



**Practitioner
Guidelines**

Overview of Practitioner Guidelines

Welcome to *Essential Skills for Personal Success!* Please take a few moments to read this overview before you begin the curriculum because we have made some assumptions regarding its delivery.

You will need to read the guidelines for each chapter. They are not long, but they are important for the delivery of the curriculum. The guidelines include suggestions and answer keys where needed. They make the delivery of the materials much easier.

The majority of learners will not be able to complete *Essential Skills for Personal Success!* on their own. In order for them to benefit from the materials, they should be working with a practitioner or literacy volunteer.

The documents are authentic. This means that some documents will be too difficult for learners to read and understand. These are documents that anyone can encounter in everyday life. They raise important issues like, what should you do when you are asked to sign a document that you can't read? When learners are faced with challenging documents, problem-solving also becomes an issue.

The group work and discussions are an essential component of the curriculum. The pilot sites found that learners both enjoyed and benefited from the group work. As they discuss the chapter questions, they are working on the Essential Skills of oral communication, working with others and thinking.

The curriculum is modular. Therefore, a learner can start on any of the modules, and the materials will still make sense. In this way, new learners can join the curriculum group at the beginning of any module.

That is everything! We hope that you will find the materials useful and easy to work with.

Karen Farrar

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Practitioner Introduction to Module One

Module One consists of three chapters which focus on the management of basic needs: food, accommodation and clothing. Each chapter will provide students with the opportunity to practise their reading, writing, numeracy and document use skills as they relate to these themes. All the skills are linked to both Essential Skills and LBS levels. It is recommended that you read through the chapters prior to beginning so you can gather additional resources that are more specific to your community. As well, look through the additional resources section provided for more suggestions and links to websites.

The authentic documents used in all the modules are reproduced exactly. They have not been modified. Some students may find them difficult to read due to content, vocabulary level, design and font size. The documents are meant to be typical of what they will encounter in their daily life; hopefully, students will not only improve their Essential and LBS skills, but will also learn strategies to cope with more complex material.

Chapter One introduces the student to information on proper nutrition. It uses Canada's Food Guide, food product labels, grocery flyers and recipes. Students will learn the basics of a healthy diet in keeping with Canada's Food Guide recommendations. They will look for healthy recipes and plan a grocery list based on one of them. They will also read and compare nutritional labels. By the end of the chapter they should have some of the skills necessary for making healthier food choices when shopping and cooking.

Chapter Two provides students with the opportunity to learn and practise a number of skills necessary for finding a place to live. In the first part of the chapter students read rental ads and learn common abbreviations. They will also have an opportunity to role-play by inquiring about available apartments. A number of critical thinking skills and math skills are used to determine affordability and appropriate accommodations.

The second part of the chapter is quite challenging as students have to read and understand complex documents. They will likely require assistance with *The Landlord and Tenant Board* information as well as lease documents. Adequate time should be given to this section as it is critical information for students wishing to be able to live independently.

Chapter Three focuses on shopping for clothing: comparing prices, calculating discounts and reading flyers. One section is devoted to reading labels to ensure clothing is cared for properly. A final scenario has the student read a YMCA flyer about required clothing for summer camp.

Practitioner Guidelines for Module 1, Chapter 1

If you have not already done so, please read through the chapter. This chapter helps learners with the skills needed to read nutrition labels and make healthier choices when grocery shopping. It also introduces them to the Canada's Food Guide website.

It is a good idea to go through the Canada's Food Guide website prior to doing the first activity with learners. You might also want to order copies of the food guide to have as a reference, although it is not essential for completing the activities.

Getting Ready for Scenario One

Activity One

The answers to the questions will vary depending on the learner. The last question should provide an opportunity for discussion. *How healthy is your diet according to the food guide? Where could you improve? What foods could you add to your diet? What foods should you eat less of? What changes could you make? What are the challenges to eating healthy? What are the challenges to adding exercise to your day?*

Scenario Part One

Go over the vocabulary words first and then read the scenario together. You can encourage students to start and maintain their own vocabulary lists for *Skills for Personal Success*.

Activity Two

On the food guide website have learners go to the link *My Food Guide*. They will be given several prompts to choose foods. Make sure they choose foods they are likely to eat on a regular basis. After they have chosen the foods they want, learners can print up the food guide they have created. They will also be able to print up a food guide tracker. Students can also make food guides for other members of their family if they wish. Encourage students to fill in the tracker for three days. Then have them use the chart provided in the chapter to fill in the number of servings in each category that they had for the past three days. They can then compare their totals with what the food guide recommends.

Scenario Part Two

Activity Three

Have learners practise looking for recipes using the suggested technique. Explain to students that using the + sign means their search will only include results that have all the words listed. Students can also search using a cookbook. Discuss the difference between using the table of contents and the index for specific ingredients.

Scenario Part Three

Activity Four

Using the recipes provided in the chapter, have learners fill in the grocery list chart with the items that Sarah needs to purchase. Make sure learners are aware of what Sarah already has on hand. For extra practice, learners can write up a grocery list using their own recipes.

Activity Five

Prior to doing the following activities, collect a variety of labels to use in class for additional practice. Have students compare the two Campbell's Soup Labels filling in the relevant information in the chart provided. Be sure to point out and explain the vocabulary on the labels (saturated, cholesterol, sodium...) Use the crackers label to point out important nutritional information to look for when shopping.

Activity Six

Have students compare the two milk labels to answer the math activity.

Activity Seven

Look for the expiry dates on the labels you have brought. Go over the different meanings for the Best Before Dates.

Answers to Questions

1. No. May 13th would be Thursday and cooking them on Friday would be one day past the expiry date.
2. Yes. Two weeks to eat it would bring you to the 24th.
3. You could buy it but it won't be at its freshest being one day past the best before date. If you eat it right away it would be fine.
4. No, the store owner should have already removed these from the shelf.
5. Choose another loaf as you will be making sandwiches all week with this loaf.

Activity Eight

These questions are meant to be discussion questions, so be sure and generate some thoughts and ideas before having your learners write their own answers.

Possible answers for **Question One**: check out other websites, look at healthy cookbooks, look at healthy cooking websites, speak with a doctor or dietician, visit your local health unit...

Possible answers for **Question Two**: reduce fat content by trimming fat and removing skin from meats, grill or broil rather than fry, choose low fat dairy products, save unhealthy snacks for occasional treats, eat more fruit and vegetables...

Additional Resources

These resources are provided for you to be used with learners requiring additional practice. Included are extra labels, a metric/imperial cheat sheet that could be laminated for the students to keep, and additional websites.

Additional Resources

Labels

Nutrition Facts	
Serving Size: 1/2 Cup (31g)	
Amount per Serving	
Calories 80	Calories from Fat 9
% Daily Value	
Total Fat 1g	2%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 80mg	3%
Potassium 350mg	7%
Total Carbohydrates 23g	8%
Fibre 10g	40%
Sugar 6g	
Other Carbohydrates 7g	
Protein 4g	3%
Vitamins	Minerals
Vitamin A 10%	Calcium 10%
Vitamin B6 100%	Copper 10%
Vitamin B12 100%	Iron 25%
Vitamin C 10%	Magnesium 25%
Vitamin D 10%	Phosphorus 35%
Folic Acid 100%	Zinc 10%
Niacin 25%	
Riboflavin 25%	
Thiamin 25%	

All Bran Cereal

Sample label for
Macaroni & Cheese

Nutrition Facts

1 **Start Here** →

Serving Size 1 cup (228g)
Servings Per Container 2

2 **Check Calories**

Amount Per Serving
Calories 250 **Calories from Fat** 110

3 **Limit these Nutrients**

	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
<i>Trans</i> Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

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Quick Guide to % DV

• 5% or less is Low

• 20% or more is High

4 **Get Enough of these Nutrients**

5 **Footnote**

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Plain Yogurt

Nutrition Facts

Serving Size 1 container (226g)

Amount Per Serving

Calories 110 Calories from Fat 0

% Daily Value*

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol Less than 5mg 1%

Sodium 160mg 7%

Total Carbohydrate 15g 5%

Dietary Fiber 0g 0%

Sugars 10g

Protein 13g

Vitamin A 0% • Vitamin C 4%

Calcium 45% • Iron 0%

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

Fruit Yogurt

Nutrition Facts

Serving Size 1 container (227g)

Amount Per Serving

Calories 240 Calories from Fat 25

% Daily Value*

Total Fat 3g 4%

Saturated Fat 1.5g 9%

Trans Fat 0g

Cholesterol 15mg 5%

Sodium 140mg 6%

Total Carbohydrate 46g 15%

Dietary Fiber Less than 1g 3%

Sugars 44g

Protein 9g

Vitamin A 2% • Vitamin C 4%

Calcium 35% • Iron 0%

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

Metric Conversion Chart

Metric		Imperial	
Dry Volume			
1/8 teaspoon (tsp)		0.5 ml (milliliter)	
¼ teaspoon		1 ml	
½ teaspoon		2 ml	
¾ teaspoon		3 ml	
1 teaspoon		5 ml	
1 tablespoon (tbs)		15 ml	
¼ cup (c)		60 ml	
1/3 cup		75 ml	
½ cup		125 ml	
2/3 cup		150 ml	
¾ cup		175 ml	
1 cup		250 ml	
2 cups (1 pint)		500 ml	
3 cups		750 ml	
4 cups (1 quart)		1 L (litre)	
Liquid Volume			
1 fluid ounce (oz) (2 tablespoons)		30 ml	
4 fluid ounces (1/2 cup)		125 ml	
8 fluid ounces (1 cup)		250 ml	
12 fluid ounces (1 ½ cup)		375 ml	
16 fluid ounces (2 cups)		500 ml	
Weights			
½ ounce		15 g (gram)	
1 ounce		30 g	
3 ounces		90 g	
4 ounces		120 g	
8 ounces		225 g	
10 ounces		285 g	
12 ounces		360 g	
16 ounces (1 pound)		450 g	
Oven Temperatures			
250° F	120° C	375° F	190° C
275° F	140° C	400° F	200° C
300° F	150° C	425° F	220° C
325° F	160° C	450° F	230° C
350° F	180° C		

Websites:

Dieticians of Canada website has loads of fun activities to learn about nutrition and healthy eating. Click on the Eat Well Live Well link.

<http://dieticians.ca>

Virtual Grocery Store” –by the Dieticians of Canada & Canadian Diabetes Association

Topics include: Nutrition Label Basics, Healthy Eating, Shopping Tips, Beyond the Basics, Ingredient Listing

Users “shop” for healthy meals. Embedded throughout the activities are quizzes about nutrition label info and healthy eating. Also includes printable Fact sheets and recipes. This is written for diabetics but is equally relevant for anyone wanting to eat a healthier diet.

<http://www.healthyeatingisinstore.ca/>

Ontario Agri-Food Education, Inc. website has information on healthy food. Check out the catalogue as there are many inexpensive resources at various levels which can be ordered. One particularly useful booklet is called Labelling Literacy Helping Students Make Informed Food Purchasing Decisions.

<http://www.oafe.org>

Canada's Food Guide Website

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Nutrition Data website from United States has numerous printable resources on nutrition. You can also sign in and use it to track your diet and activity nutritionally.

<http://www.nutritiondata.com/>

Grocery flyers on line and grocery coupons. You need to enter province, city and location to access printable versions.

<http://www.grocerysavingtips.com/grocerystores.htm>

Centers for Disease Control and Prevention have a website dedicated to the importance of fruit and vegetables.

This website has some fun tools including “Analyze My Plate”. Users can drag foods onto their plate for breakfast, lunch and supper. Then they can click “Analyze My Plate” for a nutritional breakdown of their choices and tips for a healthier meal.

www.fruitsandveggiesmatter.gov/index.html

The Learning Edge also has a good activity on healthy eating.

<http://www.thewclc.ca/edge/issue4/index.html>

EatRight Ontario is now open two evenings a week.

Anyone can call and speak to a Registered Dietitian, toll-free in Ontario at 1-877-510-510-2, 9am to 5pm ET Monday to Friday with evening hours Tuesday and Thursday to 9 pm ET.

Connect with a Registered Dietitian for free and get answers to nutrition, food and healthy eating questions.

Here are some examples of commonly asked questions:

- How do I lower my risk of heart disease?
- What are some tips for weight loss?
- I just found out I have diabetes. Where can I go to for help?
- What should I feed my baby?
- My son is a vegetarian. What foods can I prepare for him?
- What are whole grains?
- I don't drink milk. What can I eat to make sure I get enough calcium?
- My child is a picky eater. How can I get her to eat more vegetables?
- Do I need to take supplements?

Here are the three easy ways to reach a Registered Dietitian:

- Call this toll-free number: 1-877-510-510-2
- Email the Ask a Dietitian service
- Visit the website for articles, tips and recipes at

<http://www.Ontario.ca/EatRight>

Practitioner Guidelines for Module 1, Chapter 2

This chapter provides learners with the opportunity to use Essential Skills for renting an apartment. Prior to starting this chapter you will need to gather rental ads from either local papers or the Internet. There are some included in the chapter but it is a good idea to use some from your community as well.

In this chapter there are two complex documents for students to review and understand. As the instructor, you will need to review these first to become familiar with landlord/tenant rights and responsibilities. Text versions are included or you can download pdf versions from the Internet. The websites are provided in the student's chapter and in the additional resources section.

There is not an activity around reading a lease although it is important for students to understand the importance of signing any legal document. It is recommended you go over a sample lease with the student highlighting important information for them. A sample lease is provided at the following website where students can practise filling them in: www.gov.ns.ca/snsmr/forms/resten.asp. You can also print a form from this website in pdf.

Activity One: Reading the Classifieds

The actual percentage recommended is 33%; using $1/3$ however is easier for basic level students to manage when dividing. Pointing out the shortcut makes it possible for some students to do these calculations mentally.

