1990 average.

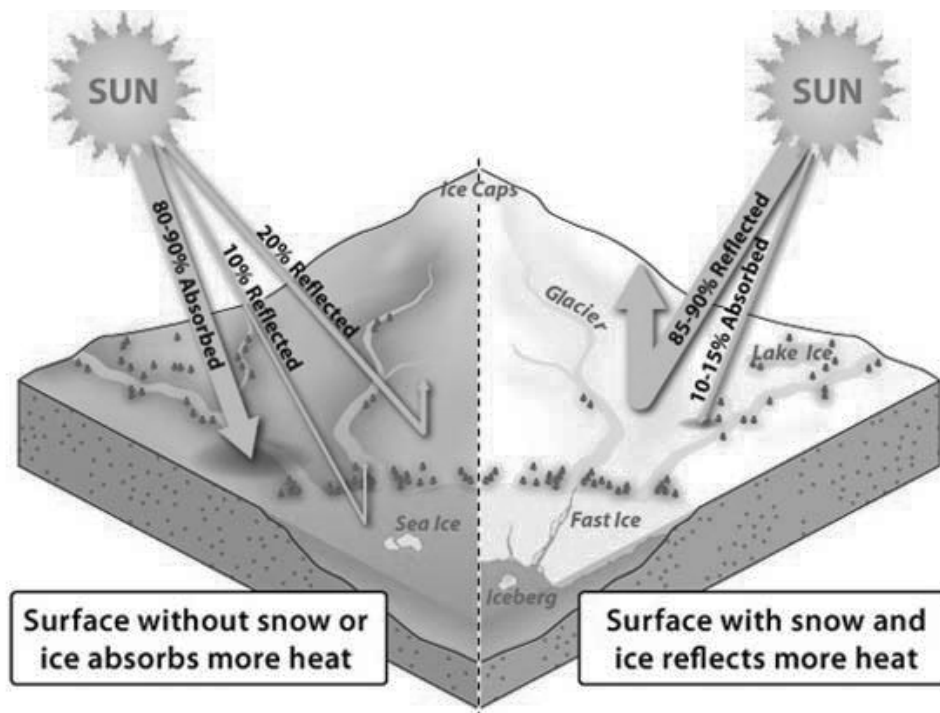


Using graphs like this, scientists have learned that:

1. The Arctic has been unusually warm particularly in the last few decades.
2. The Arctic has warmed at roughly twice the rate of the rest of the world.
3. Arctic temperatures have reached the highest levels in 400 years.
4. The Arctic was particularly warm during the 1930s and 1940s as well but the rate of warming has been more rapid in recent decades.

Shrinking Ice and Snow

In this section we are going to learn what happens when the climate changes and the ice and snow shrink. To do this we are studying a 3-dimensional drawing that was produced by the Smithsonian Institute.





This drawing has two halves. Each half shows the same piece of land – just flipped so we can see them side by side.

On the right side we will see what happens when the sun falls on snow and ice. On the left side we will see what happens when the snow and ice melt as a result of climate change.

When the sun falls on snow and ice, most of it – up to 85 or 90 % of it – is reflected. Another way of saying this is that only 10-15 % of it is absorbed. When the sun falls on land and water most of it – 80-90 % of it – is absorbed. Another way of saying this is that only 10-20 % of it is reflected.

The light color of snow and ice reflects most of the sun's energy back into space, rather than being absorbed by the dark color of land and open water. That is one reason the Arctic's cold is so extreme – and our planet does not overheat. But with less ice cover, the ocean and the land warm up, causing more ice to melt, further warming the planet.

How Much Has Sea Ice Declined?

Satellite data show that Arctic summer sea ice has shrunk 15-20% since 1979. Submarine surveys show a loss in thickness of up to 40% in some areas in the past few decades.

Will this trend continue? It's not clear. But scientists are concerned that the formation of new sea ice won't keep up with the rate of melting.



In this photo we see walrus riding floating ice to travel and feed over long distances. Less ice could seriously reduce their feeding area.



Photo © Bryan and Cherry Alexander Photography

How Does Shrinking Ice Affect People?

Sámi herders, North Norway

Relying on snowmobiles, herders must wait for the season's first snows before rounding up herds from their summer pastures. Travel is also difficult if the snow cover is thin.

A Sámi legend explains: "We are not reapers, we are not field hands. We are reindeer herders. The reindeer are our bread." But reindeer herding has become more difficult. Lakes, rivers, and bogs freeze much later in autumn, making it harder to collect the herd from its summer



pasture. Migration patterns have also changed. These changes have disrupted the Sámi's traditional herding and slaughtering schedules.

Seal Hunters

The Inuit hunt seals from the ice. In this photograph we see a seal hunter behind a blind and the seal in the upper right hand corner.



Photo © Bryan and Cherry Alexander Photography

Warmer temperatures could drive seals northward and make hunting riskier and more difficult.

In fact, shrinking sea ice is one of the most worrisome changes in the Arctic. Its loss is already affecting the Arctic environment, wildlife, and cultures. The last four years have seen the most extreme



reductions in sea ice since the beginning of satellite records in the 1970s.

A hunter rescues his dogs that have fallen through the sea ice.



Photo © Bryan and Cherry Alexander Photography

The ice shifts around a lot. There is less of it and it is less stable for hunters whose lives are more and more at risk.

Some hunters won't set foot on it without a global positioning satellite unit to track their whereabouts.

Permafrost

An important feature of the Arctic is permafrost. Permafrost is soil or rock that remains below 0°C throughout the year. When the ground



cools enough in winter to produce a frozen layer that lasts throughout the following summer, this frozen soil is called permafrost.

Until recently, permafrost has been solid enough to support houses, highways, pipelines, and airfields. But now thawing ground has become a growing problem throughout the Arctic. Rising temperatures have melted the frozen soil's upper portion, reducing its capacity to bear weight.

An Alaskan homeowner builds a new house to replace the one claimed by melting permafrost. See the air space under the new house, a technique used to help keep the permafrost from melting.





Severe Weather

On October 3, 1963, Barrow, Alaska set a new record for severe weather. The most violent storm in memory struck that day.

Both scientists and residents have witnessed more damaging storms in the Arctic since the 1960s — as warming temperatures affect most of the region.

The first two lines of defence against waves are sea ice and permafrost. Both of these have weakened as the Arctic's climate has warmed. So increasingly, Barrow and other coastal communities risk more flooding and erosion when a storm hits. The 2005 Arctic sea ice extent was at a record low.



Vocabulary Learning Activity 1

Three handouts

1-1: Best Meaning

Learners write down their own meaning for the bold word in each sentence and then use a dictionary to find the best meaning for the word. Then they write down the meaning from the dictionary and compare it to their meaning.

1-2: Word Study

Learners study the new words by categorizing them into nouns and adjectives, breaking the words into syllables and finding root words.

1-3: Terms to Know

Learners look up terms on climate change. These terms will help them in the other activities in this section.



Vocabulary Learning Activity 1

1-1: Best Meaning

These 12 groups of sentences are from the text. Write down your own meaning for the bold word and then use a dictionary to find the best meaning for the word. Write down the meaning from the dictionary and compare your meaning to it.

1. Temperatures in most of the Arctic region have also increased. Are these changes unusual or just part of natural **variation**?

Your meaning

Dictionary meaning



2. Let's take a look at Greenland for example. The first image shows the amount of snow and ice cover on Greenland in 1979. The second image taken in 2002 shows a really **dramatic** change.

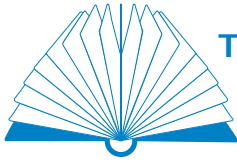
Your meaning

Dictionary meaning

3. Scientists use **satellites** to measure the extent of melting and airborne **altimetres** to measure the ice cap's thickness.

Your meaning (**satellites**)

Dictionary meaning (**satellites**)



Your meaning (**altimetres**)

Dictionary meaning (**altimetres**)

4. This is a graph with an x axis along the bottom and a y axis that runs **vertically**.

Your meaning

Dictionary meaning



5. Scientists used a thirty year period from 1961 to 1990 to establish what they call normal. That 30 year average is the comparison point and is represented by a **horizontal** line at zero degrees.

Your meaning

Dictionary meaning

6. Will this **trend** continue? It's not clear. But scientists are concerned that the formation of new sea ice won't keep up with the rate of melting.

Your meaning

Dictionary meaning



7. A Sámi legend explains: “We are not **reapers**, we are not field hands. We are reindeer herders. The reindeer are our bread.”

Your meaning

Dictionary meaning

8. In fact, shrinking sea ice is one of the most **worrisome** changes in the Arctic. Its loss is already affecting the Arctic environment, wildlife, and cultures.

Your meaning

Dictionary meaning



9. An important feature of the Arctic is **permafrost**. Permafrost is soil or rock that remains below 0°C throughout the year.

Your meaning

Dictionary meaning

10. On October 3, 1963, Barrow, Alaska set a new record for **severe** weather. The most violent storm in memory struck that day.

Your meaning

Dictionary meaning



11. So increasingly, Barrow and other coastal communities risk more flooding and **erosion** when a storm hits.

Your meaning

Dictionary meaning



Vocabulary Learning Activity 1

1-2: Word Study

- | | |
|---------------|----------------|
| 1. variation | 7. trend |
| 2. dramatic | 8. reapers |
| 3. satellites | 9. worrisome |
| 4. altimetres | 10. permafrost |
| 5. vertically | 11. severe |
| 6. horizontal | 12. erosion |

1. Break each word into syllables.

2. What is the root word for the following:

- | | |
|--------------|-------|
| ✓ variation | _____ |
| ✓ dramatic | _____ |
| ✓ satellites | _____ |
| ✓ vertically | _____ |
| ✓ horizontal | _____ |
| ✓ reapers | _____ |
| ✓ worrisome | _____ |

3. Which words can be used as adjectives? Write them in a sentence showing them as an adjective.

4. Which words are nouns? Write them in a sentence.



5. Which word is an adverb? Describe what an adverb does. Write a sentence for this word.
6. Change these words into adverbs.
 - ✓ Dramatic
 - ✓ Horizontal
 - ✓ Worrisome
 - ✓ Severe

What is common about all the adverbs?

7. Write a sentence for **trend** as a noun. Now write a sentence for **trend** as a verb.



Vocabulary Learning Activity 1

1-3: Terms to Know

There are many different terms to know when talking about climate change. Look up the following terms on the Internet. Give a definition for each term. Knowing what these terms are will help you with other activities in this section.

1. carbon cycle

2. CO₂

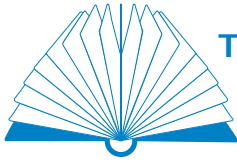


3. clear-cutting

4. fossil fuel

5. climate change

6. greenhouse gas



7. carbon footprint

8. polar ice cap



Math Skills Learning Activity 2

Three handouts

2-1: Graph Reading

Graph reading is an important skill for everyday life. Learners use the graph from the text to answer the questions on the handout.

2-2: More Graph Reading

Learners look at the graph on the handout and answer the questions.

2-3: Make Your Own Line Graph

Learners use the data given on temperatures for Yellowknife for the past 50 years and make a graph to show the temperature changes.



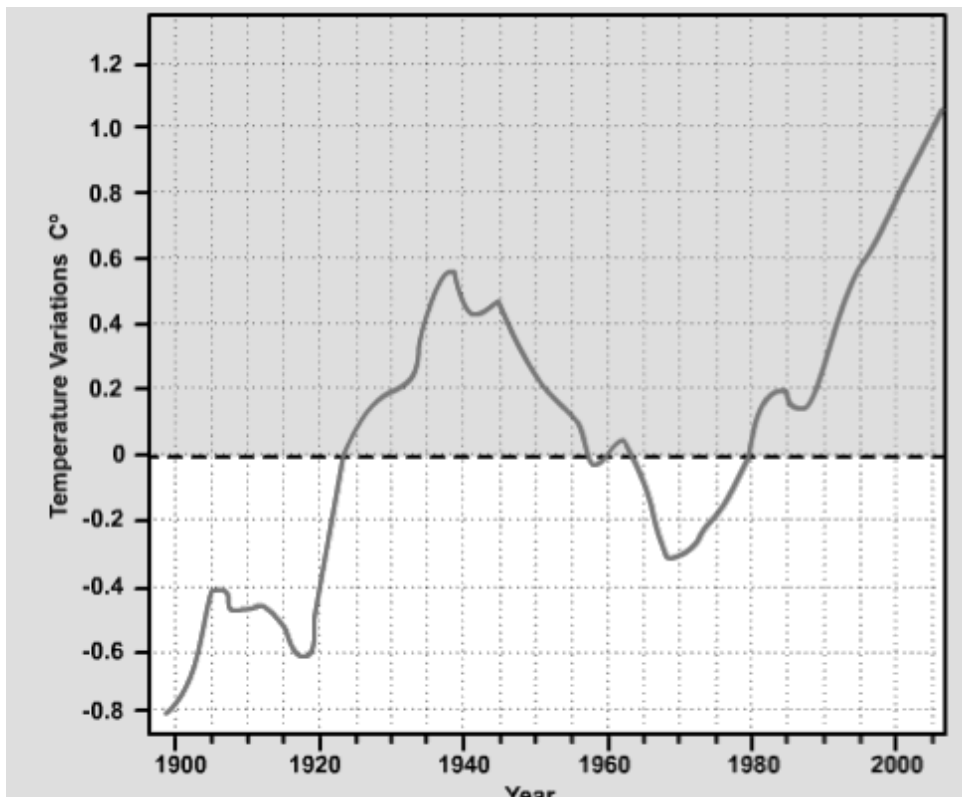
Math Skills Learning Activity 2

2-1: Graph Reading

This is a graph with an **x axis** along the bottom and a **y axis** that runs vertically. The x axis on this graph shows the years, from 1900 to the present. The y axis shows temperature variations measured in degrees celsius.

Scientists used a thirty year period from 1961 to 1990 to establish what they call normal. That 30 year average is the comparison point and is represented by a horizontal line at zero degrees.

For example, the year 1900 was 0.8°C cooler than the 1961 to 1990 average.





Graph reading is an important skill for everyday life. Use the graph on the previous page to answer the questions below.

1. What is measured on the x axis? What is the range?
2. What is measured on the y axis? What is the range?
3. How much warmer is the year 2000 than the average between 1961 and 1990?
4. When did the temperature start to increase at a rapid rate?
5. What years are approximately normal?
6. What kind of trend do you notice in the last 20 years?



7. What year does the graph go until? What does the graph tell us about this year?

8. What does the graph tell us about these years:

For example: 1920 was 0.6°C cooler than the 1961 to 1990 average.

