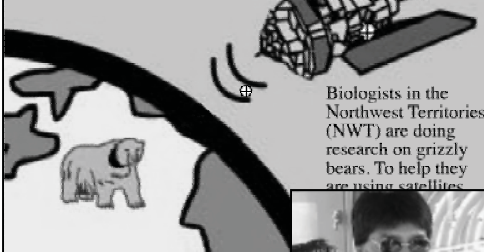


The Northern Edge Study Guide

Grizzly Bear Research Uses Satellites



★★ Voices From Fort Good Hope ★★



Ken's Story

I'm nineteen. I drive the water truck in the community. It's a great job—I love it. I drive the truck and Johnny, my partner, gets out and fills up the

some, have we have a ways could lie on chips. On the video my friends.



Consumer math



36 equal payments

The Wolverine Project



Learning doesn't stop once you get the job you want

Learning In Action

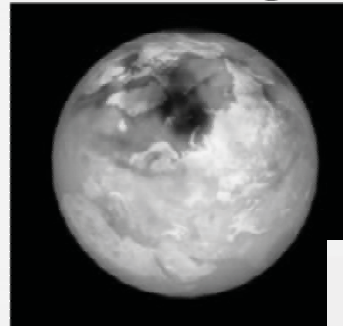


Before I Was Born

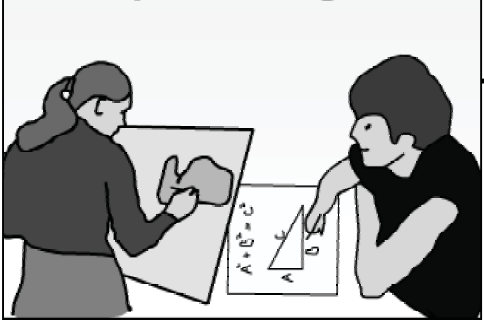
Fetal Alcohol Spectrum Disorder (FASD) is 100 percent preventable.



Climate Change



Multiple Intelligences



\$ Money Issues \$

EXPENSES:

Rent
Utilities: Gas/Water/Electricity
Cable TV
Telephone
Toiletries, Household Products
Clothing
Eating Out
Gifts/Donations
Healthcare (medical/dental/vision insurance)
Hobbies



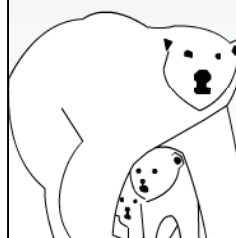
Ecology North Energy Saving Quiz



Bathurst Caribou project



New idea series



Learning to think in new ways

Elections NWT



Nov 24, 2003
www.electionsnwt.com
1.800.661.0796





Introduction

The NWT Literacy Council produced this **Study Guide** for adult educators and adult learners. It offers learning activities for fifteen stories from the first five issues of **The Northern Edge**.

- Issue #1: Ken's Story
Grizzly Bear Research
- Issue #2: Voices from Fort Good Hope
Learning Doesn't Stop Once You Get the Job
Elections NWT
- Issue #3: Consumer Math
Wolverine Research
New Idea Series
- Issue #4: Learning in Action
Multiple Intelligences
Bathurst Caribou Project
- Issue #5: Climate Change
Before I Was Born
Ecology North Energy Saving Quiz
Money Issues

The Northern Edge is an on-line newspaper for adult learners. It covers stories about the north and celebrates our lives North of 60. Each issue of **The Northern Edge** has several stories and most stories have interactive learning activities on-line.

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



Acknowledgements

The NWT Literacy Council gratefully acknowledges the financial assistance for this project from the Department of Education, Culture, and Employment, GNWT and the National Literacy Secretariat.



**Human Resources and
Skills Development Canada**

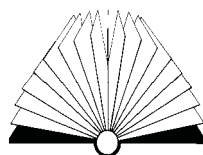
**Ressources humaines et
Développement des compétences Canada**

National Literacy Secretariat

Secrétariat national à l'alphabétisation

We also thank Evelyn Tregidgo, Hay River and Mary McCreadie, Yellowknife. Evelyn developed the first draft of 10 activities in the Study Guide. Mary developed the other five activities and did plain language editing, layout, and design 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

Box 761, Yellowknife, NT X1A 2N6

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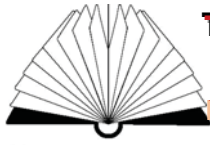
Email: nwtliteracy@nwtliteracy.ca

Website: www.nwt.literacy.ca



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How to use the Study Guide

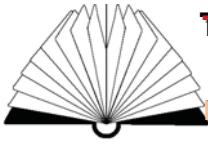
The Study Guide starts with two writing resources for adult learners.

- ✓ **Writing Skills** – for lower literacy students
- ✓ **Writing Process Guide**

Copy them 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 one section for each story.

- 1) Ken's Story
- 2) Grizzly Bear Research
- 3) Voices from Fort Good Hope
- 4) Learning Doesn't Stop Once You Get the Job You Want
- 5) Consumer Math
- 6) Wolverine Research
- 7) Learning in Action
- 8) Multiple Intelligences
- 9) Climate Change
- 10) Before I Was Born
- 11) Elections NWT
- 12) New Idea Series
- 13) Bathurst Caribou Project
- 14) Ecology North Energy Saving Quiz
- 15) Money Issues



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



Story text is the written version of the story you'll find on-line 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 on-line to read the stories and do the interactive activities.

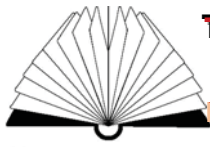


Instructor notes give basic information about each learning activity and any necessary details about how to do it.



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.



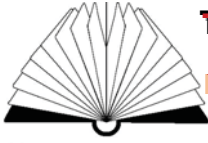
For each story, the first four learning activities focus on vocabulary, language skills, questions, and writing.

- 1) **Vocabulary:** For example: alphabetizing, contextual clues, underlining the best meaning, matching, using more than one word to write a sentence
- 2) **Language skills:** For example: cloze procedure, filling in the blanks, sequence of events, word search, inserting punctuation in a paragraph, true and false, past and present tense
- 3) **Questions:** For example: factual, drawing conclusions, inference and reflective questions
- 4) **Writing:** For example: journal entries, letters, research, mapping, sentence combining, writing a paragraph, compare and contrast, narrative, memo, summary, essay and similes

Other learning activities explore different issues related to the story's topic.

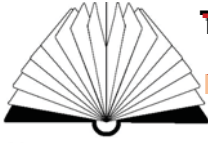
At the end of each section you'll find a list of a few key resources.

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 proof read 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.

The Northern Edge

Study Guide

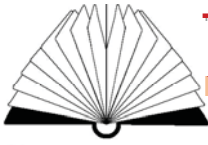
Ken's Story

Ken's Story

I'm nineteen. I drive the water truck in the community. It's a great job—I love it. I drive the truck and Johnny, my partner, gets out and fills up the water tanks.

After work, I used to go home, have supper, then watch TV. We have a satellite dish, so there's always something good on. I would lie on the chair with some potato chips watching the 'boob-tube'. On weekends, I'd hang out at the video arcade or play cards with my friends.





Ken's Story

Introduction

This story is from **Issue #1 of The Northern Edge**. Ken's story is about active living. Learning activities on-line include spelling quizzes and a content quiz.

This story offers an opportunity to encourage learners to make regular physical exercise and healthy eating part of their daily lives.

This section first presents a list of 12 learning activities and the written text for Ken's Story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

Some activities are short and others take up to a week to complete. Some involve physical activity as well as literacy skills.

This symbol marks the written text for Ken's Story.





This symbol marks instructor notes.



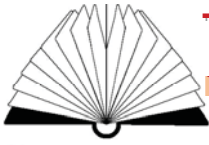
This symbol marks handouts to copy for learners.





Ken's Story List of Learning Activities		
Instructor Notes 	Handouts 	Page s
1) Vocabulary	2 handouts	13 to 17
2) Language skills	1 handout	13, 18
3) Questions	2 handouts	19 to 22
4) Writing	2 handouts	19, 23, 24
5) Active living role models	No handout	25
6) Walk the community **	No handout	26
7) Five Senses **	2 handouts	27 to 29
8) Where's the action? **	2 handouts	30 to 35
9) The newsletter **	1 handout	36, 37
10) Active living **	5 handouts	38 to 48
11) Let's make a meal	2 handouts	49 to 54
12) Time to get active	No handouts	55

** These activities include some physical activity.



Text Ken's Story

Issue #1 The Northern Edge

I'm nineteen. I drive the water truck in the community. It's a great job - I love it. I drive the truck and Johnny, my partner, gets out and fills up the water tanks.

After work, I used to go home, have supper, then watch TV. We have a satellite dish, so there's always something good on. I would lie on the chair with some potato chips watching the 'boob-tube'. On weekends I'd hang out at the video arcade or play cards with my friends.

Then I met Sara. I really like her. She's got so much energy. She didn't say I was a couch potato, but I knew she thought that.

One day I asked her, "How come you have so much energy?"

She told me, "It's because I look after myself. I try to eat healthy food and I like to be active. If you're active, you'll be healthier and have lots of energy."

I told her I was no 'jock', that I didn't like sports.

She said, "That doesn't matter. Being active is not just playing sports."

She talked about something called 'active living' — about people being active every day.

Sara said, "You can do almost anything — walk, do chores like chopping wood. The important thing is to pick some things you like

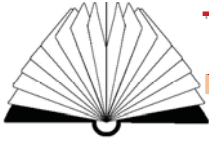


doing and do them every day. You can do different things for 10 minutes at a time then add them up, until you have between 30 to 60 minutes.

I decided I'd give it a go. Boy, it was hard getting started! At first, I just got out of the water truck and gave Johnny a hand with the hose. That wasn't too bad.

Then I decided I'd walk to work instead of driving. I only live ten minutes away anyway. Then Johnny asked me to help him build a skidoo shack. We hauled wood and climbed up and down the ladder.

Now I try to do things every day. I feel pretty good about myself and I can see Sara feels pretty good about me too!



Vocabulary Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners look for the best meaning for words from the story.

1-2: What do these idioms mean?

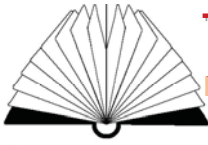
Learners explore the meaning of some English idioms.



Language skills Learning Activity 2

One handout

This activity uses words from Ken's story. Learners fill in the word blanks on the handout in the story 'Installing the Satellite Dish'.



Vocabulary Learning Activity 1

1-1: What do these words mean?

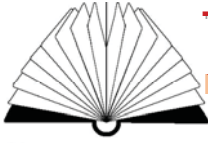
Use a dictionary and write down the **best** meaning for these words from Ken's story. Look up any other words from the story you don't understand.

1) Arcade _____

2) Satellite _____

3) Community _____

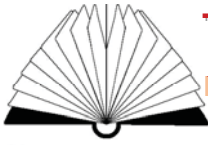
4) Decided _____



5) Nineteen _____

6) Energy _____

7) Lie _____



Vocabulary Learning Activity 1

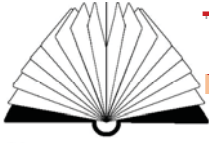
1-2: What do these idioms mean?

You learn what some English words mean just from the way people use them. You won't find them in the dictionary. These words are called 'idioms'. What do these idioms mean? Does Ken's story have other idioms?

1) Boob tube _____

2) Couch potato _____

3) Jock _____

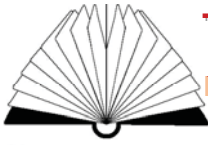


4) Give it a go _____

5) Hang out _____

6) Feel pretty good _____

Other idioms?



Language skills Learning Activity 2

Use these words to fill in the blanks in the story below:

arcade

community

satellite

decided

nineteen

energy

lie

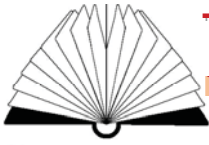
couch potato

Installing the Satellite Dish

The first television programs in the NWT were short. They lasted only four hours every evening. When I was _____ years old, our _____ received a TV signal by _____.

My dad asked me to install the dish on the top of our house. I did not have the _____ to haul the ladder out of the shed and climb on the roof to do the job. I liked being a _____. I would rather play games with my friends at the _____.

When my father came home, he told me what a good job I did. I could not tell a _____. I _____ to be truthful and tell him I paid my brother to do it for me.



Questions Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about Ken's story. 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.



Writing Learning Activity 4

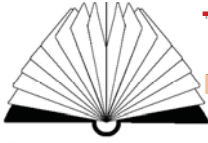
Two handouts

4-1: Working with words

Learners use a list of words from Ken's story to write a paragraph.

4-2: Sentence combining

Learners combine short sentences into longer sentences.



Questions Learning Activity 3

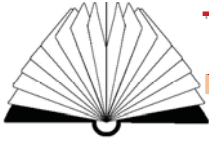
3-1: What did we learn about Ken?

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

1) What is Ken's job in the community?

2) How do you know that Ken is not an active person?

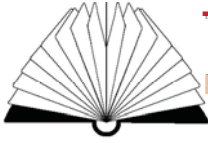
3) Why didn't Sara call Ken a 'couch potato'?



4) Why do you think Sara told Ken about 'active living'?

5) How does Ken feel once he starts to get some exercise?

6) How does Ken know that Sara feels pretty good about him?

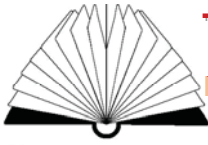


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ What is your reaction to this story?
- ✓ What can happen to you if you are a couch potato?
- ✓ How do you make time in your busy life to keep active?
- ✓ What activities keep you active?
- ✓ How do you feel when you are finished your activity?
- ✓ Do you encourage your family and friends to be active?

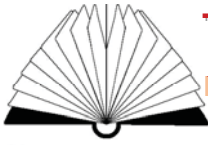


Writing Learning Activity 4

4-1: Working with words

Choose five or more words from the list below. Use these words to write a paragraph in a way that connects these five words. Put a title with your paragraph.

arcade	activities	community	decided
active	nineteen	energy	lifestyle
choice	healthy	progress	participate



Writing Learning Activity 4

4-3: Sentence Combining

Writers sometimes combine short sentences into longer sentences.

Example 1: Judy delivers newspapers. She delivers them after school. She does this to earn money.

Judy delivers newspapers after school to earn money.

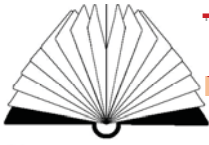
Example 2: Half of the money is for videos. Half of the money is for savings.

Half of the money is for videos and half is for savings.

Combine these short sentences into one longer sentence.

Sarah likes to be active. She walks to work every day. Sarah plays hockey twice a week.

Ken needs more exercise. He needs 60 minutes of exercise every day. He needs exercise to keep healthy.



Active living role models Learning Activity 5

No handout

5-1: Write a paragraph

Ask learners to choose a famous person, a friend, or someone else they admire because of their active lifestyle.

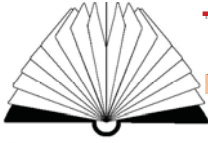
Ask learners to write a paragraph to describe:

- ✓ What does this person do that impresses you?
- ✓ What does this person do to keep active?
- ✓ How does this person influence you and others to keep active?

5-2: Write a letter

Ask learners to write a letter to someone who has been an active living role model for them. For example: a sports hero, a drama coach, or a physical education teacher.

Ask learners to describe the impact the role model had on the learner's life. How did the role model help them to be more active?



Walk the community Learning Activity 6

No handout

Give the learners a map of their community. Or make a map of the community together.

Challenge the learners to walk every street. Ask them to mark off the streets on the map as they finish each one.

- ✓ Choose a walking buddy
- ✓ Walk 15 minutes during class time
- ✓ Make it a personal challenge - walk every evening
- ✓ Ask people to keep track of how much time they walk every day
- ✓ Have a contest to see who can finish walking all the streets first
- ✓ Have a contest to see who spends the most time walking over one week or one month



The five senses Learning Activity 7

Two handouts

Use this activity to introduce paragraph writing to 110 learners and as a review for 120 learners. They also get some physical exercise.

Our five senses include our eyes, ears, nose, taste buds, and skin. We use our five senses to see, hear, smell, taste, and touch or feel.

7-1: Senses at home

Ask learners to do this handout. It asks them to brainstorm and list things they see, hear, smell, taste, and touch at home.

Then go for a walk in the community.

7-1: Senses in the community

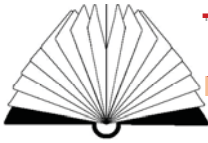
After the walk, brainstorm all the things people saw, heard, smelled, tasted, and touched in the community. Ask the learners to fill out the second handout after the brainstorm.

Prepare learners to write a paragraph. Brainstorm for a main idea and a closing sentence.

Model an outline of a paragraph on the board to show how the main idea, supporting details, and the closing sentence fit together.

Learners who have difficulty with spelling and writing do well with this strategy.

Ask learners to write a paragraph with the brainstormed main idea and closing sentence.

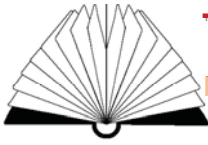


**The five senses
Learning Activity 7**

7-1: Senses at home

People have five senses. We use our eyes, ears, nose, taste buds, and skin to help us understand the world. Brainstorm at least three things you can see, hear, smell, taste, and feel or touch at home.

In my home I
See
Hear
Smell
Taste
Touch or feel



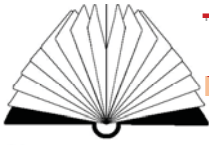
**The five senses
Learning Activity 7**

7-2: Senses in the community

Use this handout after you take a walk in your community.

In my community I
See
Hear
Smell
Taste
Touch or feel

Write a paragraph to describe your experience. Use the words and phrases above. Write about 6 to 10 sentences. Remember, the first sentence introduces the paragraph. The last sentence closes the paragraph. What is the title of your paragraph?



Where's the action Learning Activity 8

Two handouts

Learners do research and writing, and produce a brochure about summer and winter activities available in their community. This activity takes some time and may happen over several days.

8-1: Community activities

Learners work in pairs to make a list of all the summer and winter activities available in their community. Encourage them to talk to lots of different people and agencies. For example: the health centre, recreation centre, visitor information, arena, band office, daycare, seniors, youth centre, women's group. Ask each pair to share their list and make one big list.

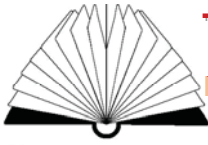
8-2: More about community activities

Divide up the big list among the pairs. Ask each pair to use the second handout to write down some details about each activity assigned to them.

Use the information to write a brochure for the community. Or look at other ways learners can share the information with the community.

Have a class discussion:

- ✓ What other activities would learners like to have in their community?
- ✓ What's the best way to initiate new activities in the community?

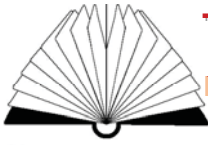


**Where's the action
Learning Activity 8**

8-1: Community activities

With a partner, list all the summer and winter activities people do in your community. Talk to lots of different people and agencies.

Summer activities	Winter activities



Where's the action Learning Activity 8

8-2: More about community activities

Find out more details about each summer and winter activity. For each activity ask: What? When? Where? How? Who? Why?

Make a brochure to share this information with your community.

Name of the activity
When does it happen? <ul style="list-style-type: none">✓ Winter, summer, daylight, any time✓ Scheduled time or not
Where do people participate? <ul style="list-style-type: none">✓ Inside or outside✓ A specific building or outside area
How do people participate? <ul style="list-style-type: none">✓ Need other people or do it on your own✓ Do people need special equipment
Who can participate? <ul style="list-style-type: none">✓ Can any or all ages participate✓ Can men and women participate
Why do people participate? <ul style="list-style-type: none">✓ Learn skills✓ Fun, socialize✓ Build strength or endurance

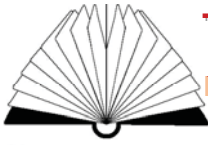


How to organize a brochure

A brochure is usually one piece of paper folded to make three panels. This diagram shows the two sides of the page when it's open. Use sample brochures and this diagram to help decide what pictures or words belong in each panel. Use a computer and a publisher program, if you have one.

Inside left	Inside middle	Inside right

Back left	Back cover	Front cover



Front cover

Usually has the title and a picture or drawing. Not much text. Get peoples' attention. Catch their eye.

Back cover

Usually includes name, address, phone, email, website or other contact information.

Inside right, middle, left

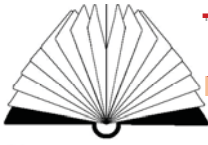
Text, pictures, drawings, etc. What are the most important things people need to know? Try things different ways to see what works best. Use as little text as possible.

Back left

People see this panel when they open the first panel of the brochure – before they open it up the whole way.

To print the brochure

Copy each page on one side of the same piece of paper. Make sure each side is the same way up. Use coloured paper?



Make a brochure by hand:

Fold two pieces of paper into three equal sections. Or measure three equal sections on the page and draw a line to separate them.

Make a brochure on the computer with a word processing program:

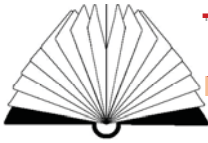
Under file go to page setup:

- ✓ Set the margins very small – about .25 inches. Change this later if it's too large or too small.
- ✓ Set the paper size as landscape.

Under format go to columns:

- ✓ Set the number of columns as three.
- ✓ Set the spacing as .75 inches. Change this later if it's too large or too small.

Start from the top left corner. To move down the column, to get from one column to the next, or onto another page – type in text or push the 'Enter' key over and over.



The newsletter Learning Activity 9

One handout

Learners produce a newsletter about some aspect of active living in the community. Ask learners to brainstorm a topic. Look for ideas in 'Where's the Action' Learning Activity 1-8, if you need to.

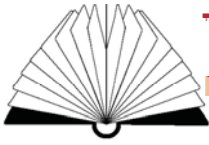
Each learner or pair of learners produces something for the newsletter. For example: a story, picture, interview, drawing, or map. This activity can easily accommodate different literacy levels. For example, lower literacy learners can do word searches, drawings with descriptions, or maps where community activities and sports take place. Learners may go into the community for information.

Bring all the items together and brainstorm how to organize the newsletter. Where will the pictures and artwork go? Where will the stories go? Do some stories need to be shorter?

The newsletter helps learners understand how to be brief. With limited space, they learn to include the most important information and leave out the rest. The General Resource 'Writing Process Guide' may be helpful.

Once learners decide how to put the newsletter together, each person or pair needs to make sure their story or drawing fits the space. Usually learners need to make changes for things to fit together well.

After learners make all the changes, put the newsletter together, print it, and give it out around the community.



The newsletter Learning Activity 9

Use the ideas on this handout to produce something for the newsletter. Work on your own or with a partner.

Here are some ideas of things you can do:

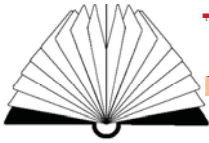
- ✓ Interview someone and write about it
- ✓ Write a story or describe something in writing
- ✓ Draw pictures or maps
- ✓ Take photos
- ✓ Write a poem or find a poem. Look for interesting poems such as diamante, haiku, and shape poems.
- ✓ Research statistics
- ✓ Draw a graph
- ✓ Do a word search

Be creative. Use your own ideas.

After everyone has something for the newsletter, get together and look at what you have. Brainstorm how to put the newsletter together. Where will you put the pictures or artwork? Do you need to make any stories shorter? What will you call the newsletter?

After you decide how to put the newsletter together, go back to your own story or drawing and make sure it fits. Change it if you need to. Ask other students to check your work.

Print the newsletter and give it out to people in the community.



Active living Learning Activity 10

Five handouts

Learners look at their own level of physical activity for one week. It takes over a week to complete. Some handouts may be useful for individual lessons.

10-1: How active are you?

Learners think about physical activity in their own life.

10-2: Why should I be active?

Learners understand why active living is important. Before you give them the handout brainstorm two things: the benefits of active living and the risks of lack of physical activity and healthy eating.

10-3: How much physical activity do you do in a week?

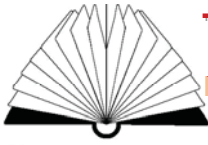
Learners write down what physical activity they do each day for a week and the total time. They calculate the average time per day they were physically active.

10-4: How active do you need to be?

Learners assess how much effort they put into their present physical activity.

10-5: What's my goal?

Learners decide how they can increase their physical activity. They can use the information from Learning Activity 8 'Where's the action' for ideas.



Active living Learning Activity 10

10-1: How active are you?

Our parents and grandparents hunted, fished, lived on the land, and worked hard to raise their children. Our ancestors were physically active in their daily lives.

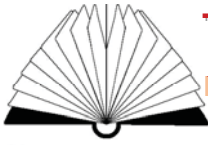
Today physical activity is different. We often take the car, truck, or skidoo to school or work, instead of walking or riding a bike. We sit at a desk or computer all day, often without any break during the day for physical activity. We watch TV or play video games in our spare time instead of playing sports, going hiking, or doing some other physical activity. But we can choose differently. Physical activity can be part of our daily lives.

Think about physical activity in your own life.

- 1) How active are you on a scale of one to ten?

1	5	10
not	somewhat	very
active	active	active

- 2) Do you like being active? Why or why not?



- 3) In what places are you active? For example: at work, school, home, the ball diamond, the community centre, the arena, or other places. At what times are you active? For example: morning, afternoon, evening, at night.

List the places and the times that you get physical activity.

Places	Times

- 4) Are you active on your own or with other people? Who are you active with?

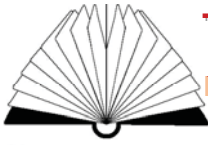


**Active living
Learning Activity 10**

10-2: Why should I be active?

After the brainstorm review this list. Are there things to add from the brainstorm?

Benefits: physical activity	Risks: lack of physical activity
<ul style="list-style-type: none">✓ Healthy body, mind, spirit, emotion✓ Prevent disease✓ Build strong family and community✓ Energy and fitness✓ Strong bones and muscles✓ Have fun, enjoy people✓ Play with kids✓ Good self-esteem✓ Live longer✓ Good posture and balance✓ Live more independently as we age✓ Look and feel good✓ Strong heart✓ Sleep well	<ul style="list-style-type: none">✓ Overweight or obese✓ Heart disease✓ High blood pressure✓ Feel tired, low energy✓ Poor night vision✓ Osteoporosis✓ Depression✓ Diabetes✓ Constipation✓ Stress✓ Backache✓ Colon cancer✓ Spend more money treating diseases



Active living Learning Activity 10

10-3: How much physical activity do you do in a week?

Use the table on the next page to write down the physical activities you do each day. Examples include sports, walking, riding a bike, chopping wood, hunting, fishing, gardening, or housework.

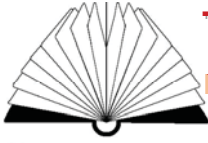
Keep track of the time you spend on each activity. Write down the total time for each day and for the week.

Did you know?

Over half of the adults in the NWT aren't active enough to get the most health benefits.

The Canadian Fitness and Lifestyle Research Institute, Physical Activity Monitor, June 2000 tells us:

- ✓ 13% of NWT adults are inactive. More women than men are inactive.
- ✓ 18% of NWT adults are only somewhat active.
- ✓ 25% of NWT adults are moderately active, but not active enough to get the most health benefits.
- ✓ 45% of NWT adults are active enough to get the most health benefits.



My physical activity for one week		
Date:		Time per day
Sun.		
Mon.		
Tues.		
Wed.		
Thur.		
Fri.		
Sat.		
Total time for the week		



Calculate the average amount of physical activity you get.

At the end of the week, find out the average number of minutes of physical activity you did.

To find the average:

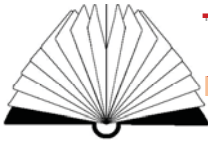
$$\frac{\text{Total minutes for the week}}{7 \text{ days}} = \text{_____ minutes per day}$$

Fill in your own numbers:

$$\frac{\text{_____}}{7 \text{ days}} = \text{_____ minutes per day}$$

The Physical Activity Monitor also tells us that:

- ✓ 60% of children 5 to 17 years old are not active enough to grow and develop in the best way.
- ✓ 69% of Canadians make some active choices in their work routine, such as walking or biking to work.
- ✓ 66% of Canadian adults know that activities such as a brisk walk, a bike ride, or jogging help our endurance.



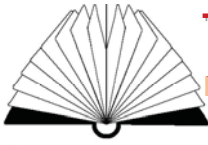
Active living Learning Activity 10

10-4: How active do you need to be?

- ✓ You should aim to be active for 60 minutes each day.
- ✓ You don't need to be active for 60 minutes all at once. You can do it in blocks of time. For example, walk to work or school 15 minutes, play sports for 30 minutes, and walk home from work or school 15 minutes. Add the blocks up until you have 60 minutes.
- ✓ How much time you need also depends on how much effort you put into your physical activity. For example, 20 minutes of running takes way more effort than 20 minutes walking.

This chart shows activities with different amounts of effort.

Time needed depends on effort				
Very Light Effort	Light Effort 60 minutes	Moderate Effort 30-60 minutes	Vigorous Effort 20-30 minutes	Maximum Effort
<ul style="list-style-type: none">• Strolling• Dusting	<ul style="list-style-type: none">• Light walking• Volleyball• Easy gardening• Stretching	<ul style="list-style-type: none">• Brisk walking• Biking• Raking leaves• Swimming• Dancing• Water aerobics	<ul style="list-style-type: none">• Aerobics• Jogging• Hockey• Basketball• Fast swimming• Fast dancing	<ul style="list-style-type: none">• Sprinting• Racing
How does it feel? How warm am I? What is my breathing like?				
<ul style="list-style-type: none">• No change from rest state• Normal breathing	<ul style="list-style-type: none">• Starting to feel warm• Slight increase in breathing rate	<ul style="list-style-type: none">• Warmer• Greater increase in breathing rate	<ul style="list-style-type: none">• Quite warm• More out of breath	<ul style="list-style-type: none">• Very hot/perspiring heavily• Completely out of breath
Range needed to stay healthy				



How much effort do I put into physical activity?

Write down the physical activities from your list in Handout 10-2.
Use the chart on the last page and decide how much effort you put
into different physical activities you do.

Activities	✓ the level of effort for each activity				
	Very light	Light	Moderate	Vigorous	Maximum



Active living Learning Activity 10

10-5: What's my goal?

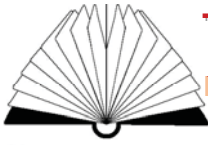
In the story, Ken found it hard to get started. He decided to start with walking to work. Then over time he added other activities.

Develop a goal to do more physical activity every day. Here are some ideas to get started:

- ✓ Start slowly and build up to 60 minutes a day.
- ✓ Do activities in blocks of time during the whole day.
- ✓ Do your regular physical activities more often.
- ✓ Choose some activities that need more effort.
- ✓ Walk or ride a bike to get places, instead of driving.
- ✓ Spend less time watching TV or playing video games.
- ✓ At work or school, get up from your desk every hour or two and stretch for five minutes.
- ✓ Learn what physical activities your community offers.
- ✓ Do physical activity with a friend or a family member.
- ✓ Do physical activity you like to do.
- ✓ Try new things.

Look at the list of summer and winter activities in your community from Learning Activity 8 'Where's the Action'. What activities in that list do you already do? What other activities on that list would you like to do, to help you become more active? Write down your ideas. Talk about the ideas. Visit these websites for more ideas:

<http://canadian-health-network.ca/> <http://www.fitnessfever.com>



My Goal

I plan to do these three things to start being more active

- 1) _____

- 2) _____

- 3) _____

How do you plan to measure your progress?

For example, keep track of how many minutes of physical activity you do every day or every week, and compare the numbers over time. Do they increase? How many more minutes were you active this week compared to the first week?

How do you feel? Are you on your way to a healthier lifestyle?



Let's make a meal Learning Activity 11

Two handouts

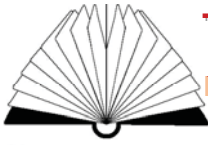
Learners increase their awareness of the NWT Food Guide. The activity encourages learners to choose healthy foods.

11-1: NWT Food Guide

Learners become more aware of the four food groups. They look at the number of servings from each food group that people need for a healthy diet. The Food Guide encourages people to eat a variety of things from all four food groups every day.

11-2: Choosing a meal

Learners use an interactive website to think about a healthy diet. See the website www.dietitians.ca/english/frames.html and click on 'Let's Make a Meal'. You may also find other helpful interactive tools on this website.



Let's make a meal Learning Activity 11

11-1: NWT Food Guide

In Ken's story, one day Ken asked Sara, "How come you have so much energy?"

She replied, "It's because I look after myself. I try to eat healthy food and I like to be active".

Ken took her advice. He became more active by slowly doing more activities and trying to eat healthy food. But first he needed to learn what it means to eat healthy food.

Look at the NWT Food Guide on the next two pages.

- ✓ What is a healthy diet?
- ✓ What does it mean to eat 5 to 12 servings or 2 to 3 servings?

List the foods you ate yesterday. Did you eat something from each food group? How many servings did you eat from each food group?

The NWT Food Guide doesn't show the 'Other' food group. The 'Other' food group includes things like chips, pop, candy, and chocolate – junk food. These foods often have lots of fat and calories, and not much nutrition. How many servings did you eat from the 'Other' food group?



NWT Food Guide

Eat foods from each group every day for health

Milk and Milk Substitutes

For strong bones and teeth
2-4 servings



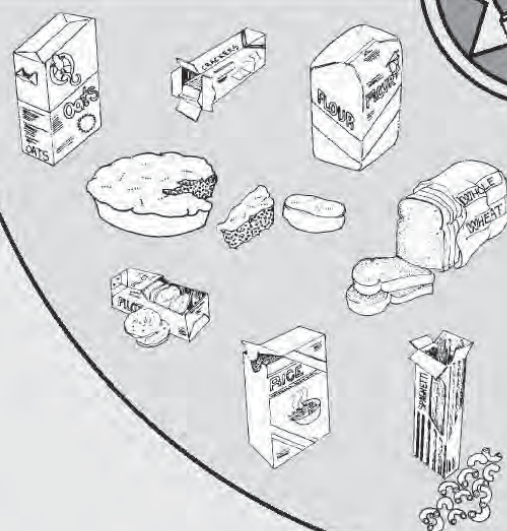
Meat, Fish, Birds and Eggs

and all edible parts
For strong muscles
2-3 servings



Bannock, Bread and Cereal

For energy
5-12 servings

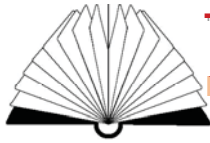


Fruit and Vegetables

For good eyes and skin and less infection
5-10 servings



Health and Social Services
Updated March 2005



NWT Food Guide

Eat a *VARIETY* of foods from each food group and drink plenty of water every day for health

Milk and Milk Substitutes

Children up to 11 years: 2-3 servings

Adolescents: 3-4 servings

Adults: 2 servings

Pregnant and Nursing Mothers: 3-4 servings

One serving could be:

Milk

- 1 cup (250 ml)
- whole, 2%, skim

Yoghurt

- 3/4 cup (175 ml)

Cheese

- 1 1/2 ounces (50 g)
- cheddar, processed cheese

Other calcium-rich foods to eat regularly:

- soft animal bones
- seaweed
- fish heads and bones



Meat, Fish, Birds and Eggs and all edible parts

2-3 servings every day

One serving could be:

Meat/Bird/Fish

- 2-3 ounces (50-100 g)
- caribou, duck, chaf, canned salmon, chicken

Dried Fish/Meat

- 1-2 ounces (30-60 g)

Organ Meat

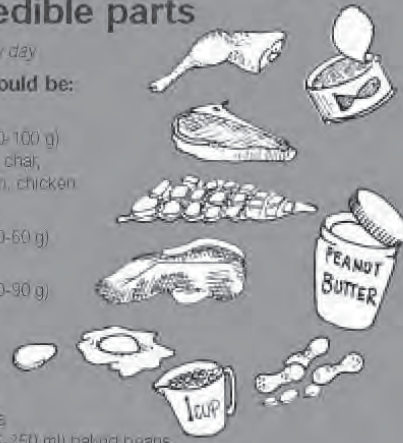
- 2-3 ounces (60-90 g)
- liver, heart

Eggs

- All eggs 1-2
- duck, chicken

Beans/Seeds/Nuts

- 1/2-1 cup (125-250 ml) baked beans
- 1/2 cup (125 ml) nuts and seeds
- 2 tablespoons (30 ml) peanut butter



Bannock, Bread and Cereal

5-12 servings every day

One serving could be:

Bannock

- 1 piece (37 g)

Bread

- 1 slice (30 g) whole wheat, white enriched

Cooked Macaroni/Noodles/Rice

- 1/2 cup (125 ml)

Cooked Cereal — 1/2-3/4 cup (125-175 ml)

- oatmeal

Unsweetened Ready to Eat Cereal

- 3/4-1 cup (175-250 ml)

High Fiber Wholegrain Cereal

- 1/2-1 cup (125-250 ml)

Granola

- 1/3 cup (85 ml)

Other Foods to Eat for Energy:

- pilot biscuits/crackers
- pancakes
- muffins



Fruit and Vegetables

5-10 servings every day

One serving could be:

Berries/Wild Greens

- 1/2 cup (125 ml) raspberries, wild rhubarb

Fruit

- fresh, frozen, canned
- 1/2 cup (125 ml) apple, orange, banana

Vegetables

- fresh, frozen, canned
- 1/2 cup (125 ml)
- carrots, peas, beans
- 1 medium potato
- 1 cup (250 ml) Salad

Juice

- unsweetened
- 1/2 cup (125 ml)
- orange, apple, tomato

Organ Meat

- 2-3 ounces (60-90 g)
- liver, heart

Animal Fats and Oils

- These traditional sources of vitamins and minerals can be used regularly, but not in large amounts: caribou, seal, muktuk



These are not real juice - they contain too much sugar.



REMEMBER:

To control weight, **BALANCE** food energy eaten with physical activity.
Try to **LIMIT** foods containing a lot of sugar, salt and fat.



Let's make a meal Learning Activity 11

11-2: Choosing a meal

The amount of food you need every day depends on your age, body size, activity level, or whether you are male or female. For example, male teenagers may need a higher number of servings. Overweight people may need a smaller number of servings. The number of servings most people need is somewhere in the middle.

Ken found an interactive food calculator on the Internet. From the drop down menu he chose breakfast, lunch, dinner, snacks, and drinks. The website shows how many servings of each food group he gets with his choices.



- 1) Did Ken include each of the four food groups? Yes No
- 2) Does Ken like to eat junk food? Yes No
- 3) Look at the NWT Food Guide. Ken is 19 years old, husky build, and does light to moderate exercise. How many servings per day do you think Ken needs of each food group?
Bannock, bread, cereal _____ Milk and milk substitutes _____
Fruit and vegetables _____ Meat and alternatives _____
- 4) Compare the number of servings Ken chose with the number of servings you think Ken needs. Did Ken make healthy choices? Why or why not?
- 5) How can Ken improve his diet?



Now, you try. Go to this website
www.dietitians.ca/english/frames.html

Click on 'Let's Make A Meal'. Then click on 'Play Now'.

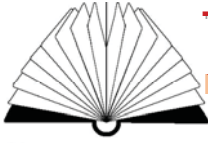
Fill in column 1 of the table below with the number of servings from each food group you got from the website.

- 1) Did you include each of the four food groups? Yes No
- 2) Do you like to eat junk food? Yes No

Now look at the NWT Food Guide. Think about your age, body size, gender, and level of physical activity. In column 2 write down the number of servings you think you should have.

- 3) Compare the servings you chose on the website with the servings you think you need. Did you make healthy choices? Why or why not?
- 4) How could you improve your diet?

Food Groups NWT Food Guide	1	2
	Number from the website	Number from the Food Guide
Bannock, bread, cereal		
Fruits and vegetables		
Milk and milk substitutes		
Meat, fish, birds, eggs		
Other (junk food)		



Time to get active

Learning Activity 12

No handout

Learners see they can do many things to be active.

- i) Prepare flipchart pages with the following headings:
 - ✓ At home ...
 - ✓ At work or school ...
 - ✓ On the way to and from ...
 - ✓ In your spare time ...
- ii) Divide the class or group into five small groups. Give each small group one of the flipchart pages and ask them to write down the ways people can be active in that place or time. Set a one-minute time limit.
- iii) After one minute, ask each group to pass the flipchart page to the next group. Ask each group to take one minute to add new things to the flipchart page. Then pass the page. Keep this up until each group has a chance to write on each flipchart page.
- iv) At the end, ask each group to share the ideas on their page. Discuss the ideas.
- v) Look at the page 'At work or school ...'. Ask the group or class to identify three ways they can be more active together. Make a simple plan to actually do it.



Resources

✓ **Active Communities**

The NWT Recreation and Parks Association produced this active living workshop guide and participant handbook. Includes a good list of resources with contact info.

Phone: 867-873-5340

Email: admin@nwtrpa.org

Website: www.nwtrpa.org

✓ **Canadian Health Network**

Topics on this website include active living, environment and health, healthy eating, living with disabilities, health promotion. Check out the frequently asked questions.

<http://www.canadian-health-network.ca/>

✓ **Fitness Fever**

This interactive website has lots of tools and information about active living. <http://www.fitnessfever.com>

✓ **Health Check**

The NWT Literacy Council produced this health and literacy resource binder about healthy eating, smoking, alcohol, active living, relationships, and STDs and AIDS.

Includes stories, easy-to-read information, and hands-on activities. Good video and other references.

Phone: 867-873-9262 or toll free 1-866-599-6758

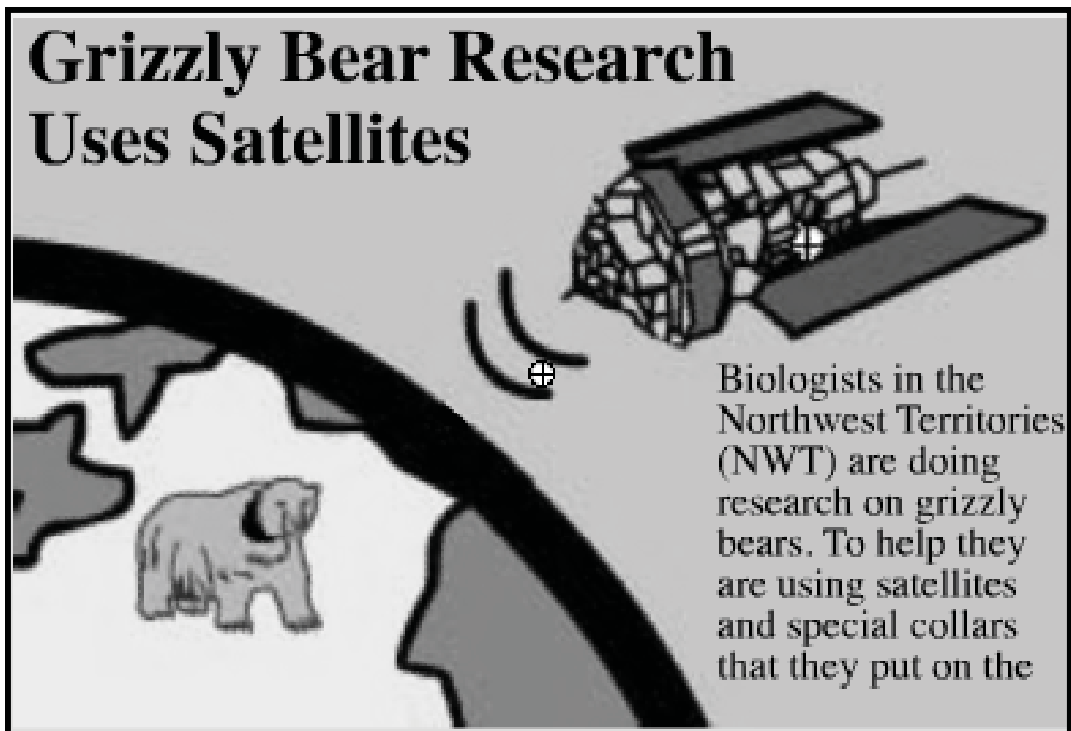
Email: nwtliteracy@nwtliteracy.ca

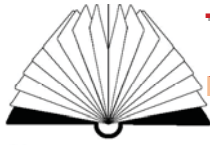
Website: www.nwt.literacy.ca

The Northern Edge

Study Guide

Grizzly Bear Research





Grizzly Bear Research

Introduction

This story comes from **Issue #1 of The Northern Edge**. Biologists want to find out how bears use the land and how they react to activities such as roads and mining. Biologists hope their research helps to reduce harmful impacts on the bears' environment.

On-line learning activities include a spelling quiz, a fill-in-the-space vocabulary quiz, and a multiple choice comprehension quiz.

This story offers an opportunity for learners to explore GPS, and words and concepts related to research and traditional knowledge.

This section first presents a list of 10 learning activities and the written text for the story. 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 for the story.



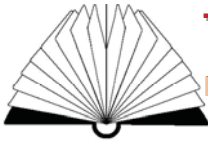
This symbol marks instructor notes.





This symbol marks handouts to copy for learners.

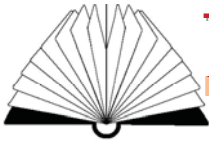


Do the first activity, Website Research, before learners read the story. In this activity, learners focus on what they know before they read the story and what they learned from reading the story.



Grizzly Bear Research List of Learning Activities		
Instructor Notes 	Handouts 	Page s
1) Website research **	No handout	6
2) Vocabulary	1 handout	7 to 10
3) Language skills	1 handout	7, 11
4) Questions	2 handouts	12 to 15
5) Writing	5 handouts	16 to 25
6) Learn more about GPS	1 handout	26 to 29
7) Do your own grizzly bear research	1 handout	30, 31
8) Latitude and longitude	3 handouts	32 to 36
9) Track an elephant on-line	No handout	37
10) Take a walk on the wild side	No handout	38

** Do this first activity before learners read the story Grizzly Bear Research.



Text Grizzly Bear Research

Issue #1 The Northern Edge

Biologists in the Northwest Territories (NWT) are doing research on grizzly bears using satellites and special collars that they put on the grizzly bears.

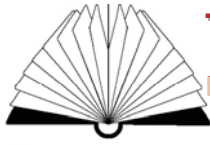
There are two new diamond mines in the NWT. The biologists want to see how the grizzly bears are using this land and how they are reacting to the mines, roads, and human activity that have come with the new mines.

This kind of information will help biologists and mines to understand how bears use habitat and hopefully reduce the harmful impacts of new development.

The biologists catch bears and put special collars on them that help them track where a bear travels.

Here is how they do it:

- i) The biologists fly around in a plane until they find a female grizzly bear.
- ii) Then they go in a helicopter to where the bear was spotted.
- iii) They shoot a dart at the bear from the helicopter. The dart tranquilizes the bear.
- iv) They put a collar on the bear.
- v) At the same time, they take a small tooth from the bear to see how old it is.
- vi) They weigh the bear by putting it in a net and then lifting it off the ground with the helicopter. There is a weigh scale



attached to the net that tells the weight of the bear.

The biologists put a special kind of collar on the grizzly bear called a GPS collar. GPS stands for the Global Positioning System and consists of 24 Earth-orbiting satellites.

These satellites allow any person who owns a GPS receiver to determine his or her precise longitude, latitude, and altitude anywhere on the planet. GPS satellites send out radio signals that the GPS receiver can detect.

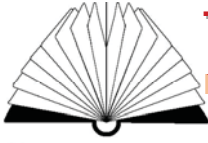
The location of a bear is saved on the collar. The collar saves the location every hour or 24 times a day. Biologists use this information to see what habitat these female bears use and to see if they are affected by development activity.

The biologists need to get the collars back so they can get the information from them. The collars have a special mechanism that makes them fall off on a certain day.

The collars have a breakaway mechanism which is programmed to allow the collar to drop off on a specific date. The collars will just fall off on that day. The biologists then go and pick up the collars by helicopter.

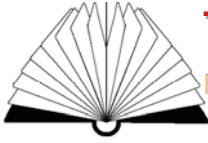
To avoid being totally dependent on finding the collars to get the information off them, biologists just fly several kilometers above the bear at a certain time each month. The collar sends a signal and all the information to a special receiver in the plane.

Biologists want to recover the collars because they have the most complete information and because they wish to use the collars again.



Unfortunately four of the six breakaway mechanisms did not work properly in October. Only two of the collars were retrieved. Next May, when the bears emerge from their dens, the biologists will check to see if the remaining four collars did eventually drop off. If the bears are still wearing the collars the biologists will recapture them and manually remove the collars.

Once the biologists have all the data from the collars, they take it and make it into a map. The scale for this map shows this distance to be 25 kilometres. This map shows the Ekati Diamond Mine and the Diavik Diamond Mine. It also shows the movements of six grizzly bears.



Website research Learning Activity 1

No handout

This learning activity encourages learners to recognize what they already know, and what they can learn from reading and research.

Put up three flipchart pages. Use the K-L-W guide to label each page.

- ✓ **K**now – What do we already know?
 - ✓ **L**earned - What did we learn from reading the story?
 - ✓ **W**ant to know – What do we still want to find out?
-
- i) Brainstorm what learners already know about grizzly bears and write their ideas on the first flipchart page.
 - ii) Brainstorm what learners want to know about grizzly bears and write their ideas on the third flipchart page.
 - iii) Ask learners to read or listen to the story either on-line, on the CD, or the written text.
 - iv) Brainstorm what learners learned from reading the story.
 - v) Compare the '**Know**' list with the '**Learned**' list.
 - vi) Ask learners if they have other things to add to the '**Want to know**' list after they read the story. Ask learners to pick topics they want to research from the '**Want to know**' list.



Vocabulary Learning Activity 2

One handout

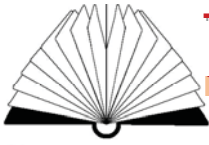
Learners use a dictionary to find the meaning of some words from the story about grizzly bear research. Learners then use each word in a sentence. Each sentence may contain more than one word.



Language skills Learning Activity 3

One handout

Learners read each sentence and decide what order they happened in the story. They write a number beside each sentence to show the sequence of events.



Vocabulary Learning Activity 2

Use a dictionary to find the meaning of these words from the story about grizzly bear research. Write down the meaning.

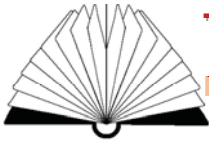
1) Biologist _____

2) Habitat _____

3) Mechanism

4) Latitude _____

5) Longitude _____



6) Recapture _____

7) Impact _____

8) Development _____

9) Reacting _____

Use each word in a sentence. Put more than one word in a sentence if you want.

biologist

habitat

mechanism

longitude

latitude

recapture

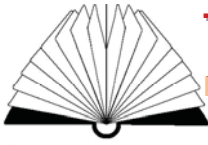
impact

development

reacting



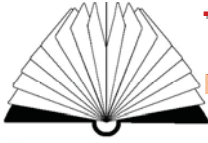
- 10



Language skills Learning Activity 3

Read each sentence. Decide what order they happened in the story. Write a number beside each sentence to show the order they happened. We already put number 1 beside the first sentence. Fill in the rest. There are eight sentences altogether.

- _____ After they find a female bear, the biologists go back in a helicopter to where they spotted the bear.
- _____ The collar is programmed to fall off the bear on a certain day.
- _____ They weigh the bear by putting it in a net and then lifting it off the ground with the helicopter. There is a weigh scale attached to the net that tells the weight of the bear.
- _____ The biologists put a special collar on the bear called a GPS collar.
- _____ The biologists shoot a dart at the bear from the helicopter. The dart tranquillizes the bear.
- _____ At the same time, they take a small tooth from the bear to see how old it is.
- 1 The biologists fly around in a plane until they find a female grizzly bear.
- _____ Biologists use information from their research to learn about how bears use their habitat.



Questions Learning Activity 4

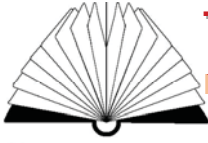
Two handouts

4-1: Story questions

Learners read each question and write a sentence to answer it.

4-2: Journal writing

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



Questions Learning Activity 4

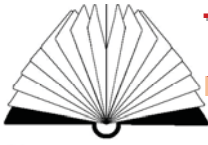
4-1: Story questions

Answer these eight questions with sentences. Begin each sentence with a capital letter and end with the correct punctuation.

- 1) How do biologists keep track of grizzly bears?

- 2) What do biologists want to learn about from their grizzly bear research?

- 3) Why do biologists want to do the research? Why is it helpful?



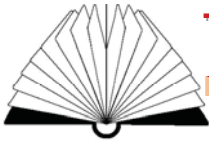
4) What does GPS stand for? Where does a GPS get its signal?

5) What information does the GPS collar give the biologists?

6) How do biologists get information from the collars? Write 2 ways.

7) Do biologists go back to look for the collars they didn't find? Why or why not?

8) Why do you think the biologists put collars only on female bears?

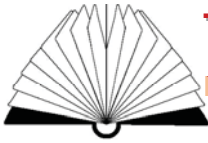


Questions Learning Activity 4

4-2: Journal writing

Use your own ideas to answer these questions.

- ✓ What is your reaction to the story about grizzly bear research?
- ✓ Do you think it's important for biologists to find out if human development such as diamond mines affect grizzly bears? Why?
- ✓ Do you think it affects the bear when the biologists use a helicopter and tranquillize the bear, put on a collar, remove a tooth, and weigh the bear? Explain your answer.
- ✓ Have you seen unusual animals in or near your community recently? If so, why do you think they are there?



Writing Learning Activity 5

Five handouts

5-1: Flow chart

Learners investigate a problem, solution, and results. Ask learners to present their 'problem – solution – result' to the group.

5-2: Northern habitat

Learners do research about a northern animal and its habitat. Use the information each student creates and make a class booklet of northern animals.

See a sample booklet on the NWT Literacy Council website www.nwt.literacy.ca that Fort Resolution adult learners created. Click on 'Resources', then click on 'Community Created Resources'. The booklet is called 'Animals'.

Or learners each make their own small booklet.

5-3: Where's the bear?

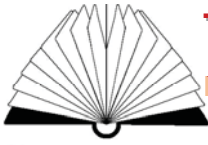
Learners examine the Grizzly Bear Research on-line map and write their conclusions.

5-4: The five W's

Learners use sentences from the story to identify question words.

5-5: Write a memo

Mr. I Need, a biologist, asks his secretary to reply to his memo.

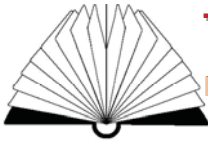


Writing Learning Activity 5

5-1: Flow chart

Look at the story about grizzly bear research. Use the information from the story to complete the flow chart.

Problem	Who or what is the story about?
	What happened?
	Why did it happen?
↓	
Solution	What did people do to try to deal with the problem?
↓	
Results	What were the outcomes?



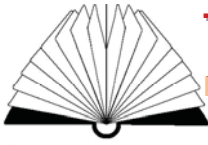
Writing Learning Activity 5

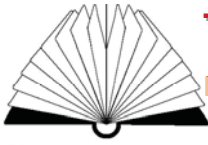
5-2: Northern habitat

Do research about your favourite northern animal. Each learner finds information about one animal and writes about it. Together the class makes a booklet about the different animals.

- i) Choose an animal. Look for information about where and how it lives.
- ii) Brainstorm your ideas using a web or an outline.
- iii) Write about the animal, its habitat, and how it lives. Use the Writing Process Guide or Writing Skills handout to help with your writing and editing.
- iv) Colour the area on a map to show where the animal lives at different times of the year.
- v) Draw and colour one or more pictures about your animal.
- vi) Bring together the information from each learner for each animal. Put it together to make a booklet.
- vii) Make a cover page. Write a title for the booklet on the cover page. Write in the date and everyone's name at the bottom.
- viii) Share the booklet with people in your community.

Or learners can each make their own booklet. Create a wall display with all the different booklets.





Writing Learning Activity 5

5-3: Where's the bear?

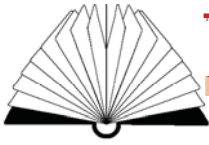
Go on-line to **The Northern Edge** and find the coloured map in the story about grizzly bear research.

Press 'pause' and look at the map of the NWT.
Examine the movements of the six female grizzlies.

What do you notice about their habitats?

Write four to six sentences to describe what you notice about each bear's habitat. In what part of the NWT are these habitats located?
Use the scale on the map to find out how far each habitat is from the mines or the nearest city.

Use effective vocabulary words such as distance, overlap, far, treeline, adjacent, near, etc.



Writing Learning Activity 5

5-4: The five Ws

Who – the people in the story

What – the animals or things in the story

Where – the places or location of the story

When – the time the story happened

Why – the reasons things happen in the story

A sentence, paragraph, or story doesn't always give information about all five Ws. Here's an example from the story about grizzly bear research:

The biologists need to get the collars back so they can get the information from them.

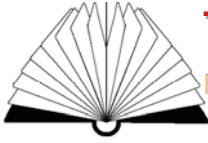
Who – 'the biologists'

What – 'the collars'

Where – no information

When – no information

Why – to 'get the information from them'



Now look at these sentences from the story Grizzly Bear Research. Do the words in bold tell who, when, where, what, or why? Write the answer in the blank.

- 1) The collar sends a **signal**.

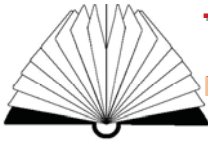
- 2) The biologists fly around **in a plane**.

- 3) The collar saves the location every 24 hours or **24 times a day**.

- 4) **The biologists** then go and pick up the collars by helicopter.

- 5) Biologists catch bears and put special collars on them **that help track where the bear travels**.

- 6) The collars have a special mechanism that makes them fall off **on a specific date**.



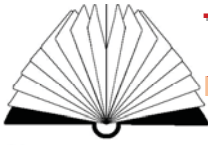
Writing Learning Activity 5

5-5: Write a memo

A memo is a short message people use to:

- ✓ Tell other people something
- ✓ Ask other people to do something
- ✓ Ask other people for their opinion

Some memos also ask for a response.



Sample Memo

To: Janet

Date: June 21, 2005

From: Mr. I. Need, Biologist

Re: Presentation about our grizzly bear research

On Saturday, June 24th, 2005 I'm doing a presentation to the Adult Basic Education class in Fort Good Hope about our grizzly bear research. I plan to show them the video we made last summer.

Can you please find me a copy of the video? Can you also let me know what other information I should take? We have photos, charts, wall maps, posters, and written materials.

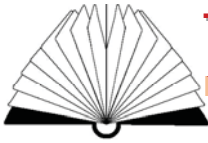
Please reply to this memo by noon tomorrow and tell me what other information I should take and why you think the learners will like it.

Can you also please get the video and information together by 3 pm Friday, June 23rd? Thanks

Write a memo from Janet to Mr. I. Need to respond to his memo. List the information he should take and why the adult learners will like it.



Re: Presentation about our grizzly bear research



Learn more about GPS Learning Activity 6

One handout

Learners do on-line research and find out how important GPS is in our everyday lives.

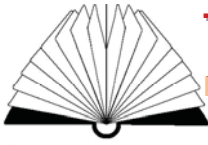
Learners fill out the three research cards in the handout as they do their research. The research cards focus on:

- i) What is GPS?
- ii) How does GPS work?
- iii) What do we use GPS for in our everyday lives?

Ask learners to start with a basic internet search of GPS. From there they can pick different websites to find the information they want and to fill out the research cards.

After everyone completes the cards, ask people to share what they learned.

You can also have a discussion about what websites learners liked the best, and why.



Learn more about GPS Learning Activity 6

Go on-line and do a general search for GPS. Choose different websites to fill in the three research cards below:

- i) What is GPS?
- ii) How does GPS work?
- iii) What do we use GPS for in our everyday lives?

i) What is GPS?

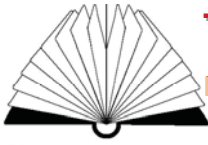
Web site address: _____

Title of article: _____

Author: _____

Website date: _____

Notes: _____



ii) How does GPS work?

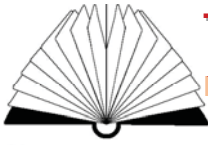
Web site address: _____

Title of article: _____

Author: _____

Website date: _____

Notes: _____



iii) What do we use GPS for in our everyday lives?

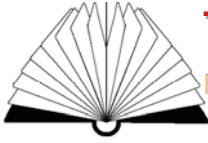
Web site address: _____

Title of article: _____

Author: _____

Website date: _____

Notes: _____



Do your own grizzly bear research Learning Activity 7

One handout

Learners identify their own research questions about grizzly bears, and go on-line to do the research.

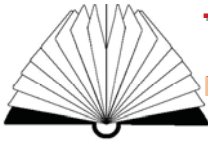
Go back to the lists you made in Activity 1 if you still have them. Or brainstorm with learners about what other things they'd like to know about grizzly bears.

Ask each learner to write down at least one research question about grizzly bears on the research card handout.

Ask them to go on-line to search for and record answers to the question.

After everyone completes their card, ask them to share what they learned.

Have a discussion about what websites learners like the best, and why.



Do your own grizzly bear research Learning Activity 7

Decide what research question you want to ask and write it at the top of the research card. Go on-line and search for websites to answer the question. Fill in the research card as you find the answers.

Research question: _____

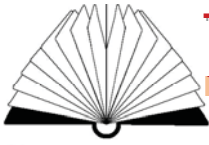
Web site address: _____

Title of article: _____

Author: _____

Website date: _____

Notes: _____



Latitude and longitude Learning Activity 8

Three handouts

Learners explore latitude and longitude and learn how to use them.

8-1: What is latitude?

8-2: What is longitude?

These two handouts introduce learners to the concepts of latitude and longitude. Each handout has a few questions to help learners understand the concepts. Make up a few more questions or ask learners to think up other questions.

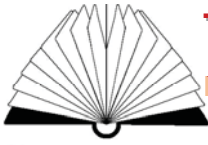
8-3: Latitude + longitude = a coordinate

This handout helps learners understand how to use coordinates to locate places.

Once learners grasp the ideas, they can look up latitude and longitude in an atlas.

Use an overhead of a map of Canada to review the concepts.

- ✓ Locate and name places across Canada – north, south, west, east. Write the latitude and longitude.
- ✓ Use these place names to explore other parts of the world. For example, what other places around the world are near the 60th parallel?

