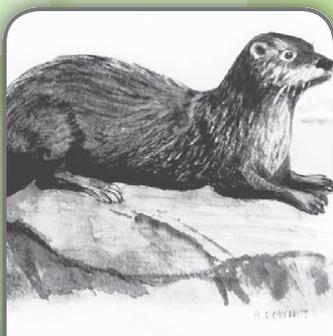


Essential Skills at Work in the North

Study Guide



Trapper



**Community Health
Representative**



**Heavy Equipment
Operator**



**Early Childhood
Educator**



**Environmental
Monitor**



**Underground Mine
Worker**



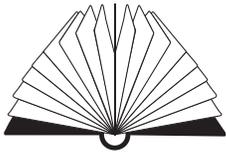
Acknowledgements

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Mary McCreadie developed the activities in the Study Guide.

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



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Introduction

The NWT Literacy Council produced this **Study Guide** for adult educators and adult learners. It offers learning activities for the stories from the online tool Essential Skills at Work in the North. Each story features a particular northern job, and the training and essential skills that people need for that work.

- Trapper
- Community Health Representative
- Heavy Equipment Operator
- Early Childhood Educator
- Environmental Monitor
- Underground Mine Worker

People use essential skills at work, for fun, and in their daily lives. Essential skills help people grow and adapt to change. There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.

- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.

The activities help learners explore ideas and information about essential skills and the work featured in the story. Learners use and develop various essential skills as they do the activities.

Look for the link to 'Essential Skills At Work in the North' on the NWT Literacy Council website: www.nwt.literacy.ca/

About this Study Guide

This Study Guide includes two writing resources for adult learners.

Writing Skills – for learners with lower writing skills

Writing Process Guide

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

This Study Guide has learning activities for six stories:

- Trapper
- Community Health Representative
- Heavy Equipment Operator
- Early Childhood Educator
- Environmental Monitor
- Underground Mine Worker

For each story the Study Guide has the written text for the story and a list of learning activities. Each learning activity has instructor notes and handouts. We use the following symbols to show the story text, instructor notes, and handouts.



Shows the written text for the story from Essential Skills at Work in the North.



Shows instructor notes for each learning activity.



Shows learner handouts for each activity.

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

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

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

Other learning activities explore different issues related to essential skills and the job and / or training featured in the story.

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

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

Writing Skills

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

8-Step Writing Process Guide

1) Plan

Think about what you want to write. Read. Talk to others.
Brainstorm. Collect your ideas. Make a topic list. Choose a topic.

2) Organize

Make an outline, a mind map, or a web. What ideas go together?
What order makes sense?

3) Draft

Write your thoughts down. Don't worry too much about spelling
or punctuation. Take your time.

Read over what you've written to help you write more. Talk to
someone if you get stuck.

4) Share

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

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

5) Revise

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

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

6) Edit

Check grammar, spelling and punctuation.

7) Prepare final copy

Proofread and make changes.

8) Print

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

Essential Skills at **Work in the North** *Study Guide*



Trapper Story



Trapper

Essential Skills at Work in the North

Introduction

This story is from the online tool **Essential Skills at Work in the North**. People use essential skills for work, for fun, and in their daily life. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.

This story has 11 learning activities. See the list on the next page. The study guide includes instructor notes and handouts for each activity, and the story text for the Trapper Story.

The activities help learners explore ideas and information about essential skills, and the work featured in this story. They develop and use various essential skills throughout the activities.

Before you start the learning activities read the Trapper Story or listen to it online. Look for the link to 'Essential Skills at Work in the North' on the NWT Literacy Council website homepage:

<http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Trapper story from Essential Skills at Work in the North.



Shows instructor notes for each learning activity.



Shows learner handouts for each activity.

Copy enough handouts before you start the activity.

Trapper Story List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1. Vocabulary	2 handouts	7 to 11
2. Language Skills	2 handouts	12 to 16
3. Questions	2 handouts	17 to 20
4. Writing	2 handouts	21 to 24
5. Capitals, Commas, Periods	3 handouts	25 to 30
6. Trapper Interview and Report	1 handout	31 to 33
7. Furbearing Animals	1 handout	34 to 40
8. Fur Harvest	1 handout	41 to 45
9. Trapping Regulations and Standards	1 handout	46 to 51
10. Assess Your Essential Skills	1 handout	52 to 53
11. Increase Your Essential Skills	1 handout	54 to 57

- Story text starts on the next page.
- **Resources** section after the last learning activity: page 58.



Trapper Story Text

Essential Skills at Work in the North

Trapping – Did you know?

Did you know that the government of the NWT is one of very few governments in the world that actively support the harvesting and marketing of wild fur?

The trapping industry is an important part of the NWT economy. Our wild fur is considered some of the best in the world. About 700 NWT residents make their living trapping, and in 2008, these trappers sold \$1.3 million dollars worth of furs.

Trapping, hunting, and fishing have played a crucial role in the lives of Aboriginal peoples in Canada for thousands of years. These important survival skills were passed on from one generation to the next.

In the Aboriginal tradition, hunting and trapping were grounded in conservation and respect for the animals. Trapping methods have changed a lot over the years, but today's trappers use many of the same qualities, knowledge, and skills as their ancestors did, and some new ones besides.

Trappers need good on-the-land survival skills and knowledge of local geography. They need to be good problem solvers, and often have to think and react quickly in a crisis.

Because they work with weapons and other dangerous tools, they need to be very safety-conscious, and be familiar with first-aid.

Now and in the past, trappers use what experts call 'essential skills'. These skills are called essential because in today's world you need them for almost any job.

Let's look at some of the skills that a trapper uses most.

Reading

While it's true that trapping is mainly an outdoor occupation with lots of physical activity, successful trappers keep informed about all kinds of important developments in their industry by constantly reading.

Examples: Information about the Genuine Mackenzie Valley Furs (GMVF) Program, guidelines for humane trapping, newsletters, and market forecasts.

Document use

Is like reading but it's about using documents that have words, numbers, and images like graphs, lists, tables, blueprints, and drawings.

Examples: Map that shows NWT trapping zones, graphs that show the best months for trapping, drawings of conibear traps.

Numeracy

Trappers often use numeracy skills as they do their work. Let's look at a couple of examples.

Examples: Measure tracks in the snow (walking versus running), drying boards.

Trappers are now looking at standard sized drying boards for all wild fur species just as they do in the ranch fur industry. A drying board is a board that a pelt is nailed to, to dry out, after the animal has been skinned.

In the ranch fur industry you can find thousands of mink pelts that are exactly the same size because they use a standard board. However, trappers working on their own in the wild tend to make their own boards almost any size. Therefore wild mink pelts vary a great deal in shapes and sizes. A standard size makes it much easier for graders and buyers.

Computer use

Every occupation has been affected by the computer and Internet revolution of the past few years. Having a computer with an Internet connection is considered to be a necessity for everyone in today's world. A great Internet resource for trappers is the NWT's Department of Industry, Tourism, and Investment's website.

Examples: newsletters, key resources such as 'Disaster Compensation Fund', GMVF Program, Take a Kid Trapping program, Trapper Education Manual.

Continuous learning

In today's world more and more jobs require continuous learning so that workers can keep or grow with their jobs. Successful trappers are always learning through resources like this excellent manual that can be found on the web (Trapper Education Manual). Or through more hands-on learning in workshops, such as pelt-handling workshops.



Vocabulary
Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners define words from the Trapper story.

1-2: Define the nine essential skills

Learners match the name of each of nine essential skills with the correct definition.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Vocabulary
Learning Activity 1

1-1: What do these words mean?

Use a dictionary and write down the best meaning for the **bold** words in each sentence below, from the Trapper story.

The Government of the NWT is one of very few governments in the world that actively support the **harvesting** and **marketing** of wild fur.

harvesting _____

marketing _____

The trapping industry is an important part of the NWT **economy**.

economy _____

In the Aboriginal **tradition**, hunting and trapping were grounded in **conservation** and **respect** for the animals.

tradition _____

conservation _____

respect _____

Now, as in the past, trappers use many **essential skills**.

essential _____

skills _____

Trappers often have to think and react quickly in a **crisis**.

crisis _____

Trappers use many of the same qualities, **knowledge**, and skills as their **ancestors** did, and some new ones besides.

knowledge _____

ancestors _____



Vocabulary
Learning Activity 1

1-2: Define the nine essential skills.

Write down the essential skill beside the definition that fits best.

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Numeracy |
| <input type="checkbox"/> Document Use | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Continuous Learning | <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Thinking |

Essential Skill	Definition
	Write things like a letter, a list, a recipe, a story, or an email. Fill out forms or a cheque.
	Understand and use documents that have text, graphs, symbols, numbers, and colours all together.
	Read books, pamphlets, information sheets, newspapers, and other documents.
	Learn and use new skills and knowledge throughout life.
	Cooperate with others to carry out tasks, and work as part of a team.
	Use and understand numbers and money. Measure weight, volume, and size.
	Talk to others to give or obtain information or directions, and to share stories.
	Use computers and software, and get information from the Internet.
	Solve problems, make decisions, plan and organize tasks, find information, use memory.



Language Skills
Learning Activity 2

Two handouts

2-1: Find the essential skills

Learners find the name of each of the nine essential skills in a table of scrambled letters, and circle or highlight each word. The words may appear forwards, backwards, up, or down. There is an instructor answer sheet.

2-2: Trappers use essential skills

The Trapper story gives examples of how today's trappers may use five of the nine essential skills.

Learners match all nine essential skills with examples of how today's trappers may use them, including the five from the Trapper story.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Language Skills
Learning Activity 2

2-1: Find the essential skills

There are nine essential skills. Find the word for each essential skill in the scrambled letters in the table below. Circle or highlight each word. The words may appear forwards, backwards, up, or down.

- | | | |
|--------------|--------------------|---------------------|
| reading | writing | document use |
| numeracy | oral communication | working with others |
| computer use | thinking | continuous learning |

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



Language Skills Answer Sheet
Learning Activity 2

2-1: Find the essential skills

reading	writing	document use
numeracy	oral communication	working with others
computer use	thinking	continuous learning

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

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Language Skills
Learning Activity 2

2-2: Trappers use essential skills

The list below gives examples of how today's trappers may use the nine essential skills. Match each example with the name of the essential skill that fits best. Write the name of the essential skill beside the example.

Use each essential skill once.

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Numeracy |
| <input type="checkbox"/> Document Use | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Continuous Learning | <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Thinking |

Essential Skill	Example
	Frank reads about humane trapping standards.
	Jean keeps track of income and expenses from trapping.
	John takes a pelt handling workshop.
	Archie studies a fact sheet and graph about the 2008 NWT fur harvest.

Essential Skill	Example
	Maggie and Jonas take their two grandchildren hunting and trapping for two weeks.
	Paul tells stories at family literacy night about trapping in the old days.
	Terry writes an article for a trapping newsletter.
	Sandy finds a trap chart on the Genuine Mackenzie Valley Furs (GMVF) website, and prints it off.
	Walter and Susie plan ahead to decide what they need to take, when they go out on the land.



Questions
Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the Trapper story.

3-2: Journal writing

Learners use questions to guide their journal writing.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Questions
Learning Activity 3

3-1: Story questions

Answer these questions about the Trapper story. Just write the answer.
You don't need to write a sentence.

1. How many NWT residents make their living from trapping?

2. In 2008 how much money did trappers make in total from selling their furs?

3. Name five essential skills that today's trappers use most.

4. Give one example of how today's trappers use reading skills.

5. Give one example of how today's trappers use numeracy skills.

6. Give one example of how today's trappers may use computer skills.

7. Give one example of how today's trappers use continuous learning skills.

8. Give one example of how today's trappers use the essential skill of document use.



Questions
Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- Did you find this story interesting?
- What do you think is the best thing about being a trapper?
- What do you think is the most challenging thing about being a trapper?
- Do you think you'd like to be a trapper? Why or why not?



Writing
Learning Activity 4

Two handouts

4-1: Trappers and the other four essential skills

The Trapper story gives examples of how today's trappers use five of the nine essential skills. Trappers may also use the other four essential skills: writing, oral communication, thinking, and working with others.

Learners write one or more sentences to describe how today's trappers may use each of the other four essential skills. Encourage them to use their experience or imagination to write the sentences. They may also look at the handout for Learning Activity 2-2: Trappers Use Essential Skills for ideas.

The handout asks learners to start each sentence with a capital letter and use correct punctuation.

4-2: Trappers' essential skills: past and present

Learners write three paragraphs to compare and contrast trappers' skills today and in the past. Encourage them to use their imagination. The handout includes three questions that learners can use as a guide, if needed.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Writing
Learning Activity 4

4-1: Trappers and the other four essential skills

The Trapper story gives examples of how today's trappers may use five of the nine essential skills. Trappers may also use the other four essential skills: writing, oral communication, thinking, and working with others.

Write one or two sentences about how today's trappers may use the other four essential skills. Start each sentence with a capital letter and use the correct punctuation. Use your experience or imagination, or look for ideas in the handout for Activity 2-2.

Writing

Oral communication

Working with others

Thinking



Writing
Learning Activity 4

4-2: Trappers' essential skills past and present

The Trapper story says:

“... today’s trappers use many of the same qualities, knowledge, and skills as their ancestors did, and some new ones besides.”

Use your imagination and write three paragraphs to compare and contrast trappers’ skills now and in the past.

Use these questions as a guide if you want.

- What skills did trappers need in the past? What skills did trappers need in the past that they don’t need today?
- What skills do trappers need today? What skills do trappers need today that they didn’t need in the past?
- What skills are the same today as in the past?



Capitals, Commas, and Periods Learning Activity 5

Three handouts

5-1: Basic rules and practice.

Learners study some basic rules using capital letters, commas, and periods. The handout includes examples. They do some practice exercises to demonstrate each rule. The exercises feature information about the Take a Kid Trapping program. Discuss the different rules as learners re-write each sentence.

<http://www.iti.gov.nt.ca/fursagriculturefisheries/kidtrapping.shtml>

5-2: Genuine Mackenzie Valley Furs (GMVF) program

Learners read through a passage about GMVF – that has all capital letters, commas, and periods removed. Learners insert capital letters, periods, and commas where they belong.

<http://www.iti.gov.nt.ca/fursagriculturefisheries/genuinefurs.shtml>

5-3: Local Wildlife Committees

Learners read through the passage about Local Wildlife Committees – that has all capital letters, commas, and periods removed. Learners insert capital letters, periods, and commas where they belong.

<http://www.iti.gov.nt.ca/fursagriculturefisheries/wildlifecommittee.shtml>

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Capitals, Commas, and Periods
Learning Activity 5

5-1: Basic rules and practice

Study the basic rules below. There are three rules each for capital letters, periods, and commas. These are just some of the rules. There are many more.

Do the practice exercises on the next page.

	Basic rules	Example
Capital Letter	First word in a phrase or sentence.	This is the first word.
	Proper name of person, place, or thing.	Local Wildlife Committee Friday, March 11, 2010
	Abbreviations	NWT

Period	End of a phrase or sentence.	End of a phrase.
	Money	\$5.50 or \$400.00
	Decimals to show a fraction.	3.25 or 90.5

Comma	After each item in a list.	Fort Simpson, Inuvik, Hay River, Fort Norman, and Behchoko
	Dates	Friday, March 11, 2010
	Numbers or money.	4,000,000 or \$35,000.00

Practice Exercise: Trapper Recognition Program

Read each sentence below about the Trapper Recognition Program.
The sentences have no capital letters, periods, or commas.

Re-write each sentence and insert all the capital letters, periods, and commas where they belong. Think about the basic rules as you re-write each sentence.

1. the trapper recognition program offers four awards every year

2. winners get a certificate and a jacket with the logo of the genuine mackenzie valley fur program

3. the top producer award is for the trapper in each region with the highest fur sales

4. the lifetime achievement award is for an older trapper who still works in the trapping industry

5. the youth trapper award is for the youngest active trapper in each region

6. the top youth trapper nwt award is for the most productive from among those that got the youth trapper award



Capitals, Commas, and Periods Learning Activity 5

5-2: Genuine Mackenzie Valley Furs Program

Read through the passage below about the Genuine Mackenzie Valley Furs program. Think about the basic rules and insert capital letters, commas, and periods where they belong.

the genuine mackenzie valley furs (gmvf) program actively markets and promotes nwt furs it gives nwt trappers access to international fur auction markets gmvf furs carry a special label that shows a traditional dene snowshoe

the gmvf has three sub-programs:

1. guaranteed advances: trappers can get money so they can keep trapping while they wait for their furs to sell at auction
2. prime fur bonus: trappers get extra money for selling high quality well-handled furs
3. grubstake program: trappers can get money to pay part of their start up costs at the beginning of each trapping season

the gmvf program pays all costs connected with selling furs at the auction including shipping and drumming the gmvf provides protection against sudden and unanticipated declines in market prices

trappers harvest gmvf wild furs as part of an ongoing centuries-old tradition they use the most humane trapping techniques in the fur industry today and comply with the agreement on international humane trap standards



Capital Letters, Commas, and Periods Learning Activity 5

5-3: Local Wildlife Committees

Read through the passage below about Local Wildlife Committees. Think about the basic rules and insert capital letters, commas, and periods where they belong.

the department of industry tourism and investment government of the nwt has several programs to support trappers local wildlife committees play a vital role to help the government deliver these programs

these committees may also provide important information and advice to the government for example about things related to wildlife management and the effects of development in each region

the gnwt provides annual funding to recognized local wildlife committees the funding pays for some administrative costs and helps each committee deliver the services and programs that support nwt harvesters

regional offices in yellowknife fort smith norman wells fort simpson and inuvik deliver regional programs and services such as the local wildlife committees

(Adapted from <http://www.itl.gov.nt.ca/fursagriculturefisheries/wildlifecommittee.shtml>)



Trapper Interview and Report Learning Activity 6

Learners find and interview a local trapper. They write a report about what they learned from the interview and present their report to the class.

The handout includes an outline for the interview and the report. If appropriate, encourage learners to use the 'Writing Skills' or 'Writing Process Guide' as they write their report. Look for these resources in the 'Introduction' section of the Study Guide.

As the instructor you can help identify potential people for learners to interview.

If the community has no local trappers, choose someone that fishes or hunts.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Trapper Interview and Report Learning Activity 6

During this activity you will find and interview someone in your community who works as a trapper. You'll write a report based on the interview and present it to the class.

If you can't find a trapper, find someone who fishes or hunts.