1945 _____

1970 _____

1905 _____

1930 _____

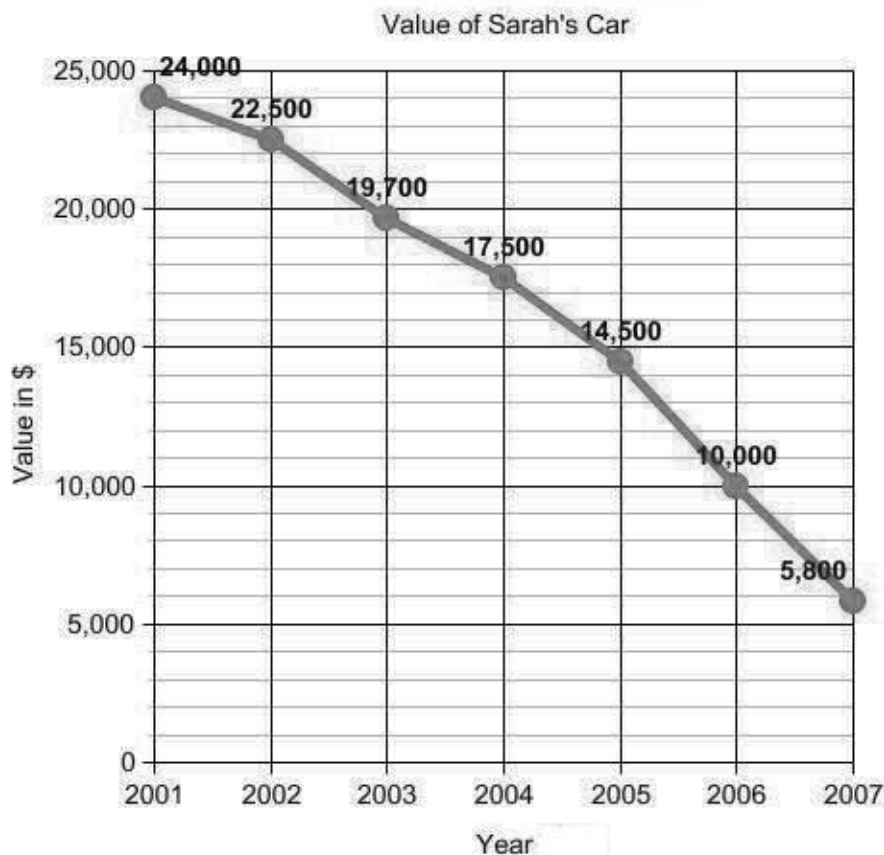
1920 _____



Math Skills Learning Activity 2

2-2: More Graph Reading

Sarah bought a new car in 2001 for \$24,000. The dollar value of her car changed each year as the graph below shows.



1. What is measured on the x axis? What is the range?
2. What is measured on the y axis? What is the range?
3. What does the line graph measure?
4. What does it tell us?
5. How much has Sarah's car depreciated from 2001 to 2007?



Math Skills Learning Activity 2

2-3: Make Your Own Line Graph

Line graphs compare two variables. Each variable is plotted along an **axis**. A line graph has a vertical axis and a horizontal axis. So, for example, if you wanted to graph the height of a ball after you have thrown it, you could put time along the horizontal, or x-axis, and height along the vertical, or y-axis.

Some strengths of line graphs include:

- ✓ They are good at showing specific values of data, meaning that given one variable you can easily determine the other.
- ✓ They show trends in data clearly, meaning that they visibly show how one variable affects the other as it increases or decreases.
- ✓ They enable the viewer to make predictions about the results of data not yet recorded.

Use the information below about Yellowknife temperatures to make your own line graph. The x axis will be the year and the y axis the temperature. You will have two lines on your graph – one for minimum temperature and one for maximum temperature.

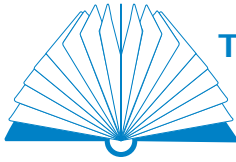
Date and Year	Maximum	Minimum
January 5 th , 1955	-18 ° C	- 28 ° C
January 5 th , 1960	- 35 ° C	- 40 ° C



January 5 th , 1965	- 29 ° C	-38 ° C
January 5 th , 1970	- 16 ° C	- 29 ° C
January 5 th , 1975	- 31 ° C	- 41 ° C
January 5 th , 1980	- 24 ° C	- 27 ° C
January 5 th , 1985	- 8 ° C	- 11 ° C
January 5 th , 1990	- 27 ° C	- 33 ° C
January 5 th , 1995	- 12 ° C	- 35 ° C
January 5 th , 2000	- 27 ° C	- 36 ° C
January 5 th , 2005	- 8 ° C	- 16 ° C

What does this line graph measure?

What does it tell us?



Questions Learning Activity 3

Two handouts

3-1: Story Questions

Learners answer questions about the text on climate change. The handout asks learners to use a full sentence with correct punctuation.

3-2: Journal Writing

Learners use questions in the handout to guide their journal writing.



Questions Learning Activity 3

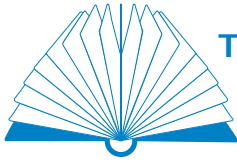
3-1: Story Questions

Answer the following questions in one or more sentences. Begin with a capital letter and end with the correct punctuation.

- 1) How much ice has melted in Greenland from 1979 to 2002?

- 2) What does the graph on temperature change show scientists?

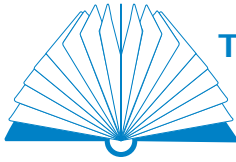
- 3) Describe what happens when sun falls on snow and ice? Why is this important?



4) What might happen to walruses if the sea continues to melt?

5) What would warmer temperatures do to the seal hunt?

6) What have warming temperatures done to the permafrost? Why is this a problem?



7) Why are coastal communities at risk from warmer temperatures?

8) How are all these changes to the North going to affect people's way of life?



Questions Learning Activity 3

3-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ Have you noticed the climate changing in your community?
Write about the changes you have noticed.
- ✓ What things do you do in your life to help save the environment?
- ✓ What do you think our world will be like in 50 years?
- ✓ Have Elders noticed any climate changes over their lifetime?



Comprehension Learning Activity 4

Three handouts

4-1: Comprehending Diagrams

Learners look at the diagram about shrinking ice and snow and write a paragraph about why it is better for the sun to hit snow and ice rather than a surface without snow or ice. They may need to reread the Shrinking Ice and Snow section.

4-2: Using Questions

Ask learners to write down five questions they have about the text. Ask them to share their questions with others. Learners can use these questions for a research project.

4-3: Newspaper Article

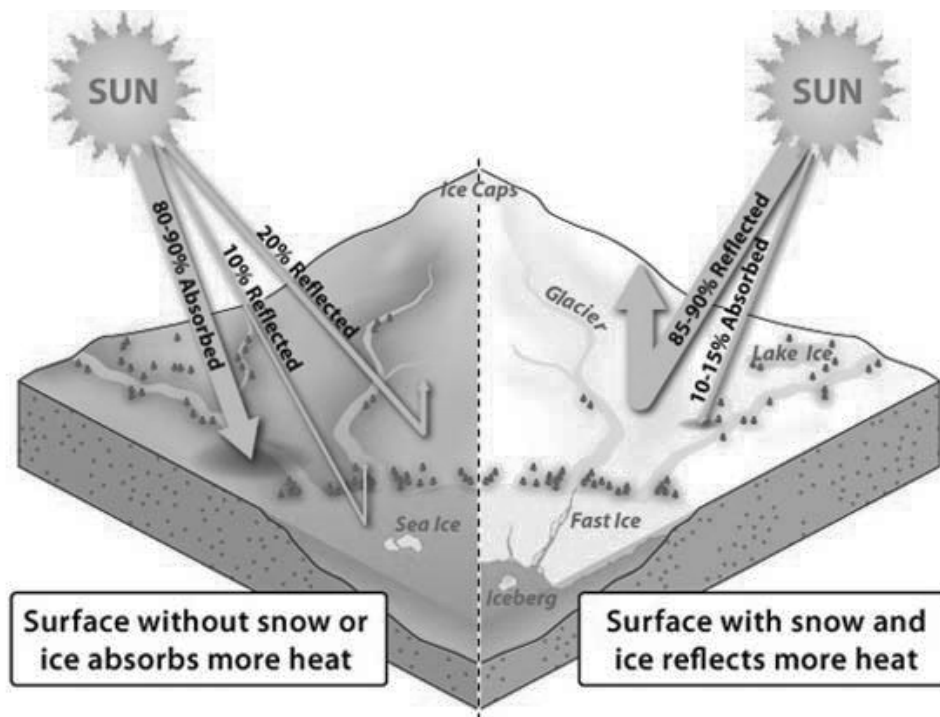
Learners read the newspaper article about the polar bears that wandered into Deline in April 2008 and answer the questions on the handout.



Comprehension Learning Activity 4

4-1: Comprehending Diagrams

Look at the diagram below. Write a paragraph about why is it better for the sun to hit snow and ice rather than a surface without snow or ice. You may need to reread the section on Shrinking Ice and Snow. Follow the paragraph writing guide on the next page.





Topic Sentence

Supporting Sentences (at least 3 sentences)

Closing Sentence



Comprehension Learning Activity 4

4-2: Using Questions

Write down five questions you have about the information on climate change. Share your questions with others in the class. Try to come up with the answers.

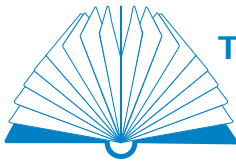
1.

2.

3.

4.

5.



Comprehension Learning Activity 4

4-3: Newspaper Article¹

Read the article below about polar bears wandering into the community of Deline. Answer the questions after the article.

Wandering polar bears a sign of climate change: expert

Climate change likely played a role in three polar bears wandering hundreds of kilometres south to the Northwest Territories community of Deline, says a Canadian polar bear expert.

Residents in the community of 525, located along the southwest tip of Great Bear Lake, were shocked to get up close to the mother and two cubs when they lumbered into their community Wednesday afternoon — wandering more than 400 kilometres away from their usual habitat on the Beaufort Sea.



Resident Les Baton snapped this picture of the mother polar bear and her cubs in Deline, N.W.T., Wednesday afternoon.

(Photo courtesy Les Baton)

The local RCMP, which started getting calls about the unusual visitors around 3 p.m. MT, said the polar bears appeared thin and hungry. An officer shot and killed the bears out of safety concerns for residents and local dogs.

¹ CBC News <http://www.cbc.ca/canada/north/story/2008/04/03/deline-bears.html> April 3, 2008



It's not the first time that polar bears have travelled south recently: a polar bear made not one, but two trips towards Fort McPherson, N.W.T., last summer.

Andrew Derocher, a University of Alberta biologist who studies polar bears, said the animals have to cope with a dramatic reduction in the amount of sea ice on the Beaufort Sea.

"What we've seen over the last number of years is more increased numbers of incidences of bears that are not being able to maintain contact with the ice through the winter," Derocher told CBC News in an interview Thursday.

"They're having to jump off because the ice breaks up."

Some residents concerned

The Déline bears both excited and troubled many residents, about 100 of whom ran outside Wednesday afternoon to take photographs and videos.

"The mother bear looked like it was protecting the cubs, but it's pretty amazing to see," resident Christina Gaudet told CBC News on Wednesday.

"I've lived in Déline all my life, and I've never seen a polar bear; this is the first time."

Const. Jim Craig said RCMP had no choice but to shoot the bears, given they were harassing and threatening dogs nearby. Their proximity to people was also a factor, he added.

"The mother bear, when I shot it was — I'm having a guess here — probably 15, 20 feet





[about 4.6 to six metres] away from me," Craig said.

"There was people everywhere behind me ... out of their trucks, running around behind me, everyone taking pictures and videos. And I'm just concerned for the safety of the people in the community, and for the pets that are tied up outside."

The mother was shot and killed first. However, the sound of Craig's shotgun did not disturb the cubs, as they continued to harass nearby dogs after their mother was shot. They were killed next.

Bears likely looking for food since summer

Derocher said he believes the bears that came to Déline probably lost contact with the sea ice last summer, and had been looking for food on the land since then.

Last August, a polar bear wandered south into the hamlet of Fort McPherson, N.W.T., which is 570 kilometres northwest of Déline.

Wildlife officials captured the bear and, with Derocher's help, brought it back to the Arctic Ocean. But several weeks later, it made a second trip south, appearing 100 kilometres north of Fort McPherson.

"When we start to see a pattern like this, it's probably an indication of something changing broadly over an ecosystem," Derocher said.

"We're seeing a lot more bears summering on land in Alaska. We're not seeing a lot of that yet in the Canadian Arctic, on the Beaufort Sea side, but it's certainly an indication that things are changing. The bears are trying to find ways to make a living on land, and of course they're nowhere near as effective as grizzly bears."



Wildlife officers with the territorial government are travelling to Déline on Thursday to examine the carcasses, which are being stored in a local cold storage area.

The officers hope to determine the health, size and age of the bears.

Questions

1. What do scientists think played a role in the polar bears wandering into Déline? Why?
2. Why did they shoot the bears?
3. How long do they figure the bears were looking for food?
4. Why are bears wandering south, away from sea ice?
5. How are polar bear patterns changing in Alaska?
6. Why are polar bears struggling on land?
7. How does this article make you feel?



Writing Skills Learning Activity 5

Three handouts

5-1: Persuasive Writing

Learners write a persuasive paragraph about climate change. They follow the instructions on the handout.

5-2: Letter to Your MP

Learners write a letter to their MP about climate change. Canada is the third largest producer of green house gasses per capita behind the United States and Australia. First find out who the MP is and then ask learners to write a letter about how they feel about climate change. Helpful hints about writing a letter are on the handout.

5-3: Poetry

Learners write a poem about climate change. They read the poem on the handout and then they write one themselves. Ask them to share their poems with their classmates.



Writing Skills Learning Activity 5

5-1: Persuasive Writing

In persuasive writing, a writer takes a position **for** or **against** an issue and writes to convince the reader to believe or do something.

Persuasive writing is often used in advertisements to get the reader to buy a product. It is also used in essays and other types of writing to get the reader to accept a point of view. In order to convince the reader you need more than opinion; you need facts or examples to back your opinion.

Write a persuasive paragraph about climate change. You will have to do a little research on the subject. The Internet will provide you with all the information you need. Ideas for topics are:

- ✓ The changing climate in the Arctic
- ✓ The Kyoto Accord
- ✓ People can make a difference to climate change
- ✓ Climate change affects my community
- ✓ There's no such thing as climate change

Follow these steps

1. What is the opinion you wish to communicate? For example:
People's actions are causing climate change.
2. What is the action you would like to see taken? For example: *People should walk, ride their bike or take public transportation more.*
3. Compose the topic sentence for your paragraph based upon the opinion you want to communicate and the action you would like to see taken.



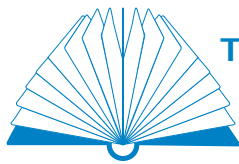
For example: *Climate change is a big concern in our society right now. Canadians should do more to save our earth.*

4. List some reasons to support your opinion. Your reasons can be facts, statements from experts, incidents, examples and descriptions.
5. Organize your reasons, and write them into sentences that flow coherently in a paragraph. You do not have to use all your reasons in your persuasive paragraph. Choose the most convincing ones.
6. Conclude your paragraph with a call for action. After you have presented reasons for your opinion, suggest action that the readers can take.