1. \$500
2. Only the last ad checked off states that heat and hydro are included. The other ads do not provide this information

Activity Two: Comparison of Rental Ads

The completed chart should look like this:

	Apartment 1	Apartment 2	Apartment 3	Apartment 4
Rent	?	\$475/month	?	\$555/month
Heat/hydro	?	?	?	Plus hydro
Fridge/stove	Yes	?	Yes	Yes
First/last	?	Yes	?	?
Washer/dryer	Yes	?	Yes	?
Parking	Yes	?	No	Yes

Based on the information in the chart, Paul has a number of choices.

- Apartment 3 is out as there is no parking
- Apartment 1 is a possibility if the rent is reasonable and heat and hydro are included
- Apartment 2 is also a possibility again depending on the heat and hydro costs
- Apartment 4 is a little over his budget and the hydro is not included

Apartment 1 and 2 look like his best bets

Questions to ask:

Apartment One

1. What is the rent?
2. Are heat and hydro included?
3. Are first and last month's rents included?

Apartment Two

1. Are heat and hydro included?
2. Are fridge and stove included?
3. Are washer and dryer included?
4. Is there parking?

Apartment Three

1. What is the rent?
2. Are heat and hydro included?
3. Are first and last months' rents included?

Apartment Four

1. Is first and last required?
2. What are the hydro costs?
3. Are washer and dryer included?

Activity Three: Role Play

Provide students with local classified ads. Have them choose four that interest them. Have students draw a chart similar to the one used for the previous activity. It can be as rough as the student wants as long as there is enough room to fill in information as in the previous activity.

Once students have chosen four ads, have them fill in their chart with the information provided in the ad. Next students need to prepare questions to ask the landlord. They can use the notes page provided.

Once the student has filled in their chart and decided on the appropriate questions, they are ready to do the role play. The instructor or volunteer tutor should play the landlord in each role play.

Your answers to the questions can vary as much as you like. Be sure you make it clear to students that they are to make notes using the chart they have made.

Review the filled in chart with student if they need assistance deciding on the best apartment based on rent and what is included.

Activity Four: Reading Information for New Tenants

Something to think about:

The landlord is wrong. The last month's rent can only be used as rent payment; it cannot be used for any other reason such as damages.

The landlord evicted Paul and stressed that he would like him out as soon as possible. He did not give him proper notice or follow the proper rules of eviction. He should have refunded Paul the 2 weeks of rent.

Activity Five: Reading the Guide to the Residential Tenancies Act (a text copy of this document is also provided in the additional resources section)

The information for tenant responsibilities is found on page 6 of the document.

1. Keep unit clean
2. Repair or pay for any damage caused by the tenant excluding normal wear and tear
3. A tenant cannot withhold any part of the rent even if maintenance is poor. Withholding rent could cause the tenant to be evicted.

The information for landlord responsibilities is found on page 5.

1. Keep rental property in a good state of repair
2. A landlord must obey all health, safety and maintenance standards as set out in provincial and/or municipal bylaws.
3. A landlord cannot shut off the supply of any vital services: heat, electricity, fuel, and hot and cold water.

Point out to the student that heat must be turned on by a certain date as well. This date can vary depending on the location of the community.

What have you learned?

The answers will vary from student to student.

Part Three: Cheque Writing

Activity Six:

Have student point to and explain the numbered blanks on the blank cheque provided.

Something to think about:

Cheques are written in both numbers and words to ensure that no one can make changes to the amount of the cheque. Point out to students the importance of drawing a line after the written amount so no one can change the amount.

Cheque writing first and last month rent

Check to ensure that all the five elements are entered correctly.

Additional Resources

Useful Websites

Useful tips on how to go about finding an apartment including questions to ask are found in the following two websites:

<http://apartments.about.com/od/apartmenthunting/a/FindApartments.htm>

<http://www.settlement.org>

The Learning Edge has a good module on finding a place to live.

<http://www.thewclc.ca/edge/issue4/index.html>

The following website provides information from the Landlord and Tenant Board

<http://www.ltb.gov.on.ca/en/index.html>

Provides a copy of the Guide to the Residential Tenancies Act (a text document of this guide is included in this section)

http://www.ltb.gov.on.ca/en/Key_Information/STEL02_111677.html

Community Legal Education Ontario website has Pdf versions of a number of documents on landlord tenant rights.

<http://www.cleo.on.ca/english/pub/onpub/subject/landlord.htm>

McGill Student housing website contains useful information around leases as well as other tips for renting.

<http://www.mcgill.ca/offcampus/lease/>

Advocacy Centre for Tenants in Ontario contains a number of downloadable tip sheets.

http://www.acto.ca/english/acto_content.php?topic=5&sub=134

The Nova Scotia Government has a sample lease that can be filled in online.

http://www.gov.ns.ca/snsmr/forms/pdf/resten/Standard_Form_Lease.pdf



A Guide to the *Residential Tenancies Act*

Information in this guide

This guide is a summary of Ontario's new *Residential Tenancies Act* (the Act). This new law came into effect on January 31, 2007. The Act sets out the rights and responsibilities of landlords and tenants who rent residential properties.

This guide is not a complete summary of the law and it is not intended to provide legal advice. If you require more detailed information about the law, please see **For more information** at the end of this guide.

About Rent 2
About Maintenance and Repairs 5
About Entering the Rental Unit 7
About Ending a Tenancy 8
For More Information 10

Who is covered by this Act?

Landlords and tenants of most rental units are covered by most of the rules in the Act. A rental unit can be an apartment, a house, or a room in a rooming or boarding house. The Act also applies to care homes, retirement homes, and sites in a mobile home park or land lease community. Many of the rules about rent do not apply to:

- new rental buildings,
- non-profit and public housing,
- university and college residences.

But these units are still covered by most of the other rules in the Act about such things as maintenance and the reasons for eviction. The Act does not apply if the tenant must share a kitchen or bathroom with the landlord.

About the Board

The Landlord and Tenant Board (the Board) resolves disputes between tenants and landlords. It is similar to a court. Either a landlord or a tenant can apply to the Board. Their disputes can be worked out through **mediation** or **adjudication**.

In **mediation**, a Board Mediator helps a landlord and tenant reach an agreement they are both satisfied with. In **adjudication**, a hearing is usually held. A Board Member makes a decision based on the evidence the landlord and tenant present, and then issues an order. An order is the final, written version of the Board Member's decision.

The Board also provides landlords and tenants with information about the rights and responsibilities they have under the Act.

To contact the Board, see the section **For More Information** at the end of this brochure.

About tenancy agreements

The landlord and tenant can sign a written agreement when a new tenancy is entered into, or they can have an oral agreement. A tenancy agreement is often called a **lease**. The landlord must give the tenant a copy of any written lease.

The lease should not contain any terms that are inconsistent with the Act. If the lease does contain a term that is inconsistent with the Act, that term will not be enforced by the Board.

The landlord must also give the tenant the landlord's legal name and address so that the tenant can give the landlord any necessary notices or documents. Whether there is a written or oral lease, landlords must provide new tenants with information about the rights and responsibilities of landlords and tenants and about the role of the Landlord and Tenant Board. The landlord must give this information to the tenant on or before the start of the tenancy, in a form approved by the Board. The Board has a two-page brochure that landlords should use for this purpose.

Rent for a new tenant

When a new tenancy is entered into, the landlord and tenant decide how much the rent will be for a rental unit and which services will be included in the rent (for example, parking, cable, heat, electricity). In most cases, the rent cannot be increased until at least 12 months after the tenant moved in.

Rent deposits

A landlord can collect a rent deposit from a new tenant on or before the start of a new tenancy. Where the tenant pays rent by the month, the deposit cannot be more than one month's rent; where the tenant pays rent by the week, the deposit cannot be more than one week's rent. The rent deposit can only be used as the rent payment for the last month or week before the tenant moves out. It cannot be used for anything else, such as repairing damage to the rental unit. If the landlord gives the tenant a notice to increase the rent, the landlord can also ask the tenant to increase the rent deposit by the same amount. A landlord must pay the tenant interest on the rent

deposit every year. Under the Act, the interest rate is the same as the rent increase guideline (see the section **Rent Increase Guideline** on page 4).

- **Exception:** For the first interest payment that the landlord has to give the tenant after January 31, 2007 (this is the date the *Residential Tenancies Act* became the law), a 6% interest rate applies for the months up to January 31, 2007.

Post-dated cheques and automatic payments

When a landlord and a new tenant agree to enter into a rental agreement, they usually discuss how the rent will be paid. Although the landlord and tenant can agree that the rent will be paid by postdated cheques or automatic payments (such as debits from a tenant's account or by credit card), a landlord **cannot require** the tenant to pay by either of those methods. Once the landlord and tenant have agreed on a method of payment, it cannot be changed unless both the landlord and tenant agree.

Rent receipts

A landlord must give the tenant a receipt for any rent payment, rent deposit or other charge, if the tenant asks for one. A landlord must also give a former tenant a receipt if that person asks for one within 12 months after the end of their tenancy. The landlord cannot charge a fee for giving a receipt.

Increasing a tenant's rent

In most cases, the rent can be increased if at least 12 months have passed since the tenant first moved in or since the tenant's last rent increase. A landlord must give at least 90 days notice in writing of any rent increase. The proper forms for this notice (Form N1, N2 or N3) are available from the Board. See the section **For More Information** at the end of this guide to find out how you can contact the Board. The most a landlord can increase the rent by, without asking the Board for approval, is the rent increase guideline (see the next section).

The rent increase guideline

The rent increase guideline is set each year by the Ontario Government. It is based on the Consumer Price Index. Each year, the Government announces the guideline by August 31st for rent increases that will take effect on or after January 1st of the following year. A guideline rent increase does not need to be approved by the Board. However, a landlord must get approval from the Board before they can charge an increase **above** the guideline.

Rent increase above the guideline

A landlord can apply to the Board for an increase above the guideline if: the landlord's costs for municipal taxes and charges, and/or utilities (such as fuel, electricity or water) have increased significantly, or the landlord has done major repairs or renovations (these are called **capital expenditures**), or the landlord has operating costs for security services performed by persons who are not employees of the landlord. Rent increases for capital expenditures or security services cannot be more than 3% above the guideline each year. If the landlord justifies an increase that is more than 3% above the guideline, the increase can be taken over three years, at a rate of up to 3% above the guideline per year.

For increases in the cost of municipal taxes and charges, and/or utilities, there is no limit on the amount of rent increase that can be approved. Some special rules apply to rent increases due to capital expenditures. For example, the landlord must make a copy of the supporting documents related to the application available to the tenants who are affected by the rent increase. Also, before passing the costs on to the tenants, the Board will determine whether the work was really necessary. As well, if the Board determines that there are serious maintenance problems in the rental unit or building, the Board may: dismiss the landlord's application, or require the landlord to prove to the Board that the problems have been fixed before they can charge the approved increase.

The landlord and tenant can agree to a rent increase above the guideline if they agree that the landlord will do major repairs or renovations, buy new equipment for the rental unit, or add a new service for the tenant. This agreement must be in writing. The proper form for this agreement (Form N10) is available from the Board. The highest increase that can be agreed to is 3% above the guideline.

Where the landlord and tenant make this kind of agreement, the landlord does not have to apply to the Board for approval of the increase. A tenant has five days after signing this agreement to change their mind and tell their landlord, in writing, that they no longer agree to the rent increase.

When the rent should be reduced

A landlord is required to reduce the rent where:

- the utility costs go down after the landlord has increased the tenant's rent by more than the guideline based on an order from the Board that approved the increase based on utility costs,
- a capital expenditure is fully paid for; this only applies to tenants who are still living in the same rental unit they were living in when the Board approved the rent increase based on the capital expenditure, or
- the municipal property tax is reduced by more than the prescribed percentage, resulting in an automatic rent reduction.
- A tenant can apply to the Board to have their rent reduced if:
 - the municipal taxes or charges on the rental property go down,
 - the landlord reduced or removed a service they had provided to the tenant without reducing the rent, or
 - the landlord did not keep a promise they made in an agreement to a rent increase above the guideline.

A landlord's responsibilities

A landlord has to keep the rental property in a good state of repair. A landlord must obey all health, safety, housing and maintenance standards, as set out in any provincial laws or municipal bylaws. This is true even if the tenant was aware of the problems when they agreed to rent the unit.

A tenant can apply to the Board if the landlord is not meeting their maintenance obligations. If the Board agrees that the landlord is not meeting their maintenance obligations, there are a number of remedies the Board can order. For example, the Board can order that the tenant does not have to pay some or all of the rent until the landlord does the repairs or that the landlord cannot increase the rent for the rental unit until any **serious** maintenance problems are fixed.

A tenant's responsibilities

A tenant must keep their rental unit clean, up to the standard that most people would consider ordinary or normal cleanliness. A tenant must repair or pay for the repair of any damage to the rental property caused by the tenant, the tenant's guest or another person who lives in the rental unit. This includes damage in the tenant's unit, as well as any **common area** such as a hallway, elevator, stairway, driveway or parking area. It does not matter whether the damage was done on purpose or by not being careful enough - the tenant is responsible. However, the tenant is not responsible to repair damage caused by normal "wear and tear". For example, if the carpet has become worn after years of normal use, the tenant would not have to replace the carpet. A landlord can apply to the Board if the tenant has not repaired any damage. If the Board agrees that the tenant should be held responsible for the damage, the Board can order the tenant to pay the cost of repairing the damage or even evict the tenant.

A tenant should not withhold any part of the rent, even if the tenant feels that maintenance is poor or a necessary repair has not been done. A tenant could be evicted, if they withhold rent without getting approval from the Board.

Vital services

A landlord cannot shut off or interfere with the supply of any of the following vital services to a tenant's rental unit:

- heat (from September 1st to June 15th)
- electricity
- fuel (such as natural gas or oil)
- hot or cold water

More information about maintenance and repairs

For more information about maintenance read the Board's brochure called **Maintenance and Repairs**.

Entry without written notice

A landlord can enter a tenant's rental unit without written notice if:

- there is an **emergency** such as a fire,
- the tenant agrees to let the landlord in,
- a care home tenant has agreed in writing that the landlord can come in to check on their condition at regular intervals.