Contact the person and ask permission to interview them about their work. Explain that you plan to use the information from the interview to write a short report and present it to the class.

Do the interview in person. Use the guide below for the interview, or make up your own questions.

Interview guide:

- What is your job called?
- How did you get started in this line of work?
- What education and training do you have for this work?
- What do you think are the key skills a person needs to do this job?
- What do you most like about this job?
- What do you find most challenging about this job?
- What advice would you give someone that wants to have a similar job?

Use the outline below to write the report. Also use the 'Writing Skills' or 'Writing Process Guide' – ask your instructor about this handout.

Report outline

Introduction

- Answer these questions:
 - ✓ What is the purpose of the report?
 - ✓ Who might want to read the report?
- Or complete these sentences:
 - ✓ This report has some good information about ...
 - ✓ People might be interested in this report if they ...
- Can be quite short – one or two paragraphs, or less.

Main section:

- Answer these questions:
 - ✓ How did you gather information (the interview)?
 - ✓ What did you learn?
- Write as many sentences and paragraphs as you need to tell the story of what you learned. Be honest and accurate; this is more important than length.

Conclusions:

- Answer these questions:
 - ✓ What results can you offer to people, based on what you learned?
 - ✓ What are your final thoughts?
- Can be quite short – one or two paragraphs, or less.



Furbearing Animals
Learning Activity 7

Each learner picks one animal from the list of furbearing animals in the NWT to learn and write about.

Arctic Fox

Beaver

Coloured Fox

Coyote

Fisher

Lynx

Marten

Mink

Muskrat

Otter

Squirrel

Weasel

Wolf

Wolverine

Ask learners to use the story outline to make notes as they do research to learn about the animal. The story outline has six sections: appearance, life cycle, habitat, food, sign, trapping. Each section has questions for learners to answer, to make notes.

Encourage learners to use the Internet and / or local trappers for references. The handout shows three Internet resources.

After learners complete their research and notes, ask them to use the notes to write a story about the animal, with at least one paragraph for each section in the outline. Make sure they use full sentences and correct punctuation.

Put the stories together in a booklet.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Furbearing Animals Learning Activity 7

Choose one animal from the list of furbearing animals in the NWT to learn and write about.

Arctic Fox	Beaver	Coloured Fox
Coyote	Fisher	Lynx
Marten	Mink	Muskrat
Otter	Squirrel	Weasel
Wolf	Wolverine	

Use the outline and questions in this handout to make some notes as you do research to learn about the animal.

Use these or other Internet resources to find information about different furbearing animals:

- GMVF Trapper Education Manual, 3rd edition.
<http://www.iti.gov.nt.ca/publications/2007/FursFishingAgriculture/TrapperEducationManual3rdEd.pdf>
- Canadian National Trappers Alliance – information about furbearers. <http://www.trapper.ca/furbearers.html>
- Fur Institute of Canada – Furbearers of Canada.
<http://www.fur.ca/index-e/furbearers/index.asp?action=furbearers&page=index>

After you do the research use the notes to write a story about the animal. Write at least one paragraph for each section in the outline. Use full sentences and the correct punctuation.

Story Outline: Use it to make notes.

- **Appearance:** Note any differences between male and female. Use words and pictures. Draw your own picture, or find something on the Internet or in a magazine or brochure.

✓ What does the animal look like?

✓ Describe their size, colour, weight, fur, feet, legs, tail, head.

✓ Describe their features: head, feet, tail, legs, fur, teeth.

- **Life cycle:** Describe a basic outline of animal's life from birth to death. Note any differences between male and female.

- ✓ How long do they live?

- ✓ When, how, where, and how often do they breed and give birth?

- ✓ Describe any predators, besides people.

- **Habitat:** Note any differences between male and female.

- ✓ What is the land like where the animal lives?

- ✓ Does the animal use different places at different times of year, or during different times of their life?

- ✓ Is the animal population healthy? If not, why not?

- **Food:** Note any differences between male and female.

- ✓ What food does the animal need to eat, to stay healthy?

- ✓ Does the animal eat different things at different times of year?

- **Sign:** Note any differences between male and female.

- ✓ What signs show that the animal is present: such as tracks, scat, and other marks.

- **Trapping:** Note any differences between male and female.

- ✓ What traps and bait do trappers use to catch this animal?

- ✓ What time of year is it best to trap this animal? Why?

- ✓ Is this animal important to the trapping industry? Why or why not? If yes, how is it important?



NWT Fur Harvest 2007/2008 Fact Sheet
Learning Activity 8

Learners use information from the table on page 45 to fill in the blank in each sentence with the correct word. The handout includes a list of words to choose from. Learners may have to use some words more than once.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



NWT Fur Harvest 2007/2008
Learning Activity 8

The table on page 45 gives some information about the 2007/2008 NWT fur harvest.

Use the table to figure out what word fits best in the blank in each sentence below, and write it down there.

Choose the best word from the list below. You may have to use a word more than once.

- | | | |
|--------------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> four | <input type="checkbox"/> more | <input type="checkbox"/> coyote |
| <input type="checkbox"/> Tundra wolf | <input type="checkbox"/> lynx | <input type="checkbox"/> weasel |
| <input type="checkbox"/> Arctic wolf | <input type="checkbox"/> three | <input type="checkbox"/> marten |
| <input type="checkbox"/> less | <input type="checkbox"/> muskrat | <input type="checkbox"/> beaver |

1. The animal with the highest 'total numbers sold' was

_____.

2. The animal with the lowest 'total numbers sold' was

_____.

3. The animal with the highest 'total money' was

_____.

4. The animal with the lowest 'total money' was _____.
5. Trappers got more money for one _____ pelt than for any other kind of pelt.
6. Trappers sold _____ kinds of fox pelts and _____ kinds of wolf pelts.
7. The average price for any kind of wolf pelt was _____ than for any kind of fox pelt.
8. The average price for white fox was _____ than the average price for any other kind of fox.
9. In total numbers sold, the animals that sold more than 1,000 pelts are: _____ and _____.
10. In total money, the animals that sold more than \$100,000 are: _____ and _____.

11. The average price for squirrel is _____ than the average price for mink.

12. Six dollars and eighty cents (\$6.80) is the average price for what kind of pelt: _____

13. In total numbers sold, the animals that sold less than ten pelts are:

and _____.

NWT Fur Harvest 2007 / 2008			
Animal Species	Total # Sold	Total Money	Average Price
Beaver	1,277	\$24,914.00	\$19.51
Coyote	2	\$60.00	\$30.00
Fisher	32	\$2004.00	\$62.63
Cross fox	115	\$4090.23	\$35.57
Red fox	145	\$3642.00	\$25.18
Silver fox	12	\$327.00	\$27.25
White fox	346	\$7180.75	\$20.75
Lynx	725	\$171,499.58	\$236.55
Marten	11,093	\$1,019,223.97	\$91.88
Mink	675	\$10,817.00	\$16.03
Muskrat	4,768	\$13,885.96	\$2.91
Otter	40	\$1475.00	\$36.88
Squirrel	678	\$1202.90	\$1.77
Weasel	268	\$1821.30	\$6.80
Boreal wolf	44	\$5946.00	\$135.14
Arctic wolf	3	\$850.00	\$283.33
Tundra wolf	7	\$1768.00	\$252.57
Wolverine	76	\$19,747.00	\$259.83



NWT Trapping Regulations and International Standards Learning Activity 9

Learners answer questions about NWT Trapping Regulations and International Trapping Standards.

The handout includes ‘Summary of NWT Trapping Regulations’ and ‘Summary of International Trap Standards’ – Appendices A and B of the Genuine Mackenzie Valley Furs Trapper Education Manual. Or you can ask learners to look up the two summaries on the Internet.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



NWT Trapping Regulations and International Standards Learning Activity 9

Check True or False for each statement below. Correct the statement if it's False.

Use information from the 'Summary of NWT Trapping Regulations' and 'Summary of International Trap Standards' to decide whether each statement is true or false. Look for these summaries on pages 49, 50, and 51.

1. Licensed trappers must inspect their traps at least once every 72 hours.
 True False
2. International standards ban leg hold traps for coyote, wolf, lynx, and bobcat as of April 1, 2009.
 True False
3. International standards apply to beaver, coyote, lynx, marten, wolf, and muskrat.
 True False
4. Trappers can use a neck snare trap, if it has a locking device that prevents the snare from getting loose once the animal is caught.
 True False

5. Canada approved the Agreement on International Human Trapping Standards in December 2000.
 True False

6. A person must complete a trapper education course if they apply for their first trapper's license after October 1, 2001.
 True False

7. Trappers can only catch squirrels with a single strand brass or stainless steel wire snare trap.
 True False

8. Trappers must set a foot hold trap for beavers so that the animal drowns as soon as it gets caught.
 True False

9. International standards present no changes to neck snares that trappers use on land or for snares that trappers use underwater.
 True False

10. Red Fox and Arctic Fox are two species not included in the Agreement on International Humane Trapping Standards.
 True False

Summary of NWT trapping Regulations

(from Appendix B, GMVF Trapper Education Manual, 3rd Edition)

11. While hunting fur-bearing animals, no person shall use:
 - a) A trap with metal teeth or serration on the jaws;
 - b) A hook or sharp device;
 - c) A trap on land, other than a cage, leg snare restraining trap, quick kill trap, or soft catch trap for beaver, coyote, fisher, lynx, marten, mink, muskrat, otter, skunk, squirrel, weasel, wolf, or wolverine;
 - d) A foothold trap for beaver, mink, muskrat, or otter unless the trap is set in such a manner as to drown the animal as soon as it is caught;
 - e) A springpole with a foothold trap;
 - f) A trap that is not maintained in a mechanically fit condition;
 - g) A single strand brass or stainless steel wire snare trap, except for squirrels; or
 - h) A neck snare trap, unless it is equipped with a locking device that prevents the snare from loosening once the animal is caught.
12. A person who holds a licence that authorizes trapping and uses live hold traps shall inspect the live hold trap at least once every 72 hours.
13. A person who applies for the first time after October 1, 2001 for a licence to trap fur-bearing animals must successfully complete a trapping education course approved by the Superintendent. R-100-93. R-098-94,s.2; R-096-95,s.2; R-086-97,s.3; R-070-2000,s.2.

This is not a legal document.

Summary of International Trap Standards

(from Appendix A, GMVF Trapper Education Manual, 3rd Edition)

The agreement on trapping standards with the European Union and its impact on trappers.

In December 1997, Canada approved the Agreement on International Humane Trapping Standards with the European Union and Russia.

This Agreement provides that traps allowed will have to meet specified standards within a certain timeframe. The deadline depends on the type or trap. Here is a summary of these provisions.

- 1. The Agreement applies to all the following species found in the NWT:** Beaver, Coyote, Ermine, Wolf, Otter, Lynx, Marten, Fisher, Muskrat.

Other species not included in the Agreement are: red fox, arctic fox, American mink, black bear, striped skunk, red squirrel, grey squirrel, long tailed weasel, and least weasel.

- 2. Neck snares used on land:** no change.

- 3. Snares used under water:** no change.

- 4. Conventional steel-jaw leg-hold restraining trap on land.**

Are banned as of April 1, 2001 for the coyote, wolf, Canada lynx, and bobcat. This standard **does not** apply to the fox.

- 5. Other restraining traps used on land (eg. footsnare, padded foothold trap).**

They will be authorized at least until 2007, after which they will have to meet the standards for restraining traps.

- 6. Killing traps**

All killing traps currently used will be authorized at least until 2006,

Summary of International Trap Standards

(from Appendix A, GMVF Trapper Education Manual, 3rd Edition)

after which only approved traps, if available, will be permitted.
The requirements for the approval of a killing trap are as follows:

During enclosure tests, time to loss of unconsciousness for 80% (10 out of 12) of the animals must be:

- 45 seconds – ermine
- 2 minutes (120 seconds) – pine marten
- 5 minutes (300 seconds) any other species covered by the Agreement.

7. Conventional steel-jaw leghold trap used with drowning system

Their use will be permitted at least until 2007, after which only those traps that meet the requirements for killing traps (time to loss of unconsciousness: 5 min for 80% of animals) will be permitted.

This standard **does not** apply to mink.

8. Extended deadline

Extended deadlines will be considered to implement trapping regulations. This does not apply to restraining traps other than the conventional steel-jaw leghold restraining traps on land (Item 5) and killing traps (Item 6), including conventional steel-jaw leghold traps used with a drowning system.

Beginning in 2007, if no certified trap is available for a given species, it will be possible to continue to use traps permitted at that time (even though they do not meet the standards) until a replacement trap that meets the standards is available.

Note: Trap modification may be illegal and fur caught in such traps will not be eligible for FPP.



Assess Your Essential Skills Learning Activity 10

The website for Human Resources Skills Development Canada includes self assessment tools that learners can use to measure their skills in each essential skills area.

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

These tools help learners identify and understand their strengths in each essential skills area, and ways to improve their skills in each area.

- computer use
- oral communication
- document use
- working with others
- continuous learning
- numeracy
- writing
- thinking
- reading

Each self assessment tool is short, just two pages. Encourage learners to assess their essential skills in one of more areas.

Go online and make copies of each assessment tool. Or copy the handout and ask learners to go online themselves. They can practice using the computer and Internet, and choose the essential skills areas they want to assess.

Learning Activity 11 'Increase Your Essential Skills' is a follow-up activity that builds on the learners' self assessments.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Assess Your Essential Skills Learning Activity 10

Go to the website for Human Resources Skills Development Canada:
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

This part of the website has a set of tools you can use to assess or measure your own essential skills in each area.

Scroll down to 'self assessments' under 'for the individual', and click on the self assessment tools. There is one tool for each essential skill:

- computer use
- oral communication
- document use
- working with others
- continuous learning
- numeracy
- writing
- thinking
- reading

Each self assessment tool helps you identify and understand your strengths in each essential skill, and areas that you may want to improve on.

Each self assessment tool is short, just two pages. Go online and print each self assessment tool, and fill it out.



Increase Your Essential Skills
Learning Activity 11

Use this activity as a follow-up to the previous activity, where learners filled out one or more self assessment tools from the HRSDC website.

At the end of each self assessment tool learners wrote down areas they'd like to improve, for that essential skill.

Ask each learner to choose one or more essential skills and go back to the self assessment tool they filled out.

Ask learners to make a plan for how they might take action to improve their skills in the ways they want. The handout includes an outline for making a plan, and a sample.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Increase Your Essential Skills Learning Activity 11

Use this activity as a follow-up to the previous activity, where you filled out the self assessment tools from the Human Resources Skills Development Canada website.

At the end of each self assessment tool, you wrote down areas that you'd like to improve, for that essential skill.

Choose one or more essential skills and go back to the self assessment tool you filled out.

Look at what you wrote about how you'd like to improve your skills.

Make a plan for how you might take action to improve your skills in the ways you want. See the outline of a plan and a sample plan on the next pages. Use them to make your own plan.

Outline of a Plan: Increase Your Essential Skills

1. Essential skill: _____

2. What is my goal? What is one way I want to improve my skills?

3. How can I reach my goal? What action do I want to take?

4. How much time do I need to carry out this action?

5. When do I start and when do I finish?

Sample Plan: Increase Your Essential Skills

1. Essential skill: Reading
2. What is my goal? What is one way I want to improve my skills?
Sample: Read better and read more to my kids.
3. How can I reach my goal? What action do I want to take?
Sample: I will read to my kids every night before they go to bed. I can get books from the library, the school, or the family literacy group.
4. How much time do I need to carry out this action?
Sample: 15 minutes every day for reading. Half hour each week to look for new books.
5. When do I start and when do I finish?
Sample: Start in September and finish in December. Maybe carry on from there if it's working out ok.

Resources

Essential Skills, Human Resources and Skills Development Canada
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml <http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy Council. <http://www.nwt.literacy.ca/adultlit.htm>

NWT Trapper Training Manual 3rd Edition (80 pages)
<http://www.iti.gov.nt.ca/Publications/2007/FursFishingAgriculture/TrapperEducationManual3rdEd.pdf>

Industry, Tourism, and Investment, Government of the Northwest Territories <http://www.iti.gov.nt.ca/fursagriculturefisheries/>

Mackenzie Valley Genuine Fur (GMVF) Program
<http://www.iti.gov.nt.ca/fursagriculturefisheries/genuinefurs.shtml>

GMVF Newsletters
<http://www.iti.gov.nt.ca/Publications/index.shtml#FursAgricultureFishing>

Agreement on international humane trapping standards between the European Community, Canada, and the Russian Federation
<http://www.fur.ca/index-e/pdf/AIHTS.pdf>

Humane trapping guide (one page)
<http://www.iti.gov.nt.ca/Publications/2007/FursFishingAgriculture/Humane%20Trapping%20AIHTS.pdf>

Trap chart guide (one page)
http://www.iti.gov.nt.ca/Publications/2007/FursFishingAgriculture/Trap_Certification%20Chart%20LARGE%20FILE.pdf

Trapper Recognition Program

<http://www.iti.gov.nt.ca/fursagriculturefisheries/trapperrecognition.shtml>

Take a Kid Trapping Program Fact Sheet (one page)

<http://www.iti.gov.nt.ca/fursagriculturefisheries/kidtrapping.shtml>
<http://www.iti.gov.nt.ca/Publications/2008/FursFishingAgriculture/KidTrappingFactSheet.pdf>

Community Harvesters Assistance Program – Industry, Tourism, and Investment, GNWT

<http://www.iti.gov.nt.ca/fursagriculturefisheries/communityharvestersassistance.shtml>

Local Wildlife Committees – Industry, Tourism, and Investment, GNWT

<http://www.iti.gov.nt.ca/fursagriculturefisheries/wildlifecommittee.shtml>

NWT Fur Harvest 2007/2008 Fact Sheet

<http://www.iti.gov.nt.ca/Publications/2008/FursFishingAgriculture/FurHarvest0708.pdf>

Neck Snare Guide, GMVF Info Sheet

<http://www.iti.gov.nt.ca/Publications/2008/FursFishingAgriculture/NeckSnareguide.pdf>

Fur Institute of Canada – promotes sustainable and wise use of Canada's fur resources. <http://www.fur.ca/>

Fur Harvesters Auction Inc., North Bay, Ontario

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

North American Fur Auctions – for buyers, consignors, ranchers, and trappers. <http://www.nafa.ca/>

Western Canadian Raw Fur Auction Sales Ltd.
<http://www.westcanfurauction.com/>

Fur Council of Canada – national group that represents people that work in every sector of the fur trade: producers, auction houses, processors, designers, craftspeople, furriers.
<http://www.furcouncil.com/home.aspx>

Canada National Trappers Alliance <http://www.trapper.ca/index.html>

Essential Skills at **Work in the North** *Study Guide*



Community Health Representative Story



Community Health Representative (CHR) Essential Skills at Work in the North

Introduction

This story is from the online tool **Essential Skills at Work in the North**. People use essential skills for work, for fun, and in their daily life. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.