Paragraph Checklist

Use the check list below to make sure you have included everything you need for your paragraph.

- _____ Did you indent the first word?
- _____ Did you use a topic sentence or main idea?
- _____ Is each sentence (supporting details) related to the topic sentence?
- _____ Is the closing sentence related to the topic sentence?
- _____ Is there a capital letter at the beginning and correct punctuation at the end of each sentence?
- _____ Did you correct the spelling?
- _____ Did you use the dictionary or thesaurus to find the meaning of words that will improve your vocabulary and spelling?
- _____ Did another learner proofread your paragraph?



Writing Skills Learning Activity 5

5-2: Letter to Your MP

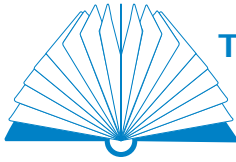
Write a letter about climate change to your Member of Parliament (MP). Writing a letter to your MP can be very effective. MPs are supposed to represent their constituents' views while they are in parliament. So the more they know about what you think the more they can do in parliament.

Some ideas of things to write about:

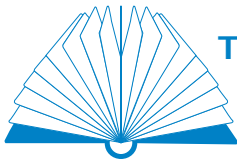
- ✓ Ask what is being done in Canada to reduce greenhouse gasses.
- ✓ Ask what the federal government is doing to tell people what they can do to reduce greenhouse emissions. Canadians are the third leading producer of greenhouse gasses in the world.
- ✓ Ask what is being done in the NWT to reduce greenhouse gasses.
- ✓ Tell your MP what you think Canada and the NWT should be doing to reduce greenhouse gasses.
- ✓ Tell your MP what you have learned about climate change in the Arctic. Ask him or her what is being done about the situation.

Tips to write your letter.

- ✓ Say why you are writing.
- ✓ Make your request in the first paragraph.



- ✓ Say what you have learned and how you learned it. State your feelings about the issue.
- ✓ Tell the steps you have taken to lessen the impact on the environment.
- ✓ Keep your letter to one page.
- ✓ Be polite and don't use slang.
- ✓ Ask for a reply. You should get one.
- ✓ Ask someone to read your letter before you send it.



Writing Skills Learning Activity 5

5-3: Poetry

Write a poem about climate change. Read the poem below as an example. Your poem must be at least eight lines long. It doesn't have to rhyme, but should express how you feel about climate change.

Climate Change²

by
Francis Duggan

The Worldwide human population has more than quadrupled since I
was a boy
And these decades of affluence we well may enjoy
Yet due to pollution of land and of water and air
Signs of climate change are now seen everywhere
In the Arctic a part of the World that is very cold
The Winters much milder and shorter we're told
And with climate change animals and birds becoming rare
In the home of the musk oxen and polar bear,
The Antarctic Winter now warmer by four or five degrees
And the sea ice is thinner on the surrounding seas
As polar ice caps melt the sea levels rise to flood coastal lands
Worldwide
And from changes in Nature nowhere for to hide,
The threat of terrorism may cause Worldwide fear
But climate change a far greater threat to humanity or so 'twould
appear.

² Source: http://www.dreamagic.com/cgi-bin/PoetryGen.cgi?author=Francis_Duggan&html=duggan_54&title=Climate_Change&number=540
5



Research Learning Activity 6

Three handouts

6-1: Research Project on Climate Change

Learners develop a research project on climate change. They can choose from three topics and they follow the guide that is on the handout. Review how to reference Internet material before they start their project.

6-2: Your Ecological Footprint

Learners read about ecological footprints and then go on the Internet to calculate their footprint. They answer questions about their footprint and carbon offsetting.

6-3: Polar Bears and Climate Change

The United States has added polar bears to the endangered species list, but Canada has not (as of May 2008). Ask learners to do a report on polar bears. They can use the handout as a guide for writing their report. Have a discussion about how climate change is affecting some animals including polar bears.



Research Learning Activity 6

6-1: Research Project on Climate Change

Research and write a project report on climate change. You can choose one of the topics below. Follow the guide on the next page to help you research and write your report.

1. What is climate change?

- ✓ How does the greenhouse effect work?
- ✓ Why is the earth warming up?
- ✓ Why does an increase of a few degrees make such a change?
- ✓ Where are all greenhouse gasses coming from?
- ✓ How does Canada compare to other countries?

2. What are the impacts of climate change in the north?

- ✓ Why is climate change such a huge issue for the north?
- ✓ How is the land changing?
- ✓ How will climate change affect animals and people in the north?
- ✓ How about the rest of the world?

3. What are some solutions to climate change?

- ✓ What do we need to do?
- ✓ What are some alternative energy sources? Explain how they work.
- ✓ What are some things that ordinary people can do to help?



Project Guide

Your project should:

- Be 600 words long, typed and double spaced.
- Have a cover page. Put the title of your report in the middle of the page. On the bottom right side put your name and the date.
- Include at least one page of maps, photos, drawings, or other graphics to illustrate the text of your report.
- Include a reference page at the end. Use at least three references.

Research Plan:

- Choose a topic that interests you from the above list.
- Use the questions as a guide for your project.
- Use only the facts that you find during your research. Some good websites are:
 - [http://www.climatechangenorth.ca/section-BG/B2 Intermediate Outline.html#001](http://www.climatechangenorth.ca/section-BG/B2%20Intermediate%20Outline.html#001)
 - <http://www.iisd.org/youth/internetcafe/ccinfo.htm>
 - [http://www.davidsuzuki.org/Climate Change/Solutions/](http://www.davidsuzuki.org/Climate_Change/Solutions/)
- Do not copy other peoples' words exactly unless you use a quote. This is called plagiarism and it's a serious offence.
- Fill in the attached reference cards as you research.

Use the writing process to write your report:

- Brainstorm and organize your ideas.
- Do a mind map with the information.
- Write the first draft.
- Revise – talk with other learners and edit for spelling and grammar.
- Rewrite – proofread your rough draft for corrections.
- Write or type final copy.



References

Make sure you reference all your work. For example if you use a website you should do the following:

“Everything you wanted to know about offsetting but were afraid to ask” by Ron Dembo and Clive Davidson, downloaded from <http://www.zerofootprint.net/>, May 7, 2008.

- ✓ Title of article in quotation marks
- ✓ Author (if one is listed)
- ✓ Website address
- ✓ Date you found the article

Reference Card

Date	
Source	<input type="checkbox"/> Book <input type="checkbox"/> Encyclopaedia <input type="checkbox"/> Website <input type="checkbox"/> Magazine <input type="checkbox"/> Other _____
Author	
Title	
Year	
Address	
Other	
Notes	



Research Learning Activity 6

6-2: Your Ecological Footprint³

Our ecological footprints represent the land and water it takes to provide us with the things we use on a day-to-day basis. In order to live, we consume what nature offers. Every action impacts the planet's ecosystems. This is of little concern as long as human use of resources does not exceed what the earth can renew. But are we taking more?

Today, humanity's ecological footprint is over 23% larger than what the planet can regenerate. In other words, it now takes more than one year and two months for the earth to regenerate what we use in a single year.

You can measure your ecological footprint using calculator tools on the Internet. Ecological footprints enable people to take personal and collective actions in support of a world where humanity lives within the means of one planet.

Answer the questions below about ecological footprints. Use the Internet sites listed to help you.

1. What is your ecological footprint? Calculate your ecological footprint using this website:
http://www.royalsaskmuseum.ca/gallery/life_sciences/footprint_mx_2005.swf Or you can Google ecological footprint and use a different site.

³ Source: http://www.royalsaskmuseum.ca/gallery/life_sciences/footprint_mx_2005.swf



2. What does your ecological footprint mean? How does it compare to others in Canada?
3. What does **offsetting** mean? Go to this website for information on offsetting: <http://www.zerofootprint.net/>
4. Air Canada now offers customers an opportunity to offset their travel. Go to their website and calculate how much it would cost you to offset a trip from:
 - a. Yellowknife to Edmonton
 - b. Yellowknife to Toronto
 - c. Yellowknife to Vancouver
5. Why does the money from offsetting go towards planting more trees? How do trees help with climate change?



Research Learning Activity 6

6-3: Polar Bears and Climate Change

Climate change is the biggest new extinction threat for polar bears. USA has put polar bears on the endangered species list, although Canada has not yet (as of May 2008). Write a one page report about polar bears and why they may be endangered soon. Answer the following questions in your report:

- ✓ How many polar bears are there today?
- ✓ Where do polar bears live?
- ✓ How many are in Canada?
- ✓ What do polar bears eat?
- ✓ Are polar bears soon to be endangered? Why?
- ✓ How has climate change affected polar bears?
- ✓ What adaptations have polar bears made so far?



Speaking and Discussion Learning Activity 7

One handout

7-1: Interesting Facts (no handout)

Below are some interesting facts that you can use for a discussion on climate change.

- ✓ One tree can absorb the amount of CO₂ released by an average car that's been driven for 6,400 km.
- ✓ CO₂ reaches every corner of the globe.
- ✓ Almost half of the CO₂ in our atmosphere will still be here when your grandchildren are born.
- ✓ The ten hottest years ever documented have all occurred since 1990. 1998 was the hottest year on record, followed by 2002, 2003 and 2004.
- ✓ The northern polar ice cap has decreased in thickness by 40% and in extent by 6% over the past 40 years. It is expected to melt completely within 50 years.
- ✓ Reductions in crop yields are anticipated for many regions, especially in later decades as temperatures rise. Recent studies have shown that for rice, the world's most significant grain crop, yields fall by 10% for each degree of warming.
- ✓ The World Health Organization estimates that climate change is already responsible for an estimated 150,000 deaths per year.
- ✓ A study published in *Nature* concluded that climate change could put 25% of all land animals and plants on a path towards extinction over the next 50 years.



- ✓ With Arctic sea ice melting at a rate of up to 9% per decade, Arctic summers could be ice-free by mid-century and polar bears might be driven to extinction within 100 years.

7-2: What Can You Do to Help Climate Change? (no handout)

Learners prepare a two-minute speech on all the things they do to help with climate change.

7-3: Alternative Forms of Energy

Learners research an alternative form of energy and do a five-minute presentation on it. The handout provides learners with different topics they can choose from and a format for their presentation.



Speaking and Discussion Learning Activity 7

7-3: Alternative Forms of Energies

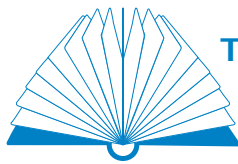
Alternative energies are an "alternative" to the fuels that we use normally. The fuels we use normally are fossil fuels such as petroleum and coal.

Prepare a five-minute presentation on some form of alternative energy. You can pick one of the topics below or choose one of your own.

1. Wind power
2. Solar power
3. Hydrogen power
4. Geothermal power

Your presentation should answer these questions:

- ✓ What is the alternative energy? Describe.
- ✓ What are the pros and cons of the alternative energy you chose?
- ✓ How is it being used today?
- ✓ What do you think about this form of energy?
- ✓ Would it work in your community?



Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.

Websites

David Suzuki Foundation <http://www.davidsuzuki.org/>

This website has a wide range of information and resources on climate change. There are podcasts that students can watch and also a blog that they can participate in.

Climate Change North <http://www.climatechangenorth.ca/>

Climate Change North is an educational website created for northerners by northerners. It's about understanding how climate change affects us, and what we can do about it. On the Climate Change North website, you'll find Backgrounders, Lesson Plans, Curriculum Links, Resources, Glossary, and a Student Exchange where students can post their work and see what others have done. Materials cover all subject areas for learners K-12. Developed for Yukon, NWT and Nunavut.

Youth Internet Café

<http://www.iisd.org/youth/internetcafe/default.htm>

Learners can join the discussion forum on this website. Youth and young people across Canada participate in this discussion about climate change.



Family Literacy

Introduction

This story offers an opportunity for learners to learn more about family literacy and is a fun way to improve their reading and writing skills. Learners also have the opportunity to learn how to support their children's or other family members' literacy development.

This section presents a list of seven learning activities and the written text for the Family Literacy section from the *Northern Edge*. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

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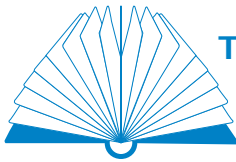




This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Family Literacy List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	3 handouts	145 to 149
2) Language Skills	2 handouts	150 to 154
3) Questions	2 handouts	155 to 158
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Text – Family Literacy

The Northern Edge #6 has a family literacy section. The section provides viewers with some resources they can use with their families and also shows a short play about attending a family literacy program. Below is more information about family literacy.

What is family literacy?

Family literacy refers to the many ways families learn together. Parents and caregivers are their children's first and most important teachers. Some examples of family literacy are: writing a thank you note, going out on the land, learning about culture and traditions, making bannock together or sharing stories before bedtime. Does it surprise you that all these things are family literacy activities?

Current research shows that early experiences help to shape how we think and react to things later in life. It is important to start early. Reading, singing, talking and being close to your baby are really important activities. They help babies' brains grow and help them learn language.

What things can you do at home to support your children's learning?

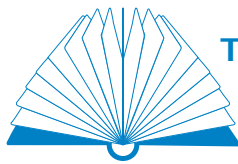
- ✓ Tell your children stories about when you were growing up. Or tell them stories about when they were young. Everyone loves to hear about their birth story.
- ✓ Make a family book for your child. Get pictures of all your family members and make a book that you and your child can read together.
- ✓ Give your children lots of opportunities to write, colour and draw.



- ✓ Put on a children's CD and sing the songs together. Children love to sing and dance.
- ✓ Go for a walk together and talk about all the different signs in your community. Soon your children will be 'reading' the signs on their own.
- ✓ Read together everyday. Children love to have the same story read to them over and over again!
- ✓ Bake together. You can read the recipe together and measure all the ingredients for the recipe. What a great way to spend time together and learn.
- ✓ Play board games together. Monopoly, Scattergories and Scrabble all have lots of reading involved and they are fun too!
- ✓ Let your child see you read. Modeling reading is really important.

Steps for Reading Together

- ✓ Let your child choose the book.
- ✓ Find a comfortable place to read.
- ✓ Talk about the book first. Ask questions like: "What do you think this book is about?" and "Do you like the picture on the front cover?"
- ✓ Read with lots of expression and enthusiasm.
- ✓ Ask your child to help you read. Fade your voice when you come to a repetitive phrase.
- ✓ Talk to your child while you read to them. Ask them questions about the story.
- ✓ Have fun!



What are family literacy programs?