A landlord can enter a rental unit without written notice, between **8 a.m. and 8 p.m.** if:

- the rental agreement requires the landlord to clean the unit – unless the agreement allows different hours for cleaning,
- the landlord or tenant has given a notice of termination, or they have an agreement to end the tenancy, and the landlord wants to show the unit to a potential new tenant (in this case, although notice is not required, the landlord must try to tell the tenant before entering for this reason).

Entry with 24 hours written notice

A landlord can enter the rental unit **between 8 a.m. and 8 p.m.**, and only if they have given the tenant **24 hours written notice**:

- to make repairs or do work in the unit,
 - to carry out an inspection, where reasonable, in order to determine whether repairs are needed,
 - to allow a potential mortgagee or insurer of the complex to view the unit,
 - to allow a potential purchaser to view the rental unit (note: the Act also allows a registered real estate agent or broker to enter for this purpose if they have written authorization from the landlord),
 - to allow an engineer, architect or other similar professional to make an inspection for a proposed conversion under the *Condominium Act*; or
 - for any reasonable purpose allowed by the rental agreement.
- The notice must include the reason why the landlord wants to enter the rental unit and must state what time, between 8 a.m. and 8 p.m., the landlord will enter the unit. If the landlord gives the tenant the correct notice, the landlord can enter even if the tenant is not at home.

Renewing a lease

The end of a lease does not mean a tenant has to move out. A new lease can be made or the landlord and tenant can agree to renew the lease for another fixed term period. If a new agreement is not reached, the tenant still has the right to stay:

- as a monthly tenant, if they paid their rent by the month in the expired lease, or
- as a weekly tenant, if they paid their rent by the week in the expired lease.

Where the tenant stays on as a monthly or weekly tenant, all the rules of the former lease will still apply to the landlord and tenant. But the landlord can increase the rent each year by the amount allowed under the Act.

If a tenant wants to leave

A tenant must give their landlord **written notice** if they plan to move out. The proper form for this notice (Form N9) is available from the Board. The amount of notice that is required is based on the rental period, as follows:

If the tenant:	Then the tenant must give:	And the termination date must be:
Pays rent on a daily or weekly basis	At least 28 days notice	The end of a weekly rental period (this only applies weekly tenancies)
Pays rent on a monthly basis	At least 60 days notice	The end of a monthly rental period
Has a lease for a fixed term	At least 60 days notice	No earlier than the last day of the lease

Assigning a tenancy and subletting

A tenant may be able to transfer their right to occupy the rental unit to someone else. This is called an **assignment**. In an assignment, a new person takes the place of the tenant, but all the terms of the rental agreement stay the same.

A **sublet** occurs when a tenant moves out of the rental unit, lets another person live there for a period of time, but returns to live in the unit before the tenancy ends. In a sublet, the terms of the rental agreement and the landlord/tenant relationship do not change. A tenant must have the landlord's approval for an assignment or a sublet, but, in either case, the landlord must have a good reason for refusing.

Rules about special tenancies

Some tenants do not have the right to assign their tenancy or sublet; for example, a tenant who is a superintendent, or a tenant who lives in subsidized, public or non-profit housing, or in housing provided by an educational institution where the tenant works or is a student.

For more information about assigning, read the Board's brochure called **How a Tenant can End a Tenancy**.

Ending a tenancy by the landlord

A landlord can end a tenancy only for the reasons allowed by the Act. The first step is for the landlord to give the tenant notice in writing that they want the tenant to move out. The proper forms a landlord must use for giving a notice to end the tenancy are available from the Board. If the tenant does not move out after receiving the notice, the landlord can ask the Board to end the tenancy by filing an application. The Board will decide if the tenancy should end after holding a

hearing. Both the landlord and the tenant can come to the hearing and explain their side to a Member of the Board.

Reasons for eviction based on the tenant's conduct

The Act allows a landlord to give a tenant notice if the tenant, the tenant's guest or someone else who lives in the rental unit either does something they should not do, or does not do something they should. For example:

- not paying the rent in full,
- persistently paying the rent late,
- causing damage to the rental property,
- illegal activity,
- affecting the safety of others,
- disturbing the enjoyment of other tenants or the landlord,
- allowing too many people to live in the rental unit (“overcrowding”),
- not reporting income in subsidized housing.

In some cases, a landlord can give a tenant notice based on the presence or conduct of a pet the tenant is keeping, such as where a pet causes damage to the rental property.

Other reasons for eviction

There are some other reasons for eviction that are **not** related to what the tenant has done or not done. For example:

- the landlord wants the rental unit for their own use or for the use of an immediate family member or a caregiver,
- the landlord has agreed to sell the property and the purchaser wants all or part of the property for their own use or for the use of an immediate family member or a caregiver,
- the landlord plans major repairs or renovations that require a building permit and vacant possession,
- the landlord plans to demolish the rental property,
- in a care home that is occupied for the sole reason of receiving therapy or rehabilitation, the tenant's rehabilitation or therapy program has ended,
- a tenant of a care home needs more care than the care home can provide, or no longer needs the level of care provided by the landlord.

Contact the Landlord and Tenant Board

This guide provides general information only. For more information, or to obtain copies of the Board's forms and publications, you may:

- visit the Board's website at www.LTB.gov.on.ca.
- call the Board at **416-645-8080** or toll-free at **1-888-332-3234**, or
- visit your local Landlord and Tenant Board office.

A list of Board office locations can be found on our website, or you may call us at the numbers listed above.

Practitioner Guidelines for Module 1, Chapter 3

In this chapter students will practise using Essential Skills necessary for dressing well on a budget. It will provide them with some skills that will improve their ability to choose appropriate clothing and take advantages of sales and discounts. Prior to beginning this chapter you should gather information about local “New to You” clothing stores in your community. A discussion about the pros and cons of shopping for clothing at these stores could generate additional teaching opportunities. You should also bring in sales flyers for students to use to practise figuring out discounts.

Included with this chapter is a camp flyer from a YMCA. Some students may find the print size quite small. You can enlarge the document if necessary.

Activity One: Shopping at the Thrift Store

1. \$12.75
2. Beth had enough money. She received \$2.25 in change.

Activity Two: Calculating a discount

The first part of the activity involves using a basic chart to help them calculate discounts on their own. Provide additional practice by including other discount amounts.

This activity might be quite challenging for many students but using additional local sales flyers can provide further practice should it be necessary. The aim in the activity is to provide students with a step-by-step process that will enable them to do this in their head. You will probably need to do it with your students at first.

The word problems are also provided to give students additional practice within a “real-life” context.

1. No, Sarah could not get the cords for \$20. She would have to pay \$21.
Note: this answer is of course based on rounded off numbers. The actual discount is \$8.97. The final price would be \$21.02.
2. \$18.00
3. \$19.99 (note if the student does this in their head, \$20 would be an acceptable answer)
4. \$7.50 is the discount. One shirt would cost \$17.50.

Something to Think About: Answers could vary but because the label says dry clean it is more expensive to care for. Some individuals might suggest that wouldn't matter to them as they hand wash their sweaters, which is often an alternative to dry cleaning. The care is still more difficult. As a result, Beth should not buy the sweater.

Fabric Care Language Made Easy chart: Go over the chart with the students pointing out that there are actually only 11 symbols to know. Show how they are combined to show fabric care on the second chart.

Activity Three: Reading Fabric Care Labels

Sweater: machine wash, no bleach, do not dry clean, do not iron.

Note: the written instructions provide more detail. It is good to point out that they should look at both the symbols and the written information.

T-shirt: machine wash warm, use only non-chlorine bleach when needed, tumble dry low, warm iron

Jeans: no because the colours could run . They should be washed separately in cold water, tumble dry low, do not bleach

Activity four: Reading Community Announcements

1. Beth will be able to get winter coats and snow pants.
2. She needs to bring coats and snow pants to exchange.
3. Yes she should bring the kids as they will be serving hot dogs and hot chocolate.

Activity Five: Camp Clothing

Something to Think About: Answers will vary, gather clothing and supplies, label them,

Answers to questions 1, 2, and 3 will also vary. The main intent is to get them thinking in terms of summer clothing and how much to bring for a week. They also need to consider other items apart from clothing like equipment and personal items.

Activity Six: Read Camp Pamphlet

Answers will vary for questions 1 and 2. This is meant to generate some discussion on appropriate things to bring to camp.

What do you think?

1. **Jeans:** If jeans get wet they are very heavy and take a long time to dry.
Flip Flops: They are not a very safe type of shoe and are not good for walking any distance. They would be okay in the shower or cabin only.

Additional Resources

Useful Websites:

The following website contains numerous articles on care of clothing. It includes tips on cleaning,, stain removal etc. It is taken from the How Stuff Works website.

<http://home.howstuffworks.com/laundry-tips.htm>

Caring for your clothing

<http://home.howstuffworks.com/laundry-tips.htm>

Mending clothes for those who sew

<http://home.howstuffworks.com/how-to-mend-clothes.htm>

Uses of baking soda for laundry

<http://home.howstuffworks.com/uses-for-baking-soda-clothing-care-ga.htm>

Article on clothing shopping tips to save money

<http://www.moneyinstructor.com/art/saveclothing.asp>

Article on back to school shopping to save money

[http://family-budgeting.suite101.com/article.cfm/frugal back to school shopping](http://family-budgeting.suite101.com/article.cfm/frugal+back+to+school+shopping)

The following two websites are useful for providing additional practice and further explanation on calculating discounts.

This one is geared toward children but still contains useful activities. Be sure to check it out first and decide for yourself if your students would benefit from it.

http://www.mathplayground.com/percent_shopping.html

This site is geared towards adults and provides a number of activities to help students gain skill with percents including discounts. Click on math then choose percents.

<http://www.tv411.org/>

Practitioner Introduction to Module Two

Module Two has only one chapter; it focuses on the management of health. Students will have the opportunity to practise the Essential Skills of reading text, numeracy and document use.

The activities will allow students to gain practice in reading health information, filling in medical history forms and applying for a provincial health card. They will also be calculating averages and reading a calendar.

The scenarios used in this module will provide ample opportunity for discussion on health issues. The scenarios focus on quitting smoking and losing weight. Be prepared, however, to access additional health information depending on your students' needs.

As with Module One, this module includes additional resources should they be necessary. Feel free to add others that best meet the individual needs of your students.

Practitioner Guidelines for Module 2, Chapter 1

This chapter is aimed at providing students with Essential Skills practice using documents and scenarios that will help them to manage their health. The activities will provide them with the skills to:

- read a health information pamphlet
- fill in health forms
- access the provincial health card website to apply for a health card
- track their activity level by walking

This chapter provides links to the website for *Ontario Health*. Prior to starting the activities you should find the appropriate website for your province's health card. The personal identification requirements for each province are similar but the application forms will vary.

Part One Activity One: Reading a Calendar

1. Her daily steps are marked in red. Her start date then is October 7th. If she loses 2 pounds a week she will have lost 20 pounds by December 16th.

Please note that weight is given in pounds in the chapter. Although younger people are taught metric alone, many people still give their weight in pounds. It is useful to tell students that 2.2 pounds is equal to one kilogram. 20 pounds lost would be the same as 9 kilograms.

Activity Two: Calculating an Average Amount

1. Be sure to explain what an average is and be prepared to provide additional examples. Eg: average temperature, age, weight, expenses, income etc.

Average daily steps for week one: 2928 or round it up to 3000.

Average daily steps for week two: 4834

Please note these numbers do not come out evenly. There is a remainder which can be ignored for this purpose.

Part Two Activity Three: Reading Health Information

The smoking pamphlet is quite lengthy and may intimidate some students. Point out to them strategies for reading the document: reading titles, looking at text boxes and graphics. It is not always necessary to read the entire document to locate the information required.

1. Possible answers include the following:

- Understand why you smoke—find out the reasons.
- Break other habits that may trigger your smoking.
- Make a commitment to quit. Tell others for support.
- Prepare to quit by cutting down first.
- Set a date and mark it on your calendar.
- Anticipate cravings by avoiding certain situations. Find something else you enjoy to fill the time.
- Don't give up. Be positive.
- See a doctor for nicotine replacement.
- Self-help pamphlets and counselling

2. Possible answers include:

- Blood pressure drops, pulse returns to normal, temperature of hands and feet stabilizes (within 20 minutes)
- Carbon monoxide level in blood drops (8 hours)
- Chance of having a heart attack decreases (24 hours)
- Ability to smell and taste improves (48 hours)
- Lung capacity increases and breathing becomes easier (72 hours)

Something to think about: This is a good opportunity to share and discuss other possible lifestyle changes and what is necessary for success.

Scenario Two

Something to Think About: Many students might not realize that everyone makes mistakes filling in forms so it is common to ask for an extra.

Activity Four: Filling in a Health Clinic Form:

It is a good idea to collect sample drop-in or medical forms for students to practise filling in. Medical offices often give first time patients forms to fill in while they wait to see the health care professional. Often they are quite detailed and time-consuming. Patients can usually get these forms prior to their appointment so they can fill them in at home.

Help students with the required sections of the form, but remind them if they are putting information down about themselves that it is private and they do not have to share private information with others, including their instructor.

1. Family members who are living with you being supported financially by you.
2. There could be a variety of answers but generally different occupations carry different health risks so it could be useful information. It is also useful for scheduling appointments to know a person's availability.
3. Next of kin refers to a member of your family closest to you for example: wife, husband, parents or children. Depending on the living situation it might even be a grandparent or someone else. The important point is who is informed if something happens to you.

Activity Five: Applying for a Health Card

Before beginning this activity find the health card information for your particular province. The information given is for Ontario. The requirements province to province are similar but the actual form will be slightly different. Much of the information gathered will be the same.

1. Proof of citizenship (birth certificate, Canadian Citizenship, Indian Status, Passport), proof of residency (a bill mailed to you, a tax bill, home insurance, letter from employer, etc.) and a supporting document (driver's license, credit card, library card...)