This story has 11 learning activities. See the list on the next page. The study guide includes instructor notes and handouts for each activity, and the story text for the Community Health Representative Story.

The activities help learners explore ideas and information about essential skills, and the work featured in this story. They develop and use various essential skills throughout the activities.

Before you start the learning activities read the Community Health Representative Story or listen to it online. Look for the link to 'Essential Skills at Work in the North' on the NWT Literacy Council website homepage: <http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Community Health Representative Story from Essential Skills at Work in the North.



Shows instructor notes for each learning activity.



**Shows learner handouts for each activity.
Copy enough handouts before you start the activity.**

Community Health Representative Story List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1. Vocabulary	2 handouts	10 to 14
2. Language skills	2 handouts	15 to 18
3. Questions	2 handouts	19 to 22
4. Writing	2 handouts	23 to 27
5. Noun and Verb Forms of Words	1 handout	28 to 32
6. Health Promotion	1 handout	33 to 36
7. CHR Job Description	1 handout	37 to 39
8. Health Professional Interview and Report	1 handout	40 to 42
9. Essential Skills and Health Care	1 handout	43 to 47
10. Assess Your Essential Skills	1 handout	48 to 49
11. Increase Your Essential Skills	1 handout	50 to 53

- Story text on the next page.
- **Resources** section after the last learning activity: page 54.



Community Health Representative Story Text Essential Skills at Work in the North

Gladys Edwards: “I live in the Northwest Territories in a little community of Aklavik and I work for the Beaufort Delta Regional Authority for the past seven years. I am the liaison between the health services and the community. My job is to promote and educate people about health and how to live a healthy lifestyle.”



The Northwest Territories has eleven different official languages. And almost half the population is Aboriginal. This creates some challenges for the health care system. Each northern community has its own culture, its own unique knowledge, strengths, and challenges.

The NWT government has chosen to take a health promotion approach, using community networks and people that the community trusts to share information about how to stay healthy. There are 33 communities in the NWT, each with its own Community Health Representative, or CHR.

Gladys Edwards: “We go right into the community. We teach health promotion. We go into the schools and we talk to the students. We go on the radio station, like we’re just health promoting all the time rather than being here at the health centre where the nurses are, like doing medical.”

This health promotion approach has played a key role in cutting the rate of preventable injuries and illnesses, for example, significantly reducing the rates of child drowning deaths, addictions, and sexually transmitted diseases.

Because the CHR network is made up of people who know and are trusted in communities throughout the Territory, they can respond quickly and effectively to community challenges. In their work, Community Health Representatives use what experts call 'essential skills'. These skills are called 'essential' because in today's world, you need them for almost any job. Let's look at some of the skills that a CHR uses most.

Oral Communication: Oral communication refers to listening and speaking. In the workplace, this could include things like asking for or giving information, taking part in or leading discussions, and meeting with the public.

For example, CHRs often communicate health information or instructions in an Aboriginal language, or interpret for someone who doesn't speak English. They often speak to school classrooms and community groups about safety and healthy living.

Gladys Edwards: "You have to be outgoing. You have to have open communication, willing to learn. You'd have to be drug free, alcohol free if you wanted to work in health promotion because a lot of people look at you, because you're trying to promote all these initiatives, so you have to be a positive role model."

Working with Others: Teamwork is a very important part of a CHR's work. They work with each other and with other community health professionals (such as nurses) to plan responses to common situations and ensure that Aboriginal community members are well served.

Along with other healthcare workers, and other community agencies such as the RCMP, they play a key role in public health and safety programs and campaigns.

Gladys Edwards: “We have one nurse that works with TB surveillance. We have a nurse that works with the chronic. The chronic and diabetes go together so I work along with everyone.”

“I don’t just work with one. I have to work with all of them and they all have different subjects like so that’s how I do health promotion. I have a diabetes program that’s coming up in November so I would take along that nurse if I need her to talk about medical information.”

“I go up to the elders’ facility and I do exercises with them for one hour. Not just with the elders in the facility but I invite elders from the community too. Yearly I do the health career fair and I invite all our agencies from the community and I invite people from the Beaufort Delta Regional Hospital. Last year our theme was ‘achieving excellence happens when all generations work together’. That was our theme.”

Writing: CHRs develop health awareness materials by presenting information in ways that are easy for members of their communities to understand. They have played a key role in the development of some very effective health promotion materials such as the safe travel form, the swim vest poster, and the elder’s safety calendar. They also create materials especially for their own community.

Gladys Edwards: “I started up a newsletter. I do that every month. I just put specific topics of the month. November will be diabetes month and there’s a diabetes day. There’s osteoporosis day. Then because ice is starting to freeze I try to put something in there about hypothermia or ice safety.”

Computer Use: A lot of the learning, teamwork, and communication CHRs do involves computers, for example, keeping in touch by email, doing research on health issues, and developing health promotion materials.

Gladys Edwards: “We’re lucky we got the Internet. The only way we can get out of our community during the summer time is by boat and airplane. And the boat takes 2 ½ hours to go to Inuvik - that’s our biggest community and so if we wanted to get out of Aklavik we’d have to fly out. In the winter time we have road access, winter road access and we’re limited on funds. We’re lucky we got the Internet. I gather up all my own information from resources on the computer.”

“I have Publisher – it’s got all kinds of programs on it where I just fill it in. I just got that installed. Before that I used to just do it on Word. But then I asked them to give me something because I do newsletters and then they gave me this Publisher Office.”

Continuous Learning: Continuous learning is a huge part of this occupation. CHRs are not chosen for their academic credentials, but for their life experience, their wisdom and maturity, and the degree to which they are trusted in the community.

The initial training is done through Aurora College. Later on, the training continues through workshops and get-togethers where the CHRs learn from each other and work together on shared issues.

Gladys Edwards: “Last year I had the opportunity to become a first-aid CPR instructor. They offered us that so I took it so I’m a first-aid instructor also.”

CHRs need to be learning all the time, keeping up with new health information, new resources, and new technology. They are often called on to fill in when other health services positions are vacant.

Gladys Edwards: “We were without a dental therapist for about two years now so I’m the dental therapist. I go into the schools and do their fluoride treatment program on a weekly basis. I offer the students their toothpaste, toothbrushes, and do proper teaching. So all this I got to learn too so I had to find out what toothpaste is good. I didn’t know there were different kinds of toothbrushes too. I found all that out. I get help from a – there’s a dentist in Inuvik – so that’s where I get my information.”

Thinking: Thinking skills are very important in the work of a CHR, as they are in most occupations in today’s world. Some of the activities involved in thinking include: identifying and solving problems, finding information, using memory, using critical thinking, making decisions, and planning and organizing job tasks.

CHRs are always using their thinking skills to address the health issues of their communities and our Territory as a whole. For example, when H1N1 (swine flu) became a threat, the CHRs immediately developed H1N1 awareness posters in simple language, and went out into the Northern Stores and the schools to demonstrate proper hand-washing. Other health and safety campaigns they have helped develop are the swim vest program, the elders’ safety calendar, and the safe travel form.

Gladys Edwards: “In regards to the H1N1 we’ve been promoting for about three months now, since school started and we’ve been promoting hand washing skills and just how to take care of themselves, good hygiene. Going on the radio talking about

H1N1. It's like similar to the flu but it depends on how you take care of yourself."

"There's a special fund for injury prevention. So what we've been doing is working on lots of initiatives in injury prevention. Some of them were like the swim vest program. We did a poster too on zero to seven years old. We offer swim vests in our community to little children because in our stores we don't have life jackets or swim vests for them. So we got life jackets or swim vests through this program."

"I received about 20 bike helmets for kids over the summer and I gave them to the RCMP because then they have bike rodeo safety courses for one day. So I donated that to them and it went really well."

"We offer safe travel plan cards if somebody was to go out on the land. I left them all at main places in Aklavik where people could just pick them up. If they plan to go out on the land they could just fill it out and tell us where they're going, who they're going with, how long they're gone. So that's worked really well too, because so far we haven't had any people getting lost."

"If they're going to go out on the land I have big orange tarps here for them so if they do run into a situation they have tarps for their cover-up or for aerial sighting."



Vocabulary
Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners define the bold word in each sentence from the story.

1-2: Essential skills

Learners look at the names of the nine essential skills and re-write the list in alphabetical order. The handout includes definitions for the nine essential skills.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Vocabulary
Learning Activity 1

1-1: What do these words mean?

Read each sentence. Use a dictionary to find the best definition for the **bold** word. Write down the word and the definition.

I am the **liaison** between the health services and the community.

liaison _____

We teach health **promotion**.

promotion _____

In their work, Community Health Representatives use what experts call **essential** skills.

essential _____

Along with other healthcare workers, and other community agencies such as the RCMP, they play a key role in public health and safety programs and **campaigns**.

campaigns _____

Thinking skills are very important in the work of a CHR, as they are in most **occupations** in today's world.

occupations _____

So what we've been doing is working on lots of initiatives in injury **prevention**.

prevention _____

So I **donated** that to them and it went really well.

donated _____



Vocabulary
Learning Activity 1

1-2: Essential skills

The list below shows the names of the nine essential skills. Re-write the list in alphabetical order.

Read through the definitions of the nine essential skills on the next page.

Essential Skills	Alphabetical Order
Reading	
Writing	
Numeracy	
Document Use	
Oral Communication	
Computer Use	
Working With Others	
Thinking	
Continuous Learning	

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.



Language Skills
Learning Activity 2

Two handouts

2-1: Six essential skills – story examples

The story includes examples of how CHRs use six essential skills. Learners fill in the blanks in six sentences with the name of the essential skill that fits best.

2-2: Three more essential skills

Learners fill in the blanks in three more sentences with the name of the essential skill that fits best, from the three other essential skills.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Language Skills
Learning Activity 2

2-1: Six essential skills – story examples

Read the sentences below. Each sentence gives an example from the story of how CHRs may use one of six essential skills.

Fill in the blank at the end of each sentence with the name of the essential skill that fits best. Use each essential skill at least once. There are 10 sentences and six essential skills so you'll have to use some essential skills more than once.

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> computer use | <input type="checkbox"/> working with others | <input type="checkbox"/> writing |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> continuous learning | <input type="checkbox"/> thinking |

1. CHRs send and receive emails.

_____ skills.

2. CHRs write a community information pamphlet about TB.

_____ skills.

3. CHRs speak to school groups about healthy living – good diet and proper exercise.

_____ skills.

4. CHRs work with community groups and other health professionals.

_____ skills.

5. CHRs go to workshops to keep their first aid training up-to-date.

_____ skills.

6. CHRs identify and solve problems, and plan and organize their work.

_____ skills.

7. CHRs interpret for elders at the health centre or nursing station.

_____ skills.

8. CHRs write a community newsletter once a month.

_____ skills.

9. CHRs find good information on the Internet.

_____ skills.

10. CHRs get together at workshops and learn from each other.

_____ skills.



Language Skills Learning Activity 2

2-2: Three more essential skills

There are nine essential skills and the story gives examples of how CHRs may use six essential skills. CHRs may also use the other three essential skills.

Read the sentences below. Each sentence gives an example of how CHRs may use these other three essential skills.

Fill in the blank at the end of each sentence with the name of the essential skill that fits best. Use each essential skill only once.

document use

reading

numeracy

1. CHRs read a workshop agenda or a letter from the high school asking for an active living workshop.

_____ skills.

2. CHRs study a report that has statistics and graphs about health issues such as smoking and TB.

_____ skills.

3. CHRs figure out how much it costs to pay for posters, pamphlets, and other resources for their community.

_____ skills.



Questions
Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the Community Health Representative story.

3-2: Journal writing

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

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Questions
Learning Activity 3

3-1: Story questions

Answer these questions about the Community Health Representative story. Just write the answer. You don't need to write a sentence.

1. What two words best describe the work that Community Health Representatives do in the community?

2. How many official languages does the NWT have?

3. What are six essential skills that Community Health Representatives use most in their work?

4. Give one example of how Community Health Representatives use oral communication skills in their work.

5. Give one example of how Community Health Representatives use thinking skills in their work.

6. Give one example of how Community Health Representatives use writing skills in their work.

7. Give one example of how Community Health Representatives use working with others skills in their work.

8. Give two examples of how Community Health Representatives use computer skills in their work.

9. Give one example of how Community Health Representatives use continuous learning skills in their work.



Questions
Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- Did you find this story interesting? Why or why not?
- What do you think is the best thing about being a Community Health Representative?
- What do you think is the biggest challenge for a Community Health Representative?
- Do you think you'd like to be a Community Health Representative? Why or why not?



Writing
Learning Activity 4

Two handouts

4-1: Health promotion

Brainstorm with learners:

- What is 'health promotion'?
- What does health promotion mean to you, your family, and your community?

After the brainstorm ask learners to write a paragraph about what health promotion means to them and / or their community. The handout has a paragraph outline and sample for learners to follow. The sample paragraph is not about health promotion.

4-2: Essential skills at home

People use essential skills at home, as well as at work or school.

Learners choose four essential skills. For each essential skill they write a sentence about how they use that essential skill at home. Encourage learners to share / read out loud to each other what they wrote.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Writing Learning Activity 4

4-1: Health promotion

Brainstorm as a group:

- What is health promotion?
- What does 'health promotion' mean to you, your family, or your community?

Write a paragraph about what health promotion means to you.

- Follow the outline below to write the paragraph. Use the worksheet on the next page to write down your ideas.
- Use ideas from the brainstorm if needed.
- Start each sentence with a capital and use correct punctuation.

Paragraph outline

- Write an opening statement to introduce the topic.
- Write three sentences. Each sentence gives one detail to support what you said in the opening statement.
- Write a closing statement.
- Make up a title for your paragraph.

Sample paragraph: Healthy Eating

I think it's important to eat healthy foods. When I eat healthy foods I have more energy and I sleep better. I like to cook and try out recipes with different kinds of healthy foods. Sometimes I can't find the foods I want in the local grocery store. Healthy eating is part of healthy living.

Paragraph worksheet

Title (fill this in last): _____

Opening statement: _____

Detail #1: _____

Detail #2: _____

Detail #3: _____

Closing statement: _____



Writing
Learning Activity 4

4-2: Essential skills at home

People use essential skills at home, as well as at work and in school.

Choose four essential skills from the list. For each essential skill write a sentence to describe how you use that essential skill at home. See the sample below.

Start each sentence with a capital letter and use correct punctuation.

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> computer use | <input type="checkbox"/> working with others | <input type="checkbox"/> writing |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> continuous learning | <input type="checkbox"/> thinking |
| <input type="checkbox"/> document use | <input type="checkbox"/> numeracy | <input type="checkbox"/> reading |

Sample

Essential skill: Reading

Sentence: I read to my children every night when they go to bed.

Essential skill: _____

Sentence: _____



Noun and Verb Forms of Words

Learning Activity 5

Learners define:

- What is a noun?
- What is a verb?

Learners then:

- Look at pairs of noun / verb forms of the same word.
- Read a sentence that contains the word in either noun or verb form.
- Write down what form the word is in the sentence.
- Write another sentence using the word in the other form.

The activity includes these words in noun / verb forms:

- Liaise – Liaison
- Promote – Promotion
- Communicate – Communication
- Decide – Decision
- Campaign – Campaign
- Prevent – Prevention
- Initiate – Initiative

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Noun and Verb forms of words

Learning Activity 5

What is a noun? Write down the definition. Look it up if needed.

What is a verb? Write down the definition. Look it up if needed.

Follow these directions:

1. Look at each pair of words below. Each pair has a noun form and a verb form of the same word.
2. Read the sentence. It contains one form of the word in **bold**. Check noun form or verb form to show what form the word is in the sentence. Look up the word in the dictionary if needed.
3. Write a new sentence and use the word in the other form – in the noun form if the sentence uses the word in the verb form; in the verb form if the sentence uses the word in the noun form. Use correct punctuation and start the sentence with a capital letter.

Liaise – Liaison

A Community Health Representative is a **liaison** between health services and the community.

Check one: noun form verb form

Write a new sentence and use the word in the other form.

Promote – Promotion

Community Health Representatives **promote** good health.

Check one: noun form verb form

Write a new sentence and use the word in the other form.

Communicate – Communication

Community Health Representatives may **communicate** health information in an Aboriginal language.

Check one: noun form verb form

Write a new sentence and use the word in the other form.

Decide – Decision

Community Health Representatives make **decisions** every day about how to use their time.

Check one: noun form verb form

Write a new sentence and use the word in the other form.

Prevent – Prevention

Community Health Representatives may help people learn about injury **prevention**.

Check one: noun form verb form

Write a new sentence and use the word in the other form.

Initiate - Initiative

Community Health Representatives **initiate** community health promotion activities.

Check one: noun form verb form

Write a new sentence and use the word in the other form.



Health Promotion
Learning Activity 6

Learners choose a topic from a list of issues related to health promotion. They use a set of questions in the handout to write down information about the issue.

Ask learners to share what they learned with the group.

Ask each learner to make a poster about their issue, for the community.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Health Promotion
Learning Activity 6

Look at the list of issues related to health promotion. Choose an issue that interests you. Or choose 'other issue' and write down your choice.

- | | |
|--|--|
| <input type="checkbox"/> Healthy diet | <input type="checkbox"/> Exercise |
| <input type="checkbox"/> On the land | <input type="checkbox"/> Teeth and dental care |
| <input type="checkbox"/> Safe sex | <input type="checkbox"/> Diabetes |
| <input type="checkbox"/> Tuberculosis | <input type="checkbox"/> Suicide |
| <input type="checkbox"/> Healthy pregnancy | <input type="checkbox"/> Alcohol |
| <input type="checkbox"/> Drugs | <input type="checkbox"/> Mental health |
| <input type="checkbox"/> Other issue _____ | |

Use the basic outline on the next page to gather information about this issue. Share what you learned with the group. Use the information to make a poster about the issue.

Basic Outline

Health Promotion

Do research and write down the answer to these questions. Share what you learned with the group. Use the information to make a poster about the issue.