Family literacy programs provide activities for you and your children to do. Some examples of programs are:

- ✓ **Books and Bannock** – Families come together once a week to read and eat bannock.
- ✓ **Story Time on the Radio** – Each week someone reads a story on the radio in English and their Aboriginal language. Families listen to the story together then answer questions to win a prize.
- ✓ **Elders and Children** – Elders tell stories to the children at the daycare or school. They talk about the past and what it was like when they were young.
- ✓ **Traditional Skills** – Each week, Elders teach boys and girls traditional skills. Boys and girls learn to sew, trap, tan hides, make tools and go dogsledding.

There may be a family literacy program in your community that you can attend. Ask your local school, daycare, family support program or library if they have a family literacy program you can attend. It is a great way to support your child's learning and a lot of fun too.



Text – Family Literacy Script

Characters: Mother 1, Mother 2, Cathy

Scene 1

Woman sees a poster advertising a family literacy program on a bulletin board at a grocery store or community centre.

Later having coffee with a friend who also has a baby / child

Mother 1 – I saw a poster for a family literacy program called *1-2-3 Rhyme With Me* and I'm thinking of going on Tuesday. It runs for eight weeks.

Mother 2– What's family literacy?

Mother 1 – The poster says you'll learn rhymes and songs that you can use with your children. It says that we'll be learning songs in both English and Tłıchʔ Yatıì (Dogrib).

Mother 2 – Why do we need to learn that stuff?

Mother 1 – I'm not sure but it could be fun.

Mother 2 – I don't think it's for me. The word 'literacy' kind of scares me.

Mother 1 – I'll go check it out and let you know if it's any good.

Mother 2 – O.K.



Scene 2

Day before the first session

Cathy – the family literacy person – is on the phone to the mother.

Cathy – Hi Mary. I'm calling to remind you that the family literacy program starts tomorrow.

Mother 1 – Oh yeah I'd forgotten. I'm not sure tomorrow is a good day.

Cathy – The kids are welcome to come to the program. There will be juices and snacks. We can give you a ride to the program.

Mother 1 – Yes that would be a big help.

Cathy – We'll pick you up at 9:00. See you tomorrow.

Scene 3

Cathy – Welcome everyone. Would you all come over here and sit on the floor in a circle? Don't worry if children wander; they will join in later.

Let's go around the circle introducing yourself and your child and tell us the age of your child.

We're going to start today with some songs and some rhymes. Let's start with an easy one. *Twinkle, Twinkle Little Star*.



Scene 4

A day after the first session – the mother is talking to her friend.

Mother 2 – How did it go at the family thing?

Mother 1 – It was a lot of fun. Charlie really liked it – and he liked being with the other kids. They taught us some really neat songs and gave us activity cards that have different ideas that I can do at home with Charlie.

Mother 2 – How many people were there?

Mother 1 – There were six moms and their kids. Family literacy is about a lot more than just reading. It could be about singing, baking together, or sewing, or even doing traditional on-the-land activities.

Mother 2 – Are you going to go again?

Mother 1 – Charlie really liked it. Will you come with me? They said they have room for a couple of more parents.

Mother 1 – They give you a ride to the program.

Mother 2 – Ah sure – I'll try it.



Vocabulary Learning Activity 1

Three handouts

1-1: Literacy Definitions

Ask learners what the term 'literacy' means to them. Brainstorm their ideas on flipchart paper. Ask them to come up with a meaning for literacy. Share the literacy definitions on the handout with them and ask them to choose their favourite definition.

1-2: Word Study

Learners study the new words by categorizing them into nouns and adjectives, breaking the words into syllables and finding root words.

1-3: Crossword Puzzle

Learners fill out the crossword puzzle on the handout. Ask learners to make a crossword puzzle. The website <http://puzzlemaker.discoveryeducation.com/> has a crossword puzzle maker. Or learners can search the Internet for another puzzle maker. Ask them to think of 20 words that are related to family literacy and use these words for a crossword puzzle. They will have to think of a clue for each word.



Vocabulary Learning Activity 1

1-1: Literacy Definitions

Read the definitions below for the word 'literacy.' Which one do you like the most. Are you surprised by the different meanings of literacy? How do these definitions compare to the definitions you came up with?

1. Literacy is the ability to understand and use print material at work, at home and in the community.
2. Literacy is the ability to read, write, calculate, speak, understand and communicate in forms of language according to need. It is a continuum of these skills necessary for everyday life in the home, at work, in education and in the community.
3. Literacy is about more than reading and writing. It is about being able to function in our world: to understand, imagine and create. As our world changes, so do the skills and knowledge we need to function effectively.
4. All Nunavummiut have the right to participate fully and be included in their community. Literacy is much more than reading and writing, it also means being connected to your language and culture. Literacy involves everyone and is fundamental to the development of health and well-being. Literacy is fostering and nurturing understanding, knowledge and wisdom. (Developed at a literacy summit in Arviat.)
5. Literacy is the lifelong development of a broad range of skills with one of more of the NWT official languages for the purpose of expanding an individual's potential for optimal health, personal success and positive participation in community wellness and development. (Literacy Strategy, GNWT)



Vocabulary Learning Activity 1

1-2: Word Study

- | | |
|---------------|----------------|
| 1. family | 8. research |
| 2. literacy | 9. ingredients |
| 3. resources | 10. modelling |
| 4. culture | 11. expression |
| 5. traditions | 12. enthusiasm |
| 6. bannock | 13. repetitive |
| 7. current | 14. community |

1. Break each word into syllables.
2. Which words are non-countable nouns? Write them in a sentence.

Nouns can be **countable** or **non-countable**. Countable nouns are things we can count—more than one. For example: job – jobs
person – people.

Non-countable nouns cannot be counted. Often there is no plural form for these words. For example: milk, advice, work, news.

We often use a countable phrase in front of non-countable nouns, such as cups of ____ ; packets of ____ ; kinds of ____.

3. Which words are verbs? Write them in a sentence.
4. Change 'enthusiasm' into an adjective and adverb.



5. The word **express** is the root word for expression. What other words can be made with express? (4)
6. How many little words can you find in **RESEARCH**?
7. Give synonyms for the following words:
 - ✓ culture
 - ✓ traditions
 - ✓ enthusiasm
 - ✓ expression
 - ✓ current
 - ✓ bannock
8. Some words have several different meanings. Write two sentences for the word **current** showing its two different meanings.



Vocabulary Learning Activity 1

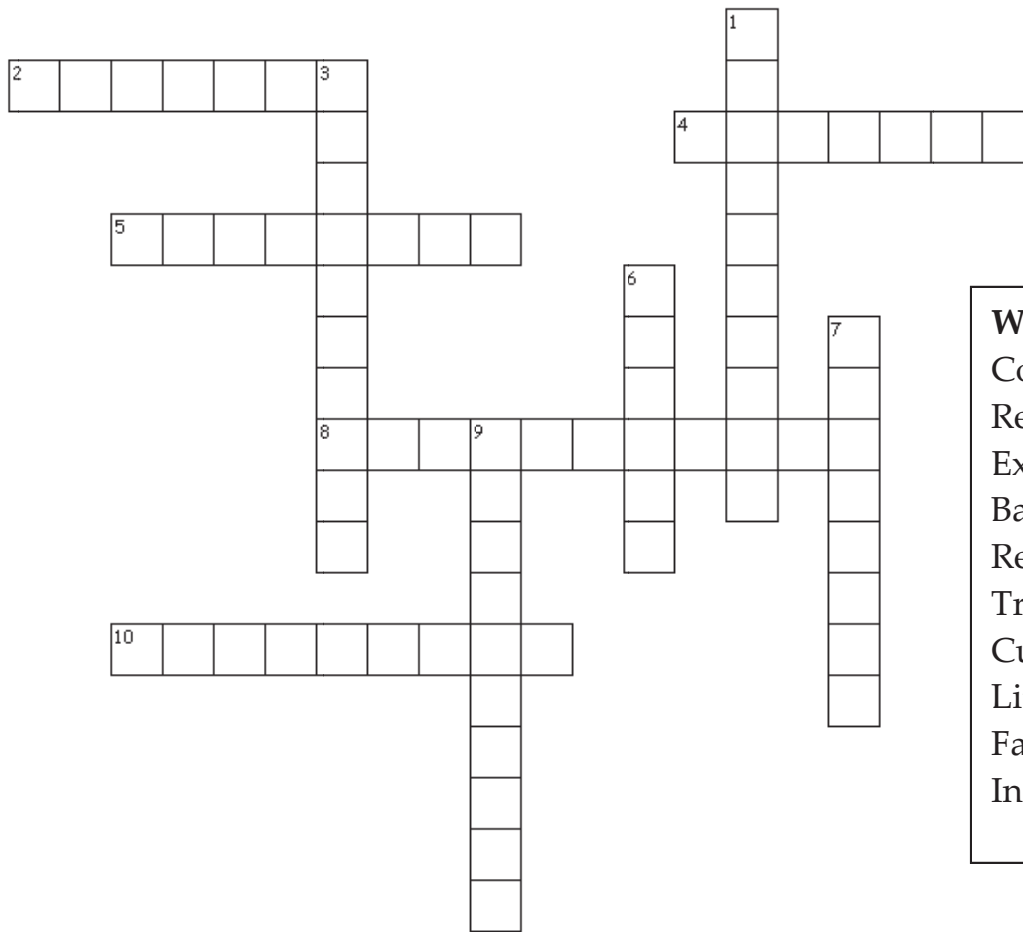
1-3: Crossword Puzzle

Across

- 2. a way of life
- 4. a type of bread
- 5. more than reading and writing
- 8. things you use to make bannock
- 10. people live together in a town

Down

- 1. beliefs or customs that are passed from one generation to another
- 3. smile, frown, grimace
- 6. people who live together
- 7. study something
- 9. over and over again



Words

Community
Repetitive
Expression
Bannock
Research
Traditions
Culture
Literacy
Family
Ingredients



Language Skills Learning Activity 2

Two handouts

2-1: End Punctuation

Learners punctuate one of the scenes from the family literacy script.

2-2: Quotation Marks

Learners put quotation marks in the correct place and punctuate the text. The handout goes over the rules for using quotation marks.



Language Skills Learning Activity 2

2-1: End Punctuation

Put in the proper end punctuation. Remember that questions end with a question mark.

Mother 2 – How did it go at the family thing _____

Mother 1 – It was a lot of fun____ Charlie really liked it – and he liked being with the other kids ____ They taught us some really neat songs and gave us activity cards that have different ideas that I can do at home with Charlie ____

Mother 2 – How many people were there____

Mother 1 – There were six moms and their kids. Family literacy is about a lot more than just reading____ It could be about singing, baking together, or sewing, or even doing traditional on-the-land activities____

Mother 2 – Are you going to go again____

Mother 1 – Charlie really liked it____ Will you come with me____ They said they have room for a couple of more parents____

Mother 1 – They give you a ride to the program____

Mother 2 – Ah sure – I'll try it ____



Language Skills Learning Activity 2

2-2: Quotation Marks

The family literacy script has a lot of conversation in it. We use quotation marks for conversation.

Study the examples below. Notice how quotation marks are used.

- ✓ “You have just started that book,” I said, “and you’re already on the last page!”
- ✓ “That’s how I always read mystery stories,” she replied.
- ✓ “Why?” I asked with interest.

Things to remember

1. Explainers tell the reader who is speaking. They show that direct speech is being quoted. Explainers are usually set off with commas.
 - ✓ The little girl said, “Dad isn’t home right now.”
 - ✓ “Dad,” said the little girl, “isn’t home right now.”
2. Commas are unnecessary if the sentence in the quotation marks ends with a ? or !.
 - ✓ “I had an awesome time at the community dance!” exclaimed Billie.
 - ✓ “What hockey teams are playing tonight?” asked his father.
3. Use only one set of quotation marks if a speaker says several sentences in a row and they are not divided.



- ✓ The reporter declared, "The voters do not seem interested in this election. The major parties have not focused on any important issues. Nobody has talked about literacy or employment problems in our country."
- 4. Begin a new paragraph each time the speaker changes, even if the speaker says only a few words.
 - ✓ "I can't come to the meeting with you," she said.
 - ✓ "Why not?" I asked.
 - ✓ "Because I promised my children I would take them to see a movie," she explained. "I don't want to let them down."

Punctuate the following conversation with quotation marks, commas, and end punctuation where needed.

What's new with you Carol asked
Not much Sam replied
Did you finish your project inquired Carol
Yes, I finished it last night said Sam
How many pages was it asked Carol
It was five pages long bragged Sam
Wow five pages said Carol Did you like writing it asked Carole
smiling
Sometimes I find it hard to get started answered Sam
Me too but I found lots of information at the new community library.
Isn't it a terrific place asked Carol
Yes, it is. I need to go there this evening to return some books and
take some new ones out for my children declared Sam. Do you want to
come? I could pick you up on my way



Sure replied Carol enthusiastically I need to look up some information on exercise and health for our science project. What time are you going to come by?

Sam thought for a minute and then asked Is seven o'clock all right

That's perfect Carol replied. Do you mind if I bring my children with me to look for books

No, that's a great idea. I will bring my kids too and they can play together while we do some research answered Sam



Questions Learning Activity 3

Two handouts

3-1: Story Questions

Learners answer questions about the text on family literacy. The handout asks learners to use a full sentence with correct punctuation.

3-2: Journal Writing

Learners use questions in the handout to guide their journal writing.



Questions Learning Activity 3

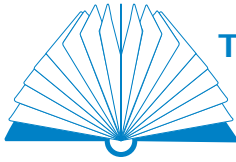
3-1: Story Questions

Answer the following questions in one or more sentences. Begin with a capital letter and end with the correct punctuation.

1) What is family literacy?

2) What are some family literacy activities?

3) Where did Mother 1 find out about the family literacy program?



4) Why was Mother 2 reluctant to go to a family literacy program?

5) What things did they do at the family literacy program? Did Mother 1 like it?

6) Why do you think Mother 2 decided to try the family literacy program?



Questions Learning Activity 3

3-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ Have you ever attended a family literacy event? What was it like?
- ✓ What family literacy activities do you do at home with your children?
- ✓ Why do you think family literacy is important?
- ✓ Would you attend a family literacy event in your community? Why or why not?



Comprehension Learning Activity 4

Three handouts

4-1: Brain Basics

Learners read the information on brain basics and answer the questions on the handout. The text on brain basics is quite dense. You may want to read the material together.

4-2: Fill in the Blanks

Learners fill in the blanks for Scene 1 with the words given.

4-3: Order of the Play

Learners put the sentences in order of what happened in the play.



Comprehension Learning Activity 4

4-1: Brain Basics

Read the information below about brain basics and how children learn and then answer the questions below.

Brain Basics

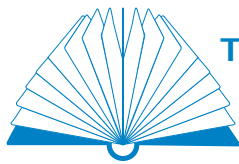
Recent brain research tells us that children begin learning even before they are born. Their early interactions and experiences have a great influence on brain development. It's important for parents and those who care for children to know some of the basic facts about brain development, and what they can do to help a baby's brain develop.