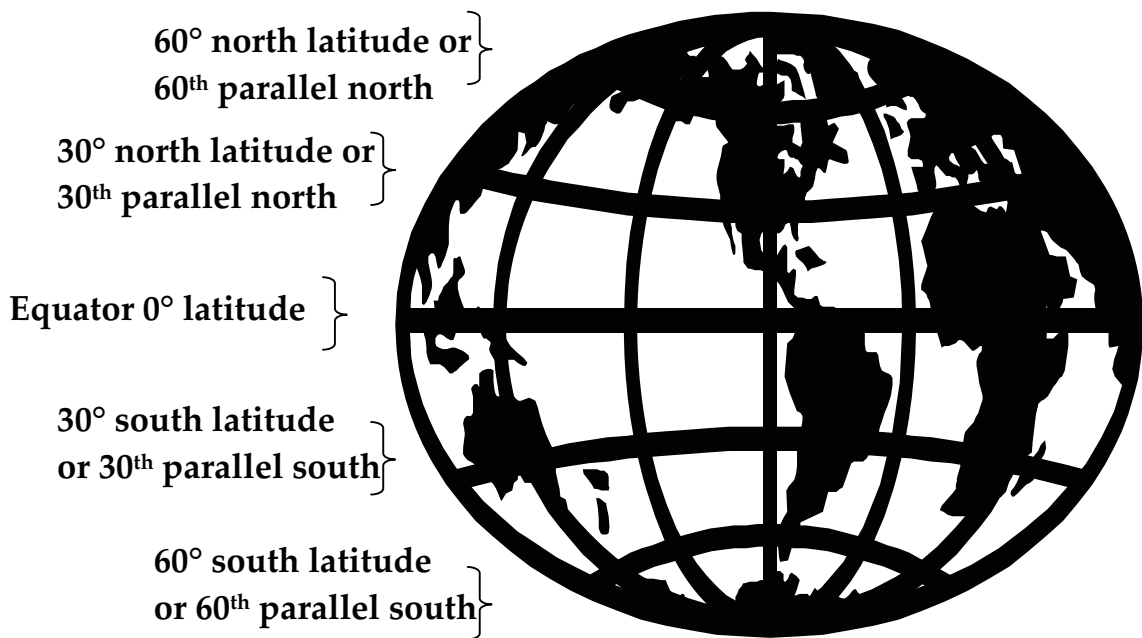


Latitude and longitude Learning Activity 8

8-1: What is latitude?

Latitude is a set of imaginary lines that go around the earth from east to west. They're called **parallels of latitude** because each line is the same distance apart. The **equator** is the line in the middle.

We measure parallels of latitude in **degrees north and south**. The equator is 0 degrees. **Above the equator** we measure from 0° to 90° **north**. **Below the equator** we measure from 0° to 90° **south**.



The 60^{th} parallel north is the border between the NWT and Alberta. Colour it red.

- ✓ What would you wear in January at the 60^{th} parallel north?
- ✓ What would you wear in January at the equator?
- ✓ What would you wear in January at the 60^{th} parallel south?



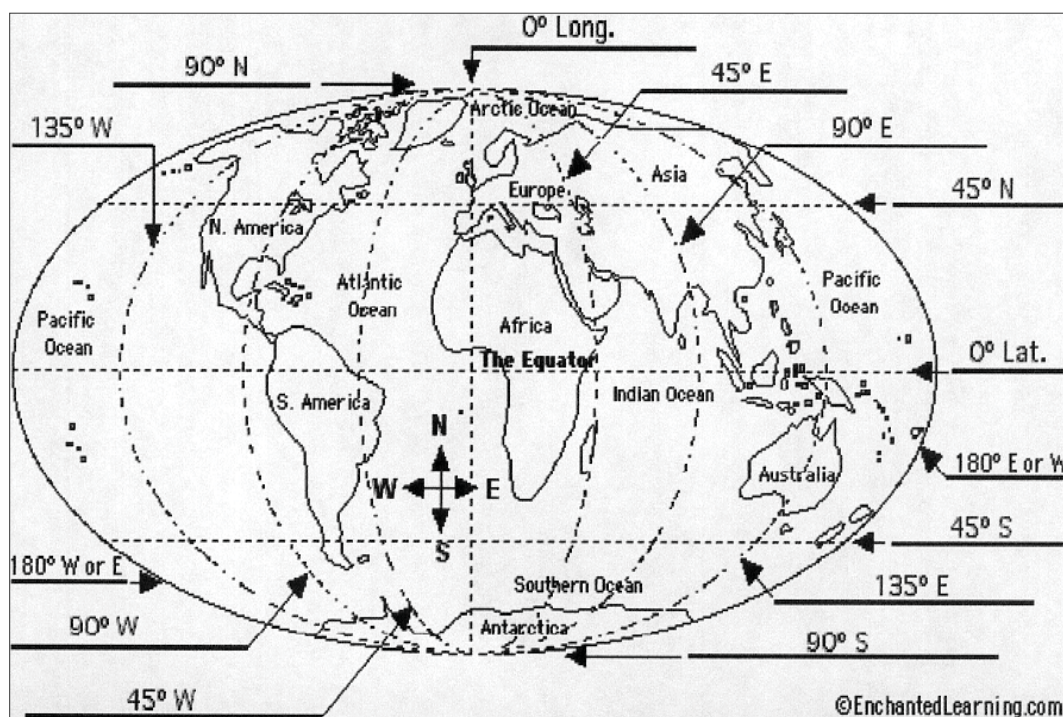
Latitude and longitude Learning Activity 8

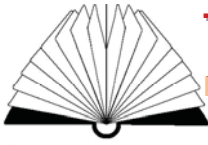
8-2: What is longitude?

Longitude is a set of imaginary lines that go around the world from north to south. They're called meridians. The prime meridian in Greenwich, England is the middle, or 0° . We measure meridians in **degrees west or east** – west to North America, east to Asia.

Look at the map below:

- Colour 0° **longitude** red.
- Colour 45° **E longitude** blue. It's also called the **45th meridian east**.
- Colour 90° **W longitude** green. It's also called the **90th meridian west**. What countries does it go through?





Latitude and longitude Learning Activity 8

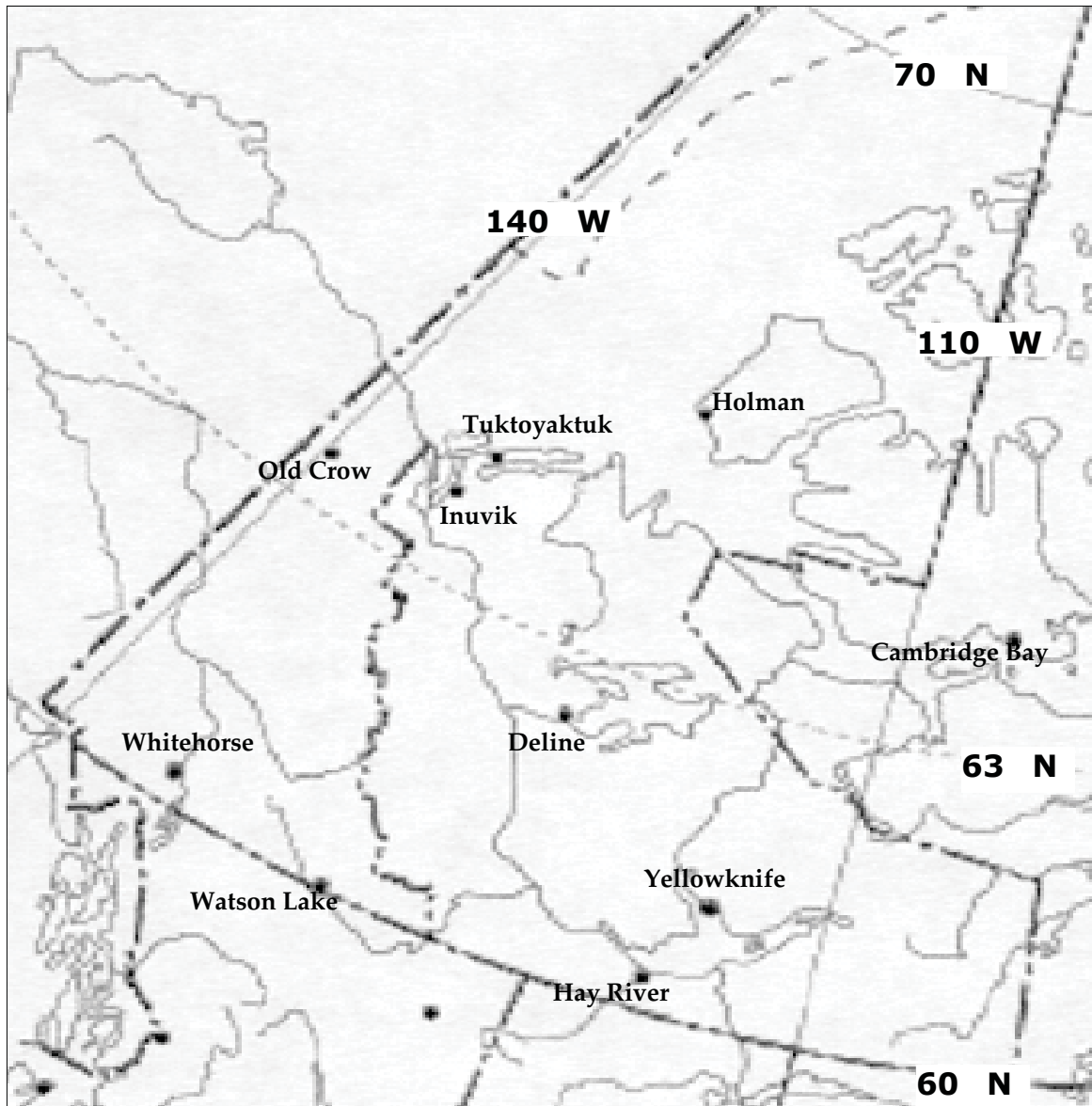
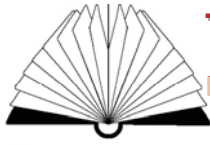
8-3: Latitude + longitude = a coordinate

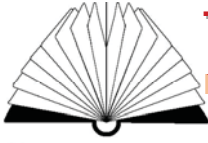
We use latitude and longitude to locate places around the globe. GPS devices use latitude and longitude. A coordinate is the place where the parallel of latitude crosses the meridian of longitude.

Look at the map on the next page to do the following:

- i) Colour the parallels of latitude with yellow highlighter and the meridians of longitude with orange highlighter.
- ii) Find the place where 60° N and 140° W meet. What community on the map is closest to this coordinate?
- iii) What community on the map is closest to the coordinate 70° N and 110° W?
- iv) Use a pencil to draw in by hand the parallels of latitude for 61° N, 62° N, 64° N, 65° N, 66° N, 67° N, 68° N, and 69° N.
- v) Use a pencil to draw in by hand the meridians of longitude for 115° W, 120° W, 125° W, 130° W, and 135° W.
- vi) Name the coordinates for five communities on the map.

Community	Longitude	Latitude
	$^{\circ}$ N	$^{\circ}$ W
	$^{\circ}$ N	$^{\circ}$ W
	$^{\circ}$ N	$^{\circ}$ W
	$^{\circ}$ N	$^{\circ}$ W
	$^{\circ}$ N	$^{\circ}$ W





Track an elephant on line Learning Activity 9

No handout

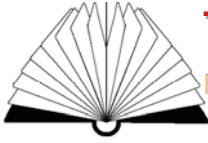
Learners have some fun and learn something about elephants, and how people use a collar to track them, just like the grizzly bears.

Go to this website:

<http://www.animal.discovery.com/fansites/wildkingdom/elephant/track/track.html>

During the on-line activity learners:

- ✓ Collar and track the elephant herd.
- ✓ Answer questions and learn more about elephants as they go from frame to frame.



Take a walk on the wild side Learning Activity 10

No handout

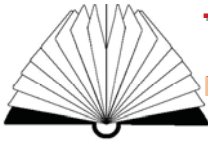
Learners write something about grizzly bears and elephants.

Ask learners to think about what they learned when they did the on-line activity to track an elephant herd. And ask them to think about what they learned from the grizzly bear research story and the other learning activities.

Then ask them to write one of these things:

- ✓ A funny paragraph with pictures of grizzly bears and elephants
- ✓ A paragraph that compares grizzly bears and elephants
- ✓ A story using bears and elephants as the main characters

Or ask them to come up with their own idea of something to write about elephants and grizzly bears.



Resources

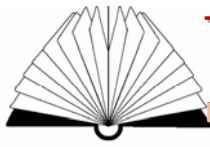
- ✓ www.dummies.com/WileyCDA/DummiesArticle/id-2572.html
GPS devices used in our everyday life:
- ✓ www.eg3.com/eCLIPS/desc/mobile_gps_blank.html
Definition of GPS
- ✓ www.nationalgeographic.com
- ✓ <http://atlas.gc.ca>
- ✓ www.eduplace.com
Blank printable maps of NWT and Canada.
- ✓ www.animal.discovery.com/fansites/wildkingdom/elephant/science/science.html
How GPS works, pictures, comprehensive text describing animals that have been tracked since 1992.
- ✓ **National Geographic Marco Polo Xpeditions. Geography standards in your classroom. 1998 – 2003**
www.nationalgeographic.com
- ✓ **Col, Jeananda. Enchanted Learning. 1996 – 2005**
www.enchantedlearning.com

The Northern Edge

Study Guide

Voices from Fort Good Hope





Voices from Fort Good Hope

Introduction

This story is from **Issue #2 of The Northern Edge. Voices From Fort Good Hope** is a collection of six stories told by people from Fort Good Hope. The stories are sometimes funny and they give information about life in the community. There are no on-line learning activities.

This story offers an opportunity to encourage learners to write their own stories, using the Fort Good Hope stories as models. Learners can print their stories and make them part of the library's collection and the community's local reading resources.

This section first presents a list of 12 learning activities and the written text for the stories from Fort Good Hope. 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 for the stories.





This symbol marks instructor notes.

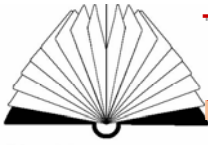


This symbol marks handouts you can copy for learners.





Voices from Fort Good Hope List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	1 handout	14 to 16
2) Language skills	2 handouts	14, 17 to 21
3) Questions	2 handouts	22 to 24
4) Writing	4 handouts	25 to 33
5) 'Making Do'	1 handout	34 to 36
6) My community map	No handout	37
7) Talking stick story telling	No handout	38
8) Story lines	No handout	39
9) Community story writing contest	No handout	40
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11) Northern Aboriginal games open house	No handout	42
12) Fundraising	No handout	43



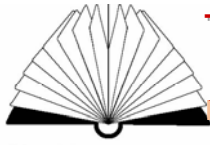
Voices from Fort Good Hope
Issue #2 The Northern Edge

Introduction

In Canada, in the Northwest Territories, 805 air kilometres northwest of Yellowknife and 145 kilometres northwest of Norman Wells lies the community of Fort Good Hope.

Students at the Fort Good Hope Community Learning Centre wrote about their community and sent us these photos of life in Fort Good Hope.

Thanks to Karen Mercer, a community adult educator, for her help with this project and to Kenny Shae for performing the music.



Fort Good Hope Overview

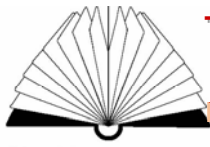
by Alphonsine McNeely

Fort Good Hope is situated along the Mackenzie River, 27 kilometres south of the Arctic Circle. The population is approximately 800 which consists of Dene and Metis people.

The aboriginal language spoken is North Slavey (Radili dialect), spoken by the Elders and being taught in the Chief T'Selehye School. The young people mostly speak in English, but a lot of youth want to learn to speak the Dene language.

The town's main attraction is the hundred-year old Catholic Church, Our Lady of Fort Good Hope, built in the mid 1800's, and renovated for its 100th anniversary.

There is also a Northern Store and a community owned Co-op Store, which is about three years old now. The community has a Ramparts Hotel that accommodates eight people and has a restaurant that overlooks the mighty Mackenzie River. The Chief T'Selehye School also is located on the hill with the ramparts scenery and offers grade K to 12 education. There is Aurora College, an adult learning centre, that is very useful and helpful to interested individuals that want to continue learning more academically and on-line courses.



Fort Good Hope Dene

by Florence Barnaby

Traditionally the Fort Good Hope Dene lived off the land. The Dene lived together and were completely self-sufficient. Each clan had its own hunting and trapping areas that provided for all their needs.

The Dene moved with the seasons following the migrations of animals - caribou, moose, fowl, and fish etc. The land, its animals, plants, and water provided food, clothing, and shelter.

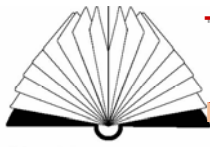
The Hare Skin tribe consists of five clans, the Mountain people, Down River people, Loche Lake people, Rampart people, and Kabami people.

The camp groups were small maybe four to seven families. Gathering of clans happened in Fort Good Hope in the summer about middle of June. Ceremonies, drum dances, ball and hand games were held throughout the time together.

Sometimes life was tough, no food, long and cold winter, and short and hot summer. The Dene had to have thorough knowledge of the land and its resources in order to survive.

Systems were highly self-governing which provided strong leadership based on rules for doing things the right way. These rules came about by agreement and were passed on from generation to generation.

Everyone understood his or her place in groups. Daily meetings and sharing kept people on the right path and brought the best results to solving everyday social problems. It was a system of sharing food, responsibilities, work, and knowledge and many other things that are important to a Dene way of life.



Making Do

by Alphonsine McNeely

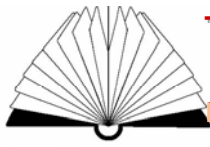
My dad and I used to go for blueberries, knuckleberries, and cranberries to sell to the RCMP to get flour, baking powder, sugar, bulk tea, lard, and little things like that.

For recreation we made a ball out of cloth and filled it with grass and had a lot of fun throwing the ball to one another, and if a boy gets the ball all the girls would go for the ball and vice versa. We had to make do with what we had.

Sometimes there was so much mosquitoes we had to make smoke to keep them away, and at night we had to sleep in mosquito bars.

There was no electricity those days and everyone had poor living accommodations. We had to haul our own water from the Jackfish Creek with water pails to fill a 45 gallon barrel.

We did have time for fun activities in the evening, hand-games, drum dances, and also square dances. The Elders joined in just about all the activities, even the ball games, football game, boxing and July first foot racing.



Old Squaw Pintail

by Kenny Shae

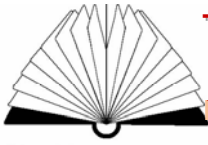
I can remember times when the most coolest thing in the community was probably the Saturday Night Request Show. It was possible that we had been introduced to television then, but the best and only channel that was available was CBC and it is just as exciting back then as it is now.

Anyway, the time was springtime, and in the spring there are people young and old alike going hunting for black ducks, old squaw pintail, geese, swan, crane, mallards, canvasback, just about anything flying. But on that particular day we were aiming for black ducks, geese, and oldsquaw pintail.

The mouth of Rabbit Skin River was where people would come and find a good spot to sit and hide in the evening for ducks. Many hopeful hunters had moved upstream sitting up along the banks of Rabbit Skin River for about a kilometre before the bend of the river. I can remember several times when nothing would fly for a while and it was very quiet, then one duck would make the wrong turn. Someone would say "Right there!" "Goo da'e!" "Ducks coming!" or "Get down!!"

We would sit very still and wait for the action to begin and when it did you can hear shotguns going off all along the bank of the Rabbit Skin River. We were at the mouth and the duck got by us. "Boom! Boom! Boom!" I watched as it flew over the next set of hunters. "Boom! Boom! Boom!"

That little lucky duck was just flapping those wings of his like crazy as if there was no one around shooting at it. All the way up the creek there were people shooting trying to knock down that little duck, but it just kept on flying.



It sort of brings the meaning to 'no matter how hard it is, you got to keep trying. Don't give up!' It had people checking out their shells and scratching their heads wondering what kind of ammo Northern was pushing.

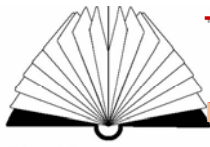
This was happening all through the evening – a few here, one there. Since just about everyone was on the same side of the River, it was slim pickings when one duck would fall. Out of the bush we'd hear "I think I nailed that one." or "Did somebody see my duck? I know it fell around here".

It was later in the evening when we realized that the lone ducks are too lucky or whatever we nailed we were going to have to share with everyone else that was down there that night. So we decided that we needed a change of scenery and we were fortunate enough to have the use of someone's canoe that was down there that spring.

We put that freighter canoe in the water and paddled onto the ice, which was still there in the middle of Rabbit Skin River. We'd drag that canoe on the ice over to the other open side of Rabbit Skin River in search of better hunting grounds.

I was in the front of the canoe with my trusty paddle pushing ice away from the head of the boat. In those days the freighter canoes were made with canvas and tear quite easily.

We were making our way upstream for about twenty minutes. A few ducks passed during that time, but they were flying too high or flying out in the middle of Rabbit Skin River. My good friend Jimmy was in the back of the canoe with another paddle and his 12-gauge shotgun.



Jimmy and I were both in residential school and we weren't entirely familiar with the hunting techniques yet, but we were learning. I don't mean to knock him but he had these Buddy Holly glasses. From where I was sitting they looked pretty thick.

It was around this time we heard "Hey! Ducks coming!!" I looked up and I saw three pintails coming from the other side and they were heading straight for us and low!

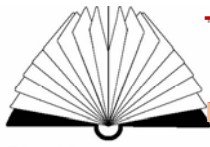
I turned to Jimmy and could see he saw them too. He grabbed his shotgun and took a bead on those three pintails that were still coming straight for us. I knew that pintails fly straight when there is little wind, besides when they get fat they hardly make quick turns in mid-flight.

On that particular day they were two males chasing one female so you can say that they weren't paying much attention to where they were going, they were just following.

I crouched down in the front of the canoe with my fingers plugging my ears waiting for the shotgun blast, which seemed to be taking pretty long considering the pintails were still flying straight for us.

I looked up and I could see Jimmy still aiming that shotgun at the ducks and I noticed that the barrel of the shotgun was heading my way, so I crouched down even lower, laying flat on the bottom of the boat. I was bracing for the concussion of the shotgun blast, which I strongly disliked at the time.

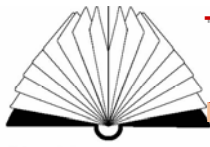
Still there was no shotgun blast. I thought, "by now the ducks probably flew by us". I took a quick peek over the boat rails and noted that they were still heading for us and closing awfully fast. By now the barrel was pretty well aimed at me! I thought, "Holy



Chromosomes! This is too close for a shotgun. They'll be nothing for us to pick up if he nails them." But the thought of staring down that barrel of a loaded shotgun scared the dejabbers out of me.

I jumped up and yelled, "Just wait!" I grabbed that paddle and took a Sosa stance with both hands and swung "crack". I couldn't believe it. I nailed two of them!! One fell ahead of the boat in the water with a broken neck, and the other fell in the boat flopping around with a broken neck. You could hear a chorus of laughter coming from the shore.

I picked up that flopping duck, still in awe of the moment. Sometimes in the heat of the moment I forget I have the means in my hands to accomplish the same goals. I was relieved that Jimmy didn't shoot that day. I was too close for comfort to the line of fire.



Residential School

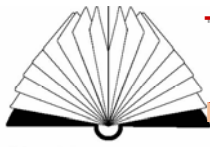
by Alphonsine McNeely

I was in residential school from age five to fifteen in Aklavik because my mom was taken to the hospital in Fort Simpson and there was no one to care for me. I stayed there four years without going home.

I first came home in 1952 when I was nine years old on the mission boat called Sant Anna that came in from Fort Smith to bring all the children back to their communities.

My dad and my brother George and I went to Fort Simpson to visit mom with a brand new eight horsepower outboard motor, that took about nine days to get to our destination. We did this for two summers and each time I had to go back to Aklavik on the mission boat called Immaculata in late August. Then mom came home after spending six years in a hospital with tuberculosis.

After that, each time I came home from Aklavik we would go to the fish camp for the summer to prepare for the winter. Everyone used to have a dog team to care for and dry fish to make for sale to Hudson's Bay Company for winter supplies. Those days the store only sold dry goods, there was no groceries, only the necessary items that are used on the land.



Holy Cow

by Kenny Shae

I can remember back to the days when I was about 13 or 14. It was in the dead of winter and it was pretty darn cold outside, but we didn't mind as long as we had fun sliding down the second biggest hill in Good Hope, D.O.T. Hill.

Our sliding route was about 300 metres in length with a drop of about 150 metres from top to bottom. About two thirds of the way, the route turned sharply and followed the banks of the Mackenzie River, which had a drop of about 70 feet to shoreline.

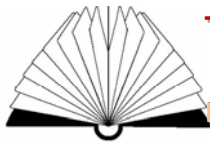
It was cold that particular day we went sliding down on D.O.T. Hill, a group of us kids using a dog sleigh which had canvas wrapper, and a board with steering handles at the back.

It was around the sixth time we pulled that sled up that hill, we piled in and we could hear our friend just huffing and puffing giving us a push down the hill. Now our friend was supposed to jump on with us and steer the sled and control the speed all the way down the hill.

It was about halfway when I noticed there was no noise coming from the steerer. I looked up and I couldn't see him.

I was praying that he was squatting, because we were traveling too fast, and we were coming to the big snow bank where there was a big drop straight down about 45 feet onto the riverbank.

It was about this time I was thinking to myself, "we should be turning about now." As the snow bank got closer, the thought changed to "Holy cow! We're moving too fast to jump!"

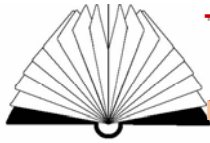


As we hit that snow bank at full speed, I remember gripping the rope that runs along the sleigh and praying that we land right side up. All I felt was the sensation of being airborne. This lasted for a couple of seconds, but felt like hours.

In that couple of seconds there was some bargaining, like “Lord, please let us land on the good ground with no logs or big rocks and I’ll be a good boy forever” and “Lord, please help me stay in the sleigh until we stop moving, then I’ll go to church every Sunday even Saturdays too.”

When we finally landed all I could see was a big white cloud of snow and we found ourselves on the river not far from the shore. We quickly looked around and found nobody had fallen out. We looked at that bank and could see where we became airborne and where we landed.

Our flight distance was about 20 to 30 feet. We just stood there in awe of the moment, looking at our sleigh road. Then we broke into laughter reliving some of the moments that just happened. And like countless other youngsters looking for a thrill in sliding hills, we grabbed that rope and began pulling that dog sleigh all the way up D.O.T. Hill to do it all over again.



Vocabulary Learning Activity 1

One handout

Learners read sentences from the stories from Fort Good Hope. They look up the best meaning for the **bold** word in each sentence and write the meaning down.



Language skills Learning Activity 2

Two handouts. Cloze Procedure - two stories each with a different level of difficulty.

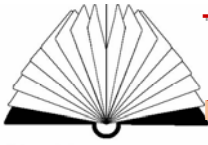
2-1: Synonyms

Learners replace words in brackets with a different word with the same meaning.

2-2: Words that make sense

Learners read the story and fill in blanks in the story with words that make sense.

The story in the second handout is longer and harder than the story in the first handout.



Vocabulary Learning Activity 1

These ten sentences are from the stories about Fort Good Hope. Use a dictionary to find the **best** meaning of the **bold** word in each sentence. Write down the meaning of the word on the line below.

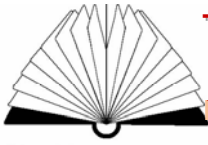
- 1) The **Aboriginal** language spoken is North Slavey.

- 2) There was no electricity those days and everyone had poor living **accommodations**.

- 3) The Dene lived together and were completely **self-sufficient**.

- 4) Each **clan** had its own hunting and trapping areas.

- 5) We were at the **mouth** of the river.



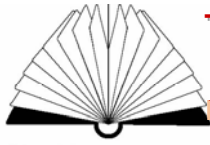
- 6) I was bracing for the **concussion** of the shotgun blast.

- 7) Those days the store only sold **dry goods** – there were no groceries.

- 8) All I felt was the sensation of being **airborne**.

- 9) In that couple of seconds there was some **bargaining** with the Lord.

- 10) I was praying he was **squatting**.



Language skills Learning Activity 2

2-1: Synonyms

A synonym is a word that has the same meaning or nearly the same meaning as another word. For example:

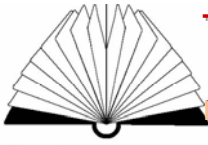
- ✓ Chase, hunt, stalk, follow, trail, and track.
- ✓ Fear, dread, fright, terror, panic, and threat.

Read Chapter 2 of Kenny Shae's story **Holy Cow**. Fill in each blank with a synonym for the word in brackets beside the space.

Chapter 2: Holy Cow

In that couple of seconds there was some bargaining, like "Lord, please let us land on the _____ (good) ground with no logs or _____ (big) rocks and I'll be a _____ (good) boy forever' and 'Lord, please help me stay in the sleigh until we _____ (stop) moving, then I'll go to church every Sunday even Saturdays too."

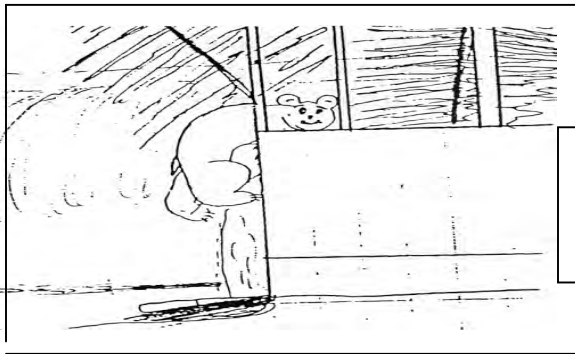
When we finally landed all I could see was a _____ (big) white cloud of snow and we found ourselves on the river not far from the shore. We quickly looked around and found nobody had fallen out. We _____ (looked) at that bank and could see where we became airborne and where we landed.



Language skills Learning Activity 2

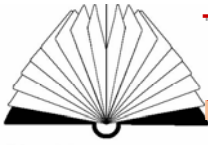
2-2: Words that make sense

Cheryl Mabbit from Hay River wrote this story and drew the pictures. Read the story and fill in the blanks with a word that makes sense.



RUNNING
SCARED

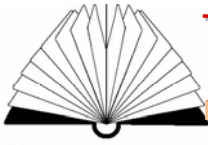
My family and I, along with our cousins, went out to our camp for the weekend. We had to clean the cabin and the kitchen _____. the boys got firewood while my cousin and I _____. the water. After we were all done we all _____. to play, but not me. I wanted to go _____. So off I went with the tackle box in _____ hand and the rod in the other. I made _____. I had two of my dogs with me. You _____ know when someone or something is going to creep _____ behind you.



I must have been out on the _____ for about two or three hours just fishing. I _____ two jacks and three pickerel. I decided to go _____ to the camp with my tackle box, fishing rod, _____ my fish. When I got back to the camp _____ showed my parents what I caught and my dad took _____ fish to clean them.

Later that day, _____ cousin and I started washing dishes from lunch and _____. We finished and had a little more time to _____ before bed. My parents, brothers and my two little cousins _____ all going to sleep in the cabin and my _____ and I slept in the kitchen.

Sometime during the _____ a bear came around and was looking for an easy meal. I really had no idea how it was _____ to get in! But it found a way. He _____ a piece of wood and was putting it up _____ the wall. The bear just kept on trying to _____ in. I was sleeping on one end of the _____ while my cousin was sleeping at the other end.

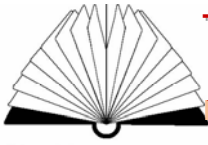


That's when it happened! The bear was able _____ get half its body inside the kitchen window. Before _____ wood fell over, it was half inside and half _____. My cousin started screaming for my mom. It woke _____ up and I asked her what was wrong. When _____ saw the bear's paw two or five inches from _____ face, I started to push my head into the _____ so it wouldn't get me.

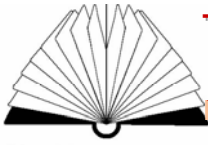
When my mom walked _____ the kitchen and saw the bear, she ran back _____ the cabin to get my dad. My parents got _____ guns and my mom went to release the dogs. _____ my dad was standing loading his gun in his pyjamas, the dogs started to bite the bear on the _____. My dad took aim, but missed the bear. It _____ the bear away.

I told my mom, "I want to go home!" My _____ said, "We will leave later in the morning." That _____ we packed up everything and headed back to town.

_____ the next few months I would wake up screaming _____ the bear was still trying to get me.



Today, _____ am still scared to go camping because of the _____ that happened when I was a child. And, when _____ do go camping, I get very little sleep. For those who have or haven't experienced a bear breaking into your cabin, it's a scary thing to happen especially when you're still using the cabin and he wants an easy meal.



Questions Learning Activity 3

Two handouts

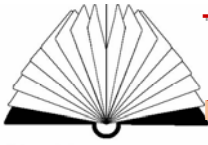
3-1: Story questions

Learners use sentences to answer the questions. Remind them to begin with a capital letter and end with the correct punctuation.

3-2: Journal writing

Learners use the three questions on the handout to do journal writing.

- ✓ Do you have the same experiences as the story tellers from Fort Good Hope, or different ones?
- ✓ In what ways do you connect with these stories?
- ✓ What emotions did you feel when you read the stories from Fort Good Hope?



Questions Learning Activity 3

3-1: Story questions

Write a sentence to answer the following two questions. Begin with a capital letter and end with the correct punctuation.

- 1) What did you think the newspaper item would be about when you read the title **Voices from Fort Good Hope**?

- 2) Choose the story you liked the most. Write three reasons why you liked this story.

- 3) Write the author's name of each story from Fort Good Hope.

Fort Good Hope Overview _____

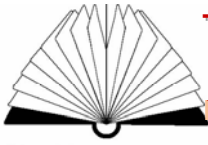
Fort Good Hope Dene _____

Making Do _____

Old Squaw Pintail _____

Residential School _____

Holy Cow _____

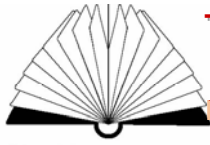


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ Do you have the same experiences as the storytellers from Fort Good Hope, or different ones?
- ✓ In what ways do you relate to some of the stories?
- ✓ What emotions did you feel when you read the stories from Fort Good Hope?



Writing Learning Activity 4

Four handouts

4-1: Venn diagram

Learners first study the Venn diagram as a way to see how two people or things are alike or different. Then learners use the Venn diagram to compare and contrast two stories from Fort Good Hope.

4-2: Create and publish your own story

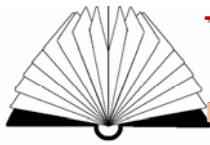
Learners use the writing process to write a story like the ones from Fort Good Hope or like Cheryl Mabbitt's story. The handout identifies steps learners can use to write their story and publish it.

4-3: Creating questions

Learners explore 'Who, What, Where, Why, When, How' questions with examples from Kenny Shae's story **Holy Cow**. Learners create questions and answers for their own published story. The stories and questions can be useful reading and writing resources for the community school and library.

4-4: On the land

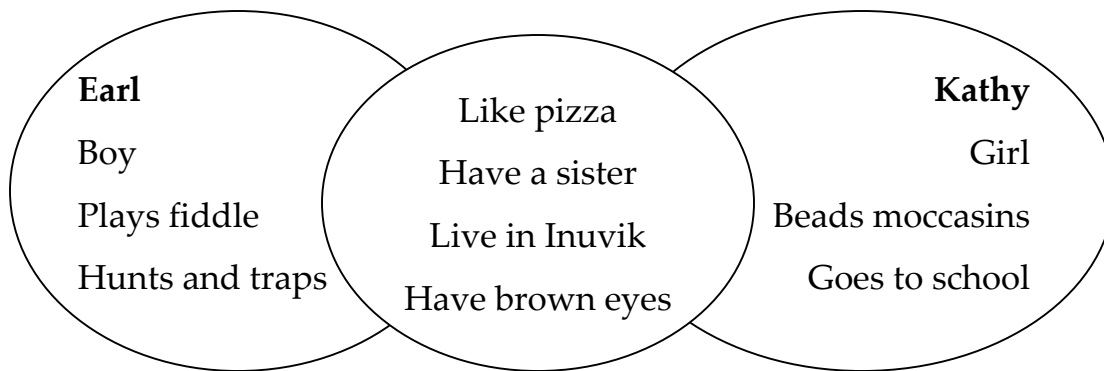
Learners describe how Aboriginal people protected themselves from insects while on the land and compare this with the methods we use today. Create a title and put the printed stories up on a bulletin board or wall.



Writing Learning Activity 4

4-1: Venn diagram

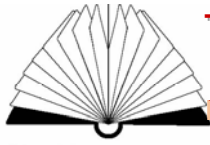
A Venn diagram shows us the way two people or things are alike and different. Here's a simple example with Earl and Kathy.



- ✓ The two outside circles have the things that are different.
- ✓ The inside circle has the things that are the same.

i) Write down three things that are the same for Earl and Kathy.

ii) Compare two things that are different about Earl and Kathy.



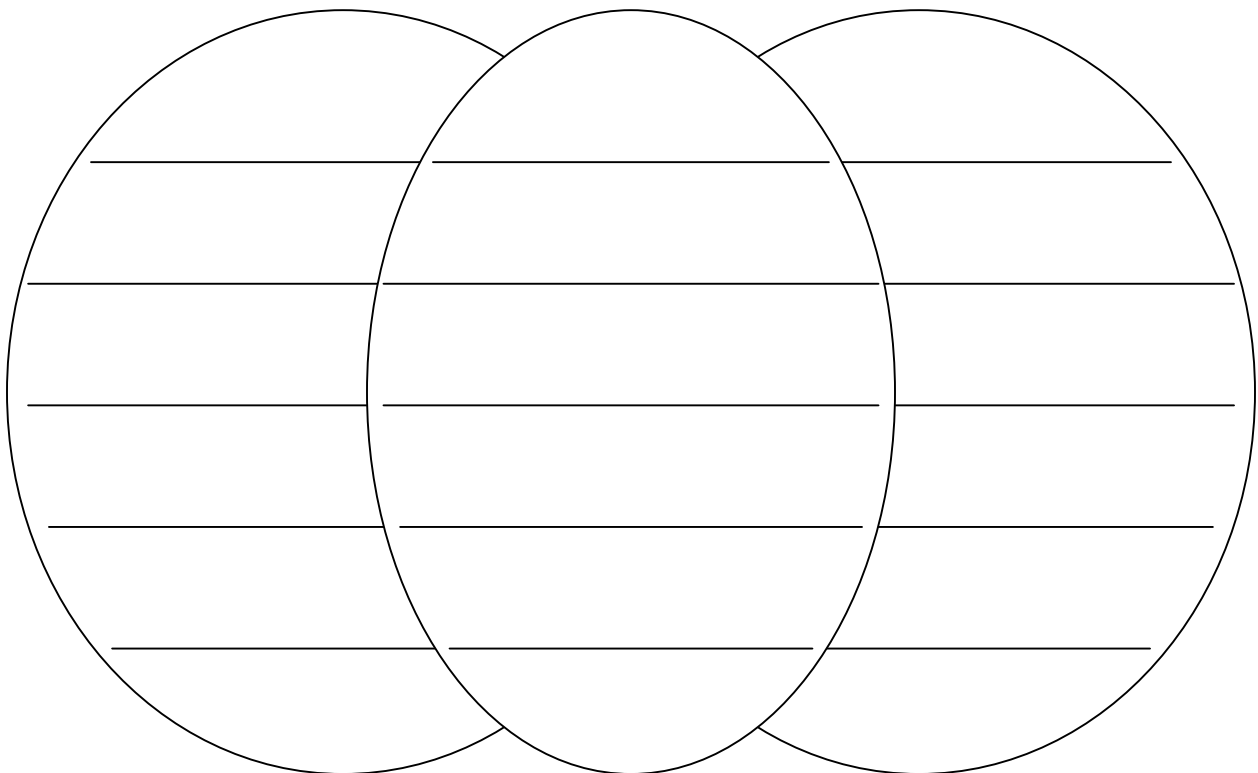
Now it's your turn to use the Venn diagram.

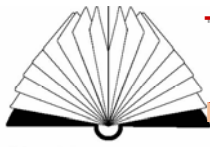
Read or listen to the six stories from **Voices from Fort Good Hope**. Pick two stories to compare. Use a Venn diagram to write down how the stories are the same and how they are different.

- i) What two stories do you want to compare? Write the title of each story above one of the outside circles.
- ii) How are the stories the same? Write five things in the centre circle that are the same in both stories.
- iii) How are the stories different? Write five things in each outside circle that are different in each story.

Title _____

Title _____





Writing Learning Activity 4

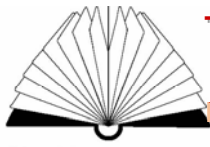
4-2: Create and publish your own story

Use the writing process to create your own story.

- i) Use a web to brainstorm ideas
- ii) Write a rough first draft
- iii) Decide what drawings or pictures you want to include
- iv) Conference with someone
- v) Revise, edit, rewrite
- vi) Print a final copy

To publish your story:

- i) Front cover: The front cover has the title of the story, often a picture or drawing, and the author's name.
- ii) Inside front cover: This page has the month and year you publish the story, the name of the person or people who wrote the story and did the drawings or photos, the title of the story, and the name of the author.
- iii) Back cover: The back cover may have a picture or drawing. Write one sentence for the back cover to describe the main idea of the story.



Writing Learning Activity 4

4-3: Creating questions

We can create questions to better understand a story or other information.

- ✓ **Who** refers to people
- ✓ **What** refers to animals or things
- ✓ **Where** means location or place
- ✓ **When** refers to date or time
- ✓ **Why** tells the reason something happened
- ✓ **How** tells the way something happened

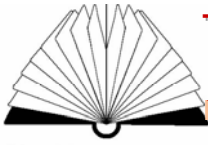
Read these sentences from **Holy Cow** by Kenny Shae.

When we finally landed all I could see was a big white cloud of snow and we found ourselves on the river not far from the shore.

- ✓ A big white cloud of snow is a **thing**.
Question: **What** did he see when they finally landed?
- ✓ On the river not far from the shore is a **place**.
Question: **Where** did they find themselves?

We quickly looked around and found nobody had fallen out.

- ✓ The word quickly tells **the way** they looked around.
Question: **How** did they look around?



Create some questions for the following sentences from **Holy Cow**.

We quickly looked around and found nobody had fallen out.

- ✓ Nobody refers to **people**.

Question: _____ had fallen out?

We looked at that bank and could see where we became airborne and where we landed.

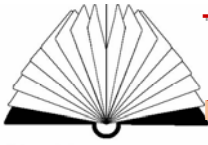
- ✓ That bank is a **place or a location**.

Question: _____ did we look?

We could see where we became airborne and where we landed.

- ✓ Where we became airborne and where we landed are **the things** they saw.

Question: _____ did they see when they looked at the bank?



Create some questions for your own story.

- 1) Write a question that asks **who**. Who refers to people.

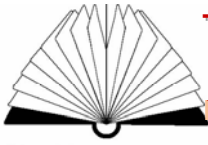
Answer:

- 2) Write a question that asks **what**. What refers to animals or things.

Answer:

- 3) Write a question that asks **where**. Where means location or place.

Answer:



4) Write a question that asks **when**. When refers to date or time.

Answer

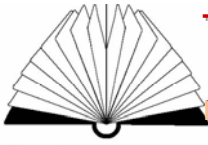
5) Write a question that asks **why**. Why tells the reason something happened.

Answer

6) Write a question that asks **how**. How tells the way in which you did something.

Answer





'Making Do' Learning Activity 5

One handout

Learners do research to fully understand the story **Making Do** by Alphonsine McNeely.

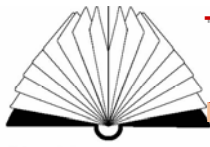
We don't always understand everything we read and doing research is one way to increase our understanding.

The handout focuses on some questions from the story **Making Do**:

- i) What is a mosquito bar?
- ii) What does ramparts scenery mean? Why is the hotel in Fort Good Hope call the Ramparts Hotel?

If learners already know the answers to these questions ask them to pretend they don't know or identify a couple of other questions they don't know the answers to.

Make lots of copies of the research card in the handout. Learners use the research card to write down where they got information from and what they learned.



'Making Do' Learning Activity 5

We don't always understand everything we read. We can do research to get more information and to help us understand. Many resources can offer the information we need:

- ✓ Books, magazines, dictionaries, and encyclopedias
- ✓ Internet search and different websites
- ✓ Talking to Elders or other people who have knowledge

You read a story from Fort Good Hope called **Making Do** by Alphonsine McNeely. In the story she mentions mosquito bars: 'At night we had to sleep in mosquito bars.' She also refers to 'the school on the hill with ramparts scenery' and the Ramparts Hotel.

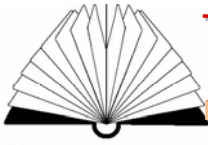
Here are some questions:

- i) What is a mosquito bar?
- ii) What does ramparts mean? What is ramparts scenery? Why does the hotel have this name?

If you already know the answers to these questions, pretend you don't. Do research to find out the answers. Use research cards like the one on the next page to write down where you did research and what you found out.

After you finish your research, write a paragraph to answer each question.

- i) What is a mosquito bar?
- ii) What does ramparts mean? What is ramparts scenery? Why does the hotel have this name?



Research card

Research question: _____

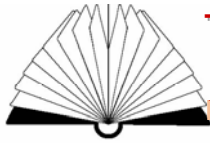
Type of research resource, such as book, magazine, internet, or person: _____

Name of resource: _____

Date: _____

Author: _____

Notes: _____



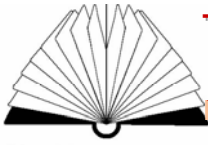
My community map Learning Activity 6

No handout

In this activity, learners work as a group to make a large wall mural. Give each person a map of the community or have learners draw a map. Or if you have a large map, they can work together on the same map.

Encourage learners to use colour. Ask the group to create symbols and make a legend, and to put these things on the map:

- ✓ Their own home
- ✓ Roads
- ✓ Water bodies such as a river or lake
- ✓ Direction arrow pointing North
- ✓ Parks, ski trails, skidoo trails, ball fields, swimming beach
- ✓ Band office
- ✓ Youth centre
- ✓ Elders' centre
- ✓ Friendship centre
- ✓ Churches
- ✓ Schools
- ✓ Other important buildings or natural areas



Talking stick story telling Learning Activity 7

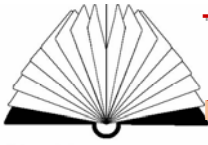
No handout

In this activity, learners tell a story together.

Use a dreamcatcher, feather, stick, or something else learners can pass easily from one to the other.

Give learners a phrase to introduce the story, such as 'my dog gave a quick, savage growl ...' or 'I heard an unusual noise while trapping lynx ...'. Or ask the learners to provide a phrase to introduce the story.

Hand the stick to the next person, who picks up the story where the previous person left off. Keep this up until each learner contributes to the story, and until the story ends.



Story lines Learning Activity 8

No handout

In this activity, learners write stories together. Learners each start their own story and then pass it to the next person. Everyone contributes to each story.

Give each learner a line to start a story or ask them to create their own line to start a story. Here are some sample story starters:

- ✓ My family is going camping this weekend.
- ✓ My snowmobile got stuck in the overflow about 20 miles from home.
- ✓ I just started a new job.
- ✓ I decided to go back to school this fall.
- ✓ The funniest thing happened to me last week.
- ✓ I just love to dance and sing.

Each learner writes at least one paragraph or writes for three to five minutes. Then they hand the story to the next person. That learner continues the story from where the previous writer left off.

Everyone takes a turn at each story until the story comes back to the person that started it. They write an ending for the story.

Ask learners to each read their story.



Community story-writing contest Learning Activity 9

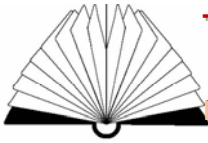
No handout

Coordinate a community story-writing contest. Develop a plan with the learners. Get the schools and the community involved.

- ✓ Ask the Northern store or Co-op to offer a prize for the best author and story.
- ✓ Talk to community members who are willing to share their stories.
- ✓ Advertise the contest.
- ✓ Collect stories from people who enter the contest. Compile and publish their stories. Hand out the stories to the public.
- ✓ Pick the best story and author, and give out the prize.

The Literacy Council website has two good resources you can use.

- i) The Community Writing Contest How to Kit can help you organize a contest. Go to www.nwt.literacy.ca and click on 'Resources'. Then click on 'How to Kits' and scroll down to Community Writing Contest and click on that.
- i) The Fort Resolution Writing Booklets are inspiring examples of community writing. Go to www.nwt.literacy.ca and click on 'Resources'. Then click on 'Community Created Resources' and scroll down to Fort Resolution Writing Booklets. Click on any of the four booklets: Echoes, Whispers, Winning Stories, and Writing Well.



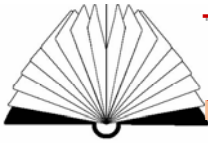
Northern Aboriginal games Learning Activity 10

No handout

In this activity, learners do research about Aboriginal games.

- i) Brainstorm and talk about different Aboriginal games and where they come from.
- ii) Ask learners to work in pairs.
- iii) Ask each pair to choose a game and do the following:
 - ✓ Draw pictures of the game, cut out pictures, take photos or a video
 - ✓ Describe how people play the game
 - ✓ Explain where the game comes from

Make a colourful wall display of the information about Aboriginal games that the learners discovered and created.

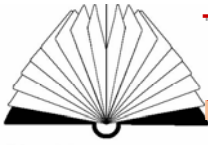


Northern Aboriginal games open house Learning Activity 11

No handout

Identify two or three Aboriginal games you can set up and play in the classroom. Find a time and a schedule for the learners to learn how to play them.

After they know how to play, make a video. Invite family and friends to a feast with traditional foods. Show the video and invite learners, children, and visitors to participate in the games.



Fundraising Learning Activity 12

No handout

Make a plan to hold a small fundraising event. Tie together all the learning activities to raise money for a literacy project or a field trip.

- ✓ Display all the learners' writing projects.
- ✓ Ask learners to share their stories.
- ✓ Prepare the classroom for the chosen Aboriginal games.
- ✓ Ask learners to prepare a traditional meal.
- ✓ Advertise on the green screen and put up posters.
- ✓ Charge a small fee or ask for a donation for people to attend.
- ✓ Make copies of learners' stories for visitors to take home.



Resources

✓ **Community Writing Contest 'How to Kit'**

This resource offers step-by-step info to organize a writing contest. Go the Literacy Council's website

www.nwt.literacy.ca

Click on 'Resources', then click on 'How to Kits'. Scroll to 'Community Writing Contest' and click on that.

✓ **Fort Resolution Writing Booklets**

These are good examples of community writing. Go to the Literacy Council's website www.nwt.literacy.ca

Click on 'Resources', then click on 'Community Created Resources'. Scroll to Fort Resolution Writing Booklets, and click on any of the four booklets: Echoes, Whispers, Winning Stories, and Writing Well. Also look for the booklet 'Animals' from Fort Resolution.

✓ **Northern Games**

Video, 25 minutes.

National Film Board Collection. E 99.E7. N67 AV

✓ **Dene Games: A Culture and Resource Manual**

✓ **Inuit-Style Wrestling: A Training and Resource Manual**

✓ **Arctic Sports: A Training and Resource Manual**

Each manual comes with a video.

Contact your local library or Sport North.

Sport North, Box 11089, Yellowknife, NWT X1A 3X7

Phone: 867-669-8326 or toll free: 1-800-661-0797

Fax: 867-669-8327

Email: shunt@sportnorth.com

The Northern Edge

Study Guide

**Learning Doesn't Stop
Once You Get the Job You Want**



**Learning
doesn't
stop once
you get
the job
you want**



Learning Doesn't Stop Once You Get the Job You Want

Introduction

This story is from **Issue # 2 of The Northern Edge**. Patrick Wedawin tells how he progressed from an entry-level worker to a trainer and coach. He encourages workers to continue their education while working on the job and he advocates lifelong learning. There are no on-line learning activities for this story.

This story is an opportunity for learners to explore what literacy means, and the different relationships between English literacy and employment.

This section first presents a list of eight learning activities and the written text for the story. 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 for the story.





This symbol marks instructor notes.

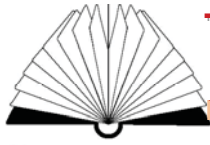


This symbol marks handouts you can copy for learners.





Learning Doesn't Stop Once You Get the Job List of Learning Activities		
Instructor Notes 	Handouts 	Page s
1) Vocabulary	1 handout	6, 7, 8
2) Language skills	1 handout	6, 9
3) Questions	2 handouts	6, 10, 11, 12
4) Writing	2 handouts	13 to 17
5) How do we define and measure literacy?	3 handouts	18 to 24
6) Education and employment	1 handout	25 to 31
7) WHMIS	3 handouts	32 to 41
8) Map skills	1 handout	42 to 44



**Text Learning Doesn't Stop Once You
Get the Job**

Issue # The Northern Edge

Learning doesn't stop once you get the job you want.

In 1991 diamonds were first discovered in the Northwest Territories. In 1996 both the Canadian and the Northwest Territories governments approved the diamond mine project.

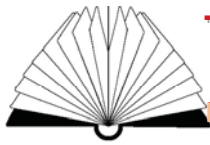
Construction of the Ekati Diamond Mine began in 1997 and the mine opened officially in 1998. Since then over \$1 billion US dollars of rough diamonds have been produced and sold.

The Ekati diamond mine is located approximately 300 kilometres northeast of Yellowknife and 100 kilometres north of the treeline in an area of continuous permafrost.

Access to the Ekati diamond mine is by air only, except during a three-month period in winter when a 400-kilometre ice road allows for the trucking of bulk supplies to the site.

A worker at the mine, Patrick Wedawin, wrote this excellent story to explain his work and how he sees the relationship between literacy and work.

We have Patrick's story in two languages. Click on either the Dogrib or the English button now.



Patrick Wedawin's story

Before I started my employment with BHP Billiton Diamonds in 1998, I had a previous experience operating heavy equipment. At the Mine Operations at Ekati, I first operated the D10 dozer, then a grader and front-end loaders. When I was able to load trucks smoothly, I moved up to the shovel.

The Demag is very scary at first because it has a lot of blind spots. It is difficult to learn and a big responsibility. This piece of equipment costs \$12 million. We try to reach a certain tonnage per day. I can't do it alone on the shovel, so I need to work as a part of the team with haul truck drivers.

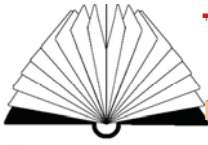
Learning doesn't stop when you get to the Demag. I'm now learning more about different digging styles and good scaling techniques and how to keep trucks moving fast.

I am a fast learner on the job, but reading and writing is still difficult because my family was always in the bush when I was young. While on site, I upgraded my skills with the Workplace Learning Program so that I can learn more about the Demag and write my reports for coaching.

Many equipment operators are starting out at entry-level jobs and do not have strong reading and writing skills. Without a lot of prior experience, this can make a new job stressful. It is important to provide people with the training they need.

In Mine Operations, we have Heavy Equipment Trainers and Job Coaches. Together, we support employees throughout their work.

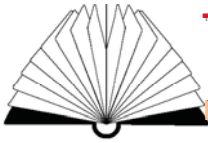
I coach my co-workers on the dozer, grader, and front-end loader.



When co-workers have difficulties doing a new job, I help them out. I first show them and they watch, then I show them how to work with all the other equipment around them. When they operate, I give them tips.

As a coach, I have to be respectful and professional – I learned that in the Train-the-Trainer course. I enjoy being a coach because it is good to speak in our own language. When our people are new at Ekati, it helps to explain difficult concepts in our own language.

As part of the Workplace Learning Program, I presented at the national conference in Calgary. We talked about essential skills development on the job and what we are doing here at Ekati. Many businesses were very interested in what we do. Presenting at a conference was good experience for me.



Vocabulary Learning Activity 1

One handout

Learners put words in alphabetical order and look up the best meaning and write the meaning down.



Language skills Learning Activity 2

One handout

Learners read ten sentences and decide if each is true or false.



Questions Learning Activity 3

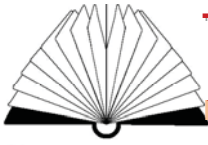
Two handouts

3-1: Story questions

Learners answer questions about the story with sentences.

3-2: Journal writing

Learners use questions to guide their journal writing.



Vocabulary Learning Activity 1

Use a dictionary and write down the best meaning for these words.

Site _____

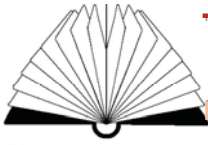
Concepts _____

Access _____

Tips _____

Relationship _____

Bulk _____



Techniques _____

Prior _____

Put the eight words from the story in alphabetical order.

site

concepts

access

tips

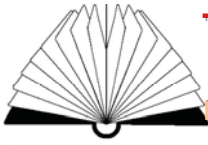
relationship

bulk

techniques

prior

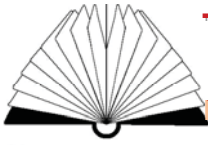
Alphabetical order	
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	



**Language skills
Learning Activity 2**

Read each sentence and decide if it is true or false. Write T for true or F for false in the blank at the beginning of the sentence.

- 1) ____ The diamond mines are located south of Yellowknife.
- 2) ____ The Demag is scary to operate at first because there are a lot of 'blind spots'. Blind spots means the size of the Demag makes it difficult to see what you are doing.
- 3) ____ You work alone when you work on the Demag.
- 4) ____ A person who is inexperienced in a field of work is called an 'entry-level worker'.
- 5) ____ Upgrading your academic skills is not important when you are working in an entry level job.
- 6) ____ Teaching workers how to operate heavy equipment in their Aboriginal language helps them to learn the job.
- 7) ____ Workers do not need to take advantage of upgrading programs offered at the mines.
- 8) ____ The treeline is a line of trees located about 200 miles north of Yellowknife.
- 9) ____ Learning how to operate heavy equipment is an easy job.
- 10) ____ People who start off in entry-level jobs can eventually become trainers and coaches at the mine.



Questions Learning Activity 3

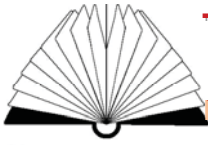
3-1: Story questions

Use a sentence to answer the following eight questions. Begin with a capital letter and end with the correct punctuation.

- 1) What is an ice road? Who uses the ice road?

- 2) What three pieces of equipment did Patrick use when he started at the BHP mine?

- 3) Why was reading and writing difficult for Patrick?



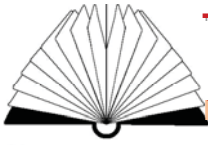
4) Why did Patrick upgrade his reading and writing skills?

5) In what two ways does Patrick help the new workers learn their job?

6) Why is it important to continue learning throughout your life?

7) What is the relationship between literacy and work?

8) What do you think you need to learn in school to prepare you for the work world?

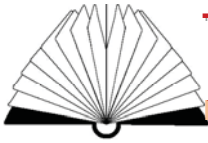


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ In what ways do you relate to this story?
- ✓ What new information did you find out that you did not know before?
- ✓ Have you had experience working at the mines? If yes, describe your experience. If no, what do you imagine it would be like?
- ✓ Are you interested in working at the mines? Why or why not?



Writing Learning Activity 4

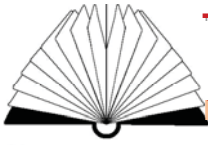
Two handouts

4-1: Heavy-duty equipment

Learners research heavy-duty equipment and do a project such as a model, a poster, or a booklet about the machine. Ask learners to present their findings to the class. Make a display of the different projects learners did.

4-2: Similes

Learners use the word 'as' to compare how two things are alike.



Writing Learning Activity 4

4-1: Heavy-duty equipment

Do research and learn about a D10 dozer, grader, front-end loader, Demag shovel, or other piece of heavy equipment people use in the mining industry.

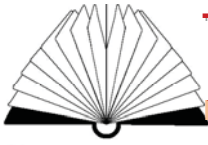
Use your information and do one of these projects, or think up your own project.

- ✓ Make a poster or booklet with pictures.
- ✓ Describe what these machines do.
- ✓ Use household materials such as toothpicks, wood, lego, plasticine, playdough, papier mache, nails, etc. to make a model of a machine.

Present your project to the class.

Exhibit your project in a student showcase in the school.

If you had the chance, what machine would you like to operate?
Why?

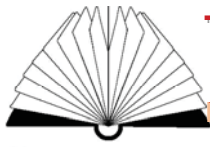


Did you know

To take the Heavy Equipment Operator Program at Aurora College in Fort Smith, NWT you must:

- ✓ Be 18 years or older
- ✓ Have a grade 9 level of reading, writing, and math or Adult Basic Education 130
- ✓ Pass a driver's medical exam
- ✓ Have a Class V driver's licence

The course takes 18 weeks to complete.