1. What is the issue? _____

2. What is the main problem related to this issue?

3. What is the most important thing that people need to know about the issue?

4. How does the issue affect people?

5. What individuals or groups of people does this issue affect most?
Who is directly affected? How? Who is indirectly affected? How?

6. What needs to happen to solve the problem? What is the most
important action people need to take? What individuals or groups
of people most need to take action?



CHR Job Description
Learning Activity 7

Eight statements describe different things CHRs do while on the job. Learners read the statements and decide what two essential skills a CHR needs for each task.

The Resources section includes a web reference for the NWT CHR job description.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



CHR Job Description
Learning Activity 7

Eight statements below describe different tasks that CHRs do while on the job. Read each statement and decide what two essential skills a CHR needs most for each task. Use each essential skill as many times as you need.

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> computer use | <input type="checkbox"/> working with others | <input type="checkbox"/> writing |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> continuous learning | <input type="checkbox"/> thinking |
| <input type="checkbox"/> document use | <input type="checkbox"/> numeracy | <input type="checkbox"/> reading |

1. Liaise between patients, family, the community, and health care providers.

Essential skill 1: _____

Essential skill 2: _____

2. Help people understand their condition and treatments when they get sick.

Essential skill 1: _____

Essential skill 2: _____

3. Educate people in the community about how to stay healthy.

Essential skill 1: _____

Essential skill 2: _____

4. Do research and produce resources for people in the community.

Essential skill 1: _____

Essential skill 2: _____

5. Know how to do first aid and CPR, and take training so they always have up-to-date certificates.

Essential skill 1: _____

Essential skill 2: _____

6. Write reports to the Department of Health and Social Services and to the regional health board.

Essential skill 1: _____

Essential skill 2: _____

7. Manage their office, keep proper files, and organize how they spend time at work.

Essential skill 1: _____

Essential skill 2: _____

8. Learn and know about both traditional and western medical approaches to health-related issues.

Essential skill 1: _____

Essential skill 2: _____



Health Professional Interview and Report

Learning Activity 8

Learners find and interview the Community Health Representative or another health professional in the community (nurse, midwife, counsellor, dietician, mental health worker). They write a report about what they learned from the interview and present their report to the class.

The handout includes an outline for the interview and the report. Encourage learners to use the 'Writing Skills' or 'Writing Process Guide' as they write their report. Look for these resources in the 'Introduction' to this Study Guide.

As the instructor you can help identify potential people for learners to interview.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Health Professional Interview and Report

Learning Activity 8

During this activity you will interview the CHR or another health professional (nurse, midwife, counsellor, dietician, mental health worker) in your community. Write a report based on the interview and present it to the class.

Contact the person and ask permission to interview them about their work. Explain that you plan to use the information from the interview to write a short report and present it to the class.

Do the interview in person. Use the guide below for the interview, or make up your own questions.

Interview guide:

- What is your job called?
- How did you get started in this line of work?
- What education and training do you have for this work?
- What do you think are the key skills a person needs to do this job?
- What do you most like about this job?
- What do you find most challenging about this job?
- What advice would you give someone that wants to have a similar job?

Use the outline below to write the report. Also use the 'Writing Skills' or 'Writing Process Guide' – ask your instructor about this handout.

Report outline

Introduction:

- Answer these questions:
 - ✓ What is the purpose of the report?
 - ✓ Who might want to read the report?
- Or complete these sentences:
 - ✓ This report has some good information about ...
 - ✓ People might be interested in this report if they ...
- Can be quite short – one or two paragraphs, or less.

Main section:

- Answer these questions:
 - ✓ How did you gather information (the interview)?
 - ✓ What did you learn?
- Write as many sentences and paragraphs as you need to tell the story of what you learned. Be honest and accurate; this is more important than length.

Conclusions:

- Answer these questions:
 - ✓ What results can you offer to people, based on what you learned?
 - ✓ What are your final thoughts?
- Can be quite short – one or two paragraphs, or less.



Essential Skills and Health Care
Learning Activity 9

Everyone needs and uses essential skills in relation to health care – not just Community Health Representatives.

Learners read a sentence and choose what essential skill best fits the sentence. Learners write a new sentence to show another way a person may use that essential skill.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Essential Skills and Health Care
Learning Activity 9

Everyone uses essential skills for things related to health care – not just Community Health Representatives.

Read each sentence below and write down the essential skill that fits best – the skill any person would need to carry out that task. Use each essential skill just once.

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> computer use | <input type="checkbox"/> working with others | <input type="checkbox"/> writing |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> continuous learning | <input type="checkbox"/> thinking |
| <input type="checkbox"/> document use | <input type="checkbox"/> numeracy | <input type="checkbox"/> reading |

Write a new sentence to show another way you or someone else may use that essential skill for something related to health care.

1. Mary counts out some money to pay for her prescription.

Essential skill: _____

New sentence: _____

2. George reads a pamphlet about safe sex.

Essential skill: _____

New sentence: _____

3. Sarah orders some vitamins over the Internet.

Essential skill: _____

New sentence: _____

4. Frank fills out a form at the health centre.

Essential skill: _____

New sentence: _____

5. Esther interprets for her grandmother when she gets the flu.

Essential skill: _____

New sentence: _____

6. Mark coaches a kid's hockey team.

Essential skill: _____

New sentence: _____

7. Florence writes down a list of stretching exercises.

Essential skill: _____

New sentence: _____

8. Sam goes to a workshop to learn about diabetes.

Essential skill: _____

New sentence: _____

9. Every week Kathryn plans a healthy menu for her family.

Essential skill: _____

New sentence: _____

10. Bertha checks the vitamin C bottle to find out if the pills are 500 mg or 1000 mg.

Essential skill: _____

New sentence: _____



Assess Your Essential Skills Learning Activity 10

The website for Human Resources Skills Development Canada includes self assessment tools that learners can use to measure their skills in each essential skills area.

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

These tools help learners identify and understand their strengths in each essential skills area, and ways to improve their skills in each area.

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> computer use | <input type="checkbox"/> working with others | <input type="checkbox"/> writing |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> continuous learning | <input type="checkbox"/> thinking |
| <input type="checkbox"/> document use | <input type="checkbox"/> numeracy | <input type="checkbox"/> reading |

Each self assessment tool is short, just two pages. Encourage learners to assess their essential skills in one of more areas.

Go online and make copies of each assessment tool. Or copy the handout and ask learners to go online themselves. They can practice using the computer and Internet, and choose the essential skills areas they want to assess.

Learning Activity 11 'Increase Your Essential Skills' is a follow-up activity that builds on the learners' self assessments.



Assess Your Essential Skills Learning Activity 10

Go to the website for Human Resources Skills Development Canada:
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

This part of the website has a set of tools you can use to assess or measure your own essential skills in each area.

Scroll down to 'self assessments' under 'for the individual', and click on the self assessment tools. There is one tool for each essential skill:

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> computer use | <input type="checkbox"/> working with others | <input type="checkbox"/> writing |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> continuous learning | <input type="checkbox"/> thinking |
| <input type="checkbox"/> document use | <input type="checkbox"/> numeracy | <input type="checkbox"/> reading |

Each self assessment tool helps you identify and understand your strengths in each essential skill, and areas that you may want to improve on.

Each self assessment tool is short, just two pages. Go online and print each self assessment tool, and fill it out.



Increase Your Essential Skills
Learning Activity 11

Use this activity as a follow-up to the previous activity, where learners filled out one or more self assessment tools from the HRSDC website.

At the end of each self assessment tool learners wrote down areas they'd like to improve, for that essential skill.

Ask each learner to choose one or more essential skills and go back to the self assessment tool they filled out.

Ask learners to make a simple plan for how they might take action to improve their skills in the ways they want. The handout includes an outline for making a plan, and a sample.



Increase Your Essential Skills Learning Activity 11

Use this activity as a follow-up to the previous activity, where you filled out the self assessment tools from the Human Resources Skills Development Canada website.

At the end of each self assessment tool, you wrote down areas that you'd like to improve, for that essential skill.

Choose one or more essential skills and go back to the self assessment tool you filled out.

Look at what you wrote about how you'd like to improve your skills.

Make a plan for how you might take action to improve your skills in the ways you want. See the outline of a plan and a sample plan on the next pages. Use them to make your own plan.

Outline of a Plan: Increase Your Essential Skills

1. Essential skill: _____

2. What is my goal? What is one way I want to improve my skills?

3. How can I reach my goal? What action do I want to take?

4. How much time do I need to carry out this action?

5. When do I start and when do I finish?

Sample Plan: Increase Your Essential Skills

1. Essential skill: Computer use.
2. What is my goal? What is one way I want to improve my skills?
Sample: Learn to use a publishing program, to produce newsletters and brochures.
3. How can I reach my goal? What action do I want to take?
Sample: Buy a publishing program, study the manual, and practise using it. Use it to produce the next newsletter and a brochure about TB.
4. How much time do I need to carry out this action?
Sample: Two hours a week for ten weeks.
5. When do I start and when do I finish?
Sample: Start in September and finish in November.

Resources

Essential Skills, Human Resources and Skills Development Canada
<http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy Council. <http://www.nwt.literacy.ca/adultlit.htm>

Job Description for Community Health Representatives in the NWT.
http://www.maca.gov.nt.ca/school/tools/JD_docs/Community%20Health%20Represent.pdf

CHR Training Needs Assessment Evaluation Form – NWT.
http://www.maca.gov.nt.ca/school/tools/PE_docs/Community%20Health%20Representative%20PE%20Form.pdf

Health Promotion Strategy, Health and Social Services, GNWT.
http://www.hlthss.gov.nt.ca/Features/Initiatives/health_promotion/default.asp

Community Health Representative - training program description, Aurora College, Northwest Territories.
<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=55&tp=PRG>

National Indian and Inuit Community Health Representatives Organization (NIICHRO) – a non-government organization that represents Aboriginal CHRs
http://www.niichro.com/2004/?page=index_e&lang=en

NIICHRO has four goals:

- To upgrade the quality of health care of First Nation and Inuit people to the standard of health enjoyed by the rest of the population of Canada.

- To provide a forum for CHRs to communicate and exchange information with each other on various community health initiatives and on the improvement of the CHR program at national level.
- To create and promote awareness and understanding of the CHR program in Canada.
- To provide a mechanism and a means for advising First Nations and Inuit communities, First Nations and Inuit Health Branch (FNIHB), Health Canada and others on all matters pertaining to CHRs.



Essential Skills at **Work in the North** *Study Guide*



Heavy Equipment Operator Story



Heavy Equipment Operator Essential Skills at Work in the North

Introduction

This story is from the online tool **Essential Skills at Work in the North**. People use essential skills for work, for fun, and in their daily life. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.

This story has 11 learning activities. See the list on the next page. The study guide includes instructor notes and handouts for each activity, and the story text for the Heavy Equipment Operator Story.

The activities help learners explore ideas and information about essential skills, and the work featured in this story. They develop and use various essential skills throughout the activities.

Before you start the learning activities read the Heavy Equipment Operator Story or listen to it online. Look for the link to 'Essential Skills at Work in the North' on the NWT Literacy Council website homepage: <http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Heavy Equipment Operator Story from Essential Skills at Work in the North.



Shows instructor notes for each learning activity.



Shows learner handouts for each activity.

Copy enough handouts before you start the activity.

Heavy Equipment Operator Story List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1. Vocabulary	2 handouts	11 to 16
2. Language Skills	2 handouts	17 to 21
3. Questions	2 handouts	22 to 25
4. Writing	2 handouts	26 to 31
5. Heavy Equipment Operator Interview and Report	1 handout	32 to 34
6. A Children's Story	1 handout	35 to 37
7. Apprenticeship	1 handout	38 to 43
8. Red Seal Trades	1 handout	44 to 47
9. Myths and Facts	1 handout	48 to 50
10. Assess Your Essential Skills	1 handout	51 to 52
11. Increase Your Essential Skills	1 handout	53 to 56

- Story text on the next page.
- **Resources** section after the last learning activity: page 57.



Heavy Equipment Operator Story Text

Essential Skills at Work in the North

First Interview

Meet Twyla who is just finishing a program in Fort Smith where she is learning to be a heavy equipment operator.

“My name is Twyla Edji Masuzumi.”



Where are you from Twyla?

“Fort Good Hope.”

How far is that from Fort Smith?

“It’s about three plane rides.”

That’s good. That’s a long way from home.

How did you find a place to live when you went to Fort Smith?

“I had it all set up so when I got here I had a place already. When you apply for the program they give you papers saying like housing and everything.”

So the school helped you with your housing?

“Yah.”

It must be hard being so far from home.

“Well I’ve got my daughter and my boyfriend’s here so it’s not so lonely.”

How did you decide to go into the heavy equipment operator program?

“Well I was kind of thinking about it because the pipeline will be going through and I wanted to get a good job. And my friend phoned me and we were talking about it and she was like ‘why don’t we go for heavy equipment’? And then I was like ‘ok’ so we just applied and we both got accepted.”

It’s great to see women in this program. Operating heavy equipment must mostly be a male occupation.

“Yah this year was the most girls they ever had so that was pretty cool.”

How many women are there in the program?

“There are three of us.”

Did the guys treat you ok?

“I think we treated them ok.”

Well said.

How many people Twyla are in the program?

“There were 14 of us.”

So how was the course?

“It was really good. It was very interesting like they teach you everything. I recommend this course to a lot of people who really want to drive because they really show you everything. It’s really good.”

Twyla, when did the course start?

“September 3rd.”

And when does it end?

“We finish on December 15th.”

So you’re almost finished.

“Yah, I’m really happy ... to see my family.”

Second Interview

Is there any school work or is it all learning to drive heavy equipment?

“At the beginning I think we did a month in class and then we do like a month and a half or something of driving.”

Twyla, how many different machines do you get to practice on?

“We’ve got two pieces of equipment. I was on the loader and then we moved to trucks so in order to get your class three you got to be on a truck.”

And what kind of driver's license do you need to have when you apply for the program?

"Well when you apply for this course you've got to have your class five already."

And you had that already?

"Yah."

And in this course did they teach you anything about safety in the workplace?

"Oh yah. You really gotta go through your safety. They provide like everything like hard hats and show you what to do and what you're not supposed to do so they're really strict on safety."

Was it hard to learn to drive those big machines?

"At first I guess, yah. Like with the truck I never drove a standard before and I kept stalling it out and was getting really frustrated and then my instructor started really telling me what I was doing wrong and stuff so then towards the end I could just drive it like nothing so it's really good."

Will it be easy to get a job when you're finished?

"It shouldn't be hard like there's Diavik and there's all these job opportunities up north like the winter roads."

It's great that you've worked so hard at this.

"Yup. You don't see much girls driving big vehicles. It's always the men and then for a woman to come out and start really applying themselves, like it's not only a man's world out there – I like that."

Essential Skills

Here are some important essential skills that a heavy equipment operator uses, and the tasks they might do with each skill.

Reading examples:

Heavy equipment operators may need to read a variety of materials. They may:

- Read bulletins from the union or employer on such topics as pensions, upcoming meetings, or safety issues.
- Read memos or work orders with information on the nature of the work to be performed, the material and equipment needed, and the location of the site.
- Read Material Safety Data Sheets (MSDS) to be aware of safety procedures and hazards when working near explosives or chemicals.
- Refer to manuals on the operation and maintenance of machinery.
- Read pamphlets explaining regulations and codes, such as logging regulations.

Document use examples:

Heavy equipment operators may:

- Read truck delivery slips to verify that supplies were received.
- Complete time cards.
- Read workplace hazardous materials information system (WHMIS) labels and manufacturer labels on fuels, solvents, and oils used in the operation and maintenance of machines.
- Read maps or charts to identify routes and job sites.

- Read inspection forms for equipment and machinery.

Oral communication examples:

Heavy equipment operators may:

- Listen to co-workers' shouts over the noise of machinery to receive directions and information.
- Give directions to co-workers. For example they may shout at workers if they are in the way, tell them to stay visible or to stand back from the machinery, or tell them how much material to cut or fill in an area.
- Tell truck drivers where to dump loads of fill and water-tank drivers where to spray the road surface.
- Interact with co-workers such as labourers to coordinate work on site, such as road excavation, and to request information such as the location of gas lines.
- Receive job assignments and directions from supervisors, contractors, or union dispatchers, and discuss road conditions, equipment problems, and materials shortages with them.
- Interact with fuel suppliers and mechanics concerning fuel requirements or mechanical problems.
- Participate in group discussions at the work site concerning how to do a particular job.

Numeracy examples:

Heavy equipment operators may:

- Calculate the amount to be billed by multiplying the number of hours taken to complete the job by the cost of the machine per hour.

- Dig basements or trenches to required specifications for length, width, and depth.
- Read oil, pressure, temperature, and hydraulic gauges and compare readings to appropriate levels to monitor the performance of the machine and identify problems.
- Calculate the number of tons of sand in a stockpile and the number of loads required to remove the sand.
- Measure and calculate the slope ratio of ditches.
- Estimate distances between the machine and various obstacles or estimate the width of ramps by 'eyeballing' how much space there is on either side of the dozer.

Computer use examples:

Heavy equipment operators use computer-controlled equipment. For example they may use an electronic scale to weigh a load. In the future, advances in machinery technology, such as the computerization of excavators, graders, and other machines will make machinery easier to operate but perhaps more complicated to maintain. These changes will lead to an increased development of computer skills.

Continuous learning examples:

In today's world workers are always learning new things. Heavy equipment operators, for example, may take courses to learn new regulations or health and safety procedures. They may have to obtain or renew certificates such as workplace hazardous materials information system (WHMIS) certificates, and cardiopulmonary resuscitation certificates (CPR).



Vocabulary
Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners define words from the Heavy Equipment Operator story.

1-2: Essential skills definitions

Learners study the definitions for the nine essential skills. The handout lists nine pairs of nouns that represent things people may use with each essential skill. Learners match the nine pairs of words with the essential skill that fits best.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Vocabulary
Learning Activity 1

1-1: What do these words mean?

Use a dictionary and write down the best meaning for the **bold** words in each sentence below, from the Heavy Equipment Operator story.