The brain has many different parts that work together. Each part has certain responsibilities, and does its own work, different from that of the other parts.

- ✓ Left side: analytical, details
 - math
 - logic
 - speech

- ✓ Right side: abstract, context, big picture
 - colours
 - shapes
 - music
 - art

Are you a "left-brain person" or a "right-brain person"?



How does the brain work?

Brain cells – called *neurons* – are the building blocks of the brain. Neurons are specially designed for communicating with other cells, and for making connections. Each neuron has:

- ✓ Many branches that reach out to receive messages from other neurons.
- ✓ A long tail that sends these messages on to more cells.

The gaps between neurons – *synapses* – are very important places:

- ✓ Messages are sent and received across synapses.
- ✓ Connections are made between neurons.
- ✓ The "messages" are actually electrical-chemical signals.

Birth – 3 years

We are born with over 100 billion (100,000,000,000) neurons! Neurons that control basic survival are "connected" before birth. Most neurons are not connected, and are ready and waiting to be hooked up to others. A single neuron can make as many as 15,000 connections with other cells. The result: an incredibly complex network of connections or pathways that shapes our thoughts, feelings and behaviours and gives us the capacity to think and learn.

A baby's brain is a work in progress. In the first months and years, babies' brains are VERY busy making A LOT of connections. Experience is the key to making connections.

Day to day experiences – what the baby sees, hears, touches, tastes, smells, feels – actually shape the brain. From birth, EVERY experience taken in by the five senses forms a connection in the brain. This is how the brain grows larger and more active.



The more the baby is held, cuddled, rocked, or talked to the faster the baby's brain develops. A child who hears a lot of stories makes many brain connections related to oral language. A child who doesn't hear much spoken language doesn't have the experience needed to make these same connections.



By age 3, the brain has formed 1000 trillion connections!! So, beginning about age 10, the brain starts "pruning" – getting rid of connections.

How does it decide which connections to keep? By this rule: *"Use it or lose it."* The brain:

- ✓ Gets rid of connections that are seldom used.
- ✓ Keeps connections that are often used.

The "wiring" that is kept becomes stronger and more efficient. The brain has "prime times" for specific types of learning. Young children are able to learn some things much easier than any other time in their life. Some prime times for learning:

- ✓ Birth - 18 months: emotional attachment
- ✓ Birth - 4 years: visual development: colours, shapes, movement, distance
- ✓ 1 year - 5 years: music and math
- ✓ Birth - 10 years: language development



Language development

Babies are born with the ability to learn any language. They understand and babble in the language they hear most. The brain develops and strengthens connections for the language(s) the child hears. Connections for other languages eventually grow weak from lack of use. Before age 10, it is easiest to learn second and third languages. The brain is geared up for learning language.

Love grows brains

Relationships are the foundation of a child's healthy development. The very best way to develop children's brain connections is to give them what they need at an early age. They need:

- ✓ Interactions with loving, nurturing adults in a safe, secure environment.
- ✓ A variety of new experiences.

On a rich diet of love and new, positive experiences the brain grows and flourishes and the child's unique gifts can blossom. Feeling safe, secure and loved awakens all the baby's senses. She is ready to learn, and "drinks in" experiences.

An environment lacking love and/or nourishing experiences literally starves the brain. Neurons aren't connected, the "pathways" aren't used. Stress and neglect early in a child's life have serious consequences that affect lifelong learning and well-being. The networks connected in the brain create negative patterns of thinking and feeling that can last a whole life.



Questions

1. Are you a "left-brain person" or a "right-brain person"? Explain.

2. What are neurons? What do they do?

3. Why is birth – 3 years such an important age?



4. Love grows brains. What does this expression mean?

5. What happens to children who do not get the love and attention they need?

6. What are some things that help children's brains develop?



Comprehension Learning Activity 4

4-2: Fill in the Blanks

Fill in the blanks with the words below.

fun	Tuesday	okay	poster	scares
family literacy	literacy	rhymes	English	songs

Scene 1

Mother 1 – I saw a _____ for a family literacy program called *1-2-3 Rhyme With Me* and I'm thinking of going on _____. It runs for eight weeks.

Mother 2– What's _____?'

Mother 1 – The poster says you'll learn _____ and _____ that you can use with your children. It says that we'll be learning songs in both _____ and Tłıchq Yatı̨ (Dogrib).

Mother 2 – Why do we need to learn that stuff?

Mother 1 – I'm not sure but it could be _____.

Mother 2 – I don't think it's for me. The word literacy kind of _____ me.

Mother 1 – I'll go check it out and let you know if it's any good.

Mother 2 – _____

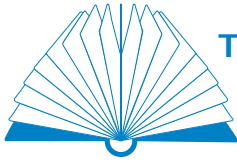


Comprehension Learning Activity 4

4-3: Order of the Play

Number the sentences below in order of what happened in the family literacy play.

- _____ Are you going to go again?
- _____ What's family literacy?
- _____ Would you all come over here and sit on the floor in a circle?
- _____ It was a lot of fun. Charlie really liked it – and he liked being with the other kids.
- _____ I'll go check it out and let you know if it's any good.
- _____ Why do we need to learn that stuff?
- __1__ I saw a poster for a family literacy program called *1-2-3 Rhyme With Me* and I'm thinking of going on Tuesday.
- _____ The word 'literacy' kind of scares me.
- _____ Ah sure - I'll try it.
- _____ We're going to start today with some songs and some rhymes. Let's start with an easy one. *Twinkle, Twinkle Little Star*.
- _____ I'm calling to remind you that the family literacy program starts tomorrow.
- _____ How did it go at the family thing?



_____ The kids are welcome to come to the program. There will be juices and snacks. We can give you a ride to the program.

_____ Will you come with me?



Writing Skills Learning Activity 5

Three handouts

5-1: Conversation Writing

Learners write a conversation between two or three people. They are given some ideas to write about on the handout. They should use proper punctuation for their conversation. They may need to review quotation marks from the language skills section.

5-2: Narrative Writing

Learners write a narrative paragraph. They can use one of the topics given or choose their own. The handout provides information on narrative writing.

5-3: Expository Writing

Learners write an expository paragraph about family literacy. They read the example on the handout and follow the framework.



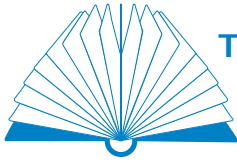
Writing Skills Learning Activity 5

5-1: Conversation Writing

The family literacy script is about two mothers having a conversation about family literacy. Write a conversation with two or three people.

You can write about:

- A telephone conversation that you had recently
- A conversation with your children
- A conversation that you heard between two other people
- An imaginary conversation between any two people, animals or objects





Writing Skills Learning Activity 5

5-2: Narrative Writing

Narrative writing:

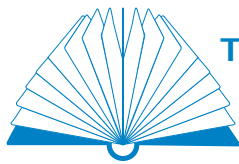
- ✓ Tells a story. This is something we do every day when we tell someone about what we did or what happened. It can be a story, event or experience from the past or something that happened recently.
- ✓ Has order. It has a beginning, middle and end. Narrative writing tells what happened first, then next and finally.
- ✓ Answers the questions: Who? What? When? Where? Why? How?

Remember to include:

- ✓ Who is in the story.
- ✓ Where it is happening.
- ✓ When is it happening
- ✓ Why it is happening.

Choose one of the following and write a narrative paragraph or choose your own topic.

1. The story of your child's birth
2. A childhood memory
3. Your first day of school
4. Your child's first day of school
5. A story about being out on the land



Writing Skills Learning Activity 5

5-3: Expository Writing

Expository writing can inform or give information on how to do something. Write an expository paragraph about family literacy. Pretend that your audience doesn't know anything about family literacy. Include information about what family literacy is and what parents can do to help their children's literacy development.

Read the example below. It will help you frame your paragraph. Make sure you have an introduction sentence and a closing sentence.

Example of an informative expository paragraph:

Waiting on tables involves many different skills. First of all, a person needs to be physically fit because when you are a waitress you are on your feet for many hours a day carrying heavy dishes or trays. Serving food and beverages means that you often need to be a "juggler." So to be a good waitress, you also have to be physically coordinated. In addition, a waitress needs to have a good memory so she remembers what orders go to what people. A waitress also needs to be polite and friendly to customers even when they are stressed out. **As you can see, being a waitress is not an easy job.**



Research Learning Activity 6

Two handouts

6-1: Tips for Reading

Learners research different tips for reading with children. They make up a list of six reading tips. They share their ideas with others in the class.

6-2: A Night Without Television – Action Research

Learners do some action research with their family. First ask learners to research some family literacy activities they can do at home. They should make a list of these activities. Then ask learners to spend an evening without the television. Ask them to do family literacy activities at home with their children or siblings.

Ask them to write a one page report on what they did at home and how their children or siblings felt about it.



Research Learning Activity 6

6-1: Tips for Reading

Research on the Internet some tips for reading. Choose six tips and write them down. Share your tips with others in the class. Practice these tips with your children or other family members.

1.

2.

3.

4.

5.

6.



Research Learning Activity 6

6-2: A Night Without Television – Action Research

Often people say that they have so much fun when the power goes out. They play games, tell stories and spend time with their families. This project is about spending time with your children and family.

This research project has three elements.

1. Research different family literacy activities you can do at home with your children or other family members. Make a list of these activities.
2. Choose one evening and turn the television off. Use the ideas that you researched and make a fun plan for your evening.
3. Write a one page report on your evening. Answer the following questions in your report.
 - a. What activities did you do?
 - b. How did your children or family members feel about the evening?
 - c. How did you feel about the evening?
 - d. Would you do it again? Why or why not?



Representing Learning Activity 7

Three handouts

7-1: Family Book/Baby Book (no handout)

Learners make a family or baby book. You can download a variety of family/baby book templates from the NWT Literacy Council's website at www.nwt.literacy.ca.

- ✓ Making Family Books Together How-to-Kit
- ✓ Baby Book How-to-Kit
- ✓ Family Book

7-2: Family Literacy Night

Have learners organize a family literacy night for their community. They can plan the activities, advertise, host the event and organize snacks and prizes. There are some great resources on different ideas for family literacy events on the NWT Literacy Council website at www.nwt.literacy.ca under family literacy. The handout will help learners organize their event.

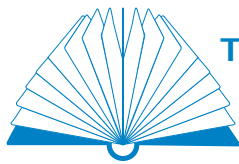
7-3: Family Tree

Learners develop a family tree. A family tree is a great way to get parents and children talking and sharing stories. The handout provides instructions and three templates that can be used for the learner's family tree.



7-4: Literacy Games

Literacy games are a great way to engage learners in learning. You can encourage parents to use these games with their children at home. The handout has a list of fun interactive literacy games. Play the games with your learners and then give them the handout to take home to use with their children and families.



Representing Learning Activity 7

7-2: Family Literacy Night

Family literacy nights are a great way to get parents involved in their children's learning. Many communities in the NWT have family literacy events and programs.

Your Task

Organize a family literacy night in your community. Here is a list of things you will need to do.

1. Find out if your community has a family literacy program. Talk to the coordinator about organizing an event.
2. Decide on a date that will work for your community. Make sure there are no other things happening that night.
3. Find a location for your event. Find a free space in the community that people will come to.
4. Decide on a theme for your event. You might decide to host a Christmas Family Literacy Night or a Family Literacy Games Night.
5. Develop activities for your event. Check out the NWT Literacy Council's website at www.nwt.literacy.ca under family literacy. There are a variety of How-to-Kits that will provide you with ideas for activities.
6. Find a sponsor for your event. It is nice to be able to give away free books and prizes. Ask the local store for free prizes. If you are in the NWT, contact the NWT Literacy Council for free book prizes.



7. Advertise your event with posters, on the radio and give invitations to the children at school. Tell them that they must come with a parent.
8. Prepare healthy snacks ahead of time.
9. Get activities ready and photocopy any pages you need.
10. Host your event!
11. Think about and talk about your event afterwards. What would you keep the same? What would you do differently?



Representing Learning Activity 7

7-3: Family Tree

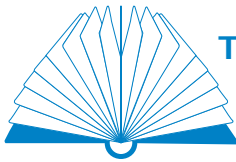
A great way to document your family history is by creating a family tree. You can also use a family tree to share your language, culture and history with family members or other people in the community. This is all part of family literacy!

Talk to other family members and Elders to find out your ancestors' names and relationships. Ask for the names in your Aboriginal language to identify the relationships for different people.

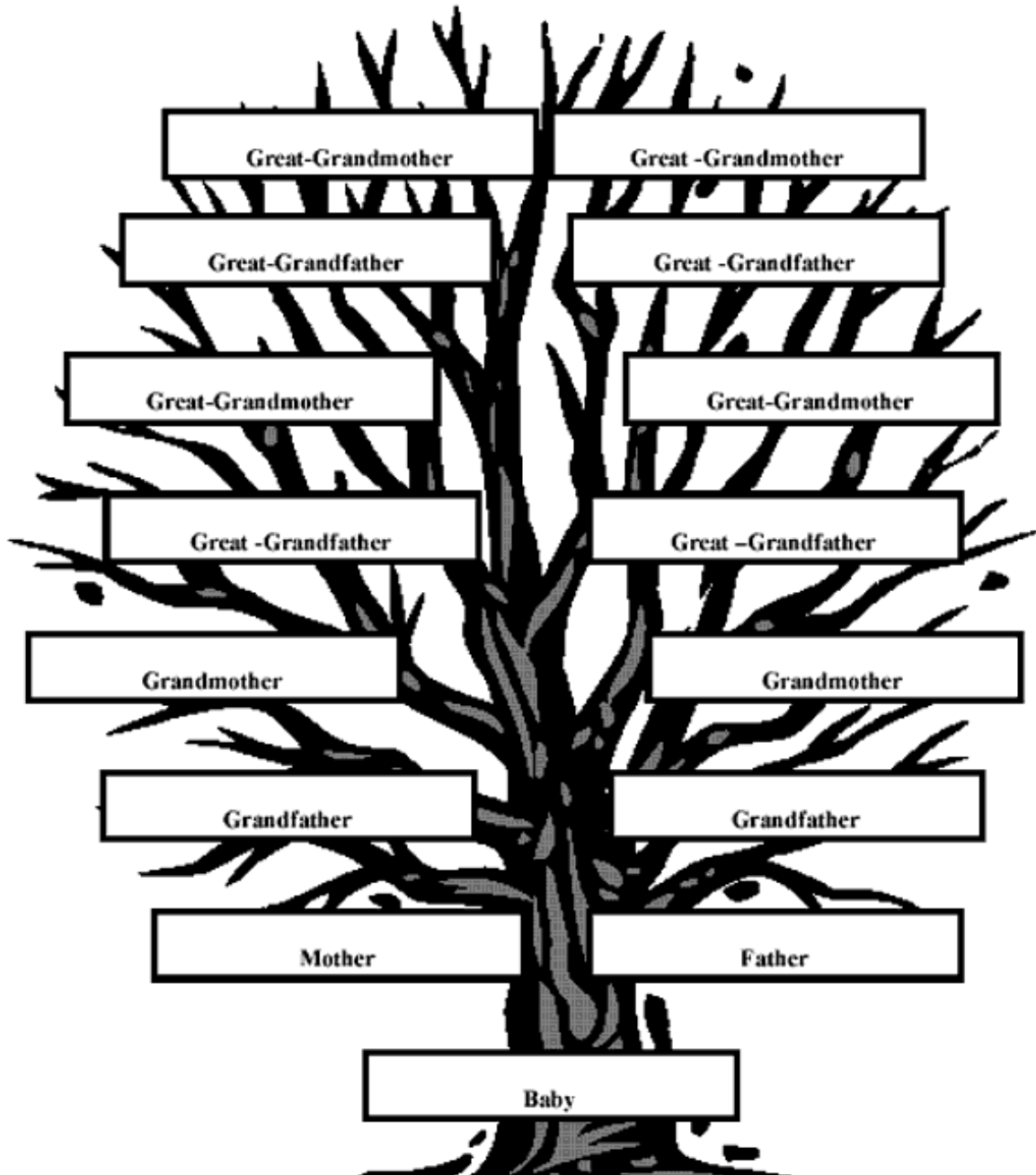
You can follow one of the three formats from the handouts or create your own family tree. You can also use a picture of each family member to make up your family tree.