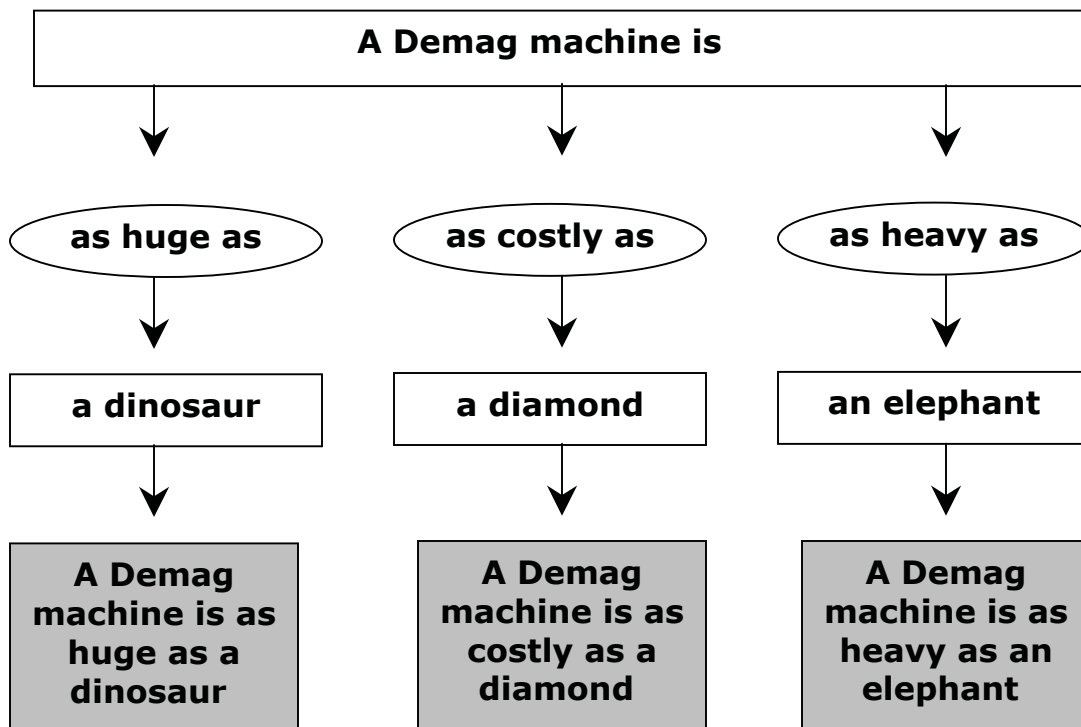
Writing Learning Activity 4

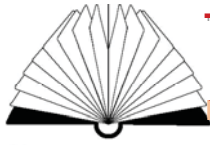
4-2: Similes

A simile uses the word 'as' to compare two things. For example:

- ✓ The ice is as clear as glass.
- ✓ The night is as black as ink.

Look at the example about the Demag machine. We know a Demag machine is huge, heavy, and costly. We know a dinosaur is huge, a diamond is costly, and an elephant is heavy. So we can use them to compare with a Demag machine.

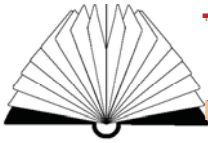




Use the example about a Demag machine to think of similes for a diamond.

- ✓ Think of three things you know about diamonds. Write them in the blank 'as _____ as' in the three ovals below.
- ✓ For each of the three things, think of one other thing that's also like that. Write the name of that thing in the box below the oval.
- ✓ Write a sentence with the simile in the shaded box at the bottom.

A diamond is		
as _____ as	as _____ as	as _____ as
A diamond is as	A diamond is as	A diamond is as



How do we define and measure literacy

Learning Activity 5

Three handouts

Each handout has information about the topic and questions for class discussion.

Give learners copies of the fact sheets and/or put the information and questions on flipchart pages.

5-1: Multiple literacies

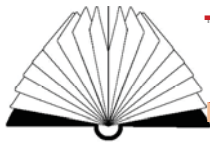
Learners explore the idea that literacy is much more than reading and writing.

5-2: Levels of schooling in the NWT

Learners explore tables and graphs about different levels of schooling in the NWT.

5-3: International Adult Literacy and Skills Survey (IALSS)

Learners explore a new way to measure and compare literacy skills.



How do we define and measure literacy

Learning Activity 5

5-1: Multiple literacies

Multiple literacies recognize there are many different kinds of literacy.

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

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

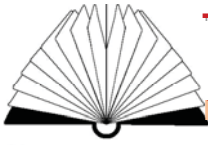
In the past people thought literacy was just reading and writing. Today we know that literacy is much more complex.

Use the six words below to write a short sentence about the ways that Aboriginal people use literacy skills from their traditional culture.

✓ Watch – the sky for a change in the weather.

✓ Listen - _____

✓ Count - _____



- ✓ Sing - _____

- ✓ Speak - _____

- ✓ Solve problems - _____

Name two of your multiple literacy skills:

Discussion questions

- i) What is culture?
- ii) What traditions do you value?
- iii) What languages do people speak in your community?
- iv) What kinds of literacies do Aboriginal and/or non-Aboriginal people need to thrive in today's world?



How do we define and measure literacy

Learning Activity 5

5-2: Levels of schooling in the NWT

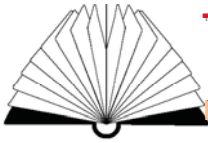
Right now we use levels of schooling to measure literacy rates in the NWT because we have no other tool. But levels of schooling don't truly measure peoples' literacy skills.

Levels of schooling measure what grade people completed in the education system. But they don't measure how well people read, write, solve problems, or use other literacy skills.

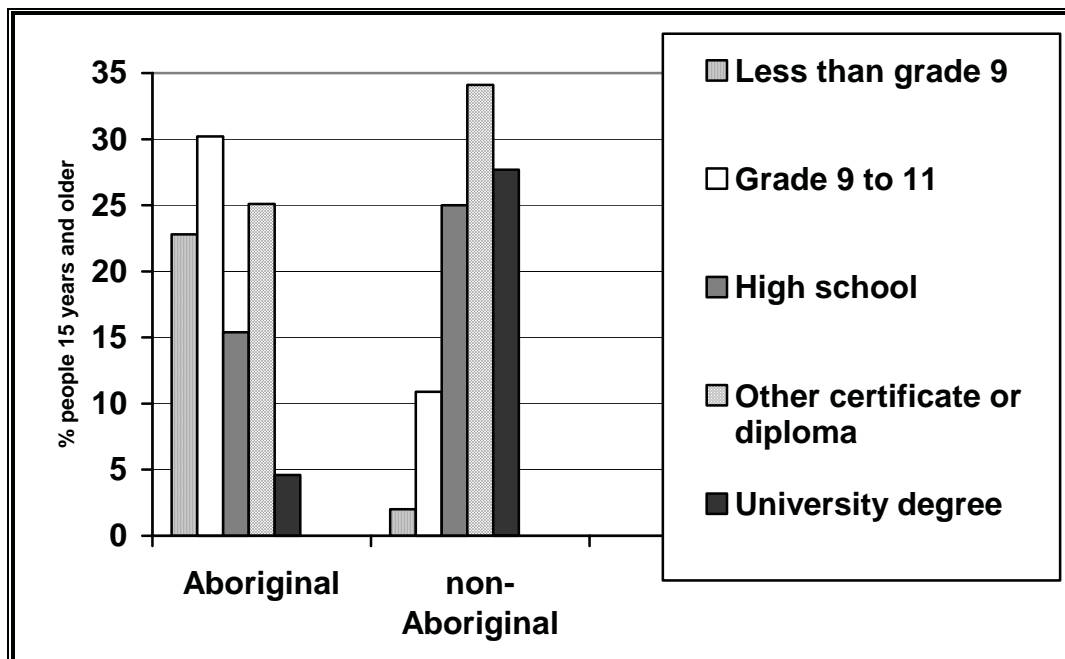
The table and chart on the next page show the highest levels of schooling for Aboriginal people and non-Aboriginal people 15 years and older in the NWT. The information comes from the 2005 NWT Socio-Economic Scan, for 2004.

Discussion questions

- i) Look at the table and the chart. Compare the percent of Aboriginal people and non-Aboriginal people at each level of schooling.
- ii) Why do you think that levels of schooling are like this in the NWT?
- iii) Do you agree that levels of schooling are not a very good way to measure literacy skills? Why or why not?
- iv) What exactly do we learn when we look at levels of schooling?



	Aboriginal people	Non Aboriginal people
Less than grade 9	22.8%	2%
Grade 9 to 11	30.2%	10.9%
High school	15.4%	25%
Other certificate or diploma	25.1%	34.1%
University degree	4.6%	27.7%





How do we define and measure literacy

Learning Activity 5

5-3: International Adult Literacy and Skills Survey (IALSS)

We now have a new tool to help us measure and understand literacy in the NWT. It's called the International Adult Literacy and Skills Survey or IALSS. IALSS compares literacy skills across nations, provinces, and territories.

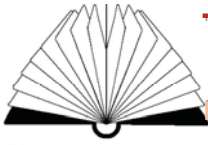
The NWT participated in the IALSS for the first time in 2003. Look for the results of this survey on the NWT Literacy Council website www.nwt.literacy.ca in November, 2005.

IALSS defines literacy as the ability of adults to use written information to function in society, to achieve their goals, and to develop their knowledge.

IALSS identifies and measures four types of literacy in Canada.

- i) **Prose literacy:** The ability to understand and use information from newspapers, magazine articles, or fiction.
- ii) **Document literacy:** The ability to find and use information from documents such as maps or tables.
- iii) **Numeracy:** The ability to write and calculate numbers such as balancing a chequebook.
- iv) **Problem solving:** The ability to clarify a problem and develop and apply appropriate solutions.

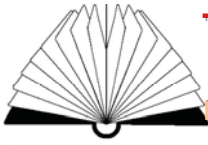
The survey also shows a link between literacy skills and health.



Stats Canada also has information about the IALSS at
www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=IMDB&dbg=f&adm=8&dis=2

Discussion questions

- i) Go to the NWT Literacy Council website www.nwt.literacy.ca and find the NWT results for the IALSS survey.
- ii) What does the information from the IALSS tell us about literacy skills in the NWT?
- i) How does the NWT compare with other parts of Canada or with the Canadian average?
- ii) Do you think the IALSS is a useful way to measure and understand literacy skills? Why or why not?



Education and employment Learning Activity 6

One handout

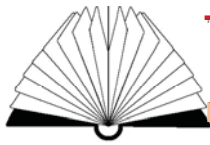
Learners explore three sets of tables and graphs about the relationships between formal education and levels of employment.

First set: relationship between education level, employment rate, and average earnings.

Second set: relationship between level of schooling, employment rate, and unemployment rate.

Third set: relationship between the percent of people at each level of schooling for the whole NWT and the employment rate for each.

The handout includes questions for each set of tables and graphs, and some general discussion questions.



Education and employment Learning Activity 6

In Canada people with a good education are more likely to:

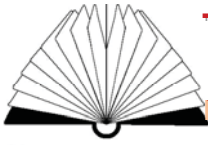
- ✓ Have a job
- ✓ Earn good money
- ✓ Have opportunities to advance in their job
- ✓ Have fewer injuries on the job

The labour market now demands people have higher levels of skills than in the past. People need strong literacy skills for job-related training. Some employers and unions offer workplace literacy programs to help their employees increase their literacy skills.

This handout has three sets of tables and charts that explore some of the relationships between education and employment.

Look at each set of tables and charts and answer the questions for each. The questions are on the next page. The three sets of tables and charts follow the questions.

After you answer the questions about the tables and charts, go to the end of the handout and use those questions to have a class discussion.



Questions about the tables and charts

First set:

- i) What does 'employment rate' and 'unemployment rate' mean?
- ii) What does 'average earnings' mean?
- iii) What level of schooling has the highest and the lowest average earnings?

Second set:

- iv) What level of schooling has the highest and the lowest employment rate?
- v) What level of schooling has the highest and the lowest unemployment rate?

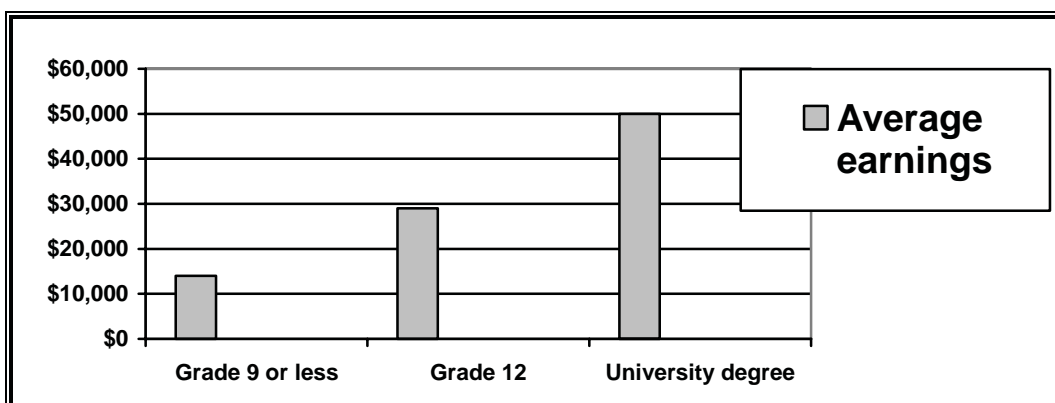
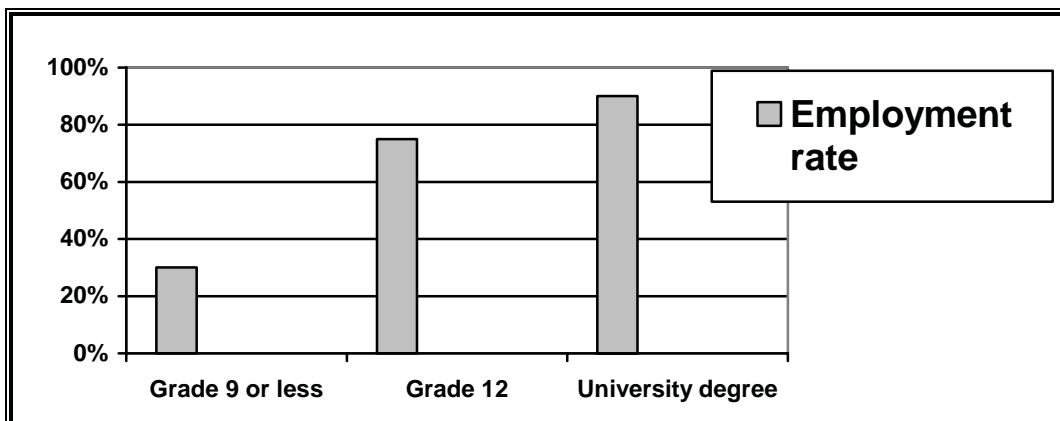
Third set:

- vi) What percent of people don't have a high school diploma?
- vii) What is the employment rate for people who don't have a high school diploma?



First set: This table and two charts show the relationship between level of education, employment rate, and average earnings. The information comes from the NWT 2001 census.

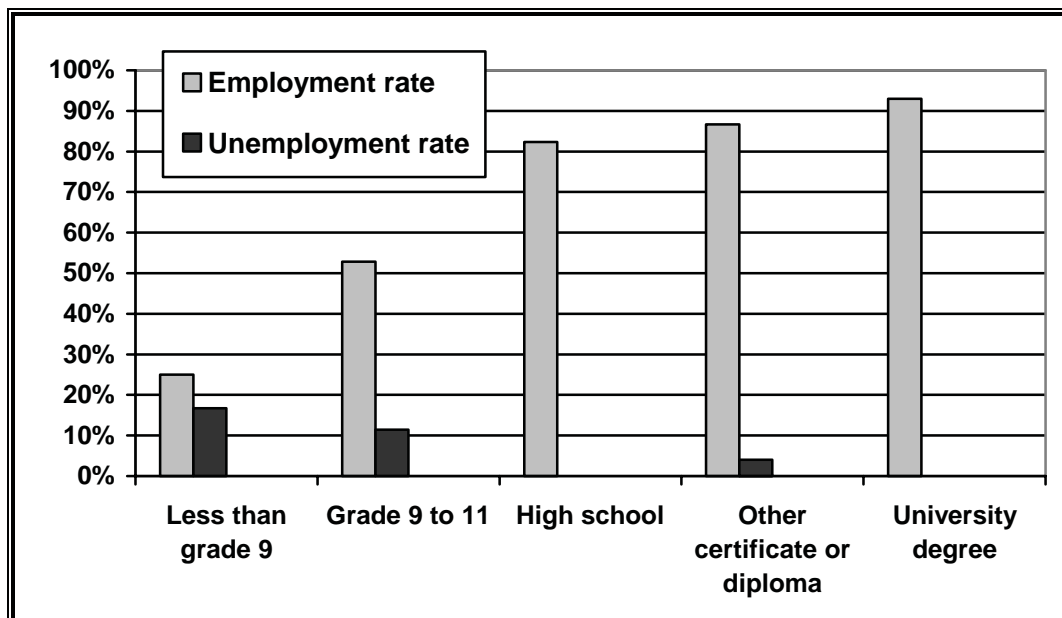
Education level	Employment rate	Average earnings
Grade 9 or less	30%	\$14,000.00
Grade 12	75%	\$29,000.00
University Degree	90%	\$50,000.00





Second set: This table and chart show the level of schooling, employment rate, and unemployment rate. The information comes from the NWT Annual Labour Force Activity 2002.

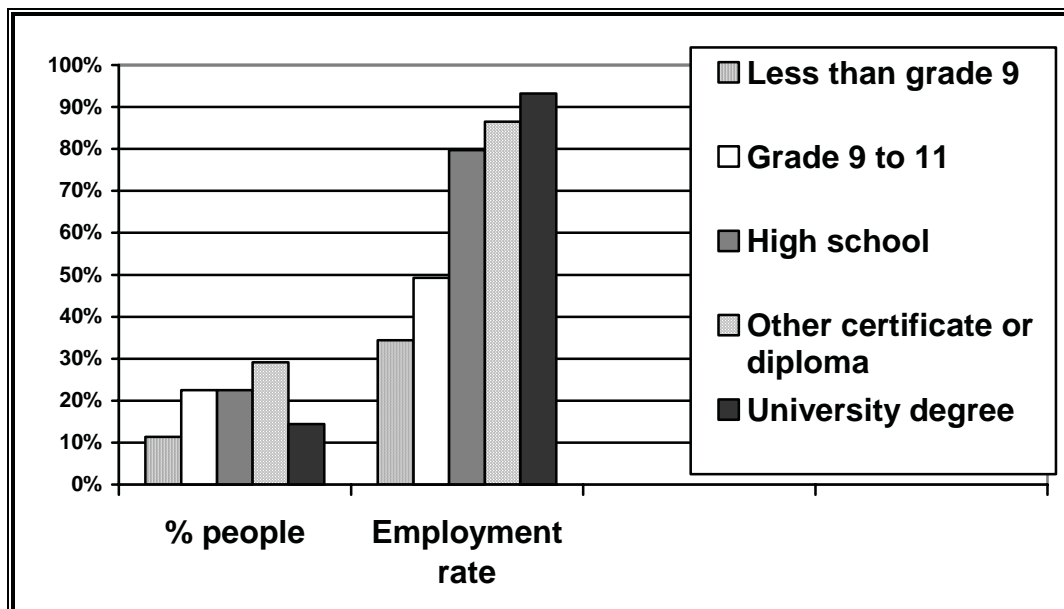
Level of schooling	Employment rate	unemployment rate
Less than Grade 9	25%	16.7%
Grade 9 to 11	52.8%	11.4%
High school	82.3%	0
Other certificate or diploma	86.7%	4%
University degree	93%	0

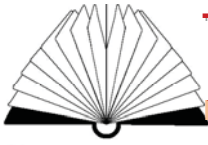




Third set: This table and chart show the percent of people at each level of schooling for the whole NWT and the employment rate. The information comes from the 2005 NWT Socio-Economic Scan for 2004.

Level of schooling	people	E m p l o y m e n t r a t e
Less than grade 9	11.4%	34.3%
Grade 9 to 11	22.5%	49.3%
High school	22.5%	79.7%
Other certificate or diploma	29.1%	86.5%
University degree	14.4%	93.2%





Discussion uestions

- i) Do you agree that people need a good education to get a good job? Why or why not?
- ii) What do you think is the best way to encourage young people to get their high school diploma?
- iii) Think of a job you've had in the past. What kind of workplace literacy programs should that kind of employer offer their workers?



Workplace Hazardous Materials Information System (WHMIS) Learning Activity 7

Three handouts

7-1: Introduction to Workplace Safety: Safety and the Young Worker

Learners explore information about workplace safety related to young people.

7-2: Introduction to WHMIS

This handout tells learners what WHMIS is and why we have it.

7-3: WHMIS Symbols

This handout shows learners the eight WHMIS symbols and what they mean. They explore what household products may include hazardous materials.

The three handouts use information from the WHMIS student manual from the Workers' Compensation Board (WCB). All handouts include a short quiz.

People need to take WHMIS and First Aid courses for many jobs in the NWT, especially jobs in the mining industry. The WCB offers courses in many communities.

People can also do a self-study course with CD and video. Contact the WCB for more information. See 'Resources' at the end of this section.



Workplace Hazardous Materials Information System (WHMIS) Learning Activity 7

7-1: Introduction to Workplace Safety: Safety and the Young Worker

Workplace Safety: Safety and the Young Worker

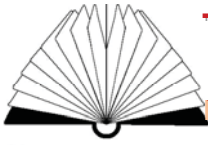
This program aims to increase young workers' knowledge of safety and health issues in the workplace.

Why do we need a Workplace Safety Program?

Many serious workplace accidents involve young workers – people less than 25 years old. Some young workers have been injured or killed during their first few days at a new job.

“A summer student was killed during his first week of work at a warehouse. He was helping to move 20-foot long pipes with a forklift truck. The pipes were not safely set in place and the whole load became unbalanced and fell on the student. He was crushed to death.”

People need to learn many things to work safely at any job. The Workplace Safety Program develops skills to recognize and avoid hazards.



**Look for answers to these questions as you read
underline or highlight the answers**

- ✓ What is the definition of young worker?
- ✓ What is the definition of safety?
- ✓ What is another word for danger or risk?
- ✓ What is the leading cause of workplace deaths for young workers?

In Canada research shows that the leading causes of death for young people at work are electrocutions and injuries involving machines. Many of these deaths could have been avoided if the employer had given the young worker training on how to work safely. It is the employer's responsibility to train workers.

Look at the chart on the next page. It shows the number of injuries to young workers of different ages in the NWT and Nunavut, over a recent three-year period.

Study the chart and answer the questions in the Quick Quiz on the next page.

**All Injuries to Young Workers for a Three-Year Period,
Northwest Territories and Nunavut**

Age	Year 1	Year 2	Year 3	Total	Average
15	12	6	8	26	8.7
16	11	25	18	54	18
17	12	27	18	57	19
18	36	48	39	123	41
19	50	78	51	179	59.7
20	60	69	63	192	64
21	77	76	79	232	77.3
22	88	101	70	259	86.3
23	108	90	84	282	94
24	120	86	100	306	102
Total	574	606	530	1,710	570

Quick Quiz Circle the right answer

- 1) How many 18 year olds were injured in Year 1?
a) 17 b) 48 c) 36 d) 39
- 2) What was the average number of injuries for 18 year olds over the three-year period?
a) 36 b) 48 c) 39 d) 41
- 3) What is the main reason why 15 to 17 years olds seem to have less workplace injuries?
a) This group is known to be very safety conscious.
b) There are fewer workers in this age group in the workforce.
c) Older workers tend to forget about work site dangers.



WHMIS Learning Activity 7

7-2: Introduction to WHMIS

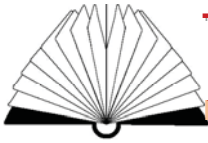
WHMIS stands for Workplace Hazardous Materials Information System.

WHMIS is a Canada-wide information system set up to protect all Canadian workers and employers.

A **hazardous material** is any substance that can cause illness, disease, injury, or death to unprotected people. Sometimes hazardous materials are called hazardous products, controlled products, or dangerous goods.

Everybody has the right to know about WHMIS.

- ✓ Employers and workers get information about hazardous materials they work with on the job.
- ✓ Workers get necessary information to help protect their health and safety on the job.
- ✓ The NWT and Nunavut made WHMIS the law in 1989.
- ✓ Employers, suppliers, and workers use the WHMIS to identify and safely handle hazardous materials.
- ✓ WHMIS is based on a Canadian law that states 'everybody has a right to know'.
- ✓ WHMIS makes people aware of dangerous workplace chemicals or situations.











Quick Quiz Check True or False	True	False
1) WHMIS is an information system set up in Canada to protect some Canadians.		
2) WHMIS applies only to the workers in the workplace.		
3) We need to be informed of dangerous situations that can occur in the workplace.		
4) Everyone has the right to know about hazards in the workplace.		











WHMIS Learning Activity 7

7-3: WHMIS symbols

WHMIS has eight symbols for hazardous materials.









Symbol Class	
	Class A Compressed gas
	Class 2 Flammable materials
	Class 3 Oxidizing materials
	Class 1 Poisonous materials
	Class Other toxic materials
	Class Biohazardous infectious materials
	Class E Corrosive materials
	Class Dangerously reactive materials



Symbol	Meaning	Examples
 Class A	Compressed gas: Can explode and take off like a rocket.	Oxygen, propane, aerosol cans
 Class B	Flammable and combustible materials: Can suddenly burst into flame	Gasoline, heating fuel
 Class C	Oxidizing materials: Give off oxygen that could help other materials burn.	Bleach, ammonium nitrate
 Class D 1	Poisons: Cause acute, serious toxic effects.	Cyanide, chlorine, hydrogen sulphide
 Class D 2	Other toxic materials: Cause slow poisoning and long-term illness.	Asbestos fibres, silica, PCBs, vapours from solvents
 Class D 3	Biohazardous materials: Cause infection from a virus or bacteria.	HIV, hepatitis, anthrax
 Class E	Corrosive materials: Can seriously harm your eyes and burn your skin.	Car battery acid, lime
 Class F	Dangerously reactive materials: Can burn or explode if handled wrongly.	Nitroglycerine, picric acid



















You often see these symbols on the labels of products you use around your home. Collect home products that have WHMIS hazard symbols on the label. Make a list of home products for each symbol and discuss why each is hazardous.

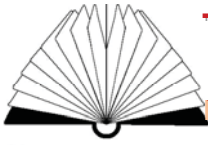
Symbol	Examples of home products with this label
	
	
	
	
	
	
	
	



Review WHMIS Symbols

Match the name of the hazard to the WHMIS symbol. Draw a line from the words to the correct symbol.

Biohazardous infectious		
Poisonous		
Other toxic materials		
Flammable and combustible		
Oxidizing		
Corrosive		
Dangerously reactive		
Compressed gas		



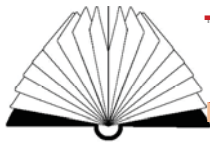
Map skills Learning Activity 8

One handout

Ask learners to mark diamond mines, other development, and points of interest on a map. Brainstorm a list of things to mark on the map. For example:

- ✓ Ekati Diamond Mine
- ✓ Diavik Diamond Mine
- ✓ Snap Lake Diamond Mine
- ✓ Ice roads
- ✓ Communities
- ✓ Other points of interest?

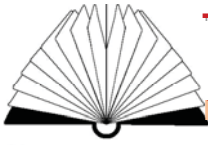
Learners do research about available jobs in the mining industry. They think about what job they might like to do, why they'd like the job, and where and how to get training for the job.



**Map skills
Learning Activity 8**

Mark diamond mines, communities, other development, and points of interest on the map.





Do research about what different jobs people do in the mining industry. Think about one job you might like to do.

- ✓ Why do you think you'd like to do this job?

- ✓ Where do people get training for this type of work?

- ✓ What qualifications do people need to take the training?



Resources

- ✓ **Website: Discovering the Northwest Territories Through the Five Themes of Geography**

Students work on-line. The website provides worksheets.

http://atlas.gc.ca/site/english/learningresources/lesson_plans/elementary_school/nwt_es_student_worksheet.html

- ✓ **Jobs in Mining**

One of a collection of booklets about different jobs. Go to this website and click on 'Career Resources'

<http://www.ece.gov.nt.ca/Divisions/CollegeCareerDevelopment/index.htm>

- ✓ **Worker's Compensation Board**

Box 8888, Yellowknife, NWT X1A 2R3

Phone: toll free 1-800-661-0792 and 920-3888 in Yellowknife

Fax: toll free 1-866-277-3677 and 873-4596 in Yellowknife

Website: www.wcb.nt.ca

Email: Yellowknife@wcb.nt.ca

Resources for employers and workers, including these videos:

Safety and the Young Worker

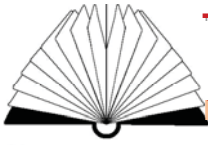
Introduces learners to the importance of workplace safety.

It didn't have to happen and Silly Little Risks: Talking to Teens

Raise awareness about health and safety hazards.

Steering Clear of Hazardous Materials

Part 2 - a quick review of WHMIS symbols and a look at consumer warning labels.



✓ **NWT Bureau of Statistics**

Go to their website at www.stats.gov.nt.ca and look for information about education, employment, housing, demographics, etc.

We used information from this website for many of the tables and charts in Learning Activity 5.

The Northern Edge

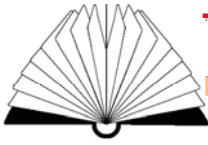
Study Guide

Consumer Math

Consumer math



36 equal payments



Consumer Math

Introduction

This story is from **Issue #3 of The Northern Edge**. The on-line story tells how Jim looks at different ways he might buy a skidoo – cash, monthly payments to the Northern store, or a bank loan.

There are three on-line quizzes – one to calculate GST, one to calculate monthly payments, and one to calculate the difference in total cost between paying cash and making payments over three years.

This story offers an opportunity for learners to explore things such as writing cheques, keeping a budget, and buying over time.

This section first presents a list of 10 learning activities and the written text for the story. 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 for the story.





This symbol marks instructor notes.

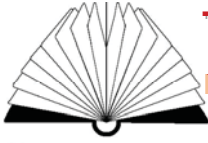


This symbol marks handouts to copy for learners.





Consumer Math List of Learning Activities		
Instructor Notes 	Handouts 	Page s
1) Vocabulary	1 handout	7, 8
2) Language skills	1 handout	7, 9
3) Questions	2 handouts	10 to 12
4) Writing	2 handouts	13 to 18
5) Calculate the GST	1 handout	19, 20
6) Buying over time	1 handout	19, 21, 22
7) Cash or buying over time	1 handout	19, 23
8) Letter of complaint	1 handout	24 to 26
9) Paying a mortgage	1 handout	24, 27, 28
10) A household budget	1 handout	29 to 37



Text Consumer Math

Issue # The Northern Edge

Scene 1

Jim: Hey Ken, I'm thinking of getting a skidoo.

Ken: Yea Jimmy. What kind?

Jim: A Skandic 550.

Ken: Sounds good. How much is it?

Jim: A lot more than I've got. It's \$10,999 plus GST and shipping.

Ken: So what are you going to do?

Jim: I've heard you can pay by the month at the Northern.

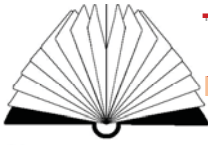
Ken: I've heard about that too. Hey let's search for the Northern Store on the internet.

Jim: Now let's see if we can find the skidoo I want.

Ken: We're in internet explorer. Let's search for the Northern Store.

Jim: There it is.

Ken: Click on the selections catalogue. Now click on shop online. Great. Scroll down to snow sleds. Click on the underlined text.



Jim: Great it says I can pay \$460.00 a month for 36 months. I think I can afford that.

Ken: How much is that altogether?

Jim: How would I figure that out?

Ken: Multiply \$460 a month and then add seven per cent GST and add in the \$49.99 administration fee and you are sledding.

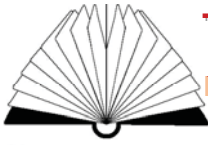
Scene 2

Let's review those numbers on a calculator.

If Jim chooses the Equal Payment Plan at the Northern Store, he would have to pay \$460 a month for 36 months. \$460 times 36 equals \$16,560 dollars.

Next calculate the GST by taking the price of the snowmobile \$10,999 and multiply it by 7% or point zero seven (.07). The GST is \$769.93. The administration fee is \$49.99. Adding these three numbers we get a total of \$17,379.92. That's a lot more than if Jim paid cash. Let Jim tell it.

Jim: Wow. That comes to \$17,379 instead of \$12,099. That means I have to pay \$5,280.00 extra if I pay by the month. Paying an extra five thousand dollars is a lot. There must be a better way. Let's do some research.



Scene 3

Jim and Ken did some research and they found out that you can possibly save a lot of money. Let's build a chart to help us understand.

If you have the money already saved you could pay cash. In this case, the skidoo costs \$10,999. Shipping is \$330. The GST is \$769.93

Adding these costs we get the total cost of \$12,098.93. You're paying cash so there are no monthly payments and because you're not borrowing any money there are no interest rates.

This is the cheapest way to buy the skidoo but most of us don't have that much money saved.

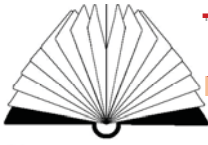
So we have to look at other ways to buy it.

At the Northern Store, you can pay for the machine every month for two or three years. Let's look at the three year or 36 month plan. You would pay \$460 dollars a month for 36 months. This is \$16,560.

You must pay the GST which is \$769.93 and an administration fee of \$49.99 up front when you buy the machine.

When you add these costs up your total cost is \$17,379.92. You can see that the total cost of the machine is a lot more when you pay by the month - \$5,280 more. Your monthly payment will be \$460 and the interest rate at the Northern Store is 28%.

Click on PLAY to see what a bank loan would look like.



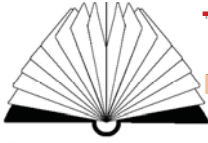
The best way to buy the skidoo over time is to get a bank loan. You will pay interest at a rate of 9.5% at the time this file was made. Interest rates do change over time.

At this rate if you pay over 36 months you will pay \$387.52 per month. This includes the GST and the shipping charges. The total cost after 36 months is \$13,950.72. This is over \$3,000 less than you would pay if you bought it at the Northern Store.

In order to get a loan at a bank you have to have a credit rating. If you are thinking of buying something in the future you might want to go to your bank now and find out how you can establish a good credit rating.

You don't need to have an account with the bank but you do need to have a credit rating.

The last thing to consider before moving on to the Learning Activities is the option of saving some money for a down payment. If we look at the bank option we can see that if you were to save and then pay \$3,000 down on the skidoo, that would reduce your monthly payments by almost \$100 a month. This would certainly make it easier to pay off and it's an option you should seriously consider.



Vocabulary Learning Activity 1

One handout

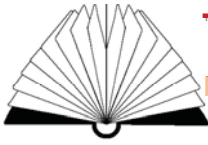
Learners match words from one list with meanings in a second list.



Language skills Learning Activity 2

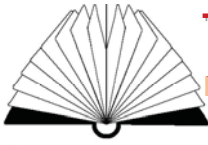
One handout

Learners do a word search to find nine words in a table of scrambled letters. Remind learners that words may occur forwards, backwards, up, down, or diagonally.

**Vocabulary
Learning Activity 1**

Match the following words and meanings. Write the number of the word beside the correct meaning.

1) shipping	_____ A sum of money people borrow and pay back, sometimes with interest.
2) downpayment	_____ Extra money people pay when they borrow money.
3) loan	_____ A tax we pay for goods and services.
4) interest	_____ Money people pay to a business when they provide a service.
5) cash	_____ Cash people pay as part of the full cost of something.
6) credit rating	_____ A way to use arithmetic to figure things.
7) administration fee	_____ A person's ability to repay a debt, based on their past performance.
8) calculate	_____ A cost people sometimes pay to transport goods to where they live.
9) GST	_____ Money people use to fully pay for something when they buy it.



Language skills Learning Activity 2

Word Search: Find these nine words in the table below.

shipping consumer loan interest rate GST
calculate administration fee credit rating

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



Questions Learning Activity 3

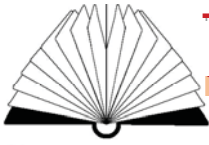
Two handouts

3-1: Events are linked by time

Learners identify the scrambled events from the story. They number the events in the order they happened.

3-2: Journal writing

Learners use questions to guide their journal writing.



Questions Learning Activity 3

3-1: Events are linked by time

What is the first event that happened in the story?

- ✓ Jim is thinking about getting a skidoo.

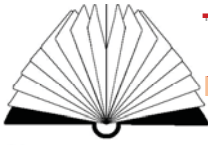
What is the final outcome?

- ✓ Another option is to save up and make a down payment

Here's a list of things that happened in the story, but they are mixed up.

- 1) Jim wants to buy a skidoo.
- 2) Jim and Ken compare prices: pay by cash, take out a bank loan, or purchase from the Northern.
- 3) Jim thinks he cannot afford to buy the skidoo.
- 4) Jim calculates he would have to pay \$5,280 more if he buys from the Northern Store over three years.
- 5) The best way to pay over time is to get a bank loan.
- 6) They search on the internet for prices from the Northern Store.
- 7) Another option is to save up and make a down payment.

Rewrite the sentences and put them in the order they happened in the story.

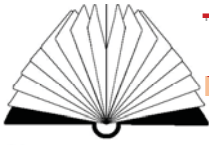


Questions Learning Activity 3

3-4: Journal writing

Use these questions to guide your journal writing.

- ✓ In what ways do you relate to this story?
- ✓ Did you ever buy something 'over time' or do you know someone else who has? Describe the experience.
- ✓ When you shop for groceries do you buy things that are on sale? Why or why not? Do you follow a menu? Do you think it's a good idea to follow a menu? Why or why not?
- ✓ Do you keep a monthly budget? Why or why not? Do you think it is a good idea to know where you are spending your money?



Writing Learning Activity 4

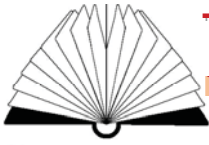
Two handouts

4-1: Writing large numbers

Learners practice writing words for 3-digit, 4-digit, 5-digit, 6-digit, and 7-digit numbers.

4-2: Writing cheques

Learners go through a step-by-step process and practice writing cheques.

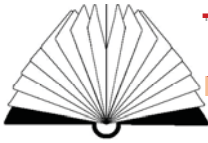


Writing Learning Activity 4

4-1: Writing large numbers

Write the following numbers in words.

745	
12,002	
44,567	
5,890	
184,060	
8,307,990	



Writing Learning Activity 4

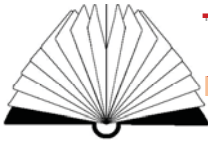
4-2: Writing cheques

Each cheque has this information:

- ✓ Date
- ✓ The name of the person or business who gets paid on the line
'Pay to the order of _____'
- ✓ The amount of money, in numbers and in words
- ✓ The signature of the person who is paying
- ✓ A number in the top right corner to help people keep track
- ✓ The name, address, and phone number of the person who is paying in the left top corner.

Here is an example of a blank cheque.

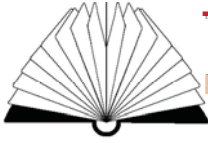
<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>	No. 543
Date _____	
Pay to the order of _____ \$ _____	
_____/100 dollars	
Bank of the North Lynx River Branch Lynx River, NT IOU OGO	
Memo _____	



Here is the same cheque filled out.

- i) The date is June 10, 2005
- ii) The person who gets paid is the Northern
- iii) The amount of money is \$135.77
- iv) The person who is paying is Mary Tindi
- v) Mary notes she used cheque #544 to pay her June bill at the Northern
- vi) Mary's name, address, and phone number are printed in the top left corner of her cheque.

<u>Mary Tindi</u> <u>Box 507, 999-1234</u> <u>Lynx River, NT IOU OGO</u>	No. 544
Date <u>June 30, 2005</u>	
Pay to the order of <u>Northern Store</u> \$ <u>135.77</u>	
<u>One hundred and thirty-five dollars ----- 77 /100 dollars</u>	
Bank of the North Lynx River Branch Lynx River, NT IOU OGO	
Memo <u>June bill at the Northern</u>	<u>Mary Tindi</u>



Now use this information to fill out a cheque.

- i) The date is March 30, 2005
- ii) The person or business who gets paid is Shell Canada
- iii) The amount of money is \$450.00
- iv) The person who is paying is Dave Hunter. Make up an address and phone number in Lynx River for Dave.
- v) Make a note under 'Memo' about what the cheque is for.

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Date	
Pay to the order of \$ 	
 /100 dollars	
Bank of the North Lynx River Branch Lynx River, NT IOU OGO	
Memo 	

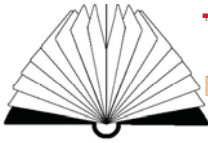


Here are two more cheques to fill out.

- i) Make up a name and address for someone who pays \$198.45 on April 8, 2005 to NorthwesTel for the phone.
- ii) Make up a name and address for someone who pays \$298.74 on Dec. 30, 2005 to the ABC Insurance Company for car insurance.

<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>	No. 546
Date _____	
Pay to the order of _____ \$ _____	
_____/100 dollars	
Bank of the North Lynx River Branch Lynx River, NT IOU OGO	
Memo _____	

<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>	No. 547
Date _____	
Pay to the order of _____ \$ _____	
_____/100 dollars	
Bank of the North Lynx River Branch Lynx River, NT IOU OGO	
Memo _____	



Calculate the GST Learning Activity 5

One handout

Learners calculate the GST and total cost of items.



Buying over time Learning Activity 6

One handout

Learners calculate monthly payments for buying items over time.



Cash or buying over time Learning Activity 7

One handout

Learners calculate the difference between paying cash and buying over time.



Calculate the GST Learning Activity 5

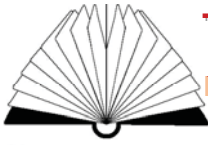
Canadians pay an extra 7% goods and services tax or GST on most things.

Example:

- ✓ A digital camera costs \$350.00
- ✓ The GST is $7\% \times \$350 = .07 \times \$350 = \$24.50$
- ✓ The total cost for the camera is $\$350.00 + \$24.50 = \$374.50$

Calculate the GST and the total cost with GST for the items in the table below.

Item Cost		GST	Total cost with GST
Digital camera	\$350.00	\$24.50	\$374.50
Laptop computer	\$1500.00		
Kicker	\$6500.00		
Washer and dryer	\$1700.00		
Truck	\$20,000.00		



Buying over time Learning Activity 6

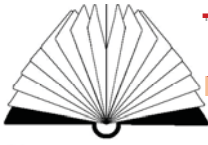
When people buy over time they make regular payments over a certain period of time to cover the cost of what they're buying. In the **Consumer Math** story, Jim thinks about making payments every month for three years to buy his skidoo.

Buying over time always costs more than paying cash. It costs more because people pay interest or finance charges. They may also pay other fees such as administrative or service fees.

People need to make sure they know ahead of time about all the fees when they buy things over time.

Here's the digital camera example. Let's say we want to buy it over six months. We find out that if we buy the camera over six months the total cost will be \$420.00. What is the monthly payment?

- i) **Total cost with GST and interest over six months:** \$420.00
- ii) **Cost per month for six months:** $\$420.00 \div 6 = \70.00



Calculate the monthly payment for each item in the table below.

Note the number of monthly payments is different for each item.

Item	Total cost over time	Number of monthly payments	Cost per month
Digital camera	\$420.00	6	\$70.00
Laptop computer	\$1880.00	8	
Kicker	\$8775.00	12	
Washer and dryer	\$2125.20	6	
Truck	\$28,080.00	24	

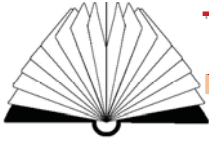
**Cash or buying over time
Learning Activity 7**

People pay less when they pay cash than when they buy things over time.

Look at the table below and calculate the difference between the total cash payment and the total payment to buy these items over time.

We did the first calculation for the digital camera.

Item	Cash	Buy over time	Difference
Digital camera	\$350.00	\$420.00	\$70.00
Laptop computer	\$1500.00	\$1880.00	
Kicker	\$6500.00	\$8775.00	
Washer and dryer	\$1700.00	\$2125.20	
Truck	\$20,000.00	\$28,080.00	



Letter of complaint Learning Activity 8

One handout

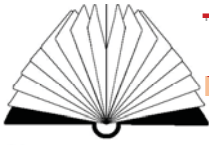
Learners read a sample letter of complaint and then write their own.



Paying a mortgage Learning Activity 9

One handout

Learners look at and compare monthly and bi-weekly mortgage payments.



Letter of complaint Learning Activity 8

Sometimes you get a bill and you know you don't owe the full amount. If this happens, calculate the amount you believe you owe, send the money, and include a letter to explain.

Letter writing hints:

- ✓ **Simple:** The main idea is stated simply in the first paragraph.
- ✓ **Complete:** Name the item, the model, and serial number. Explain what happened or what is wrong.
- ✓ **Date for action:** Say when you would expect people to take action about your complaint.
- ✓ **Tone:** Keep a positive, encouraging tone. Write like you expect people to cooperate. Avoid name-calling (crazy, stupid), overly polite phrases (very sorry to bother you, greatly appreciate), and slang (stuff, no way).

Here's an example. Martha Black's Sears bill included charges for garden supplies for three months. Martha never bought any garden supplies. Read Martha's letter on the next page.

After you read Martha's letter, think of a situation you've been in or make up a situation and write your own letter of complaint. Remember the writing hints above.



12 Robin Crescent
Hay River, NT
XOE OR8

March 21, 2005

Mr. R. Hood
Sears Account Department
5850 Kingsway,
Edmonton, AB
G1C 2A2

Dear Mr. Hood:

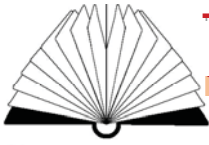
I have a problem with my Sears bill, account #4261B.

For three months Sears has charged me \$15.98 for garden supplies, plus service charges. I never bought or received any garden supplies.

Please remove this charge, plus the additional service charges, before the next billing. Thanks.

Yours truly,

Martha Black
Martha Black



Paying a mortgage Learning Activity 9

Most people don't have enough money to buy a house with cash. They use a mortgage to borrow money to buy a house.

People pay a certain amount of the total cost as cash. This is the down payment. They get a mortgage for the rest of the cost.

The down payment must be at least 5% of the total cost of the house. For example, a house costs \$150,000. At 5% the down payment is \$7500 and the mortgage is \$142,500.

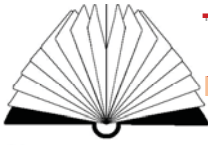
Interest – the money people pay to borrow the money. Interest rates vary a lot.

Principle – the cost of the house.

Fees – money people pay to lawyers and the real estate agent.

When people make mortgage payments, they pay both the interest and the principle.

People usually pay a mortgage over many years. Some people choose to make payments every month and some choose to make payments every two weeks.



Look at this example from a Royal Bank booklet called 'Your Guide to Understanding Residential Mortgages'. These people have a \$100,000 mortgage at 7% interest.

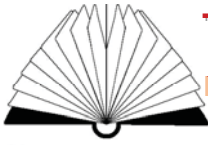
Compare the cost of paying monthly with paying every two weeks.

Payment	Amount	Length of Time	Total Interest Paid
Monthly	\$700.42	25.0 years	\$ 110,123.00
Every two weeks	\$323.27	20.8 years	\$ 88,654.00

If they pay every two weeks, will it take more time or less time to pay off the mortgage?

If they pay every 2 weeks, how much less interest would they pay?

\$_____



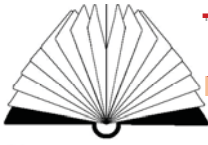
A household budget Learning Activity 10

One handout

Learners look at two scenarios. The September Scenario is Martha's income and expenses for September. The October Scenario is the Thom family's income and expenses for October.

Learners use basic math skills and calculators to complete this challenging life skills activity.

- i) Walk learners through the September Scenario so they become familiar with the vocabulary and how the budget page is organized. The September budget page is filled in, except for total income and expenses.
- ii) Break into small groups. Each group adds up the total income and expenses for September.
- iii) Each group then fills in income and expenses for the October Scenario. Bring the small groups together to discuss questions in the handout.
- iv) Ask each group to make up a different scenario. Exchange the scenarios among the groups and do a budget page for each. Discuss how people can better manage their budget.
- v) Encourage learners to use a blank budget sheet to keep track of their own personal household budget for one or two months.



A household budget Learning Activity 10

In this activity you look at Martha's **income** and **expenses** for September and the Thom family's **income** and **expenses** for October.

What is income? _____

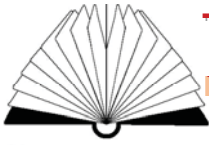
What are expenses? _____

Work in a group and use the budget table and your calculators. Find out if Martha and the Thom family spend all their money or if they have money left over at the end of the month.

Compare what you find out with what other groups find out.

The September Scenario has information about Martha's income and expenses for September. We filled in the budget sheet. You have to add up the total income and total expenses.

The October Scenario has information about the Thom family's income and expenses for October. You need to fill in the budget sheet for the Thom family and add up the total income and total expenses.

**September Scenario:**

Martha is a single mom and she doesn't have a lot of money. She decided to keep track of her income and expenses to find out where she spends her money.

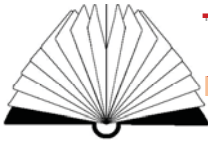
Here is a list of Martha's income and expenses. We recorded them on the budget sheet on the next page. Add up her total income and total expenses.

Martha's income:

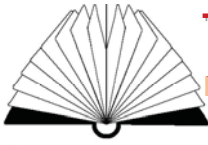
- ✓ Pay from work: \$818.00 on Sept. 2, \$810.87 on Sept. 16, \$789.45 on Sept. 30
- ✓ GST cheque for \$95.98

Martha's expenses

- ✓ Babysitter, each weekday for eight hours at \$4.50 per hour
- ✓ Rent \$480 per month includes heat and water
- ✓ Phone bill \$32.97 and internet \$16.00
- ✓ Electricity \$102.54
- ✓ Car payment \$125.00, \$43.00 every two weeks to fill up with gas, winter tune-up \$60.00
- ✓ Groceries for the month \$598.80
- ✓ Cough medicine \$13.95
- ✓ Kitchen curtains \$16.82
- ✓ Videos – rented two movies at \$2.50 each and bought three movies at \$8.99 each



Budget Year	2005	Month	September
Item	Income		Expenses
Pay Sept. 2, 16, and 30		\$2418.32	
GST cheque		\$95.98	
Babysitter			\$792.00
Rent			\$480.00
Phone and internet			\$48.97
Electricity			\$102.54
Car payment, gas, tuneup			\$271.00
Groceries			\$598.80
Medicine			\$13.95
Curtains			\$16.82
Videos			\$31.97
Total		\$2514.30	\$2356.05

**October Scenario**

Michael Thom works for the community. He is married to Lucy and they have a baby girl. Lucy stays home with their child and she makes mukluks and beaded earrings to earn some money.

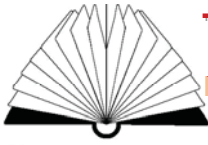
Here is a list of the Thom family's income and expenses. Fill in the blank budget sheet for them. List the items and put the numbers under the income column or the expenses column. Add up the income and the expenses. What is the difference?

Income

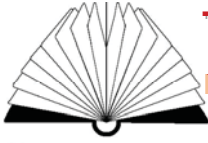
- ✓ Michael's pay: \$959.00 Oct. 14 and \$972.00 Oct. 28
- ✓ Lucy's income from mukluks and earrings: \$225.00

Expenses

- ✓ Mortgage \$420.00 per month
- ✓ Water bill \$30.00 per month
- ✓ Heat \$190.00
- ✓ Phone \$96.00 includes an extra line for the computer
- ✓ Electricity 134.00
- ✓ Car payment \$125.00 a month, car insurance \$229.00, and licence renewal \$36.00, gas \$37.00 and \$43.00
- ✓ Groceries \$690
- ✓ Diapers – five packages at \$11.80 each. Special formula – one can a day at \$2.99 per can
- ✓ Bingo money \$45.00



Budget Year Month		
Item	Income	Expenses

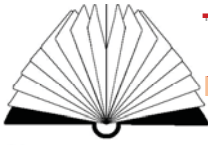


Discuss these questions:

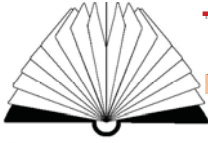
- ✓ Did Martha have any money left over at the end of September?
- ✓ What was different about Martha's income for September?
- ✓ How could Martha manage her budget better?
- ✓ Did the Thoms have any money left over at the end of October?
- ✓ How could the Thoms manage their budget better?

Now make up your own scenarios for one month. Use the information to fill in another budget sheet.

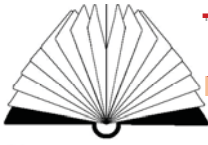
Use a blank budget sheet to keep track of your own income and expenses for a month or two.



Budget Year Month		
Item	Income	Expenses



Budget Year Month		
Item	Income	Expenses



Resources

- ✓ www.cmhc.ca/en/index.cfm
Canada Mortgage and Housing Corporation website. Includes information about mortgages, first time buying a house, different housing programs, and other resources.
- ✓ www.canadamortgages.ca
This is the website of a mortgage brokering company. Includes some interactive resources to compare renting to buying, and to calculate mortgage amounts and payments.
- ✓ **Canadian banks all have information about residential mortgages.** Use these websites or search the internet with the name of the bank and 'residential mortgages'.

TD Trust

<http://www.tdcanadatrust.com/mortgages/numbers.jsp>

Royal Bank

www.rbcroyalbank.com/products/mortgages/index.html

CIBC

www.cibc.com/ca/mortgages/faq.html

Scotia Bank

www.scotiabank.com/cda/content/0,,CID8216_LIDen,00.html

BMO Bank of Montreal

www4.bmo.com/personal/0,4518,35649_36691,00.html

The Northern Edge

Study Guide

Wolverine Research





Wolverine Research

Introduction

This story is from **Issue #3 of The Northern Edge**. Some biologists and hunters and trappers are doing field research to learn more about wolverines. They find an effective way to snag wolverine hair and use DNA analysis to identify wolverines. There are three on-line learning activities – a spelling quiz, a comprehension quiz, and a writing activity.

This story is an opportunity for learners to explore research concepts. They discover ways that Aboriginal people contribute their knowledge to science. Learners at the upper 110 and 120 level can independently pursue an in-depth study.

This section first presents a list of 10 learning activities and the written text for the story. 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 for the story.





This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Wolverine Research List of Learning Activities		
Instructor Notes 	Handouts 	Page s
1) Vocabulary	1 handout	7 to 10
2) Language skills	1 handout	7, 11
3) Questions	2 handouts	12 to 16
4) Writing	3 handouts	17 to 22
5) Animals we know	1 handout	23, 24
6) Animal research report	3 handouts	25 to 29
7) Wood Buffalo National Park research project	1 handout	30 to 32
8) Traditional knowledge	1 handout	33, 34
9) Informal debate	1 handout	35 to 39
10) Other ideas for research	No handout	40



Text Wolverine Research

Issue # The Northern Edge

Wolverine Research in the Northwest Territories using DNA Analysis

You've heard of DNA being used to catch criminals, but have you heard about it being used to do research on wolverines?

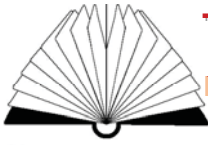
Biologists are trying to find out more about wolverines on the central barrens in the NWT. They are trying a new technique to snag hair from wolverine and do DNA testing to find out more about them.

This is a study near the Ekati and Diavik diamond mines, located 300 kilometres northeast of Yellowknife near the Nunavut border.

Wolverines are facing challenges because of more disturbances to their environment. More wolverines are being killed. Over a number of years biologists will be able to see if the number of wolverines are going up, going down, or staying the same.

There are four main threats to wolverine.

- 1) Increased wolverine hunting and trapping by northerners poses a threat to wolverine populations.
- 2) Mines and exploration. More human activities such as mine development are happening in the wolverines' territory.
- 3) More roads mean people have easier access to wolverine.
- 4) Caribou outfitting and hunting camps provide people with more access to wolverines.



In the past, research on wolverine numbers was done mainly in two ways.

- 1) Wolverine were caught in barrel traps and collars and ear tags were put on them. This technique was a lot of work. It was difficult to catch them and the wolverine didn't keep the collars on very long.
- 2) Snow track counts are another way to tell how abundant wolverines are. Things like the snow conditions, wind, light conditions, and the experience of the observer can be different from year to year. As well, when you do track counts, you don't know how many different wolverines have made the tracks.

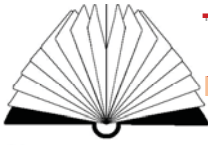
Biologists need a better way of estimating how many wolverines may be using an area and tried a new technique using DNA hair snagging.

They tried four different ways of snagging hair from wolverines.

- 1) Bucket
- 2) Cylinder
- 3) Rebar
- 4) Post

These devices all have barbed wire on them to snag hair from the wolverine. Biologists worked together with the local hunters and trappers.

198 hair-snagging stations were set up in the study area near Daring Lake in April 2003. Baits and lures were put at each station to attract the wolverines. The stations and hair samples were picked up 14



days later.

Did the hair snagging devices work? Yes. Biologists collected 361 hair samples. There was wolverine hair collected at 120 of the 198 stations.

Which one do you think worked best?

- 1) Bucket - No
- 2) Cylinder - No
- 3) Rebar – No
- 4) Post – Yes! The posts worked the best out of all the devices.

They had more wolverine hair than the other devices and they had fewer hairs from other animals like arctic fox, red fox, arctic hare, and musk ox. Wolverine can climb trees so it was the easiest for them to get to the bait on top of the post.

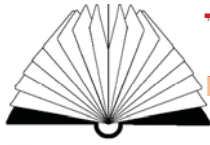
In fact, wolverines are so agile they can get over this kind of barbed wire fence that is protecting the garbage area. Can you see their hair on the wire?

You have hair samples? Now what? The biologists sent the hair samples to a DNA lab in British Columbia where they did tests on the hair.

They first have to get the DNA from the hair. This comes from the hair follicles - the part of the hair that goes into the skin.

They do a test to see which species the hair is from. They found hair from arctic fox, red fox, arctic hare, musk ox, and wolverine.

Individual Test - They looked at special markers on the DNA and



were able to tell how many different wolverines left the hair samples. They had hair from 20 different wolverines.

Gender Test – From the wolverine hair they can tell how many males and females there are. There were 12 males and eight females.

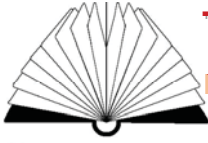
Since the posts worked best, the biologists wanted to see how they worked in action. So, this past summer they set up a camera to get a photo of the wolverine in action. The camera had a motion sensor on it so when something broke the beam it took a picture. They got photos of birds, a grizzly bear scratching its back, and finally a wolverine!

The DNA hair-snagging project was a success.

Biologists now have a new technique and the next steps are to:

- ✓ Do more research and find the best way of using this technique.
- ✓ Share what they've learned with other biologists and other people such as mines and other researchers.

With the new technique they can start to answer questions about wolverine.



Vocabulary Learning Activity 1

One handout

Learners underline the word that has the best meaning in the sentence after they read or listen to the Wolverine Research story.



Language skills Learning Activity 2

One handout

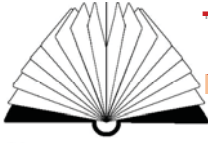
Learners rewrite past tense verbs as present tense verbs in a paragraph from the Wolverine Research story.



Vocabulary Learning Activity 1

Listen to or read the Wolverine Research story. Each sentence below has two words in brackets. Underline or circle the one word in brackets that has the best meaning in each sentence.

- 1) The team tried four ways to **(collect, check)** wolverine hair.
- 2) The biologist discovered the best way was to **(snag, pluck)** hair from wolverines.
- 3) Wolverines face challenges because of **(disasters, disturbances)** in their environment.
- 4) Biologists set up **(tools, devices)** that have barbed wire to snag wolverine hair.
- 5) Wolverines are so **(agile, sneaky)** they can climb over tall fences.
- 6) Scientists in British Columbia tested the hair to find out what **(species, DNA)** the hair is from.
- 7) Biologists are using a new **(technique, test)** to snag hair from wolverines.
- 8) More roads mean people have more **(access, excess)** to wolverines.



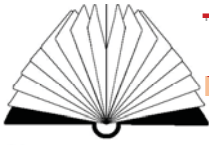
Use each word you underlined or circled to write your own sentence.

1) _____

2) _____

3) _____

4) _____

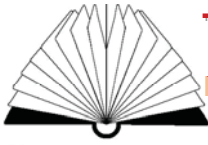


- 5) _____

- 6) _____

- 7) _____

- 8) _____



Language skills Learning Activity 2

Read the following paragraph. Notice that the verbs are **bold** and they are in the past tense.

The biologists **sent** the hair samples to a DNA lab in British Columbia where they **did** tests on the hair. They **found** hair from arctic fox, red fox, arctic hare, musk ox and wolverine. They **looked** at special markers on the DNA and **were** able to tell how many wolverines left the hair samples. They **had** hair from 20 different wolverines.

In the paragraph below, replace the verbs in the past tense with the same verb in the present tense.

The biologists _____ the hair samples to a DNA lab in British Columbia where they _____ tests on the hair. They _____ hair from arctic fox, red fox, arctic hare, musk ox, and wolverine. They _____ at special markers on the DNA and _____ able to tell how many wolverines left the hair samples. They _____ hair from 20 different wolverines.



Questions Learning Activity 3

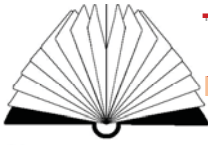
Two handouts

3-1: Story questions

Learners read questions about the Wolverine Research story and write sentences to answer questions.

3-2: Journal writing

Learners use handout questions to guide their journal writing.



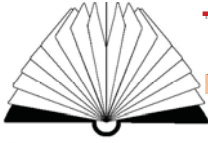
Questions Learning Activity 3

3-1: Story questions:

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

- 1) In your own words, explain the four main threats to the wolverine population?

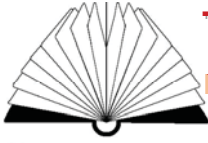
- 2) What two methods did biologists use in the past to catch wolverines? Did they work? Why or why not?



3) Describe the experiment they used to snag wolverine hair.

4) Which device worked the best? Why?

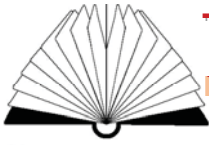
5) What is the purpose of this experiment?



- 6) Do you think people are encroaching on wild animals' habitat?
Explain your reasons.

- 7) In what ways can we keep wild animals safe?

- 8) Why do you think the biologists needed to work with the hunters and trappers?

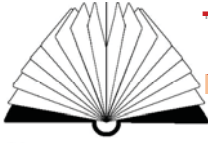


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ In what ways do you relate to this story?
- ✓ Have you had an experience meeting an animal in the wild?
What happened?
- ✓ Has a wild animal wandered through your community? If so,
what did you and/or others do?
- ✓ What is your opinion about doing research about wild
animals?