Something to think about: answers will vary but you want students to understand the importance of this card and the value of it to others who might not be eligible.

2. Students can fill in the form online and then print it up. It is only for practice. Remind students once again that the information they put in this form is personal and therefore confidential. Go over each part of the form with students to be sure they understand what is expected.

Additional Resources

Useful Websites:

For information about walking and the 10,000 steps program you go to the following website. The advantage of walking is that it is simple for most people and is affordable.

<http://www.thewalkingsite.com/index.html>

Be sure to check out Health Canada's website for information on smoking. Click on the link "go smoke free." This site is also useful for students wishing additional information for other health concerns.

<http://www.hc-sc.gc.ca/index-eng.php>

Your local health unit is also likely to have good resources for quitting smoking. They will most likely have paper copies of Health Canada documents.

The Canadian Cancer Society has excellent information and links.

http://www.cancer.ca/Canada-wide/Prevention/Quit%20smoking.aspx?sc_lang=en

<http://www.smokershelpline.ca/default.aspx>

The Lung Association can also provide additional resources.

http://www.lung.ca/protect-protegez/tobacco-tabagisme/quitting-cesser/how-comment_e.php

1. Canadian Cancer Society tri fold pamphlet



Canadian Cancer Society / Société canadienne du cancer

Thinking about quitting?
Smokers' Helpline can help.
 1 877 513-5333



1 877 513-5333 | www.cancer.ca

Call *Smokers' Helpline* today!

Monday to Thursday, 8 a.m. to 9 p.m.
 Fridays, 8 a.m. to 6 p.m.
 Weekends, 9 a.m. to 5 p.m.

1 877 513-5333

Smokers' Helpline is a service provided by the Canadian Cancer Society, paid for by the Government of Ontario.

We use the most up-to-date information. *Smokers' Helpline* is a free call from anywhere in Ontario and available in English and French.

Canadian Cancer Society
 Timmins Unit
 273 Third Ave, Suite 101
 Timmins ON P4N 1E2




Canadian Cancer Society / Société canadienne du cancer

Let's Make Cancer History

HELP IS ALSO AVAILABLE ON THE WEB

Smokers' Helpline Online

Smokers' Helpline Online is an interactive, web-based service available 24 hours a day, 7 days a week that offers additional support to people wanting to quit or needing help to stay smoke-free.

Special features include:

- support groups where you can post questions and experiences in discussion groups
- a "Quit Meter" that gives personalized feedback about financial and health gains based on your quit date
- "Quit Buddies", an instant messenger service that allows you to send messages to others in real time for quit support
- inspirational e-mail support with helpful information, tips and strategies for remaining smoke-free

Visit *Smokers' Helpline* Online at:
www.cancer.ca/smokershelpline

"I quit a little while ago now and I've found this site extremely useful. It's refreshing to see others who know how I'm feeling."

THINKING ABOUT QUITTING?

Quitting is possible!

More than 6.6 million Canadians are already former smokers. You too can be a former smoker. It's never too late to quit! Quitting smoking benefits the health of all smokers. Whether you're thinking about quitting, are trying to quit for the first time, have tried to quit before or have quit already, *Smokers' Helpline* can strengthen your willpower and improve your chance of success.

Tried to quit before?

If you've tried to quit smoking before, you probably know first-hand that it's not an easy habit to break. We know that many people try to quit several times before they finally quit for good. That's perfectly normal. When you're ready to try again, *Smokers' Helpline* can help you achieve your goal.

The decision is yours to make

We understand that no two people are alike. You have your own reasons for thinking about quitting. The decision to stop smoking is yours to make. When you've made that decision and you want to talk to someone about it, *Smokers' Helpline* can help by answering your questions and helping you develop a plan.

1 877 513-5333

"When I called Smokers' Helpline, I found the staff to be helpful and I didn't feel like I was being judged."

SMOKERS' HELPLINE CAN HELP

What is *Smokers' Helpline*?

Smokers' Helpline is a free, confidential, telephone-based service that provides personalized support, advice and information about quitting smoking. We use proven practices to help you through the process of quitting. And, once you've quit, we'll still be here to help with your questions and concerns.

What can I expect when I call?

You'll speak one-on-one with someone who understands what you're going through. We can answer your questions about quitting, help you develop a "quit plan" and refer you to services in your community, or we can simply listen if you need to talk about quitting smoking.

What information does *Smokers' Helpline* offer?

Smokers' Helpline has practical information about quitting and can offer options that have been proven to work.

Talk to us about:

- making a "quit plan"
- coping with cravings
- quitting methods
- withdrawal symptoms
- managing stress
- dealing with slips and relapses
- strategies to help you reach your goal

GIVE US A CALL

When should you call us?

Call us when:

- you want to quit
- you're thinking about quitting
- you've quit and you need support
- you quit for awhile but now you're smoking again
- you think you should quit sometime, but you're not ready now
- you don't want to quit
- you want to help someone quit

**Call 7 days a week
from anywhere in Ontario**

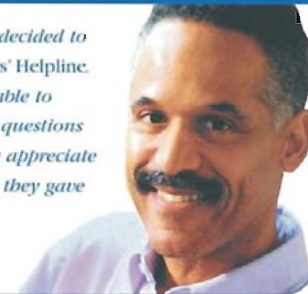
**Monday to Thursday, 8 a.m. to 9 p.m.
Fridays, 8 a.m. to 6 p.m.
Weekends, 9 a.m. to 5 p.m.**

Service is available in English and French.

You can also find more information on our website and access *Smokers' Helpline Online* for additional support at www.cancer.ca.

1 877 513-5333

"I'm glad I decided to call Smokers' Helpline. They were able to answer my questions and I really appreciate the support they gave me."





Canadian Cancer Society
Société canadienne du cancer

How to Quit Smoking



Let's Make Cancer History
1 888 939-3333 | www.cancer.ca

What we do

Thanks to the work of our volunteers and staff, and the generosity of our donors, the Canadian Cancer Society is leading the way in the fight against cancer. The Canadian Cancer Society:

- funds excellence in research for all types of cancer
- advocates for healthy public policy
- promotes healthy lifestyles to help reduce cancer risk
- provides information about cancer
- supports people living with cancer

Contact us for up-to-date information about cancer, our services, or to make a donation.

Canadian Cancer Society
101- 273 Third Ave
Timmins ON P4N 1E2
264-7434 or 1 800-788-0869



Canadian Cancer Society
Société canadienne du cancer

Let's Make Cancer History
1 888 939-3333 | www.cancer.ca

This is general information developed by the Canadian Cancer Society. It is not intended to replace the advice of a qualified healthcare provider.

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- Don't believe that one won't hurt. It will.
- See your doctor if you're having problems.
- Always keep in mind what you like about being a non-smoker.

Rewards

When you are smoke-free for good you'll feel very good about yourself and the work you've done to become a non-smoker. You should! Winning the battle against smoking is hard work. You deserve the rewards:

- Freedom from the mess, smell and cost of smoking.
- Energy to climb a flight of stairs or a hill.
- Fresher breath and healthier gums.
- Better health and a longer life.
- Less chance of getting lung, mouth, throat, colorectal and other cancers.
- Less chance of getting heart and lung disease.
- More money in your pocket.
- A healthier you!

Let Us Help You

When you want to know more about quitting smoking, the Canadian Cancer Society can help. We can get you started by sending you a copy of One Step at a Time, our self-help program for smokers. We can also tell you about telephone support for smokers and other services in your community.

Call one of our information specialists toll-free at **1 888 939-3333**, e-mail us at info@ccs.cancer.ca or visit our website www.cancer.ca.

and have a cigarette you might feel angry or discouraged — that's normal. Remember your goal is to be smoke-free. So, decide not to have another cigarette and get back to your quitting plan. Many people try quitting a few times before they quit for good. Many quitters have used the following hints to help them.

Helpful Hints

Quit day is here. Try these hints from smokers who quit to help you cope with any urges you might have. Choose the right ones for you.

- On your quit day put all your cigarettes, matches, lighters and ashtrays in the garbage.
- Spend your time in places where smoking isn't allowed: libraries, malls, at the movies, the gym.
- After meals brush your teeth instead of smoking.
- Plan how you will handle situations that bring on pleasurable feelings of smoking such as the after dinner coffee.
- Socialize with your non-smoking friends at parties, coffee break and lunch.
- Use your hands. Try crossword puzzles, needlework, gardening, household chores, writing letters or computer games.
- Get more exercise. Walk the dog, ride a bike, play tennis or baseball.
- Get lots of rest.
- Keep healthy food on-hand: carrots, pickles, sunflower seeds, apples and oranges.
- Light incense or a candle instead of a cigarette.
- Add up the money you are saving by not smoking. Buy yourself something special.

HOW TO QUIT SMOKING

Congratulations!

By picking up this pamphlet, you've made the first important step to quitting smoking. Millions of Canadians have stopped smoking — most of them said it wasn't easy. They quit because they knew that smoking:

- wasn't healthy
- was a bad example for their children
- harmed non-smokers
- wasted a lot of money.

A lot of work goes into trying to win the personal battle to quit smoking. There are no simple answers or solutions. Choosing the way that is right for you increases your chances of quitting for good. This pamphlet will help you choose how to stop smoking so you can quit for good.

Preparing to Quit

Understanding why you smoke is the first step. By knowing why you smoke, you can learn to replace smoking with other activities. Studies show that there are six reasons why people smoke. Some people smoke for only one reason and some smoke for many reasons. Read through these descriptions and see which ones apply to you.

Stimulation: You feel like cigarettes help wake you up, get you organized and stay alert. *Try taking a walk instead — it's a true pick-me-up.*

Handling: Holding a cigarette and watching the smoke as you exhale is enjoyable to you. *Instead of a cigarette try doodling or rolling a pencil or coin in your hand.*

Relaxation: When you smoke it's like time away from your everyday pressures — you feel relaxed. *Try finding time for yourself by reading, listening to music or being with friends.*

Handling Stress: You can quit smoking when life is calm, but you start again when life is stressful. You feel smoking calms you down, helps you deal with stress and makes you feel better. *At the first sign of stress try taking long, slow deep breaths. Taking a walk or talking with a friend can also help relieve stress.*

Covings: Running out of cigarettes is scary for you. You want another cigarette as soon as one is finished. *For you, quitting "cold turkey" or stopping all at once, may be a better way to quit than cutting down the number smoked. Think about quitting when you've got the flu and your taste for smoking may be low.*

Habit: You light a new cigarette forgetting that one is already burning. *You may be lighting cigarettes when you don't really want them. Ask yourself: "Do I really want this cigarette?" every time you light one up. This will make you aware of all the cigarettes you don't really want.*

Now you know why you're smoking. Use this information to plan how you're going to quit. Set a quit date. It should be a date that's memorable like your birthday, New Year's Day or your anniversary. Leave enough time to get ready for your quit day but not so much time that you lose interest.

To prepare for your quit day, use one or more of these tips:

- Make a list of all the reasons you want to quit. Keep them handy in your wallet or on the fridge. Look at them at least every day.
- Get a friend you can quit on your target day.
- Make a list of what you liked and didn't like about smoking — keep adding to it every day.
- Ask a buddy to quit with you.
- Smoke only half a cigarette.
- Buy cigarettes by the pack and wait until one is empty before buying another one.
- Change when and where you smoke. If you like to smoke with others, smoke alone.
- Drink juice instead of smoking a cigarette for a pick-me-up.
- Don't empty your ashtrays. They will remind you of how many cigarettes you smoke and how bad stale butts smell.
- Keep a daily diary of the cigarettes you smoke and the number of times you didn't give into the urge until your quit day.
- Imagine what you could be doing other than smoking at any given time.

Methods Of Quitting

There are two ways to stop smoking — "cold turkey" and tapering off slowly. The choice is yours. Choose the one that is best for you.

"Cold Turkey"

If you're a daily smoker or really desire the taste of cigarettes then going "cold turkey" may be the best way for you to quit. On your quit day you

don't smoke a single cigarette. The same for the next day. And the next. And the next.

Stopping smoke-free forever is easier if you plan what you'll do when the craving for a cigarette hits. For example, if you smoke when you drink coffee, switch to drinking tea or juice. Or take a walk on your coffee break. If you smoke when you watch TV try knitting, doodling or rolling a coin around in your hand. Chew sugarless gum or mints if you miss having something in your mouth.

Hint: Some smokers find medication will help take away some of the withdrawal symptoms. Ask your doctor or pharmacist what would be best for you.

Tapering Off Slowly

This means you will cut down the number of cigarettes you smoke little by little every day until your quit day. On your quit day you will not smoke at all.

Start two weeks before your quit day. Begin cutting down how many cigarettes you smoke every day. It is helpful to decide how many cigarettes you will smoke each day before your quit day. Keep only that number of cigarettes with you. For example, if you smoke a pack of cigarettes a day and you decide to cut back one cigarette every day until your quit day, you will carry 19 today, 18 tomorrow, 17 the next day and so on. By your quit day, you should be smoking half the number of cigarettes you were at the beginning.

Whether you choose "cold turkey" or to taper off, quitting smoking can be hard work. If you slip

Practitioner Introduction to Module Three

Module Three consists of seven chapters which focus on managing personal issues and relationships. As with the previous modules, make sure you look through the chapters in advance as you may wish to gather local documents for your students to work with, in addition to what is provided in the module. The Essential Skills of reading, writing, math, document use, computers and oral communication are used in this module.

The first two chapters will have the most relevance for parents and/or caregivers. Chapter One deals with the importance of reading to children. Students will have the opportunity to apply for a library card and read information on choosing and reading a book to a child.

Chapter Two is lengthy as it covers several skills necessary to help a child with their homework. Many students may not believe they have the skills necessary to help their children, as they themselves struggle with literacy. They need to be reassured that this is not the case. Students will learn how to read a report card, write a note to the teacher, set up a proper homework space, and help with homework. A number of the activities require effective Internet search techniques which students will have a chance to practise.