Here are some ideas for your family tree project:

- ✓ Find out information about your family history through archives, church records and talking to Elders.
- ✓ Add digital or scanned photographs to the family tree. The Prince of Wales Northern Heritage Centre in Yellowknife has a databank of pictures. Go to <http://pwnhc.ca/databases/index.htm> to see if pictures of your family members are available online.
- ✓ Produce a large wall display of your family tree for other community members to see.
- ✓ Do a presentation about your family tree or about one particular person in your family. Give the presentation to your class, your family or the community.



Family Tree¹



¹ From *Culture and Traditions How to Kit* by the NWT Literacy Council



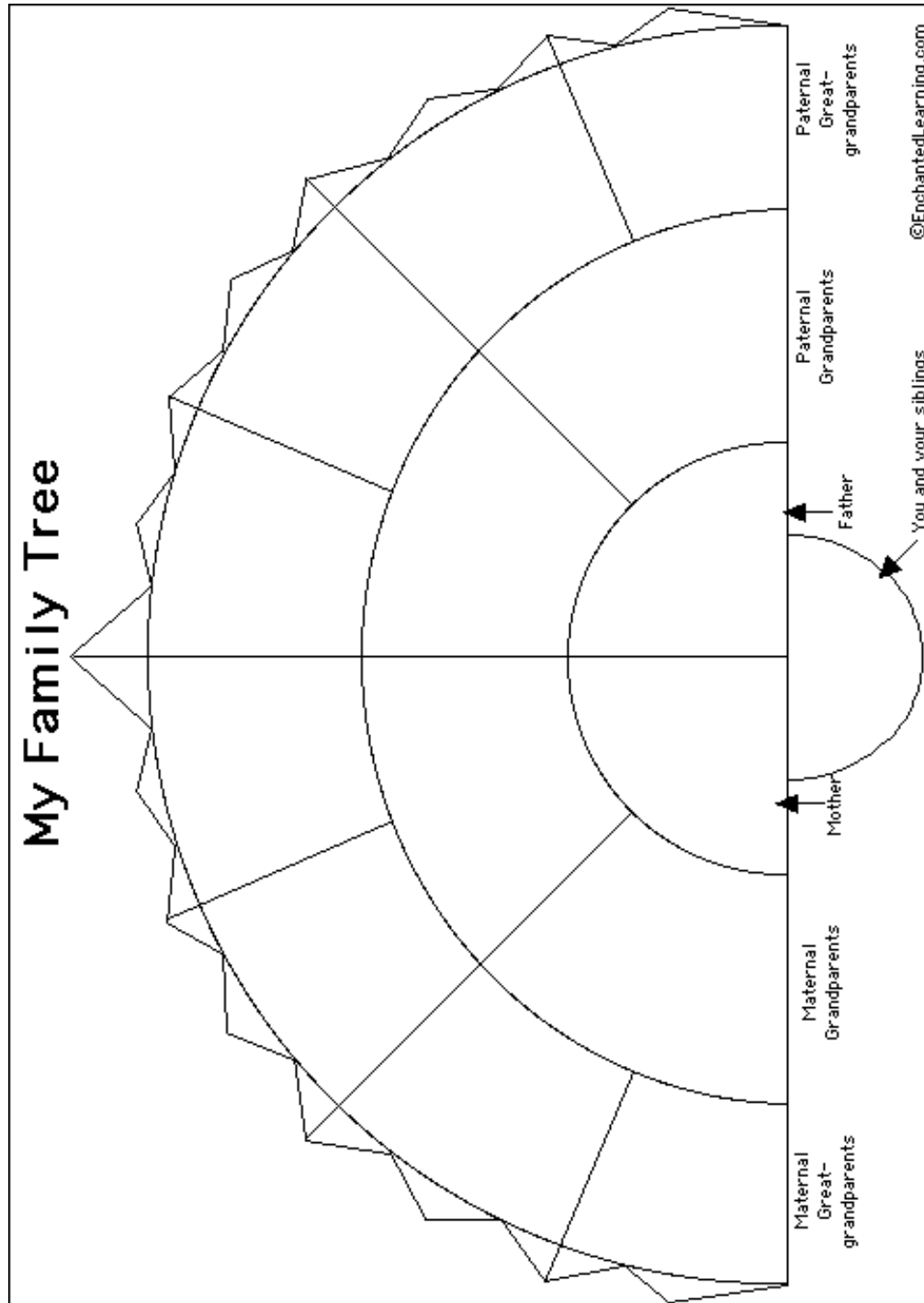
Ancestral Chart²

Place	Name of spouse	Father	Mother	Grandfather	Great Grandfather
				Grandmother	Great Grandmother
		• Born • Place • Died • Place	• Born • Place • Died • Place	• Born • Place • Died • Place	• Born • Place • Died • Place
				• Born • Place • Died • Place	• Born • Place • Died • Place

² Adapted from www.ancestry.com/save/charts/ancchart.htm



Family Fan³



³ From Enchanted Learning <http://www.enchantedlearning.com/crafts/familytree/semicircle/>



Representing Learning Activity 7

7-4: Literacy Games

Literacy games are a great way to learn and have fun. Below are a variety of literacy games that you can play with your children and family.

Alphabet Scavenger Hunt

- ✓ Find words in your house that begin with each letter of the alphabet. For example A is for apple, B is for bed, etc.
- ✓ You could make it into a contest among family members.

Scattergories

- ✓ Pair up in your family.
- ✓ Decide on 10 different categories of objects—for example, river, food, car, girl's name, animal, country, etc. The more categories you have, the longer each game will be.
- ✓ Write the categories on a piece of paper.
- ✓ Choose a letter of the alphabet—for example, 'm'.
- ✓ Write down an example for each category beginning with that letter.
- ✓ You can do this in an Aboriginal language. Instead of using a particular letter, you may want to use only the category to make it easier. You decide!



For example:

River	Mackenzie
Food	mushrooms
Cars	Mercedes Benz
Girl's name	Mary
Animal	marten
Country	Mexico



Crazy Word Chains

- ✓ The first person says any word.
- ✓ The next person must then say a word that begins with the last letter of the previous word.
- ✓ For example:
- ✓ APPLE . . . ELEPHANT . . . TOY . . . YELL . . . LOON . . . NIGHT
- ✓ The game starts over when someone misses a turn or says a wrong word.
- ✓ You can also play this game in any language!

Charades

- ✓ Divide your family into two teams. Or invite another family to participate.
- ✓ Each team writes out 10 words for the other team. Words should be people, places or things.
- ✓ Put the words into a bag. Each team will have their own bag.
- ✓ One person from one team draws a word out of the bag. They then act out the charade while the rest of the team tries to guess what it is.
- ✓ The team gets one point if they guess the word in the time limit.



- ✓ Other teams must watch quietly until it is their team's turn.

What's the Question?

- ✓ Write one fact on a piece of paper. For example:
 - Yellow, or
 - 5 years, or
 - School
- ✓ Family members try to guess the question that matches each answer. For example:

Yellow:	What's your favourite colour? What colour is your car? What colour is your parka?
5 years:	How old is your child? How long have you been married? How long have you lived in Yellowknife?
McDonald's:	Where do you go each day? What is your favourite place to go? What is your least favourite place to go?

- ✓ The person who guesses correctly gets to write the next answer down.



How, Why, When and Where

- ✓ One player thinks of the name of an object or thing.
- ✓ The other players must guess what that object is by asking one of these four questions:
 - How do you like it?
 - Why do you like it?
 - When do you like it?
 - Where do you like it?





- ✓ Each player can ask only one question per turn.
- ✓ When a player correctly guesses the word, it becomes her turn to think of an object or thing and answer the questions.

The Human Alphabet

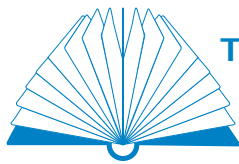
- ✓ Prepare for the game by making two decks of alphabet cards. Use index cards or squares of paper and write out the letters of the alphabet, one letter on each card. Make a few extra vowels.
- ✓ Each team receives a deck of alphabet cards which they spread out, letters facing up, on a table or on the floor.
- ✓ Call out a word.
- ✓ Each team must spell out the word using the cards. Each team lines up so that the word is spelled correctly and can be read from left to right.
- ✓ The first team to correctly spell the word and display it in the correct order wins a point.



I Packed My Grandmother's Suitcase

- ✓ In a circle, the game begins with the first person saying, "I packed my grandmother's suitcase and in it I packed a _____. In the blank they say a word that starts with the letter **A**."
- ✓ The next person continues and says, "I packed my grandmother's suitcase and in it I packed a _____ and they repeat the word used for the letter **A**, and a _____. This player says a word that starts with the letter **B**."
- ✓ Continue playing until you reach the letter **Z**.
- ✓ The game becomes more difficult as you go along because you have to remember all of the words used for each letter of the alphabet!





Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT
Department of Education, Culture and Employment by the NWT
Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT
Department of Education, Culture and Employment by the NWT
Literacy Council, 2006.

Websites

- ✓ **NWT Literacy Council** www.nwt.literacy.ca
The NWT Literacy Council has a wide-range of family literacy
information and activities that can be downloaded. Some examples
are:
 - Literacy Games for Adults How-to-Kit
 - Family Literacy Nights How-to-Kit
 - Literacy Survivor How-to-Kit
 - Literacy Fair How-to-Kit
- ✓ **Literacy and Technology – Family Literacy Section**
http://ssrsbstaff.ednet.ns.ca/litandtech/family_literacy_activities.htm
This website has lots of ideas for family literacy. They have a
calendar on the site that has an activity idea for every day of the
month.





Finding Work

Introduction

This story offers an opportunity for learners to learn more about finding and keeping a job. They learn how to write resumes, cover letters and prepare for interviews. Learners also explore apprenticeships and other career opportunities.

This section presents a list of seven learning activities and the written text for *Finding Work*. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

This symbol marks the written text.





This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Finding Work List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	2 handouts	201 to 205
2) Language Skills	2 handouts	206 to 210
3) Questions	2 handouts	212 to 217
4) Comprehension	2 handouts	218 to 222
5) Writing Skills	3 handouts	223 to 232
6) Research	4 handouts	233 to 241
7) Speaking	2 handouts	242 to 247



Text – Finding Work

There is a lot of information here to help you find and keep a job.

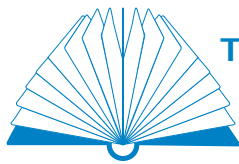
Getting Started

Employers are looking for workers who are punctual. Employers place a high value on being punctual. Employers are also looking for workers who are honest, responsible, good team members, and good problem solvers. Try to continually develop these skills and values. And try to work these words into your cover letters, resumes and interviews.

Below is an important list of questions to ask when you are looking for work.

- ✓ Are there lots of jobs right now?
- ✓ Which occupations have the best prospects?
- ✓ What wages can I expect to make?
- ✓ Where are the jobs?
- ✓ Which businesses are hiring?
- ✓ What skills, education and training do I need?
- ✓ How do I get training and work experience?

Jobfutures Canada is a good website that profiles 265 occupational groups covering the entire Canadian labour market. It is a good place to start!



Documents (applications, cover letters, resumes, references)

Applications

When you go to apply for a job you're often asked to fill out an application form. Here are three tips.

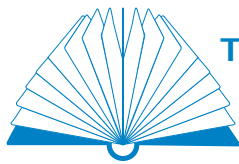
1. Have your resume and reference letters with you so you can copy information onto the application form.
2. Ask for two copies in case you make a mistake.
3. Ask if you can take the application form home so that you can work on it without hurrying or being distracted.

Cover Letters

There are many good resources on the Web that will help you write a great cover letter. If you go to a search engine and type in *writing a cover letter* or *cover letter checklist* you will get lots of great help.

Our purpose here is not to show you how to write a good cover letter but to give you a few important ideas and suggestions about the cover letter.

- ✓ You should learn how to write a good cover letter because many employers won't seriously consider a resume that is not accompanied by a cover letter.
- ✓ A cover letter tells the employer the type of position you're seeking and exactly how you are qualified for that position.
- ✓ Employers often get hundreds of resumes when they advertise a job. A good cover letter makes the employer want to read the resume.



- ✓ A cover letter is an opportunity to show your personality. A good cover letter can stimulate an employer's curiosity and make them want to meet you.

You should consider what some call the 'uninvited cover letter'. This is like a cold call but on paper. It allows you to take a very active approach to job-hunting instead of just answering job ads.

Because we know that 80% of jobs aren't advertised, sending a cover letter to a company can hit gold. If no job exists, your letter can make such an impression that you'll be remembered when a vacancy opens up.

Resumes

There are many, many great sites on the Web that will help you write a resume. If you go to a search engine and type *free sample resume* you will find lots of good sites. If you type *resume tips* you will get lots of help.

There are tools online that will help you build a resume. When you get an ID and a password at the employment site Monster.ca, for example, you can then create a resume by typing information into their online tool.

Here are four important questions about writing your resume.

Question 1 – How can I make sure my resume will be read?

Some people say that resumes normally get about a 15-second glance at first reading. Make sure your resume is easy to read with clear headings and enough white space on the page to make it attractive. Put in design elements like bullets and put important words in bold font to guide the readers' eyes and draw attention to important content. And remember – a good cover letter is the best way to make sure your resume will be read.



Question 2 – How should I start my resume?

A resume is not a type of document that you write once and forget about. Think of it as a document that you will update regularly. Near the top of your resume write a sentence stating your career objective. This is a good way to tailor your resume to the job you are applying for.