Writing Learning Activity 4

Three handouts

4-1: Who's at risk?

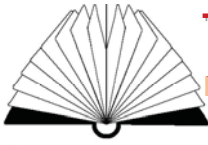
Learners explore what endangered and threatened means in terms of wild animals. They explore websites and find out what animals and plants are extinct, endangered, and threatened.

4-2: The five Ws

Learners answer questions and review the Wolverine Research story. They write their own summary of the story.

4-3: How many words can you make?

Learners use the letters from the title of the story to make new words. Have a contest. Ask learners to work in groups of three people and see which group can make the most words in five minutes.



Writing Learning Activity 4

4-1: Who's at risk?

Wolverines are an endangered species in parts of Canada. Some plants and animals are endangered in the Northwest Territories. Other animals are threatened.

What does endangered mean?

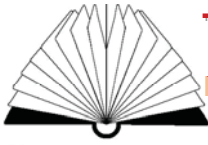
What does threatened mean?

Use these three websites to help find the answers.

<http://www.geocities.com/RainForest/Vines/1460/>

<http://www.animalinfo.org/>

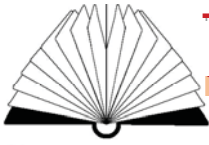
<http://www.cws-scf.ec.gc.ca/theme.cfm?lang=e&category=12>



Name three animals that are endangered in Canada. Name three animals that are threatened in Canada.

Three endangered animals	Three threatened animals

What are three reasons why animals become endangered or threatened?



Writing Learning Activity 4

4-2: The five Ws

Newspaper stories answer the questions **who, what, where, why when, and how**. Use a few words to answer these questions about the Wolverine Research story.

Who or **what** is the story about? _____

Where does the story take place? _____

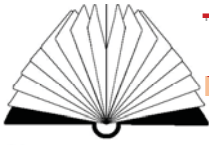
When does the story happen? _____

Why do things happen in this story? _____

How do things happen in this story? _____



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Writing Learning Activity 4

4-3: How many words can you make?

This is a contest. Work in groups of three. Use the letters from the title *Wolverine Research* to make new words. How many words can you make in five minutes?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____



Animals we know Learning Activity 5

One handout

i) Make three flipchart pages:

- ✓ Animals we know
- ✓ Threatened and endangered animals
- ✓ More threatened and endangered animals

Ask learners to brainstorm animals they know that live in the NWT. Write them on the flipchart page. Divide the group into smaller groups and give each small group part of the list of animals.

Each small group does research to find out if the animals on their list are threatened or endangered. As they do research, they may find out about other threatened or endangered animals. Each small group reports back and fills in the other flipchart pages.

ii) Use a large wall map of the NWT to look at where endangered and threatened animals live. Make two headings - endangered and threatened – and put them on either side of the map.

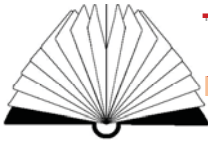
Ask learners to write the name of each of their animals on a piece of paper and pin it under the correct heading. Ask learners to use a stick pin to show the animal's habitat on the map. Tie a string around the pin to connect it with the animal's name on the piece of paper.

iii) Handout - Learners write a brief summary of what they learned.



What did you learn that you didn't know before?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.



Animal research report Learning Activity 6

Three handouts

6-1: Research plan

Ask learners to review this handout to help them plan their research.

6-2: Research cards

Copy the research cards for learners to use to keep track of where they get information.

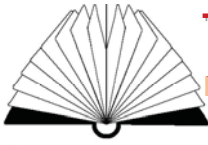
6-3: Reference page guide

Learners use this as a guide to include references in their research report.

This activity is suitable for learners who have nearly completed English 120. Do it near the end of the school year after learners have enough practice with grammar, language skills, and writing. Do Activity 7 with 110 and other 120 learners at the same time.

Each learner chooses an endangered or threatened animal. They do research in the local library, on the internet, in books and magazines, and by interviewing local people. They use their research to write about the animal.

Instructors facilitate the process and give guidance. Reinforce concepts such as the dangers of plagiarism, how to write a reference page, reference cards, etc.



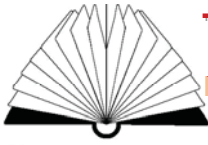
Animal research report Learning Activity 6

6-1: Research plan

- ✓ Choose an endangered or threatened animal or bird to write about. Make sure you can get information about them.
- ✓ Decide who is the audience for your report.
- ✓ Decide what is the purpose of your report. What information does the audience need? What do you want them to know?
- ✓ Use just the facts that you find during your research. Write a report to describe the information you found in books or magazines, on the internet, or from other places.
- ✓ 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.

Make an outline first. For example, you might use the following headings:

- i) The problem
- ii) Why does this happen?
- iii) Possible solutions
- iv) Conclusion

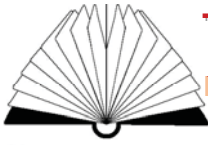


Use the writing process to write your report:

- ✓ Brainstorm and organize
- ✓ Write the first draft
- ✓ Revise – talk with other students and edit for spelling and grammar
- ✓ Rewrite – proofread for corrections
- ✓ Write or type final copy

Hints about your final printed report

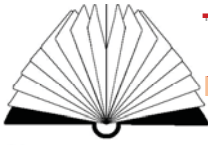
- ✓ Write neatly or type a two or three page report. Use the headings you decided in the outline.
- ✓ Make a cover page. Put the title of your report in the middle. On the bottom right side put your name, the date, your instructor's name, and the name of your school.
- ✓ Include maps, photos, drawings, or other graphics to illustrate the text of your report.
- ✓ Include a reference page at the end. Use the reference page guide and list at least three of your references.



**Animal research report
Learning Activity 6**

6-2: Reference card

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



Animal research report Learning Activity 6

6-3: Reference page guide

List the references you used on one page at the end of your report, before the back cover. Separate your reference into three sections – books, websites, and other references. See the examples below.

Books

Hopkins, Jane All About Cats New York, Macmillan, 1981

- ✓ Author's name first, with last name first.
- ✓ List in alphabetical order according to the author's last name if you have more than one book.
- ✓ Book title underlined or in italics
- ✓ City, name of publisher, and year published

Websites

"The Wolverine" www.blindkat.tripod.com/zoo/wolverine.html

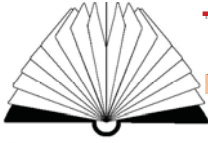
April 1, 2005

- ✓ Title of article in quotation marks
- ✓ Website address
- ✓ Date you found the article

Other references

"Animal Rights" World Book Encyclopaedia 1990 edition

- ✓ Article in quotes
- ✓ Book title underlined or in italics
- ✓ Year



Wood Buffalo National Park research project

Learning Activity 7

One handout

Learners get some very brief background information about Wood Buffalo National Park. They also get information about how to take action to make and distribute their flyers.

Use this learning activity with 110 and 120 learners at the same time more advanced 120 learners do Activity 6.

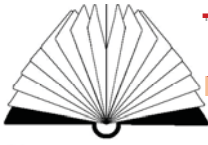
Learners each make a flyer about an animal or bird that lives in Wood Buffalo National Park.

Adapt this activity to a wildlife area near your community if you want.

Copy the flyers and hand them out at the local tourist centre or business outlets.

Alternative

Ask the learners to all contribute to one booklet. Each learner takes one feature of the park or other wildlife area near your community.



Wood Buffalo National Park research project Learning Activity 7

Background

Wood Buffalo National Park is a World Heritage Site. It protects:

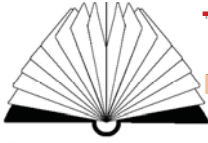
- ✓ One of the world's only free-roaming bison herds
- ✓ The only remaining whooping crane nesting grounds
- ✓ Excellent examples of karst topography
- ✓ The salt plains
- ✓ The delta of the Peace and Athabasca Rivers

Wood Buffalo National Park is located in the boreal plains ecosystem. Many animals and birds live there.

Take Action

Make a flyer for people who visit Wood Buffalo National Park.

- ✓ Pick one animal or bird that lives in the boreal plains ecosystem.
- ✓ Use books, the internet, encyclopaedias, or other sources to do research about this animal or bird.
- ✓ Write a short description in your own words. Answer these kinds of questions. What habitat does it use? What does it eat? How is it adapted to the northern environment? Does it live in the north all year or does it migrate? Is it threatened or endangered? If yes, why?

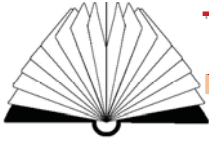


- ✓ Draw, trace, colour, or make a collage of the animal or bird in its habitat to go with the description. Make sure everything fits on one page.
- ✓ Work carefully. Talk with your classmates and your instructor.
- ✓ Revise and rewrite your work.
- ✓ Hand out printed copies of your flyers at the tourist centre, the Band Office, and to local businesses.

Alternative

Each learner picks one feature of the park or other wildlife area near the community to do research and to write about. For example, people can write about different animals and plants, climate and weather, human activity, etc.

Learners put their work together to make one booklet.



Traditional knowledge Learning Activity 8

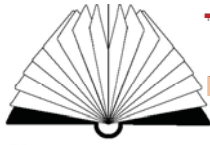
One handout

Learners explore the meaning of traditional knowledge.

Learners get some very brief background information about traditional knowledge. They use the Wolverine Research story to explore ways traditional knowledge helps us understand the world.

Go through the handout together. Use the concepts to guide a class discussion about traditional knowledge – what it is, how it works, how it's different from scientific knowledge, how the two can compliment each other and work together, what are the potential sources of conflict between the two 'ways of knowing'?

Ask learners to come up with their own definition of traditional knowledge.



Traditional knowledge Learning Activity 8

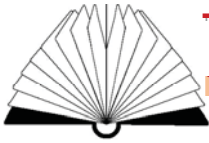
In the story **Wolverine Research** hunters and trappers worked with biologists. The biologists used their scientific knowledge. The hunters and trappers used their traditional knowledge.

Western science and traditional knowledge both try to understand how the world works. Both use observation and experience to gain knowledge.

People around the world look at the world somewhat differently. This is called their worldview. Peoples' worldview is usually connected with their culture. Traditional knowledge is closely connected to the land and the stories and traditions that come from the land.

Discuss these concepts about traditional knowledge and how they might apply to the **Wolverine Research** story or to other research.

- ✓ Aboriginal people pass their traditional knowledge from generation to generation through stories.
- ✓ Traditional knowledge describes changes with words and stories.
- ✓ Traditional knowledge recognizes that the world is interconnected. It is a holistic view of the world.
- ✓ Humans are part of nature. They are not more powerful or more important than nature.
- ✓ Traditional knowledge is based on people learning by watching, doing, and experiencing.



Informal debate Learning Activity 9

One handout, including debate information sheets

Learners briefly explore what it means to debate something. Then they have a debate. The objective is to present a good argument and to reach consensus, rather than win a contest.

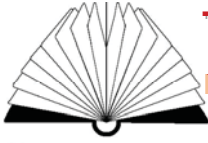
The topic is diamond mining in the NWT.

- ✓ **'For'** diamond mining - diamond mining is a good thing for the NWT and the people and the land.
- ✓ **'Against'** diamond mining – diamond mining is not a good thing for the NWT and the people and the land.

Give learners the chance to review the debate information sheets or to do research before you start the debate. These sheets include some web references to help learners gather information, if they want.

To carry out the debate:

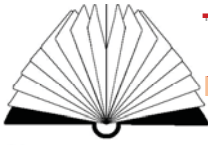
- i) Prepare two flipchart pages. Mark one 'for' diamond mining and one 'against' diamond mining.
- ii) Ask learners to sit on the side of the room near the statement they mostly agree with.
- iii) Identify one person to record comments for each side.
- iv) Agree on a time limit for each person to talk. Agree on a total time limit for the debate.
- v) Ask people from each side to take turns and give reasons why they agree with that side of the question.



- vi) Ask people to move to the other flipchart if they change their mind about their position. They may move back and forth as many times as they want.
- vii) When the time is up, read the comments on both flipcharts. Note how many people are sitting at each one.
- viii) As a whole group, discuss how learners felt the debate went and what they learned from it.

Learners follow up the debate with a written assignment.

Encourage learners to refer to the text on the flip charts, if needed, to write their essay.



Informal debate Learning Activity 9

A debate is an organized discussion between two people or two groups of people about a particular topic. Each person or group of people presents a particular point of view.

Example:

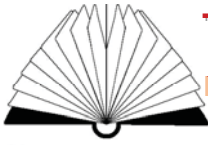
- ✓ The topic is abortion.
- ✓ One person or group of people think it's a good idea. They are 'for' the question.
- ✓ The other person or groups of people think it's a bad idea. They are 'against' the question.

The idea of debate is to present a good argument.

Today your group will have a debate about diamond mining. Use the debate information sheets if you need to or want to.

- ✓ The topic is diamond mining in the NWT.
- ✓ 'For' diamond mining - diamond mining is a good thing for the NWT and the people and the land.
- ✓ 'Against' diamond mining – diamond mining is not a good thing for the NWT and the people and the land.

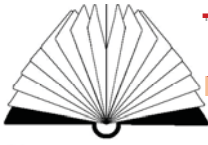
After the debate, write a short essay or opinion about how you feel about the issue. Use comments people wrote on the flipcharts during the debate to inspire your writing.



Debate Information Sheet

'For' diamond mining - diamond mining is a good thing for the NWT and the people and the land.

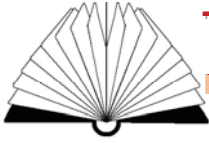
- ✓ Diamond mines improve the economy.
- ✓ Diamond mines employ northern workers.
- ✓ Mining companies have programs in place to protect wildlife.
- ✓ Aboriginal people have opportunities for careers in mining.
- ✓ The NWT Mining Skills Strategy opens the door to a wide range of rewarding careers. Aboriginal communities can take advantage of exciting employment opportunities arising in the NWT's expanding diamond mining industry.
- ✓ The diamond industry will produce 1500 jobs within the next 20 years.
- ✓ Aboriginal people expect to get 380 long-term jobs.
- ✓ Diamond mines work in partnership with government and other agencies to provide literacy programs and to train workers on site.
- ✓ People who want to continue their education and prepare for higher paying jobs can apply for a scholarship.
- ✓ Ekati Diamond Mine tries to minimize impacts on the environment. They built a 3.5 km channel so fish can move around the pits.
- ✓ If the mine has a large chemical spill, an Emergency Response Team takes care of it.
- ✓ Workers take care of small spills with spill kits that are available throughout the mine site.
- ✓ Mining companies must employ at least 68% northern residents, half of which must be northern Aboriginal people.



Debate Information Sheet

‘Against’ diamond mining - diamond mining is a not a good thing for the NWT and the people and the land.

- ✓ Diamond mining harms wildlife in many ways.
- ✓ Caribou, grizzly bears, and wolverine are losing their habitat because of diamond mining.
- ✓ Caribou cows from the Bathurst herd spend 7 to 8% less time feeding if they’re close to the Ekati mine.
- ✓ Fish lost habitat because lakes get drained, streams are destroyed, and water quality changes.
- ✓ The NWT lost twenty lakes and mining companies haven’t paid any compensation for lost fish habitat.
- ✓ People may spend less time on the land hunting, fishing, trapping, etc.
- ✓ People spend less time in their community and with their families when they work two weeks in and two weeks out.
- ✓ People often use their income to buy more alcohol and drugs, instead of helping their family.
- ✓ Social and economic problems may include more addictions, family violence, and loss of Aboriginal language and culture.
- ✓ Many workers live in the south, so they don’t spend any money in the NWT.
- ✓ The Government of the Northwest Territories doesn’t get any resource revenue from diamond mining.



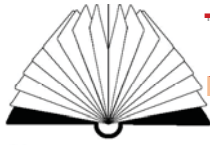
Other ideas for research Learning Activity 10

No handout

Here is an idea for another research topic for curious learners.

- ✓ Is DNA used in other animal research? If yes, how is it used?
With what animals?

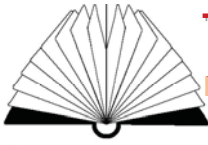
What other research topics do learners want to explore?



Resources

Websites:

- ✓ <http://www.arctic-caribou.com/links.html>
Collared animal herds in northern Canada.
- ✓ www.raysweb.net/specialplaces/pages/crane.html
The Magnificent Whooping Crane: Wildlife and Endangered Species Pages.
- ✓ www.nrcan-rncan.gc.ca/mms/diam/index_e.htm
Natural Resources Canada website about diamond mining.
- ✓ www.minetraining.ca/index.htm
The website for the Mine Training Society. They work to ensure Aboriginal people have access to training and jobs in the mining industry.
- ✓ www.itl.gov.nt.ca/mot/index.htm
The website for the GNWT Department of Industry, Tourism, and Investment. This part of their website is about minerals, oil, and gas.
- ✓ www.carc.org
The Canadian Arctic Resources Committee website. CARC is a citizens' organization dedicated to the long-term environmental and social well being of northern Canada and its peoples. Has some good information and links to other resources about the mining industry and its impacts.



Magazines:

- ✓ Struzik, E. "Grizzlies in the Kingdom of the Polar Bear" in Up Here Magazine. Volume 21, Number 1. January/February 2005. Special Travel Issue. Up Here Publishing Ltd. Yellowknife, NWT.

Videos

- ✓ Atonement: wildlife specialists work to protect our endangered species
National Film Board of Canada. Available through Aurora College Thebacha Campus or try the NFB website
<http://www.nfb.ca/>
- ✓ Arctic River by Bruce McKay Video/DVD
A unique ecosystem has evolved where the Mackenzie River meets the Beaufort Sea.
Available through Aurora College Thebacha Campus.

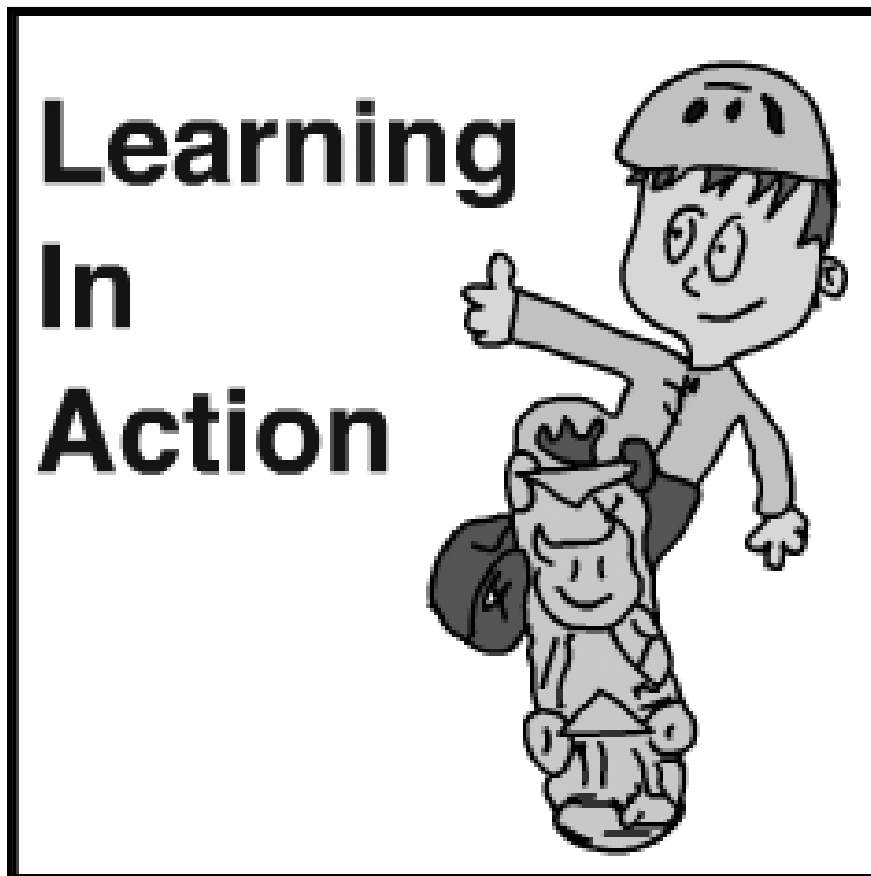
Books

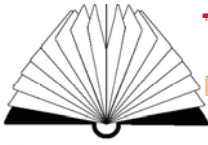
- ✓ Jitten, J. Whooping Cranes and Other Birds at Risk McMillan Publishing Co. Ltd. 1997

The Northern Edge

Study Guide

Learning in Action





Learning in Action

Introduction

This story is from **Issue #4 of The Northern Edge**. It's a story about how grade nine students at St. Pat's High School did some action research. There's one on-line learning activity – 'now it's your turn'. It outlines the basic steps to take action about an issue we care about.

The story is a good opportunity for learners to find out how they can help things change in their own community. They learn about how to do a survey and write an advocacy letter. What better way to learn than to actively take up an issue and help things to change?

This section first presents a list of seven learning activities and the written text for the story. 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 for the story.





This symbol marks instructor notes.

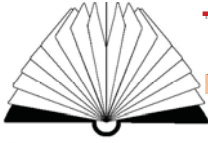


This symbol marks handouts to copy for learners.





Learning in Action List of Learning Activities		
Instructor Notes 	Handouts 	Page s
1) Vocabulary	1 handout	7, 8, 9
2) Language skills	1 handout	7, 10, 11
3) Questions	2 handouts	12 to 15
4) Writing	3 handouts	16 to 25
5) Interview an Aboriginal Elder	1 handout	26 to 31
6) Events brochure	1 handout	32 to 36
7) Make a padded binder	1 handout	37 to 40



Text Learning in Action

Issue # The Northern Edge

Students:

"This town is boring."

"Ice cold."

"Boring man. There's nothing to do in this town."

"We often hear people complaining that teens are getting into trouble and doing things they shouldn't but if teens had more things to do we wouldn't be getting into trouble."

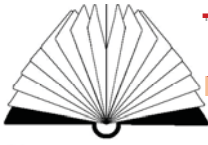
Narrator:

That's what a group of grade nine students from St. Patrick's High School in the city of Yellowknife believe. St. Pat's has 520 students from grade 9 to grade 12.

This group of students decided to do a survey.

Students:

"Our survey. We don't think there's enough things for teens to do in Yellowknife. That was our opinion but we decided to do a survey to find out what other teens in our school thought. We had 285 students do the survey."



Narrator:

They asked students if they thought there was enough for teenagers to do in Yellowknife?

- ✓ 17% said yes
- ✓ 83% said no

They also asked what were the reasons students were not involved in activities.

- ✓ 41 % said there was a lack of facilities.
- ✓ 25 % thought cost was a factor.

The students did a good job of learning how to do action research and they didn't stop there.

Students:

"We didn't stop there. We decided to talk to the mayor of Yellowknife to share our concerns. We invited him to our class and had a chat."

Letter to the mayor:

Elias Perdomo
St. Pat's High School
Box 2880, Yellowknife, NT X1A2R0

His Worship Mayor Gordon Van Tighem
Box 580, Yellowknife, NT X1A3H3

February 16, 2004

Dear Mayor Van Tighem:



My name is Elias Perdomo. I'm a grade nine student in St. Pat's High School and I am 15 years old. I am writing because there is nothing for teens to do in winter.

Kids may be getting into trouble because they don't have anything else to do in winter. Even though the city has some facilities such as the swimming pool, sports and the skateboard park, these things are not being used very often. Some of these things are too expensive or too far away or can only be of use in summer, which is really short.

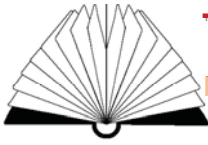
My class did a survey with teens at our school and 83% of the respondents agreed that there's not enough to do in Yellowknife in winter. One thing that I think would be good for Yellowknife is a YMCA or a youth centre with basketball courts, an indoor skate park, and an arcade. This could be a place for teens to just hang out and have fun. It could be drug and alcohol free. This youth centre should be designed by teens so that they can tell you what would be the best for us. The facility would have to be cheap so that teens can go often.

I would be interested in hearing what you have to say on this issue.

Thank you for your time and consideration.

Sincerely,

Elias Perdomo
St. Pat's High School Student

**Narrator:**

They wrote an excellent letter to the mayor. Mayor Van Tighem decided to visit the students in class and discuss the issues involved.

Matt said to the mayor. "I would like to see more things to do for teens like an open gym for kids where we can go and just have some fun playing."

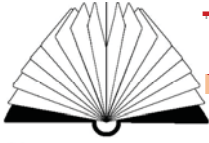
Rachel said, "We need more things to do that keep us off the streets and safe."

Troy said, "I don't think there is enough for youth to do in Yellowknife. More money is spent on bars and liquor stores than on things to keep teens out of trouble and off the streets."

After his visit the students wrote: "Mayor Van Tighem complimented us on our initiative. He said that lots of time people have complaints but don't take the time to get the right information. We were kind of disappointed by his next response though. We expected he would have the answers. He told us he didn't have the answers and suggested we take our results to the next step. He wanted us to find or research solutions to our problem. Now we have a better understanding of the processes we need to follow to find a solution to a problem."

Congratulations to the students from St. Pat's for their excellent work. They have taught us how learning involves reading and writing and numeracy and research and group work and social skills and cooperation. They teach us about getting involved, having fun, and turning their learning into action.

Grade 9 English class from St. Pat's High School.



Vocabulary Learning Activity 1

One handout

Learners look up words from the story in the dictionary. Ask learners to work with a partner. Discuss the words and their meanings as a group.

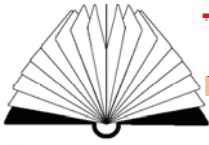


Language skills Learning Activity 2

One handout

Learners read two paragraphs from the story **Learning in Action** that have no sentences – no capital letters or punctuation. They put them back in.

Encourage learners to listen to the story on-line or read it out loud to hear where the sentences begin and end.



Vocabulary Learning Activity 1

Use a dictionary to find the meaning of the words from the story **Learning in Action**. Does the story have other words you don't understand? If yes, write them down and look up their meaning.

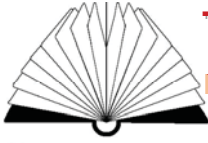
Boring _____

Complaining _____

Survey _____

Solutions _____

Numeracy _____



Initiative _____

Disappointed _____

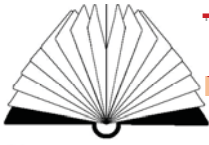
Research _____

The story uses these expressions. What do they mean? Are there other expressions?

Open gym _____

Action research _____

She's awesome _____



Language skills Learning Activity 2

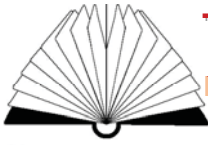
Read the two paragraphs below from the story **Learning in Action**. The capital letters and punctuation that make the sentences are missing. Write in the capital letter at the beginning of each sentence and the correct punctuation at the end.

If you listen to the story you'll hear where sentences begin and end:

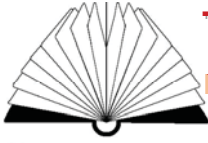
- ✓ Listen to the paragraph from the story on-line.
- ✓ Ask someone to read the paragraph to you.
- ✓ Read the paragraph out loud yourself.

Two paragraphs from the story Learning in Action

This town is boring there's nothing to do in this town we often hear of people complaining that teens are getting into trouble and doing things they shouldn't but if teens have more things to do we wouldn't be getting into trouble that's what a group of grade nine students from St. Patrick's High School in the city of Yellowknife believe St. Pat's has 520 students from grade 9 to 12 this group of students decided to do a survey



We don't think there is enough for teens to do in Yellowknife that was our opinion but we decided to do a survey to find out what other teens in our school thought we had 285 students do the survey they asked students if they thought there was enough for teenagers to do in Yellowknife 17% said 'yes' but 83% said 'no' they also asked the reasons why students were not involved in activities 41% said there was a lack of facilities 25% thought that cost was a factor the students did a good job of learning how to do action research



Questions Learning Activity 3

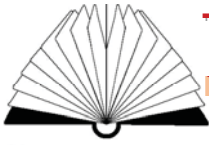
Two handouts

3-1: Story questions

Learners write sentences to answer questions about the story **Learning in Action**. Each question has hints with it – words or phrases learners can use to answer the question.

3-2: Journal writing

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



Questions Learning Activity 3

3-1: Story questions

Answer the following questions with one or more sentences. Begin with a capital letter and end with the correct punctuation. Use the hints with the question to write the answer.

- 1) Why did the Yellowknife teens decide to have a survey?

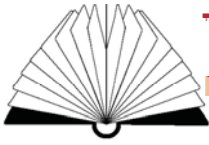
Hints: Bored, need more to do

- 2) In what two ways did these Grade 9 students take action to solve their problem?

Hints: Survey, letter to mayor

- 3) According to the survey, what are the two reasons why teens were not involved in activities?

Hints: Lack of facilities, cost

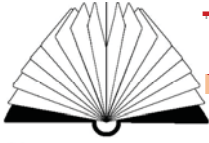


- 4) Why are they disappointed with the Mayor's visit?
Hints: Wanted them to research solutions, they thought he would have the answer

- 5) What activities are the students surveying – summer or winter?
Use information from the article to support your answer.
Hints: Ice cold, mayor's letter

- 6) What are some of the skills these teens learn from action research?
Hints: Reading, writing, numeracy, group work, social skills, cooperation, research skills

- 7) Do you think the students may have been surprised that the Mayor came to their classroom? Why?

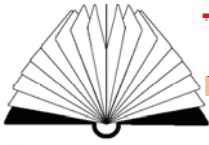


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ What is your reaction to this story?
- ✓ Which do you prefer? Learning from research you do outside the classroom or learning from information the instructor gives you? Why?
- ✓ What are some other ways that people learn actively?
- ✓ What are some issues that you would like to research?
- ✓ What could you do with the results if you did research about an issue you care about?



Writing Learning Activity 4

Three handouts

4-1: Prepare the questionnaire

The scenario – a school decides whether or not to replace junk food with healthier foods.

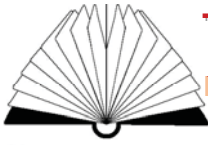
Learners use the handout to discuss and decide what two questions to ask to find out what students think.

4-2: Do the questionnaire

Learners fill out the questionnaire and look at the results. They may choose to prepare a different questionnaire about an issue more relevant to their classroom.

4-3: How to write a persuasive letter

Learners look at the letter the St. Pat's students wrote to Mayor Gordon Van Tighem. They look at another sample letter. Then they write their own letter based on the issue related to their questionnaire and their results.



Writing Learning Activity 4

4-1: Prepare the questionnaire

What is the issue?

Some people think we should replace all the junk food in the school with healthier food. Other people think this is a bad idea.

Your class decided to do a questionnaire to find out two things:

- i) How many people agree and disagree with getting rid of junk food in the school?
- ii) What healthy foods would students like to get at school?

Think about the first question. What information do you need or want? Do you want people to just answer yes or no? Do you want more information than just yes or no?

Here are three ways you might ask the first question.

- ✓ Do you want healthier food choices in our school?

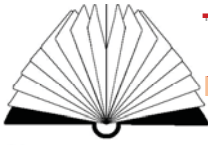
Check one box. Yes ☐ No ☐

- ✓ Do you want to get rid of junk food in the school?

Check one box. Yes ☐ No ☐

- ✓ What kinds of food should our school have? Check one box.

Junk foods ☐ Healthy foods ☐ Neither ☐ Both ☐



Discuss different ways to ask the question. Try out the question to test it. Does it work well? Decide what you want to ask and write it down.

Question #1:

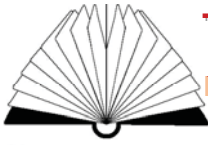
Think about the second question. What information do you want or need? What's the best way to ask the question to get this information?

Here are two ways you might ask the second question:

- ✓ Give students a checklist. Students can just check off the things they like. Or ask them to rate things so they can tell you what they like the best.
- ✓ Ask students to write down the healthy foods they'd like to see at school. Or put some limits on the question and ask them to write down three or five healthy foods they'd like to see at school.

Discuss different ways to ask the first question. Decide what you want to ask and write it down.

Question #2



Writing Learning Activity 4

4-2: Fill out the questionnaire and look at the results

Everyone fills out the questionnaire you made in Learning Activity 4-1. Or pick a more local issue and develop two questions to make a different questionnaire. Then get everyone to fill out the new questionnaire.

Look at the results.

- i) How many people answered the questionnaire?
- ii) Look at the first question. Count the number of people for each possible answer. For example, if people could answer yes or no count the number of people who answered yes and the number who answered no. Change the number of people into a percent for each possible answer.

Example: 16 people filled out the questionnaire. 4 answered yes to the first question and 12 answered no.

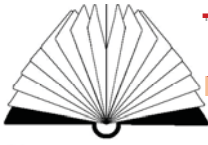
$$4 \div 16 \times 100 = 25\% \text{ answered yes.}$$

$$12 \div 16 \times 100 = 75\% \text{ answered no.}$$

- iii) Look at the second question. Count the number of people for each possible answer. Change the number into a percent for each possible answer.

If you asked people to write down their choices, you'll have to make a list and count them.

- iv) Make a graph of the results for each question if you want. A graph sometimes helps people see the results more clearly.



Here's an example. Sixteen people filled out the questionnaire.

The first question asked:

What kinds of food should our school have? Check one box.

Junk foods ☐ Healthy foods ☐ Neither ☐ Both ☐

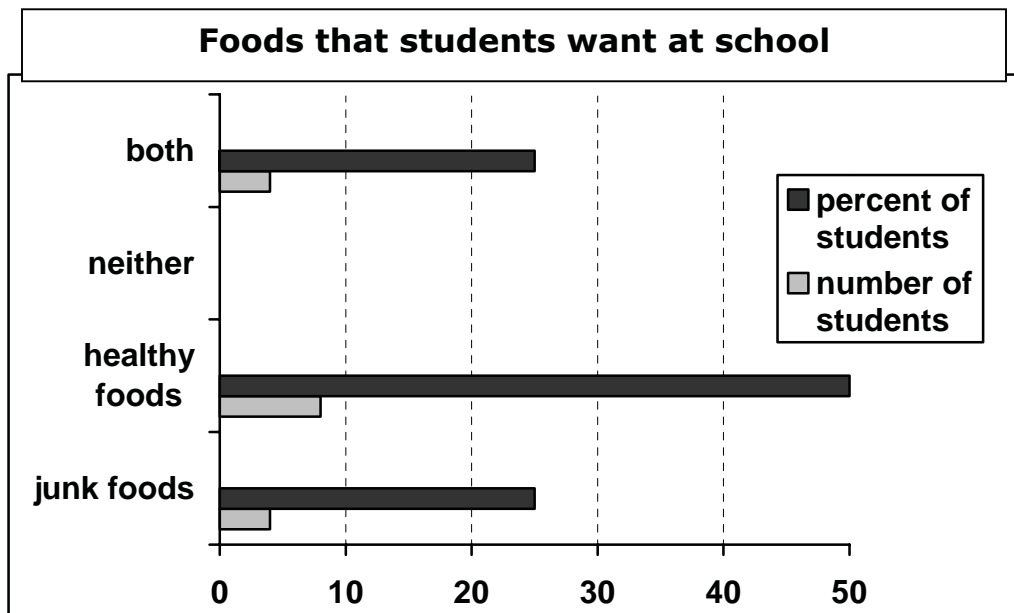
Answers: Junk food: 4 people or 25%

 Healthy foods: 8 people or 50%

 Neither: 0 people or 0%

 Both: 4 people or 25%

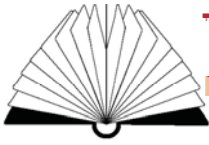
Here's the sample graph. Be sure to give your graph a title.





Write down your conclusions. Think about the issue that created the questionnaire. What did you learn? What should happen next?

[illegible]



Writing Learning Activity 4

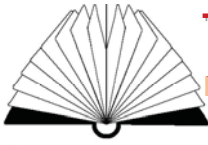
4-3: Write a persuasive letter

What does persuasive mean?

Look at the letter on the next page that the St. Pat's students sent to Gordon Van Tighem, the Mayor of Yellowknife.

Look for these things:

- ✓ Introduce yourself and say why you are writing. What is the issue?
- ✓ Give the reader some details to support why you are writing. What are the details about the issue?
- ✓ Tell the reader what action you took. What did you do to help resolve the issue? The students conducted a survey at their school and tell the mayor about the results.
- ✓ State clearly the action you want the reader to take. What do you think needs to happen?



Elias Perdomo
St. Pat's High School
Box 2880, Yellowknife, NT X1A2R0

His Worship Mayor Gordon Van Tighem
Box 580
Yellowknife, NT X1A3H3

February 16, 2004

Dear Mayor Van Tighem;

My name is Elias Perdomo. I'm a grade nine student in St. Pat's High School and I am 15 years old. I am writing because there is nothing for teens to do in winter.

Kids may be getting into trouble because they don't have anything else to do in winter. Even though the City has some facilities such as the swimming pool, sports, and the skateboard park, these things are not being used very often. Some of these things are too expensive or too far away or can only be of use in summer, which is really short.

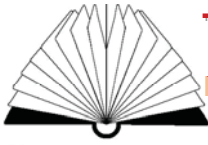
My class did a survey with teens at our school and 83% of the respondents agreed that there's not enough to do in Yellowknife in winter. One thing that I think would be good for Yellowknife is a YMCA or a youth centre with basketball courts, an indoor skate park, and an arcade. This could be a place for teens to just hang out and have fun. It could be drug and alcohol free. This youth centre should be designed by teens so that they can tell you what would be the best for us. The facility would have to be cheap so that teens can go often.

I would be interested in hearing what you have to say on this issue.

Thank you for your time and consideration.

Sincerely,

Elias Perdomo
St. Pat's High School Student



Here's another sample letter.

Dear Mr. Chew:

I am a regular customer at your grocery store. I am a single person who has an active lifestyle. Your store has a variety of fresh foods I need, but they are not available in smaller packages.

When I buy the larger packages of carrots or celery they usually go bad before I can use them up. Some fruits such as mandarin oranges are only available in the large boxes.

Forty single people in town filled out a questionnaire. Eighty-two percent agreed that people should be able to buy smaller portions. People suggested having carrots, oranges, celery, and other fruits and vegetables loose in bins. Then people can choose the amount they need.

Please let us know what you can do as soon as possible.

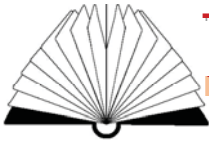
Yours truly,

I.M. Hungry



Remember:

-
- This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.



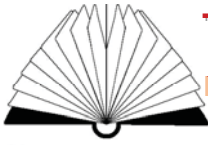
Interview an Aboriginal Elder Learning Activity 5

One handout

Learners interview an Elder, tape the interview, make notes, and write a story about what the Elder told them. Learners must ask the Elder for permission to print their story.

Before learners do an interview on their own, take them through these six activities to help them get ready.

- i) Take learners to a local museum or cultural centre to see pictures and artifacts about the early history of your area.
- ii) Go online and explore the photo database on the Prince of Wales Northern Heritage Centre website. This website has other databases that may also be useful.
<http://www.pwnhc.ca/databases/index.htm>
- iii) Use the photo database or other information to do a project.
For example:
 - ✓ Carve an animal, bird, or fish out of soap and put it in its habitat.
 - ✓ Make a diorama – a small representation of a scene with three-dimensional figures, viewed through a window – to show how to fish on Great Slave Lake.
 - ✓ Draw a frieze – a horizontal paper strip with picture, decorations, etc. for mounting on a wall – to show how to make a birch bark canoe.
 - ✓ Pick your own project idea.



- iv) Invite an Elder to the classroom who is willing to tell stories. Talk to the Elder before they come to help them understand what to expect and how they can help.

Walk the learners through the handout before the Elder comes. The ideas on the handout might help begin the process.

After the Elder's visit ask learners to:

- ✓ Complete the handout.
 - ✓ Write in their journal what they enjoyed about the experience and what made the Elder an effective speaker.
 - ✓ Rewrite the story for children to read.
- v) Ask learners to transcribe an interview from a tape. If you have trouble getting an Elder's taped story, ask learners to interview each other and tape it.
 - vi) Ask each learner to choose an Elder and interview him or her and tape the interview. Learners ask each Elder for permission to print the story. Learners transcribe the interview, rewrite the story, print the stories and compile them into a booklet.
 - vii) Use the Language Experience Approach (LEA) to transcribe the information for level 110 learners. See the next two pages for more information about LEA.



Language Experience Approach (LEA)

The language experience approach (LEA) is a whole language approach that uses personal experiences and stories to promote reading and writing. A learner dictates a story. Their story becomes the basis for reading, writing, and vocabulary activities. LEA can be done as a group writing activity as well as part of classroom or community-based projects.

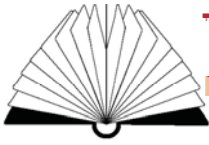
Follow these steps

- 1) Explain the process. Tell learners you will help them by writing down their story.
- 2) Pick a topic. The topic comes from the learner's or the whole group's experiences and knowledge. For example choose a personal experience while traveling on the land. Use photos to help promote ideas.
- 3) Pre-writing: Discuss the topic to help the learner generate, select, and organize their ideas. Ask questions to prompt their ideas and to help them flow. What happened next? How did you feel? Keep notes on the ideas and review them. Ask the learner to decide where the story begins, what goes in the middle, and how it ends.
- 4) Dictating and scribing: Ask the learner to dictate the story to you. Write down exactly what the learner says. Don't worry about errors in grammar or sentence structure. Repeat each word as you print it. This will help the learner see the match between oral and printed words. Explain capital letters, punctuation, and the concept of a sentence.



- 5) Revising: Read the story back to the learner. Ask if he or she wants to add any ideas or make changes. Ask the learner to dictate the revisions. Help the learner form complete sentences by asking 'Does that sound right?' This helps to explain the differences between oral and written forms of language.

Use the final product to help develop reading comprehension, word analysis, and vocabulary development skills. Keep a collection of language experience stories to share with learners.



Interview an Aboriginal Elder Learning Activity 5

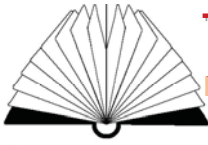
Elders have many interesting stories to tell. Here are some ideas of what you might ask an Elder to encourage them to tell you a story.

- ✓ What happened the first time you shot your first moose or any other animal?
- ✓ How did you learn to start a kicker?
- ✓ What adventures have you had with bears or other animals?
- ✓ How did you learn to shoot a gun?
- ✓ What was the funniest experience you ever had in the bush?
- ✓ What was the most embarrassing experience you ever had?
- ✓ Did you ever nurse a bird or other animal back to health? What kind of bird or animal? Tell me what happened.

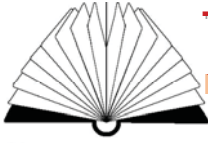
Think of other questions that might help an Elder to tell a story.

What to do:

- i) Use the interview card on the next page to make notes as the Elder talks.
- ii) Use the notes to write your story. Write an interesting title. Print the stories on the computer. Put the stories in the school or community library so children and others can read them.
- iii) Be sure to ask the Elder for permission to print their stories.



Interviewing an Elder	
Elder's name:	
Date:	Place:
Title of story:	
Who or what is the story about?	
Where did the story take place?	
When did the story take place?	
What happened? Why?	



Events brochure Learning Activity 6

One handout

Learners create a brochure.

- i) Brainstorm and research the events taking place in the community. Decide what event(s) need a brochure.
- ii) Ask learners to work in groups of two or three people. Each group can make a different brochure.
- iii) Ask each group to do research about their event – who, what, when, where, why, and how about the event.
- iv) Ask learners to collect samples of brochures. Encourage them to use these to help them decide how to organize the brochure and what to say. The handout also helps them decide.
- v) Ask learners to make the brochure by hand. Some learners may also want to use the computer. The handout gives basic directions for both. The references at the end of this story section include a 'how to make a brochure' website that may also be helpful.



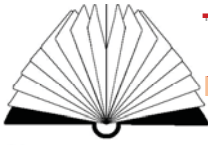
Events brochure Learning Activity 6

During this activity you'll make a brochure about a community event. People can use a brochure to get information and to take action. We use brochures to:

- ✓ Advertise community events.
- ✓ Tell people about a community group.
- ✓ Encourage people to do something such as exercise or to not do something such as smoking.
- ✓ Give people information about programs or services.

What to do:

- i) Brainstorm the events that take place in your community. Decide what event(s) need a brochure.
- ii) Work in groups of two or three people. Each group makes a different brochure.
- iii) Do research about your event. Find out who, what, where, when, why, and how about the event.
- iv) Collect samples of brochures. Use these to help you decide how to organize the brochure and what to say on it.
- v) Organize the brochure by hand or on the computer. See the next page for some basic directions. Choose pictures, drawings, and words carefully. Brochures don't have much room. What's the most important thing people need to know?

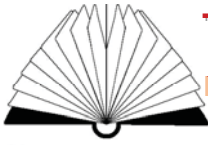


How to organize a brochure

A brochure is usually one piece of paper folded to make three panels. These two diagrams show the two sides of the page when it's open. Use this diagram and sample brochures to help decide what pictures or words belong in each panel.

Inside left	Inside middle	Inside right
-------------	---------------	--------------

Back left	Back cover	Front cover
-----------	------------	-------------



Front cover

Usually has the title and a picture or drawing. Not much text. Get peoples' attention. Catch their eye.

Back cover

Usually includes name, address, phone, email, website or other contact information.

Inside right, middle, left

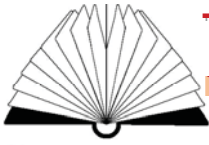
Text, pictures, drawings, etc. What are the most important things people need to know? Try things different ways to see what works best. Use as little text as possible.

Back left

People see this panel when they open the first panel of the brochure – before they open it up the whole way.

To print the brochure

Copy each page on one side of the same piece of paper. Make sure each side is the same way up. Use coloured paper?



Make a brochure by hand:

Fold two pieces of paper into three equal sections. Or measure three equal sections on the page and draw a line to separate them.

Make a brochure on the computer with a word processing program:

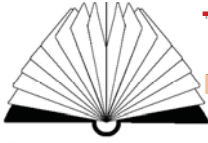
Under file go to page setup:

- ✓ Set the margins very small – about .25 inches. Change this later if it's too large or too small.
- ✓ Set the paper size as landscape.

Under format go to columns:

- ✓ Set the number of columns as three.
- ✓ Set the spacing as .75 inches. Change this later if it's too large or too small.

Start from the top left corner. To move down the column, to get from one column to the next, or onto another page – type in text or push the 'Enter' key over and over.

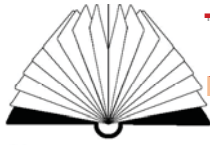


Make a padded binder Learning Activity 7

One handout

Learners make a padded binder to hold photos, school reports, artwork, or other special projects. For example, learners could make a padded binder to hold the Elders' stories they wrote.

- i) Ask learners to gather the materials they need.
 - ✓ 3-ring binder
 - ✓ Cover material
 - ✓ Batting or fibrefill
 - ✓ Cardboard, such as from cereal boxes
 - ✓ Glue gun
 - ✓ Scissors
 - ✓ Page protectors.
 - ✓ Things to decorate the binder such as beads, ribbons, pressed leaves or flowers, etc.
- ii) Review the directions to make the binder on the handout. Write the directions on a flipchart page as you review.
- iii) Demonstrate how to make the binder, if needed.

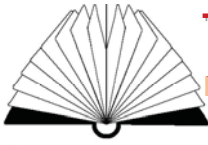


Make a padded binder Learning Activity 7

During this activity you make a padded binder to hold photos, school reports, artwork, or other special projects. For example, learners could make a padded binder to hold the Elders' stories they wrote.

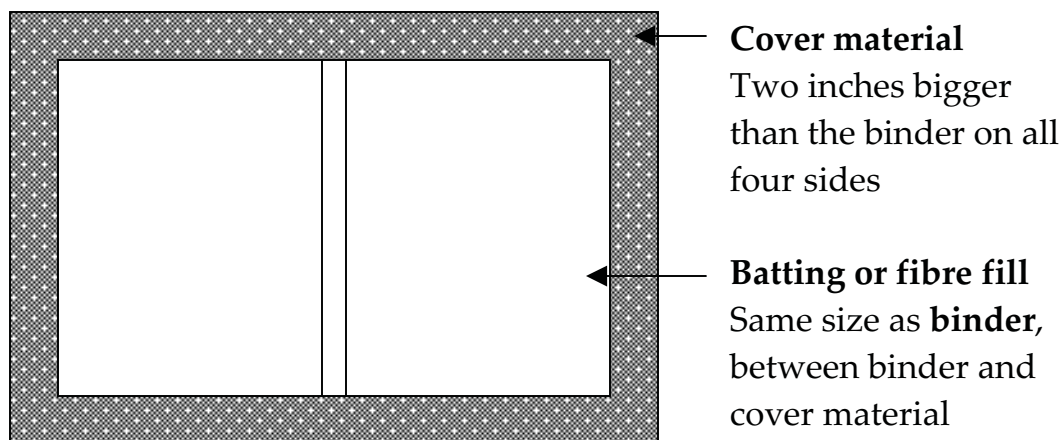
Here's a list of materials you need to make the padded binder.

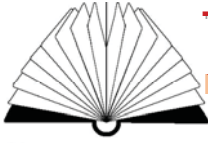
- ✓ 3-ring binder
- ✓ Cover material
- ✓ Batting or fibrefill
- ✓ Cardboard, such as from cereal boxes
- ✓ Glue gun
- ✓ Scissors
- ✓ Page protectors.
- ✓ Things to decorate the binder such as beads, ribbons, pressed leaves or flowers, etc.



Directions to make the binder

- i) Lay the cover material on a flat surface. Put the open binder on top of it and measure it. Add two inches on each of the four sides of the binder. Cut the material so that it is about two inches bigger on each side than the open binder.
- ii) Lay the batting or fibrefill on a flat surface. Put the open binder on top of it and measure it. Cut the batting the same size as the binder.
- iii) Put the cover material on a flat surface with the good side facing down. Put the batting on top of the material. Make sure the edge of the batting is 2 inches away from the edge of the cover material on each side. Put the open binder on top of the batting. See the diagram below.





- iv) Put a line of glue on the inside edge of the binder with the glue gun. Pull the material over and press it to the binder.
- v) Repeat this for each side. Do a small section at a time so the glue stays warm and sticks well.
- vi) Cut a piece of cardboard such as from a cereal box or bristol board. Make it about one inch smaller on each side than the inside cover of the binder.
- vii) Cut a piece of cover material a bit bigger than the cardboard on each side. Lay the material face down and glue the cardboard to the centre of the material.
- viii) Glue the cardboard and cover material to the inside front cover. Make sure the cover material faces out. Repeat the last three steps for the back cover.
- ix) Decorate the front cover.
- x) Put your project into the binder.



Resources

✓ **Unipkausivut- Building Language and Literacy Skills Through Oral History**

The Nunavut Literacy Council produced this manual. It is a collection of resources, divided into nine sections:

- i) Storytelling and Culture
- ii) Language and Literacy in Nunavut
- iii) Building Language and Literacy Skills
- iv) Planning Your Project
- v) Sample Documents
- vi) The Process of Collecting Oral Histories
- vii) Project Ideas
- viii) Stories
- ix) Useful Resources

Contact the Nunavut Literacy Council for a copy or download a copy from their website www.nunavutliteracy.ca

✓ <http://www.pwnhc.ca/databases/index.htm>

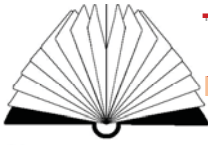
Prince of Wales Northern Heritage Centre website has archives, photos, and other searchable databases learners can use online.

✓ http://www.nwt.literacy.ca/adultlit/idaa_trl/idaa_trl.pdf

Idaa Trail Study Guide, Chapter 3. More learning activities and handouts about interviewing Elders.

✓ <http://www.gwichin.ca/>

This is the Gwich'in Social and Cultural Institute's website. They document, preserve and promote Gwich'in culture and language through oral history, language, traditional knowledge, place names and other ethnographic research.



- ✓ <http://www.deneculture.org/>

This is the Dene Cultural Institute's website. They coordinate research and educational activities that protect and promote Dene culture, languages, spirituality, heritage, tradition and customs. They also facilitate community efforts to preserve Dene culture.

- ✓ <http://www.irc.inuvialuit.com/>

This is the Inuvialuit Regional Corporation's website. The 'Culture' section includes information and resources about oral traditions.

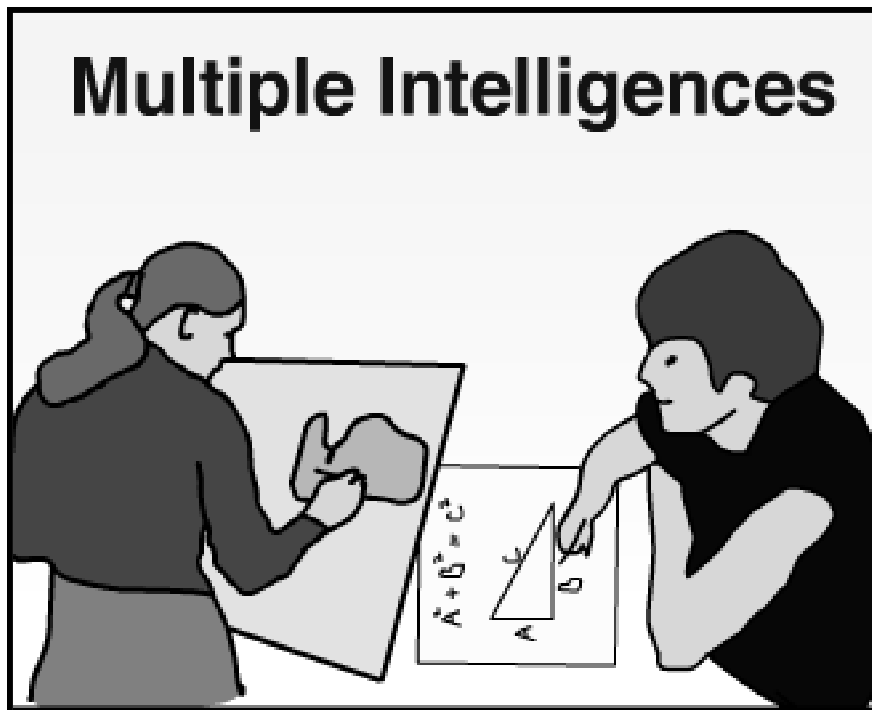
- ✓ <http://www.e-wally.org/planbrochure.htm>

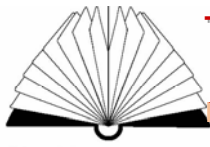
A step-by-step plan to make a brochure, including a logo

The Northern Edge

Study Guide

Multiple Intelligences





Multiple Intelligences

Introduction

This story is from **Issue #4 of The Northern Edge**. The story talks about eight 'intelligences' or different ways that people are smart. The eight areas are words, numbers, nature, the physical body, pictures or visual things, music, other people, and our self.

There's one on-line learning activity. Learners read 40 statements and check if each statement is 'not me', 'somewhat me', or 'definitely me'. Learners get feedback about their strengths based on their answers.

This story is an opportunity for learners to use the word intelligence in a very broad way. It talks about how each of us has one or more 'smarts' or things we're good at and other 'smarts' or things we're not so good at.

This section first presents a list of 10 learning activities and the written text of the story. 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 for the story.





This symbol marks instructor notes.

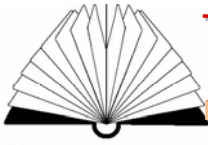


This symbol marks handouts to copy for learners.





Multiple Intelligences List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	1 handout	7, 8, 9
2) Language skills	1 handout	7, 10, 11
3) Questions	2 handouts	12 to 15
4) Writing	3 handouts	16 to 22
5) Smart score	1 handout	23 to 25
6) Smart illustrations	1 handout	26 to 30
7) Lost in the boreal forest	1 handout	31 to 33
8) A smart way to make new words	1 handout	34 to 36
9) Soap carving	1 handout	37 to 39
10) What kind of smarts?	1 handout	40 to 42



Text – Multiple Intelligences
Issue #4 The Northern Edge

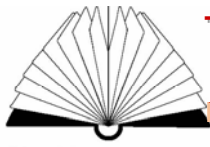
People are good at different things. For example, Joe plays guitar really well. But he's not so good at sports. He has lots of music smarts and not so many body smarts.

There are eight kinds of smarts: word smarts, math or logic smarts, picture or visual smarts, music smarts, body smarts, nature smarts, people smarts, and self smarts.

All eight kinds of smarts are important. Our world today focuses a lot on word and math smarts. But all eight smarts help contribute to a full and meaningful life.

Each person has their own combination of smarts. No combination is better or worse, more or less than any other. Each person is different and unique.

Recognize and use the smarts you have. Be proud of your strengths and respect the different strengths other people have. Each person can also decide to work hard and practice the other smarts – the smarts that they find harder.



Word Smarts

If you can read, write, and speak well you have lots of word smarts. You probably have a good vocabulary and love to read. People with lots of word smarts often do well in school. They like to read books, do word games, and talk.

People with less word smarts often have to work a lot harder in school. This is difficult because school is so important in today's world. People who are word smart often work as authors, teachers, lawyers and salespeople.

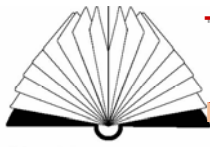
Math or Logic Smarts

If you're good with numbers you have lots of math smarts. You can add, subtract, multiply, and divide easily. You probably can figure out how things work and feel at home with abstract symbols. You're probably quite logical. People with lots of math smarts often do well at school.

People with less math smarts often have to work a lot harder in school. This is difficult because school is so important in today's world. People who are logic or math smart may work as accountants, scientists, computer programmers, or detectives.

Picture or Visual Smarts

If you're good at art and you like to draw or build things, you have lots of picture smarts. You probably like to read maps. You can estimate size and distance. People with lots of picture smarts often learn best with pictures, charts, and other visual things. They would rather make a poster than write an essay.



People with less picture smarts often have to work a lot harder at things such as art or finding their way on the land. People who are picture smart often work as artists, designers, architects, or photographers.

Music Smarts

If you love music and understand timing, pitch, tone, and rhythm you have lots of music smarts. You probably like to listen to music. You might play an instrument. People with lots of music smarts often learn best by putting things to music or listening to music.

People with less music smarts have to work a lot harder at things such as dancing or singing. People who are music smart might work as musicians, composers, conductors or singers.

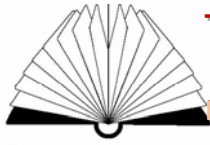
Body Smarts

If you like to do sports or handicrafts or build models you have lots of body smarts. You probably have good motor skills. People with lots of body smarts often learn best when they touch things, move things, and do things. They like the hands-on approach.

People with less body smarts have to work a lot harder at things such as riding a bike or sewing. People who are body smart often are athletes, surgeons, carpenters, or welders.

Nature Smarts

If you like animals, insects, minerals, plants, stars, and other parts of the environment you have lots of nature smarts. You probably do well when you go hunting or fishing. People with lots of nature smarts learn best when they can be outside.



People with less nature smarts often have to work a lot harder at things such as camping or going on a picnic. People who are nature smart may be hunters, trappers, biologists, or astronomers.

People Smarts

If you communicate well, make friends easily, and you're sensitive to other people you have lots of people smarts. You probably work well with other people. People with lots of people smarts often learn best when they work with a team.

People with less people smarts have to work a lot harder at things such as working on the committee or helping run the Boy Scouts. People smart people work as daycare workers, teachers, or coaches.

Self Smarts

If you are aware of your own feelings, strengths, ideas, values, and beliefs you have lots of self smarts. You probably enjoy private time to think. You use your self-knowledge to develop your own opinions. People with lots of self smarts often learn best when they can be independent and control their own learning.

People with less self smarts often have to work a lot harder at things such as being alone or having a debate about something. People who are self smart may work as philosophers, psychologists, or writers.



Vocabulary Learning Activity 1

One handout

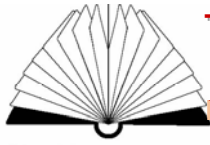
Learners look up the best meaning for words from the story **Multiple Intelligences**. Encourage learners to write down and look up the meaning of other words from the story they don't understand.



Language skills Learning Activity 2

One handout

The handout shows eight words that represent the eight kinds of smarts. Learners fill in the blanks in eight sentences with the word that fits best.



Vocabulary Learning Activity 1

Use a dictionary to find the **best** meaning of the following words from the story **Multiple Intelligences**. Write down the meaning. Add other words from the story that you don't understand.

Smart _____

What do you think the word 'smart' means in this story?

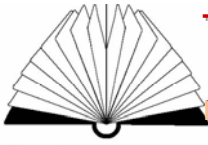
Visual _____

Logic _____

Architects _____

Strengths _____

Beliefs _____

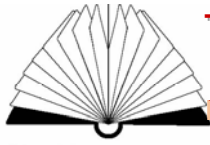


Independent _____

Abstract _____

Symbols _____

Rhythm _____

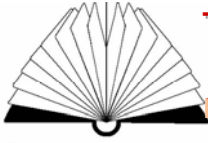


Language skills
Learning Activity 2

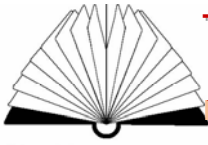
The eight words below represent eight different ways people are smart. Fill in the blank in each sentence with the word that fits best.

self	nature	people	body
number	music	word	visual

- 1) A person who prefers to work on their own has a lot of _____ smarts.
- 2) A person who does really well in the renewable resources course in Fort Smith has a lot of _____ smarts.
- 3) People who like to work in groups have _____ smarts.
- 4) A student who enjoys physical education probably has _____ smarts.
- 5) A person who likes to measure things or who can easily make change with money probably has more _____ smarts.



- 6) A person who can't tell a guitar from a piano has less
_____ smarts than someone who plays the fiddle.
- 7) People who like to read and write stories probably have good
_____ smarts.
- 8) People who would rather draw a picture than write a story
probably have _____ smarts.