Heavy equipment operators use many different **essential skills**.

essential _____

skills _____

Heavy equipment operators may read **bulletins** about things like **pensions**, upcoming meetings, or safety issues.

bulletins _____

pensions _____

Heavy equipment operators may read about safety **procedures** and **hazards** when working near explosives or chemicals.

procedures _____

hazards _____

Heavy equipment operators may **estimate** distances between a machine and various **obstacles**.

estimate _____

obstacles _____

Heavy equipment operators may take courses to learn new **regulations**.

regulations _____

Operating heavy equipment is mostly a male **occupation**.

occupation _____

There are all these job **opportunities** up north, like winter roads.

opportunities _____

Heavy equipment operators may **interact** with co-workers to coordinate work on site, such as road **excavation**.

interact _____

excavation _____



Vocabulary
Learning Activity 1

1-2: Essential skills definitions

Read the pairs of words below and write down the essential skill that best matches each word pair. Use each essential skill just once.

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Numeracy |
| <input type="checkbox"/> Document Use | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Continuous Learning | <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Thinking |

Essential Skill	Word pairs
	Pen, magic marker.
	Map, graph.
	Book, newspaper.
	Workshop, program.
	Hockey, family.
	Money, weight.
	Talking, stories.
	Email, Internet.
	Decisions, planning.

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.



Language Skills
Learning Activity 2

Two handouts

2-1: Synonyms and antonyms

Learners define the terms synonym and antonym. They read eight sentences; each sentence has a bold word. Learners write a synonym for the bold word in the first four sentences and an antonym for the bold word in the last four sentences.

2-2: The order of things

Learners read through five sentences from the story; the order is mixed up. Learners rewrite the sentences in the correct order.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Language Skills
Learning Activity 2

2-1: Synonyms and antonyms

What is a synonym? Write down the definition. Look it up in the dictionary if needed.

Synonym _____

What is an antonym? Write down the definition. Look it up in the dictionary if needed.

Antonym _____

Read each sentence below.

For the first four sentences write a synonym for the **bold** word, for the last four sentences write an antonym for the **bold** word.

1. Students need a class 5 driver's licence to get into the heavy equipment operator **course**.

Synonym: _____

2. It takes about three months to **complete** the heavy equipment operator program.

Synonym: _____

3. Heavy equipment operators often get **jobs** at a mine.

Synonym: _____

4. Heavy equipment operators may **yell** directions, so their co-workers can hear over the noisy machinery.

Synonym: _____

5. Heavy equipment operators may learn **old** safety procedures.

Antonym: _____

6. Most heavy equipment operators are **men**.

Antonym: _____

7. A heavy equipment operator uses a big machine to **dig** a hole.

Antonym: _____

8. Some people find it **hard** to learn to drive those big machines.

Antonym: _____



Language Skills
Learning Activity 2

2-2: The order of things

Read through the sentences below. Each sentence describes one thing from the heavy equipment operator story – except the order is mixed up.

- Twyla and the other students do a month in class.
- Twyla finds a place to live in Fort Smith.
- Twyla fills out an application for the heavy equipment operator program.
- Twyla and the other students do a couple of months driving.
- Twyla gets her class 5 driver's licence.

Re-write the sentences in the correct order.

1. _____

2. _____

3. _____

4. _____

5. _____



Questions
Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the Heavy Equipment Operator story.

3-2: Journal writing

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

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Questions
Learning Activity 3

3-1: Story questions

Answer these questions about the Heavy Equipment Operator story.
Just write the answer. You don't need to write a sentence.

1. What NWT community has the heavy equipment operator program?

2. What class of driver's licence did Twyla need before she started the program?

3. How long does the program last?

4. How much time do students spend in the classroom and driving trucks?

5. What are four important essential skills that a heavy equipment operator uses?

6. Give one example of how heavy equipment operators use reading skills.

7. Give one example of how heavy equipment operators use oral communication skills.

8. Give one example of how heavy equipment operators use numeracy skills.

9. Give one example of continuous learning skills that heavy equipment operators may need.



Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- Did you find this story interesting? Why or why not?
- What do you think about Twyla becoming a heavy equipment operator?
- What do you think is the best thing about training to be a heavy equipment operator?
- What do you think is the most challenging thing about training to be a heavy equipment operator?
- Do you think you'd like to take this training? Why or why not?



Writing
Learning Activity 4

Two handouts

4-1: The other three essential skills

The story gives examples of how heavy equipment operators use six of the nine essential skills. They may also use the other three essential skills: writing, thinking, and working with others.

Learners write one or more sentences to describe how heavy equipment operators may use each of the other three essential skills. The handout asks learners to start each sentence with a capital letter and use correct punctuation.

Encourage learners to use their experience or imagination to write the sentences. They may also look for ideas in the handout for Activity 1-2: Essential skills definitions.

4-2: Writing 'one idea' sentences

Learners look at five long, jumbled sentences and re-write them as shorter sentences. The activity focuses on writing a sentence so that it has just one idea in it. The handout includes an example.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Writing
Learning Activity 4

4-1: The other three essential skills

The story gives examples of how heavy equipment operators may use six essential skills: reading, document use, oral communication, numeracy, computer use, and continuous learning.

Heavy equipment operators may also use the other three essential skills: writing, working with others, and thinking.

For each of those other three essential skills write one or two sentences to give an example of how a heavy equipment operator may use that essential skill. Use your experience or imagination. If needed, look at the handout for activity 1-2: Essential skills definitions

Start each sentence with a capital letter and use the correct punctuation.

Writing

Working with others

Thinking



Writing
Learning Activity 4

4-2: Writing 'one idea' sentences

People can easily understand sentences that have just one idea. They can have trouble reading and understanding long, jumbled sentences.

Read each long, jumbled sentence below. Re-write it with two or three shorter sentences. Make sure each sentence has just one idea. Start each sentence with a capital letter and use correct punctuation.

Example:

- Heavy equipment operators use a variety of machines and attachments, and they move levers or foot pedals, operate switches, and turn dials to control the equipment.
 - **Re-write:** Heavy equipment operators use a variety of machines and attachments. They move levers or foot pedals, operate switches, and turn dials to control the equipment.
1. Heavy equipment operators work outside in almost any kind of weather, although they may work in an air-conditioned or dust-controlled cab, and the work is often seasonal.

Re-write: _____

2. Heavy equipment operators excavate, grade, and landscape earth or move workers, materials, and equipment and their job title generally reflects the kind of machine they operate, such as bulldozer operator or grader operator.

Re-write: _____

3. Heavy equipment operators often work in a noisy, dusty, and dirty environment and may sit for long periods of time on vibrating or bouncing machinery, and must be very safety conscious and follow signals from the ground crew to avoid injury.

Re-write: _____

4. Bulldozer operators or cat skidders operate crawler-tractors equipped with large blades across the front for moving things, and they may clear and level land on construction, mining, and forestry sites.

Re-write: _____

5. Grader operators spread and level earth, sand, gravel, and rock and they make successive passes over the working area to level surfaces and they control the height and angle of grader blades to plow snow in winter.

Re-write: _____



Heavy Equipment Operator Interview and Report Learning Activity 5

Learners find and interview a heavy equipment operator. They write a report about what they learned from the interview and present their report to the class.

The handout includes an outline for the interview and the report. If appropriate, encourage learners to use the 'Writing Skills' or 'Writing Process Guide' as they write their report. Look for these resources in the 'Introduction' section of the Study Guide.

As the instructor you can help identify potential people for learners to interview.

If the community has no local heavy equipment operators available, choose someone from another trade such as an electrician or plumber or carpenter.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Heavy Equipment Operator Interview and Report Learning Activity 5

During this activity you will find and interview someone in your community who works as a heavy equipment operator. You'll write a report based on the interview and present it to the class.

If you can't find a heavy equipment operator, find someone else who works in the trades – such as a plumber, electrician, or carpenter.

Contact the person and ask permission to interview them about their work. Explain that you plan to use the information from the interview to write a short report and present it to the class.

Do the interview in person. Use the guide below for the interview, or make up your own questions.

Interview guide:

- What is your job called?
- How did you get started in this line of work?
- What education and training do you have for this work?
- What do you think are the key skills a person needs to do this job?
- What do you most like about this job?
- What do you find most challenging about this job?
- What advice would you give someone that wants to have a similar job?

Use the outline below to write the report. Also use the 'Writing Skills' or 'Writing Process Guide' – ask your instructor about this handout.

Report outline

Introduction

- Answer these questions:
 - ✓ What is the purpose of the report?
 - ✓ Who might want to read the report and why?
- Or complete these sentences:
 - ✓ This report has some good information about ...
 - ✓ People might be interested in this report if they ...
- Can be quite short – one or two paragraphs, or less.

Main section:

- Answer these questions:
 - ✓ How did you gather information (the interview)?
 - ✓ What did you learn?
- Write as many sentences and paragraphs as you need to tell the story of what you learned. Be honest and accurate; this is more important than length.

Conclusions:

- Answer these questions:
 - ✓ What results can you offer to people, based on what you learned?
 - ✓ What are your final thoughts?
- Can be quite short – one or two paragraphs, or less.



A Children's Story
Learning Activity 6

Learners use their imagination and write a short children's story. The handout shows pictures of different machines that a heavy equipment operator might use. Learners choose one machine and write their story from the perspective of the machine. "I'm a ... and I ... "

The handout gives learners some guidelines for writing their story.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



A Children's Story Learning Activity 6

During this activity you write a children's story from the perspective of one of the machines a heavy equipment operator might use. That means you use the first person "I" for the whole story. You pretend you are the machine.

Look at the pictures on the next page and choose a machine. Use the outline below to write the story. Use your imagination and make up a story about something that happens to the machine.

Story Outline

- Introduce the machine:
 - ✓ Describe who you are, what you do, where you work and live.
 - ✓ Complete this idea: "I'm ... and I live ... and I ..."
 - ✓ Use the text beside the picture on the next page to introduce the machine if you want.
- Make something happen – a bad or a good thing, or maybe both.
 - ✓ Describe how you / the machine feel about what happens.
 - ✓ Describe what you do about it.
 - ✓ Complete this idea: "One day when I ..."
- End the story.
 - ✓ Describe how you / the machine change because of what happened.
 - ✓ Describe what you / the machine believe, feel, do, or say differently because of what happened.
 - ✓ Complete this idea: "Because of what happened I ..."

Choose a machine and write a story

Backhoe



I'm a backhoe. I can dig ditches and break up rock or concrete. I can scoop and dump things, and fill up holes in the ground.



Front End Loader

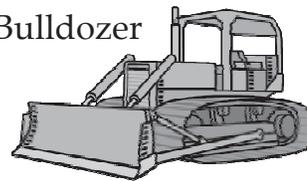
I'm a front-end loader. I can pick up big loads of dirt, rock, sand, gravel, or snow. I can dump the loads into trucks, piles, or holes.

Grader



I'm a grader. I can spread dirt, sand, gravel and rock, and level things. I can plow snow.

Bulldozer



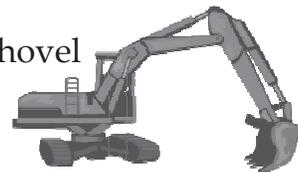
I'm a bulldozer. I can clear and level the land, and push other equipment. I have good traction.

Paver



I'm a paver. I can roll things flat and smooth to help make paved roads, driveways, and parking lots.

Power Shovel



I'm a power shovel. I can scoop up dirt, rock, or other things and drop them into trucks or piles.



Apprenticeship
Learning Activity 7

Learners explore the world of apprenticeship. The handout defines apprenticeship and designated trades.

Learners answer questions about the Apprenticeship Electrician program at Aurora College. The handout includes a table with information about the program, adapted from the College website.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Apprenticeship Learning Activity 7

What is an apprenticeship? (adapted from Red Seal)

- An apprenticeship is an agreement between a person who wants to learn a skill and an employer who needs a skilled worker. The person who wants to learn is called an apprentice.
- An apprenticeship combines on-the-job experience with technical training, and usually lasts from two to five years. The apprentice spends about 85% of their time in the workplace and the rest of the time at school.
- The successful apprentice gets a Certificate of Qualification when they complete the training, and becomes a certified journeyperson.

What is a designated trade? (adapted from Red Seal)

- A designated trade is a trade included in the Apprenticeship Act of a province or territory. Each province and territory has an Act with regulations that outline things about apprenticeships.
- Each province and territory in Canada chooses occupations for apprenticeship.
- Heavy equipment operator is not a designated trade anywhere in Canada.

The table below has information about the Apprenticeship Electrician program at Aurora College.

Use the information in the table to answer the following questions:

1. How many hours and weeks per year does the program last?

2. Where do apprentices have to live to take the program?

3. How many technical levels does the program cover?

4. How many technical levels does an Electrician Apprenticeship have altogether?

5. How old does a person have to be to register with the GNWT?

6. What is the overall average a person must get on the Trades Entrance Exam to register with the GNWT?

7. What are three criteria for an apprentice's employer, to register with the GNWT?

8. Who sets the curriculum for the program? Where does the course curriculum come from?

9. What methods of teaching and learning do apprentices experience during the program?

10. What marks do apprentices have to get to pass the courses and go to the next level?

11. Does an apprentice have to repeat the course if they miss 15 hours of classes? Why?

Apprenticeship Electrician (adapted from Aurora College website April 2010)	Aurora College
Department: Trades, Apprenticeship, and Industrial Training	
Delivery Method: Classroom	
Program Duration: 8 weeks per year	
Delivery Location: Thebacha campus	
Program Description	
<p>The program trains apprentices to install, alter, repair, and maintain electrical systems that provide heat, light, power, control, signal, or fire alarms for all types of buildings.</p> <p>It is based on the NWT-Alberta Electrician Apprenticeship Course Outline (2007) issued by the Government of the Northwest Territories.</p> <p>The program provides three of the four levels of technical training: Level 1, Level 2, and Level 3.</p>	
Program Eligibility	
<p>Apprentices must be registered with the GNWT before they register with Aurora College. They must meet eligibility requirements to register with the GNWT and:</p> <ul style="list-style-type: none"> ▪ Be at least 16 years old. ▪ Be physically capable of performing the work involved in the electrician trade. ▪ Have a genuine desire to become a good tradesperson. ▪ Find an employer who holds a Journey certificate in the electrician trade or employs Journey person in the trade, and who is willing to hire and train the applicant. ▪ Obtain an overall average of 70% and a minimum of 50% in each of the subsections (mathematics, English and science) on the Trades Entrance Exam, Cluster #5. 	

Apprenticeship Electrician

Aurora College

(adapted from Aurora College website April 2010)

Program Information

Aurora College provides technical training for three of the four levels of an electrician apprenticeship. Each of the first three levels of technical training is 240 hours or eight weeks.

The GNWT sets curriculum requirements.

Participants must take the whole program for each level.

Participants are exposed to the program concepts through lectures, discussions, demonstrations, independent and group study, and then given opportunities for skill development through a series of practical applications.

Completion Requirements

Apprentices must achieve 65% in all courses to pass. The College uses theoretical and practical assignments and written examinations to evaluate progress. The College weights course marks, based on a formula from the GNWT, to get a final course mark.

Apprentices who fail technical training must repeat the training - regardless of the result they get on GNWT-administered level examinations.

Apprentices must achieve a mark of 70% on the GNWT-administered level examination in order to progress to the next level of technical training.

"An apprentice who is absent from a trade instruction course in which he or she is enrolled for more than 5% of the total time of the course may be terminated from that course by the supervisor and be subsequently scheduled to repeat the entire course." Article 33, NWT Apprenticeship, Trade and Occupations Certification Regulations



Red Seal Trades Learning Activity 8

Learners learn about Red Seal trades. The handout defines designated Red Seal trades and discusses the benefits.

Learners answer questions about Red Seal trades in the NWT and across Canada. The handout includes a table with information learners can use to answer the questions. The table comes from the Red Seal website www.red-seal.ca

Here are the answers to the questions on the learner's handout:

1. Trades in NWT and not in Yukon: Appliance service technician, ironworker (generalist), metal fabricator (fitter), mobile crane operator.
2. 18 trades offered in **every** province and territory. Three are: Automotive service technician, cabinetmaker, and carpenter.
3. Motorcycle mechanic a designated Red Seal trade in: Newfoundland, Nova Scotia, PEI, New Brunswick, Ontario, BC.
4. Provinces and territories that do **not** have industrial electrician as a designated Red Seal trade: Alberta, NWT.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Red Seal Trades Learning Activity 8

The information about Red Seal trades is adapted from the Red Seal website: www.red-seal.ca

What is the Red Seal program?

The Red Seal program recognizes an inter-provincial standard of excellence for the skilled trades. Certified journeypersons can complete a Red Seal exam and get a Red Seal endorsement on their provincial or territorial Certificate of Qualification and Apprenticeship.

The Program develops and maintains inter-provincial standards of qualification for Red Seal trades. To date the Red Seal Program includes 50 trades across Canada.

What are the benefits of Red Seal?

The Red Seal is the only credential that gives a worker automatic recognition in every province or territory that regulates their trade. It allows workers to more freely move from one province / territory to another for work.

Red Seal is a symbol of professional pride and standard of excellence. A Red Seal journeyperson may have better employment opportunities.

Study the table on page 47 to answer the following questions about designated Red Seal trades in Canada and the NWT. The table does not include information for Nunavut.