Chapter Three and Four are about personal finance. Students will use addition, subtraction and multiplication skills to keep track of their money. In Chapter Three, students will have a chance to practise using an ATM, reading a bank statement and balancing their cheque book.

In Chapter Four, students will learn how small day to day expenses can add up by tracking their expenses and setting up a monthly budget.

Chapter Five looks at the importance of being organized and prepared. Students will read a flight itinerary, read Air Canada carry-on baggage regulations, and write travel to do lists.

Chapter Six provides students with an opportunity to assess their needs and abilities. They will do an online learning style assessment and learn appropriate strategies to assist them with their own learning. Students will also have the opportunity to further assess their abilities by trying a number of fun personality quizzes.

The final chapter in the module is about dealing with social service agencies. Students will learn advocacy skills while they prepare for an interview with a social service worker. It is important for students to understand that the skills practised in this chapter are (like all Essential Skills) transferable, and they are equally effective when dealing with banks, insurance companies, the retail sector or any business.

Practitioner Guidelines for Module 3: Chapter 1

Activity One: Directory Assistance

In order to complete the first part of this activity, students will require access to the Internet. Be sure that students access 411.ca, the Canadian site. It is useful to point out to students that you can also get listings for American addresses as well.

You will require a local phone book in order to complete the second part of the activity. A few pages in from the beginning of the phone book is an *Area Code and Time Zone map*. Have students use the map to locate the city and area code.

Vancouver: 1-604-555-1212

Yellowknife: 1-867-555-1212

Toronto: either 1-416-555-1212 or 1-647-555-1212

Saskatoon: 1-306-555-1212

Activity Two: Filling in Library Membership Form

Answers will vary. This is also a good opportunity to bring in forms particular to your community. Time permitting, it would also be good to arrange a visit and tour of the library, at which time students could obtain their own library card.

Activity Three: Choosing a Children's Book

Book Choice #1: Title: *Night Cars by Teddy Jam*

Derrick would probably like this book as it is about cars.

The answers will vary for the second book choice. Both books should come from the list for children age 3 to 5.

Activity Four: Reading Tips

1. Recite rhymes, songs etc.
2. Choose books which invite movement and sounds.
3. Keep reading short, simple and often.
4. Encourage child to ask questions. Take time to answer them and ask questions of your own.
5. Choose books about everyday things your child can identify with.
6. Allow child to run, jump and play as they listen to the story.
7. Read favourites over and over again.
8. Try different stories and different times of the day.

Students may come up with additional tips as well.

Additional Resources:

There are many useful books and resources on reading to children. Check out local family literacy programs in your community to gather pamphlets and information on this important topic. Check out provincial and territorial literacy networks of which some are listed below; many of them contain resources for family literacy.

There are also many useful websites for parents and children which are listed below; many of these include read aloud books. This is a great alternative for parents wishing to practise their skills or for children to follow along with.

As well, libraries often have books with a tape that can be borrowed. Libraries and other community organizations also provide free of charge story times for pre-school children.

Useful Websites:

Reading to Children

CESBA has an online curriculum called 'Together We Read for practitioners whose learners' goals include, "helping my children become good readers."

http://lbspractitionertraining.com/partners/curriculum/togetherweread/twr_toc.htm

The PBS website has lots of fun games and read aloud stories for children and parents.

<http://pbskids.org/lions/index.html>

Centre for Expertise in Family Literacy website contains a large number of resources for parents. Check out the resources and materials section.

<http://www.familyliteracyexpertise.org/Resources/resources.htm>

The Toronto Public Library has a great website for children which also includes some stories read aloud by the author.

<http://kidsspace.torontopubliclibrary.ca/stories.html>

The Regina Public Library is also excellent. Check out Cool Stuff which includes links to other sites for read aloud books as well as games and other activities.

Practitioner Guidelines for Module 3: Chapter 2

There is a lot of information and several activities in this chapter. It would be useful for students in your class with school age children to bring a recent report card, if they are willing, to use for some of the activities instead of the sample provided.

The report card used in the chapter is from Ontario Elementary Schools. Be sure to check your provincial education website for more specific information. The *educationboard.ca* website listed in the additional resources also has relevant information for specific provinces.

Some students may have children with special needs who have Individual Education Plans. Preparing for a parent/teacher interview would be more involved in that case. It might require talking to principals, therapists and teacher assistants as well. Reading the Individual Education Plan can also be quite challenging due to length and complexity of language.

Many communities, schools and libraries have after school programs and/or homework clubs which assist children with their schoolwork. Be sure to have this information available for students.

Activity One: Reading a Report Card

The web search activity introduces students to an easier way to find important information. Using *Google* or some other search engine may get you to a good website but it does not necessarily show you where the information is located. Teaching them to use the search box on a website makes it easier to find specific information. As well, it makes it easier locating it when you return to the website.

All the articles used in this and the following sections are fairly long. Spend some time pointing out to students that it is not always necessary to read every word. Sometimes you can get the information you need from the bolded titles. Scanning through the titles also allows you to pick and choose what you want to read more thoroughly.

Answers to questions from the first article: *How to Read a Report Card*.

1. A
2. B
3. Yes because the marks indicate that a child is performing below what is expected for that grade.

Activity Two: Riley's Report Card

There is a lot of complex language that is used in a report card. Be sure to spend sufficient time looking over all the sections before tackling the questions. It might be useful to have students circle the words they do not know. They can then work on their meanings within the context of their own child's report.

1. There are several things that could be mentioned:
 - Strong oral communication skills
 - Excellent class participation
 - Good physical coordination
 - Sings well
 - Art
 - Gets along well with others
 - Good marks in math
2. Class participation (E), use of information, cooperation with others, conflict resolution (G)
3. Reading
4. Homework completion, reading, writing

Part Two: Setting up a Homework Space

Activity Three

The web search provides further practice for effective searches.

1. There are many answers that are possible for this question. Students may provide suggestions not included in the articles based on their own experience. Again, the titles provide all the necessary information.
 - Establish a homework routine
 - Put a desk or table in the homework area
 - Remove clutter

- Make the space pleasant
 - Keep school supplies on hand
 - Enforce quiet time in the homework area
2. Turn off the television and don't talk on the phone in the same room.
 3. Pencils, pens, erasers, paper, assignment book or agenda, dictionary, pencil crayons, markers, glue, scissors...

Part Three: Helping Your Child with Homework

More web search practice.

1. Show you are interested.
2. Talk to the teacher about what is expected of your child.
3. Practise material with them (times tables, spelling words, study for a test).
4. Set up a space and a routine.
5. Praise them when they do well and/or work hard at a subject. Additional homework topics might arise around the why and how much, so be prepared with additional information for students. The following information might prove helpful in these discussions.

The following is taken from “*Winning the Homework Battle*”, a series of workshops for parents developed by Sheila Marshall at Timmins Learning Centre.

Homework: What's in it for your child?

- ❖ Improves and reinforces remembering and understanding of schoolwork
- ❖ Helps students develop study skills
- ❖ Teaches them that learning takes place anywhere, not just the classroom
- ❖ Can foster independence and responsibility
- ❖ Teaches time management skills

How much is enough?

These are only suggestions!

K-Grade 2 10-20 minutes a day
Grade 3-6 30-60 minutes a day
Grade 7 through high school—amounts will vary from night to night

Reading at home is especially important for young children. High interest reading may increase the time spent on homework. A shorter time period for young children is a reflection of their shorter attention span.

Kinds of homework

- ✧ Practice - reinforce learning and master specific skills
- ✧ Preparation - introduces new material which will be covered in class later
- ✧ Extension - application of skills they have to new situations
- ✧ Integration - application of many different skills to a single task - book reports, science projects, reports

How Parents can help with Homework

- ✧ Provide a quiet, well-lit place - avoid having the T.V. on or people coming and going.
- ✧ Have all materials available for your child's use - paper, pencils, dictionary, markers, ruler, etc. **Do not rely on your child bringing home everything they need for assignments.**
- ✧ Help your child with time management. Establish a set time for homework. Don't let your child leave it until bedtime. Use weekend mornings and afternoons for big projects. Keep track on a calendar when assignments are due and plan with your child when they will do each assignment to avoid doing projects the night before they are due.
- ✧ Be positive about homework. Let your child know how important school is.
- ✧ When your child does homework, it is good for them to see you doing homework as well - reading, balancing cheque book, paying bills, to do lists, grocery lists.
- ✧ When your child asks for help - provide guidance, not answers. If you just give them the answers, your child will not learn the material. Too much help teaches children to rely on others instead of teaching them to rely on themselves to

tackle the tough stuff.

- ✧ Cooperate with the teacher. Follow instructions given by the teacher. It teaches your child that school and home are a team.
- ✧ If homework is meant to be done by your child alone - stay away. Too much involvement can inhibit independent lifelong learning skills.
- ✧ Stay informed. Talk with the child's teacher to find out about expectations. Read information sent home from school.
- ✧ Have your child do the hard work first so he is most alert for the biggest challenges. Easy work will go fast when the fatigue sets in.
- ✧ Watch for signs of failure and frustration. Give your child a short break if she is having trouble concentrating.
- ✧ Reward progress in homework. Celebrate success with a special treat.
- ✧ Have your child read aloud to you every night.
- ✧ Choose a quiet place free from distractions for your child to do his nightly reading assignments.
- ✧ **Helping with math homework** involves the parent staying on top of what children are working on and reinforcing with practice skills being taught - flash cards for math facts, deck of cards can also be used. Make sure you ask the teacher if your child is at grade level. (www.ed.gov)

Part Four: Writing a Note to the Teacher

Activity Five

This activity may be very challenging for many of your students. They may not be ready to tackle this independently. If that is the case, be prepared to work on the main points needed for the note together. This could also be a group activity with a follow-up being to write a note to their child's teacher. Students may need the additional practice and input to be successful at writing a note.

Check the additional resources as well for websites which will help students with letter writing.

The note should include the following:

- A brief intro where you mention that you will be doing some things to help Riley improve in school
- Riley and I will be reading together every night
- I will set up a homework space and time for Riley
- Check homework every day
- Practise spelling with him

Be sure to point out to students the need to fill this last page in and to tick off the box to discuss report. The form also allows for input from the child so parents will want to share what they write with their child and perhaps add what the child will do to improve.

Part Five: Preparing for a Parent/Teacher Interview

Students' thoughts on this topic will vary but possible answers might include the following:

- You have a short time so it is good to write down key points to help you remember.
- Teachers have things they want to share with you as well, so it is important to prepare in advance to ensure you get equal time.
- Write concerns down in the form of questions. E.g. How much homework is expected?

Activity Six

More web search practice is included in this section as well. If necessary take some time to provide students with additional practice finding information. It is also good to show students how to save websites to their favourites.

Activity Seven: Preparing for an Interview

1. Students may provide additional suggestions as well.
 - Schedule appointment early.
 - Ask child how things are going at school.

- Write down your questions ahead of time.
 - Ask about talking to other teachers than the homeroom teacher.
2. Stick to talking about your child
- Develop a rapport with the teacher. Make sure you listen to what the teacher has to say.
 - Try not to be defensive. It is never easy to listen to negative comments about your child. Try to remember the teacher is trying to help you and your child.
 - Take a notepad and pen.
 - Find out how child is doing socially.
 - Give relevant information about changes at home.
 - Stick to teacher's area of expertise.
 - Leave with an action plan.

Additional Resources

Homework Websites

Toronto Public Library website, Kidspage, contains great links to websites which provide children with online help.

<http://kidsspace.torontopubliclibrary.ca/genCategory15797.html>

Educationboard.ca provides links to resources to help children with homework.

<http://www.educationboard.ca/en/parents/primary-school/homework-help.php>

Good math site for children

<http://www.mathplayground.com/index.html>

The Internet Public Library is a great site where kids can ask homework questions to a librarian. Has access to reference material. Appropriate for all ages.

<http://www.ipl.org/>

<http://www.ipl.org/div/kidspage/ask/>

Regina Public Library has a terrific section for homework help.

<http://www.rpl.regina.sk.ca/kidspage/gethelp/index.html>

Other useful websites:

Educationboard.ca contains a lot of information for teachers as well as parents and children. Further, it contains province specific information on provincial standards and outcomes based assessment.

<http://www.educationboard.ca>

School board sites can also contain useful information for parents. A good activity would be to have students access their local school board for information. Many schools also have their own website which they use to communicate with parents.

The Learning Edge has a useful activity which introduces students to search engines.

<http://www.thewclc.ca/edge/issue3/index.html>

As well Huron County CAP program has a good site which teaches Internet search skills.

<http://www.huroncounty.ca/library/cap/search-internet.html#>

The following article can be printed up for students and used with the final activity in the chapter or for future reference when preparing an interview for their own child.

How to prepare for parent/teacher conferences

by Cristen Pennington on babycenter.com

14 great questions to ask the teacher

1. Is my child working up to his ability?
2. Is there anything we can do at home to reinforce the skills that you're working on in the classroom?
3. How much time should my child be spending on his homework?
4. Do you grade homework assignments?
5. What are my child's strengths and weaknesses?
6. What can we do to help develop our child's weak areas?
7. What are my child's academic talents?
8. How are grades determined — are tests weighted the same as homework and in-class assignments?
9. What is my child like in class?
10. What is my child's learning style?
11. How does my child interact with the other kids?
12. Is there anything that I can share with you about my child and what he's like at home?
13. What skills will my child be expected to master this year in key subjects like math, English, science, and history?
14. Which, if any, standardized tests will be administered this year?