Questions Learning Activity 3

Two handouts

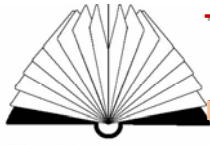
3-1: Story questions

Learners first choose one of three phrases to define 'multiple intelligences'.

Learners do the on-line questionnaire and answer questions based on results. If they don't have access to the on-line questionnaire you will have to adapt the questions.

3-2: Journal writing

Learners use questions to guide their journal writing.



Questions Learning Activity 3

3-1: Story questions

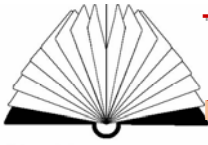
Circle the letter beside the phrase that best describes 'multiple intelligences'.

- a) How smart people are in school
- b) Each person does things, solves problems, and learns and creates things in different ways.
- c) Each person has one 'smart'

Do the on-line questionnaire about smarts. Write one or more sentences to answer the following questions. Begin each sentence with a capital letter and end with the correct punctuation.

- 1) Everyone has 'smarts'. Most people are really good at some smarts and less good at others. According to the on-line questionnaire, what are your strongest smarts?

- 2) According to the on-line questionnaire, what smarts do you need to strengthen?

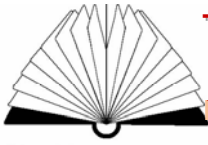


- 3) Schools and libraries offer extra activities such as chess, reading, science, music, art, and sports. Why do you think they offer these activities?

- 4) Physical education is one of five credit courses high school students must take. Why?

- 5) Many people have a hobby. Do you think this is a useful activity? Why or why not?

- 6) Look at your answer to question 2. What could you do to strengthen your weaker smarts?

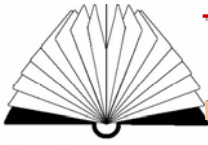


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ What have you learned from this story?
- ✓ Comment on the idea that people may have one or two smarts but they may not know very much in those areas.
- ✓ Do you think everyone has at least one kind of smart?
- ✓ Is being smart always a matter of one person being more intelligent than another? Why or why not?



Writing Learning Activity 4

Three handouts

4-1: Multiple smarts

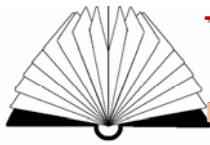
Learners think about a person who has multiple strengths. They each make a web to organize the information and write a paragraph to describe the person.

4-2: What I can do

Learners use transition words to write five sentences to compare their strengths with areas they need to strengthen.

4-3: What would you do?

Learners use their problem-solving smarts to deal with a fictional situation. Ask learners to share their answers. Encourage learners to recognize how people use different smarts to solve problems.

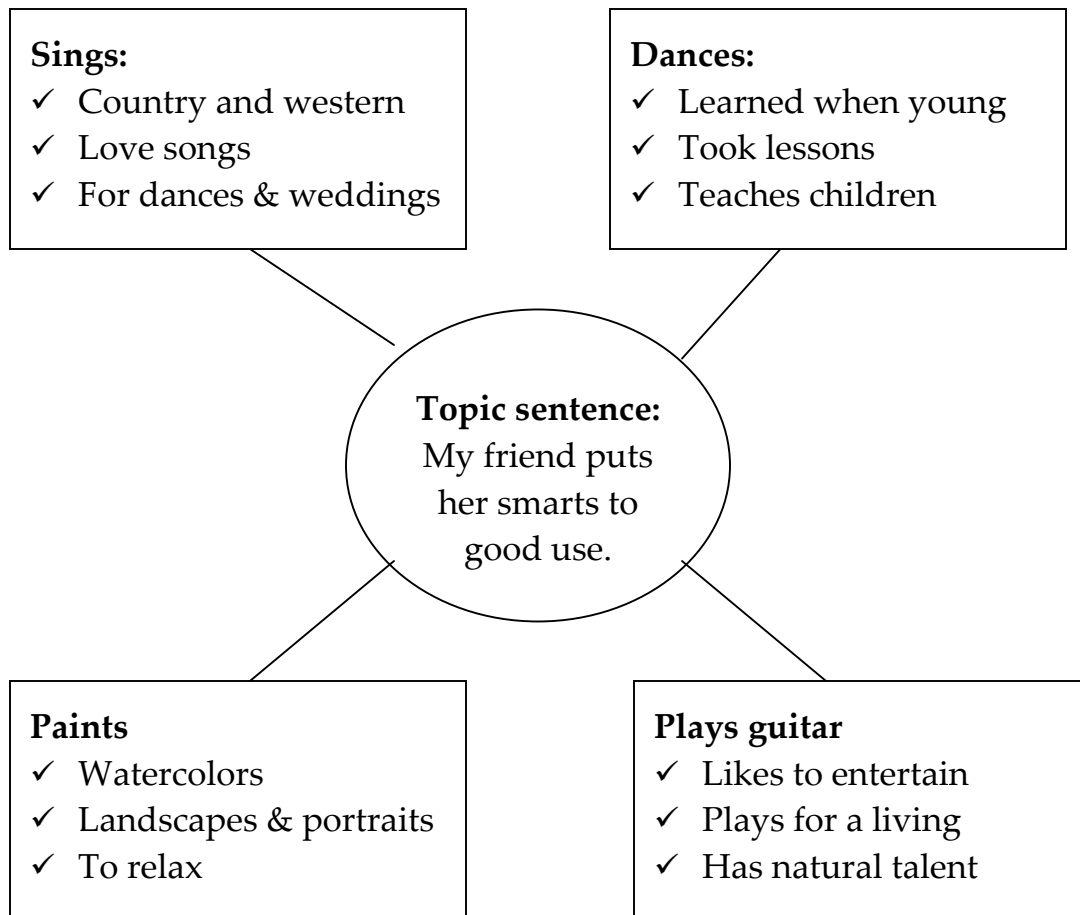


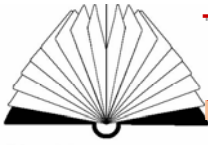
Writing Learning Activity 4

4-1: Multiple smarts

During this activity you'll develop a web about someone you know and the smarts they're good at. Then you'll use the web to write a paragraph about the person.

Look at this sample web. This person sings, dances, paints pictures, and plays guitar.

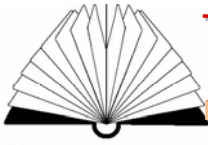




Think about someone you know who has several smarts. Make a web about this person and their smarts – like the sample web. Put a topic sentence in the middle like in the sample.

Use the information in the web to write a paragraph about the person.

- ✓ Write the main idea in the first sentence.
- ✓ Write one or two sentences about each detail.
- ✓ Write a concluding sentence that relates to the topic sentence.
- ✓ Put a title at the beginning of your paragraph.
- ✓ Print your paragraph on the computer.
- ✓ Post your paragraph on the school bulletin board or in the school newsletter.



Writing Learning Activity 4

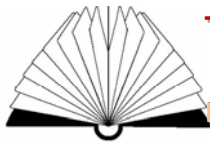
4-2: What can I do?

Everyone does some things really well. We should be proud of the ways that we use our best smarts every day. And it's okay to admit that we're not so good at some things.

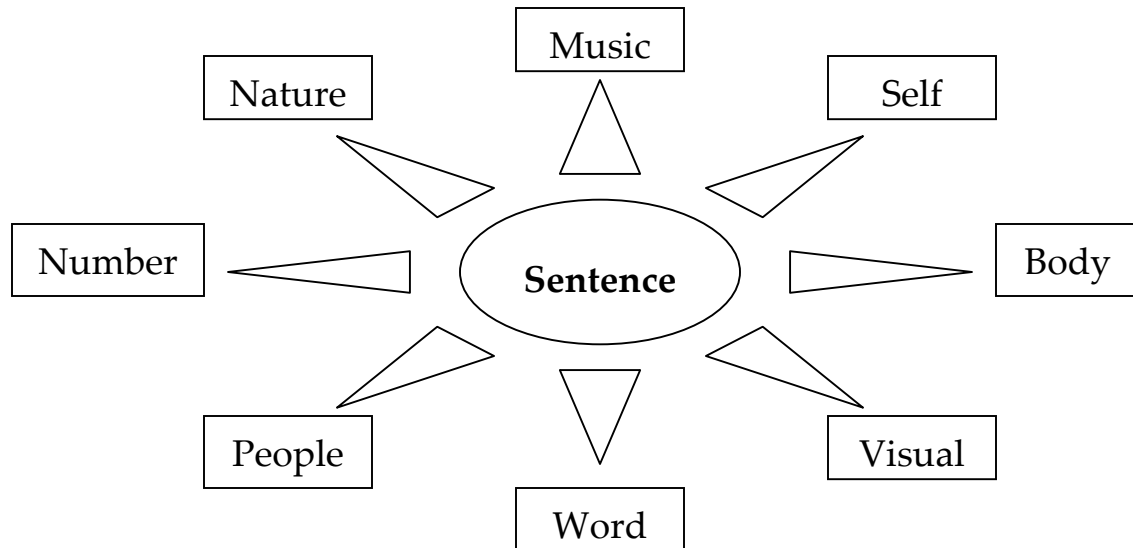
Write five sentences. In each sentence compare something you do well with something you're not so good at or something you'd like to strengthen.

Examples:

- ✓ I am very musical, but I cannot bead moccasins.
- ✓ I'd rather watch a movie than lift weights or go for a jog.
- ✓ I like to play games. However, I don't like to play cards.
- ✓ My best subject is physical education. On the other hand, I don't do so well with social studies.
- ✓ I'm very good at writing, but I feel uncomfortable if I have to speak in front of lots of people.

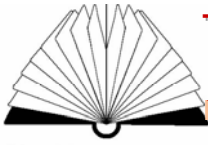


Use this web of different kinds of smarts to help you organize your ideas.



Write your five sentences on the next page. Use the following four words or phrases to compare things, if you want to.

but rather than on the other hand however



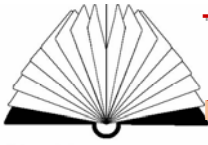
- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____



Writing Learning Activity 4

4-3: What would you do?

You are the pilot of a plane that carries over 400 people. You have just taken off from the airport and a passenger crashes through the cockpit door.

What kinds of smarts do you use to deal with this problem?

- 1) _____
- 2) _____
- 3) _____

What would you do? How would you handle the situation?



Smart score Learning Activity 5

One handout

Learners need to first complete the on-line activity for the story **Multiple Intelligences**. Learners use their results from the on-line questionnaire to build a bar graph.

Learners enter their results in a table. The table also has a set of sample scores. The handout has a sample bar graph that shows the sample scores.

Learners use their own scores to make a bar graph.

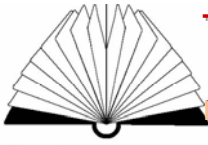


Smart score Learning Activity 5

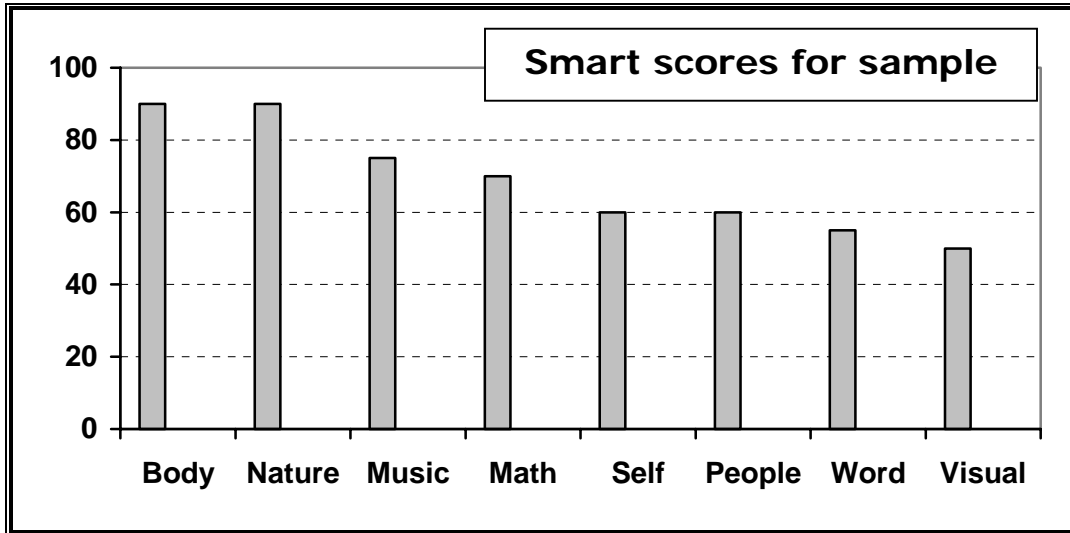
Go on-line and do the activity connected with the story **Multiple Intelligences**. Answer the 40 questions in the questionnaire.

When you finish the questionnaire, the computer gives you the results. Write your smart scores in the right column of the table below. The table also gives a set of sample scores from the same questionnaire.

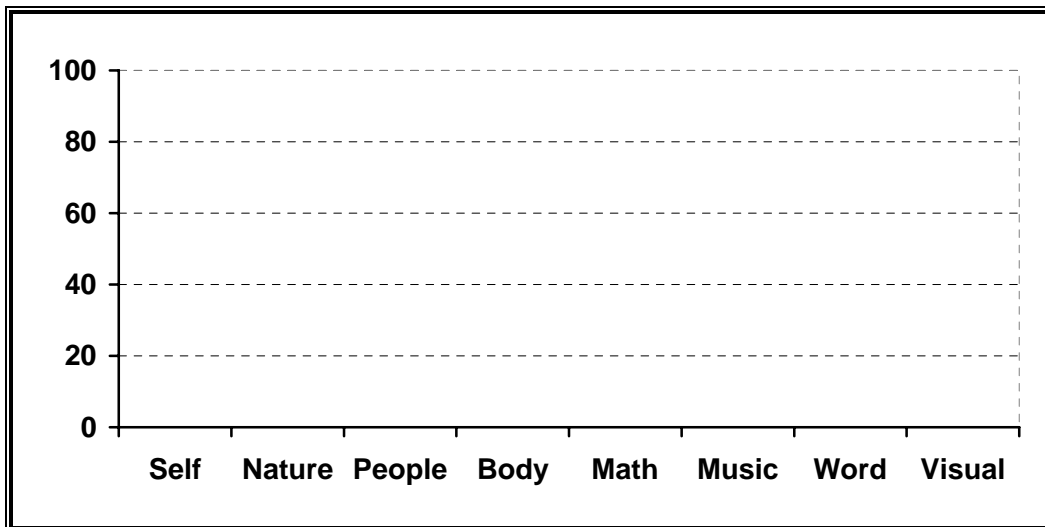
Sample		Your score	
	Score		Score
Body	90	Body	
Nature	90	Nature	
Music	75	Music	
Number	70	Number	
Self	60	Self	
People	60	People	
Word	55	Word	
Visual	50	Visual	

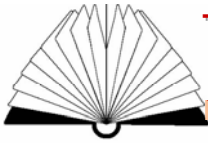


Here is a bar graph that shows the sample scores from the on-line quiz.



Make a bar graph that shows your smart scores from the on-line quiz.



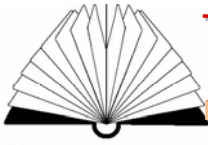


Smart illustrations Learning Activity 6

One handout

Learners draw their version of the eight smarts. Play some background music as they draw, sketch, or paint. Ask learners to bring in their own music for this activity.

Then ask learners to write in their journals how the music affected them as they worked on their pictures.

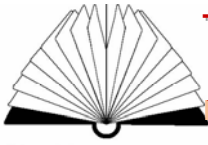


**Smart illustrations
Learning Activity 6**

Use your visual smarts to draw a picture of your eight strengths.

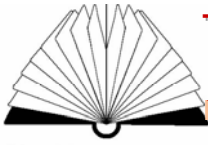
Self

Nature



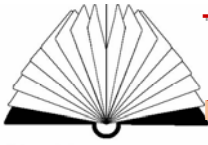
People

Body



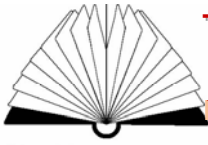
Number

Music



Visual

Word



Lost in the boreal forest Learning Activity 7

One handout

Learners use their number smarts to count by twos and by tens in this activity.

Joe and Jack are lost in the boreal forest. Learners move from square to square to get them out of the forest to home. They can move one square up, down, right, left, or diagonally. Make sure learners understand the word diagonally before they start.

Learners count by tens to get Jack out of the forest and by twos to get Joe out. It's much harder to get Joe out.

After learners get Jack and Joe home, the handout asks them to divide 70 by 10 and by 2. It also asks what other numbers divide evenly into 70.



Lost in the boreal forest Learning Activity 7

During this activity you'll use your number smarts to get Joe and Jack out of the boreal forest to home.

- i) Start with Jack. Find Jack in the 10 box at the bottom right corner. Move Jack one box at a time to get him home. Home is the 70 box in the middle of the bottom row.

Count by tens. Move Jack one box with each count. You can move one square up, down, right, left, or diagonally. Draw a line from box to box with each count to show the path to home.

Before you start:

What does diagonally mean? _____

- ii) Now help Joe. Find Joe in the 2 box in the middle. Move Joe one square at a time to get him home. Home is the 70 box in the middle of the bottom row. This one is much harder.

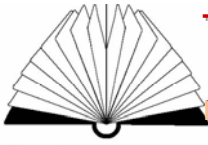
Count by twos. Move Joe one square with each count. You can move one square up, down, right, left, or diagonally. Draw a line from box to box with each count to show the path to home.

After you finish:

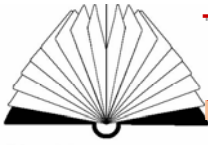
The number 70 ends with 0. The numbers 2 and 10 divide evenly into any number that ends with 0.

$$70 \div 10 = \underline{\hspace{2cm}} \qquad 70 \div 2 = \underline{\hspace{2cm}}$$

What other numbers divide evenly into 70? _____



The Boreal Forest								
62	50	48	44	42	42	22	30	20
60	48	46	44	42	40	20	24	26
54	60	48	12	38	26	20	24	26
48	50	10	36	40	44	16	26	30
52	54	6	34	42	14	30	34	46
62	54	8	32	4	6	8	10	44
60	56	30	2	2 Joe	4	10	12	70
58	30	28	2	2	4	14	12	60
32	60	6	26	4	20	16	14	50
38	62	8	24	22	18	18	40	40
40	64	27	10	24	20	50	40	30
22	42	66	64	26	60	40	20	20
20	18	22	68	70 Home	50	50	11	10 Jack



A smart way to make new words Learning Activity 8

One handout

Suffix:

Letters we can add to the end of a word to make another form of that word.

Learners use suffixes to change the form of different words. The handout gives the following suffixes as options:

- ✓ -al
- ✓ -ment
- ✓ -ist
- ✓ -tion
- ✓ -ent
- ✓ -er

The handout has 10 sentences. Each has a different word in front and a blank somewhere in the sentence. Learners choose a suffix to change the form of the word in front to fill in the blank in each sentence.



A smart way to make new words Learning Activity 8

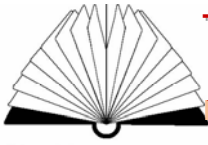
We can make a new kind of word when we add a suffix to the root word.

What is a suffix? A suffix is the letters we can add to the end of a word to make a new kind of word.

Here are a few examples.

Root word	Suffix	New kind of word
Report	-er	Reporter
Enter	-ance	Entrance
Agree	-ment	Agreement
Piano	-ist	Pianist
Select	-tion	Selection
Option	-al	Optional
Friend	-ly	Friendly
Admire	-able	Admirable
Respect	-ful	Respectful

Use this list of suffixes to help make new words to fill in the blanks on the next page.



Read these sentences. Add a suffix to the word in front of each sentence to make a new word to fit in the blank.

art A person who has visual smarts may be an
_____ .

depend People who do what they say they will do are
_____ people.

write A famous _____ knows
how to use words to make a living.

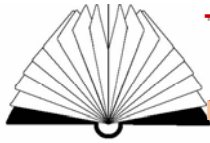
biology What does a _____ do when
she finds a wolverine?

logic People who are _____ make
good computer programmers or math teachers.

arrange He made a lovely flower _____ for
the wedding.

describe She gave a good _____ of
the thief and got an award.

announce Have you received the birth _____?



Soap carving Learning Activity 9

One handout

Learners use their body and visual smarts to carve a sculpture from a bar of soap.

Materials:

- ✓ One bar of soap for each learner
- ✓ Craft sticks, popsicle sticks, paper clips, pencil, toothpicks
- ✓ Newspaper
- ✓ Small plastic bags to store materials

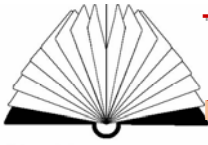
To introduce the activity, show learners pictures of carved animals or objects and real carvings.

Review these words with learners:

- ✓ **Sculpture:** The art of shaping objects out of hard materials such as stone or wood.
- ✓ **Whittle:** To cut away slowly.
- ✓ **Texture:** How a surface feels or looks. For example fur has a fuzzy texture and stone has a smooth texture.

Review the handout.

- ✓ How do learners transfer a drawing to the soap?
- ✓ **Shape:** How is a sculpture different than a picture? What is possible and not possible when carving a shape? How do the learners carve a shape?



- ✓ **Lines:** How can learners make lines in soap?
- ✓ What do we need to be careful about?

Discuss with learners when they finish carving:

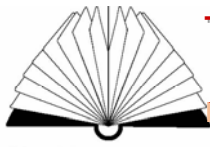
- ✓ What did they like about their own work?
- ✓ What did they like about other peoples' work?
- ✓ What would they do differently next time?
- ✓ Would they like to try carving stone? What would be the main differences?

Encourage learners to use new vocabulary words.

Alternate or extended carving activities:

- ✓ Clay
- ✓ Modelling clay
- ✓ Styrofoam
- ✓ Soapstone

Learners can also write a critique of their soap carving in their journal.



Soap carving Learning Activity 9

Use your body and visual smarts to carve a sculpture from a bar of soap.

What do these words mean?

- ✓ Sculpture
- ✓ Whittle
- ✓ Texture

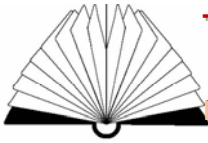
Find a picture of an animal or object you want to carve. Make a simple drawing the same size as your soap bar. Use a pencil to mark the drawing on the soap.

Shape: Use the craft stick to carefully whittle small pieces of soap. Cradle the soap in your hands and turn it over as you work.

Lines: Hold the craft stick like a pencil and make lines. Use a pencil, toothpicks, paper clips, popsicle sticks, or a sharp object to make different textures.

Be careful:

- ✓ Work on three or four layers of newspaper. When one layer gets covered with soap bits, remove it and use the next layer.
- ✓ Keep your hands away from your nose and eyes.
- ✓ Don't blow on the soap bits on the table or on the sculpture.
- ✓ Keep soap off the floor so it doesn't get slippery.
- ✓ Scrape your craft stick over the newspaper to keep it clean.



What kind of smarts? Learning Activity 10

One handout

Learners match different activities with different kinds of smarts.

Math smarts

Visual smarts

Body smarts

Self smarts

People smarts

Music smarts

Word smarts

Nature smarts

Ask learners to work in pairs or groups of three. Compare and discuss answers.



What kind of smarts? Learning Activity 10

Look at the list of activities below. Decide what kind of smarts a person uses most for each activity.

Math smarts

Visual smarts

Body smarts

Self smarts

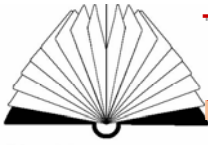
People smarts

Music smarts

Word smarts

Nature smarts

Activity	What kind of smarts?
Tell a story.	
Draw a map of the community.	
Make a cover for a book.	
Make up a game to play.	
Write a song.	
Work in a group.	
Talk about personal values.	
Look for berries.	
Write a play.	
Build a doghouse.	
Take photos of flowers.	



Activity	What kind of smarts?
Act in a play.	
Play guitar.	
Keep a diary.	
Collect different kinds of rocks.	
Compare one story with another.	
Plan a budget.	
Paint designs on furniture.	
Ride a bike.	
Dance.	
Discuss problems in a group.	
Know about personal needs or problems.	
Garden.	



Resources

Websites:

- ✓ www.vark-learn.com/english/index.asp

Learners can use this site to learn more about their learning style. Go to the site and click on 'questionnaire'.

- ✓ <http://surfaquarium.com/MI/inventory.htm>

This multiple intelligence inventory site identifies nine multiple intelligence areas. Print the questionnaire, score sheet, and graph. Use this as another way to talk about how people have different strengths and how all of us can build strength in our weaker areas.

- ✓ www.mitest.com/

References for multiple intelligences, including some education resources and another questionnaire learners can do on-line.

Books

- ✓ McKenzie, Walter.

Multiple Intelligences and Instructional Technology: A Manual for Every Mind

Eugene, Oregon ISTE, 2002 ISBN 1-56484-192-8

Book and video available at Thebacha Campus Library

- ✓ Armstrong, Thomas

Multiple Intelligences in the Classroom

Alexandria, Va ASCD 1994

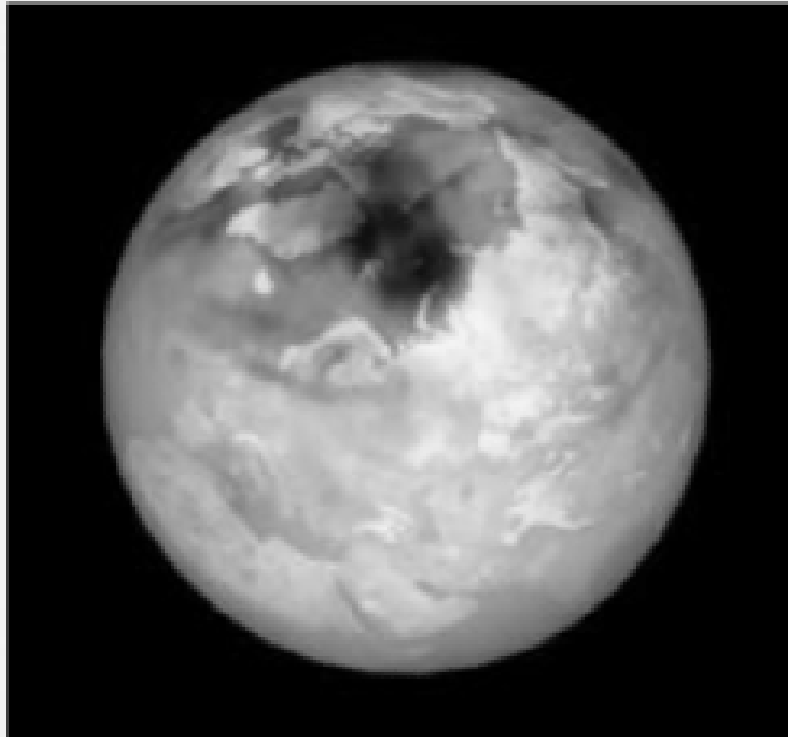
A guide to teaching multiple intelligences in the classroom with lesson plans, teaching strategies, etc.

The Northern Edge

Study Guide

Climate Change

Climate Change





Climate Change

Introduction

This story is from **Issue #5 of The Northern Edge**. The story tells how three adult learners do research about climate change. They go on-line and learn about Inuit perspectives of climate change. They talk to local Elders and to Bob Bromley from Ecology North. They learn about unpredictable weather and some effects of climate change on things such as wildlife and communities.

There are three on-line learning activities: 1) eight tips to use less energy, 2) ecological footprint quiz, and 3) writing personal thoughts and feelings about climate change

This story offers a chance to discuss cause and effect. Learners can also look at possible ways to take action to help reduce greenhouse gases, and think about why people need to take action.

This section first presents a list of eight learning activities and the written text for the story. 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 for the story.

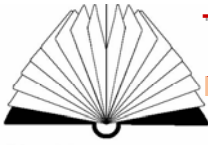




This symbol marks instructor notes.

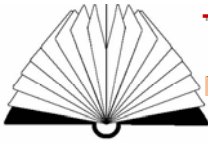


This symbol marks handouts to copy for learners.





Climate Change List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	1 handout	7 to 10
2) Language skills	1 handout	7, 11, 12
3) Questions	2 handouts	13 to 17
4) Writing	2 handouts	18 to 23
5) Cause and effect	1 handout	24 to 29
6) Where is the comma?	1 handout	30 to 32
7) Climate change – what’s the big deal?	4 handouts	33 to 42
8) Ideas for hands-on activities	No handout	43, 44



Text - Climate Change
Issue #5 The Northern Edge

Three adult students, Sara, Ken, and Jim are going to do a research project on climate change in the north.

Ken: Hey Jim and Sara. We have to find partners for our research project. Do you want to work together?

Jim: Sure Ken. Have you thought about a topic?

Ken: I was thinking we could do something about the environment.

Sara: Count me in. We could do some research on climate change.

Ken: That's a great idea Sara. One of the Elders was just telling me how winters now are a lot warmer than when she was a child.

Sara: Why don't we interview some people in our community?

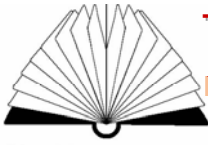
Jim: Right and let's use the internet to do some of our research.

Ken: Okay great. Let's get started.

Jim: I did a search in Google and found a great site. It's called www.inuitcircumpolar.com

Ken: What did you find there?

Jim: I found some really good information on climate change in the north written by a woman named Sheila Watt-Cloutier. She's from Iqaluit and she's the chair of the Inuit Circumpolar



Conference. They defend the interests of Inuit living in Canada, Alaska, Greenland and Russia.

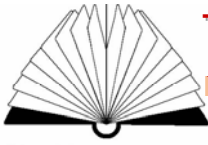
Ken: What did she say?

Jim: I took some notes when I read her speech. Ms. Watt-Cloutier says we are at a key moment in the history of the planet. She says the earth is melting and we must come together and address climate change. She says global warming is affecting the entire planet, but it is impacting the Arctic much faster.

She says that "our region is the globe's barometer of climate change, and Inuit are the mercury in that barometer. Protect the Arctic and you will save the planet," she said. "Use us as your early warning system. Use our stories as vehicles to reconnect us all so that we can understand the people and the planet are one."

She said, "Our Elders and hunters have intimate knowledge of the land, sea ice, and animals. Talk to hunters across the north and they will tell you the same story. The weather is increasingly unpredictable. The look and feel of the land is different. New species of animals including barn owls, robins, pin-tailed ducks, and salmon are 'invading' our region. The sea-ice is changing. Winters are not as cold as they used to be and permafrost is melting. Hunters are having difficulty navigating and traveling."

Ken: That's great Jim. Good work. Sara made an appointment with a biologist, Bob Bromley, right here in Yellowknife. He's from the environmental organization Ecology North.



Jim: Okay. Let's meet again tomorrow and find out what she learned.

Sara: I had a good meeting with Bob Bromley at Ecology North. He said some very interesting things.

Jim: What did he say?

Sara: He said that in the past the weather was very predictable. Our Elders and hunters knew where to go to harvest what they needed and they knew how to get there safely. This is part of what is called traditional knowledge and it has been developing over hundreds and thousands of years.

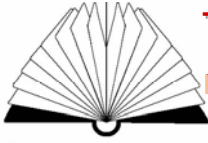
Bob said that one major effect of climate change is that the weather is not as reliable as it used to be. Hunters are now going through the ice on paths that used to be safe and secure. When they use routes that used to be reliable they're finding water on top of the ice.

Jim: Did he say anything about the permafrost melting?

Sara: Yes. He said that the melting of the permafrost is causing landslides in some areas. It's also making it harder to build and maintain pipelines and roads. Airstrip maintenance costs are going up. Buildings are sinking and need expensive renovations.

Jim: The other thing I was thinking about is wildlife. How are they being affected by climate change?

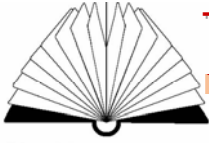
Sara: Caribou travel north each spring to their summer habitat and leave their main predator, the wolf, behind. Wolves follow



the caribou only to the tree line. Bob said that today with climate change the tree line is marching north. Caribou may soon lose their ability to escape their predators during calving season.

As well there are more bugs and maybe even more species of bugs. Bugs harass the caribou so much it affects their energy. As a result, they aren't able to store sufficient fat to make it through the winter carrying their calves. Scientists predict that caribou reproductive rates will decline.

Jim: Excellent work Sara. Ken found some really good information on climate change from an Inuit perspective. Now you've added important information about how changes in the climate are affecting Dene and other Aboriginal people.



Vocabulary Learning Activity 1

One handout

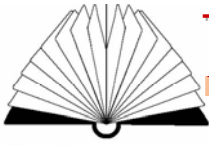
Learners define words from the story and use them in sentences. Encourage learners to work with a partner if they want. Discuss the words as a group.



Language skills Learning Activity 2

One handout

Learners learn about compound words from the story Climate Change. Learners also make a list of other compound words they know.



Vocabulary Learning Activity 1

Use a dictionary to find the meaning of the words from the story.

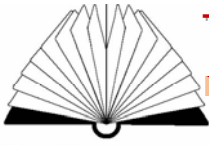
1) Rely _____

2) Environment _____

3) Unpredictable _____

4) Permafrost _____

5) Atmosphere _____



6) Reliable _____

7) Renovations _____

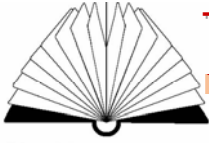
8) Ecology _____

Write a sentence with each of the above words.

1) Rely _____

2) Environment _____

3) Unpredictable _____



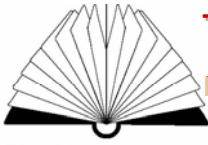
4) Permafrost _____

5) Atmosphere _____

6) Reliable _____

7) Renovations _____

8) Ecology _____



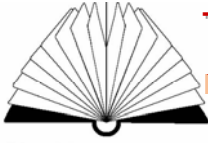
Language skills Learning Activity 2

What is a compound word? We make a compound word when we put together two smaller words. Here are some examples.

Two smaller words		Compound word
Under	Pass	Underpass
After	Noon	Afternoon
To	Day	Today
Birth	Day	Birthday
Arm	Chair	Armchair

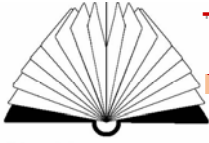
The story Climate Change has some compound words. We took them apart and made two lists. Draw a line to connect the two smaller words that make a compound word from the story.

Land	life
Air	thing
Pipe	slides
May	strip
Under	lines
Wild	be
Any	stand



Talk with your classmates. Can you think of any more compound words you know? If so, write the two smaller words and the compound word in the table below.

Two smaller words	Compound word



Questions Learning Activity 3

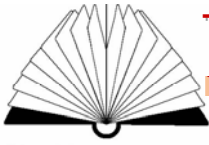
Two handouts

3-1: Story questions

Learners use sentences and correct punctuation to answer eight questions about the story **Climate Change**.

3-2: Journal writing

Learners use questions to guide their journal writing.



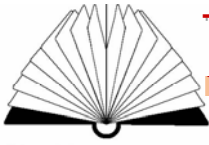
Questions Learning Activity 3

3-1: Story questions

Answer the following eight questions. Use one or more sentences for each answer. Begin each sentence with a capital letter and end with the correct punctuation.

- 1) Sara, Ken, and Jim learned about climate change from two main sources. What or who were they?

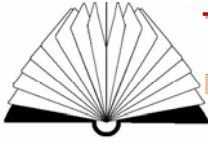
- 2) Who does Sheila Watt-Cloutier speak for? What does she say affects our entire planet?



- 3) Why does Sheila Watt-Cloutier say that we should use the Arctic as an early warning system?

- 4) The weather is increasingly unpredictable. Name four changes in the environment that are caused by the change in weather patterns.

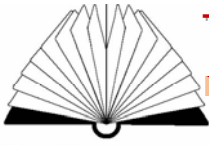
- 5) Hunters can no longer rely on traditional knowledge to survive. What are some dangers that hunters face because of climate change?



6) What happens when the permafrost melts?

7) Bob Bromley says the tree line is marching north. What does this mean? In what way does this affect the caribou?

8) In what way do bugs affect caribou?

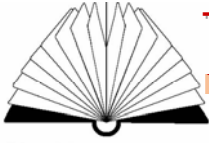


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ What changes have you noticed in the weather patterns in your community or region?
- ✓ What have your Elders told you about the changes they have noticed since they were young?
- ✓ What do you think will happen in your area if unpredictable weather patterns continue?
- ✓ What do you think you can do about it?



Writing Learning Activity 4

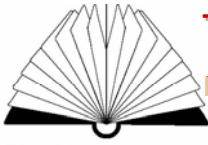
Two handouts

4-1: Word beginnings

Learners look at prefixes re-, in-, im-, and un-.

4-2: Write a letter

Learners write a letter to the Prime Minister of Canada or to the Premier of the NWT. The handout offers two ideas of what learners can write about, or they can use their own ideas. The handout offers tips to write a letter.



Writing Learning Activity 4

4-1: Word beginnings

What is a prefix? A prefix is a group of two or three letters at the beginning of a word. A prefix changes the meaning of the word and makes a new word. Here are a few examples.

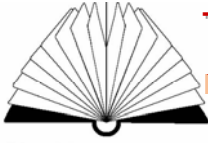
Root word	Prefix	New word
New	Re-	Renew
Complete	In-	Incomplete
Passable	Im-	Impassable
Able	Un-	Unable

What do these root words mean?

- ✓ Call
- ✓ Join
- ✓ New
- ✓ Trace

Put re- in front of each root word. Read the new word and meaning.

- ✓ Recall: Call again
- ✓ Renew: Make new again
- ✓ Rejoin: Join again
- ✓ Retrace: Trace again



The prefix re- at the beginning changes the meaning of the root word. Here is a list of words from the story **Climate Change** that have the prefix re-. What do the root words and the new words mean?

We did the first one. Do the others the same way.

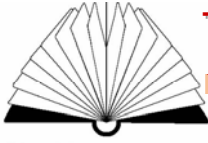
Return Turn means to go around.
Return means turn again.

Reproduce _____

Research _____

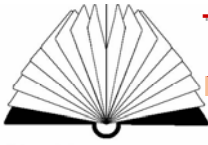
Reconnect _____

Recycle _____



Complete the following sentences in the same way as we did the first sentence.

- 1) If un- means not, then the word unpredictable means
not predictable.
- 2) If un- means not, then the word unable means
_____.
- 3) If in- means not, then the word incomplete means
_____.
- 4) If im- means not, then the word impassable means
_____.
- 5) If re- means back again, then refund means
_____.



Writing Learning Activity 4

4-2: Write a letter

Write a letter to the Prime Minister or to the NWT's Premier.

Right Honourable _____

Prime Minister of Canada

House of Commons

Ottawa, ON

K1A 0A6

Premier _____

Legislative Assembly

Box 1320, Yellowknife, NT

X1A 2L9

Two ideas of things to write about:

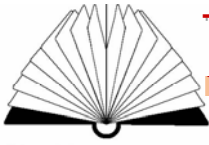
- ✓ Ask what the federal or territorial government is doing in the NWT to reduce greenhouse gases.

Canada signed the Kyoto Protocol. It is an international agreement to reduce greenhouse gas emissions. The Kyoto Protocol came into effect on February 16, 2005. Canada has committed \$10 billion in the next seven years to decrease greenhouse gas emissions.

- ✓ Ask what the federal or territorial government is doing to tell people what they can do to reduce greenhouse gas emissions.

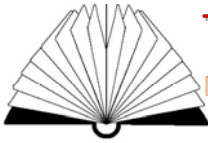
People produce many greenhouse gases when they burn fossil fuels such as gasoline, propane, coal, and oil.

- ✓ What other issue about climate change could you write about?



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. Set out the necessary and truthful facts.
- ✓ Tell the steps you have taken to lessen the impact on the environment.
- ✓ Be brief and organized and try to keep the letter to one page.
- ✓ Be polite and don't use slang.
- ✓ Ask yourself if you should send the letter to anyone else?
- ✓ Ask for a reply. You should get one.



Cause and effect Learning Activity 5

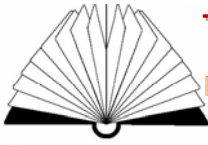
One handout

We cannot assume learners know the concept of cause and effect. Use the following or another concrete example to demonstrate.

- i) Ask learners what is cause? What is effect? With no warning grab a 3-hole punch and something breakable, such as an apple. Smash the apple with the punch. You now have the learners' full attention.
- ii) Ask who or what caused the apple to break? The response is that you did and the punch.
- iii) Ask what is the effect? The response is that the apple smashed.

Use the information on the following page to show learners about the concept of cause and effect, to discuss it, and to write about it.

The handout uses some examples of cause and effect from the story **Climate Change** to give learners some practice with the concept. It also shows how effects can become a cause to create other effects and so on.



Cause A person, thing, or action that makes something happen.

Effect What happens or the result.

Think about the instructor, the 3-hole punch and the apple.

What is the cause? The instructor and the hole punch

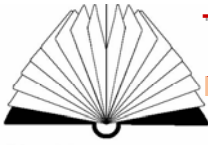
What is the effect? The apple smashed

We can write a sentence about cause and effect in two ways.

Cause	Effect
When the instructor hit the apple with a hole punch	the apple smashed.

Reverse the headings. Enter the effect and ask learners for the cause.

Effect	Cause
The apple smashed	when the instructor hit it with the hole punch.



Cause and effect Learning Activity 5

Use this handout to explore the idea of cause and effect. Learn to write about cause and effect in different ways.

i) **Think about this. What happens when you peel an onion?**

What is the cause? Peeling an onion

What is the effect? crying

First, read a sentence with the cause at the beginning.

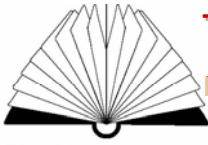
✓ When I peeled the onion I cried.

Cause: peeling an onion	Effect: crying
When I peeled the onion	I cried.

Second, read a sentence with the effect at the beginning.

✓ I cried when I peeled the onion.

Effect: crying	Cause: peeling an onion
I cried	when I peeled the onion.



ii) **Think about this. What happens when you cut your finger?**

What is the cause? _____

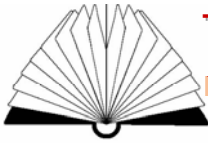
What is the effect? _____

Cause:	Effect:

Write a sentence with the cause at the beginning and the effect at the end.

Effect:	Cause:

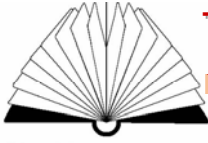
Write the same sentence with the effect at the beginning and the cause at the end.



- iii) Think about some things we learned from the story Climate Change. Notice in this list that an effect can become a cause that creates another effect. Cause and effect doesn't just stop. It shows how things are connected.

Fill in five more things you learned about cause and effect related to climate change.

Cause:	Effect:
Too many greenhouse gases	Climate change
Climate change	Permafrost melting
Permafrost melting	Landslides
Climate change	More bugs
More bugs	Caribou less energy
Caribou less energy	Caribou fewer calves



Pick one cause and effect from the list on the previous page.

What is the cause? _____

What is the effect? _____

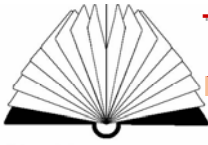
Write a sentence with the cause at the beginning and the effect at the end.

Pick a different cause and effect from the list.

What is the cause? _____

What is the effect? _____

Now write the sentence with the effect at the beginning and the cause at the end.



Where is the comma? Learning Activity 6

One handout

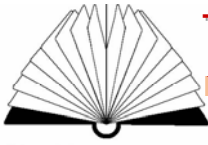
Learners explore what the comma is and how they should use it.

- i) Review the first part of the handout to introduce or reinforce correct punctuation.

The handout gives examples of using a comma to create a brief pause between parts of a sentence. It also shows that if we write the sentence in a different order we don't need a comma.

The handout also talks about how to use a comma to separate each item in a list in a sentence. It recognizes that the last item before the 'and' may or may not have a comma after it – that both ways are correct punctuation.

- ii) The second part of the handout asks learners to put commas in the correct places in four sentences. It also asks them to rewrite one sentence so it doesn't need the comma.



Where is the comma? Learning Activity 6

What is a comma? A comma is a punctuation mark. We use a comma in two main ways.

- i) To mark a little pause or break between parts of a sentence
- ii) To separate items in a list in a sentence

i) Read an example of how to use a comma to mark a little pause.

- ✓ Because I broke my tooth, I went to the dentist.

When a sentence starts with a 'because' phrase, we put a comma at the end of the phrase and before the rest of the sentence.

We can also write the sentence in a different order and it doesn't need the comma. Read this version of the sentence.

- ✓ I went to the dentist because I broke my tooth.

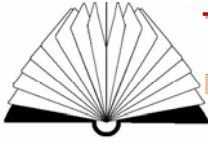
Most sentences that need a comma have two ideas.

ii) Read an example of how to use a comma to separate items in a list.

- ✓ Mary and John went camping. They took the tent, pots and pans, sleeping bags, food, fishing gear, and the dog.

We always use commas to separate items in a list in a sentence. Some people leave out the comma after the last item in the list. Either way is proper punctuation.

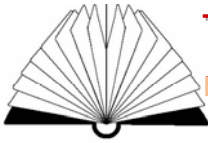
- ✓ Mary and John went camping. They took the tent, pots and pans, sleeping bags, food, fishing gear and the dog.



Put commas in the correct places in the following sentences.

- 1) Because the climate is changing we have unpredictable weather.
- 2) Because of thin ice hunters can't always find safe places to travel.
- 3) Climate change can cause warmer winters thin ice more bugs
new species melting permafrost and landslides.
- 4) People help reduce greenhouse gases when they drive less walk
more use less electricity and turn down the heat.

Rewrite sentence 1) and sentence 2) so you don't have to use a comma.



Climate change – what's the big deal? Learning Activity 7

Four handouts

7-1: What is weather and climate?

Before learners see the handout, brainstorm these two questions:
What is weather? What is climate?

Review the handout after the brainstorm. Use the questions in the handout to have a class discussion.

7-2: What is the greenhouse effect?

Before learners see the handout, brainstorm these two questions:
What is atmosphere? What are greenhouse gases?

Or ask learners to do research to find the answers to these questions. The following website is an excellent resource:

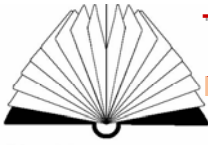
✓ <http://www.climatechangenorth.ca/index.html>

Review the handout after the brainstorm or the research.

Ask learners to do the experiment to show how greenhouse gases trap heat.

Discuss these six questions on the handout after learners complete the experiment.

- i) Which cup had the warmer temperature? Why?
- ii) Which cup is a better model of the earth and its atmosphere?
- iii) Why does the earth need the atmosphere?
- iv) What would happen if the atmosphere didn't trap the heat and the heat escaped?
- v) What would happen if too much heat gets trapped?



- vi) What would happen if more and more greenhouse gases go into the atmosphere?

7-3: What are the impacts of climate change?

Learners do research to find out the impacts of climate change.

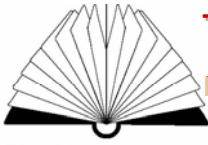
First, brainstorm things they learned from the on-line story **Climate Change** or things they know from their experience.

The handout asks learners to write down three impacts of climate change on wildlife and three impacts of climate change on people from the story **Climate Change**.

Ask learners to work in pairs or groups of three. The handout asks them to do research about impacts of climate change in their community and region. It asks them to write a paragraph to explain if the impacts on wildlife and people are the same or different in their community or region as in the story.

7-4: What can we do to help reduce greenhouse gases?

- i) Brainstorm the questions on the handout with learners.
- ii) Ask learners to make their personal commitment – name and write down three ways they can use and burn less fossil fuels.
- iii) Use the following websites for other good interactive activities that raise awareness and encourage people to take action.
 - ✓ <http://www.climatechange.gc.ca/onetonne/calculator/english/index.asp> This is the federal government's one tonne challenge.
 - ✓ www.cpawscalgary.org/education/pdf/how-connected.pdf This website has a great 'lifestyle' activity, including a living lightly checklist.
 - ✓ <http://www.onelesstonne.ca/> A tool to help people identify ways they can use less energy at home and on the road.



Climate change – what’s the big deal? Learning Activity 7

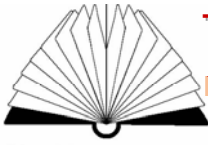
7-1: What is weather and climate?

What is weather?

Weather describes what is happening outdoors in a given place at a given time. Rain or snow, temperature, and wind conditions are all part of the weather. Weather can change in a very short time.

Weather is all around us. It may be one of the first things you notice when you wake up in the morning. If it’s cold and snowy, you wear a jacket. If it’s hot and sunny, you wear shorts.

- ✓ **What is the weather this week where you are?**
- ✓ **What was the weather like at this time of year last year? Or ten years ago?**
- ✓ **What changes have you heard about on the weather reports or from Elders or other people who live close to the land?**
- ✓ **Have you noticed any changes in the weather where you live over the past few years? If you have, what are the main changes?**



What is climate?

Climate describes the main weather conditions over time for an area. It describes the total of all weather that happens over a period of years in a given place. This includes

- ✓ Regular weather conditions
- ✓ Seasons of summer, fall, winter, and spring
- ✓ Weather events such as tornadoes and floods

Climate tells us what it is like in the place where you live.

Vancouver has a mild, wet climate.

- ✓ **What kind of climate does the NWT have?**
- ✓ **What is the difference between climate and weather?**
- ✓ **Think about cause and effect. What is the cause and effect relationship between weather and climate?**



Climate change – what's the big deal? Learning Activity 7

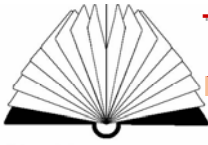
7-2: What is the greenhouse effect?

To learn about the greenhouse effect we first need to define the atmosphere and greenhouse gases.

What is the atmosphere?

- ✓ The atmosphere is layers of air that surround the earth. It's a mixture of gases and solid and liquid particles.
- ✓ Fifty percent of the atmosphere is within 5 km of the surface of the earth – lower than the top of Mount Everest.
- ✓ The atmosphere helps to protect us from things such as ultraviolet or UV radiation from the sun.
- ✓ The atmosphere includes greenhouse gases.

Main greenhouse gases	Some important sources
Water vapour	Rivers, lakes, oceans, plants
Carbon dioxide	Burning oil, gasoline, coal, diesel
Methane	Decomposing garbage, manure
Nitrous oxide	Fertilizers, burning organics



How does the atmosphere create the greenhouse effect?

Do this experiment to learn about the greenhouse effect.

Gather these materials to do the experiment.

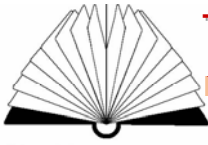
- ✓ Two foam cups
- ✓ Two thermometers
- ✓ Rubber bands
- ✓ Pencils
- ✓ Potting soil
- ✓ Plastic wrap
- ✓ Sunlight

Follow these steps to do the experiment:

- 1) Fill both cups half full of damp potting soil.
- 2) Cover one cup with plastic wrap. Hold the plastic wrap with an elastic rubber band.
- 3) Use a pencil to poke a hole into the side of each cup one inch up from the bottom.
- 4) Push the thermometer through the hole into the potting soil. Make sure the thermometer doesn't go through the cup.
- 5) Put the cups in sunlight for 30 minutes.
- 6) Pull out the thermometer, quickly read the temperature, and write it down.

Open cup _____

Covered cup _____



Discuss these questions as a group.

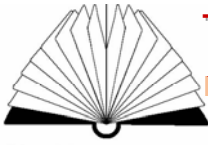
- i) Which cup had the warmer temperature? Why?
- ii) Which cup is a better model of the earth and its atmosphere?
- iii) Why does the earth need the atmosphere?
- iv) What would happen if the atmosphere didn't trap the heat and the heat escaped?
- v) What would happen if too much heat gets trapped?
- vi) What would happen if more and more greenhouse gases go into the atmosphere?

Greenhouse gases in the atmosphere trap the heat from the sun close to the earth, like a blanket traps your body heat close to your body.

This is the greenhouse effect.

Many scientists and other people believe that human activity produces way too many greenhouse gases. They believe these greenhouse gases cause unwanted climate change

Cause	Effect
Human activity	Too many greenhouse gases
Too many greenhouse gases	Too much greenhouse effect
Too much greenhouse effect	Climate change
Climate change	Impacts on the land, wildlife, communities.



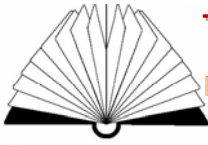
Climate change – what's the big deal? Learning Activity 7

7-3: What are the impacts of climate change?

Think about the on-line story **Climate Change**. Sara, Ken, and Jim found out that northern people, communities, and wildlife feel the impacts of climate change.

From the story, list three impacts of climate change on wildlife:

From the story, list three impacts of climate change on people:

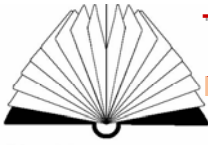


Think about your own community and region. Talk to hunters, trappers, Elders, and other people.

Write a short paragraph to answer each of these questions:

- i) Are the impacts of climate change on wildlife in your community or region the same or different from those in the story? Explain.

- ii) Are the impacts of climate change on people in your community or region the same or different from those in the story? Explain



Climate change – what's the big deal? Learning Activity 7

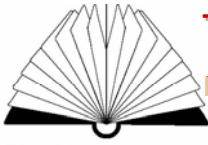
7-4: How can we help reduce greenhouse gases?

Brainstorm as a group:

- ✓ How do we use and burn fossil fuels in our homes and our community every day?
- ✓ What could we do to use and burn less fossil fuels in our homes and our community every day?
- ✓ What prevents us from using and burning less fossil fuels in our homes and our community?
- ✓ What helps us use and burn less fossil fuels in our homes and our community?

Make a personal commitment

- ✓ What three things will I do to use and burn less fossil fuels in my home and my community?



Ideas for hands-on activities

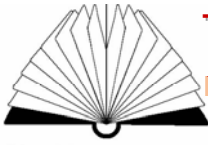
Learning Activity 8

No handout

- ✓ Make posters that show how climate change affects an animal or bird that lives in the area.
- ✓ Make a mural that shows changes taking place in the NWT. Divide into small groups. Ask each group to do research and focus on an area of the NWT.
- ✓ Interview an Elder who is willing to talk about what the climate was like in the past and what changes they see and know about. Make a poster to show what the environment looked like in the past. Show how the environment looks today. Remember to credit the Elder with the information on the poster.
- ✓ Write a story about a fictional character that fishes, hunts, or picks berries. Ask learners to identify the plot, the setting, a conflict, a conclusion, the purpose, and the point of view.

For example, the **plot** revolves around an Elder hunter who sees changes in the land over a number of years and how it affects his culture. The **setting** is the far north. The **conflict** happens because the caribou changed their migration route and fewer caribou means less food. The **purpose** is to remind people that we can't control change. The **point of view** is the first person – the Elder hunter tells the story.

- ✓ Write a poem using the free writing strategy. See Learning Activity 7 for the story 'Before I was Born' in this Study Guide.



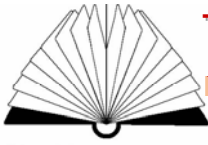
- ✓ Write and record an environmental song. Brainstorm background information on climate change. Write key words on the board. Divide into small groups of two or three people. Ask each group to pick a melody they already know or to make up a new melody. Ask each group to write the words to match their melody.

Encourage learners to use any music style they like – folk, rap, ballad, drum song, etc. Write the name of the group on chart paper. Write down the words of the song. Ask each group to practice their song and perform in front of others. Tape the songs and share them among the small groups.

- ✓ Use environmental songs as a teaching tool. Ask learners about environmental songs they already know. Introduce them to environmental songs they don't know or search the internet for songs.

Talk about the music and the words. What message is the singer giving? Who is the audience? Why do people sing these songs?

- ✓ Hold a science fair. Put up posters, a mural, Elders' stories, written materials, soap sculptures, etc. and invite the public to come and see. Prepare and distribute advertisements. Serve refreshments, give prizes.



Resources

Websites:

- ✓ www.climatechangenorth.ca/index.html

This is the best northern educational resource about climate change. It helps northerners understand climate change and what we can do to help. Backgrounders, lesson plans, resources, curriculum links, glossary, and student exchange. Includes lots and lots of other links. Things for students, teachers, and everyone else about climate change.

- ✓ www.cpawscalgary.org/education/pdf/how-connected.pdf

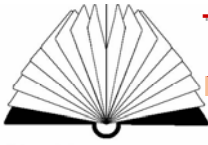
Use the free downloadable teaching resources from the Canadian Parks and Wilderness Society. **How We're Connected**. 2005

- ✓ www.climatechange.gc.ca/onetonne/calculator/english/index.asp

How many greenhouse gases do you produce every day? Answer the questions to find out how you compare with other Canadians. Take the One Tonne Challenge. Find out how you can help reduce greenhouse gas emissions and make a commitment to do it.

- ✓ www.onelesstone.ca/

A simple web-based tool that helps you combat climate change by choosing among 20 actions and committing to change the way you use energy at home and on the road. Sponsored by the Pembina Institute.



- ✓ http://adaptation.nrcan.gc.ca/posters/post-affich_en.asp?Poster=wa

Order a great poster 'Climate Change in the Western Arctic'. See it and order on-line or call toll free 1-800-622-6232 or fax 819-779-2833.

- ✓ www.inuitcircumpolar.com

This is the Inuit Circumpolar Conference website. This is the website where Jim in the story found information about climate change in the north.

- ✓ www.taiga.net/nce/schools/primer/index.html

An on-line slide show about climate change.

- ✓ edugreen.teri.res.in/explore/climate/climate.htm

EduGreen – learn more about climate change and the greenhouse effect.

Videos:

- ✓ Blagg, Linda.
Greenhouse Warming 16 minutes, with teacher's notes.
Burnaby, BC.
Available at Aurora College Thebacha Campus

The Northern Edge

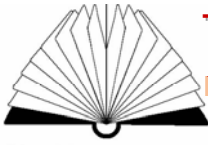
Study Guide

Before I was born

Before I Was Born

Fetal Alcohol Spectrum Disorder (FASD) is 100 percent preventable. You don't drink, your baby is not affected. Now that you know what your baby needs, you can choose a healthy lifestyle.





Before I Was born

Introduction

This story is from **Issue #5 of The Northern Edge**. It's a story about fetal alcohol spectrum disorder (FASD). A young couple Tupequine and Silasi have just found out they're pregnant. But they have been drinking. They worry when they read a brochure about how drinking can affect a fetus. They talk to Silasi's mom Martha who shares her experience. The on-line story has three activities: two quizzes and a writing activity.

This story offers a chance to empower learners to make informed choices. They look at some opinions, myths, and facts to help them understand and recognize the difference. Activities encourage learners to understand that men and women need to take equal responsibility to prevent drinking during pregnancy.

This section first presents a list of nine learning activities and the written text for the story. 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 for the story.

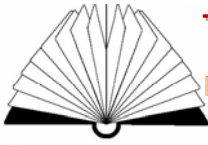




This symbol marks instructor notes.

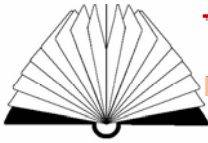


This symbol marks handouts to copy for learners.





Before I was Born List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	1 handout	9, 10, 11
2) Language skills	1 handout	9, 12
3) Questions	2 handouts	13 to 16
4) Writing	2 handouts	17 to 19
5) What are the facts?	2 handouts	20 to 24
6) How does alcohol affect the baby?	1 handout	25 to 27
7) Free-writing poetry	1 handout	28 to 33
8) Learn skills to refuse alcohol	1 handout	34 to 38
9) Where can we get help?	1 handout	39, 40



Text – Before I was born
Issue #5 The Northern Edge

Scene 1

Nurse: Tupeqine, I have your test results. It shows that you are pregnant.

Tupeqine: What? I thought it was just a bad hangover. What am I going to tell my parents?

Nurse: I know this can be overwhelming especially if the pregnancy was not planned.

Tupeqine: What am I going to do?

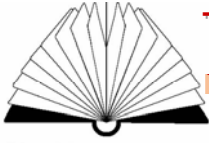
Nurse: Well the first thing is to think about your health and the health of your baby. It's important for you to eat good food and get plenty of rest. Tupeqine, do you have any questions?

Tupeqine: No. Not really.

Nurse: I understand. Here's a pamphlet that will give you information on the do's and don'ts of pregnancy. You can take it with you and read it later.

Tupeqine: Thanks.

Nurse: You're welcome. Tupeqine, I'd like to see you in three weeks to make sure you're feeling okay. If you think of any questions you will like to ask please don't hesitate to contact me.



Tupeqine: Yea. Thanks. Bye

Nurse: Goodbye.

Scene 2

Tupeqine: Hello Martha. Is your son home?

Martha: Hello Tupeqine. Yes he is. Come in. Silasi!

Silasi: Hi

Tupeqine: Silasi I have something to tell you.

Silasi: What.

Tupeqine: I'm pregnant.

Silasi: What? Are you sure?

Tupeqine: Yes I'm sure. I just went to the clinic.

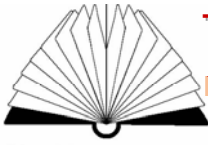
Silasi: Oh man what are we going to do?

Tupeqine: Well I want to have this baby no matter what happens.

Silasi: What about our parents?

Tupeqine: I guess we'll just have to tell them.

Silasi: It's such a big responsibility. We're so young and I'm going to be a father.



Tupeqine: I know and I'm going to be a mother. The nurse gave me a pamphlet and it says that if you drink at any time during the pregnancy the baby drinks too. I'm worried. We've been drinking a lot. Here.

Silasi: When a woman drinks alcohol during pregnancy it can damage the unborn baby. Fetal alcohol syndrome is the name given to the condition caused in the foetus. A baby may be at risk of being born with FAS if the mother drinks alcohol during pregnancy. Is this true?

Tupeqine: I know we've been drinking but I didn't even know I was pregnant.

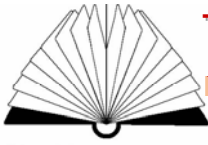
Silasi: Well I hope the alcohol didn't affect the baby.

Tupeqine: It says in the pamphlet that the baby eats what I eat and drinks what I drink. I want our baby to be healthy. I don't know what to do.