1. What are four Red Seal trades available in the NWT that are **not** available in the Yukon?

2. How many Red Seal trades are offered in **every** province and territory? Name three of those trades.

3. What provinces and territories have 'motorcycle mechanic' as a designated red seal trade?

4. What provinces and territories do **not** have 'industrial electrician' as a designated red seal trade?

DESIGNATED RED SEAL TRADES ACROSS THE COUNTRY

 source: www.red-seal.ca

	NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT
Agricultural Equipment Technician	*	*	*	*		*	*	*	*	*		
Appliance Service Technician	*	*	*	*		*			*	*	*	
Automotive Painter	*	*	*	*		*	*	*	*	*	*	*
Automotive Service Technician	*	*	*	*	*	*	*	*	*	*	*	*
Baker	*	*	*	*		*	*		*	*	*	*
Boilermaker	*	*	*	*	*	*	*	*	*	*		
Bricklayer	*	*	*	*	*	*	*	*	*	*		*
Cabinetmaker	*	*	*	*	*	*	*	*	*	*	*	*
Carpenter	*	*	*	*	*	*	*	*	*	*	*	*
Concrete Finisher	*	*	*	*	*			*	*	*		
Construction Electrician	*	*	*	*	*	*	*	*	*	*	*	*
Cook	*	*	*	*	*	*	*	*	*	*	*	*
Electric Motor System Technician	*	*	*	*		*	*		*	*	*	*
Electronics Technician(Consumer Products)	*	*	*	*		*	*	*	*	*	*	*
Floorcovering Installer	*	*	*	*	*	*		*	*	*	*	*
Glazier	*	*	*	*	*	*	*	*	*	*	*	*
Hairstylist	*	*	*	*	*	*	*	*	*	*	*	*
Heavy Duty Equipment Technician	*	*	*	*	*	*	*	*	*	*	*	*
Industrial Electrician	*	*	*	*	*	*	*	*	*	*		*
Industrial Instrument Mechanic	*	*	*	*		*	*	*	*	*		*
Industrial Mechanic (Millwright)	*	*	*	*	*	*	*	*	*	*	*	*
Insulator (Heat and Frost)	*	*	*	*	*	*	*	*	*	*	*	*
Ironworker (Generalist)	*	*	*	*	*	*	*	*	*	*	*	*
Lather (Interior Systems Mechanic)	*	*	*	*	*	*	*	*	*	*		*
Machinist	*	*	*	*	*	*	*	*	*	*		*
Metal Fabricator (Fitter)	*	*	*	*	*	*	*	*	*	*	*	
Mobile Crane Operator	*	*	*	*	*	*	*	*	*	*	*	
Motor Vehicle Body Repairer (Metal and Paint)	*	*	*	*	*	*	*	*	*	*	*	*
Motorcycle Mechanic	*	*	*	*		*			*	*		
Oil Burner Mechanic	*	*	*	*					*	*	*	*
Painter and Decorator	*	*	*	*	*	*	*	*	*	*	*	*
Partsperson	*	*	*	*	*	*	*	*	*	*	*	*
Plumber	*	*	*	*	*	*	*	*	*	*	*	*
Powerline Technician	*	*	*	*		*		*	*	*	*	*
Recreation Vehicles Service Technician	*	*	*	*	*	*			*	*		*
Refrigeration and Air Conditioning Mechanic	*	*	*	*	*	*	*	*	*	*	*	*
Roofer	*	*	*	*	*	*	*	*	*	*	*	*
Sheet Metal Worker	*	*	*	*	*	*	*	*	*	*	*	*
Sprinkler System Installer	*	*	*	*	*	*	*	*	*	*	*	*
Steamfitter/Pipefitter	*	*	*	*	*	*	*	*	*	*	*	*
Tilesetter	*	*	*	*	*	*		*	*	*		
Tool and Die Maker	*	*	*	*	*	*	*		*			
Transport Trailer Technician	*	*	*	*		*	*		*	*		*
Truck and Transport Mechanic	*	*	*	*	*	*	*	*	*	*		*
Welder	*	*	*	*		*	*	*	*	*	*	*

*Information on Newfoundland & Labrador and British Columbia reflects the 2001 data, while information on Nunavut is not available at this time. All other information dates from 2004.



Myths and Facts about Skilled Trades

Learning Activity 9

Learners read statements about skilled trades and decide if each statement is true or false. Encourage learners to use their common sense to find the answers.

Go to this website to check their answers:

http://www.careersintrades.ca/media/myths_eng.pdf

Discuss the statements with learners as they discover the facts.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Myths and Facts about Skilled Trades Learning Activity 9

Check True or False for each statement below. Use your common sense. To check your answers go to:

http://www.careersintrades.ca/media/myths_eng.pdf

Discuss the statements as you discover the facts.

1. People need good skills in reading, writing, and math to complete an apprenticeship in a skilled trade.
 True False
2. A university degree is the only post-secondary education that gives people a good future.
 True False
3. People interested in skilled trades have limited choices about what they can do.
 True False
4. When the economy declines, people with jobs in skilled trades feel the negative impacts first – before others.
 True False

5. People with jobs in skilled trades mostly get just seasonal work, and it's dirty, noisy work.
 True False

6. Jobs in skilled trades are dead-end jobs and don't pay very well.
 True False

7. Women don't have the physical strength or the interest to work at skilled trades.
 True False

8. An apprenticeship involves about 80% on-the-job training and 20% in-school training.
 True False

9. Many people in skilled trades like the physical challenges of their work AND the increasing demands for technical and computer skills.
 True False

10. Training for skilled trades is for people who don't have the money to do go university.
 True False



Assess Your Essential Skills Learning Activity 10

The website for Human Resources Skills Development Canada includes self assessment tools that learners can use to measure their skills in each essential skills area.

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

These tools help learners identify and understand their strengths in each essential skills area, and ways to improve their skills in each area.

- computer use
- working with others
- writing
- oral communication
- continuous learning
- thinking
- document use
- numeracy
- reading

Each self assessment tool is short, just two pages. Encourage learners to assess their essential skills in one of more areas.

Go online and make copies of each assessment tool. Or copy the handout and ask learners to go online themselves. They can practice using the computer and Internet, and choose the essential skills areas they want to assess.

Learning Activity 11 'Increase Your Essential Skills' is a follow-up activity that builds on the learners' self assessments.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Assess Your Essential Skills Learning Activity 10

Go to the website for Human Resources Skills Development Canada:
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

This part of the website has a set of tools you can use to assess or measure your own essential skills in each area.

Scroll down to 'self assessments' under 'for the individual', and click on the self assessment tools. There is one tool for each essential skill:

- computer use
- oral communication
- document use
- working with others
- continuous learning
- numeracy
- writing
- thinking
- reading

Each self assessment tool helps you identify and understand your strengths in each essential skill, and areas that you may want to improve on.

Each self assessment tool is short, just two pages. Go online and print each self assessment tool, and fill it out.



Increase Your Essential Skills

Learning Activity 11

Use this activity as a follow-up to the previous activity, where learners filled out one or more self assessment tools from the HRSDC website.

At the end of each self assessment tool learners wrote down areas they'd like to improve, for that essential skill.

Ask each learner to choose one or more essential skills and go back to the self assessment tool they filled out.

Ask learners to make a plan for how they might take action to improve their skills in the ways they want. The handout includes an outline for making a plan, and a sample.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Increase Your Essential Skills Learning Activity 11

Use this activity as a follow-up to the previous activity, where you filled out the self assessment tools from the Human Resources Skills Development Canada website.

At the end of each self assessment tool, you wrote down areas that you'd like to improve, for that essential skill.

Choose one or more essential skills and go back to the self assessment tool you filled out.

Look at what you wrote about how you'd like to improve your skills.

Make a plan for how you might take action to improve your skills in the ways you want. See the outline of a plan and a sample plan on the next pages. Use them to make your own plan.

Outline of a Plan: Increase Your Essential Skills

1. Essential skill: _____

2. What is my goal? What is one way I want to improve my skills?

3. How can I reach my goal? What action do I want to take?

4. How much time do I need to carry out this action?

5. When do I start and when do I finish?

Sample Plan: Increase Your Essential Skills

1. Essential skill: Continuous learning
2. What is my goal? What is one way I want to improve my skills?

Sample: Update my first aid and CPR certificates.

3. How can I reach my goal? What action do I want to take?

Sample: Sign up for the next workshop.

4. How much time do I need to carry out this action?

Sample: The workshops usually last one weekend.

5. When do I start and when do I finish?

Sample: Start and finish according to the workshop schedule.

Resources

Essential Skills, Human Resources and Skills Development Canada
<http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy Council. <http://www.nwt.literacy.ca/adultlit.htm>

Heavy Equipment Operator Program, Aurora College
<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=70&tp=PRG>

Heavy Equipment Operator, Tools for Success, Trades. Education, Culture, and Employment, GNWT.
http://www.ece.gov.nt.ca/divisions/apprenticeship/tools_succes_docs/heavy%20equipment%20operator.pdf

Apprenticesearch.com
<http://www.apprenticesearch.com/fpTrades/hvyequipoper.asp>

Careers in Construction, Heavy Equipment Operator
<http://www.careersinconstruction.ca/profiles/heavy-equipment-operator>

Careers in Trades, Educators Guide.
<http://www.careersintrades.ca/all/EducatorsGuide-English.pdf>

Canadian Construction Women – an organization that supports women in or that want to be in the construction industry: support, mentoring, networking, community involvement, learning, and development.
<http://www.constructionwomen.org/page/home.aspx>

Red Seal – inter-provincial /territorial standards for skilled trades.

www.red-seal.ca

Skills Canada NWT is a charitable organization that promotes careers in skilled trades and technologies to northern youth. Skills Canada NWT works with government and industry partners to help build a part of the future northern workforce. www.skillscanadanwt.org

NWT Apprenticeship Authority. Apprenticeship and Occupational Certification, Department of Education, Culture and Employment, GNWT www.ece.gov.nt.ca/divisions/apprenticeship (this website under construction and doesn't work?)

Canadian Apprenticeship Forum – a national body that brings together all the players involved with apprenticeship training. <http://www.caf-fca.org/en/>

Workers' Safety and Compensation Commission of the Northwest Territories and Nunavut. <http://www.wcb.nt.ca/Pages/default.aspx>

National Occupational Classification (NOC)

<http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/Welcome.aspx>

- Heavy equipment operator: NOC 7421-C
http://www.workingincanada.gc.ca/search_occupation-eng.do;jsessionid=82EF443E7E561651F2B02AF4D658495C.imnav1?sltnoc=7421

Essential Skills at **Work in the North** *Study Guide*



Early Childhood Educator Story



Early Childhood Educator (ECE) Essential Skills at Work in the North

Introduction

This story is from the online tool **Essential Skills at Work in the North**. People use essential skills for work, for fun, and in their daily life. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.

This story has 11 learning activities. See the list on the next page. The study guide includes instructor notes and handouts for each activity, and the story text for the Early Childhood Educator Story.

The activities help learners explore ideas and information about essential skills, and the work featured in this story. They develop and use various essential skills throughout the activities.

Before you start the learning activities read the Early Childhood Educator Story or listen to it online. Look for the link to 'Essential Skills at Work in the North' on the NWT Literacy Council website homepage: <http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Early Childhood Educator Story from Essential Skills at Work in the North.



Shows instructor notes for each learning activity.



Shows learner handouts for each activity.

Copy enough handouts before you start the activity.

Early Childhood Educator Story List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1. Vocabulary	2 handouts	14 to 20
2. Language skills	2 handouts	21 to 24
3. Questions	2 handouts	25 to 29
4. Writing	2 handouts	30 to 33
5. Early Childhood Development Program	2 handouts	34 to 41
6. Essential Skills and Early Childhood Workers	1 handout	42 to 46
7. Household Hazardous Symbols	1 handout	47 to 52
8. ECE Program Standards and Statistics	2 handouts	53 to 59
9. ECE Interview and Report	1 handout	60 to 62
10. Assess Your Essential Skills	1 handout	63 to 64
11. Increase Your Essential Skills	1 handout	65 to 68

- Story text starts on the next page.
- **Resources** section after the last learning activity: page 69.



Early Childhood Educator Story Text
Essential Skills at Work in the North

Mary Rose lives in a small community in the Northwest Territories. She and her husband have two children. A couple of years ago Mary Rose was babysitting one other child to help support her family. She always liked babysitting and felt she was good at it. A neighbour who had just started working asked Mary Rose if she could care for her two children as well.

Mary Rose wanted to help her neighbour and she thought she could handle five children. But she'd heard that it's not legal to care for more than four children in your home, including your own, without getting a licence from the Northwest Territories Government. She decided to look into it. She called the nearest government office and asked who she should speak to about getting a family day home licence. They gave her the number for the early childhood consultant for her region.

Mary Rose called her regional early childhood consultant to ask her about how to become a licenced family day home provider. She was glad to hear that the government could give her ongoing support in developing a program, and might even be able to help with start-up costs. She also liked the idea of learning more about child development and getting to know other people doing the same kind of work.

Next Mary Rose and the consultant talked about what she would need to do to get the licence. When she saw the list of requirements she felt a bit discouraged and thought it might be too hard to do. For example she learned that she would need to have her home inspected to make sure it met the government's health and safety standards, get liability insurance, and provide detailed plans for the childcare space and the program.

But after the consultant explained each requirement and offered to help with every step Mary Rose decided to go for it. The consultant helped her with the planning and the paperwork she needed to do, and having this support made it all much easier. In time she met all the requirements and got her family day home licence.

By becoming a licenced home daycare provider Mary Rose became part of a network of early childhood workers in the NWT. This network is important to her in many ways. She gets to attend meetings and workshops where she and other providers share resources and information to improve their programs and their skills. They can refer children to each other if their own centre is full. They can plan joint activities and outings for their programs. They can even set up agreements to back each other up in case of illness or emergency.

As a mother Mary Rose already knew a lot about child development. But becoming a licenced family day home provider has opened up many opportunities to keep learning more. She's even thinking of getting a certificate in early childhood development through Aurora College.

If you would like to learn more about the skills you need for an early childhood education career, where to get training, how to get a family day home licence, or how to support children's learning in the early years, click on the More Information button below.

More Information

Early childhood educators and childcare assistants make an important contribution to the lives of children, families, and communities. Quality care in the early years gives children a solid foundation for life. Parents who are working or going to school need to know that their

kids are in a safe, caring environment that supports their growth and learning.

In the NWT the Department of Education, Culture and Employment is in charge of early childhood services. As of November 2009 there were about 120 licenced early childhood programs in the NWT with spaces for about 1800 children. Almost half of these programs are family day homes like Mary Rose's.

There will always be a need for teachers and staff in early childhood programs. Trained early childhood educators may also find positions with bands, hamlets, municipalities, regional Health and Social Services, Aboriginal organizations, community agencies, or the Government of the NWT.

Essential Skills for Early Childhood Educators

Reading

Early childhood educators and assistants read every day on the job. They read stories to the children. They read notes from parents about things like medications or who will be picking the child up. They read notes that other staff have written in the staff log book. They also read to increase their knowledge. For example, searching in books and magazines to find ideas for activities to do with the children, or reading health pamphlets and health alerts that might affect the children.

Oral communication

Childcare centres are busy places where many children at once may be talking, yelling, crying, fighting, playing, and running around. Staff need to be able to communicate well with both adults and children, while helping the children develop good speaking and listening skills as well. They listen to the children and teach, help, and comfort them

as needed. They talk with parents to share information about their children's needs, activities, and progress. They talk with their supervisor about problems, hours of work, or changes in the program, and with their co-workers about the children's needs and activities.

Numeracy

Here are a few of the ways childcare workers use numeracy skills in their daily work. They keep track of children by counting them, and use a clock or watch to time activities. They teach simple math skills to children, such as learning the numbers and learning to count. They use measuring tools such as scales and growth charts to measure the kids, measuring cups for cooking or doing crafts, and thermometers for checking children's temperatures. They do money math, such as collecting money from parents for activities and field trips, making change and writing receipts, or calculating the cost of supplies needed for activities.

Working with others

Most early childhood workers are members of a team that includes other early childhood educators and assistants. They participate in meetings to discuss the children's progress and needs, come up with ideas, plan the program, and divide up the work. They may partner with other staff members to plan activities and supervise larger groups of children. Every day they cooperate with other team members to keep the centre running smoothly.

Writing

Most early childhood educators and assistants write every day on the job. They write notes in the daily log book to share information with other staff. They write reminder notes to themselves and co-workers

about tasks to be done or information about specific children. If there's an accident or other unusual event, they may need to write down what happened and what action was taken. They make lists of supplies that are needed. And last but not least, they may teach the children by printing letters and words on paper or chalkboards.

Thinking

Even if activities in a childcare centre are carefully planned, staff need to be able to 'think on their feet' and deal with unexpected situations. For example, they need to find positive solutions if children are anxious when their parents drop them off, if there are conflicts between children, or if children have behavioural problems. They may have to respond to an emergency situation. For example, by providing or obtaining medical help if a child is injured.

Other thinking skills that are very important in this job are:

- Making decisions. For example deciding when to call in a supervisor or parent.
- Planning and organizing the work. Such as moving the children through the day's activities in an organized way.
- Using memory. For example remembering names, instructions from parents and supervisors, and details of each child's progress from day to day.

Document use

Early childhood educators and assistants both read documents and fill them out. Remember, documents are things like labels, lists, forms, charts, and schedules. Childcare workers refer to documents such as labels on baby formula, lists like emergency contact lists and kitchen recycling lists, and schedules for their work times and the children's

activities. They refer to information forms filled out by parents. It's very important that they be able to recognize symbols that show which products used in the daycare are dangerous. Childcare workers fill out documents like children's attendance forms and their own time sheets. Sometimes they even create documents, like activity calendars and materials to use in teaching the children.

Computer use

More and more, early childhood workers use computers to help them with their work. In particular, they use the Internet to look up information such as recipes or craft activities. Some of them use the computer to take courses. For example, through the Aurora College Early Childhood Development program.

Aurora College Early Childhood Development program

Taking Aurora College's training program in Early Childhood Development can improve your chances of finding a job, and give you important knowledge and skills that will help you do a better job whether in your own family day home, in a larger centre, or in a community or government position.

The program is offered through the Thebacha Campus. It begins at different times of the year and you can study part-time from your own home. To get into the program you must be at least 18 years old and have grade 10 English and math or the equivalent upgrading. Mature students are considered on an individual basis.

If you complete four courses in the program and decide you want to go for the certificate, you will also need a medical certificate, references, and a clean criminal record check. Preference is given to people who have a genuine desire to work with young children, have good

Aboriginal and English language skills, communicate well with both adults and children, and work well as part of a team.

In the program you'll learn about:

- Normal patterns of young children's development.
- Basic child health and safety practices, first aid, and CPR.
- How to plan safe, healthy environments and programs that support children's development.
- How to work with families and build strong ties between the home and the centre.
- The importance of traditional knowledge, language, and values for children's growth and development.
- Facilitation, counselling, report and letter writing, and problem-solving skills.
- Standards for operating a licenced family day home.
- And the agencies and partnerships that affect early childhood development in our communities and our territory.

Aurora College website:

<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=62&tp=PRG>

How do I get a licence to provide child care in my home?

Here's a list of the papers you must provide in order to become licenced as a family day home. The important thing to remember is that you can get help with these:

- ✓ A complete application form.
- ✓ A written statement of your program's goals and objectives.
- ✓ A floor plan of your centre.

- ✓ Proof that your centre meets your local zoning bylaws.
- ✓ Proof that you have Comprehensive General Liability insurance to cover your centre. The amount will depend on whether you are applying for financial support from the government.
- ✓ An emergency evacuation plan – for example, how would you get the children out if there was a fire?
- ✓ A written policy for parental involvement.
- ✓ A list of all staff, qualifications, duties, and hours of work.
- ✓ Proof that your centre has been inspected and approved by the Office of the Fire Marshal and by an Environmental Health Officer.