Student: Grade:		Teacher:		Days Absent: Times Late:	Total Days Absent: Total Times Late:
Board: Address:			School: Address:		
			Principal:		Telephone:
Promotion Status: <input type="radio"/> Progressing well towards promotion <input type="radio"/> Progressing with some difficulty towards promotion <input type="radio"/> Promotion at risk				Grade in September:	
Letter Grades		Achievement of the Provincial Curriculum Expectations			
A- to A+		The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard. (Level 4)			
B- to B+		The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. (Level 3)			
C- to C+		The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. (Level 2)			
D- to D+		The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard. (Level 1)			
R		The student has not demonstrated the required knowledge and skills. Extensive remediation is required.			
IEP - Individual Education Plan that addresses special learning needs			ESL - English as a Second Language		
ESD - English Skills Development					
Subjects		Report 1	Report 2	Report 3	Strengths/Weaknesses/Next Steps
English <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not applicable <input type="checkbox"/> IEP					
Reading					
Writing					
Oral and Visual Communication					
Second Language <input type="checkbox"/> French <input type="checkbox"/> Native <input type="checkbox"/> Not Applicable <input type="checkbox"/> Core <input type="checkbox"/> Extended <input type="checkbox"/> Immersion <input type="checkbox"/> IEP					
Oral Communication					
Reading					
Writing					
Mathematics <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not applicable <input type="checkbox"/> IEP					
Number Sense and Numeration					
Measurement					
Geometry and Spatial Sense					
Patterning and Algebra					
Data Management and Probability					

Student:

Grade:

Subjects	Report 1	Report 2	Report 3	Strengths/Weaknesses/Next Steps							
Science and Technology <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP											
Social Studies <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP											
Health and Physical Education <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP											
The Arts <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP Music <input type="checkbox"/> IEP Visual Arts <input type="checkbox"/> IEP Drama and Dance <input type="checkbox"/> IEP											
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP											
<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> IEP											
Learning Skills E – Excellent G – Good S – Satisfactory N – Needs Improvement											
Independent work				Use of information				Class participation			
Initiative				Cooperation with others				Problem solving			
Homework completion				Conflict resolution				Goal setting to improve work			
Strengths/Weaknesses/Next Steps											
To Parents or Guardians and Students This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.											
Teacher's Signature _____						Principal's Signature _____					

PROVINCIAL REPORT CARD

Response Form (to be completed, signed and returned)

Student:	Grade:	Date:
School:	Homeroom Teacher	

Parent's/Guardian's and students comments on student achievement, goals, and home support:

I have received the report card.

I would like to discuss this report Card. Please contact me.

Parent's Guardian's Signature

Parent's Guardian's Name (Please Print)

Student's Signature

Telephone (day)

Telephone (evening)

Practitioner Guidelines for Module 3: Chapter 3

Vocabulary section: The vocabulary in this chapter is all to do with banking. It also includes acronyms. Students may wish to bring in their own bank statements and/or passbooks which may contain other acronyms. ATM is used for Automatic Teller Machine but it can appear on bank statements as ABM or Automatic Bank Machine.

Bank Statement: Please take notice that the bank statement is written in all capital letters and has no spacing between entries. This is more difficult to read for many learners but it is a reflection of how bank statements appear. The boxes at the bottom of the statement are normally filled in by the bank. They have been left blank in order for students to practise checking these numbers.

Activity One: Checking Your Bank Statement

1. Number of debit card purchases: 6 Total amount: \$460.92
2. Number of cheques: 4 Total amount: \$717.33
3. $\$460.92 + \$717.33 + \$40.00 = \1218.25
4. $\$969.00 + \$246.00 = \$1215.00$
5. Yes the bank is right. $\$1215.00 - \$1218.25 = -\$3.25$. Beth is short by \$3.25.
6. $\$40.00 + \$5.00 + \$3.25 = \48.25 .

Activity Two: Adding Debits and Credits

1. Twelve debits including the bank charges and one credit, a deposit of \$246.00.
2. \$1263.25
3. \$246.00

Activity Three: Filling in a cheque Register

The filled in cheque register should look like the one on the following page.

The purpose column will vary somewhat as long as the basic information is correct. Make sure students understand that the bank charges are entered when you receive the statement.

Cheque Register

Date	Cheque #	Payee/Purpose	Amount	Deposit	Balance	Entered Cleared
Jan 1		<i>Starting balance</i>			969.00	
Jan 2		<i>Groceries—No Frills</i>	83.73		885.27	
Jan 2		<i>Walmart</i>	34.71		850.56	
Jan 6		<i>Cash withdrawal</i>	40.00		810.56	
Jan 8		<i>Child tax credit deposit</i>		246.00	1056.56	
Jan 10		<i>Groceries--Sobeys</i>	114.73		941.83	
Jan 12	001	<i>Cable--Persona</i>	55.00		886.83	
Jan 12	002	<i>Cellphone—Roger's Wireless</i>	62.33		824.50	
Jan 13	003	<i>Sears Canada</i>	50.00		774.50	
Jan 15		<i>Value Village</i>	16.75		757.75	
Jan 15		<i>Groceries—Food Basics</i>	84.59		673.16	
Jan 26		<i>Groceries—Food Basics</i>	126.41		546.75	
Jan 27	004	<i>Rent</i>	550.00		-3.25	
Jan 30		<i>Bank Charges</i>	45.00		-48.25	

Something to Think About: Students will have a variety of suggestions. Some possibilities include:

If you need cash and are also doing a point of sale purchase request cash back. This reduces the number of transactions from two to one.

Reduce additional charges for ATM's by using your own bank machines. Some ATM's charge an additional amount.

Don't take out a lot of small amounts of cash. Take out a larger amount at one time. This is only a good idea if you are the type of person who is careful with money. If money *burns a hole in your pocket*, this might not be a good suggestion.

Some students might suggest withdrawing all their money for the month at one time. Again this adds the chance of theft, loss or excess spending.

Activity Three: Using an ATM

Who has a better way of managing their money? There isn't a right or wrong answer to this question. The main point is to make students aware of the inherent risks in withdrawing all their money at one time.

The website link provides an opportunity for students to practise a number of operations on a virtual ATM. Please note that the website is from the UK; therefore, money amounts are in British pounds. The function keys however are the same as in Canada. It also prints out a transaction record for students to practice reading.

Activity Four: Using Your Debit Card Safely

The purpose of this activity is get students thinking about withdrawing money safely, protecting their PIN number and choosing a PIN number others will not be able to guess at.

Something to Think About: Using your birth date is never a good idea. If your wallet is lost or stolen a stranger could learn your birth date from your identification. People who know your birth date could also try this number.

Will you be doing anything differently now? Hopefully students will suggest changes as a result of discussions and the article on Tips and Warnings.

Additional Resources

Useful Websites:

About.com Financial Planning

Provides a step by step procedure for balancing a chequebook.

<http://financialplan.about.com/od/banking/ht/BalCheckbook.htm>

The National Centre for Family Literacy, an American organization provides a variety of resources for literacy practitioners including a section including student modules on *Financial Literacy*.

http://www.famlit.org/site/c.gtjWJdMQIsE/b.4073137/k.6354/Family_Financial_Literacy.htm

The California Distance Learning Project provides numerous articles on a variety of topics for students to read. There are a number of articles on banking and finances.

<http://www.cdlponline.org/index.cfm?fuseaction=stories&topicID=7>

The Understanding Money website has numerous resources on managing your money and budgeting. The website is from Australia.

<http://www.understandingmoney.gov.au/>

The Financial Consumer Agency of Canada has a good interactive tool to help you select the right bank account.

<http://www.fcac-acfc.gc.ca/eng/consumers/ITools/CoB/default.asp>

Practitioner Guidelines for Module 3: Chapter 4

This chapter flows naturally from the previous chapter on banking. The purpose of the chapter is to have students look critically at their spending habits. Some students will be very good at this as they have been living on a low fixed income for a long time. They might be able to contribute some good suggestions from their own experience. Other students may belong to those of us who can't keep money in our pockets. It is a good idea to point out to students that everyone needs to have the necessary skills to manage their money, not only those who have low incomes.

Activity One: Applying for a Subsidy

The link provided is to the YMCA Canada website. It would be useful beforehand to locate the nearest YMCA for your community. The location of the information varies from community to community but most sites provide information on applying for membership assistance.

The pamphlet provided in the chapter is taken from the Toronto region. This exercise is also useful for students who might wish to apply for subsidies for their children (summer camps, after school programs, day camps, etc.) This activity could be extended to include applying for a variety of subsidies depending on the needs of your students. If you wish, you could pick up application forms to be used in class as well as the one provided. The type of information required is similar.

1. Bank balances, two consecutive pay stubs, social assistance statements, child tax benefit statement, EI, GST rebates
2. Utility bills, rent payment receipts, transportation receipts, cable and phone bill, child care and other fixed expenses.
3. Anyone whose financial circumstances make it impossible to pay for the membership is eligible for a subsidy.
4. Everyone approved must pay part of the fee. The amount paid depends on the individual assessment.

Activity Two: Tracking Your Expenses

Jason's Monthly Expenses Form should look like the one below.

Income	Amount	
Disability support cheque	800	00
Expenses		
Rent	300	
Cell phone	50	
Bus Pass	85	
Groceries	250	
Carton of Cigarettes	65	
Timcard	50	
Total	800	

1. \$800.00
2. \$735.00

Something to Think About: Answers will vary.

3. $\$65 \times 12 = \780.00
4. $\$50 \times 12 = \600.00
5. \$1380.00

Something to Think About: Answers will vary. Suggest things like junk food purchases and pop and chips. You want students to start seeing the difference between wants and needs.

Activity Three: Writing a Budget

Answers will vary. Be sure to remind students with suggestions around typical monthly expenditures: rent, utilities, phone, groceries, bus pass, etc.

Activity Four: Little Things Can Add Up!

1. $\$1.39 \times 7 = \9.73 a week, $\$9.73 \times 52 = \505.96 a year or $\$1.39 \times 365 = \507.35

2. $\$37.40$ a month, $\$37.40 \times 12 = \448.80 a year or $\$9.35 \times 52 = \486.20

Multiplying by the number of months won't give an accurate answer as the first answer is based on a month of 28 days which of course is inaccurate.

Have students estimate their weekly, monthly and annual expenditures for cigarettes, coffee and fast food. Ask them what that amount of money could purchase if they didn't spend as much of their money on these items. Again, the purpose of the activity is to get students thinking critically about how they spend their money.

Activity Five: Filling in a Membership Assistance Application Form

Answers will vary. Point out to students the importance of listing the family members they are responsible for when they list their expenses.

Practitioner Guidelines for Module 3: Chapter 5

This chapter is aimed at providing students with the opportunity to discuss and practise some organization skills. The activities provide an opportunity for you, the instructor, to discuss the importance of being organized and to discuss ways to incorporate organization skills into your students' lives. List making, preparing in advance, and highlighting important information are good first steps. Be sure to take time to talk about other ways to be organized---appointment books, calendars, and agendas could all be brought into this discussion. Discuss the need to file important information (warranties, birth certificates, insurance policies, income tax records, contact information, receipts, bills, ...) There are numerous websites which provide tips and articles on getting organized which could provide supplementary materials depending on the needs of your students.

Activity One: Reading an Itinerary

1. Saturday, December 19, 2009 at 17:00.
2. Saturday, December 19, 2009 at 19:15.
3. AC123
4. KQ6B5Z
5. Air Canada Jazz Terminal One
6. 07:00

This activity provides a good opportunity to discuss time zone changes. The flight to Edmonton is approximately 4 hours long not two hours as the time suggests. Flights always give the arrival and departure times according to the local time at arrival and departure point. Telephone books provide a good map demonstrating the time zones both nationally and internationally.

Activity Two: Understanding a 24 Hour Clock

A copy of a 24 hour clock is provided in the additional resources for this chapter.

1. The explanation can be quite confusing. The phrase in quotations provides a hint to locating the answer in the text. The correct answer is midnight.
2. 00:00

3. 1:00 am to 12:00 Noon display the same on a 24 hour clock.
4. 8:00, 1:00, 15:00, 23:00, 18:00, 11:45, 12:15, 00:45, 19:20

Activity Three: Reading For Information

1.
 - a) straight razors and razor blades
 - b) box cutters
 - c) hatchets, hunting knives, jackknives etc.
 - d) tools such as hammers, screwdrivers, wrenches, saws etc.
 - e) ammunition and firearms
 - f) fuel, lighters (except bic type lighters)
 - g) sports items such as cross-bows, scuba tanks
 - h) blackjacks and billy clubs

2.
 - a) syringes or needles for personal medication
 - b) medication
 - c) electronic devices
 - d) one book of matches
 - e) bic type lighters
 - f) plastic knitting needles with rounded tips

Point out to students that the Air Canada Website provides more detailed information for some of the items listed above. They can click on links for specifics if they wish.

3. Liquids, gels or aerosols in containers 100 ml or less which must be placed in a resealable plastic bag no bigger than 1 litre
4. Unsealed, open or opaque plastic bags of any size with liquids, gels or aerosols in containers of any size

- Baby formula, baby food and milk or juice if traveling with children 2 years or under, prescription medication, essential non-prescription medicines

Activity Four: Making Lists

Answers will vary for all three lists.

Sample filled in lists provided on the following page.

Travel Document To Do List

Check Itinerary	Check dates and times of departure.
	Check Terminal
	Check Check-in time
Photo ID	
Electronic Ticket	
Keep in safe place in one spot.	

Carry-on Bag	
Travel documents	
Book to read or some other activity	
Valuable items	
Electronics—cell phone, camera, laptop	
Pen or pencil	
gum	
wallet	
Checked Luggage	
Clothing and personal hygiene items enough for the time away	
shoes	

Something to Think About: Answers will vary but carry on should include your travel documents, personal items such as books, games, cell phone, laptop, camera, money, medication, gum....some people pack a change of clothes and toothbrush.

You shouldn't pack valuable items as your luggage could get lost or delayed.

Practitioner Guidelines for Module 3: Chapter 6

Assessing your needs and abilities is the first step toward seeking out help; being able to do this on your own is essential for independence. Once you are aware of your need, you can take the next step to obtain the necessary help to achieve your goal.

This chapter will allow learners to assess their learning style and learn to apply some accommodations. Becoming knowledgeable about their own learning style means they can take a more active role in their learning and interactions with others, both in and out of the program.