Silasi: Let's start by talking to our parents. Okay?

Tupeqine: Okay.

Silasi: Let's go see my mother. She's in the kitchen.



Scene 3

Silasi: Mom, we would like to talk to you about something.

Martha: Yes son. What is it?

Silasi: Well you know Tupeqine and I have been seeing each other for a little while now eh. ... Well, we are expecting a baby.

Plate breaks.

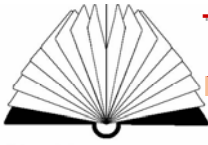
Martha: Oh, son!!

Silasi: We didn't mean for this to happen. We were partying and we weren't careful. And there's something else.

Martha: Yes son?

Silasi: We're worried about the baby. We have been drinking. The nurse gave Tupeqine a pamphlet. Listen to this. 'Alcohol passes directly into the bloodstream of the growing baby. Alcohol is a poison to the baby. The baby may be born with physical and mental disabilities.'

Martha: Yes I have heard about this. Let me tell you something. After your father died I was very lost and I started drinking. I got pregnant with your little brother. You remember Silasi - those were difficult years. Very hard years. At that time we did not know alcohol affects babies. No one told us. When your little brother was



born he was so difficult. He cried a lot and he was always sick.

Tupeqine: This pamphlet has some pictures of FAS children and describes FAS children as having smaller heads, small eye slits, thin upper lips. But your son doesn't look anything like these pictures.

Martha: No he doesn't. Some children can look normal and have no visible deformities but they still suffer from their mother's drinking. My son is one of them. His problems have to do with his behaviour. A doctor told me it was called FAE.

Silasi: It says in this pamphlet FAE means Fetal Alcohol Effects. It is a name given to the mental and physical problems that a baby can be born with if a woman drinks while she is pregnant. Is that the trouble with my little brother?

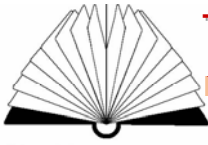
Martha: Well he doesn't always understand what we tell him. We often have to repeat the same thing many times. It takes a lot of patience.

Silasi: Yea and he gets angry.

Martha: He gets frustrated. Things are harder for him.

Silasi: Why did you not talk about this?

Martha: I don't know why exactly. I think I was afraid that he would be labelled. I was also ashamed. I didn't want people to think I was a bad mother. You see when I



was pregnant with your little brother I didn't know the effects of alcohol on an unborn child. And my baby suffered. I just didn't know.

Silasi: There's a section in this pamphlet that gives suggestions on how to deal with FAS/FAE children. They have special needs that we must learn about and most of all they need love. It must be hard on my brother. I know I should be more patient with him.

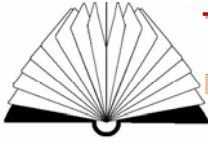
Martha: It's better to know and to say what we know. This is what our Elders used to do. They will counsel the young mother and the young father. No one wants to hurt their unborn baby. Every parent wants the best for their child.

Silasi: It is written here that that Fetal Alcohol Syndrome FAS and Fetal Alcohol Effects FAE are 100 percent preventable. You don't drink, your baby is not affected.

Martha: You're learning and now that you know what your baby needs, you can choose. You can choose a healthy lifestyle.

Tupeqine: I know that we'll choose what's best for our baby.

Note: We now use the term FASD or fetal alcohol spectrum disorder. It includes FAE and FAS. The term FASD recognizes that there is a spectrum or range of disabilities and challenges that people with FASD face.



Vocabulary Learning Activity 1

One handout

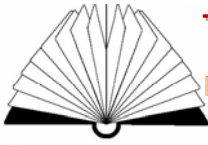
The handout lists some words from the story. Learners look up the best meaning for each word in the dictionary. Ask learners to also look up other words from the story they don't understand.



Language skills Learning Activity 2

One handout

Learners find words related to the story in a table of scrambled letters. Before learners do this activity make sure they understand that words may appear forwards, backwards, up, down, or diagonally.



Vocabulary Learning Activity 1

Use a dictionary to find the meaning of the words from the story.

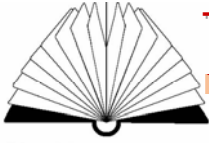
1) Pregnancy _____

2) Responsibility _____

3) Alcohol _____

4) Fetus _____

5) Poison _____



6) Deformities _____

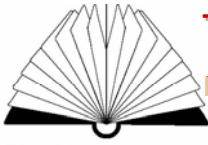
7) Behaviour _____

8) Labelled _____

9) Preventable _____

10) Frustrated _____

11) Disability _____



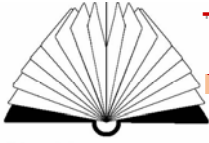
Language skills

Learning Activity 2

Circle these 23 words in the table below. The words describe parts of the body that alcohol affects, how you feel when you drink, and other things to do besides drink.

brain cells liver blood heart eyes judgement
 headache moody numb dizzy clumsy
 sports draw bingo cook dance read
 run sew visit fish play sing

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



Questions Learning Activity 3

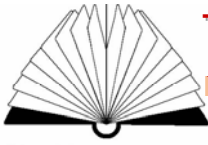
Two handouts

3-1: Story questions

Learners use what they learned from the story to answer six questions about FASD and how to prevent it.

3-2: Journal writing

Learners use the questions in the handout as a guide for their journal writing.



Questions Learning Activity 3

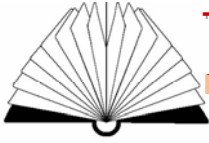
3-1: Story questions

Answer the following six questions. Use one or more sentences for each answer. Begin each sentence with a capital letter and end with the correct punctuation.

- 1) In the story, the doctor tells Tupeqine, the young pregnant woman, what she must do now she is pregnant. What does she say?

- 2) What happens when a woman drinks when she is pregnant?

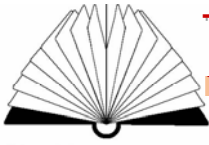
- 3) What does FASD stand for? What is FASD?



4) How does alcohol reach the fetus?

5) What do children with FASD need most of all?

6) How can we prevent FASD?

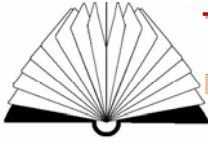


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ In what ways do you relate to this story?
- ✓ How can communities support pregnant women to have a healthy lifestyle?
- ✓ What new information have you learned about FASD that you didn't know before?



Writing Learning Activity 4

Two handouts

4-1: Pass the message

Learners write a message to a pregnant friend. The handout gives a list of words learners can use if they want.

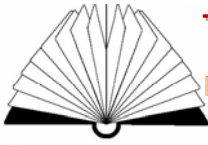
4-2: Before I am born ...

Learners brainstorm answers to questions that a fetus might ask.

- ✓ Do I have any choices?
- ✓ Who must I depend upon for life?
- ✓ What do I need to survive?
- ✓ What do I need to grow into a healthy human being?
- ✓ What do I want so I can learn to help myself and to help others?

Ask learners if a fetus would ask other questions. Brainstorm answers to any additional questions.

Ask learners to write a message from the perspective of a fetus. What message would a fetus give us if he or she could talk or write? Encourage learners to use the answers to the above questions for ideas if they want.



Writing Learning Activity 4

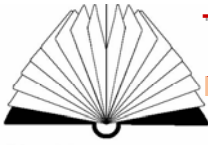
4-1: Pass the message

A friend just told you she is pregnant. You know she and her partner drink quite a lot. You also know about FASD.

Write a short message to your friend and her partner. What do you want to tell them about drinking and pregnancy?

Use these words in your message if you want:

Pregnant	Fetus	Responsibility	Alcohol
Poison	Deformities	Behaviour	Prevent
Frustrated	Disabilities	Choices	Support



Writing Learning Activity 4

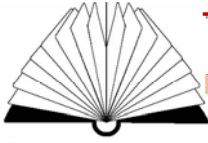
4-2: Before I am born ...

Pretend you are a fetus. As a group brainstorm answers to these questions:

- ✓ Do I have any choices?
- ✓ Who must I depend upon for life?
- ✓ What do I need to survive?
- ✓ What do I need to grow into a healthy human being?
- ✓ What do I want so I can learn to help myself and to help others?

Are there other questions a fetus would ask? Brainstorm answers to these questions too.

If the fetus could talk, what message would he or she give us? Use the answers to the above questions for some ideas if you want.



What are the facts? Learning Activity 5

Two handouts

5-1: Facts and opinions

Learners recognize and identify facts from opinions.

i) **Brainstorm with learners:**

- ✓ What is a fact?
- ✓ What is an opinion?

Write their answers on two flipchart pages.

Review their answers and compare with the following:

Facts:

- ✓ Information we can prove and confirm from an atlas, encyclopaedia, reference book, knowledgeable person, or other source.
- ✓ Information that is true. Something that actually happens.

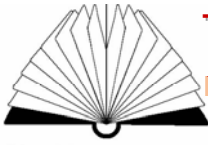
Opinions:

- ✓ Information based on what people believe or think about a topic.
- ✓ Information where there is some doubt.

ii) **Ask learners to fill out handout 5-1: Facts and opinions.**

5-2: Myths and facts

Review this handout with learners.



What are the facts? Learning Activity 5

5-1: Facts and opinions

A fact is ...

... a statement that is true

... something that actually happens

The sun rises above the horizon every morning.

An opinion is ...

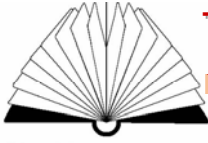
... a belief

... what you think about a subject

My town is the best place to live.

Read the following eight statements from the story **Before I was born**. Decide if each statement is a fact or an opinion. Write F for fact and O for opinion in front of each.

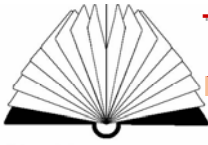
- 1) _____ It's okay to drink during pregnancy.
- 2) _____ Drinking alcohol puts the fetus at risk for FASD.
- 3) _____ A fetus eats and drinks what the mother eats and drinks.
- 4) _____ A baby might look normal, but she or he may have behaviour problems if a woman drinks when she is pregnant.
- 5) _____ Alcohol is poison for a fetus.
- 6) _____ Children born with FASD need to be told things over and over and over again.



- 7) _____ Some children born with FASD have deformities.
- 8) _____ Children with FASD get easily frustrated. Parents and others need to be patient.

Write ONE opinion you have about the topic of FASD and drinking during pregnancy.

Write ONE fact you know about the topic of FASD and drinking during pregnancy.



What are the facts? Learning Activity 5

5-2: Myths and facts

Myths are like opinions. Myths are what people often believe about something. The facts tell us something quite different.

Myth: Some groups of people have more FASD babies than other groups of people.

Fact: People from all races and cultures around the world have children with fetal alcohol syndrome disorder.

Myth: A drink once in a while during pregnancy won't hurt.

Fact: Drinking at any time during pregnancy can affect the baby's normal development. The best way to make sure a baby doesn't get FASD is to not drink at all.

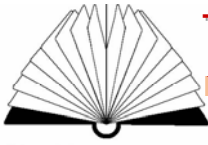
If you drink, stop drinking when you find out you're pregnant.

Myth: The baby won't be harmed if the pregnant woman's husband or partner drinks.

Fact: Partners and friends can help women by not drinking, since most women most often drink with these people.

Partners who stay away from alcohol after the baby is born may provide a safer and more loving environment.

Alcohol can lower the overall number of sperm a man produces and increase the number of abnormal sperm.

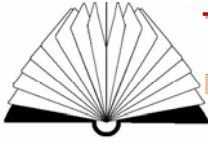


Myth: FAE or fetal alcohol effect is not as serious as FAS or fetal alcohol syndrome.

Fact: FAE can be just as serious as FAS. FAE is invisible. You can't tell if a person has FAE because they look just like other people. Their disability is invisible.

People with FAE may behave in similar ways as people with FAS. They may have learning disabilities, problems paying attention, poor judgement, poor communication skills, and other challenges.

We now use the term FASD or fetal alcohol spectrum disorder, rather than FAE and FAS. The term FASD recognizes that there is a spectrum or range of disabilities and challenges that people with FASD face.



How does alcohol affect the baby? Learning Activity 6

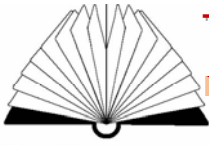
One handout

This activity helps learners further explore what happens when women drink alcohol when they're pregnant.

- i) The handout gives a list of words and a list of definitions. Ask learners to match each word with the correct definition. Encourage learners to use a dictionary if they need to.
- ii) Ask learners to read the five sentences and fill in the blank in each sentence with the best word from the list of words they just defined.

These are the words on the handout:

- ✓ Diagnose
- ✓ Support
- ✓ Independently
- ✓ Hyperactivity
- ✓ Organs



How does alcohol affect the baby? Learning Activity 6

Draw a line from the word on the left to the correct definition on the right.

Words

Diagnose

Support

Independently

Hyperactivity

Organs

Definitions

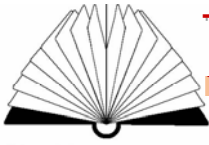
Parts of the body that have a special use

Have a lot of energy

To find out what is wrong with a person

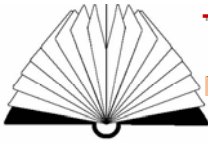
Give strength or courage to a person

To look after yourself without help



Read the following five sentences and fill in the blank in each sentence with the word that fits best from the word list above.

- 1) Drinking alcohol during the first three months of pregnancy can interfere with how the baby's _____ develop.
The brain is the only organ that continues to develop beyond the first three months.
- 2) A baby born with FASD and brain damage can have learning disabilities and problems with attention, memory, and _____.
- 3) You can't always tell if someone has FASD just by looking. Only doctors can really _____ FASD.
- 4) Fathers, partners, friends, doctors, and other community people must _____ pregnant women.
- 5) Adults who have FASD may not be able to live _____. They may have problems with things such as handling money, being on time, staying in school, or holding a job.



Free-writing poetry Learning Activity 7

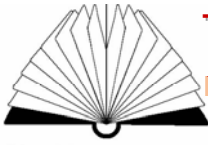
One handout

- i) Introduce the idea of free-writing poetry with a pisiit, the thoughts Inuit sing to tell a story. Write the following pisiit on the flipchart. It's from the article '**Rasmussen's Meeting with Martha Tunnuq's Family in 1923**' in Inuktitut Magazine #75, 1992.

A pisiit usually tells a story. In this pisiit people have little blubber left in the lamps in wintertime. They are anxious because they will have no light unless the hunter can catch an animal.

A Poor Man's Prayer to the Spirits

You, dear little orphan
Give me
Kamiks or caribou,
Bring me a gift,
An animal, one of those
That provide nice blood soup.
An animal from the sea depths
And not from the plains of earth
You, little orphan,
Bring me a gift.



- ii) Write a group poem. To start, choose a topic.

The topic can come from oral history research, childhood memories, relatives or friends, or special objects.

Or use photos or journal entries to inspire poems. Describe the photo or the thoughts and feelings from the journal entry.

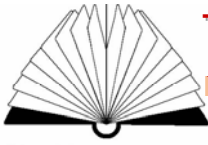
Brainstorm words and expressions about the topic. Just write down the ideas as they come to mind. Remind learners that the great thing about poetry is that poems use phrases and sentence fragments. A poem doesn't need complete sentences.

Ask one person to write the poem as the rest of the group decides how the poem will go. Ask the group to choose and rearrange the words and expressions from the brainstorm list to create the poem.

- iii) Ask learners to write their own poems. Review the handout.

The handout first asks learners to write a short poem about an object.

The handout then asks learners to write a poem to express their feelings and ideas about FASD.



Free-writing poetry Learning Activity 7

During this activity you'll write two of your own poems.

- 1) Write a short poem about an object you might find at home or school. Here's an example.

Twizzler

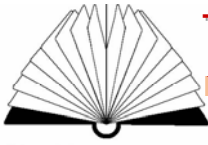
Red, long, shiny, juicy, twisted
twizzlers – Buy it?

Chewy, juicy, strong tasting
strawberry smile-making taste –
too good to be True!

Pure strawberry twizzlers in my
mouth on a cool day

by John Tugak from **All Ours** 1992.

Pick an object you'd like to write a short poem about. Brainstorm some words and phrases for ideas. What does the object look like? What colour is it? How does it smell and taste? How big is it? What do you use it for? Put your list of words and phrases together in different ways. Don't worry about rhyming or sentences. Give your poem a title and sign it.



- 2) Write a short poem to express your feelings and ideas about FASD. Here's an example by Lona Hegeman.

Promise to My Unborn Child

My child, you have a right to be
born as perfect as possible

I will help you grow inside of me;
I will nourish us both.

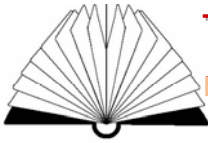
I will keep us from harm
the harm of alcohol,
the harm of drugs;
the harm of careless living,
the harm of violent ways.

You will not be born into a perfect world.
But you will be born perfectly you.
As perfect as only you can be.

This is my promise to you.
I ask the Creator
and
all the Powers of Good
of the Earth
and of the Spirit World
to guide and assist me.

Write a poem to express your feelings and ideas about FASD.
Brainstorm words and phrases. Rearrange your ideas in a creative
way. Give your poem a title and sign it.

[illegible]



Learn skills to refuse alcohol Learning Activity 8

One handout

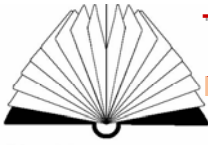
Learners explore situations that encourage people to drink alcohol, such as pressure from friends or family. They look at different ways to avoid alcohol.

- i) Review the first page of the handout and the six skills people can use to avoid or refuse alcohol. Ask learners to fill in the table in the handout with the word that best fits the skill.
- ii) Ask learners to do role-plays to try out the six skills. Divide learners into groups of three. The handout gives six role play scenarios. Ask each group to do three. For each role play one person tries to convince another to drink. The second person refuses, or tries to refuse. The third person watches and comments at the end. Ask learners to change roles for each role play, so each person does all three roles.

Ask each small group to pick one role play to perform in front of the whole group.

Discuss as a whole group:

- ✓ How did it feel to try to convince someone to drink?
 - ✓ How did it feel to refuse or try to refuse?
 - ✓ How did it feel to watch the other two?
- iii) Review the second page of the handout and discuss things a pregnant woman needs to do to look after her self. Brainstorm what fathers, partners, friends, neighbours, family members, and other can do to support pregnant women.



Learn skills to refuse alcohol Learning Activity 8

A person may decide they don't want to drink alcohol. But other people may try to change their mind. These six words describe some of the skills we can learn and use to deal with this situation.

Refuse

Take a stand

Give alternatives

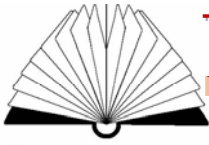
Retreat

Negotiate

Avoid the situation

The table below describes what a person can do and say for each of these skills. **Write in the words for the skill that fits best.**

What to do	What to say	Skill
Stay true to your decision.	I'm not into that right now. I don't want to.	
Keep repeating 'no' so there's no doubt.	No. No thanks. No, no. I mean it.	
Give a reason and leave.	I need some sleep so I'm going home early.	
Agree to disagree.	You want to drink and I don't. Let's leave it at that.	
Name other things you'd like to do.	Let's watch a video, go for a bike ride, or go visiting.	
Don't go where people drink.	I can't. I stay away from places where people drink.	



Role plays

Pick three of the following six role plays or make up your own. For each role play one person tries to convince the other person to drink. The second person refuses or tries to refuse. The third person watches and offers comments at the end. Switch places at the end of each role play so everyone has a chance to do each role.

Pick one role play to perform for the whole class.

Discuss as a class:

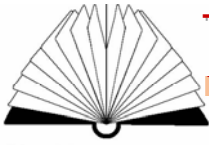
- ✓ How did it feel to try to convince someone to drink?
- ✓ How did it feel to refuse? Was it easy or difficult?
- ✓ How did it feel to watch the other two people?

Role play 1:

Four friends are at a party. One woman doesn't want to drink because she is pregnant. But one of her friends hands her a beer and tells her it's okay to just have one drink.

Role play 2:

John and Mary are spending the weekend at a friend's cabin. John decided he wouldn't drink right now because Mary is pregnant and he wants to support her. John's friend Bill is pushing John to have a drink with him. After all they're old friends and it's not right for Bill to drink alone.



Role play 3:

Tom goes out every weekend and doesn't come home until very late. His wife Violet is pregnant and she knows he's drinking. It's hard for Violet and she wants Tom to stop drinking. Tom decides he can keep drinking if he just convinces Violet to join him like she used to.

Role play 4:

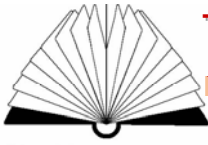
Martha stopped drinking when she found out she's pregnant, but she finds it very hard to not drink. Martha's best friend Margaret is also pregnant but she's still drinking. Margaret visits Martha one afternoon to convince her to come to a party.

Role play 5:

Two sisters are trying to decide what to do for the long weekend. One option is to join some other family members camping close by at the river. One sister is pregnant and she's worried that people will expect her to drink. The other sister is trying to convince her that drinking is better than avoiding your family.

Role play 6:

Rose is six months pregnant. She finally managed to quit drinking a week ago. She's really worried about her baby. Sam just can't quit drinking and he really misses drinking with Rose. He tries to convince her that at six months it just doesn't matter.



Taking care of pregnant women

Many people find that it's very hard to say NO to alcohol. People who want or need to say NO may have to change their habits. Other people may also have to change their habits, even if they don't give up drinking themselves.

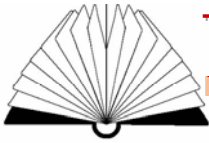
You may be a pregnant woman. Or you may be the husband or partner of a pregnant woman, or a friend, neighbour, or other family member. Everyone needs to help take care of pregnant women.

What are some things pregnant women should do?

- ✓ Be determined to look after themselves.
- ✓ Eat healthy foods.
- ✓ Be physically active.
- ✓ Say NO to alcohol.

What's the payoff?

- ✓ More energy and physically fit.
 - ✓ Feel good about themselves.
 - ✓ Maintain healthy weight.
 - ✓ Spend time and have fun with other children, family, and friends.
 - ✓ Healthy mother and healthy baby.
- i) Brainstorm different ways that husbands, other partners, friends, neighbours, family members, and others can support pregnant women to say NO to alcohol, to be healthy, and to have healthy babies.



Where can we get help? Learning Activity 9

One handout

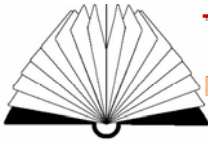
Brainstorm the people and places in your community and region that offer help about:

- ✓ Quitting drinking
- ✓ FASD
- ✓ Healthy pregnancies

Ask learners to fill in the blanks on the handout.

Learners can cut out the notepad, take it home, and hang it on the fridge.

Encourage learners to be creative. Make the list on the computer, print it on coloured paper, laminate it, put a magnet on the back, etc.



**Where can we get help?
Learning Activity 9**

Where can we get help?	
Yellowknife Association for Community Living	Phone: 867-873-9069 Website:
NWT Help Line	Toll free phone 1-800-661-0844
Family Support Centre	
Community Counselling Services	
Social Services	
Addictions worker	
Alcohol and drug counselling	
Health Centre	
Healthy baby club	
Elders	



Resources

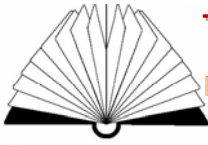
Websites

- ✓ <http://www.child.gov.ab.ca/whatwedo/fas/pdf/publictips.pdf>
FASD tip sheets – information about fetal alcohol spectrum disorder for families and the public. Put out by the Alberta provincial government.
- ✓ <http://come-over.to/FASCRC/>
FAS Community Resource Centre – information about FAS and FASD.
- ✓ http://www.yhssa.org/resources/healthPromotion/healthpromotionpages/September/HP_september.htm
Yellowknife Health and Social Services Health Promotion Program – resources and other good links related to FASD. Information about September as FASD awareness month.

Videos

All videos are available from Regional Programs, Yellowknife Health and Social Services. Phone 867-920-3454

- | | | |
|--|------|------------|
| ✓ A Mother's Choice | 1995 | 27 minutes |
| ✓ The Circle Moving | 1987 | 28 minutes |
| ✓ Where we've been, where we're going | 1983 | 60 minutes |
| ✓ One drink won't hurt my baby, will it? | 1996 | 26 minutes |
| ✓ Something to celebrate | 1984 | 24 minutes |
| ✓ Degrassi talks – alcohol | 1992 | 30 minutes |



Other resources

✓ **NWT Literacy Council FASD Resource Kit**

The kit includes videos, books, other information and activities for parents, educators, and others. Contact the Literacy Council to borrow it. Email nwtliteracy@nwtliteracy.ca or phone 867-873-9262 or toll free in the NWT 1-866-599-6758

✓ **Yellowknife Association for Community Living**

This group specializes in helping people with intellectual disabilities and their families. They have an ongoing FASD program and information. Check their website at www.ykacl.ca/ or phone 867-920-2644

✓ **NWT Council of Persons with Disabilities**

This group's mission is to achieve self-determination and full citizenship for Persons with Disabilities. Check their website at www.nwtability.ca/ or call toll free 1- 800- 491- 8885

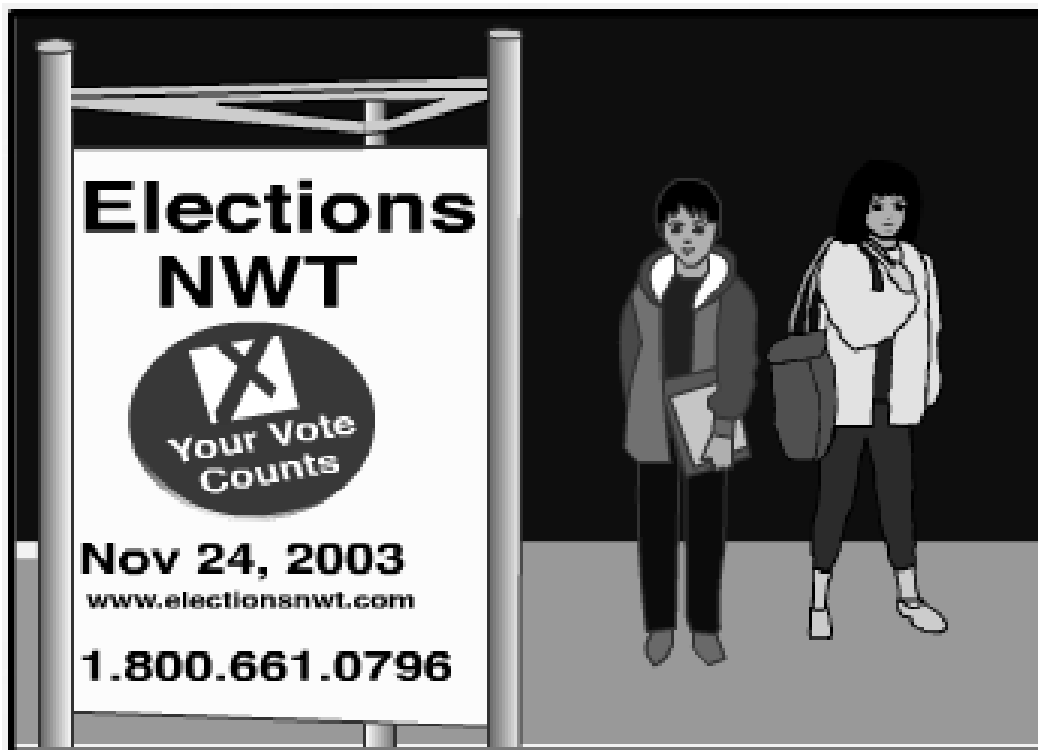
✓ **Health Check** – easy-to-read information about healthy eating, smoking, alcohol, active living, relationships, STDs and AIDs, self-esteem, and suicide. Includes excellent resources and learning activities. Available from the NWT Literacy Council. Call toll free in the NWT 1-866-599-6758 or on-line at <http://www.nwt.literacy.ca/adultlit/hlthchk/cover.htm>

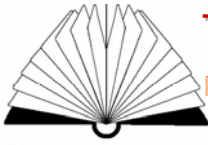
✓ Ask your local community health worker, social worker, addictions counsellor, or prenatal health program worker to do a presentation or workshop.

The Northern Edge

Study Guide

Elections NWT





Elections NWT

Introduction

This story is from **Issue #2 of The Northern Edge**. The NWT Elections story is about how to get on the voters list, how to vote, and how to participate in a territorial election campaign.

This story offers an opportunity to encourage learners to learn about elections and how to participate. They can explore different forms of government and different systems of voting.

This section first presents a list of 10 learning activities and the written text for the Elections NWT story. 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 for the Elections NWT story.





This symbol marks instructor notes.

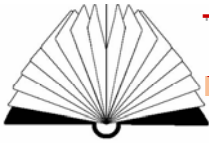


This symbol marks handouts to copy for learners.





Elections NWT List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	2 handouts	14 to 16
2) Language skills	2 handouts	17 & 18
3) Questions	2 handouts	19 to 22
4) Writing	3 handouts	23 to 28
5) Constituency map	3 handouts	29 to 33
6) Election Issues	1 handout	34 & 35
7) Consensus government or party politics	1 handout	36 to 38
8) Aboriginal self- government – past	1 handout	39 to 43
9) Aboriginal self- government - present	1 handout	44 to 46
10) Different voting systems	1 handout	47 to 49



Text – Elections NWT

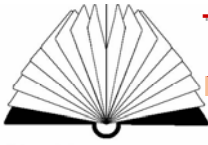
Issue #2 The Northern Edge

How to Vote

In this first scene our voter goes to the polling station. She is on the voters list and has received her registration card in the mail. Maybe you missed the enumeration. Or maybe you're not sure if you are eligible to vote. You can learn more by clicking on the Learning Activities button below. But do that later. Right now, let's learn the basic steps of voting by following this voter.

When she goes to vote, the poll clerk finds her name and crosses it off in the register of territorial electors. The Deputy Returning Officer then hands her a folded ballot. She then goes to vote. You can see here that her privacy is protected by the folded sides of the voting screen. This is the first election in the Northwest Territories that candidates can have their photographs put on the ballots. She then marks an 'X' in the circle beside the name of the candidate she has chosen to vote for. She then folds her ballot for privacy reasons. She then gives her folded ballot to the Deputy Returning Officer. He then tears off a blind corner of the ballot for counting and security purposes, and puts the folded ballot into the ballot box. That's all there is to it. That was easy, eh?

Now click on the Learning Activities button below for more election activities and information.



Learning Activities

We've got some great election information and learning activities under two menus:

- Voting
- What can I do during an election campaign?

Try these learning activities. Get involved in our territorial election.

Voting

There are five menu items:

- 1) **Can I vote?** Here are the rules about who is eligible to vote.
- 2) **Get on the voters list:** Here are different ways people can register to vote.
- 3) **Vote by special ballot:** This tells how people can vote if they're away from home – for example at school or in hospital.
- 4) **Vote by mobile poll:** This tells how people can vote if they physically can't get to the polling station on voting day.
- 5) **Get help to vote:** This tells who can help voters and how.



1) Can I vote?

A phone rings.

"Elections NWT."

"Yes, hi, I wonder if you could help me."

"Yes, of course, what's your question?"

"I'd like to vote in the upcoming election. How can I tell if I'm eligible?"

You're eligible to vote if you:

- Are 18 years of age
- Are a Canadian citizen
- Have lived in the NWT for a year before election day

2) Get on the voters list

A phone rings.

"Elections NWT. How can I help you this morning?"

"Yes, I'd like some information please. How do I get on the voters list?"

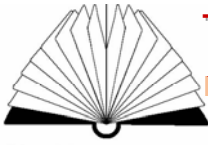
"Between May 26 and June 6, 2003 enumerators went from door to door all across the Northwest Territories adding people to the voters list. Did you get enumerated?"

"I must have missed them. Does that mean I can't vote? Or can I get still get on the list?"

"You can still get on the voters list. You can ask your returning officer to add your name to the list during the revision period from October 27th to 31st 2003. Or on election day if you're an eligible voter you can go to the polls, take an oath, and vote."

"Thanks, bye."

"You're welcome. Bye for now."



3) Vote by special ballot

Eligible voters who are away from home at school, on holidays, or in the hospital may use a special ballot. Your name has to be on the voters list if you want to vote by special ballot. A special ballot is usually a mail-in ballot.

You have to call, fax, or write to the Returning Officer in your constituency to get a special ballot. You give them your name, address, birth date, and gender.

You can get a special ballot only between Monday, October 27, 2003 and 4:00 pm on Saturday November 22, 2003. You have to make sure your special ballot gets back to the Returning Officer before the polls close on November 24, 2003 - Election Day.

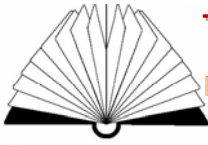
4) Vote by mobile poll

You can ask to vote by special mobile poll if you aren't physically able to go out to vote. The mobile poll is when the poll comes to you. If your name isn't on the voters list, you can take an oath to register.

You have to phone or write the Returning Officer in your constituency to ask for a mobile poll. The Returning Officer decides and tells you the date and time, if they say yes.

You can apply for a mobile poll only between Monday, November 10, 2003 and Friday, November 14, 2003.

The mobile poll happens sometime between Monday, November 17, 2003 and Thursday, November 20, 2003.



5) Get help to vote

Any voter has the right to get help to vote if they need it.

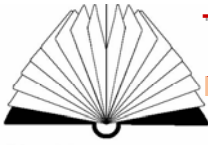
For example, some voters can't read. Some voters have a physical disability. First time voters might not understand how to mark their ballot.

If you need help you can ask a friend. Your friend has to take an oath to keep the vote secret.

You can also ask an election officer to help. They don't need to take an oath right then because they already took an oath when they started their job.

There are five menu items under 'What can I do during an election campaign?'

- 1) **Name the issues:** Here is a chance to think about what issues are important during this election campaign.
- 2) **Literacy Facts in the NWT #1:** Here is some information about literacy
- 3) **Literacy Facts in the NWT #2:** Why literacy is an important issue during this election campaign.
- 4) **Ask a candidate:** Here are four sample questions you can ask candidates about literacy. Use these to think up questions about other issues.
- 5) **Write a letter:** Here is a sample letter to a candidate about literacy. Use this letter to make up your own letter about literacy or about another issue.



1) Name the issues

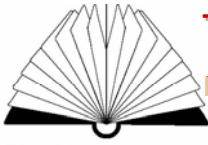
People talk about issues during an election campaign. Voters want to find out what candidates think about things.

What issues are important to you? What issues should the candidates in your community care about?

Many issues are important to people in the Northwest Territories:

- Education
- Sports
- Housing
- Wildlife
- Family violence
- Income support
- Alcohol
- Drugs

The NWT Literacy Council thinks literacy is important. Click on Literacy Facts in the NWT to find out more.



2) Literacy facts in the NWT #1

Why is adult literacy important?

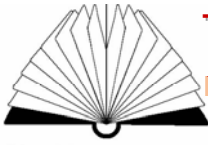
- Adults are leaders, parents, and role models
- Adults are responsible for the health and wellbeing of their family. This includes Elders and children.
- Adults usually have a job and make money to support their family.
- Adults make decisions for their family, community, region, and the whole NWT. Good information helps people make good decisions. People with good literacy skills have better access to good information.

What are the levels of English literacy among NWT adults?

- 50% of NWT adults do not have the literacy skills they need for daily living.
- 66% of Aboriginal adults and 31% of non-Aboriginal adults do not have the literacy skills they need for daily living.
- Aboriginal adults in the NWT have lower literacy levels than Aboriginal adults in southern Canada.

Click on this web address for more info on literacy in the NWT.

<http://www.nwt.literacy.ca/litfact/litfact.htm>



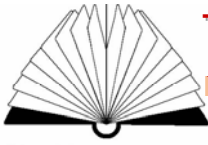
3) Literacy facts in the NWT #2

What is the relationship between low literacy and jobs?

- Low literacy means people don't have the literacy skills to do daily tasks. They have trouble reading, writing, and using numbers.
- Low literacy can limit job opportunities. People with low literacy skills are twice as likely not to have a job.
- People with low literacy skills probably earn only 2/3 of what people with good literacy skills earn.
- Low literacy skills can limit access to safety information or directions. People with low literacy skills may put themselves and other workers at risk. They may not know they lack information. They may not tell anyone if they do know – they may be afraid to lose their job.

What is the relationship between low literacy and health?

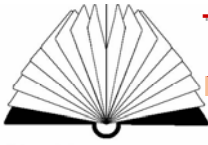
- Low literacy means people don't have the literacy skills to do daily tasks. They have trouble reading, writing, and using numbers.
- People with low literacy skills may not be able to read and understand information about the medicine they take or give to their children.
- People with low literacy skills may not be able to read and understand information about machinery, tools, firearms, or chemicals they use at home or at work.
- People with low literacy skills may lack independence and a sense of wellbeing. They may not be able to make choices and have control over decisions about their life.



4) Ask a candidate

Here are some sample questions that you can ask the candidates. These questions are about literacy and what the candidate will do to improve literacy in the Northwest Territories. You can get ideas from these questions to make up other questions about other important issues in your community.

- 1) Will you make sure that there are literacy programs for all adults who want to improve their literacy skills? If so, how will you do this?
- 2) Will you make sure that funding is available for different types of literacy programs, such as family literacy, community-based literacy, and workplace literacy? If so, how will you do this?
- 3) Will you make sure that learners who want to go back to school get supports such as student allowances, child care, and special supports for disabilities? If so, how will you do this?
- 4) Parents are their children's first and most important teachers, so family literacy is very important. Will you give more money to support family literacy?



5) Write a letter - Sample letter

Your address

Today's date

Candidate's name

Candidate's address

Dear Candidate,

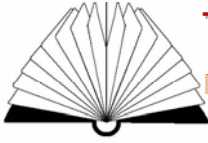
One in five Northwest Territories adults can't read or write very well. Did you know that? I'm one of those adults. Right now I can only go to school part-time in my community. That's the only program we have. And last year we had no program. Also, I can't afford to pay for daycare when I go to school.

If you're elected, what will you do to help people like me? Your answer will help me decide how to vote in the election.

I hope to hear from you very soon.

Sincerely,

Your name



Vocabulary Learning Activity 1

Two handouts

1-1: Election vocabulary

Learners match election words with the best definition.

1-2: Election officers

Learners underline the word that has the best meaning in the sentence.



Language skills Learning Activity 2

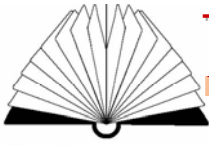
Two handouts

2-1: Capital letters and punctuation

Learners fill in capital letters and punctuation.

2-2: Voting in action

Learners decide the order of events.



Vocabulary Learning Activity 1

1-1: Election vocabulary

Read the words and definitions below. Choose the best word from the list for each definition. Write that word in the blank under the definition.

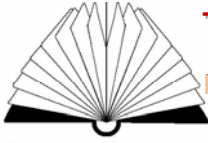
- | | |
|---------------------|----------------|
| ▪ Election | ▪ Voters list |
| ▪ Registration card | ▪ Enumeration |
| ▪ Eligible | ▪ Ballot |
| ▪ Voting screen | ▪ Candidate |
| ▪ Revision period | ▪ Constituency |
| ▪ Polling station | ▪ Campaign |

1) The place people go to vote on Election Day.

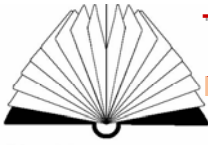
2) The list of people who can vote.

3) The small paper voters use to mark 'X' beside the name of the person they vote for.

4) An activity and time when people go door to door, to make a list of people who can vote.



- 5) A process people use, to choose a person by voting.
-
- 6) A card that voters get in the mail to tell them when to vote and where to go to vote.
-
- 7) A person who wants to get elected.
-
- 8) To be qualified or entitled to vote. For a NWT election - to be 18 years old, a Canadian citizen, and a resident of the NWT for a year before Election Day.
-
- 9) The signs, buttons, ads, speeches, and other things a candidate uses to make people want to vote for them.
-
- 10) The people in a defined geographic area that elect a person to represent them.
-
- 11) A box that voters stand behind to mark their ballot, to help keep their vote secret.
-
- 12) A period of time when people can add their name to the voters list, if they are not already on the list.
-

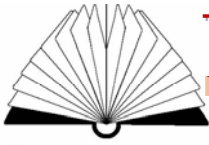


Vocabulary Learning Activity 1

1-2: Elections officers

Each sentence below describes a different person who works to carry out elections – elections officers. Underline or circle one of the four words in brackets that best defines the person in the sentence.

- 1) At the polling station, the (poll clerk, deputy returning officer, returning officer, chief electoral officer) looks for the voter's name on the voters list and crosses it off.
- 2) At the polling station, the (poll clerk, deputy returning officer, returning officer, chief electoral officer) gives the voter a folded ballot.
- 3) The (poll clerk, deputy returning officer, returning officer, chief electoral officer) is in charge of elections.
- 4) A (poll clerk, deputy returning officer, returning officer, chief electoral officer) is in charge of what happens in each constituency during elections.



Language skills Learning Activity 2

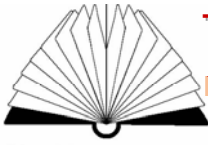
2-1: Capital letters and punctuation

Read the two paragraphs below out loud. They are from the story **NWT Elections**, except we took out the capital letters and punctuation.

Write in the capital letter at the beginning of each sentence and the correct punctuation at the end.

eligible voters who are away from home at school on
holidays or in the hospital may use a special ballot your
name has to be on the voters list if you want to vote by
special ballot a special ballot is usually a mail-in ballot

you can ask to vote by special mobile poll if you aren't
physically able to go out to vote the mobile poll is when the
poll comes to you if your name isn't on the voters list you
can take an oath to register

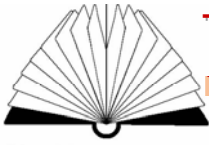


Language skills Learning Activity 2

2-2: Voting in action

The seven sentences below come from the NWT Elections story. Each sentence describes an action during the voting process, but they are all mixed up. Put a number at the beginning of each sentence to show the proper order these actions take place.

- _____ She then marks an 'X' in the circle beside the name of the candidate she has chosen to vote for.
- _____ She then gives her folded ballot to the Deputy Returning Officer.
- _____ When she goes to vote, the poll clerk finds her name and crosses it off in the register of territorial electors..
- _____ She is on the voters list and has received her registration card in the mail.
- _____ The Deputy Returning Officer then hands her a folded ballot. She then goes to vote.
- _____ She then folds her ballot for privacy reasons.
- _____ He tears off the blinded corner of the ballot for counting and security purposes, and puts the folded ballot into the ballot box.



Questions Learning Activity 3

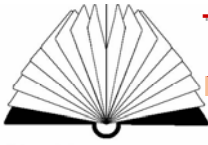
Two handouts

3-1: Story questions

Learners answer questions about the story.

3-2: Journal writing

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



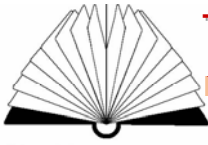
Questions Learning Activity 3

3-1: Story questions

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

- 1) Who is eligible to vote in a NWT election?

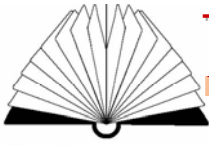
- 2) How can a person vote if they're away from home, at school or in the hospital?



- 3) How can a person vote if they physically can't get to the polling station?

- 4) How can a person vote if they can't read the names on the ballot?

- 5) What happens if a voter comes to the polling station, but their name isn't on the voters list?

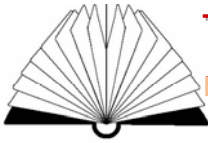


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ Have you ever voted in a NWT election? If yes, why? If no, why not?
- ✓ How do you decide who to vote for?
- ✓ Do you think it's important that voting is secret? Why or why not?
- ✓ Do you think that voting and an election is a good way to decide who our leaders are? Why or why not?



Writing Learning Activity 4

Three handouts

Learners develop and write their own 'how to vote' brochures.

4-1: 'How to vote' brochure – the audience and the purpose

Learners use the handout to discuss and decide the audience and the purpose of a 'how to vote' brochure. Do this as a whole group.

4-2: Organize the brochure

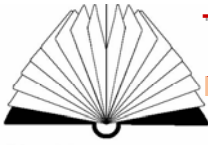
Learners brainstorm ideas and use a spider mind map to organize the information they want to put in the brochure. Do this together as a whole group. Or brainstorm ideas as a whole group and ask learners to work in small groups or pairs to organize ideas.

4-3: Write and design the brochure

Learners write and design the brochure. Ask learners to work in pairs or small groups. Share the brochures when you finish.

If you want, look for examples on elections websites. Elections Nunavut has the best examples of brochures online.

- ✓ www.elections.nu.ca - Elections Nunavut
- ✓ www.electionsnwt.com - Elections NWT
- ✓ www.electionsyukon.gov.yk.ca - Elections Yukon

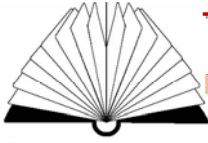


Writing Learning Activity 4

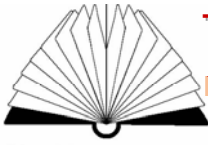
4-1: 'How to vote' brochure – the audience and the purpose

Use this handout to start work on your brochure. Answer the questions below about the audience and the purpose.

- 1) Who is the audience for the brochure? Who should read the brochure? Who needs this information? Give as many details as you can. For example age, gender, culture, literacy skills.



- 2) What is the purpose of the brochure? What should happen when people read the brochure? What do you want people to be able to do? What is the most important thing that people need to know, so they can respond?

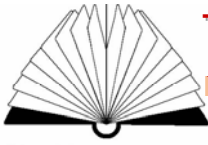


Writing Learning Activity 4

4-2: Brainstorm ideas for the brochure and organize them

With the whole group, brainstorm ideas for the 'How to vote' brochure for your community. Think about the audience and the purpose as you brainstorm.

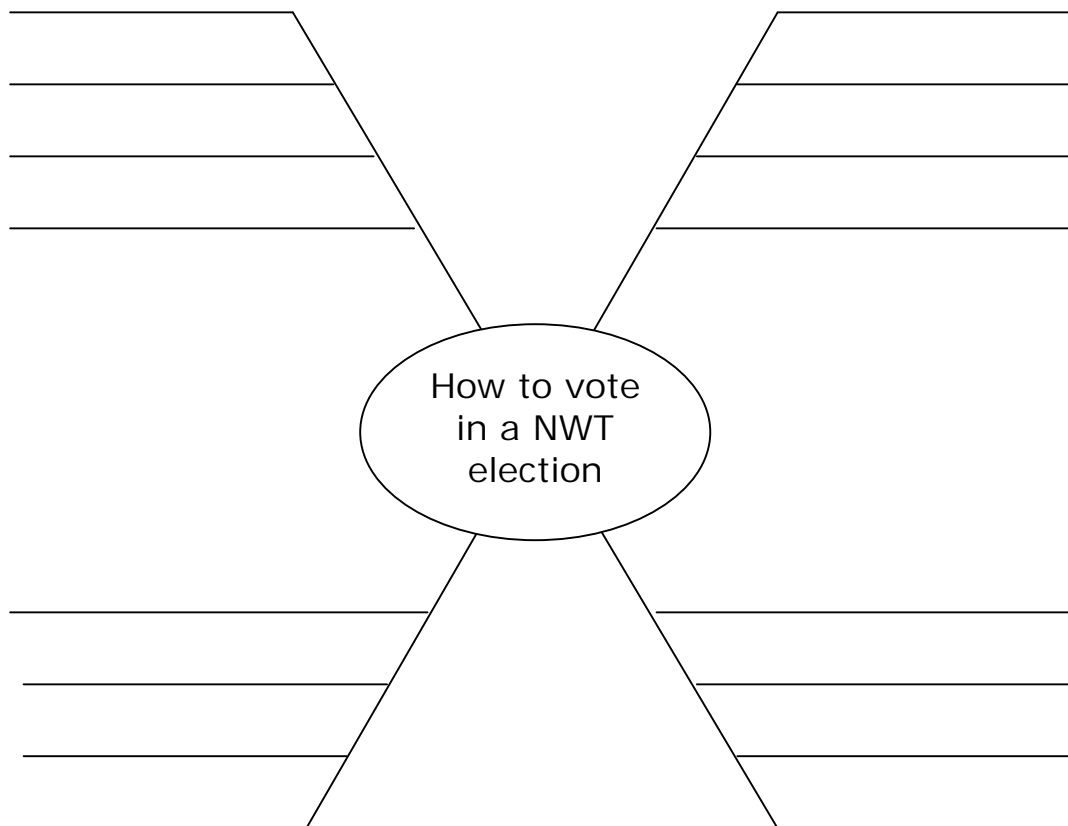
Write down the ideas.

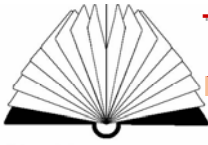


Use the spider map below or a different mind map to help organize the ideas.

- ✓ What do people already know about this topic?
- ✓ What information do I need to include?
- ✓ What information can I leave out?
- ✓ What is the most important thing that the brochure needs to say? What is the best way to say it?

The main topic is in the centre and related ideas spread out from there. Think of a subheading for each group of ideas.

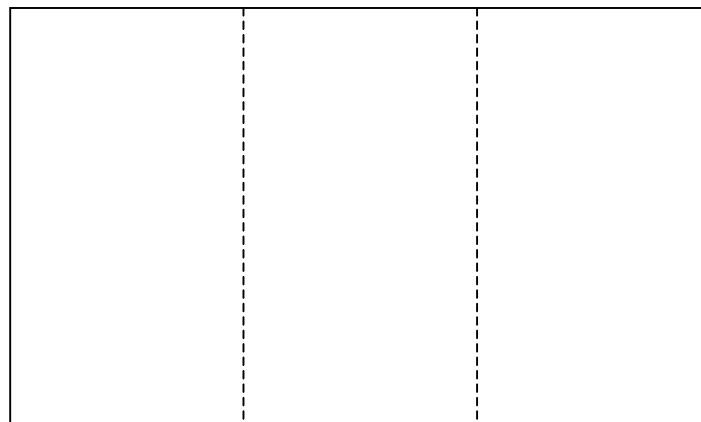
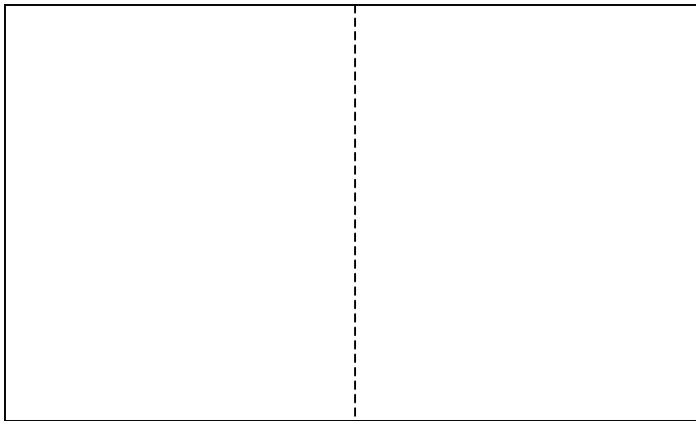




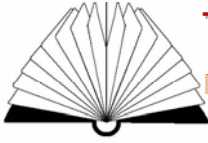
Writing Learning Activity 4

4-3: Write and design the brochure

First, fold a piece of paper to make two or three panels for the brochure – whichever way you think works best.



Look at your ideas on the spider map. Use them to write the brochure. Make a title page. Put pictures or other graphics on the brochure if you want.



Constituency map Learning Activity 5

Three handouts

5-1: What is a constituency?

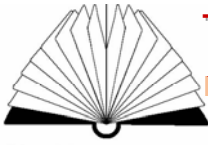
Learners define the word constituency.

5-2: Constituency map

Learners use a map outline to draw in constituencies for the Northwest Territories Legislative Assembly.

5-3: My constituency

Learners write a paragraph to describe their constituency.



Constituency / electoral district Learning Activity 5

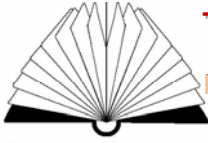
5-1: What is a territorial constituency / electoral district?

Use these elections websites to answer these questions.

- ✓ www.elections.nu.ca - Elections Nunavut
- ✓ www.electionsnwt.com - Elections NWT
- ✓ www.electionsyukon.gov.yk.ca - Elections Yukon

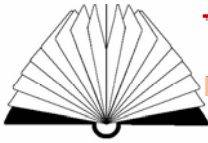
What is a constituency or electoral district?

How many constituencies does the Northwest Territories have for their Legislative Assembly? Write down the names.



How many constituencies does Nunavut have for their Legislative Assembly? Write down the names.

How many electoral districts does the Yukon Territory have for their Legislative Assembly? Write down the names.

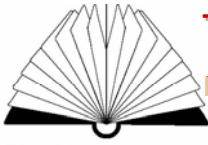


Constituency / electoral district Learning Activity 5

5-2: Constituency map

Use the blank map to draw in the constituencies for the Northwest Territories. Write the names on the map as best you can.



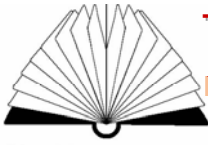


Constituency or electoral district Learning Activity 5

5-3: My constituency

Answer these questions and write a short paragraph about your constituency.

What is the name of my constituency? How many people live there?
How many communities? What kind of life do people in my
constituency live? How many people in my constituency usually
vote in a NWT election? Who is my MLA?



Election issues Learning Activity 6

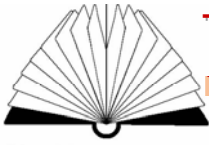
One handout

Learners brainstorm issues that are important in their community. Choose a topic from the brainstorm and as a whole group write a letter to the candidates of a NWT election. Ask the candidates three questions in the letter. Use the questions on the handout to help write the letter and form the questions. Use the sample letter from the Elections NWT story text if you want

Ask learners to each choose a different topic and to write their own letter to candidates in a NWT election. Remind learners to include three questions in the letter. Encourage them to use the questions on the handout to write the letter and to form the questions.

Ask learners to read their letters out loud when they finish.

Discuss how the issues and the letter might be different if it was a federal election? If it was a local or municipal election?



Election issues Learning Activity 6

People talk about issues during an election. Brainstorm as a whole group issues that are important in your community.

Choose one issue. Write a letter to the candidates of a NWT election and ask them three questions about that issue.

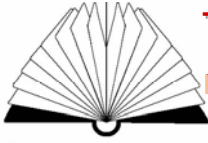
Use these questions to help you write the letter and form the three questions.

- ✓ Why is this issue important to your community?
- ✓ What is the relationship between this issue and the wellbeing of people in your community?
- ✓ What exactly do you want to government to do?
- ✓ What do you expect to happen if the government does what you want?
- ✓ What do you expect to happen if the government fails to do what you want?

Read your letter out loud to the group.

Discuss as a group:

- ✓ Would you choose a different issue or ask different questions for a candidate for a federal election? If yes, how is it different? Why?
- ✓ Would you choose a different issue or ask different questions for a candidate for a local or municipal election? If yes, how is it different? Why?



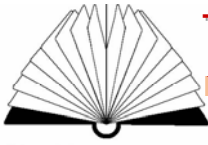
Consensus government or party politics Learning Activity 7

One handout

Learners compare and contrast consensus government in the NWT with party politics in the Yukon.

They use the handout to do research and answer questions about how the Yukon and the NWT each form their government.

When they have the information, ask learners to write a short essay about how the Yukon and the Northwest Territories are the same and how they are different. When they finish, ask them to share what they learned with the group. Discuss which system they like better and why.



Consensus government or party politics

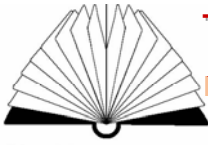
Learning Activity 7

Use this learning activity to explore ideas and write about:

- ✓ How does consensus government work in the Northwest Territories? Use this website to learn the basics of consensus government in the NWT.
<http://www.assembly.gov.nt.ca/visitorinfo/factsheets/index.html>
- ✓ How does party politics work in the Yukon? Party politics in the Yukon works in a similar way as party politics works for the federal government. Use this website to learn the basics of party politics.
http://www.parl.gc.ca/information/library/idb/forsey/parl_gov_02-e.asp
- ✓ How are they the same? How are they different?

Do research, make notes, and answer these seven questions for each of the Northwest Territories and the Yukon:

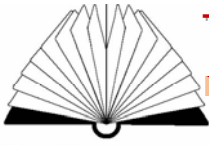
- 1) Are election candidates members of a political party?
- 2) How does the Speaker of the House get to be the Speaker? What does the Speaker do?
- 3) How does the Premier get to be the Premier? What does the Premier do?



- 4) How do MLAs get to be in the cabinet? What does the cabinet do?
- 5) What do we call MLAs that are not part of the cabinet? What do they do?
- 6) What are three main benefits of consensus government? What are three main benefits of party politics?
- 7) What are three main problems with consensus government? What are three main problems with party politics?

Write a short essay and make a small booklet about how we form a government in the Northwest Territories and the Yukon. Use the questions and information from your research – how are the two governments the same and how are they different? What are the main benefits and challenges with each? Use drawing, pictures, or other graphics.

Read your booklet out loud for the whole group. Discuss together which system you like best and why.



Aboriginal self-government – past Learning Activity 8

One handout

Learners do research and write about how Aboriginal people governed themselves in the past. The handout includes a blank research card learners can copy and use to help keep track of the information they gather.

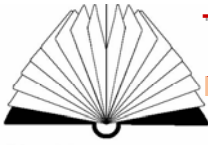
First, ask learners to identify what local group of Aboriginal people they want learn about.

Second, as a whole group brainstorm what questions they want to answer. Here are some examples:

- Who were the leaders and decision-makers?
- How did they get to be leaders?
- What kinds of decisions did they make?
- How did they make decisions?
- How did people deal with conflict?
- How did people who were not leaders participate in decision-making?

Third, ask learners to do research to answer the questions. Interview local Elders; contact regional, local, and territorial Aboriginal cultural organizations; use the internet. See the Resources at the end of this section for some ideas.

To learn more about how to interview local Elders, use the instructions and handout from Learning Activity 5, Interview an



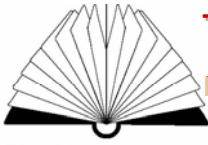
Aboriginal Elder, from the story Learning in Action – pages 7-26 to 7-31.

Fourth, ask learners to work in pairs or small groups to write a skit or role play that tells a story to show some aspect of governance or decision-making in the past. The handout has a list of questions to help learners write the skit or role play.

Ask learners to practice their role plays and then perform them for the whole group, and for the school or community.

Put the skits or role plays together in a book and share them with other groups.

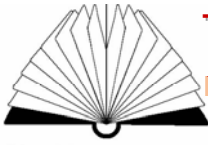
OR – ask each learner to use the questions as a guide to write a story. Encourage them to use pictures and drawings. Ask them to share their stories and to read them out loud.



Aboriginal self-government - past Learning Activity 8

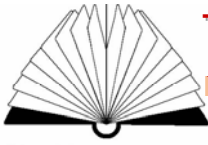
During this activity, you'll do research and write about how local Aboriginal people governed themselves in the past.

From the group brainstorm, write down the questions you want to answer during your research.



Copy this research card and use it to help keep track of information.

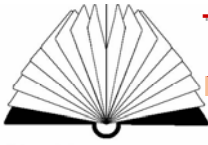
Research card
Name of contact or source:
Date:
Questions:
Notes:



Gather together all the information from your research. Work in pairs or small groups to write a skit or role play that tells a story about how the local Aboriginal group governed and made decisions in the past. Think about these questions when you write the skit.

- ✓ How does the story start?
- ✓ What happens in the story?
- ✓ Who does the story happen to?
- ✓ When does the story take place?
- ✓ Where does it happen?
- ✓ Why does it happen?
- ✓ How does the story end?

Give the story a title. Practice the role play and perform it for the whole group. Perform the skit or role play for the local school, other groups, or the community. Put the skits together in a book and share them with others.



Aboriginal self-government – present Learning Activity 9

One handout

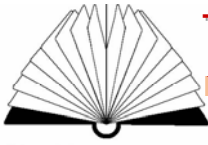
Learners do research about voting within an Aboriginal self-government agreement. They use the outline on the handout to answer questions and to write a short essay.

Here are three examples of agreements and websites where learners can find information about voting within an Aboriginal government

- ✓ Nisga'a Lisims Government - Elections Act
<http://www.nisgaalisims.ca/pages/treaty/legislation/regulations/elections-act.pdf>
- ✓ Tlicho Government – Constitution – elections information on pages 23 to 26.
http://www.tlicho.com/constitution/tlicho_constitution.pdf
- ✓ Labrador Inuit – Nunatsiavut Government
<http://www.nunatsiavut.com/en/structure.php>

Ask learners to share their essays and read them out loud.

Extend the activity and put all the essays together, and make a binder or booklet. Share the information with other people at the local school or library.

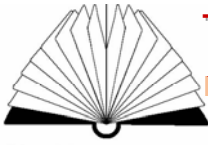


Aboriginal self-government - present Learning Activity 9

Do research about an Aboriginal self-government agreement. Find out how this group of people choose and vote for their leaders and decision-makers.

Here are examples of agreements and websites where you'll find information about voting within an Aboriginal government

- ✓ Nisga'a Lisims Government - Elections Act
<http://www.nisgaalisims.ca/pages/treaty/legislation/regulations/elections-act.pdf>
- ✓ Tlicho Government – Constitution – elections information on pages 23 to 26.
http://www.tlicho.com/constitution/tlicho_constitution.pdf
- ✓ Labrador Inuit – Nunatsiavut Government
<http://www.nunatsiavut.com/en/structure.php>



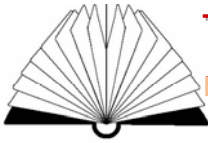
Choose one agreement and write down answers to the following questions:

- 1) Draw a picture to outline what the government structure looks like. What people or positions make up the government? How are they organized?
- 2) What is the main governing body called?
- 3) Who is eligible to vote for government leaders?
- 4) How often do people vote?
- 5) How does the voting take place? Briefly explain the process.
- 6) Draw a map to show the geographic area where the people live and that this government is responsible for.