For more information on these requirements or anything else to do with licenced childcare in the NWT contact the Early Childhood Consultant for your region.

Sample: Statement of the Program's Goals and Objectives

The purpose of this day home is to provide a warm and nurturing atmosphere for children of all ages. This day home provides a developmentally appropriate program that meets all the needs and development of the child such as: social, emotional, physical, intellectual, and creative growth. I believe that having a program that is emerging and fostering the 'whole' child is important. Children are observing, learning, and teaching other children from their natural environments and I cherish that. This program will help children find their own voice and personality throughout the growth of this day home. The day home takes into consideration that each child is created differently and is an individual.

Sample: Fire and Safety Plan and Emergency Procedures

When fire or smoke is discovered, all persons must evacuate the area immediately. Verbally announce 'fire', evacuate the area and meet outside at the identified meeting area, large tree at the front for a head count. Once the building has been evacuated I will call the fire division. Our primary escape route will be the front door. If the primary route is blocked we will be using the second exit, back door.

Sample: Evacuation Plan

- Everyone evacuates using primary exit (front door) or if blocked using second exit (back door)
- Call fire division with name, address, and all other important information.
- Extinguish fire if it is safe to do so.
- Do a head count before leaving and after everyone is outside so that all of the occupants have safely evacuated the building.
- After head count is done and everyone is safe we will wait for further instructions from the fire division.

Sample: Letter on Parental Involvement

This day home operates on an open door policy. Please feel free to drop by in the morning or after nap time to see what your child is doing. We would love for you to come on our field trips or just to relax and enjoy activities with us. I also am very flexible on receiving ideas and suggestions for improvements. Feel free to email them to me. I want this program to grow with your children and also to have the best learning opportunities there are in the early childhood settings.

Sample: Hours of Operation

Operating 7:30 to 5:30 Monday through Friday with the following holiday closures and hour changes:

- Closed: New Years Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day, Remembrance Day, Christmas Day, Boxing Day.
- Hour changes / closing early: Christmas Eve and New Years Eve closing at 12:30 pm.

Phone numbers for regional Early Childhood Consultants

- Fort Smith: 867.872.7434
- Inuvik: 867.777.7436
- North Slave (Yellowknife, Tlicho): 867.766.5114
- Sahtu: 867.587.7160
- Dehcho: 867.695.7329



Vocabulary
Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners define words from the Early Childhood Educator story.

1-2: What are essential skills?

Learners read 10 sentences and define the essential skill that the sentence describes. The handout includes definitions of the nine essential skills.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Vocabulary
Learning Activity 1

1-1: What do these words mean?

Define the word in **bold** in each sentence from the Early Childhood Educator story. Look it up in the dictionary if needed.

1. Mary Rose called her regional early childhood **consultant** to ask her about how to become a licenced family day home provider.

consultant _____

2. Mary Rose learned that she would need to have her home **inspected**, to make sure it meets government health and safety standards.

inspected _____

3. Mary Rose learned that she would need to get **liability insurance**.

liability insurance _____

4. Mary Rose learned that she would need to provide **detailed** plans for the childcare space and the program.

detailed _____

5. When Mary Rose saw the list of **requirements** she felt a bit discouraged and thought it might be too hard to do.

requirements _____

6. In time Mary Rose met all the requirements and got her family day home **licence**.

licence _____

7. By becoming a licenced home daycare provider Mary Rose became part of a **network** of early childhood workers in the NWT.

network _____



Vocabulary
Learning Activity 1

1-2: Defining essential skills

Read each sentence below from the Early Childhood Educator story and write down the essential skill that the sentence best defines.

Use each essential skill just once.

- | | | |
|---------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Numeracy | <input type="checkbox"/> Oral communication |
| <input type="checkbox"/> Thinking | <input type="checkbox"/> Writing | <input type="checkbox"/> Working with others |
| <input type="checkbox"/> Document use | <input type="checkbox"/> Computer use | <input type="checkbox"/> Continuous learning |

1. Early childhood educators cooperate with others to plan and carry out activities for larger groups of children.

Essential skill: _____

2. Early childhood educators search in books and magazines to find ideas for activities to do with the children.

Essential skill: _____

3. Early childhood educators go to workshops or meetings, and share information about how to improve their program.

Essential skill: _____

4. Early childhood educators talk to parents to share information about their children's needs, activities, and progress.
Essential skill: _____

5. Early childhood educators plan and organize their work, and find solutions for any problems that come up during the day.
Essential skill: _____

6. Early childhood educators figure out how much money they need for different activities, and collect money from parents, make change, and write receipts.
Essential skill: _____

7. Early childhood educators understand and use the information on forms that parents fill out when their child starts at the daycare.
Essential skill: _____

8. Early childhood educators write notes in the daily log book to share information with other staff.
Essential skill: _____

9. Early childhood educators look up information on the Internet.
Essential skill: _____

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.



Language Skills
Learning Activity 2

Two handouts

2-1: Compound words

This activity has three parts.

1. Learners match the two parts of the word that go together best to make a compound word.
2. Learners circle the compound word in a group of words.
3. Learners fill in the blank in each sentence with a compound word.

2-2: Essential skills – true or false

The handout has four statements about how early childhood educators use essential skills. Learners read each sentence and say if the statement is true or false, and they re-write each false statement to make it true.

Encourage learners to use the definitions of the nine essential skills from Activity 1-2.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Language Skills
Learning Activity 2

2-1: Compound words

When you join two small words together you make a compound word.
Examples: cup + cake = cupcake. week + end = weekend.

Draw a line from each word in the left column to a word in the right column, to make compound words that come from the Early Childhood Educator story.

child	sitting
day	shop
paper	work
baby	hood
work	care

Circle or underline the compound word in each group of words below.

government	standards	workshops	program
insurance	paperwork	office	provider
babysitting	consultant	educator	children
development	childhood	inspection	regional
literacy	information	licence	daycare

Fill in the blank in each sentence below with the compound word that fits best, from the list below.

- childhood daycare paperwork
 babysitting workshop

1. Before she got her licence Mary Rose was _____
one other child to help support her family.
2. Mary Rose gets to attend meetings and _____
to share information with other early childhood providers.
3. Mary Rose thinks about getting a certificate in early
_____ development through Aurora College.
4. The consultant helped Mary Rose with the planning and
_____ she needed to do to get her licence.
5. The Early Childhood Program at Aurora College trains people to
work in a _____ or family day home.



Language Skills
Learning Activity 2

2-2: Essential skills – true or false

Mark each sentence true or false. If you mark it false re-write the sentence to make it true.

1. Early childhood educators use reading skills when they read stories to children or search in books and magazines for activities.
 True False

2. Early childhood educators usually work by themselves and don't have much to do with other people at work.
 True False

3. Early childhood educators use numeracy skills when they help children learn numbers and how to count.
 True False

4. During the day early childhood educators do whatever they feel like doing with the children and don't plan ahead.
 True False



Questions
Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions from the Early Childhood Educator story.

3-2: Journal writing

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

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Questions
Learning Activity 3

3-1: Story questions

Answer these questions about the Early Childhood Educator story. Just write the answer. You don't have to use a sentence.

1. How many children can a person care for in their home without having a licence from the NWT government?

2. Who did Mary Rose call to ask about how to get a licence to run a family day home?

3. Name three things Mary Rose had to do to get a family day home licence?

4. How many licenced programs existed in the NWT in 2009? How many children did they serve?

5. What is one example of how early childhood educators use reading skills?

6. What is one example of how early childhood educators use oral communication skills?

7. What is one example of how early childhood educators use numeracy skills?

8. What is one example of how early childhood educators use thinking skills?

9. What is one example of how early childhood educators use computer skills?



Questions
Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- Did you find this story interesting? Why or why not?
- What do you think about Mary Rose doing everything she had to do, to get her family day home licence?
- What do you think is the best thing about operating a family day home or other kind of daycare?
- What do you think is the most challenging thing about operating a family day home or other kind of daycare?
- Do you think you'd like to operate a family day home or do another job in early childhood education? Why or why not?



Writing
Learning Activity 4

Two handouts

4-1: Making a list

The handout presents this scenario:
Jane works at a daycare with 12 children and one other early childhood worker. Jane is planning a puppet-making activity. The handout describes the activity.

Learners imagine they work with Jane and their job is to make a list of items they need for the activity, how many of each item they need, the cost for each item, and the total cost.

Learners may think up their own daycare activity if they want, and use it instead of the puppet-making activity. The puppet-making activity comes from the NWT Literacy Council's resources for family literacy.
http://www.nwt.literacy.ca/famlit_res.htm

4-2: A child's story

Learners make up and write a story about a preschool aged child who attends a local daycare or family day home. The handout asks learners to write the story in the first person, from the child's perspective. The handout has an outline to guide their writing.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Writing Learning Activity 4

4-1: Making a list

Imagine this. Jane works at a daycare with 12 children and one other daycare worker. Jane is planning an activity to make sock puppets with the children. See directions for this activity below.

Directions to make sock puppets:

1. Put the sock on your hand with your fingers and thumb in the toe and the back of your hand in the heel.
2. To make the mouth – cut a slit between your fingers and thumb. Be careful!
3. Cut two ovals – one from cardboard and one from felt.
4. Glue the felt onto the oval. Fold it in half and sew it into the sock for the puppet's mouth.
5. Use coloured markers and glue on fabric, yarn, or coloured paper to add eyes, ears, hair, etc. to make the puppet like a person or animal.

Imagine that you work with Jane and your job is to:

- Make a list of all the items that Jane needs to carry out the puppet-making activity, including how many of each item.
- Write down how much it costs for each item on the list and the total cost for the activity. You might have to check prices at the local store or go online.

The puppet-making activity comes from the NWT Literacy Council resources for family literacy.

Make up your own activity if you want, instead of using the puppet-making activity – and make a list for that one.

Or choose a different activity from the NWT Literacy Council family literacy resources at http://www.nwt.literacy.ca/famlit_res.htm

Item	Cost per Item	# of Items	Cost (cost per item X #)
Total Cost (add up the 'cost' column)			



Writing
Learning Activity 4

4-2: A child's story

Use your imagination and make up a story about a preschool aged child who attends a local daycare or family day home.

Write the story in the first person 'I' – as if you are the child and you're telling your own story.

Use this outline to write your story. Remember 'you' are the child.

- Introduce yourself:
 - ✓ Describe your name, age, and gender.
 - ✓ Describe a few other things. For example your clothing, hair colour, or other features, and what you like and dislike.
 - ✓ Describe your family and where you live.
- Make up an event. Something happens at the daycare or family day home that involves you. It can be a good thing or a bad thing, or both.
 - ✓ How do you feel about what happens?
 - ✓ What do you do when it happens?
 - ✓ What do other people do?
- Write an ending to the story.
 - ✓ How you feel and what you do after the event ends.
 - ✓ Did you learn anything or make any conclusions?



Early Childhood Development Program Learning Activity 5

Two handouts

5-1: Program questions

Learners answer questions about the Early Childhood Development program at Aurora College. The handout includes information about the program, adapted from the website. Or learners can go to the website:

<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=62&tp=PRG>

5-2: Letter of reference

First, brainstorm with the learners ‘What is a letter of reference?’

Then go to the handout. Discuss how a program applicant must provide two letters of reference. One letter comes from a community member. The letter describes how the applicant is honest, reliable, and suitable for the program.

Brainstorm: ‘What makes a person suitable for the program?’

After the brainstorm ask the learners to write a letter of reference. The handout describes a scenario for the letter and includes a basic outline for a business-type letter.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Early Childhood Development Program Learning Activity 5

5-1: Program Questions

Answer the questions about the Early Childhood Development program at Aurora College. Just write the answer to each question. You don't have to write a full sentence.

This handout includes information about the program – adapted from the Aurora College website.

Or go to the Aurora College website:

<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=62&tp=PRG>

1. How old does a person have to be to apply to the program?

2. What are two other criteria, besides age, that a person must meet to apply to the program?

3. Where is the program delivered?

4. What age group of children does the program emphasize?

5. Name four program delivery methods.

6. Name one thing each student must do before they start a field placement.

7. How many courses do students have to complete to get their Certificate?

8. The College gives preference to certain applicants. What skills do these people have?

9. Name two criteria that allow a person to apply as a mature student.

10. Each applicant must provide two letters of reference. Who must write these letters?

**Early Childhood Development Program
Aurora College**

(adapted from the Aurora College website. May 2010)

Delivery location: Thebacha campus

Program description:

The program trains students to work with children. It emphasizes the preschool years - infants to children six years old. The program trains students to design, deliver, and evaluate community programs and services.

Students develop the skills, knowledge, and attitudes they need to:

- Promote the growth and development of healthy children, pre-natal to six years old, and follow a holistic approach.
- Enhance the well being of children, families, and communities.
- Support cultural traditions and Aboriginal perspectives.
- Be family centred and support the role of parents / guardians.
- Stress wellness and promote healthy lifestyles.
- Support community-based and community-sponsored early childhood development.

Program delivery methods include classroom discussion, lectures, practical training, and opportunities to develop teaching materials and guidance skills.

Program eligibility:

Potential students must fill out an application and meet this criteria:

- Be 18 years or older.
- Complete Aurora College ABE English 140 and Math 130 or NWT high school English 23 or 20-2 and Math 13 or Math Pure or Applied 10. The College may admit applicants without these courses, put them on probation, and ask them to meet certain academic goals and maybe take academic upgrading.

**Early Childhood Development Program
Aurora College**

(adapted from the Aurora College website. May 2010)

- Provide two reference letters - one from an educator and one from a community member - that confirm that the applicant is honest, reliable, and suitable for the program.
- Submit a one-page written statement that gives reasons why they want to study Early Childhood Development.
- Provide a general medical certificate of fitness.
- Communicate well with adults and children, and work as part of a team.

The College gives preference to applicants with good Aboriginal and English language skills.

To apply as a mature student a person must be 20 years or older and out of school for at least one year. The College considers mature students with relevant work / life experience on an individual basis.

Before students start a field placement they must have:

- Current proof of any immunization that a health care professional must have, according to the GNWT Child Day Care Standards.
- A criminal record check. Students with a record of certain offences may not be able to complete all elements of the program.

Completion requirements:

The Certificate consists of 13 courses, including a communications or English course, First Aid and CPR-C, and two practicum placements.

Certification

Students receive an Early Childhood Development Certificate if they complete the program. Graduates may work as assistants in a daycare, operate their own daycare, or work for a band, hamlet or municipality, regional board, Aboriginal or community group, or the Government of the NWT.



Early Childhood Development Program Learning Activity 5

5-2: Letter of reference

Brainstorm: ‘What is a letter of reference?’

When a person applies to the Early Childhood Development Program they must provide two letters of reference. One letter comes from a community member. The letter describes how the applicant is honest, reliable, and suitable for the program.

Brainstorm: ‘What makes a person suitable for the program?’

After the brainstorm:

Use the scenario below or make up your own scenario – and write a letter of reference. Use your imagination to expand on the scenario.

The handout includes an outline for a letter of reference for you to follow.

Scenario:

You are a mother with three young children. Your neighbour’s daughter babysat your children for the past few years and did a really good job. You’ve known her all her life.

Outline – Letter of Reference – Business letter format

(adapted from www.dailywritingtips.com/writing-a-reference-letter-with-examples/
and http://www.uleth.ca/coop/fas/pdf/pdfs/Resources/cover_guidelines.pdf)

Your name and address

Date

Program Coordinator's name (if you know it) and position
College name and address

Dear (name) or 'Dear Sir / Madam' or 'To whom this may concern'

First paragraph: Introduce yourself. Write just one or two sentences to explain who you are and your relationship to the applicant.

Second paragraph: State the facts – that (name of applicant) is applying to attend the (name the program), starting on (date).

Third paragraph: Give your opinion about the applicant. Write why you think the applicant is honest, reliable, and suitable for the program. Give a couple of examples.

Final paragraph: Write something positive to close the letter. If you want, encourage the Coordinator to contact you for more information about the applicant.

End the letter with 'Yours sincerely' or a similar phrase.

Sign your name.



Essential Skills and Early Childhood Workers
Learning Activity 6

Learners read through a list of skills that early childhood workers need and use on the job. Learners re-write each skill under one of the nine essential skills headings – the heading that matches the skill the best.

The list of skills comes from the EssSkillsPORT, NOC: 4214, Early Childhood Educator Assistants.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Essential Skills and Early Childhood Workers Learning Activity 6

Read through the list of 18 skills below. Early childhood educators need and use these skills every day to do their job. The list is not in any order and includes only some of the skills that early childhood workers use.

Re-write the list and put each skill under the correct heading for one of the nine essential skills. Each heading has two skills in the list. To help keep track, check off each skill as you re-write it under the correct heading.

Use this web reference to complete this activity, if needed.

<http://www.esportfolio.com/ESPORT/english/Occupations/index.cfm?doAction=occupationDetails&TradePK=327>

List of skills

- Listen to children and talk with them.
- Read stories to children.
- Follow a schedule for activities and eating and sleeping times.
- Talk to parents about the program and their children.
- Take a weekend course to get an up-to-date first aid certificate.
- Read and understand labels and lists, and fill out and use forms.
- Write on paper or a board to help children learn letters.

- Go to workshops to learn more about child development.
- Count children to keep track of them.
- Decide what to do when a child won't cooperate.
- Use the Internet to find new activities to help children learn letters.
- Recognize symbols for hazardous materials.
- Work with other educators to carry out activities.
- Help children learn about numbers and time.
- Write a letter or note to a parent.
- Read records about what happened yesterday with the children.
- Send an email to a parent.
- Work with parents that volunteer at the daycare.

Write down each skill under the best heading:

Oral communication

1. _____

2. _____

Thinking

3. _____

4. _____

Working with others

5. _____

6. _____

Reading

7. _____

8. _____

Document use

9. _____

10. _____

Writing

11. _____

12. _____

Numeracy

13. _____

14. _____

Computer use

15. _____

16. _____

Continuous learning

17. _____

18. _____



Household Hazardous Symbols

Learning Activity 7

Daycare workers need to know what different symbols mean – symbols that show certain products can be poisonous, flammable, explosive, or corrosive.

Learners match the symbols with the words and definitions for five hazards related to household products they may find at a daycare or family day home.