The learning style assessment used in this chapter is taken from the website *ldpride.com*. This is a website designed and run by an individual with learning disabilities. The tools and resources on this site are intended for use by other learning disabled adults. The information is straightforward and clearly laid out. It is one of many websites which provides an opportunity to assess your learning style. Feel free to use another one you might be more familiar with.

Ultimately, we want our learners to be able to consider their needs and abilities and communicate them to others to ensure they receive the help they need.

For some students, gaining the confidence that comes with knowledge may be enough to enable them to say, “I have a hard time remembering what I hear; can I look at that?” or even “I have a learning disability.”

Activity One: Reading about Learning Styles

1. Learning styles are different approaches or ways of learning.
2. Visual, auditory and tactile/kinesthetic
3. Visual learners learn best through seeing. They may think in pictures and learn best from visual displays.
4. An auditory learner might remember what they read by reading it aloud or by tape recording it.
5. Kinesthetic learners might find it difficult to sit still for long periods of time.

Sarah is not likely to be an auditory learner because she does not remember much unless the story is in front of her. She is probably a visual learner.

Something to Think About: Answers will vary but the student should mention that knowing your learning style helps you to know what strategies to use in different learning situations. For example, taking notes in a meeting if you are a visual learner.

It is also useful to know the learning style of people close to you so that you can change the way you give instructions to children, friends, spouses, etc. For example: leaving a note on the fridge or leaving a message on the answering machine.

Activity Two: Learning Strategies (Answers taken directly from Idpride.com)

1. Sarah is visual. Visual learning strategies are:
 - Use visual materials such as pictures, charts, maps, graphs, etc.
 - Have a clear view of your teachers when they are speaking so you can see their body language and facial expression
 - Use colour to highlight important points in text
 - Take notes or ask your teacher to provide handouts
 - Illustrate your ideas as a picture or brainstorming bubble before writing them down
 - Write a story and illustrate it
 - Use multi-media (e.g. computers, videos, and filmstrips)
 - Study in a quiet place away from verbal disturbances
 - Read illustrated books
 - Visualize information as a picture to aid memorization

2. Beth is auditory. Auditory learning strategies are:
 - Participate in class discussions/debates
 - Make speeches and presentations
 - Use a tape recorder during lectures instead of taking notes
 - Read text out aloud

- Create musical jingles to aid memorization
- Create mnemonics to aid memorization
- Discuss your ideas verbally
- Dictate to someone while they write down your thoughts
- Use verbal analogies and story-telling to demonstrate your point

Activity Three: What's Your Learning Style?

Have students complete the learning style test. If the students are interested in this topic, they might want to do the *Multiple Intelligence* quiz as well.

Activity Four

The answers will vary depending on what the results of the test indicate.

Activity Five: Personality Quizzes

Students will require a pen and paper for this activity.

This activity is meant to be fun although it can also be informative. Hopefully, it will reinforce the idea of the importance of knowing your own needs and strengths and abilities.

The answers will vary from student to student but it will likely generate a lot of discussion. It might also provide the opportunity for discussing the options around possible next steps to take with this information.

There is the option on this site to submit your results on line. Let students know that an email address is likely required; this generally results in spam from the site.

Practitioner Guidelines for Module 3: Chapter 7

The purpose of this chapter is to provide students with strategies to improve their self-advocacy skills. Students will likely have numerous examples of past experiences dealing with large agencies or institutions. They should be encouraged to share what worked for them, as well as what proved most challenging. The strategies discussed are equally effective with banks, insurance companies, corporations or other government agencies. By the end of the chapter students should be aware of the importance of keeping and providing documentation and writing notes in preparation for interviews.

Activity One: Reading for Information

1. Glasses can only be replaced every three years.
2. New frames are provided only when old frames are broken beyond repair or where the current frame is inadequate for the prescription.
3. Children may receive replacement lenses anytime there is a change in prescription. The new lenses should be placed in the existing frames.
4. Ontario Works will replace children's glasses due to loss, damage or negligence as needed. If abuse is suspected, cases are subject to review.

Something to Think About: Encourage students to share successful strategies that they have used in the past.

Sarah should gather any copies of documentation. Be sure to stress to students the necessity to keep a copy for themselves as well as the agency. For phone conversations students need to know that it is important to document dates of phone calls and what took place during the conversation.

Activity Two. Preparing for an Interview with Your Worker

Spend some time discussing with students what it means to self-advocate. Some students might already be very effective self-advocates. They should be encouraged to share their strategies with others.

The tips provided are from the Kidney Foundation's website. Their strategies are equally valid for everyone. You might want to print up the *Self-Advocacy Guide* prior to beginning the next activity. A copy is also provided in the additional resources.

Activity Three: Role Play

This next activity requires preparation before it can be tackled. An instructor or volunteer will be needed to take on the role of the worker. Spend sufficient time on the *Speaking Out* document so that students are aware of proper tone and language when seeking approval for their request. Adequate time should also be given for them to practise the role play.

1. Students need to first make an appointment by phone to discuss the issue of providing new glasses for Beth's son, Riley.
2. Students need to write down notes for the key points they need to mention to their worker. They should include the following:
 - The reason for the appointment
 - An explanation of what happened previously
 - Mention of the Ontario Works policy around replacement of lost or damaged children's glasses
 - Documentation which proves that glasses have been broken
 - A statement about what they expect in order to resolve the issue

The role play does not need to be lengthy. It just needs to be clear and concise.

Keys to success

When you are self-advocating, there are several strategies that can help increase your chances for success:

- Be polite...avoid getting angry or losing your temper
- Explain your problem clearly and simply, without emotion or too much detail
- Remember to be sensitive to the needs and responsibilities of the people you are working with to solve your problem
- Keep a record of all your communication, including dates of phone calls, who you talked to, what was said, as well as copies of letters

Remember, change happens when YOU make it happen.

Take responsibility...YOU run your life

Take control...YOU are the leader

Take charge...YOU are the expert

Take action...YOU make a difference!

Partners in advocacy

Many times, advocacy is something you can do on your own. However, organizations like The Kidney Foundation of Canada are available to provide you with advice support and information about making action plans. Sometimes, there is strength in numbers, and it may be most effective to join with other people to make changes. If others share your concerns and problems, you may wish to consider an approach that includes them. Letter writing campaigns, petitions and group meetings can be effective ways of showing that issues affect a large number of people.



The Kidney Foundation of Canada
Southern Alberta Branch
6007-1A St SW
Calgary, AB T2H 0G5
Tel: (403) 255-6008
1-800-268-1177
kidney@telusplanet.net

Lethbridge Office
438 10 St North
Lethbridge AB T1H 2C7
Tel: (403) 327-3635
1-877-715-7700



Self-Advocacy Guide

1



Take responsibility

Take control

Take charge

Take action



Additional Resources

Once you are diagnosed with kidney disease, many changes start to take place in your life. Issues like finances, diet, exercise and treatment become even more important considerations. At times, you may feel like your life is changing in ways you had never thought possible.

Adjusting to life with kidney disease means that you become part of a health care team that includes doctors, nurses, social workers, dietitians and other medical professionals. For you to get the care, support and treatment you need, it will often be necessary for you to work with others to make things happen. Living well with kidney disease means learning to take responsibility for your own care.

You are responsible for getting what you need. And no one can explain what you need better than you can.

What is self-advocacy?

Self-advocacy is about speaking up for yourself and making sure your needs are met. There are many different situations in which you might need to advocate for yourself, including:

- Gaining access to new treatments or medications
- Accessing government support programs or services
- Organizing your treatments around your work schedule

There are also many different people you may need to self-advocate with, including:

- Members of your health care team
- Employers
- Government officials



Developing a plan of action

There are several types of self-advocacy – from writing a letter to your elected government representative to speaking with your doctor about problems with your care. The first step in any successful advocacy effort is always the same – an action plan.

Your action plan could look like this example:

- 1 Define the problem. Write the issue down, as you see it, and what problem needs to be solved.

For example, I can't take this new job if I have to dialyze during the day.

- 2 Decide what you think needs to be done to solve the problem.

I need to get an evening time on the dialysis unit.

- 3 Determine who is in a position to help you.

Find out who schedules the dialysis runs.

- 4 Collect the necessary information to make your case.

Are there any evening runs available?

Have other people switched schedules before?

Is it possible to switch times with someone else?

- 5 Explain what you need. You might want to start with a phone call, or maybe ask for

help in person. If necessary, the next step may be to make a more formal request in writing. No matter how you ask for help, make sure you agree to a time when you can expect an answer to your questions.

Speak with the person in charge of the dialysis schedules to tell them how important it is for you to have an evening run. Be sure to explain the times you might be able to move to. If necessary, follow-up with a letter that explains your situation. Be clear about timelines – say something like "Will you know by Tuesday? Could I call you Tuesday afternoon?"



- 6 Follow-up to find out how your request has been handled.

- ✓ Get in touch with the person on the date you agreed to.
- ✓ If you are not satisfied with the answer, ask for a meeting to find out more about why your request can't be met.
- ✓ If your problem wasn't solved, consider developing a new action plan to accomplish your goal.
- ✓ When your problem is solved, be sure to write a thank-you note to the people who helped you.

Stay in touch until your dialysis treatments have been rescheduled – or you have an explanation that satisfies you.

Remember, each situation is a learning opportunity. Sometimes advocacy takes a long time. Be prepared to talk to many different people. Be persistent, patient and understanding.

Practitioner Introduction to Module Four

This is the final module of *Essential Skills for Personal Success*. The authentic tasks that students have practised will enhance their Essential Skills. With their increased independence, students may discover a desire to take on even more learning challenges in the future.

Module Four consists of seven chapters that provide students with the opportunities to practise skills that will help them to participate fully as members of their community.

Chapter One focuses on skills needed to support their child at school. They will read a school notice and fill in a permission slip. They will also prepare for an interview with their child's teacher.

In Chapter Two, students will practise filling in the paperwork to apply for a passport and a birth certificate.

Chapter Three provides learners with information about the electoral process. The focus is on the individual rights and responsibilities of a citizen. This chapter will provide ample opportunity for discussion on the importance of voting.

Reading the newspaper for information is the focus of Chapter Four. Students will practise the skills needed to find and read news stories. They will also write a classified advertisement for the local paper.

Chapter Five provides students wishing to obtain their driver's license with the opportunity to look more closely at the *Driver's Official Handbook*. If students wish, they can also practise the written test online.

Chapter Six gives students the chance to read public transit schedules and maps. Students will also calculate individual and multi-use fare costs.

The final Chapter Seven focuses on skills needed to join in community events both as a participant and as a volunteer. Students will practise filling in fundraising forms and volunteer applications.

Practitioner Guidelines for Module 4: Chapter 1

The purpose of this chapter is to provide students with some of the skills necessary to support their child at school. They will have an opportunity to read a notice from school, fill in a permission slip and read general information sent home from the school. The final activity in the chapter is writing a letter to the school to share concerns about their child. A sample letter with suggestions is provided. Some students may already have children receiving special education services and may be able to provide additional suggestions on how to support their child's learning.

This chapter provides an opportunity to also discuss with students the importance of being involved in their child's school.

Activity One: Reading For Information

1. Tuesday, December 14th from 9 am to 1 pm.
2. The grade two class will be at the arena for 4 hours.
3. \$4.00
4. \$7.50

Activity Two: Filling in Forms

Read over the form together. There may be several vocabulary words to explain as some of the language is intended to protect the school. Schools have become increasingly cautious about liability issues and as a result the permission forms are lengthier. Be sure to discuss the importance of the school having proper contact information during the day (school, work, other family member).

Activity Three: Reading For Information

Schools often send home useful information that might be of interest to parents. The information is meant to provide parents with an opportunity to discuss it with their children. Read through the document together pointing out the titles and key bulleted information.

1. Parents can suggest to their children to:
 - a) Stay calm and try not to show anger.
 - b) Tell the person you don't like what they are doing.

- c) Tell an adult you trust about what has happened.
 - d) Ask a friend to go with you if you are nervous.
 - e) Stay close to other children who can stick up for you.
 - f) Stay away from places where bullying happens.
 - g) Walk away and join other children or ask for help.
2. If a child sees someone else being bullied they can:
- a) Speak out and help the other person.
 - b) Ask a friend to help with you.
 - c) Comfort the other person and let them know it is wrong.
 - d) Find an adult you trust to help you.
 - e) Invite the child being bullied to join you and your friends.
3. Things a parent can do:
- a) Listen and respond to all complaints from your child.
 - b) Talk to other adults who were in charge when the bullying occurred.
 - c) Do not allow any bullying in your home.
 - d) Consider how you treat others and how you allow others to treat you.

Activity Four: Parts of a Letter

1. Reasons to write a letter to the school:
- a) When your child has a problem at school and you have already spoken to the teacher but it seems like nothing is happening.
 - b) When informal communication hasn't been as clear as you think or if you think your concern is not being taken seriously.
2. Today's date, your name and address, the name of the teacher or principal, the address of the school, greeting
3. Paragraph 1: your name, your child's name, grade and class, something positive about your child's situation in the class.

Paragraph 2: Why you are writing and any relevant history.

Paragraph 3: What you want to happen as a result of your concerns, why you would like changes.

Paragraph 4: What kind of response do you want?

Paragraph 5: Provide daytime contact information and that you look forward to hearing from them. Provide a specific date. End the letter with thank you.

Be sure to spend some time discussing the importance of copying people on your letter and keeping copies and notes of all communication.

Activity Five: Writing a Letter

Have students write their own letter as if they were Beth. If a student has concerns with something occurring at their child's school, they could also practise writing their own letter. The format would be the same.

Some students might prefer to use the computer for their letter. This activity lends itself well to showing students some basic word processing skills. Stress to students the importance of using a rough draft. The final copy should have no crossing out or erasures.

Practitioner Guidelines for Module 4: Chapter 2

The focus of this chapter is obtaining and replacing identification. The documents you will be using will be the Canadian Passport Application and the Birth Certificate Application. Both of these forms are available on line. It would be helpful to pick up copies of the forms from Service Canada or the Post Office for students to work with in class, prior to attempting to use the online forms.