Use the answers to the questions to make an outline and write an essay about how people under this self-government agreement choose their leaders. Include any pictures and drawings in your essay.

Share your essay with the whole group.

Bring your essays together and make a binder or booklet. Share the binder with people at the local school or library.



Different voting systems Learning Activity 10

One handout

Learners explore two different voting systems. They learn about, compare, and contrast the voting system in Canada with the voting system in Australia.

Learners use the questions on the handout to guide their research and write a short essay. Encourage learners to use website references for information to answer the questions, such as the two below. Print and copy the information ahead of time if needed. See Resources section for more info.

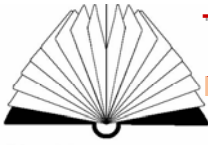
- ✓ **Australia's voting system** – includes info about senate, state, and local elections, as well as the House of Representatives. Learners focus on the House of Representatives.

http://www.aec.gov.au/content/How/education/resources/democracy_magazine.pdf

- ✓ **Canada's voting system** – a list of online publications about our electoral system.

<http://www.elections.ca/content.asp?section=pub&document=index&dir=onl&lang=e&textonly=false>

Ask learners to read their essays out loud for the group. Discuss which system they like best and why.



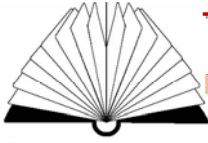
Different voting systems Learning Activity 9

Use this learning activity to explore two different voting systems:

- ✓ The voting system we use in Canada to elect Members of Parliament or MPs for our federal government
- ✓ The voting system they use in Australia to elect their Members of the House of Representatives or MHRs for their federal government. They also call their House of Representatives the Peoples' House.

Do research and answer these questions for each voting system:

- 1) Who is eligible to vote?
- 2) Do people have to vote?
- 3) How often do elections happen?
- 4) How many people get elected? In general, who does each elected person represent? What are the groups of people called that the elected person represent?
- 5) What does the ballot look like? Draw a sample ballot for each voting system.
- 6) How does a voter mark the ballot? What rules does a voter need to follow to mark their ballot?
- 7) How does a candidate win the election? How many votes do they need to win the election?



- 8) What are three advantages of this voting system?
- 9) What are three problems with this voting system?

Write a short essay – six paragraphs - to compare and contrast the two voting systems.

- ✓ Introduce the idea of different voting systems
- ✓ Discuss how the two systems are the same
- ✓ Discuss how the two systems are different
- ✓ Discuss what advantages each system offers
- ✓ Discuss what challenges each system offers
- ✓ Write a closing paragraph

Read your essay out loud for the group. Discuss which voting system you think works best. Why?



Resources

Elections Nunavut – information about territorial elections in Nunavut – elections for Members of the Nunavut Legislative Assembly.

✓ www.elections.nu.ca

Elections NWT – information about territorial elections in the Northwest Territories – elections for Members of the NWT Legislative Assembly.

✓ www.electionsnwt.com

Elections Yukon – information about territorial elections in the Yukon Territory – elections for Members of the Yukon Legislative Assembly.

✓ www.electionsyukon.gov.yk.ca

Elections Canada – information about federal elections in Canada – election for Members of Parliament.

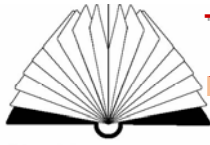
✓ www.elections.ca

Dene Cultural Institute or Yamózhá Kúé Society – works to protect and promote Dene culture, languages, spirituality, heritage, tradition, and customs.

✓ <http://www.deneculture.org/>

Gwich'in Social and Cultural Institute – works to document, preserve and promote the practice of Gwich'in culture, language, traditional knowledge, and values.

✓ <http://www.gwichin.ca/>



Dehcho First Nations – works to document, preserve and promote the practice of Gwich'in culture,

- ✓ <http://www.dehchofirstnations.com/>

First Nations Seeker – A directory of North American Indian portal websites.

- ✓ <http://www.firstnationsseeker.ca/index.html>

Australian Electoral Commission – information about elections in Australia

- ✓ www.aec.gov.au/
- ✓ http://www.aec.gov.au/content/How/education/resources/democracy_magazine.pdf

Fair Vote Canada - a group of Canadian citizens, from all political parties, that works to change Canada's voting system. They believe Canadians need a new, fair voting system so we can have a healthy, representative democracy and accountable governments.

- ✓ <http://www.fairvotecanada.org/home>

Tlicho Government – self-government for the Tlicho or Dogrib communities of Behchoko, Gameti, Whati, and Wekweti.

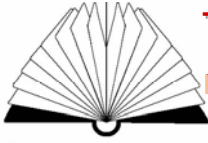
- ✓ www.tlicho.com/

Nisga'a Lisims Government – self-government for people of the Nisga'a Nation.

- ✓ <http://www.nisgaalisims.ca/>

Nunatsiavut Government – Labrador Inuit self-government.

- ✓ <http://www.nunatsiavut.com/en/nunatsiavutgov.php>



Municipal and Community Affairs, Government of the Northwest Territories – information about local and regional governments in the NWT.

✓ www.maca.gov.nt.ca

Federation of Canadian Municipalities

✓ www.fcm.ca

Northwest Territories Association of Communities

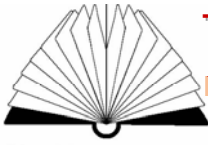
✓ www.nwtac.nt.com

The Northern Edge

Study Guide

New Idea Series





New Idea Series

Introduction

This story is from **Issue #3 of The Northern Edge**. The New Idea Series story is about how to find creative new ways to solve problems. Online learning activities include a spelling quiz, comprehension quiz, and writing project.

This story offers an opportunity to encourage learners to explore problem solving and to think about new ways to approach old ideas.

This section first presents a list of nine learning activities and the written text for the New Idea Series story. 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 for the New Idea Series story.

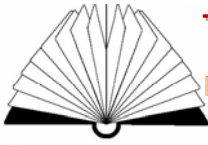




This symbol marks instructor notes.

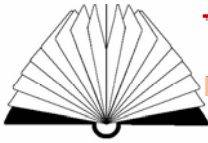


This symbol marks handouts to copy for learners.





New Idea Series List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	1 handout	6 to 8
2) Language skills	1 handout	9, 10
3) Questions	2 handouts	12 to 15
4) Writing	2 handouts	16 to 18
5) Newspaper advice column	No handouts	19
6) Creative community solutions	No handouts	20
7) Stories help solve problems	1 handout	21 to 29
8) What's the real problem	1 handout	30 to 32
9) Brainteasers	2 handouts	33 to 43



Text – New Idea Series
Issue #3 The Northern Edge

This is a story about problem solving. It's about learning to think in new ways.

In this story we study a problem. Then we look at solutions that have been tried in the past. Finally we will look at a new way to think about this problem.

Click on Play to see the problem and a possible new solution.

The problem

The problem is what to do with orphaned polar bear cubs? They need a mother but adult polar bears won't adopt them.

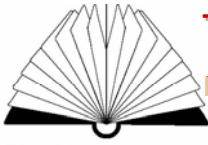
Click on Play to continue.

Four orphaned polar bear cubs were found roaming the streets of Churchill, Manitoba. Conservationists had to do something. They thought of three ideas that had been tried in the past.

- 1) They thought about giving them to a zoo. What do you think? Do you think that they should give them to a zoo?

Click on Yes or No and then click on the Submit button.

They didn't really want to give the cubs to a zoo. Recently seven polar bears were seized from a Mexican circus after they were mistreated. The polar bears were forced to perform in the extreme Mexican heat. There was a huge public outcry after it was discovered that three of the bears were from Manitoba.



- 2) A second choice was to release the cubs into the wild. What do you think about this choice? Do you think this is a reasonable option?

Click Yes or No and then click on the Submit button.

They could release the cubs into the wild. This had also been tried before. But without a mother to care for them and protect them, orphaned polar bear cubs have almost no chance of surviving in the harsh conditions of the Arctic.

- 3) Finally the third choice they thought of was to destroy them. Put them down. Euthanize them. This certainly has been done in the past but it seems more like a failure than a solution.

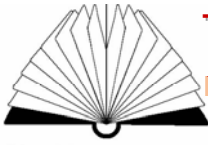
Could they find another solution? Conservationists came up with a new idea.

Click on the Play button to learn about this new approach.

First they took a female bear that already had a cub that had been seen wandering too close to humans. The mother and cub were sedated and then Vicks VapoRub was rubbed on both the cubs and the mother's muzzle as well as their bodies.

Then the orphaned cub is sedated and Vicks VapoRub was rubbed on its nose and body.

The cubs woke up first and started licking their mother. Then when the mum woke up, she had two cubs. The mother groomed both cubs and allowed them to nurse.

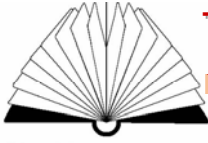


The theory is that the strong smell of the VapoRub masks or hides the unfamiliar scent of the orphan, thus fooling the mom into thinking that both the cubs are hers.

The researchers repeated this experiment with three other mother bears and three other cubs. Although this first adoption was successful, it's not totally clear that the three other attempts succeeded. One cub was not accepted and two cubs could not be tracked. But conservationists are looking for creative solutions.

I thought that this was an interesting story but it also made me think that maybe we should be asking other questions as well? Maybe we should also be asking why the bears were without a mother. What happened to the mother? Was this a rare case or are polar bears in general threatened and endangered by human development?

Click on the Learning Activities button when you are ready to continue. There is a writing assignment there that asks you what your ideas are on polar bears.



Vocabulary Learning Activity 1

One handout

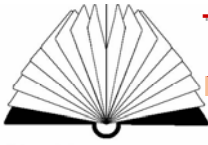
Learners organize a list of words into alphabetical order. Then they look up each word in the dictionary to find the best meaning.



Language skills Learning Activity 2

One handout

Learners read a list of ten sentences. They decide if each sentence is true or false, based on what they read in the story. If the sentence is false, they rewrite the sentence so it is true.



Vocabulary Learning Activity 1

Look at the list of 11 words below. Put the words in alphabetical order. Then find the best meaning for each word and write it down.

orphan

conservationist

circus

adoption

euthanize

solution

problem

creative

option

experiment

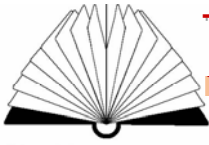
sedated

- 1) _____

- 2) _____

- 3) _____

- 4) _____



- 5) _____

- 6) _____

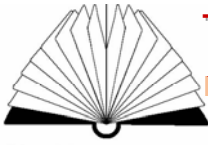
- 7) _____

- 8) _____

- 9) _____

- 10) _____

- 11) _____

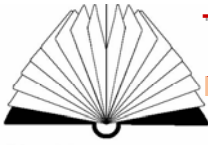


**Language skills
Learning Activity 2**

Read each sentence and decide if it's true or false, based on what you read in the New Idea story.

- 1) _____ Adult female polar bears often adopt orphaned polar bear cubs.
- 2) _____ Polar bears in a Mexican circus came from Manitoba.
- 3) _____ Polar bear cubs probably won't survive in the wild if they don't have a mother.
- 4) _____ In the past, conservationists sometimes decided to euthanize or kill orphaned polar bear cubs.
- 5) _____ Conservationists tried out a new idea to deal with the orphaned polar bear cubs.
- 6) _____ Conservationists sedated the mother bear and the cubs to try out their new idea.
- 7) _____ Conservationists rubbed ice cream all over the mother polar bear.
- 8) _____ The ice cream smell hides the cub's scent, and the mother bear thinks the orphan cub is her own.
- 9) _____ Conservationists tried the same new idea with six other mother polar bears and six other cubs.
- 10) _____ The new idea was a success for the first adoption.

[illegible]



Questions Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the New Idea Series story. 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.



Writing Learning Activity 4

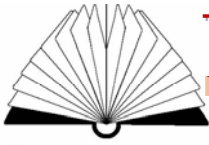
Two handouts

4-1: Compare and contrast

Learners compare the four solutions the story offers to deal the problem of orphaned polar bears.

4-2: Choose the solution you like best

Learners write a paragraph about the solution they like best.



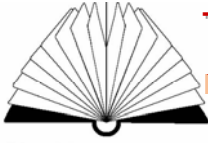
Questions Learning Activity 3

3-1: Story questions

Write one or more sentences to answer the following questions.
Begin each sentence with a capital letter and end with the correct punctuation.

1) Why is this story called the New Idea Series?

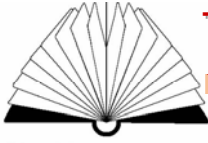
2) What problem did the people in the story need to solve?



3) Name one way they tried to solve this problem in the past?

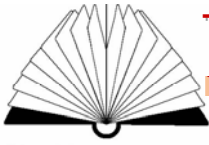
4) Name a second way they tried to solve the problem in the past?

5) How did the conservationists decide what bear to pick to adopt the orphan cub?



- 6) How did the conservationists get close enough to the bears to rub Vicks VapoRub on them?

- 7) What happened when the mother bear and the two cubs woke up?

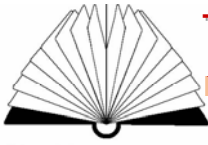


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ How did you feel after you read this story?
- ✓ What do you think about the old solutions to the problem of orphaned polar bear cubs – sending them to a zoo, turning them loose in the wild, killing them?
- ✓ What do you think about about the new solution the conservationists used?
- ✓ What is the real problem in this story?
- ✓ How can we encourage people to look for more creative solutions to different problems?



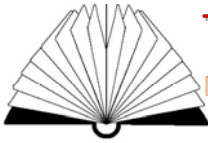
Writing Learning Activity 4

4-1: Compare and contrast

The story describes four solutions to the problem of orphaned polar bears. Write down two advantages and two disadvantages for each solution.

Solution 1	Give the cubs to a zoo.
2 Advantages	
2 Disadvantages	

Solution 2	Release the cubs into the wild.
2 Advantages	
2 Disadvantages	



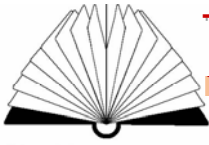
Solution 3	Kill the cubs.
2 Advantages	
2 Disadvantages	

Solution 4	Use Vicks VapoRub to try to make another female bear think the orphan cub is her own.
2 Advantages	
2 Disadvantages	



Choose the solution you like best and write a paragraph to say why you like it best. Give the paragraph a title.

[illegible]



Newspaper advice column Learning Activity 5

No handout

Learners make up a newspaper advice column. They write letters to the advice column and answer them.

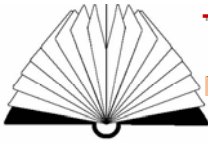
First, discuss the idea of an advice column. People write to the newspaper about a certain problem. The newspaper writes back with a suggested solution.

Second, brainstorm ideas of topics for the advice column. Here are some examples:

- Parenting
- Couple relationships
- Gardening
- House repairs
- Money
- Health

Ask learners to work in pairs. Each pair picks a topic and name for their column. Each person writes a letter, clearly explaining the problem. They exchange letters - and each person writes another letter to respond and suggest a solution.

Before they begin, go over the parts of a letter – how to write a letter. After they finish, ask for volunteers to read their letters. Discuss with learners how they feel about this type of problem solving.



Creative community solutions Learning Activity 6

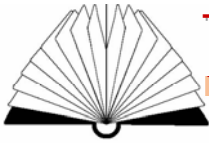
No handout

Ask learners to brainstorm some issues in their community that cause problems for people. Here are some examples:

- Unemployment
- Family violence
- Lack of housing
- Not enough money to buy basic needs
- Lack of formal education
- Too much smoking and drinking

Ask learners to choose one issue to focus on. Ask them to brainstorm the solutions the community now uses to help solve the problem. List the solutions on a flipchart.

Ask learners to work in pairs. Ask each pair to think of a new, creative solution to help reduce the problem. Ask each pair to make a poster to help people be more aware of the new, creative solution.



Stories help solve problems Learning Activity 7

One handout

Learners read and learn about a mythical character. To complete the activity, each learner writes a descriptive narrative about how this character might solve a certain problem.

First, discuss with the whole group what the words 'mythical character' mean. Then brainstorm different mythical characters. The list could include characters from Aboriginal cultures such as raven, fox, wolf, or other animals. It could also include characters such as Greek gods and goddesses.

Choose one of the three options below to introduce and learn about the mythical character:

- i) Read out loud the raven stories we provide on the handout. Ask learners to take turns reading.

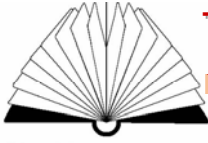
Each story has a web reference. The Resources at the end of this section include more references for raven stories.

- ii) Choose a different mythical character and their stories for the whole group.

See the Resources at the end of this section for ideas.

- iii) Ask each learner or pairs of learners to do their own research, and read and learn about a mythical character.

See the Resources at the end of this section for ideas.



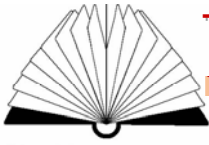
After you read the stories, discuss these questions with the group:

- What was the main problem in the story?
- What other problems, if any, did the story talk about?
- What are raven's main characteristics? What did you learn about raven from the story?
- What things about raven's character help her solve the problem?

Ask each learner to choose a simple, common problem they experience or observe at school, at home, or in their community.

Ask each learner to write a story about the problem and how the mythical character might solve the problem.

Ask learners to take turns to read their stories out loud.



Stories help solve problems Learning Activity 7

Three raven stories

Read the raven stories out loud with the whole group. After you read the stories, discuss these questions:

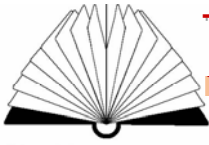
- What was the main problem in the story?
- What other problems, if any, did the story talk about?
- What are raven's main characteristics? What did you learn about raven from the story?
- What things about raven's character help her solve the problem?

Choose a simple, common problem you experience at home, at school, or in the community. Write a story about the problem and how raven might solve the problem.

Raven Steals the Light

From www.northwest-art.com/NorthwestArt/WebPages/StoriesRavenStealsTheLight.htm

There was a time many years ago when the earth was covered in darkness. An inky pitch blanketed the world making it very difficult for anyone to hunt or fish or gather berries for food. An old man lived along the banks of a stream with his daughter who may have been very beautiful or possibly quite homely. This didn't matter to the old man however because after all it was dark and who could tell.



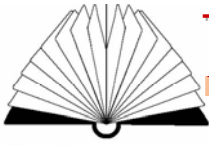
The reason why the world was dark had to do with the old man who had a box that contained a box that held many other boxes. In the very last box was all the light in the universe and this was a treasure he selfishly kept to himself.

The mischievous Raven existed at that time because he always had. He was none too happy about the state of the world for he blundered about in the dark bumping into everything. His interfering nature peaked one day when he stumbled by the old man's hut and overheard him muttering about his boxes. He instantly decided to steal the light but first had to find a way to get inside the hut.

Each day the young girl would go to the stream to fetch water so the Raven transformed himself into a tiny hemlock needle and floated into the girl's bucket. Working a bit of his 'trickster' magic, he made the girl thirsty and as she took a drink he slipped down her throat. Once down in her warm insides he changed again; this time into a small human being and took a very long nap.

The girl did not know what was happening to her and didn't tell her father. One day the Raven emerged as a little boy child. If anyone could have seen him in the dark, they would have noticed that he was a peculiar looking child with a long beaklike nose, a few feathers here and there, and the unmistakably shining eyes of the Raven.

Both the father and daughter were delighted with their new addition and played with him for hours on end. As the child explored his new surroundings he soon determined that the light must be kept in the big box in the corner. When he first tried to open the box, his grandfather scolded him profusely which in turn started a crying and squawking fit the likes of which the old man



had never seen. As grandfathers have done since the beginning of time he caved in and gave the child the biggest box to play with. This brought peace to the hut for a brief time but it wasn't long until the child pulled his scam again, and again, and again until finally only one box remained.

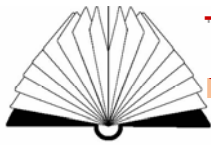
After much coaxing and wailing the old man at last agreed to let the child play with the light for only a moment. As he tossed the ball of light the child transformed into the Raven and snatching the light in his beak, flew through the smoke hole and up into the sky.

The world was instantly changed forever. Mountains sprang into the bright sky and reflections danced on the rivers and oceans. Far away, the Eagle was awakened and launched skyward – his target now clearly in sight.

Raven was so caught up in all the excitement of the newly revealed world that he nearly didn't see the Eagle bearing down on him. Swerving sharply to escape the outstretched talons, he dropped nearly half of the ball of light, which fell to the earth. Shattering into one large and many small pieces on the rocky ground the bits of light bounced back up into the heavens where they remain to this day as the moon and the stars.

The Eagle pursued Raven beyond the rim of the world and exhausted by the long chase, Raven let go of what light still remained. Floating gracefully above the clouds, the sun as we now know it started up over the mountains to the east.

The first rays of the morning sun brought light through the smoke hole of the old man's house. He was weeping in sorrow over his great loss and looking up, saw his daughter for the first time. She was very beautiful and smiling, he began to feel a little better.



The Raven Story

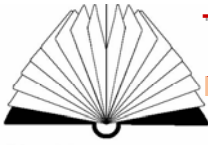
From *Legends and Stories from the Past* by George Blondin

The raven was a powerful medicine power being among the traditional people when the world was new. He travelled all over the country. One time, he was paddling his ugly canoe near the shore of Great Bear Lake, at a place where a lot of people were fishing. Back then the raven was considered something of a dignitary – a big shot – so to speak. He would visit the people and talk to them, often regaling them with stories.

One time the village people he visited had a problem and they wanted the raven to help them. It was at a time when the world was really new, and there were a lot of mysteries and events occurring that were hard to believe. A lot of animals and humans were confused and a bit mixed up, but communication between all species was not a problem.

It has so happened that a bear and his daughter had passed through the area not long before the arrival of the raven. The fox family was staying in the village also. The bear was also visiting the people. The bear came over to the fox's place. Whatever they were doing is not known, but they began to quarrel and got into a fight. The bear had a terrible temper. He completely tore the fox's front leg out and took off with it in his canoe.

The village residents pleaded with the raven to help them solve the fox's problem – to retrieve his leg. The raven agreed to try his best to be of assistance and gave the fox something to relieve his pain while he was gone. The raven followed the bear wherever he went and found the bear's camp across the lake.



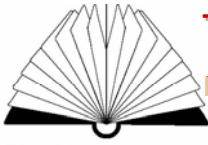
The raven beached his canoe on the shore by the bear's tent. The bear invited him to a good meal and they started talking. The raven noticed that the bear had placed the fox's leg on the wall of the tent. The bear begged the raven to entertain him with some stories, because the raven is a renowned storyteller. So the raven began to regale the bear with story after story. The storytelling went on and on, seemingly with no end. Outside the tent, there was no wind and the lake was clam. Inside, the bear's daughter was lying down, but not sleeping.

The storytelling continued and by morning the bear was falling asleep. Soon he was snoring. The raven got up very quickly, took the fox's leg from the wall and ran outside to his canoe. The bear's daughter got up quickly and tried to wake her father, but the poor girl had a bad stuttering problem. She had a hard time explaining to her father that the raven had taken off with the fox's leg. By that time, the raven was far out on the lake in his canoe.

The raven paddled across the lake to the Dene fish camp where the fox was waiting in great pain. He paddled his canoe straight to the fish camp singing his song as he paddled. The raven's wording of the song was "Put the fox on the shore and place the open wound toward me." The people understood the message, so they placed the fox as instructed by the raven's song.

When the raven got close to shore, he observed that the fox was sleeping. He took out the missing leg, threw it on the fox and yelled, "Run away quickly!" So the fox ran away, but his gait was not smooth. He had a bit of a limp.

This is why to this day foxes don't run in a straight line like other animals. Part of the problem is that the raven, in his haste, did not reattach the fox's leg properly. So that is the story.



Raven makes the world and the stars

From *Some Inguruki Myths* by Marta Randall

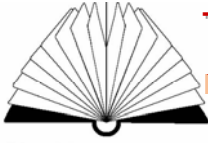
www.scriptsit.com/Myths.html

Once, when Snow Wolf and Raven trekked through the Big Empty, Snow Wolf grew bored so Raven made him a toy. She scooped ice and snow and fashioned the ball of the world, but it fell apart in her hands. So she breathed on the world and the warmth of her breath sank deep into the heart of the ball, and it turned brown and green and white and stayed together.

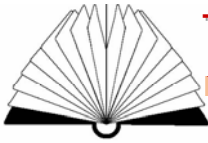
Snow Wolf liked his new toy. After he played with it, he demanded that Raven carry the world back to their lodge, their kamak, while he took a nap.

Raven took the world up in her beak but on the way she dropped it. The warm heart of the world splintered into a million small, sharp pieces that sprayed up into the Big Empty and hung there, glowing. Raven didn't have time to gather them all, so she dipped out a single beakful and rebuilt the world's shell around that small scoop of frozen starts. Then she flew on to their kamak.

Snow Wolf never noticed the crack in the skin of the world, and Raven knew he wouldn't. But he was furious that there were shining things in the Big Empty and demanded that Raven make him a light to see them by. While Snow Wolf slept Raven rolled the stars together into a glowing ball, which lit all of the Big Empty. Snow Wolf searched from one side of the Big Empty to the other but didn't find a single star. Disgusted he threw the ball away. When it landed it shattered into a millions start again. Snow Wolf was furious.



He demanded that Raven make the light again, which she did. She does it each morning so that Snow Wolf can search through the Big Empty for the truth. But he never finds it, because although he is Snow Wolf, Raven is always more clever than he.



What's the real problem? Learning Activity 8

One handout

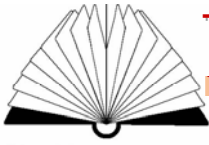
Learners read about a problem. They use the problem-solving table and a series of 'why' questions to look for the root causes of the problem, and to choose some creative solutions.

Read the problem out loud together, as a whole group. Ask learners to fill in the problem-solving table - as a whole group, in pairs or small groups, or on their own.

The problem-solving table asks a series of 'why' questions to get to the root causes of the problem. Tell learners they need to ask 'why' questions until they feel they reached the root causes of the problem.

Review and discuss learners' comments and possible solutions after they complete the table.

We provide a problem from a CBC radio program on May 10, 2006. Use this problem or a different problem from your community or somewhere else.



What's the real problem? Learning Activity 8

A story of a problem

Luke told his mother he didn't want to eat at school any more. His mother asked why. He said the teacher supervising the lunchroom at school told him he eats like a pig. She said he was yucky and disgusting, and made him eat by himself.

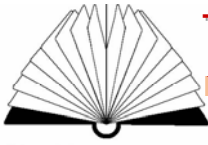
Luke uses a spoon and fork to eat – he uses the fork to push his food onto his spoon. This is how his mother taught him to eat – it is part of his Philipino background.

Luke's mother phoned the school to talk to the teacher from the lunchroom. She wanted to explain why her son eats with a spoon and fork, and to complain about how the teacher treated her son. The teacher said she should teach her son to eat properly.

Luke's mother phoned the school principal. She wanted to meet with him in person. He agreed to only talk to her on the phone. He said the boy should learn to eat the way Canadians eat. He also said there's only one teacher to supervise students at lunchtime.

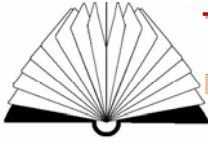
Luke's mother also called the school board. The school board sent a letter, and said that people need to adapt to our society.

Luke's mother also filed a complaint with the Human Rights Commission. And what about Luke? He is tortured and traumatized.



Fill in the problem-solving table, based on what you learned from the story. Use as many 'why' questions as you need to explore the root causes of the problem. What is the real problem?

Problem-solving table	
Problem	Possible Solution
What is the first problem?	
Why did this become a problem?	
Why did this happen?	
Why did this happen?	
Why did this happen?	



Brainteasers Learning Activity 9

Two handouts

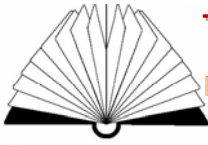
9-1: Brainteasers

Learners try to solve a few brainteasers – to test their creative thinking. The first handout has the brainteasers.

Ask learners to work as a whole group, in pairs, or on their own.

9-2: Answers to brainteasers

At the end, give learners the answers handout.



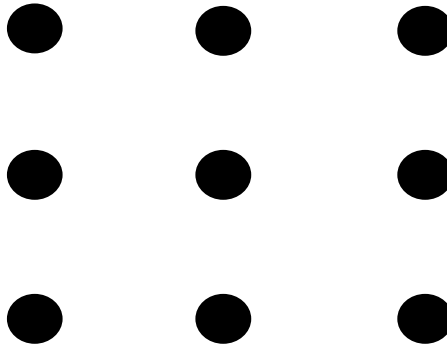
Brain teasers Learning Activity 9

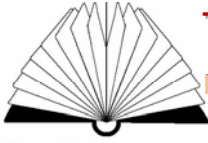
9-1: Brain teasers

Try these brain teasers. Remember to think about creative solutions.

1) Connect the dots

Connect the nine dots below with three straight lines, without lifting your pencil from the page.





2) Cans of marbles

You have three sealed cans. One has only red marbles, one has only blue marbles, and the third has red and blue marbles. Someone switched the labels. Each can now has the wrong label.

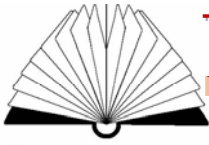
Your job is to move the labels so each can has the correct label. To do this, you can pick one marble from any can.



How do you do it? What container do you take a marble from?
How do you know how to change the labels and make them correct?

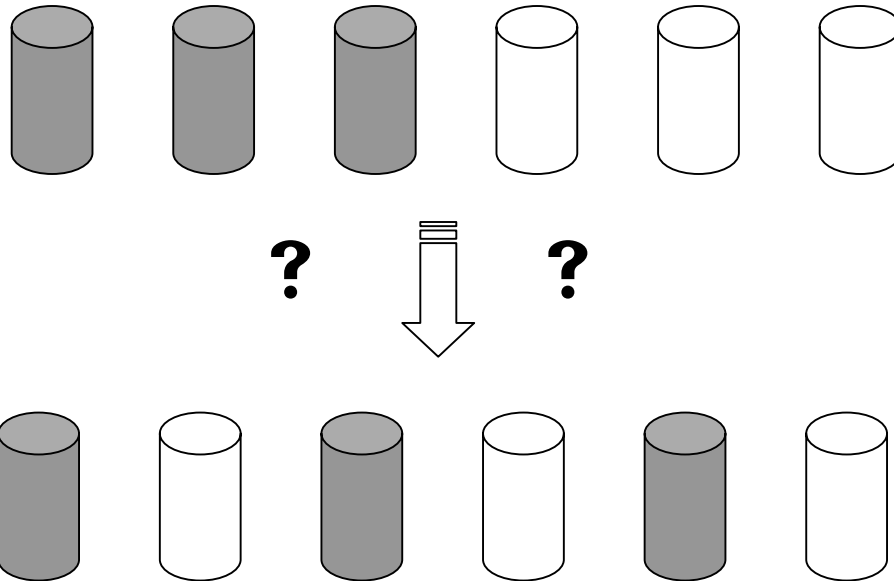
3) Summer vacation

You are on summer vacation on an island in the middle of a lake. There is no bridge to the island. Every day a tractor and wagon gives hay rides around the island to all the children. The tractor didn't get to the island by boat or by air, and it wasn't built on the island. How did the tractor get there?



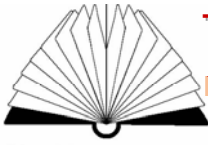
4) **Glasses in a row**

Six glasses sit in a row. The first three are full of juice, the second three are empty. By moving one glass, you can arrange them so empty glasses alternate with full ones. How?



5) **Bus driver**

You are a bus driver. At the first stop, 4 people get on. At the second stop, 8 people get on. At the third stop, 2 people get off, and at the last stop, everyone gets off. The question is: What color are the bus drivers eyes?



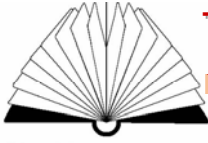
6) **Painted black**

While driving home after a hard day's work, I came upon the following problem. An entire town had been painted black - the roads, pavements, buildings, hedges, and everything that did not move had been painted black. In addition, my vehicle's headlights were not working, no moon was visible, and power was off in the area, so there were no street or house lights around.

At that moment, I entered a curve where a solid black dog was sitting in the middle of the road. The dog was deaf and couldn't hear my car approaching. He had his back to me, so there was not even a glint in his eye, yet I was able to swerve round him quite easily and without danger. How did I do this?

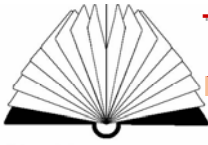
7) **Words**

What do these words have in common: age, blame, curb, dance, evidence, fence, gleam, harm, interest, jam, kiss, latch, motion, nest, order, part, quiz, rest, signal, trust, use, view, win, x-ray, yield, zone?



8) The 'easy' quiz

- i) How long did the 30-years war last?
- ii) How long did the 100-years war last?
- iii) What country makes Panama hats?
- iv) From what animal do we get catgut?
- v) In which month do Russians celebrate the October revolution?
- vi) What is a camel hairbrush made of?
- vii) The Canary Islands are named after what animals?
- viii) What was King George VI's first name?
- ix) What colour is a purple finch?
- x) Where are Chinese gooseberries from?

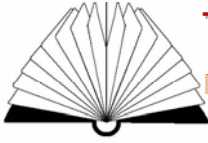


9) **Phone a friend**

Get your calculator for a little math fun – this works

Write the first 3 digits of your phone number. Do NOT include the area code.	
Multiply by 80	
Add 1	
Multiply by 250	
Add in the last four digits of the phone number	
Add in the last four digits of the phone number again	
Subtract by 250	
Divide by 2	

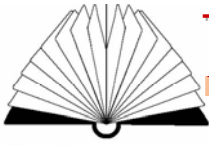
Is the result your phone number?



10) Can you read this?

The phaonmneel pweor of the hmuan mnid: I cdnuolt
blveiee taht I cluod aulacly uesdnatnrd waht I was
rdgnieg. Aoccdrnig to a rscheearcr at Cmagbride
Uinervtisy, it deosn't mtt aer in waht oredr the ltteers of a
wrod are, the olny iprmoatnt tihng is taht the frist and
lsat ltteer be in the rghit pclae.

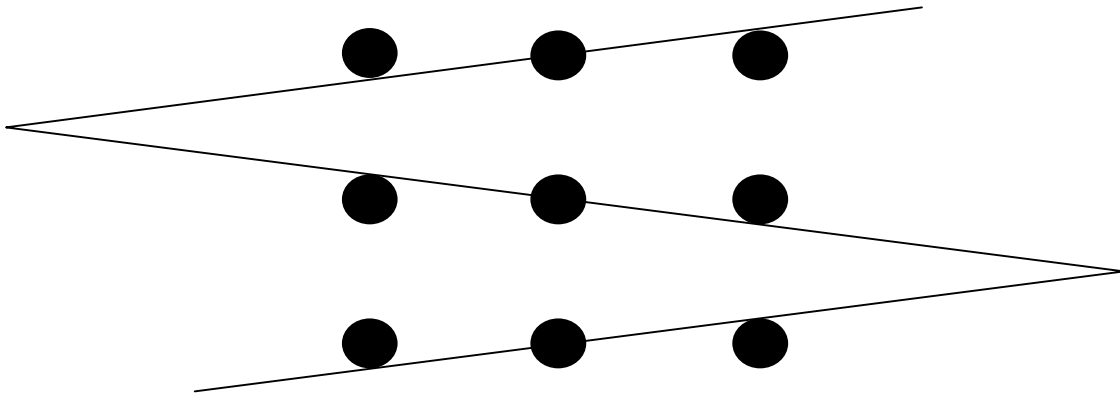
The rset can be a taotl mses and you can sitll raed it
wouthit a porbelm. Tihs is bcuseae the huamn mnid deos
not raed ervey lteter by istlef, but the wrod as a wlohe.
Amzanig huh?



Brainteasers Learning Activity 9

9-2: Answers to brainteasers

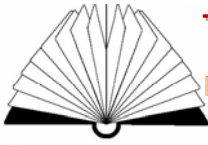
1) Connect the dots - Answer



2) Cans of marbles – Answer

Take one marble from the can labeled 'blue and red'. There are two possibilities:

- i) If it's a red marble, you know it's the red can – put the red label there. The can marked 'blue' must be the 'red and blue' can; and the can marked 'red and blue' must be the 'blue' can.
- ii) If it's a blue marble, you know it's the blue can – put the blue label there. The can marked 'red' must be the 'red and blue' can; and the can marked 'red and blue' must be the 'red' can.



3) Summer vacation – Answer

Someone drove the tractor and wagon to the island in winter, over the ice.

4) Glasses in a row – Answer

Pour the juice from the second glass into the fifth glass.

5) Bus driver – Answer

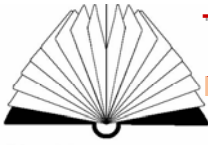
The riddle starts with 'you are a bus driver' - so the bus driver's eyes are the colour of your eyes.

6) Painted black – Answer

It was 2 o'clock on a sunny afternoon.

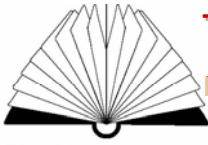
7) Words – Answer

Each word can be a verb or a noun.



8) The 'easy' quiz - answers

- i) 30 years
- ii) 116 years
- iii) Equador – for over 300 years, and more recently in Hawaii, Costa Rica, and other parts of the world.
- iv) Mainly sheep and horses
- v) November
- vi) Ox, goat, squirrel, pony, or any variety of other natural animal hairs, but not usually camels. Camel is the name of the person who invented the brush.
- vii) Dogs, from the Latin word for dogs, canares
- viii) Albert
- ix) Crimson
- x) New Zealand, Europe, US, and Chile – native to China but produced commercially in other countries. At first called Chinese Gooseberries, but now more commonly called kiwis – after New Zealand's national bird.



Resources

Annotated bibliography of books by and about Aboriginal peoples.

- <http://www.nwt.literacy.ca/resource/biblio06/biblio06.pdf>

Educational Resources for Native American Studies, First Nations Studies, Indigenous Studies, and Aboriginal Studies – for grades K to post secondary - for schools, libraries, and the general public. Native-owned and operated business located on the Six Nations of the Grand River Territory in Ontario.

- www.GoodMinds.com

A friendly, educational website about American and Canadian Indians. Includes over 1300 legends online.

- <http://www.firstpeople.us/FP-Html-Legends/Legends-AB.html>

Websites with other good raven stories.

- www.scriptsit.com/Myths.html
- <http://litsite.alaska.edu/uaa/workbooks/mythwrite/jake.html>
- www.northwest-art.com/NorthwestArt/WebPages/StoriesRaven&CrowsPotlatch.htm
- www.druidry.org/obod/lore/animal/raven.html - basic info about ravens.

An interactive website to learn about mythical characters from around the world.

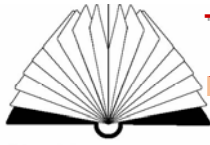
- <http://www.lucaslearning.com/myth/flash/myth.html>

The Northern Edge

Study Guide

Bathurst Caribou Project





Bathurst Caribou Project

Introduction

This story is from **Issue #4 of The Northern Edge**. The Bathurst Caribou Project story gives some basic information about where and how the caribou live, and why they are important for Aboriginal people. Online learning activities include a writing project and an internet search.

This story offers an opportunity to encourage learners to learn more about different caribou herds and why they're important to people.

This section first presents a list of seven learning activities and the written text for the Bathurst Caribou Project story. 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 for the Bathurst Caribou Project story.

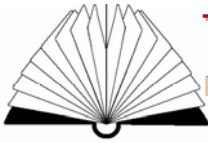




This symbol marks instructor notes.

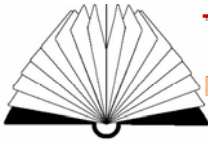


This symbol marks handouts to copy for learners.





Bathurst Caribou Project List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	2 handouts	7 to 10
2) Language skills	3 handouts	11 to 19
3) Questions	2 handouts	20 to 23
4) Writing	2 handouts	24 to 27
5) Other caribou herds	4 handouts	28 to 36
6) Caribou – food and more	1 handout	37 to 41
7) Project Caribou	No handouts	42



Text – Bathurst Caribou Project

Issue #4 The Northern Edge

In this activity we are going to learn about the Bathurst caribou herd in Canada's Northwest Territories and Nunavut.

This image of the earth at night was put together from hundreds of photographs taken by orbiting satellites for NASA - the National Aeronautics and Space Administration.

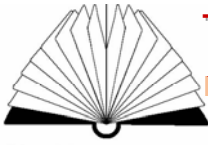
In this map, we can clearly see the nightlights of Yellowknife - the capital city of the Northwest Territories - population about 17,000. If we look carefully we can just see Great Slave Lake and Great Bear Lake.

Zooming in let's build a detailed map to understand the lives and the challenges this great caribou herd faces.

First let's put in some human communities and borders to orient ourselves.

Next let's show the area the caribou travel over during the course of the year and let's show the scale of the map so we can see the great distances they travel.

Adding the treeline is important. Boreal wolves den at the treeline so in March and April, caribou begin their annual migration to their calving grounds further north and leave a main predator behind, although they still must deal with tundra wolves. Individuals band together, and each small group joins another and another until thousands of caribou are moving to their calving grounds which are as far away as 700 kilometres to the north.



Here are the calving grounds. Most calves are born during the first two weeks of June when temperatures are usually near the freezing point.

Calves can stand and suckle within a few minutes of birth. In an hour, a calf can follow its mother, and within a few days it can outrun a man.

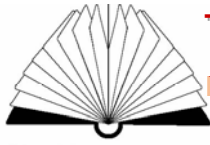
As soon as the calving is over, cows and calves slowly begin the first stage of their long trek back toward the winter range.

As spring turns into summer the cows meet up with the bulls that have drifted north more slowly than the females. Once together, they form into really huge groups in an attempt to reduce the intense disturbance caused by mosquitoes, black flies, and other insect parasites. Groups often number in the tens of thousands or more.

You can see where all the mosquitoes and black flies come from when we add the lakes and rivers.

It is in this land of lakes and rivers that the Bathurst barren ground caribou roam. The Bathurst caribou herd gets its name from its traditional calving areas - in this case Bathurst Inlet, Nunavut. The Bathurst caribou herd always returns to the same general area to have their calves each year. The calving grounds tend to overlap from year to year but they have gradually shifted over time. This map shows how the calving grounds have shifted since 1966.

The Bathurst caribou herd is very important to Aboriginal people in the Northwest Territories and Nunavut. There are ten Aboriginal communities on or near the range of the Bathurst caribou herd:



Bathurst Inlet, Umingmaktok, Kugluktuk, Wekweti, Gameti, Whati, Bechoko, Lutselk'e, Dettah, and Yellowknife.

Did you know?

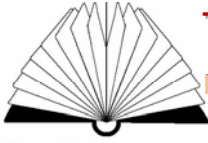
The Bathurst herd is harvested by hunters in the Northwest Territories and Nunavut. The replacement value of the meat that hunters shoot is estimated to be \$10.7 million each year.

Did you know?

Some community Elders say that when caribou pass a camp on their way south from the summer grounds, people should let them pass for a day before beginning the hunt. They believe that by letting the leaders pass by and hunting from the middle of the herd, the migration of the herd will not be disturbed. If the lead caribou are killed, the herd may change its migration route.

Biologists have been studying and tracking the number of animals in the Bathurst caribou herd for many years. Calving ground surveys are carried out every six years. The number of animals in a caribou herd naturally fluctuates over a forty to sixty-year cycle. Dogrib Elders report that caribou were abundant in 1940, then scarce in the mid 1950s. In 1986 the Bathurst caribou reached the highest numbers ever surveyed. By 2003 the herd had declined to about half the size reached in 1986.

When you're ready click on the learning activities button below.



Vocabulary Learning Activity 1

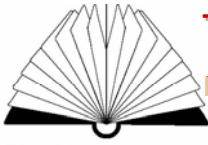
Two handouts

1-1: What do these words mean?

Learners look up the best meaning for words from the story.

1-2: Write your own sentence

Learners use the words they defined to write their own sentences. Encourage them to use two or more words in the same sentence.



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 Bathurst Caribou Project story.

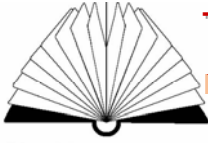
1) Satellite _____

2) Migration _____

3) Predator _____

4) Boreal _____

5) Tundra _____



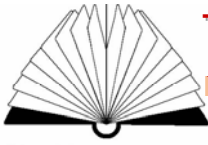
6) Disturbance _____

7) Survey _____

8) Replacement _____

9) Fluctuate _____

10) Abundant _____



Vocabulary Learning Activity 1

1-2: Write your own sentence

Use each of the words below to write your own sentences. If you want, use more than one of the words in the same sentence.

migration

predator

boreal

tundra

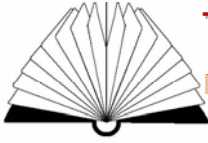
disturbance

survey

replacement

fluctuate

abundant



Language skills Learning Activity 2

Three handouts

2-1: Find the missing words

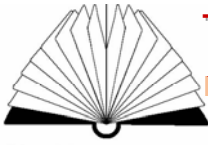
Learners fill in the blanks in two paragraphs taken from the Bathurst Caribou Project story. The handout includes the list of words learners use to fill in the blanks.

2-2: Active and passive voice

Learners learn about the active and passive voice. They rewrite sentences in the active voice.

2-3: Noun and verb forms of words

Learners read each sentence and decide if the **bold word** is a noun or a verb. They write a new sentence and use the word in a new way – as a noun if the word was already a verb, as a verb if the word was already a noun.



Language skills Learning Activity 2

2-1: Find the missing words

Fill in the blanks in the Bathurst Caribou Project story from the list of words below.

calves	mother	winter
bulls	huge	days
calving	mosquitoes	long
temperatures	summer	suckle
slowly	first	reduce

Here are the calving grounds. Most calves are born during the

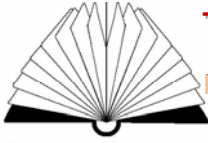
_____ two weeks of June when

_____ are usually near the freezing point.

Calves can stand and _____ within a few minutes

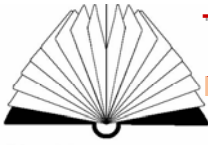
of birth. In an hour, a calf can follow its _____

and within a few _____ it can outrun a man.



As soon as the _____ is over, cows and _____ slowly begin the first stage of their _____ trek back toward the _____ range.

As spring turns into _____ the cows meet up with the _____ that have drifted north more _____ than the females. Once together, they form into really _____ groups in an attempt to _____ the intense disturbance caused by _____, black flies, and other insect parasites. Groups often number in the tens of thousands or more.

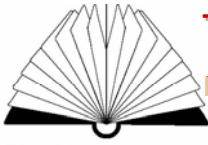
**Language skills
Learning Activity 2****2-2: Active and passive voice**

Some sentences use the active voice. In an active sentence the subject does the action.

Some sentences use the passive voice. In a passive sentence the subject receives the action. The person or thing that does the action comes later in the sentence, or may not be there at all.

Here are some examples of active and passive sentences.

Active Voice	Passive Voice
Northern Aboriginal people hunt caribou for food.	Caribou is hunted by northern Aboriginal people for food.
Mary makes bread every Wednesday morning.	Every Wednesday morning bread is made by Mary.
People use skidoos to travel on the land in winter.	Skidoos are used by people in winter to travel on the land.
John ate all the chips before we got home.	All the chips had been eaten by John before we got home.
People listen to the radio every day from noon to 1 pm.	The radio is listened to every day from noon to 1 pm.



Writers usually use fewer words when they use the active voice. Active sentences are usually more lively, and easier for people to read and understand.

For these reasons, it's usually better to use the active voice. But sometimes writers may choose the passive voice. For example when they don't know who did the action or it's not important. Or when they want to highlight the action itself or the person or thing that received the action.

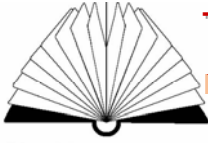
Read each pair of sentences below. One sentence in the pair uses the active voice, the other uses the passive voice. Write 'P' for beside the passive sentence and 'A' beside the active sentence. Write down why you made this choice.

_____ This image of the earth was put together from hundreds of photos taken by satellites.

_____ Hundreds of satellite photos make up this image of the earth.

_____ Great Slave Lake, Great Bear Lake, and the night lights of Yellowknife can be clearly seen on the map.

_____ We can clearly see Great Slave Lake, Great Bear Lake, and the night lights of Yellowknife on the map.



Read the three sentences below. Each sentence uses the passive voice. Rewrite each sentence and use the active voice.

- 1) Standing and suckling are two things done by caribou calves within a few minutes of birth .

- 2) Calving ground surveys are carried out every six years.

- 3) There are ten Aboriginal communities living near the range of the Bathurst caribou herd.



Language skills Learning Activity 2

2-3: Noun and verb forms of words

Look at the list of words below from the Bathurst Caribou Project story. Each word has a noun form and a verb form. Sometimes the noun and verb forms are the same; sometimes they are different.

Noun form of the word	Verb form of the word
Migration	Migrate
Survey	Survey
Harvest	Harvest
Disturbance	Disturb
Fluctuation	Fluctuate

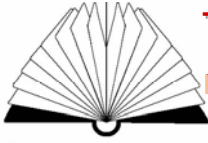
Read each sentence below. Look at the **bold word** and decide if it's a noun or a verb. Write a new sentence and use the **bold word** in a new way. Use it as a verb if it's already a noun; use it as a noun if it's already a verb.

Here's an example:

Caribou begin their annual **migration** to the calving grounds in March and April.

☒ Noun ☐ Verb

Caribou **migrate** over 700 kilometres to the calving grounds.



- 1) The Bathurst caribou herd **migration** covers part of the Northwest Territories and Nunavut.

☐ Noun ☐ Verb

Write a new sentence and use the word in the other form.

- 2) Biologists and hunters **survey** the caribou herd to find out how many animals the herd has and how they are doing.

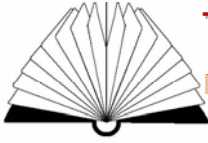
☐ Noun ☐ Verb

Write a new sentence and use the word in the other form.

- 3) We estimate that it would cost about \$10.7 million to replace meat people get from the annual caribou **harvest**.

☐ Noun ☐ Verb

Write a new sentence and use the word in the other form.



- 4) During the summer mosquitoes, black flies, and other insects often **disturb** the caribou herd.

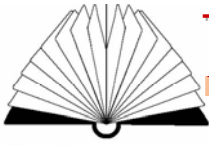
☐ Noun ☐ Verb

Write a new sentence and use the word in the other form.

- 5) The **fluctuation** of numbers of caribou means that sometimes people may have a short supply of caribou meat.

☐ Noun ☐ Verb

Write a new sentence and use the word in the other form.



Questions Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the Bathurst Caribou Project story. 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.



Writing Learning Activity 4

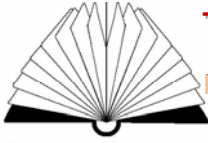
Two handouts

4-1: A year in the life

Learners use a list of words from the Bathurst Caribou Project story to write a paragraph about a year in the life of a caribou cow.

4-2: People and caribou

Learners rewrite six sentences. For the first three, they combine two shorter sentences into one longer sentence. For the second three, they make two shorter sentences from one long sentence.



Questions Learning Activity 3

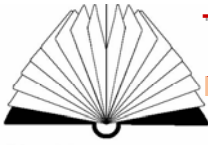
3-1: Story questions

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

1) Why is this herd called the Bathurst caribou herd?

2) Where do the caribou migrate?

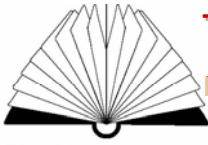
3) Why is the treeline important?



- 4) Why do community Elders say to wait for a day to begin the hunt?

- 5) What number of years is the natural cycle for caribou numbers to fluctuate?

- 6) What groups of Aboriginal peoples depend on the Bathurst caribou herd?

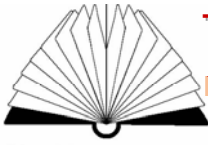


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ How did you feel after you read this story?
- ✓ Have you ever seen a caribou herd? Have you ever hunted caribou?
- ✓ Have you ever eaten caribou meat? If yes, do you eat caribou meat regularly? If no, would you like to?
- ✓ What might happen if we hunt too many caribou when they are at the low part of their cycle?
- ✓ What do you think about what the Elders say – to let the herd pass for a day before people begin hunting?
- ✓ What do you think we can do to help make sure the caribou herds stay healthy?



Writing Learning Activity 4

4-1: A year in the life

Read the words in the list below. Use these words as a guide to write a paragraph about a year in the life of a caribou cow. Remember to use a topic sentence, a supporting sentence, an ending or closing sentence.

calf

calving grounds

cow

predators

migration

herd

winter

summer

bulls

hunting

bugs

wolves

range

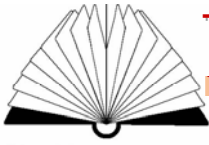
forest

tundra

spring

mining

fall



Writing Learning Activity 4

4-2: People and caribou

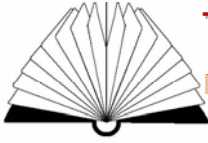
Follow the directions to rewrite the sentences below. For the first two, you combine two shorter sentences into one sentence. For the second two, you make two sentences out of one longer sentence.

Rewrite - combine these two sentences into one sentence.

People from Nunavut hunt caribou. People from the Northwest Territories also hunt caribou.

Rewrite - combine these two sentences into one sentence.

Elders say hunters should let the lead caribou pass. They say hunters should shoot animals from the middle of the herd.

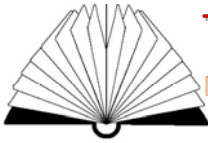


Rewrite - write two shorter sentences from this one longer sentence.

Biologists have studied and tracked the number of animals in the Bathurst caribou herd for many years, and carried out calving ground surveys every six years.

Rewrite - write two shorter sentences from this one longer sentence.

The number of animals in a caribou herd naturally fluctuates over a 40 to 60-year cycle and we know the Bathurst herd was abundant in 1940 and again in 1986.



Other caribou herds Learning Activity 5

Four handouts

5-1: Write about other caribou

Ask learners to choose a different caribou herd to write about. The handout lists some websites that learners can use to find out about different caribou herds.

Ask learners to use the questions on the handout as a guide to write about the caribou herd.

5-2: Make a map

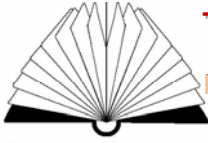
Ask learners to make a map for the caribou herd and show:

- ✓ The total area the caribou herd uses in a year
- ✓ The calving grounds
- ✓ Major rivers and lakes in the area
- ✓ Communities and other human development in the area

Use the blank map in the handout or ask learners to find or make their own map.

5-3: People and caribou

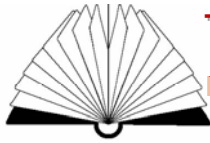
Ask learners to do research and identify different ways people use and value caribou now and in the past. Ask learners to organize and illustrate their ideas - use the mind map on the handout or make up a different one.



5-4: Make a caribou book

Ask learners to bring all the information together and make a book. Put all the books on display in the classroom or give them to the school or the local library.

Use the instructions to 'Make a padded binder' from the story **Learning in Action**, Learning Activity 7, page 7-37 to 7-40 in this Study Guide.



Other caribou herds Learning Activity 5

5-1: Write about the caribou

The NWT, Nunavut, and Yukon territories are home to other caribou herds. Choose a different caribou herd to write about.

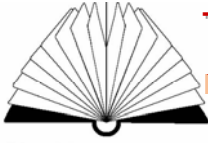
Go to these websites to learn more:

- <http://www.arctic-caribou.com/index.html>
- <http://www.rangifer.net/rangifer/index.cfm>
- <http://www.taiga.net/pcmb/>
- <http://www.hww.ca/hww2.asp?pid=1&cid=8&id=85>
- <http://www.nwtwildlife.com/NWTwildlife/caribou/cariboutop.htm>

Write one or more paragraphs to describe:

- ✓ What is the name of the herd? Why are they called that?
- ✓ Over what total area does the caribou herd travel during a year? Has this changed over time?
- ✓ Where are the calving grounds? Have the caribou always used the same calving grounds?
- ✓ How big is the herd? Has the size of the herd fluctuated over the past 50 to 100 years? When? Why?
- ✓ What Aboriginal peoples are connected with the herd?
- ✓ What are the main problems the herd has to deal with? For example predators, human development close to the calving grounds or in other parts of the area, deep snow in winter, too many insects in summer, etc.

[illegible]



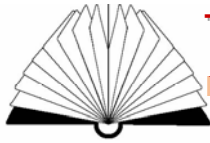
Other caribou herds Learning Activity 5

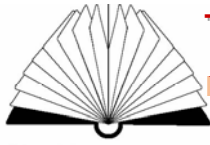
5-2: Make a map

Make a map for the caribou herd and show:

- ✓ The total area the caribou herd uses during the year
- ✓ The calving grounds
- ✓ Major rivers and lakes in the area
- ✓ Communities and other human development in the area

Put the map together with your story.



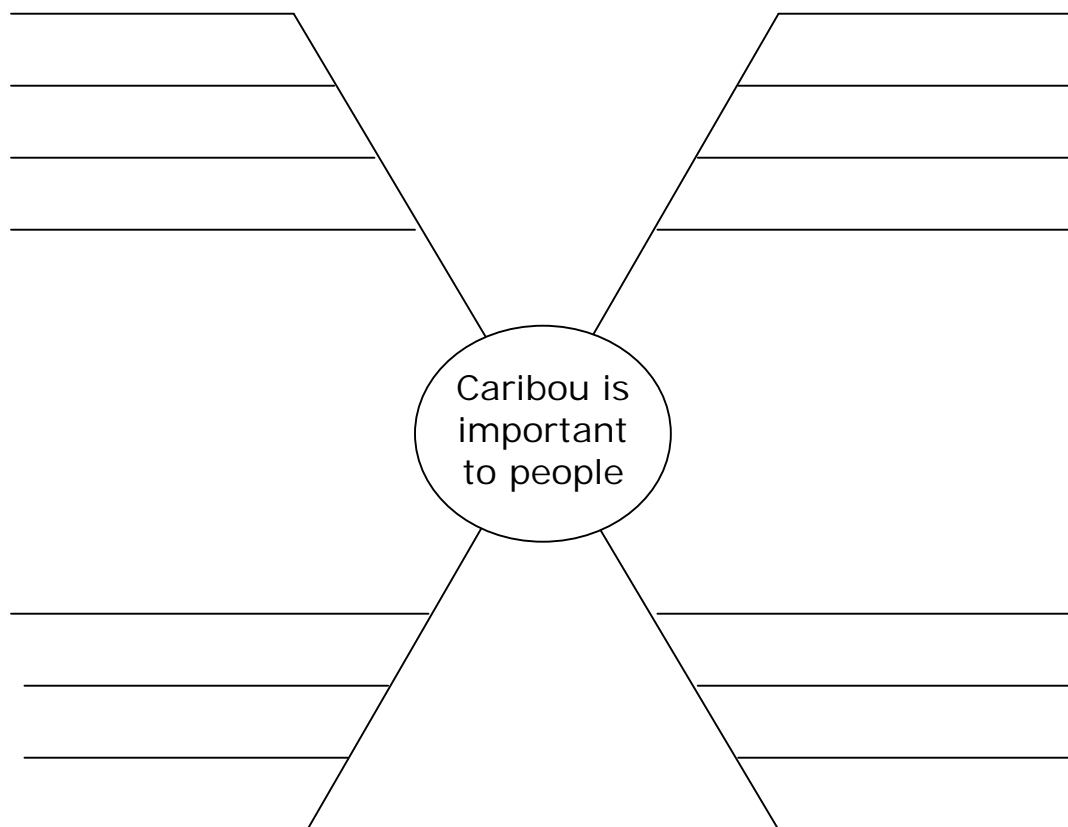


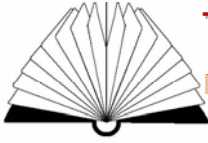
Other caribou herds Learning Activity 5

5-3: People and caribou

Use the spider map below, or make your own mind map, to identify different reasons why caribou is important for people now and in the past.

Write the main ideas, such as food, on the slanted lines that connect to the circle. Write details on the branching lines – such as why and how caribou is important to people as food.