Question 3 – Should I keep my resume to one page?

Not necessarily. Opinions about this question change from time to time. Some people think the one-page resume 'rule' no longer applies.

People with limited experience might need only one page, but more experienced workers often need two pages or more. If your resume is longer than one page, make sure your strongest credentials are on page one.

Question 4 – How can I hide gaps in my work history?

Employers might prefer applicants with no employment gaps, but very few of us have a perfect work history. You can't change the past and you don't want to lie, so focus your resume on what you offer.

If you participated in activities such as volunteer work include that on your resume. If long-term gaps are an issue, consider a functional resume style, which emphasizes relevant skills while downplaying work chronology. You can learn about chronological and functional resumes on-line.

Reference Letters (examples)

When a company is thinking of hiring you, they will usually want to contact some references. Before you give a future employer a list of people to contact, you yourself should contact these people and ask them if they would be willing to give you a good reference.



It's a good idea to do this before you need them. It will save time rushing to put together a list at the last minute. Try to include some employer who will speak well of your work. You can also include elders, former teachers, and other people in the community who know you.

Dear Mr. Smith:

Would you please write a reference letter for me?

If you would write about my qualifications and the skills I developed during my time at ABC Company, I would sincerely appreciate it.

I am applying for employment and a good reference letter from you would really help me in achieving my career goals.

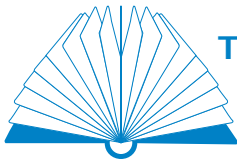
Please let me know if there is any information I can provide regarding my experience to help you in writing a reference letter for me.

Dear John:

I would appreciate your help with my job search. I am moving to Yellowknife and I will be applying for jobs there.

With your permission, I would appreciate being able to use you as a reference because you know about my qualifications and skills. Of course, I would let you know when I have given out your name and contact information, so you will know when to expect a call.

Please let me know if you would be willing to give me a reference.



Finding Work (Networking, Classified Ads, Using the Internet)

Networking

David, Alex and Mary are chatting at a party. David mentions that he is looking for work. Mary asks what kind of work he is looking for. David says he needs a part-time job so that he can continue to go to school. Alex says that a friend of his has just left a job and he thinks the company will be hiring someone to replace him immediately. David asks for the company's name and phone number. This is called networking and since about 80% of jobs aren't advertised, it's how many people find work.

Classified Ads

Checking your newspaper's classified ads is one method of doing a job search. Most newspapers also have an Internet site where jobs are posted so if you have an Internet connection at home you can check it out. The Northern News Services website, for example has new jobs posted every Monday.

Using the Internet

The Internet is an important tool for finding work. Some web sites allow you to register and then apply for jobs right online and many have tools that allow you to create a resume online as well.

Your Canada/NWT Service Centre has an Internet computer and a printer for you to use free of charge.

Here are some northern web sites that relate to jobs.

- ✓ Jobsnorth is a northern site for both employers and job seekers.
<http://www.jobsnorth.ca>



- ✓ Go to the Government of the Northwest Territories web site and click on the Job Opportunities button. <http://www.gov.nt.ca/>
- ✓ At the Northern News Services site there are many job listings. They are updated weekly on Monday morning and require Adobe Acrobat reader. <http://www.nnsi.com/jobs/jobs.html>
- ✓ Go to Workboot.ca if you want a job in the Construction Industry. <http://www.workboot.ca>
- ✓ The Government of Canada has a good employment web site. <http://www.jobbank.gc.ca>

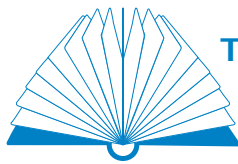
Programs (Apprenticeships, Self-Employment, Training on the Job)

Apprenticeships

There has never been a better time to be considering a career as a skilled tradesperson in Canada because so many workers will be eligible to retire in the next 5 - 10 years. There will be jobs in the skilled trades in the future and many skilled trade jobs pay very well.

To become a skilled tradesperson you must apprentice. Apprenticeship training combines learning on the job with training. Apprentices receive a wage while they train and when they go to school for 4 - 12 weeks per year they will be eligible for employment insurance.

The Northwest Territories government will help apprentices pay for taking courses in the south if they are not offered in the north. To learn more go to the Department of Education, Culture and Employment website at <http://www.ece.gov.nt.ca/>.



Self-employment

Have you ever thought about starting your own business? Do you have an idea that you could turn into a living? If you do, there is some great help that you can get!

1. If your business plan is approved, you will be eligible to receive Employment Insurance benefits while you work full-time to start your business.
2. Career counsellors will help you plan your business and will give you support as you get it off the ground.
3. While you are in this start-up phase, any income you earn will be yours to keep.

Training on the Job

The Northwest Territories has a *Training on the Job Program*. You can develop workplace skills and the government will provide wage subsidies to employers to offset your training costs.

The program lasts from a minimum of 6 weeks, to a maximum of 52 weeks. At least 30 hours per week is required.



Vocabulary Learning Activity 1

Two handouts

1-1: Work Survival Words? (no handout)

Learners look through the text and pick out five key survival words for cover letters, resumes, finding a job and apprenticeships. Then learners write each word on a cue card. Ask learners to share the words that they chose with everyone. Ask them why they chose those words.

1-2: New Words

Learners write a sentence for each key survival word that they chose.

1-3: Word Search

Learners find the words from the text in the word search. Learners make their own word search using the 20 words they chose from the text.



Vocabulary Learning Activity 1

1-2: New Words

Write down a sentence for each work survival word that you chose.
Underline the work survival word.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____



7) _____

8) _____

9) _____

10) _____

11) _____

12) _____

13) _____

14) _____



15) _____

16) _____

17) _____

18) _____

19) _____

20) _____



Vocabulary Learning Activity 1

1-3: Word Search

Find the words below in the word search. Words are diagonal, up, down and across both ways.

Work

```
f l s e m u s e r s t y g e l
r a r j b v p w w r t n m e f
c c e l x o i e a s i p t l l
o i v x c o i i e k l t e w a
b g o f x v n n r o e s i l n
j o c a r i o o y r d t u d o
e l d e n h w e s g g c j e i
c o t g h t r o n s b o j p t
t n e m e s i t r e v d a e c
i o q n e d u c a t i o n n n
v r e f e r e n c e s f i d u
e h t n e m y o l p m e p a f
j c l a u t c n u p u k e b l
i n t e r n e t t i h u u l i
r e e r a c q u a l i f i e d
```

resumes, interviews, honesty, training, advertisement, punctual, cover letters, references, internet, education, dependable, self employment, career, objective, functional, chronological, employer, networking, jobsnorth, qualified

Make up your own word search for the 20 words that you chose. Use this site to make your word search:

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>



Language skills Learning Activity 2

Two handouts

2-1: Capital Letters and End Punctuation

Learners rewrite the text given and put in capital letters and end punctuation.

2-2: Commas

Learners put commas in the sentences given. The handout provides examples of how to use commas.



Language skills Learning Activity 2

2-1: Capital Letters and End Punctuation

Rewrite the text below with all the capitals and end punctuation. You will have to read the information carefully and decide where each sentence starts and ends. Check your work with the original.

getting started

employers are looking for workers who are punctual employers place a high value on being punctual employers are also looking for workers who are honest, responsible, good team members and good problem solvers try to work these words into your cover letters, resumes and interviews and try to continually develop these skills and values

below is an important list of questions to ask when you are looking for work

- ✓ are there lots of jobs right now
- ✓ which occupations have the best prospects
- ✓ what wages can I expect to make
- ✓ where are the jobs
- ✓ which businesses are hiring
- ✓ what skills, education and training do i need
- ✓ how do i get training and work experience

jobfutures canada is a good place to start they have profiles of 265 occupational groups covering the entire canadian labour market



Rewrite the text below with all the capitals and end punctuation. There are two question marks, one exclamation mark and four periods. Check your work with the original.

self-employment

have you ever thought about starting your own business do you have an idea that you could turn into a living if you do, there is some great help that you can get

1. if your business plan is approved, you will be eligible to receive employment insurance benefits while you work full-time to start your business
2. career counsellors will help you plan your business and will give you support as you get it off the ground
3. while you are in this start-up phase, any income you earn will be yours to keep

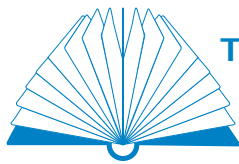


Language skills Learning Activity 2

2-2: Commas

Read the information below about commas.

- Use commas to separate items in a list.
He went to Norman Wells, Inuvik, Fort McPherson and Aklavik.
- Use commas in numbers, dates and addresses.
He was born on Monday, November 21, 1994 in Yellowknife.
- Use commas in the greeting of a personal letter and the closing of all letters.
Dear Mary, Sincerely, Yours truly,
- Use commas to set off words that interrupt or aren't necessary to the meaning.
By the way, I saw your sister yesterday. Yes, you are right.
- Use commas when you address someone.
Brandon, please close the door.
- Use commas with appositives (a word, phrase or clause that means the same thing as, or further explains, another noun).
My nurse, Sue Frost, lives around the corner.
- Use a comma before these conjunctions when they join complete sentences (for, and, not, but, or, yet, so).
I'd like to go, but I don't have time.
- Use a comma when a dependent clause comes at the beginning of a sentence.
Because he had to work late, he couldn't come for a cook-out.



Practice with Commas

Put the commas in the correct places in the sentences below. If you have problems, reread the information above to help you. You can check your answers by rereading the text *Finding and Keeping a Job*.

1. Employers are also looking for workers who are honest responsible good team members and good problem solvers.
2. Try to work these words into your cover letters resumes and interviews.
3. When you get an ID and a password at the employment site Monster.ca for example you can then create a resume by typing information into their online tool.
4. People with limited experience might only need one page but more experienced workers often need two pages or more.
5. If your resume is longer than one page make sure your strongest credentials are on page one.
6. You can't change the past and you don't want to lie so focus your resume on what you offer.
7. If long-term gaps are an issue consider a functional resume style, which emphasizes relevant skills while downplaying work chronology.
8. You can also include elders, former teachers and other people in the community who know you.



9. David Alex and Mary are chatting at a party.
10. This is called networking and since about 80% of jobs aren't advertised it's how many people find work.
11. To learn more go to the Department of Education Culture and Employment website.
12. If you do there is some great help that you can get!



Questions Learning Activity 3

Two handouts

3-1: Story Questions

Learners answer questions about *Finding Work*. The handout asks learners to use a full sentence with correct punctuation.

3-2: Journal Writing

Learners use questions in the handout to guide their journal writing.



Questions Learning Activity 3

3-1: Story questions

Answer the following questions in one or more sentences. Begin with a capital letter and end with the correct punctuation.

1) What are employers looking for?

2) Why is a cover letter so important?



3) How can you make a resume that is easy to read?

4) How many pages should a resume be?

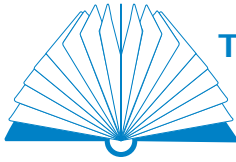
5) What is a functional resume?



6) Why do employers want references?

7) How many jobs are not advertised? How do people usually find out about these jobs?

8) How can the Internet help you with your job search?



9) Why is this a good time to be considering a job as a tradesperson?

10) What help can you get if you decide to start your own business?



Questions Learning Activity 3

3-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ What kind of career would you like to pursue?
- ✓ What are some qualities that you possess that make you a good employee?
- ✓ Would you be interested in doing an apprenticeship?
- ✓ What kind of business would you like to start up?



Comprehension Learning Activity 4

Two handouts

4-1: Summarizing

Students reread the cover letter section and write a one paragraph summary. They should include the important information about cover letters.

4-2: Reading Beyond the Text

Learners reread the text *Finding Work*. Then they answer the questions about the text. They have to read between the lines and even beyond the lines. In some cases they will need to make inferences. It might be a good idea to go over the first question together so they have some practice at making inferences.



Comprehension Learning Activity 4

4-1: Summarizing

What is summarizing?

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

How do I summarize?

1. Read the article or text.
2. Reread the article or text. Underline important ideas. Circle key terms. Find the main point of the article or text.
3. Write a brief outline of the important information.
4. Write the main point of the article. Use your own words. This should be a sentence that expresses the central idea of the article or text.
5. Write your rough draft of the summary.
6. Edit your version. Be concise. Eliminate needless words and repetitions.

In the summary, you should include only the information your readers need.

- ✓ State the main point first.
- ✓ Make the summary clear and understandable to someone who has not read the original article or text. Your summary should stand on its own.
- ✓ Don't add any new data or your ideas.
- ✓ Use a simple organization:



- Main point
- Main results
- Conclusion

For example:

Summary of *Resumes*

Make sure your resume is easy to read. You should use bullets, bold text with clear headings and white space to make it attractive. Your resume should start with your career objective. You can tailor your resume to meet the needs of each job posting. Your resume should be between one and three pages depending on how much information you think is required. If you have gaps in your employment history you can use a functional resume. There are lots of tools online that will help you write a great resume. The Internet also has lots of information about different kinds of resumes.

Your Turn

Write a one paragraph summary for *Cover Letters*. Follow the summary guide.



Comprehension Learning Activity 4

4-2: Reading Beyond the Text

Reread the text *Finding Work*. Answer the questions about the text below. You may have to read between the lines and even beyond the lines. In some cases you will need to make inferences.

What other skills and attributes do you think employers want from employees?

What do you think a chronological resume is?

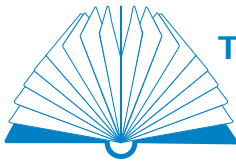


Why do you think that employers only glance at your resume at first?

What is one advantage of keeping your resume to one page? What would be a disadvantage?

The information says that 80% of jobs are not advertised – why do you think companies don't advertise their job positions?

Why do you think there are so many benefits to starting your own business?



Writing Skills Learning Activity 5

Three handouts

5-1: References

Learners think of three people who could give them a good reference. Then they write a letter to one of these people and ask them to be a reference.

5-2: Cover Letters

Learners review the job postings in the paper or on <http://www.jobsnorth.ca/> and choose a job they would like to apply for. They review the sample cover letter and then use the template to write their own cover letter for the job they chose.

5-3: Resumes

You should have learners review the research section about functional and chronological resumes before they write their resume.

Learners develop a chronological or functional resume. There are examples of both of these resumes on the handouts. Learners can also research examples on the Internet. Several good websites are given.



Writing Skills Learning Activity 5

5-1: References

Employers usually want three references before they will hire you. They usually like at least one person that you have worked for and one person who can give you a personal reference.

Can you think of three people that can give you a good reference? Write their names below.

1. _____

2. _____

3. _____

Choose one of these and write a letter to them asking them if you can use their name as a reference. Use the example below as your guide.

Dear John:

I would appreciate your help with my job search. I am moving to Yellowknife and I will be applying for jobs there.