Both forms are quite challenging and require careful reading of the instructions. Be sure to spend some time explaining how these documents are set up by sections.

It would be useful if any students are making actual applications for either of these documents to learn the processing time.

If you have a passport office in your community, it is quicker to deliver it rather than mail it. Members of Parliament often assist their constituents with this in communities that do not have a passport office.

Activity One: Passport Application Instructions

If your passport has expired, you would click on the passport renewal link. You can access it through the simplified renewal process.

General Instructions

1. All Canadian citizens are entitled to a Canadian passport. You must have proof of Canadian citizenship and supporting identity documents.
2. Three pages of the application form must be filled in.
Two identical passport photos taken within the last 12 months.
The application form and one of the photos must be certified by a guarantor.
Proof of Canadian citizenship.
Supporting identity documents.
Any passport issued within the last five years.
The fee.
3. \$87.00
4. Online: Credit Card

Mail: certified cheque or money order or credit card
In person: credit card, certified cheque or money order or debit card
5. Answers will vary. Each student will have to check the list.

Signature

1. You must sign your signature on all three pages. The signature in section one is the one that will appear in your passport.
2. No, the signature is not acceptable as some of it touches the lines of the box.

Guarantor

3. Answers will vary but some possible responses are:
 - Give permission for you to use his/her information
 - Canadian citizen 18 years of age or older
 - Must hold a valid passport or not exceed one year past expiration
 - Must know you personally for two or more years
 - Must be accessible to Passport Canada. Please note, the Passport Office phones to verify information. They will ask identifying information about you from the guarantor.

Proof of Canadian Citizenship

1. Birth Certificate from Canada or Certificate of Canadian Citizenship
2. You need one other document to support your identity. Documents used will vary, but they must contain your photo and your signature. Driver's license, health card, old age security card, Indian Status Card, and an existing Passport are all valid.

Something to think about: In case your application gets lost or is delayed, it is better to use a copy certified by your guarantor so you are not without a necessary piece of identification like a driver's license or health card.

Activity Two: Apply for Passport

Have students either use the online application form or a paper copy. It is always good to have an extra copy to practise on.

Activity Three: Apply for a Birth Certificate

1. A replacement birth certificate is \$35.00

2. There is the short form or the long form. Most people only require the short form.
3. Online or by mail. Expedited service is also available if you need it more quickly than the regular 15 business days. Expedited service comes with an additional cost.
4. If you apply online, you must pay with a credit card. If you send your application by mail, you must pay with a certified cheque or money order. If you apply in person, you can pay with cash or debit card.

Activity Four: Filling in a Birth Certificate Application

Students can do it online or with a paper application.

1. Students will need to view the specific instructions online or on the form in order to answer this question.
 - You will need your full name and address and phone numbers.
 - Date of birth, gender, and city of birth
 - Mother's maiden name
 - Guarantor information—full name, occupation, work address and daytime phone number. Guarantor must be Canadian and know you for two or more years and give permission for you to use their information
 - If paying online, you will also need your credit card information.

Most students will likely indicate that the birth certificate form is easier to fill in. It is not as long and requires straightforward information.

Practitioner Guidelines for Module 4: Chapter 3

This chapter introduces students to some of their rights and responsibilities as citizens. The focus of the chapter is on voting and elections. Although not covered specifically in the material, instructors could also introduce discussions about other rights we have as Canadians, although these rights are not covered specifically in the material. These discussions could be included as part of Activity Three. The Citizenship website contains a link to the Canadian Charter of Rights and Freedoms which will provide information on various rights and freedoms. Topics covered could include mobility rights, language rights or accessibility rights. Topics for discussion will vary depending on the interests of students.

When doing the various activities, be prepared to provide further information and discussion on Canada's government and political parties as this can be quite confusing for many. You may also have some students who are interested in politics and would like to learn more.

Activity One: Election Basics

1. Canadian citizens 18 years or older on polling day
2. Answers will vary, but they should mention that voting is the only way to participate in choosing who represents you in parliament. They might also mention that voting is a key part of living in a democracy.

Activity Two: Electoral Districts

1. Answers will vary, but students should be able to show you how to locate their electoral district. They can also do this from the home page of Elections Canada.
2. Answers will vary.

Activity Three: Your Responsibilities

1. Obey Canada's laws, express opinions freely while respecting rights and freedoms of others, help others in your community, care for and protect our heritage and environment, eliminate discrimination and injustice and vote in elections.

Ask your students to provide suggestions about other responsibilities.

Activity Four: Canada's Government

1. Canada has a parliamentary government. The three parts are the Queen, the House of Commons and the Senate.
2. A Bill is a new law proposed by the government to parliament.
3. A Bill becomes law when it is approved with a majority by the House of Commons and the Senate.
4. The three levels of government are: federal, provincial/territorial and municipal
5. a) provincial
b) provincial
c) federal (RCMP, CSIS) and provincial (for example, OPP, QPP) and municipal
d) municipal
e) municipal
f) federal

Activity Five: Political Parties and Elections

1. 308
2. The third Monday in October in the fourth calendar year following the most recent general election. The Prime Minister may ask the Governor General to call an earlier election. An election must be held within five years of the last election. This answer may seem confusing to students, so it is recommended that extra time be spent explaining the inconsistencies.
3. Your elected member of the House of Commons:
 - Represents your ideas when new laws are being proposed
 - Asks questions about the federal government on your behalf
 - Helps you if you need information from the federal government or if you have any problems with the federal government.

This answer may require more discussion as well.

4. A political party is a group of people who share ideas about how the government should work.

Activity Six: Write a letter to your MP

Be sure to remind students of the different parts of a letter. Reassure them that this letter can be very brief as they are only asking their MP's position on one particular issue.

Practitioner Guidelines for Module 4: Chapter 4

This chapter helps students with the confidence and skills to read their local papers and understand what is happening in their communities. In preparation for this chapter, it is recommended that every student have a copy of the local paper in order to read together a number of articles. If you live in a large urban centre with more than one paper, choose a paper which emphasizes the local news.

There is room to do a number of activities beyond what is presented in the chapter. A “scavenger hunt” can easily be put together to assist students in becoming familiar with all the sections of the paper. Students should be able to locate today's weather, local community events, obituaries, local news, national news, the editorials and letters to the editor. They can choose an article and locate the 5 W's, the dateline, byline etc.

Activity One: Reading a Newspaper

1. The front page usually contains 5-8 news stories. The stories placed there are usually the ones considered most important and interesting. Late breaking news is often found on the front page as well.
2. Story placement, graphic elements (pictures, logos, etc.), headlines, photos and captions under the photos, bylines and datelines are all used.
3. The byline provides the name of the journalist who wrote the story. The dateline provides time and/or place of the story.
4. The first paragraph of each story
5. The most important news stories are located above the fold in order to attract people's attention. N.B. Point out that newspaper vending machines always allow you to see the front page above the fold.

Tim's Takes on Big Apple

Spend sufficient time looking over the sample article. Point out the different elements and explain how each element helps the reader to read and understand the article. Point out the play on words in the headline and the deck. Ask students to locate the who, what, where and when. Show how you can get the main point of the news article by reading the first one or two paragraphs and the last one. Everything in between is further details and background. N.B. Stories which are about an ongoing event will also repeat what has already taken place.

Something to Think About: Answers will vary, but point out to them that knowing about local events informs them of where and when to go for special events, the cost, changes in garbage and recycling schedules, information about local celebrities, etc.

Activity Two: The answers will vary for some of these questions as local newspapers are different, although there are some common elements.

1. Answers will vary.
2. No. You can usually get the main elements by reading the first and last paragraphs.

Part Two: Activity Three

Write a Classified Ad

Students can either go to the website or read the article reprinted in the chapter. The print version has the key points for each step highlighted. Take some time to go through the article and then look at samples from the newspaper to locate ones that are well written according to the article.

In order to write Paul's classified ad, students must write an ad to sell a “nearly new reclining chair”, two coffee tables and some spare shelving.

The individual ads will vary but they need to keep it short, descriptive and accurate. Emphasize the need to come up with a catchy first phrase to make people want to read their ad.

You might also want to point out to students that they can often email their classified ads to the local newspaper. Also available are two online classified services: craigslist <http://geo.craigslist.org/iso/ca> and kijiji. <http://www.kijiji.ca/> These online classified services are not available in every community so be sure to check for availability first.

Activity Four: Math Activity

Answers will vary but most ads should be less than six lines. If that is the case the cost of the ad would be \$18 for one day and \$54 for three days.

Practitioner Guidelines for Module 4: Chapter 5

For many students, a key step towards independence is getting a driver's license. This chapter does not teach students how to drive, but hopefully it will provide them with some skills and the confidence to take the beginner's test and prepare for the road test.

Prior to beginning this chapter, it is recommended that a student wishing to take the beginner's written test purchase a copy of the Official Driver's Handbook. Alternatively, it can be accessed online. If a student feels ready to take the test but is still nervous to read the questions, be sure to inform them that they can bring someone with them to read the questions.

When going through the handbook with students, point out the headings and sections which are relevant to them. It is not necessary for each student to read and study every part of the handbook.

Activity One: Money Math

1. Students must first calculate the total amount including GST. This can be done a variety of ways depending on the skill level of the student and whether they use a calculator.

\$14.95 multiplied by 1.05 will give the total. (\$15.70)

\$14.95 multiplied by .05 will give the GST amount. (\$.75)

If a student does it in their head, they might find it easier to calculate 10% and then subtract half of the amount for the GST.

$$\$15.70 - \$8.75 = \$6.95$$

Jason needs \$6.95.

2. $\$15.70 - \$10.00 = \$5.70$

Jason must spend \$5.70 of his own money.

Activity Two: Scanning for Information

The answers will vary from student to student. Have students go through the handbook and check off the sections they will not read and explain why not. It would also be useful for them to highlight the sections they do need to read and explain why.

Activity Three: Highlighting Information

The answers will vary from student to student. Highlighting and note-taking are key ways to study and remember for a test.

Activity Four: Online Quizzes

There are a number of resources on the Internet to help prepare for either the written driver's test or the road test. Three sites are provided for students but they may wish to search for others as well. *Tuning up for Driver's* is aimed at those students who have already passed the written test and are now practising their driving.

Practitioner Guidelines for Module 4: Chapter 6

This chapter provides students with an opportunity to gain practice and confidence using transit schedules and routes. The examples provided in the chapter are from the Toronto Transit Commission. The activities will help provide students with the confidence to plan routes for their own community.

Prior to beginning this chapter, check out your local transit authority for online schedules and routes. Also, if available, bring to class paper copies of route maps and schedules. These will provide students with all they need to practise reading local schedules.

When looking at the route maps, be sure to point out to students the directions.

Activity One: Planning Your Route

Part One: The Subway

The first activity is guided in order to get students comfortable using the Toronto Transit Commission's site. Be sure to go through this activity together before having students tackle a route on their own. Be prepared to provide additional examples for practice.

1. Bloor-Danforth
2. Yonge-University-Spadina He will be going north either on Yonge or Spadina.
3. If he goes up Yonge, he would transfer at Bloor-Yonge. If he goes up Spadina, he would transfer at St. George. He will be going west.

Part Two: Bus Routes

1. 45 Kipling
2. You would have to take the Yonge line North to Sheppard-Yonge. You would then transfer to the Sheppard Line going east.
3. You would take the Yonge line north to Bloor. You would then take the Bloor-Danforth line East to Warden. From Warden South you would take the 69-Warden South Bus.

Activity Two: Calculating Transit Fares

Please note that transit fares are subject to change on a regular basis. The amounts given for this activity were accurate at the time of writing.

1. \$2.75
2. \$11.25 for 5 and \$22.50 for 10 and \$109.00 for a monthly pass.
3. \$27.50
4. $\$27.50 - \$22.50 = \$5.00$ Jason would save \$5.00.
5. No, the cost would be the same.
6. Jason should buy ten tickets or he could buy five tickets at a time. If he needs four more tickets for the last two days he could purchase them singly which would be cheaper than purchasing five tickets.
7. Answers will vary. This might prompt some discussion on the differences in prices between different communities.

Practitioner Guidelines for Module 4: Chapter 7

This chapter provides students with the opportunity to register for an event and fill in an application to volunteer with an agency. Taking part in events and providing volunteer assistance is a great way to be involved in your community. Students may already be involved with an organization or might be considering becoming involved. If that is the case, encourage them to bring in relevant information about the organization. A visit to a local volunteer centre might also be something that interests some students.

If there are students who are not aware of Terry Fox and the Terry Fox run, the website is provided for their information. The website contains a lot of information including history and background, videos, cancer research, and upcoming events.

Activity One: Register For an Event

1. Sarah needs to know the time and place of the Terry Fox Run. She needs to get an application and learn about how to collect pledges. There are a number of options: she can print up the registration form and formally register on the day of the event or she can register and arrange to collect pledges online.
2. Sarah first needs to register online. She also needs to provide them with an email address. They can search for you by name, participant code or Sarah can send them “e-vites” by email.

Activity Two: Math Activity

1. Each student buys two large coffees a day. $2 \times \$1.45 = \2.90 . $\$2.90 \times 4$ weeks = $\$11.60$ Each student will donate $\$2.90$ in one week and $\$11.60$ in 4 weeks.
2. There are a total of 7 students. $7 \times \$11.60 = \81.20
3. $\$18.80$

Activity Three: Volunteer Application

1. There are a variety of answers. If students click on *opportunities* they will learn that they can sell daffodils, canvass on their street for donations, volunteer at a special event, organize their own event, and help with bequest donations.

2. If students click on *Benefits of volunteering* they will see the following: Support a cause you believe in, apply current skills and gain new ones, meet people, feel personal satisfaction from helping others, and make a difference in their communities.

Activity Four: Filling in an Application Form

Students can access and download the form online or use the copy provided. Go over each section with students so that they understand what is being asked and the reason for that request. Take time to explain a good reference, relevant experience and the importance of the confidentiality agreement.