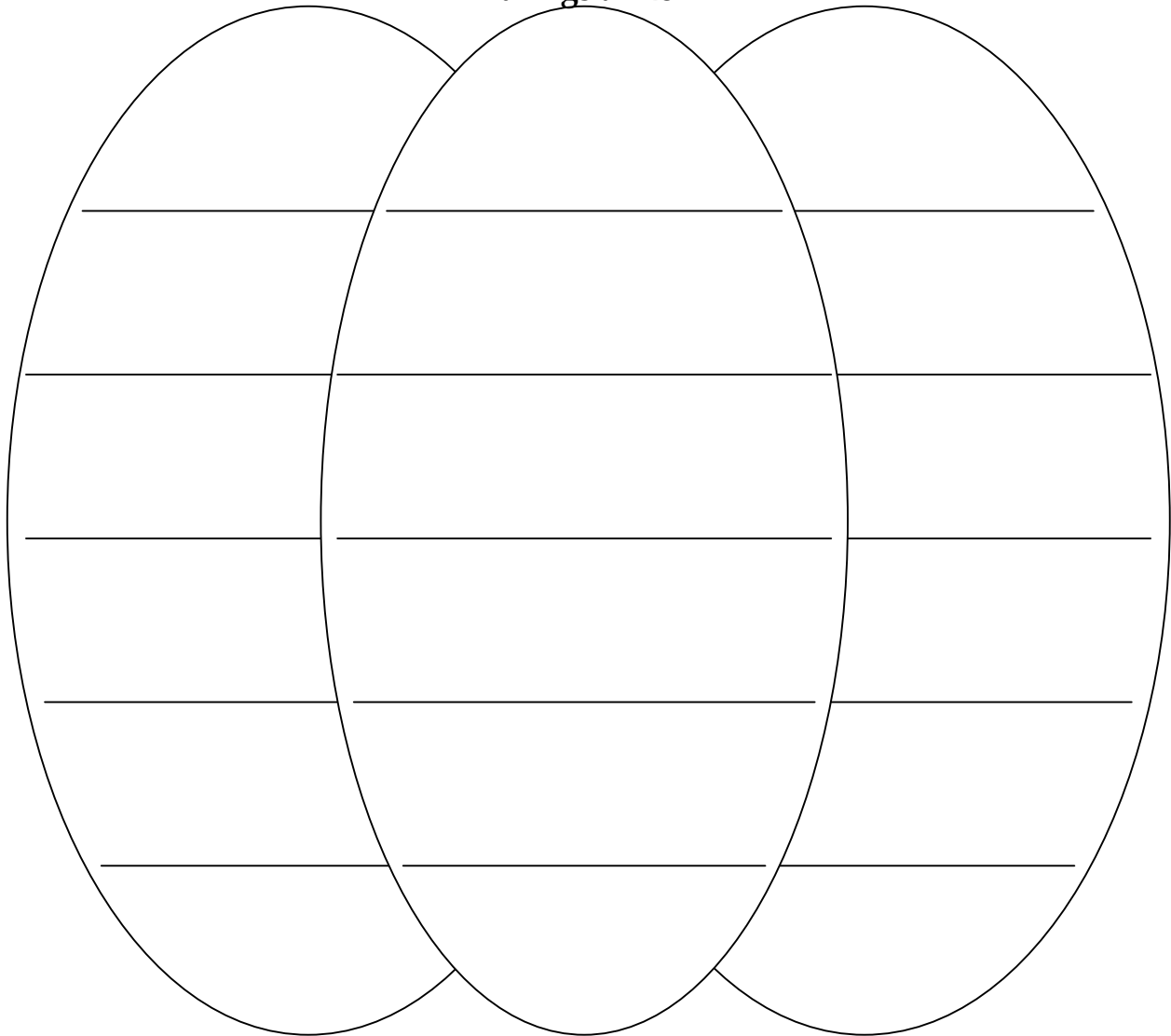


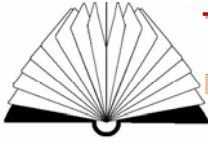
Use the information from your mind map about why caribou is important to people, and fill in the Venn diagram below. Write details in the outer circles about how things are different now and in the past. Write details in the inner circle about how things are alike now and in the past.

Caribou is important
to people now

Caribou was important
to people in the past

things alike



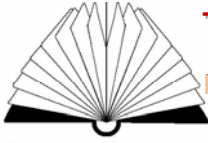


Other caribou herds Learning Activity 5

5-4: Make a caribou book

Bring together all the things you wrote about caribou. Edit and rewrite each piece and put them in a binder. Give the binder a title page and decorate it.

Put all the binders on display or give them to the school or library.



Caribou – food value and more Learning Activity 6

Two handouts

6-1: Monetary value

Learners look at the monetary value of caribou meat, as the story defines it. They write the value as numbers and as words.

As a group, calculate how much meat people could buy from the store with the same amount of money.

6-2: More than monetary value

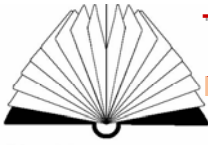
Learners brainstorm and write a paragraph about how people value caribou.

Write this statement on the board:

‘Eating caribou is worth more to people than just saving money.’

Ask learners to brainstorm what this statement means to them - their family, their community, and their culture. Write their ideas on the flipchart.

Ask each learner to write use the ideas from the brainstorm to a paragraph.



Caribou – food value and more Learning Activity 6

6-1: Monetary value

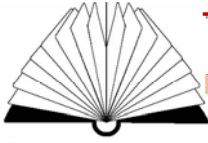
The Bathurst Caribou Project story says people in Nunavut and the NWT would have to spend \$10.7 million each year to buy meat to replace the caribou they hunt.

How many zeros in 1 million? _____

Write \$10.7 million as a number _____

Write \$10.7 million out as words. Use the words dollars, million, thousand, and hundred.

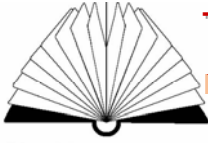
If meat was \$10 per pound, how many pounds of meat could \$10.7 million buy?



If each family eats two pounds of meat per day, how many days of meat would people have altogether?

Each year has 365 days, how many families could have meat in a year?

How does this compare with the number of families in the NWT and Nunavut?



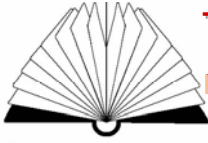
Caribou – food value and more Learning Activity 6

6-2: More than monetary value

Brainstorm ideas as a whole group about what this statement means to you – your family, your community, your culture.

‘Eating caribou is worth more to people than just saving money.’

Use the ideas from the brainstorm to write a paragraph, to express your own comments and feelings about the statement.



Project Caribou Learning Activity 7

No handouts

Project Caribou is a 150-page learning package on the wild caribou of North America.

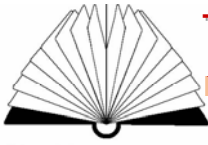
Project Caribou is an educational resource with general information and activities on caribou. It includes specific case studies on several North American herds.

<http://www.taiga.net/projectcaribou/index.html>

The Project Caribou website offers free PDF downloads:

- All About Caribou – information section with background info on caribou.
- Instructions and handouts for 17 different activities, including caribou bingo.
- Case studies for seven different caribou herds.

http://www.taiga.net/projectcaribou/activity_downloads.html



Resources

Blank, printable maps of the NWT and Canada.

- www.eduplace.com
- www.nationalgeographic.com

Information about caribou

- <http://www.arctic-caribou.com/index.html> - website of the Beverly and Qamanirjuak Caribou Management Board, with an **excellent and extensive** 'links' section.
- <http://www.rangifer.net/rangifer/index.cfm> - global update on herds in Russia, North America, Europe, as well as research projects, programs, co-management and cultural perspectives, on caribou and reindeer
- <http://www.taiga.net/pcmb/> - website of the Porcupine Caribou Management Board
- <http://www.hww.ca/hww2.asp?pid=1&cid=8&id=85> - cross-Canada viewpoint of caribou — woodland, barren ground and Peary — courtesy of the Canadian Wildlife Service.
- <http://www.nwtwildlife.com/NWTwildlife/caribou/cariboutop.htm> - information on herds throughout the Northwest Territories, from the Department of Environment and Natural Resources, Government of NWT.

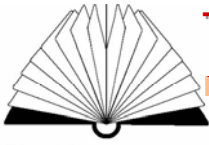
The Northern Edge

Study Guide

Ecology North Energy Saving Quiz

Ecology North Energy Saving Quiz





Ecology North Energy Saving Quiz

Introduction

This story is from **Issue #5 of The Northern Edge**. The Energy Quiz story has seven questions that show how changing the kind of light bulbs you use you can save money, save energy, and the environment.

This story offers an opportunity to encourage learners to explore energy-saving issues and actions.

This section first presents a list of nine learning activities and the written text for the Energy Quiz story. 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 for the Energy Quiz story.





This symbol marks instructor notes.

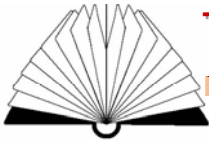


This symbol marks handouts to copy for learners.





Ecology North Energy Saving Quiz		
List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	1 handout	8 to 11
2) Language skills	1 handout	12 & 13
3) Questions	2 handouts	15 to 17
4) Writing	1 handout	18
5) How do we use energy?	1 handout	19 to 22
6) Renewable and non-renewable energy	2 handouts	23 to 27
7) How can we use less energy?	2 handouts	28 to 32
8) Person energy-saving plan	2 handouts	33 to 38
9) How much do you pay for energy?	2 handouts	39 to 44

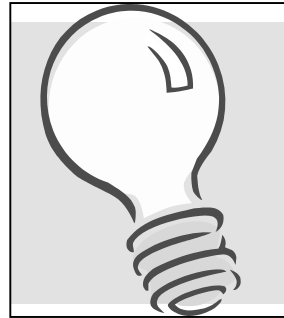


Text – Ecology North Energy Saving Quiz
Issue #5 The Northern Edge

Take this seven-question quiz and learn what you can do to save the environment.

Question #1

Which of these bulbs is called a fluorescent bulb? Click on it now.

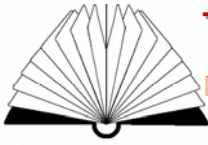


The more modern looking bulb on the left is called a compact fluorescent bulb, while the bulb on the right is called an incandescent bulb.

Question #2

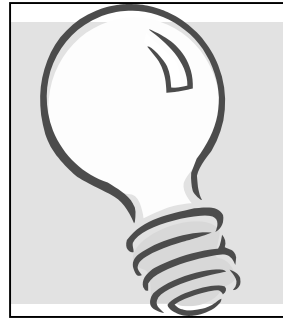
Which of these bulbs is cheaper to run? Click on it now.

Very good. The fluorescent bulb is a lot cheaper to run.



Question #3

Which bulb do you think lasts longer? Click on it now.



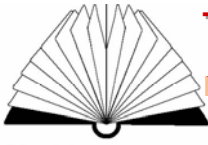
Fluorescent bulbs last for 6,000 to 10,000 hours. Incandescent bulbs last for 1,000 hours.

Question #4

Can you buy compact fluorescent bulbs at most stores? Click on Yes or No.

Canadian Tire, Home Hardware, and the Yellowknife Direct Charge Coop all carry them. You can now purchase compact fluorescent bulbs for use with dimmer switches, and you can even get three-way compact fluorescent bulbs. Wattage of bulbs ranges from a low of 4 up to at least 29 watts.

Watch for these bulbs on sale. There are good sales of compact fluorescent bulbs where packages of three sell for \$15.



Question #5

How much do you think it costs to have one 60-watt incandescent light bulb turned on for four hours a day, 365 days a year, at 2005 Yellowknife residential power rates? Click on a, b, or c.

- a. \$4.20 a year for electricity
- b. \$9.48 a year for electricity
- c. \$14.60 a year for electricity

It costs \$14.60 a year for electricity and that's just for one bulb on four hours a day, every day.

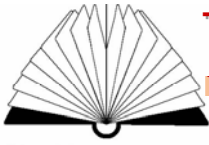
Question #6

How much do you think it costs to have one 15-watt compact fluorescent bulb turned on for four hours a day, 365 days a year, at 2005 Yellowknife residential power rates. Click on a, b, or c.

- a. \$3.65 a year for electricity
- b. \$5.50 a year for electricity
- c. \$8.64 a year for electricity

\$3.65 a year for electricity is a lot cheaper than the \$14.60 a year for electricity for the incandescent bulb and electricity rates will only go up.

The compact fluorescent bulbs cost more but they last between 6,000 and 10,000 hours, or six to 10 times more than the 1,000 hours for the incandescent bulb.



When you do the math and average it over the five years to allow for the life of the bulb, the cost is \$16.06 per year for the incandescent bulb, versus only \$6.13 for the fluorescent bulb. And that's just for one bulb! How many lights do you normally have on for four hours a day?

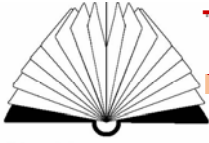
Question #7

Do you need special lamps for compact fluorescent bulbs? Click on Yes or No

You can screw these fluorescent bulbs into any lamp. Generally you can't use them outside, but that's probably going to change soon.

Conclusions

Do yourself, your pocket book, and your environment a favour. Replace your incandescent bulbs with compact fluorescent bulbs.



Vocabulary Learning Activity 1

One handout

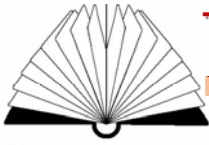
Learners look up words in the dictionary, to find the best meaning.
Then they use each word in a sentence.



Language skills Learning Activity 2

One handout

Learners read five statements - each statement is false. Learners
rewrite each statement so it is true.



**Vocabulary
Learning Activity 1**

Look up the 9 words below in a dictionary and write down the best meaning. Then use the word in a sentence.

1) Energy

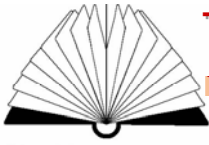
Meaning: _____

Sentence: _____

2) Electricity

Meaning: _____

Sentence: _____



3) Fluorescent

Meaning: _____

Sentence: _____

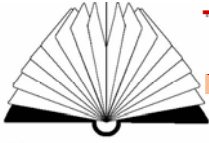
4) Incandescent

Meaning: _____

Sentence: _____

5) Watts

Meaning: _____



Sentence: _____

6) Environment

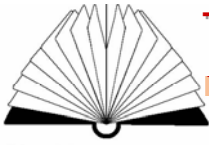
Meaning: _____

Sentence: _____

7) Average

Meaning: _____

Sentence: _____



8) Residential

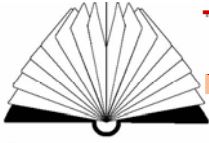
Meaning: _____

Sentence: _____

9) Power rate

Meaning: _____

Sentence: _____



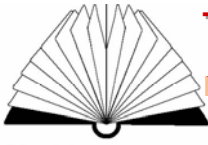
Language skills
Learning Activity 2

Read each of the seven statements below – they are **all false**.
Rewrite each statement so it is true.

- 1) Incandescent bulbs do not produce heat, as well as light.

- 2) Fluorescent bulbs use more energy and cost more than incandescent bulbs.

- 3) Residential power rates will probably stay the same or get cheaper over time.

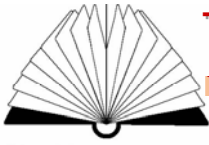


- 4) People have no effect on the environment when they save energy.

- 5) Incandescent bulbs last 10 times longer than fluorescent bulbs.

- 6) Most stores do not have fluorescent bulbs.

- 7) People pay more to turn on three fluorescent bulbs for three hours than to turn on three incandescent bulbs for three hours.



Questions Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the story.

3-2: Journal writing

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

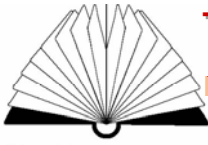


Writing Learning Activity 4

One handout

Learners write a letter to the local Coop store to encourage the store to carry compact fluorescent bulbs.

Ask learners to share their ideas and read their letters out loud to the whole group.



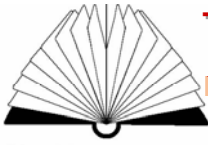
**Questions
Learning Activity 3**

3-1: Story questions

Answer the following questions about the story with one or more complete sentences. Put a capital letter at the beginning of each sentence and use correct punctuation.

- 1) Compare the amount of energy a fluorescent light bulb uses with the amount of energy an incandescent light bulb uses?

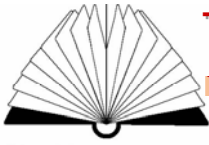
- 2) Compare the cost of using a fluorescent light bulb with the cost of using an incandescent light bulb?



- 3) Compare the number of hours a fluorescent bulb lasts with the number of hours an incandescent bulb lasts?

- 4) What are three advantages of using fluorescent light bulbs instead of incandescent light bulbs?

- 5) What are three disadvantages of using incandescent light bulbs instead of fluorescent light bulbs?

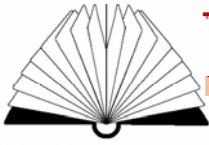


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ Do you use fluorescent light bulbs in your own house?
Why or why not?
- ✓ Do you think that saving money motivates or
encourages people to save energy? Why or why not?
- ✓ Do you think that saving the environment motivates or
encourages people to save energy? Why or why not?
- ✓ Why do they say in the Energy Quiz story "... electricity
rates will only go up"? What does this mean in your
home and your community?



Writing Learning Activity 4

Read the scenario below and write a letter. Then take turns to read your letters out loud to the whole group.

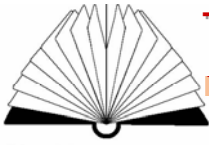
Scenario

You live in a small community with one small store. The store **does not** carry fluorescent bulbs. But they do carry incandescent bulbs.

You want to write a letter to the store manager and ask them to please start carrying fluorescent bulbs. In the letter, you give the store manager three good reasons to carry these bulbs.

To write the letter:

- 1) Pick a name for the store manager and the store.
- 2) At the beginning of the letter, put your name and address.
- 3) Next, put the name and address for the manager and the store.
- 4) Next, put the date.
- 5) Next, put the greeting, such as 'Dear _____
- 6) Next, write the letter. Clearly explain **what** you want and **why** you want it. Use words that you think will encourage the store manager to do what you want. Encourage him to respond to your letter by a certain date.
- 7) Sign off the letter



How do we use energy? Learning Activity 5

One handout

5-1: Human activity uses energy

Ask learners to brainstorm different human activities that use energy. Write their ideas on a flipchart.

Ask questions to prompt their thinking and make sure they include the following:

- ✓ Washing clothes, dishes, people
- ✓ Driving cars, trucks, ATVs, boats, skidoos – for fun and for services such as garbage and water
- ✓ Cooking food
- ✓ Heating homes and other buildings
- ✓ Using a refrigerator and/or freezer
- ✓ Using a clothes dryer
- ✓ Turning on lights in homes and other buildings
- ✓ Using a computer, TV, radio, CD player, etc.
- ✓ Etc.



5-2: Different kinds of energy

Ask learners to brainstorm different kinds of energy they use at home and in their community. Write their ideas on a flipchart.

Ask questions to prompt their thinking and make sure they include the following:

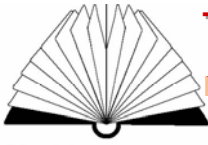
- ✓ Electricity from a diesel generator
- ✓ Wood
- ✓ Electricity from a hydro project
- ✓ Natural gas
- ✓ Diesel fuel
- ✓ Gasoline

5-3: Matching human activity with different kinds of energy

Ask learners to use the ideas from the two brainstorms and fill in the table in the handout. In the left column they write down different human activities that use energy. In the right column they write down the kind of energy that human activity uses. Some activities might use more than one kind of energy.

Ask learners to do this as a whole group, in pairs or small groups, or on their own. When they complete the table, discuss these questions as a whole group:

- ✓ What kind of energy gets used the most in your home and community?
- ✓ What kind of energy gets used the least in your home and community?



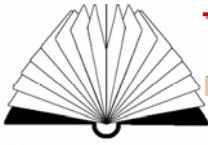
**How do we use energy?
Learning Activity 5**

5-3: Matching human activity with different kinds of energy

From the group brainstorm, write down the list of human activities that use energy in the left column below.

Look at the brainstorm list of different kinds of energy. For each activity, write down the kind of energy it uses in your home or community. Some activities may use more than one kind of energy.

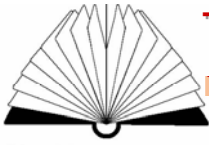
Human activities that use energy	Kind of energy it uses



Human activities that use energy	Kind of energy it uses

When you complete the table, discuss these questions as a group:

- ✓ What kind of energy gets used the most in your home?
In your community?
- ✓ What kind of energy gets used the least in your home?
In your community?



Renewable & non-renewable energy Learning Activity 6

Two handouts

6-1: Defining renewable and non-renewable energy

Learners define renewable and non-renewable energy and list examples of each.

They use the handout to discuss various characteristics of renewable and non-renewable energy.

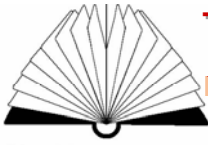
Do this part of the activity as a whole group or in pairs or small groups.

6-2: Renewable energy research project

Learners do research about one kind of renewable energy and create a booklet about it.

Ask learners to work in pairs or on their own for this part of the activity.

When learners complete their booklets, ask them to share the information in the booklet with the whole group.



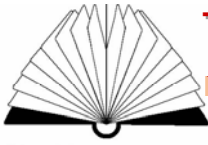
Renewable & non-renewable energy Learning Activity 6

6-1: Defining renewable and non-renewable energy

Write down a definition for renewable energy and for non-renewable energy. Use the dictionary or other resources, such as the internet.

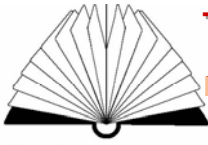
Renewable energy _____

Non-renewable energy _____



Write down five sources of renewable energy and the kind of energy each source can produce. One source of energy may produce more than one kind of energy.

Sources of renewable energy	What kind of energy does this produce?



Write down five sources of non-renewable energy and the kind of energy each source can produce. One source of energy may produce more than one kind of energy.

Sources of non-renewable energy	What kind of energy does this source produce?



Renewable & non-renewable energy Learning Activity 6

6-2: Renewable energy research project

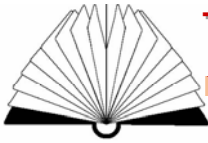
Choose one source of renewable energy for your research project. Use words and pictures or other graphics to answer the questions below.

Use the questions to organize the information you gather. Put it all together in a booklet.

Research questions:

- ✓ What is the source of renewable energy?
- ✓ What kind of energy does it produce?
- ✓ How does it work? What technology is involved, if any?
- ✓ Where in Canada do people use this energy?
- ✓ What are the benefits of using this source of renewable energy?
- ✓ What are the limits of using this source of renewable energy?
- ✓ Is it possible to use this kind of energy in your home or your community? If yes, what would help that happen? If no, why not?

Share the information in your booklet with the whole group.



How can we use less energy? Learning Activity 7

Two handouts

7-1: Different ways to use less energy

Learners use the list from 5-3: Matching human activities and different kinds of energy and find ways to use less energy.

Divide the group into pairs or small groups. Write down each human activity from Activity 5's list on a single piece of paper. Fold each paper and put them all into a hat or other container.

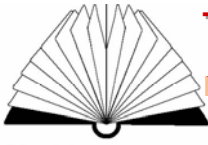
Ask each pair or small group to pick a paper from the hat. Use the handout or a similar format, and ask them to answer these questions for each human activity:

- ✓ Can we change our habits or behaviour to use less energy? If yes, what new habits could we adopt
- ✓ Can we use different materials or equipment to use less energy? If yes, what materials or equipment?

When they finish with one human activity, ask them to pick another – and so on until the papers are all gone.

The Arctic Energy Alliance Energy Efficiency posters have good, basic information about using less energy. See the Resources section.

Ask learners to share their ideas with the whole group. Put all the pages together and save them for Activity 7.

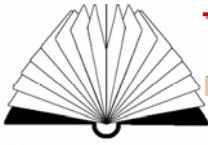


7-2: A community poster

Ask each pair or small group to use the information from the first part of this activity to make a poster for their community. They can work with one or more topics.

Before they start the poster, ask them to decide:

- ✓ Who is the audience for the poster? For example, the whole community, teenagers, or ?
- ✓ What is the purpose of the poster? What exactly do you want people to do when they see the poster?
- ✓ What are the best words and pictures to use for the audience and the purpose?



How can we use less energy? Learning Activity 7

7-1: Different ways to use less energy

The Energy Quiz story says we use less energy if we replace incandescent bulbs with fluorescent bulbs. What other things can we do to do to use less energy?

Write down each human activity from the Activity 5 list on a separate piece of paper. Fold each paper and put them all into a hat or other container.

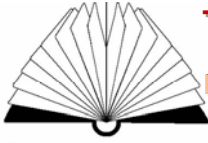
Work in pairs or small groups. Pick a paper from the hat. Write down the human activity as a heading and your answers to these questions:

- ✓ For this activity, can we change our habits or behaviour to use less energy? If yes, what new habits could we adopt?
- ✓ For this activity, what other things can we do to use less energy?

When you finish with one human activity, pick another piece of paper – and so on until the papers are all gone.

Share your ideas with the whole group. Put all the ideas together and save them for Activity 8.

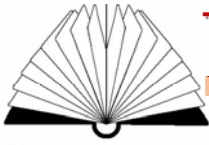
The Arctic Energy Alliance website has a series of energy efficiency posters with good, basic information about using less energy.



Human activity in our community that uses energy:

For this activity, can we change our habits or behaviour to use less energy? If yes, what new habits could we adopt?

For this activity, what other things can we do to use less energy?



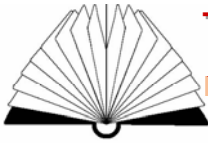
How can we use less energy? Learning Activity 7

7-2: A community poster

Choose a topic from the first part of this activity and use the information to make a poster for your community.

Answer these questions to help you get started:

- ✓ Who is the audience for the poster? For example, the whole community, teenagers, or ?
- ✓ What is the purpose of the poster? What exactly do you want people to do when they see the poster?
- ✓ What are the best words and pictures to use for the audience and the purpose?



A personal energy-saving plan Learning Activity 8

Two handouts

8-1: Master list - community energy saving actions

Learners create a master list of actions people in their community can carry out, to save energy.

Put this list on a flipchart page. Ask learners to review the list and all their ideas from the first part of Activity 7.

- ✓ Replace regular light bulbs with fluorescents light bulbs
- ✓ Idle your vehicle for only 10 seconds or less
- ✓ Wash clothes with cold water
- ✓ Set the hot water tank thermostat at no more than 49° C
- ✓ Use a low-flow showerhead
- ✓ Regularly check vehicle tire pressure and do other maintenance
- ✓ Caulk and weatherstrip all windows and outside doors.
- ✓ Lower the furnace thermostat 5 C at night and when no one is home
- ✓ Replace old appliances with Energy Star appliances
- ✓ Walk to work every day
- ✓ Replace old windows with Energy Star windows
- ✓ Increase the amount of insulation in your home
- ✓ Replace an older vehicle with one that uses 25% less fuel



Ask learners to work in pairs. Each pair chooses actions from the list from Activity 7 or from the list on the flipchart. Encourage learners to include new ideas, if they have them. They write down a master list of actions people in their community can do to use less energy.

Bring the group together to share their ideas. Discuss the ideas and agree on one master list. Be sure that each item on the list describes an action – something a person can do. At this time we're not concerned with whether or not people are willing to take action. We want to identify as many actions as possible, within the context of the community.

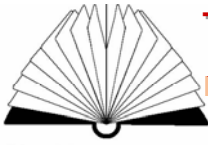
7-2: My plan to save energy

Learners choose actions from the list that they're willing to carry out, in their own life.

Ask each learner to write down the master list in the table on the handout. For each action, ask each learner to check 'Yes' if they're willing to carry out the action and 'No' if they're not.

After they fill out the table, discuss these questions with the whole group:

- ✓ Look at all the actions you checked 'Yes'. Why were you able to agree to do these actions?
- ✓ Look at all the actions you checked 'No'. Why didn't you agree to do these actions?



A personal energy-saving plan Learning Activity 8

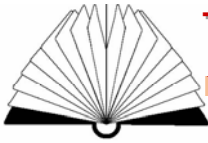
8-1: Master list - community energy saving actions

Work in pairs. Look at all the list of actions from the first part of Activity 7 and the list on the flipchart. Include new ideas if you have them.

Write down a master list of actions people in your community can do to use less energy. Do not worry about if people are willing to take action – only if the action is possible for people in your community to carry out.

Share your ideas with the whole group. Discuss the ideas and agree on one master list. Be sure that each item on the list describes an action – something a person can do.

Together, write down the master list of community energy saving actions for your community.



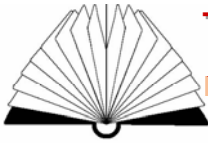
**A personal energy-saving plan
Learning Activity 8**

8-2: My plan to save energy

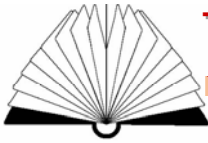
Fill in the table below. First write the name of your community and your own name.

In the left column, write down all the energy saving actions from the master list. Check 'Yes' or 'No' to indicate if you're willing to carry out this action, in your personal life.

Community:	Name:	
Energy saving actions	Yes	No



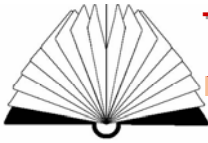
Community:	Name:	
Energy saving actions	Yes	No



Community:	Name:	
Energy saving actions	Yes	No

Discuss these questions as a group:

- ✓ Look at all the actions you checked 'Yes'. Why were you able to agree to do these actions?
- ✓ Look at all the actions you checked 'No'. Why didn't you agree to do these actions?



How much do you pay for energy? Learning Activity 9

Two handouts

9-1: Adding up your home energy costs

Learners fill in two tables to calculate energy costs.

As a whole group, fill in the first table with the information from the scenario. Learners calculate the total amount from a monthly average amount.

Learners bring information about their own energy costs to fill in the second table. They may have different categories than the scenario, so the table is blank. Encourage them to estimate the amounts they spend if they don't know exactly.

9-2: How much can you save?

Learners calculate how much money people save if they use less energy.

The handout lists different actions people can take and the percent of savings on their energy bill. The percent savings are estimates.



How much do you pay for energy? Learning Activity 9

9-1: Adding up your home energy costs

Fill in the two tables below. It lists the bills we pay to provide energy to a home.

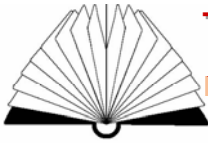
Use information from the scenario to fill in the first table. Use information from your own bills to fill in the second table. You may have different categories – use the blank table. If you don't have the exact amounts for your own costs, give a good guess for the amount.

Scenario:

A family pays these bills every year, to supply energy for their home and lifestyle:

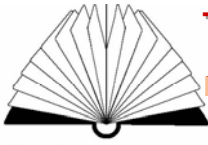
- ✓ Electricity (lights, hot water, stove, refrigerator, freezer, washer, dryer, etc.) – Average \$100 per month
- ✓ Oil (heat) – Average \$150 per month
- ✓ Wood (extra heat) – Average \$50 per month
- ✓ Gasoline (transportation) – Average \$150 per month
- ✓ Town services (garbage, sewer, water) - \$75 per month

The amount of the bill isn't the same each month, but we give the average for one month. Multiply by 12 to find the cost for one year.



Energy costs – the scenario		
Energy	Average cost for one month	Cost for one year
Electricity	\$100 per month	
Oil	\$150 per month	
Gasoline	\$150 per month	
Wood	\$50 per month	
Town services	\$75 per month	
Total energy costs	\$525 per month	

Energy costs – your own bills		
Energy	Average cost for one month	Cost for one year
Total energy costs		

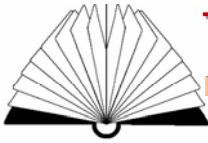


How much do you pay for energy? Learning Activity 9

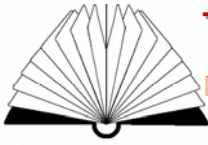
9-2: How much can you save?

Read through the actions below to see how much money you can save.

Action	Estimated Savings
Walk to work don't drive.	Pay 25% less for your gasoline bill.
Replace incandescent bulbs with compact fluorescent bulbs.	Pay 10% less for your electricity bill.
Wash clothes with cold water.	Pay 5% less for your electricity bill.
Turn down the heat at night and when no one is home.	Pay 15% less for your heating bill.
Use a low-flow showerhead.	Pay 5% less for your electricity bill.
Use a fuel-efficient vehicle.	Pay 25% less for your gasoline bill.
Caulk and weatherstrip all doors and outside windows.	Pay 5% less for your heating bill.

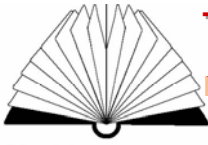


Action	Estimated Savings
Replace one old appliance with an Energy Star appliance.	Pay 10% less for your electricity bill.
Increase the amount of insulation in your home.	Pay 15% less for your heating bill.
Replace old windows with Energy Star windows.	Pay 10% less for your heating bill.
Regularly check the tire pressure and do other vehicle maintenance.	Pay 4% less for your gasoline bill.
Idle your vehicle for only 10 to 30 seconds or less, then turn it off.	Pay 15% less for your gasoline bill.
Turn down thermostat in hot water tank from 60 C to 49 C.	Pay 5% less for your electricity bill.
On the highway, drive 5 km per hour below the maximum speed limit.	Pay 5% less for your gasoline bill.
Replace an old furnace with an Energy Star furnace.	Pay 30% less for your heating bill.



Choose five actions from the list above that you could apply to your own life. Fill in the table below and see how much money you can save in one year!

Energy bill	Total cost	% estimated savings	New total cost
Total savings			



Resources

Arctic Energy Alliance - the NWT's best source of information and expertise about energy.

The AEA's priorities are to promote:

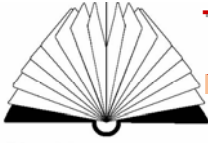
- ✓ Using more renewable energy use
- ✓ Increasing energy efficiency
- ✓ Reducing the causes of climate change

AEA's website has good links to other websites – for energy efficiency, renewable energy, community energy planning, and power production, distribution and rates.

- ✓ <http://www.aea.nt.ca/index.html>

Energy Efficiency and Renewable Energy Posters –the Arctic Energy Alliance created two sets of posters to help raise awareness of energy options that work in the Northwest Territories. Find them in the Pathfinder Energy Library.

- ✓ Energy Efficiency Posters -
<http://www.aea.nt.ca/tips/documents/EnergyEfficiencyWEB.pdf>
- ✓ Renewable Energy Posters -
<http://www.aea.nt.ca/tips/documents/RenewableEnergyWEB.pdf>



Pembina Institute – an independent, non-profit organization. They do policy research and education programs for these topics: sustainable energy, climate change, environmental governance, ecological fiscal reform, sustainability indicators, and the environmental impacts of the energy industry.

✓ <http://www.pembina.org/>

Re-energy.ca – an educational website connected with the Pembina Institute - for teachers, students, and leaders to explore and learn about renewable energy.

✓ <http://www.re-energy.ca/>

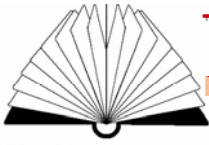
The Northern Edge

Study Guide

Money Issues

\$ Money Issues \$	
EXPENSES:	
Rent	
Utilities: Gas/Water/Electric	
Cable TV	
Telephone	
Toiletries, Household Products	
Clothing	
Eating Out	
Gifts/Donations	
Healthcare (medical/dental/vision insurance)	
Hobbies	

A black and white illustration of a woman with long dark hair, wearing a dark sleeveless top. She is looking down at a smartphone held in both hands. The illustration is positioned on the right side of the expense table, partially overlapping the table's border.



Money Issues

Introduction

This story is from **Issue #5 of The Northern Edge**. The Money Issues story is about learning how to manage money, keep out of debt, and save for personal goals. Online learning activities include two vocabulary quizzes.

This story offers an opportunity to encourage learners to explore issues related to earning and spending money.

This section first presents a list of seven learning activities and the written text for the Money Issues story. 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 for the Money Issues story.

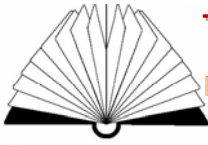




This symbol marks instructor notes.

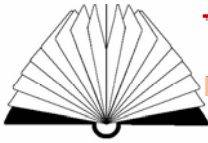


This symbol marks handouts to copy for learners.





Money Issues List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	2 handouts	8 to 10
2) Language skills	2 handouts	11 to 13
3) Questions	2 handouts	15 to 18
4) Writing	1 handout	19, 20
5) Our Money Issues	4 handouts	21 to 32
6) Credit card debate	4 handouts	33 to 43
7) Emergency fund story	1 handout	44 to 46



Text – Money Issues

Issue #5 The Northern Edge

I am an adult educator at the BHP Billiton Diamond mine in Canada's Northwest Territories. For the past year, a group of eight employees and I have been meeting every two weeks to work on ways of managing money, getting out of debt, and saving towards personal goals.

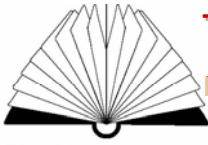
We realized that we never learned how to deal with money when we were young and in school.

We all had different experiences, backgrounds, values, and ideas about money. Some of us had experienced debt and bankruptcy, while others had good skills in saving money and had tips on investing. As we started meeting, we realized that we are resources for each other. As the facilitator of the group, I decided to set down some ground rules and boundaries to maintain confidentiality and respect.

Rule # 1: We would not share personal financial information such as actual numbers. This would include things like personal income, rent or mortgage amounts, support payments, or other personal information.

Rule # 2: We would not be judgmental about someone's spending habits. A luxury to one person may be a necessity to another.

Rule # 3: What we discussed as a working group would not be made public, only the key learnings that resulted from our work.



Rule # 4: We would support each other to learn, share, and try new ways of managing money.

Rule # 5: My role as facilitator would be to compile information, books, websites, and tools and bring them to the group to try out.

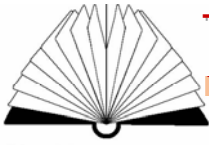
And so we began getting excited about money. Our first meeting was a brainstorming session. We all gave ideas about tips on saving money, ways to budget, good books on the topic, internet websites, groups that help give information or sessions. We all agreed that the starting place was figuring out where a person is at financially, or taking stock. We decided to create a spending plan.

Lyle suggested using the words 'Spending Plan' instead of 'Budget' because the word 'Budget' brought up feelings of being deprived. A key learning for all of us was that we are in a position of power with our money. We are in control.

Scene 2

The first step in being aware of our finances is being honest about our spending habits. So we started collecting receipts, writing on the back of each receipt what it was for. We put our receipts into small, colourful, plastic envelopes with velcro closures so they wouldn't get ruined from repeated use.

While we were collecting receipts, the group worked with me to adjust the categories. Mary, who is single, makes all the decisions about spending money herself. The categories in her Spending Plan were different from Frank's. Frank has a wife and 3 children. A lot of the spending goes on when he is not home. He needed to sit down with his family and talk about how they spend money as a



family. He needed their participation and co-operation if he was to create a successful Spending Plan.

Everybody spent 6-12 months tracking their expenses. This gave us some real information about what it costs us to live, eat, and pay bills. We were able to look at spending patterns in the summer and winter. Over the months, we started to see patterns to our spending. Certain expense categories were consistent in amount, from month to month.

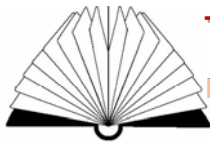
We learned a great deal as we progressed. Different people came up with great new ideas. Someone suggested we treat one-time large expenditures as a monthly cost, dividing them by 12 months.

Someone brought up the idea of having an emergency fund in case someone can't work, a family member becomes ill, a major home repair is needed, or a disaster takes place. The group thought that four to eight months' salary should be saved for emergencies.

Someone suggested we set spending priorities with three categories:

- 1) Must have
- 2) Nice to have
- 3) On the wish list

After the group tracked expenses and filled out Spending Plans for a number of months, I put everything together and created a presentation so others could share in our learning. We decided to start a Money Management workshop series at work. Several group members helped me give the workshop. Lots of people were interested in the topic of Money Management.



Other ideas that came from this workshop were:

- Starting Your Own Business
- Tax Tips
- Ways of Saving Money
- How To Deal with Collection Agencies
- Retirement Planning
- Investment Tips

Conclusion

Many of the group still track expenses. It has become a habit. We believe that knowing how much we've spent each month is valuable information. For several people, it's no longer a chore. It has become part of what we do.

Jennifer makes time each week to add up the family expenses and record them. She makes dinner and puts on the kids' favourite music while they do it as a family.

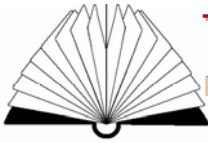
Here are some comments from participants:

"I'm tired of that sinking gut feeling when a bill comes in the mail, and worrying about how I'm going to pay it. I want to deal with this in my life."

"I've moved from being behind with my bills, to being on time with my bills, to being ahead of my bills."

"Now, for the first time, I have a separate emergencies account, which is slowly growing."

When you are ready, click on the Budget Toolkit button.



Vocabulary Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners match each word in a list with the best definition.

1-2: Write your own sentence

Learners use words in a sentence.



Language skills Learning Activity 2

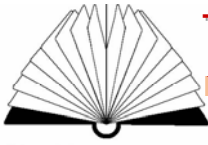
Two handouts

2-1: Past and present tense

Learners first decide if the sentence verb is past or present tense.
Then they rewrite sentences from present tense to past tense, and
past tense to present tense.

2-2: The order of events

Learners number the events in the order they happened.

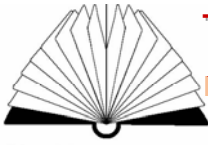


Vocabulary Learning Activity 1

1-1: What do these words mean?

Match the words in the column on the left with the best definition on the right. Use a dictionary if you want. Write the number of the word beside the correct meaning.

1) Expenses	___ Money people receive for things such as working or selling something.
2) Receipt	___ Money that people owe to another person, business, or government.
3) Priorities	___ Classes or groupings of things.
4) Income	___ Usually expensive things that people don't really need.
5) Debt	___ Things people really need.
6) Categories	___ An outline or plan of income and expenses.
7) Luxury	___ Written record of paying money for something.
8) Necessity	___ The most important things.
9) Budget or spending plan	___ Money people spend on things.



Vocabulary Learning Activity 1

1-2: Write your own sentence

Using the words below, write your own sentences. If you want, use more than one of the words in the same sentence.

expenses

debt

income

mortgage

luxury

necessity

budget

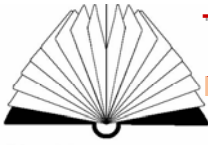
categories

receipt

patterns

consistent

priorities



Language skills Learning Activity 2

2-1: Past and present tense

Decide if the verb in the sentence is in the present tense or the past tense. If the sentence is in the present tense, rewrite it in the past tense. If it's in the past tense, rewrite it in the present tense.

- 1) A group of employees met every two weeks to work on ways to manage money, get out of debt, and save towards personal goals.

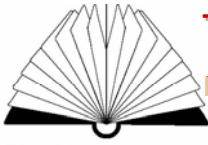
Check ☒ one: ☐ Present tense ☐ Past tense

Rewrite the sentence in the other tense:

- 2) We all had different experiences, backgrounds, values, and ideas about money.

Check ☒ one: ☐ Present tense ☐ Past tense

Rewrite the sentence in the other tense:



- 3) We decided to set down some ground rules and boundaries to maintain confidentiality and respect.

Check ☒ one: ☐ Present tense ☐ Past tense

Rewrite the sentence in the other tense:

- 4) The first step in being aware of our finances is being honest about our spending habits.

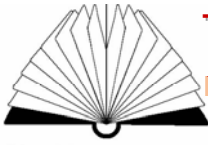
Check ☒ one: ☐ Present tense ☐ Past tense

Rewrite the sentence in the other tense:

- 5) We learned a lot as we progressed.

Check ☒ one: ☐ Present tense ☐ Past tense

Rewrite the sentence in the other tense:



Language skills Learning Activity 2

2-2: The order of events

What happened first in the story?

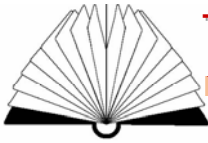
The adult educator decided to meet with a group of employees to work on how to manage money, get out of debt, and save towards personal goals.

What happened at the end of the story?

People attended a workshop and learned new ways to deal with money issues.

Here's a mixed-up list of seven things that happened in the story. Number the sentences to show the order they took place in the story.

- _____ People in the group tracked their expenses and filled out spending plans for a number of months.
- _____ The group's first meeting was a brainstorming session.
- _____ People realized they never learned how to deal with money when they were young and in school.
- _____ The group decided to use the words spending plan instead of budget.
- _____ Over the months people started to see patterns to their spending.
- _____ Someone suggested the group set spending priorities in three categories: must have, nice to have, on the wish list.
- _____ The group decided to start a money management workshop series at work.



Questions Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the Money Issues story. 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.



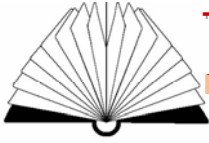
Writing Learning Activity 4

One handout

Learners look at the ground rules the group from BHP set for their meetings. Tell them that in other activities your group will discuss some of their own money issues.

Ask them to brainstorm and decide what ground rules they want to set for their own group, and write them down. Ask them to make a poster for the ground rules and put them up on the wall.

Learners write a paragraph about why it's important to set ground rules.



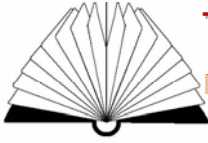
Questions Learning Activity 3

3-1: Story questions

Write one or more sentences and use your own words to answer the following questions. Begin with a capital letter and end with the correct punctuation.

1) Why is this story called Money Issues?

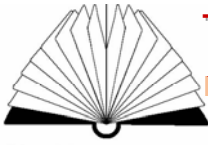
2) How often did the group get together?



3) What three main goals did the group have?

4) Why did they set ground rules?

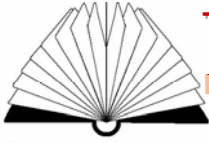
5) What did they do at their first meeting?



- 6) Why did the group want to use the words 'spending plan' instead of 'budget'?

- 7) What first step did group members take to become honest about their spending habits?

- 8) How did the group share what they learned with others?

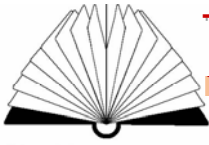


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ How did you feel after you read this story?
- ✓ Have you ever kept track of how much you spend?
- ✓ Have you ever worried about having enough money?
- ✓ How do you feel about being in debt?
- ✓ How do you feel talking about money issues with your friends? Your family? Your employer?

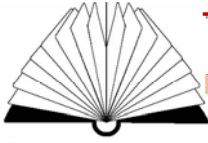


Writing Learning Activity 4

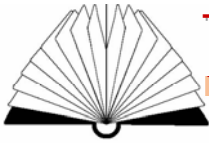
The group at BHP set five ground rules and agreed to follow them as they talked about money issues.

- 1) We do not share actual numbers about our personal finances. This includes things like income, rent or mortgage, or support payments.
- 2) We do not judge other peoples' spending habits. A luxury to one person may be a necessity to another.
- 3) We keep private within the group the things we discuss, except the key things we learn.
- 4) We support each other to learn, share, and try new ways of managing money.
- 5) The instructor's role is to compile information, books, websites, and tools and bring them to the group to try out.

In other activities, your group will discuss some money issues. As a group, brainstorm what ground rules you'd like your group to follow. Agree on the ground rules you want. Write them down, make a poster, and put the poster on the wall.



Write a paragraph about why it's important to have ground rules when we discuss things like money issues.



Our money issues Learning Activity 5

Four handouts

For each part of the activity, remind learners about the ground rules they developed during Learning Activity 4, and apply them.

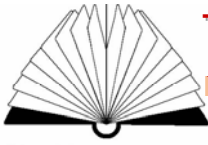
5-1: Tracking personal expenses

Ask learners to gather information about how much money they spend and where they spend it. Decide as a group how long you want to do this – for example for four to six months. Discuss why it's important to gather information for longer than one or two months.

Brainstorm ideas and help learners identify the best way to organize information about their expenses. For example, they can write everything down in a book, collect receipts and keep them in envelopes, or whatever other ideas work best for them.

Discuss questions related to different kinds of consumers and learners' values related to spending money.

- What different kinds of consumers are there – such as impulsive, conservative, disciplined, stingy, etc?
- What kind of consumer am I?
- Do I consider any of these factors when I buy something: What I decide to buy? How I decide to buy something? When I buy something? Who I buy it from? Where I spend my money?



5-2: Sample income and expenses

Learners develop and fill out a sample list of income and expenses. Help them decide how to organize the information. The handout suggests some categories.

Ask learners to work in pairs, small groups, or on their own. First, do one sample as a whole group to help them get started, if you want.

Ask them to write down the income and expenses for one month, for one of the two samples. Remind learners to calculate each expense for just one month:

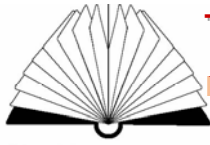
- The samples list some expenses by the week – learners need to multiply to get an amount for one month
- The samples list some expenses by the year – so learners need to divide to get an amount for one month

Ask learners to look at the expenses and decide if the people in the sample **MUST HAVE** those things or **LIKE TO HAVE** those things.

After they fill in the table, discuss these questions as a group:

- 1) What is the total income for the sample?
- 2) What are the total expenses for the sample?
- 3) Compare the expenses and income. Do people owe money or have money leftover at the end of the month?
- 4) How did learners decide what category the expense falls into - **MUST HAVE** or **LIKE TO HAVE**?

Encourage learners to recognize that people often have different ideas about what they **MUST** have and what they **LIKE** to have.



5-3: Personal income and expenses

Learners develop and fill out their personal monthly expenses and income. Use the same table they used for the sample, or make your own.

Do this at the end of each month, as they gather information about their expenses, or at the end of the four to six months.

Encourage them to use the sample list of expenses and income as a guide. Remind them that they may have different categories of expenses, and fewer or more categories.

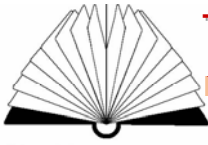
Ask each learner to identify:

- 1) What is my total monthly income?
- 2) What are my total monthly expenses?
- 3) At the end of each month, do I have leftover income or do I owe money?
- 4) Look at each expense category and decide if I **MUST HAVE** those things or **LIKE TO HAVE** those things.

Remind learners that they don't have to share personal information related to exact amounts of income and expenses.

When they finish, discuss these questions with the group:

- Did you learn anything you didn't already know?
- What did you learn?
- Do you think you can use what you learned? If yes, how? If no, why not?



5-4: Financial goals

Brainstorm and discuss possible financial goals with the whole group. These may include:

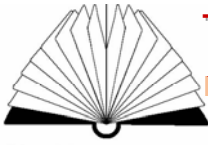
- Getting a credit card or cancelling a credit card
- Reducing expenses, spending less money
- Increasing income
- Buying a particular item
- Saving money to buy something in the future
- Saving money for retirement

Learners ask themselves:

- Do I have any financial goals? What are they?
- Do my financial goals fit into my present income and expenses? If not, how can I change things to help me reach my financial goals?

Discuss as a group:

- If you suddenly had \$5000, what would you plan to do with it?
- What if you suddenly had \$50,000?



Our money issues Learning Activity 5

5-1: Tracking personal expenses

Gather information about how much money you spend and where you spend it. Decide as a group how long you want to do this for. It works best if you gather information for at least four to six months.

Discuss – Why does it work best if we gather information for four to six months, rather than for one or two months?

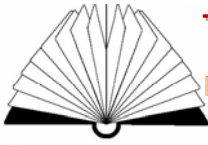
Brainstorm different ways you can gather and keep track of this information. For example:

- Keep all receipts in coloured envelopes
- Write everything down in a book
- ???

What other methods could you use to keep track of how much money you spend and what you spend it on?

Discuss these spending questions with learners:

- What different kinds of consumers are there – such as impulsive, conservative, disciplined, stingy, etc?
- What kind of consumer am I?
- Do I consider any of these factors when I buy something: What I decide to buy? How I decide to buy something? When I buy something? Who I buy it from? Where I spend my money?



Our money issues Learning Activity 5

5-2: Sample income and expenses

Write up a list of income and expenses for one month, for one of the samples below. Use the table on the next page or make up your own. Organize the expenses into different categories, such as:

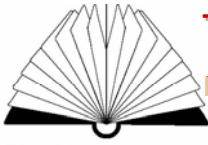
- Home
- Utilities
- Food
- Transportation
- Clothing
- Entertainment
- Other stuff
- ??

Make sure you calculate each expense for one month. Look at the expenses and decide if the people in the sample **MUST HAVE** those things or **LIKE TO HAVE** those things.

After you fill in the table, discuss these questions as a group:

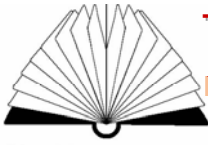
- 1) What is the total income for the sample?
- 2) What are the total expenses for the sample?
- 3) Compare the expenses and income. Do people owe money or have money leftover at the end of the month?
- 4) How did you decide what category the expense falls into - **MUST HAVE** or **LIKE TO HAVE**?

[illegible]



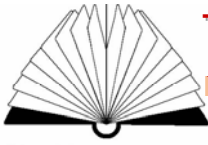
Sample one: Expenses for a single mom with one pre-school child - February, March, April, and May. Income is \$800 per week from employment plus \$100 per week child support.

- 1) Babysitter: each weekday for 8 hours at \$5.00 per hour
- 2) Rent: \$1200 per month includes heat and water
- 3) Home insurance: \$600 per year
- 4) Phone: \$40 per month
- 5) Cable TV: \$30 per month
- 6) Diapers: \$15 per week
- 7) Electricity: \$150 per month
- 8) Groceries: \$300 per month
- 9) Laundry: \$20 per week
- 10) Kid's clothes: \$45 over two months
- 11) Video rentals: \$10 per week
- 12) Bingo money: \$10 per week
- 13) Kitchen curtains: \$40
- 14) Medicine: \$10 a month
- 15) Gifts: \$30 over two months
- 16) Bank loan: \$55 per month
- 17) Light bulbs and paint for the house: \$45
- 18) Taxis: \$8 per week
- 19) Eating out at a restaurant: \$25 per week
- 20) Hair cuts: \$15 every month



Sample two: Expenses a couple with two school-age children - February, March, April, and May. Two incomes total \$2200 per week.

- 1) Mortgage \$1000 per month
- 2) Heat: \$120 per month
- 3) Water: \$60 per month
- 4) Electricity: \$150 per month
- 5) Phone: \$40 per month
- 6) Satellite TV: \$40 per month
- 7) House maintenance: \$1000 per year
- 8) House and school taxes: \$1500 per year
- 9) Groceries: \$500 per week
- 10) Car payment: \$400 per month
- 11) Gas for car and skidoo: \$25 per week
- 12) Car maintenance: \$250 over four months
- 13) Car insurance: \$1300 per year
- 14) House insurance: \$700 per year
- 15) Allowance for kids: \$15 per week
- 16) Airline tickets for holidays: \$4000
- 17) Cigarettes: \$20 per week
- 18) Booze: \$50 per month
- 19) New computer: \$800
- 20) Hockey equipment for the kids: \$350



Our money issues Learning Activity 5

5-3: Personal income and expenses

Write up your own income and expenses for each month. Use the same table you used for the sample income and expenses, or make up your own.

Organize your expenses in a way that makes sense for you. Use the sample income and expenses as a guide.

Answer these questions for yourself:

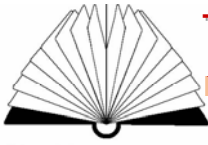
- 1) What is my total income?
- 2) What are my total expenses?
- 3) At the end of each month do I have leftover money or do I owe money?
- 4) For each expense category, decide if I **MUST HAVE** those things or **LIKE TO HAVE** those things.

Discuss with the whole group?

- Did you learn anything you didn't already know?
- What did you learn?
- Do you think you can use what you learned? If yes, how? If no, why not?



Month and Year:	
Income and expenses	Amount
Total income	
Total expenses	



Our money issues Learning Activity 5

5-4: Financial goals

People often have financial goals – things they want to do, related to money. Brainstorm with the whole group possible financial goals.

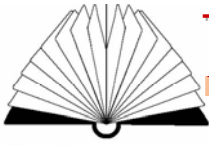
Write down the ideas from the brainstorm.

Ask yourself:

- Do you have any financial goals? What are they?
- Do your financial goals fit into your present income and expenses? If not, how could you change things to help you reach your financial goals?

Discuss with the group:

- If you suddenly had \$5000, what would you plan to do with it?
- What if you suddenly had \$50,000?



Credit card debate Learning Activity 6

Three handouts

6-1: Credit card vocabulary

Learners define some common credit card words that people who use credit cards should know and understand.

6-2: Credit card application

Learners fill out an application form for a made-up credit card.

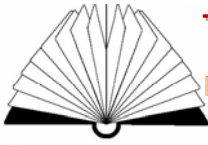
6-3: Credit card traps

Learners read a story and answer questions, to become aware of some credit card traps.

6-4: Credit card rewards and penalties

Learners use a series of questions to do research about credit card rewards and penalties. The handout gives a few websites for reference.

Learners use what they learn to write a handout called 'Tips about credit cards'. Ask learners to work in pairs or small groups, on their own, or do this as a whole group.



Credit card debate Learning Activity 6

6-1: Credit card vocabulary

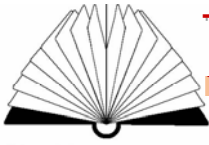
Look up the following words and write down what they mean in the world of credit cards. This website can help:

http://www.credit-cards-info.com/what_does_it_all_mean.htm

Interest _____

Minimum payment _____

Outstanding balance _____

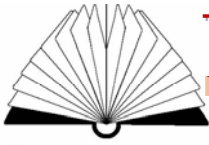


Annual percentage rate – APR _____

Introductory APR _____

Average daily balance _____

Due date _____

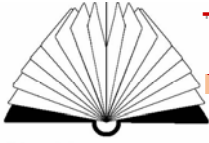


Grace period _____

Annual fee _____

Credit limit _____

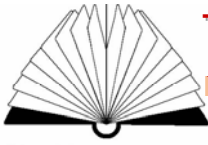
Credit rating _____



Balance transfer _____

Cash advance _____

Interest free period _____

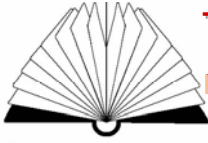


Credit card debate Learning Activity 6

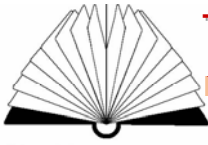
6-2: Credit card application

Fill out this fake application for a credit card. Most real application forms ask similar questions.

Personal Information	
Last name:	First name:
Home phone:	Email address:
Home address:	
You address since what date:	Date of birth:
Employment information	
Employment status:	Current employer:
Occupation:	Date started this job:
Work phone:	Work address:



Financial information	
Gross annual employment income:	Credit limit request:
Housing:	Monthly rent / mortgage payment:
Other annual income:	Social Insurance Number (optional):



Credit card debate Learning Activity 6

6-3: Credit card traps

Read the following story and answer the questions.

Story - Can Mary resist this offer?

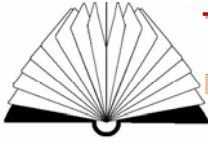
Mary got a letter in the mail from a catalogue company. In the first line the letter says, "You are already approved for this credit card!"

To start using her credit card, all Mary has to do is call the company to confirm her address, phone, and other details. And right away she can get the catalogue and start buying things from it.

The letter offers Mary a \$6000 credit limit to buy "name brand electronics and computers, house wares, and other quality products" from the catalogue.

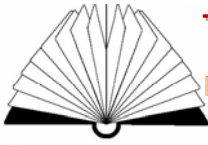
The letter says the catalogue company is so happy to have Mary's business that she can have \$250 credit right away – as soon as she sends them the \$250 activation fee. And she can get another \$199 credit on her account as soon as she pays the \$199 annual fee.

Finally, the letter says, "It's a great opportunity to rebuild your credit".



Questions - Where are the traps?

- 1) Where can Mary use the card to buy things?
- 2) Does Mary get to see the catalogue before she activates the credit card?
- 3) Why would Mary want to see the catalogue?
- 4) The letter asks Mary to pay \$250 to activate the card – a fairly high fee. But she gets it back doesn't she? She gets to buy \$250 worth of stuff from the catalogue doesn't she? Why is this a problem?
- 5) The letter also asks Mary to pay \$199 annual fee for the card – another fairly high fee. But she gets this back to doesn't she? She gets to buy \$199 worth of stuff from the catalogue doesn't she? Why is this a problem?
- 6) How much money does Mary spend in total to sign up for this credit card?
- 7) What would you do if you got a letter like the letter Mary got?



Credit card debate Learning Activity 6

6-4: Credit card rewards and penalties

Use your own experiences and other resources, such as these websites, to answer the questions below about credit cards.

- <http://www.creditwizard.ca/wizdom.html>
- <http://www.creditwizard.ca/faq.html>
- <http://creditcards.com/customer-support-department.php>
- <http://creditcards.com/credit-card-articles.php#Credit Card Basics>

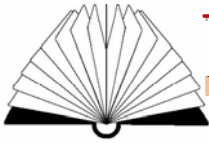
Make notes as you answer the questions.

- 1) Why do people have a credit card?
- 2) Who can apply for a credit card? Who cannot apply?
- 3) What different rewards and incentives do credit card companies use to encourage people to get their credit card?
- 4) Name four reasons a person might choose one credit card over another?
- 5) What benefits can people experience when they have a credit card?
- 6) What drawbacks can people experience when they have a credit card?



Tips about credit cards

[illegible]



Emergency fund story Learning Activity 7

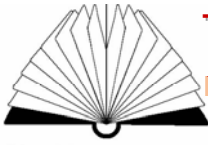
One handout

Learners define 'emergency fund'. They use the 5 W's to make up a story about using an emergency fund.

To help them get started, brainstorm these questions with the whole group:

- **Who** is the story about?
- **Where** does the story take place?
- **When** does the story happen?
- **Why** do things happen in the story?
- **How** do things happen in this story?

Ask learners to read their stories out loud for each other when they finish writing.



Emergency fund story Learning Activity 7

In the Money Issues story, the BHP group suggests that people have an emergency fund.

In your own words, define what is an emergency fund.

An emergency fund is _____

Make up and write a story about an emergency fund. Your story should include answers to these questions:

- **Who** had the emergency fund? Who used it?
- **Where** does the story take place?
- **When** does the story happen?
- **Why** did the people have to use the emergency fund?
- **How** did they use the emergency fund?

Give your story a title. Use drawings or pictures with your story if you want. Share your story and read it out loud to the group.

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Resources

Budgeting advice, tips, worksheets, and resources

- <http://financialplan.about.com/od/budgeting/>

Personal budgeting information and resources.

- <http://www.tuliptreepress.com/>

Compares different kinds of credit cards, based on the type of card or the company. It includes basic information

- <http://www.credit-cards-info.com/>

The ABC's of credit cards

- <http://www.creditwizard.ca/wizdom.html>

Northern Edge Issue #5 Money Issues – Go to this website:

<http://www.nwt.literacy.ca/northernedge/NEissue5/index.html>

Click on Money Issues; click on Budget Toolkit; then click on the three buttons to download the documents:

- **Spending Plan.** Download the sample plan.
- **Money Management.** Download the 17-page PDF document created by Susan Devins and the group at BHP Billiton – ideas that grew out of their research and experiences working together managing their money.
- **Tips for Saving Money.** Download this 2-page PDF file with tips about tracking expenses, reducing costs, and impulse spending.