With your permission, I would appreciate being able to use you as a reference because you know about my qualifications and skills. Of course, I would let you know when I have given out your name and contact information, so you will know when to expect a call.

Please let me know if you would be willing to give me a reference.



Writing Skills Learning Activity 5

5-2: Cover Letters¹

A cover letter provides information that isn't in the resume and is an introduction to the person applying for the job. A cover letter reflects your skills. Employers pay attention to your writing style, spelling, grammar, communication skills, enthusiasm and your interest in working for the company.

Your Assignment

Review the job postings in the paper or on <http://www.jobsnorth.ca/> and choose a job you would like to apply for. Review the sample cover letter on the next page and then use the template to write your own cover letter for a job.

¹ **Source:** Adult Basic Education. *Career/Life Work 120/130 & Career/College 130/140 Curriculum*. Education, Culture and Employment, Northwest Territories. August 2001



Sample Cover Letter

Margaret Pelly
45 Keen Street
Yellowknife, NT X1A 2E3
(867) 669-0034

April 15th, 2006

Mr. I.T. Dean
A & L Machinery Limited
Post Office Box 456
Yellowknife, NT X1A 4T6

Dear Mr. Dean:

I am interested in the *Sales Manager* position that you advertised in the *Yellowknifer* on April 12th, 2006. I have a strong background in sales and office administration. I have worked for the past eight years at M & M Appliances in Yellowknife as their administrative and sales person. I received several awards for perfect attendance and increasing productivity and safety.

My resume is enclosed, along with letters of recommendation, to give you additional information about me. I feel that my experience, skills and dedication will benefit your agency, and the position will provide me with new and exciting challenges. Thank you for considering my application. Please contact me if you require additional information.

Sincerely,

Margaret Pelly

Margaret Pelly



Cover Letter Template²

Your name
Address
Contact information

Date

Recipient name and title
Company name
Address

Dear Recipient:

I am writing in response to your advertisement in (*location of advertisement*) for a (*position title*). After reading your job description, I am confident that my skills and my passion for (*description of job*) are a perfect match for this position. I would bring to your company a broad range of skills, including:

- *List at least 5 skills*

I would welcome the opportunity to discuss this position with you. If you have questions or would like to schedule an interview, please contact me by phone at the above number or by e-mail. I have enclosed my resume for your review, and I look forward to hearing from you.

Sincerely,

Signature

Your name

Enclosed: resume

² Source: <http://office.microsoft.com/en-ca/templates/TC010479221033.aspx>



Writing Skills Learning Activity 5

5-3: Resumes

Review the research section about functional and chronological resumes before you write your resume.

The resume is a selling tool that outlines your skills and experiences so an employer can see, at a glance, how you can contribute to the employer's workplace. The first hurdle your resume has to pass is whether it ends up in the consider file or the reject file and that may take less than thirty seconds.

The most effective resumes are clearly focused on a specific job title and address the employer's stated requirements for the position. The more you know about the duties and skills required for the job, and organize your resume around these points, the more effective the resume.

Your Assignment

Write a chronological or functional resume. There are examples of both of these resumes on the following pages.

Two sites for information on resumes are:

- ✓ <http://jobstar.org/tools/resume/index.php>,
- ✓ <http://www.eresumewriting.com/>



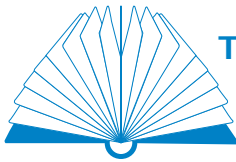
Sample Chronological Resume³

Margaret Pelly
45 Keen Street
Yellowknife, NT X1A 2E3
(867) 669-0000
margaretpelly@hotmail.com

Work History

- | | |
|--|----------------|
| Officer Worker – M & M Appliances
Yellowknife, NT
Contact: Gerry Lacorne (867) 920-0000 | 2001 – Present |
| <ul style="list-style-type: none">• Carried out routine office duties: handled telephone and counter inquiries | |
| Sales Clerk - Bumper to Bumper
Yellowknife, NT
Contact: Brian Jewison (867) 873-0000 | 1995 – 2001 |
| <ul style="list-style-type: none">• Sold car accessories to customers• Processed cash, credit and cheque payments | |
| Server – Papa's Restaurant
Yellowknife, NT
Contact: Kim Lee (867) 766-0000 | 1990 – 1995 |
| <ul style="list-style-type: none">• Served food and beverages• Helped supervisor with bank deposits | |

³ **Source:** Adult Basic Education. *Career/Life Work 120/130 & Career/College 130/140 Curriculum*. Education, Culture and Employment, Northwest Territories. August 2001



Volunteer Work

- Volunteer Fire Fighter
- Board Member, Yellowknife Co-op
- Salvation Army (help with special dinners)

Education

Office Administration

1993-1994

Aurora College, Yellowknife Campus



Sample Functional Resume⁴

Josephine Teller

Box 000

Yellowknife, NT X1A 2N6

669-1111

josephineteller@hotmail.com

Objective: Position as a Supermarket Checker or Head Clerk.

Summary of Qualifications

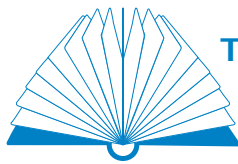
- 15 years experience in the grocery industry as head clerk, checker and cashier
- Excellent reputation with customers as a competent, knowledgeable and helpful professional
- Enjoy my work and consistently greet customers with a smile
- Honest, reliable and productive

Relevant Skills & Experience

Customer Service

- Developed a reputation for excellent customer service by:
 - Acknowledging the customer's presence and making eye contact
 - Greeting customers in a friendly manner, and giving them full attention
 - Taking time to answer a question or find someone else who could
- Served as product expert directing customers to exotic spices and ingredients, ethnic foods and unusual gourmet items

⁴ Source: <http://jobstar.org/tools/resume/clet-ex.php>



- Increased sales in the higher-profit Natural Foods Department (and increased customer satisfaction) by advising customers on bulk alternatives to name-brand items

Supervision

- As Head Clerk, managed "front end" of the store:
 - Prepared daily schedules for staff of up to 18 clerks, to assure maximum check stand coverage at all times
 - Assigned staff to cover peak hours and continuous stocking
- Trained new clerks

Administrative

- Balanced checker's cash drawer with consistently high level of accuracy
- As Office Cashier for one year:
 - Accurately balanced books and balanced deposits
 - Answered phones, prepared daily sales report, made deposits
 - Processed returned checks and prepared monthly sales report for HQ

Employment History

2004-present	Retail Clerk,	Co-op, Yellowknife
1999-2002	Buyer's Assistant	Lilly Department Store, Toronto, ON
1995-99	Manager's Assistant	Wallace Clothing Store, Toronto, ON

Education

Business Classes, 1995 – Sheridan College, ON



Research Learning Activity 6

Four handouts

6-1: Jobs, Jobs, Jobs

Learners check out the jobs posted on Jobsnorth, Northern News Services and the Government of Canada. They search for interesting job postings and write down five jobs they would be interested in. This will help them use the Internet to find jobs and give them some ideas of what kind of jobs are available.

6-2: Career Options

Learners think about what careers they are interested in. They take the quiz on the website provided on the handout. Then they research five different careers provided on their profile. They fill in the handout for each career option. Ask learners to decide which career most interests them of the five they researched.

Optional: Learners give a presentation on the five careers they researched or the one that interests them the most.

6-3: Resumes

There are two types of resumes – chronological and functional. Learners research the two types of resumes on the Internet and fill in the chart on the handout. They also decide on which resume would best fit their employment record and skills.



6-4: Apprenticeships

Learners go to the website

<http://www.ece.gov.nt.ca/Divisions/Apprenticeship/> and answer the questions on the handout. Tell learners to summarize the information given on the website and not to copy word for word.

This information will help learners understand what an apprentice does, why they may want to become an apprentice, what it takes to be an apprentice and how they can get their apprenticeship started.



Research Learning Activity 6

6-1: Jobs, Jobs, Jobs

Go to the following sites and read the job advertisements. Choose five jobs that interest you. Fill in the information below about each job.

- ✓ Jobsnorth is a northern site for both employers and job seekers.
<http://www.jobsnorth.ca>
- ✓ At the Northern News Services site there are many job listings. They are updated weekly on Monday morning and require Adobe Acrobat reader. <http://www.nnsl.com/jobs/jobs.html>
- ✓ The Government of Canada has a good employment web site.
<http://www.jobbank.gc.ca>

Title: _____

Company/Organization: _____

Wage: _____

What skills and qualifications do you need for this job?

Why are you interested in this job?



Research Learning Activity 6

6-2: Career Options

Take the career interest quiz on this website

http://www.jobfutures.ca/pls/jf-ea/dpt.page_one to find out what kind of occupation is your best fit. Choose five of the occupations that interest you and find out the following information.

- ✓ What education do you need?
- ✓ What does the job entail?
- ✓ How much money will you make?
- ✓ What is the forecast for jobs in that occupation for the next few years?
- ✓ Does this job interest you? Why or why not?

Use the example on the next page as your guide.

Please Note: The wages on this website may seem low but they are the average wages for jobs across Canada.



Example

Occupation: clerical work

What education do you need?

- High school diploma
- Additional training in clerical work
- Most people have a college diploma and almost 3 out of 10 have a university degree

What does the job entail?

- Attending to phone, emails, counter questions
- Opening and sorting mail
- Writing letters, proofreading documents
- Storing and classifying records on computer
- Greeting people, scheduling appointments, providing information

How much money will you make? \$13.53 per hour

Forecast for job: limited (some jobs)

Interest level:

I am interested in this job. I think that I can perform most of the duties needed for this position, although I would like to be paid better.



Occupation: _____

What education do you need?

What does the job entail?

How much money will you make? _____

Forecast for job: _____

Interest level:



Research Learning Activity 6

6-3: Resumes

There are two types of resumes – chronological and functional. Research the two types of resumes on the Internet and fill in the chart below.

	Chronological	Functional
Definition		
Employer Rating		
Works Best For...		



What resume style would you prefer to use for your resume? Why?

Research tips for writing a resume. Write down the five most important tips for writing a resume in your opinion. Share your tips with others in the class.

1.

2.

3.

4.

5.



Research Learning Activity 6

6-4: Apprenticeships

Go to the website <http://www.ece.gov.nt.ca/Divisions/Apprenticeship/> and answer the questions below. Try to summarize the information given on the website. Do not copy word for word.

This information will help you understand what an apprentice does, why you may want to become an apprentice, what it takes to be an apprentice and how you can get your apprenticeship started.

1. What is an apprenticeship?
2. Why should I become an apprentice?
3. What do I earn as an apprentice?
4. Do all trades have apprenticeship programs?
5. Where do I go to school?
6. What does the technical school training cost?
7. How long does it take to become certified at the journeyperson level?
8. What other benefits to apprenticeship are there?
9. How do I progress to different levels?
10. How do I start?
11. Can I start my apprenticeship while still attending school?



Speaking Learning Activity 7

Two handouts

7-1: Cold Calling

Cold calling is the art of approaching an employer by telephone. Learners read the information about cold calling on the handout and then write a script for calling a company or organization about a job. They practice their cold calls with classmates.

7-2: Job Interview Skills

Prepare learners for the world of work by role playing a job interview. Ask learners to practice interviewing and being interviewed for a job. The handout provides questions and other pertinent information for job interviews.

The instructor can also set up mock interviews for each learner. Give them a job description and interview time. Ask them to dress up and come prepared for the interview. Tape the interview and discuss it afterwards. Tell each learner positive things they said and did in the interview and one thing they should work on.

7-3: Agree/Disagree (no handout)

Place **agree** and **disagree** signs in your classroom. Tell learners that you are going to read out a statement and they have to decide if they agree with the statement or disagree. Learners then discuss why they either agree or disagree with the statement.

- ✓ You should dress up for an interview.
- ✓ First impressions are the most important thing in an interview.



- ✓ A chronological resume is better than a functional resume.
- ✓ Doing an apprenticeship is the best way to learn a trade.
- ✓ The cover letter is the most important part of your application for a job.
- ✓ You won't get a job if you make spelling or grammatical mistakes in your resume.
- ✓ Your attitude is more important than your work experience.
- ✓ 80% of working is just showing up.



Speaking Learning Activity 7

7-1: Cold Calling

Cold calling is the art of approaching an employer by telephone. Contacting a potential employer in such a way requires a great deal of initiative and can be quite stressful. Most people are reluctant to pick up the phone and make a cold call. Effective use of cold calling is easier than you think, but it does require practice.

Cold calling is a good job search tool because it helps you access the hidden job market. Statistics tell us that only one in five available jobs are advertised. And you may discover better employment opportunities that suit your skills and abilities because you are approaching organizations that interest you!

What to do before you call:

1. First, you need a clear and realistic career goal.
2. Second, you should compile a list of all the organizations that you would like to work for.
3. Third, you should research the organizations and find out who you should speak to. Always be polite and courteous when speaking with the receptionist and be persistent without being pushy in your request to speak to the hiring manager.

During the call give:

- ✓ A personal introduction
- ✓ An explanation about why you are calling
- ✓ A brief description of your work history and career goals
- ✓ A specific question about job opportunities



Your Turn

Think about a place in your community where you would like to work. Write a script for your cold call and then practice your call with another classmate.

A personal introduction

An explanation of why you are calling

A brief description of your work history and career goals

A specific question about job opportunities



Speaking Learning Activity 7

7-2: Job Interview Skills⁵

Typical interview questions:

- How did you prepare for this job interview?
- What do you know about the job and our company?
- What interests you about this job?
- What work experience do you have and how does it relate to this job?
- What would previous employers say about you?
- What are your strengths?
- What are your weaknesses?
- What are your future goals?
- When can you start?
- What wage do you expect?
- Do you have any questions?

⁵ **Source:** Adult Basic Education. *Career/Life Work 120/130 & Career /College 130/140 Curriculum*. Education, Culture and Employment, Northwest Territories. August 2001.



Things to Remember

Be prepared

- Make sure you are familiar with all the facts of your resume so that you will not have to consult it when asked.
- Research the company. Know something about the company before the interview.
- Prepare questions to ask in the interview.

Be on time

- Be early, not just on time.

Employment kit

- Show your interviewer that you plan ahead - bring all documents, letters, certificates, etc. with you.

Look good

- Dress properly (neat and clean).
- Avoid heavy make-up and flashy clothes or jewellery.

Be enthusiastic

- Have a positive attitude in the interview.
- Be friendly but not too familiar.
- Avoid being negative about anything.

Say thank you

- At the end of the interview, thank the interviewer for their time.

Smile

- Smile as you would in any conversation.





Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.

Websites

Job Futures <http://www.jobfutures.ca/en/home.shtml>

This is a great website for learners to explore. It has information on job education programs and links to over 100 work related websites. It starts out with a quiz to help users find the right career option for their interests.

Jobs North <http://www.jobsnorth.ca/>

Listing of jobs in the NWT. This site also has information on resume writing.

Northern News Services <http://www.nnsl.com/index.php>

Listing of jobs that have been advertised in the paper.