Brainstorm the names or kinds of household products that may have each symbol. After the brainstorm, give learners the part of the handout that shows examples of household products for each type of hazard.

Learners go on a scavenger hunt with a list of questions related to products that show one or more of the hazardous symbols. Encourage learners to work in pairs for this part of the activity.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Household Hazardous Symbols Learning Activity 7

Daycare workers need to know what different symbols mean – symbols that show certain products can be poisonous, flammable, explosive, or corrosive.

Draw a line from each word in the left column to the correct symbol in the middle column, and then from the symbol to the correct definition in the right column.

Flammable



Can cause death or illness if you eat it, drink it, lick it, or smell it.

Poison



Can explode easily if it is near heat or gets punctured.

Corrosive



Can burn your skins, eyes, throat, or stomach if it touches.

Explosive



Can catch fire easily if it is beside heat, sparks, or flame.

Brainstorm: What household products carry the different symbols – products that you might find at a daycare or family day home?

Household Products with Hazardous Symbols	
Symbols	Examples
 Poison	<ul style="list-style-type: none"> ▪ Pesticides and herbicides ▪ Rat poison ▪ Pharmaceuticals ▪ Fabric cleaners ▪ Household and car cleaners ▪ Fluorescent tubes
 Corrosive	<ul style="list-style-type: none"> ▪ Batteries ▪ Drain cleaners ▪ Oven cleaners ▪ Ammonia
 Explosive	<ul style="list-style-type: none"> ▪ Aerosol cans
 Flammable	<ul style="list-style-type: none"> ▪ Gasoline ▪ BBQ starter ▪ Oils and grease ▪ Solvents

Scavenger Hunt Questions

Find a partner or work on your own. Take this list and find the items on it.

1. Name two cleaning products that have the poison symbol. Where did you find them?

2. Aerosol cans are explosive. Name four products in aerosol cans with the explosive symbol. Where did you find them?

3. Name two items in the community that use batteries marked with the corrosive symbol. Who uses these items most?

4. Name two products, other than batteries, with the corrosive symbol. Where did you find them?

5. Name two fabric cleaners that have the poison symbol. Where did you find them?

6. Name one solvent with a flammable symbol that people use in their home. What do they use it for?

7. Look around your classroom. How many products have hazardous symbols? What are they? What is the most common hazardous symbol?



ECE Program Standards and Statistics Learning Activity 8

Two handouts

8-1: Early Childhood Education standards

The statements in the handout each say something related to standards for Maggie's family day home – a make-believe place. Learners check 'yes' or 'no' to show if the statement meets the standards. If they check 'no' they write down what needs to change to meet the standard.

The handout includes some information about family day home standards, adapted from the NWT *Child Day Care Standards Regulations*.
http://www.justice.gov.nt.ca/PDF/REGS/CHILD_DAY_CARE/Child%20Day%20Care%20Standards.pdf

8-2: Early Childhood Education statistics

Brainstorm: 'What are statistics?'

Learners use the information in the handout to answer questions related to some early childhood education statistics. The handout gives directions to calculate the answers. Review how to multiply and divide if needed.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



ECE Program Standards and Statistics
Learning Activity 8

8-1: Early Childhood Education standards

Each statement below says something about the standards that Maggie's family day home must meet. Read each statement and check YES if it meets the standards or NO if it doesn't.

If you check NO write down what has to change to meet the standards. You don't need to write a full sentence.

Use the information in the table on page 56, adapted from the NWT *Child Day Care Standards and Regulations*.

1. Maggie has seven children in her family day home: four are five years old, one is four, and two are two.
 YES NO
2. Maggie and the children practice a fire drill every now and then.
 YES NO
3. Maggie invites the parents once a month to a family literacy night.
 YES NO
4. Maggie calls her neighbour to come and watch the children when she takes her son to the health centre.
 YES NO

5. Maggie has to use her neighbour's phone to call the parents when 5-year-old John falls and breaks his wrist.

YES NO

6. Every day Maggie takes the children to the park across the street.

YES NO

7. Maggie can't find the first aid kit when 4-year-old Sarah has a nose bleed.

YES NO

8. The children arrive at 8 am and leave at 5 pm. Maggie serves snacks at 10 am and 2 pm, and lunch at noon.

YES NO

9. Maggie's grandmother comes once a week to tell stories about the old days.

YES NO

10. Maggie's brother comes to visit and she reminds him to go outside for a smoke.

YES NO

Some standards for a family home day care facility

(adapted from the NWT's *Child Day Care Standards and Regulations*)

A family home day care facility is a licenced daycare within a private home. The person that operates a family day home must:

- Make sure that an adult supervises the children all the time.
- Write a plan to involve the children's parents or guardians.
- Have an emergency plan and practice it every month.
- Get medical help and contact the parents if a child has an accident.
- Have a phone that works.
- Have a first aid kit.
- Not smoke around the children.
- Serve food at least every 3 hours for kids over 10 years old; at least every 2 ½ hours for kids 10 years and younger.
- Take children outside to play every day, unless the parent says no or the weather is bad.
- Offer program activities that help develop the children's mind, body, emotions, and social skills – including language and culture.
- Have no more than eight children, including their own - with no more than six children 5 years old or under; and no more than three children under 3 years old.



ECE Program Standards and Statistics
Learning Activity 8

8-2: Early Childhood Education statistics

Brainstorm: 'What are statistics?'

Use the information in the table below to answer the questions. The handout tells you how to calculate the answers to the questions. Review how to multiply and divide if necessary.

A few early childhood education statistics		
	2006/07	2003/04
# NWT Population	41,861	42,851
# NWT children 0 to 6 years	4,562	4,669
# licenced daycare programs	109	81
# licenced daycare spaces	1703	1219

1. How many children aged 0 to 6 years old were in the NWT in 2003/04 and 2006/07?

2003/04: _____ 2006/07: _____

2. What is the total NWT population in 2003/04 and 2006/07?

2003/04: _____ 2006/07: _____

3. What percent of the total NWT population are children 0 to 6 years old in 2003/04 and 2006/07?

2003/04: _____

2006/07: _____

To calculate percent: # children 0 to 6 ÷ # NWT population X 100

4. How many daycare spaces were there in 2003/04 and 2006/07?

2003/04: _____ 2006/07: _____

5. How many licenced daycare programs were there in 2003/04 and 2006/07?

2003/04: _____ 2006/07: _____

6. What is the average number of daycare spaces per program in 2003/04 and 2006/07?

2003/04: _____

2006/07: _____

To calculate average spaces per program: # spaces ÷ # programs

7. What percent of children 0 to 6 years old had access to childcare spaces in 2003/04 and 2006/07?

2003/04: _____

2006/07: _____

To calculate % children with access to childcare:

$\# \text{ spaces} \div \# \text{ children} \times 100$



ECE Interview and Report

Learning Activity 9

Learners find and interview an early childhood worker – someone who works at a local daycare or has a family day home. They write a report about what they learned from the interview and present their report to the class.

The handout includes an outline for the interview and the report. Encourage learners to use the ‘Writing Skills’ or ‘Writing Process Guide’ as they write their report. Look for these resources in the Introduction section for this Study Guide.

As the instructor you can help identify potential people for learners to interview. If your community has few people that work in this area learners could interview a kindergarten or early grades teacher.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



ECE Interview and Report Learning Activity 9

During this activity you will find and interview someone in your community who works as an early childhood worker – someone that works in a daycare or has a family day home. You'll write a report based on the interview and present it to the class.

Contact the person and ask permission to interview them about their work. Explain that you plan to use the information from the interview to write a short report and present it to the class.

Do the interview in person. Use the guide below for the interview, or make up your own questions.

Interview guide:

- What is your job called?
- How did you get started in this line of work?
- What education and training do you have for this work?
- What do you think are the key skills a person needs to do this job?
- What do you most like about this job?
- What do you find most challenging about this job?
- What advice would you give someone that wants to have a similar job?

Use the outline below to write the report. Also use the 'Writing Skills' or 'Writing Process Guide' – ask your instructor about this handout.

Report outline

Introduction

- Answer these questions:
 - ✓ What is the purpose of the report?
 - ✓ Who might want to read it?
- Or complete these sentences:
 - ✓ This report has some good information about ...
 - ✓ People might be interested in this report if they ...
- Can be quite short – one or two paragraphs, or less.

Main section:

- Answer these questions:
 - ✓ How did you gather information (the interview)?
 - ✓ What did you learn?
- Write as many sentences and paragraphs as you need to tell the story of what you learned. Be honest and accurate; this is more important than length.

Conclusions:

- Answer these questions:
 - ✓ What results can you offer to people, based on what you learned?
 - ✓ What are your final thoughts?
- Can be quite short – one or two paragraphs, or less.



Assess Your Essential Skills Learning Activity 10

The website for Human Resources Skills Development Canada includes self assessment tools that learners can use to measure their skills in each essential skills area.

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

These tools help learners identify and understand their strengths in each essential skills area, and ways to improve their skills in each area.

- computer use
- oral communication
- document use
- working with others
- continuous learning
- numeracy
- writing
- thinking
- reading

Each self assessment tool is short, just two pages. Encourage learners to assess their essential skills and to find ways to increase their skills in each area.

Go online and make copies of each assessment tool. Or copy the handout and ask learners to go online themselves. They can practice using the computer and Internet, and choose the essential skills areas they want to assess.

Learning Activity 11 'Increase Your Essential Skills' is a follow-up activity that builds on the learners' self assessments.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Assess Your Essential Skills Learning Activity 10

Go to the website for Human Resources Skills Development Canada:
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

This part of the website has a set of tools you can use to assess or measure your own essential skills in each area:

Scroll down to 'self assessments' under 'for the individual', and click on the self assessment tools. There is one tool for each essential skill:

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> computer use | <input type="checkbox"/> working with others | <input type="checkbox"/> writing |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> continuous learning | <input type="checkbox"/> thinking |
| <input type="checkbox"/> document use | <input type="checkbox"/> numeracy | <input type="checkbox"/> reading |

Each self assessment tool helps you identify and understand your strengths in each essential skill, and areas that you may want to improve on.

Each self assessment tool is short, just two pages. Go online and print each self assessment tool, and fill it out.



Increase Your Essential Skills
Learning Activity 11

Use this activity as a follow-up to the previous activity, where learners filled out one or more self assessment tools from the HRSDC website.

At the end of each self assessment tool learners wrote down areas they'd like to improve, for that essential skill.

Ask each learner to choose one or more essential skills and go back to the self assessment tool they filled out.

Ask learners to make a plan for how they might take action to improve their skills in the ways they want. The handout includes an outline for making a plan, and a sample.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Increase Your Essential Skills

Learning Activity 11

Use this activity as a follow-up to the previous activity, where you filled out the self assessment tools from the Human Resources Skills Development Canada website.

At the end of each self assessment tool, you wrote down areas that you'd like to improve, for that essential skill.

Choose one or more essential skills and go back to the self assessment tool you filled out.

Look at what you wrote about how you'd like to improve your skills.

Make a plan for how you might take action to improve your skills in the ways you want. See the outline of a plan and a sample plan on the next pages. Use them to make your own plan.

Outline of a Plan: Increase Your Essential Skills

1. Essential skill: _____

2. What is my goal? What is one way I want to improve my skills?

3. How can I reach my goal? What action do I want to take?

4. How much time do I need to carry out this action?

5. When do I start and when do I finish?

Sample Plan: Increase Your Essential Skills

1. Essential skill: Working with people
2. What is my goal? What is one way I want to improve my skills?
Sample: Get parents more involved with the daycare program.
3. How can I reach my goal? What action do I want to take?
Sample: Use Literacy Council resources to organize a family literacy night for families in the daycare, once a month for four months.
4. How much time do I need to carry out this action?
Sample: One day each month plus two hours preparation time.
5. When do I start and when do I finish?
Sample: Start in January and finish in April.

Resources

Essential Skills, Human Resources and Skills Development Canada
<http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy Council. <http://www.nwt.literacy.ca/adultlit.htm>

Early Childhood Development program at Aurora College.
<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=62&tp=PRG>

National Occupational Classification – NOC: 4214 – Early Childhood Educators and Assistants.
<http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/QuickSearch.aspx?val65=4214>

Essential Skills Portfolio (ESPORT). A basic skills assessment and planning tool that helps people prepare for entry level occupations.
<http://www.esportfolio.com/ESPORT/english/>

ESPORT - early childhood educators and assistants NOC: 4214
<http://www.esportfolio.com/ESPORT/english/Occupations/index.cfm?doAction=occupationDetails&TradePK=327>

Family Literacy Resources, NWT Literacy Council.
<http://www.nwt.literacy.ca/famlit.htm>

NWT *Child Day Care Act*.
http://www.justice.gov.nt.ca/PDF/ACTS/Child_Day_Care.pdf

NWT *Child Day Care Standards Regulations*.
http://www.justice.gov.nt.ca/PDF/REGS/CHILD_DAY_CARE/Child%20Day%20Care%20Standards.pdf

Early Childhood Development Initiative Annual Report 2006/07,
Department of Health and Social Services, GNWT.

http://www.hltss.gov.nt.ca/pdf/reports/children_and_youth/2010/english/early_childhood_development_report_2006_2007.pdf

Essential Skills at **Work in the North** *Study Guide*



Environmental Monitor Story



Environmental Monitor

Essential Skills at Work in the North

Introduction

This story is from the online tool **Essential Skills at Work in the North**. People use essential skills for work, for fun, and in their daily life. Essential skills help people grow and adapt to change. There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.

This story has 11 learning activities. See the list on the next page. The study guide includes instructor notes and handouts for each activity, and the story text for the Environmental Monitor Story.

The activities help learners explore ideas and information about essential skills and the work featured in this story. They develop and use various essential skills throughout the activities.

Before you start the learning activities read the Environmental Monitor Story or listen to it online. Look for the link to 'Essential Skills at Work in the North' on the NWT Literacy Council website homepage:

<http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Environmental Monitor Story from Essential Skills at Work in the North.



Shows instructor notes for each learning activity.



Shows learner handouts for each activity.

Copy enough handouts before you start the activity.

Environmental Monitor Story List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
Vocabulary	2 handouts	10 to 15
Language skills	2 handouts	16 to 24
Questions	2 handouts	25 to 29
Writing	2 handouts	30 to 33
Environment and Natural Resources Training Program	2 handouts	34 to 41
Field Notes	1 handout	42 to 43
Traditional Knowledge	2 handouts	44 to 52
Map and Compass	2 handouts	53 to 57
Environmental Worker Interview and Report	1 handout	58 to 60
Assess Your Essential Skills	1 handout	61 to 62
Increase Your Essential Skills	1 handout	63 to 66

- Story text on the next page.
- **Resources** section after the last learning activity: page 67.



Environmental Monitor Story Text

Essential Skills at Work in the North

Have you ever thought you might like to work in the environmental field? The five-week environmental monitor training program may be for you. The course takes place five or six times a year and is offered in various communities in the NWT. For example Lutselk'e in 2006, Wha Ti and Ulukhaktok in 2008, Tuktoyaktuk in 2009, and Paulatuk in 2010.

The course focuses on employment. It integrates local knowledge and involves the participation of elders. Both men and women participate in this program. A large portion of the course involves teamwork. This is particularly true when working in a camp situation when you are in close contact with the rest of your crew for long periods of time. And a willingness to work hard and dedicate yourself to the job is often as important as having specific technical skills.

The environmental monitor training program combines classroom work and practical experience outdoors in the community. A lot of attention is paid to taking field notes and developing observation skills. In fact writing complete and accurate notes is so important for an environmental monitor that students might be asked to submit their field notes for the day as well as filling out a daily journal at the end of each class.

Many of the students have well developed computer skills and they build more skills as they prepare to make presentations to the class.

Guest experts are often asked to visit and help out in the classroom. For example John Fraser, the Chief Lands Administrator for the Inuvialuit Lands Administration, came to show a map about Inuvialuit private lands. And Andy McMullen of BearWise gave a bear safety course to the students.

The students also learn some photography skills and gain practical experience using digital cameras. They demonstrate their photo skills by going on a scavenger hunt out in the community and taking photos in various lighting and field conditions.

Being proficient with a GPS is also a very important skill used by environmental monitors. They need to be able to record coordinates accurately so they can communicate the exact location of an event or incident to the relevant person. In order to use a GPS well you have to have a good grasp of the fundamentals of using a map and a compass.

Here are three examples of interesting learning projects where students learned about environmental monitoring.

1. In Tuktoyaktuk students did an activity on spill reporting. In this photo Barry, Roy, Rex, and Spencer investigate a fuel tank during an ILA - Inuvialuit Land Administration - mock spill exercise.



2. In Wha Ti the class carried out the Canadian Wildlife Service's bird survey. In this photo Shaun Moosenose and Johnny Simpson search for birds above the canyon below LaMartre Falls.



3. In Wha Ti the students analyzed the quality of water by conducting water sampling. In this photo Lauri Romi, Karen Netsiza, and Jason Beaverho test the pH of water.



The success rate has been high for students in the Environmental Monitor Training Program. During this five-week program the students developed many skills that are very important for working in today's world.



Here's a photo of a Wha Ti graduating class; and another one of a Tuktoyaktuk graduating class.



The course is not designed to turn students into experts but rather to start their career path and help them progress to either a monitoring position, where they can receive on-the-job training, or to further education through Aurora College, first into the pre-Technology Program and then on to the Natural Resource Technology Program at Aurora College in Inuvik and Fort Smith.

Essential skills for environmental monitors

Reading:

Being an environmental monitor involved a lot of practical outdoor activity, but reading is also an essential part of this job. For example you need to read important documents such as:

- Land use permits.
- Research protocols.
- Field guides – for example, to identify bird or plant species.
- Water sampling techniques.
- Information about the NWT drinking water guidelines.

Oral communication

While reading and writing are important skills for an environmental monitor, exchanging information with others is also a crucial skill on the job. Environmental monitors spend a lot of time out in the field dealing with other people and need good communication skills. Good oral communication involves both speaking and listening.

Document use

Document use can involve both reading and writing, but often involves other skills like scanning and dealing with information that is laid out in special ways with words, numbers, and icons. For example forms, graphs, lists, tables, blueprints, signs, and labels are documents used in the world of work. Environmental monitors need to read and fill in many forms – such as chain of custody forms, daily and weekly compliance forms, and incident report forms.

Numeracy

Working with numbers is an essential skill for environmental monitors. For example, using a GPS and recording GPS coordinates accurately can be a matter of life and death. Numeracy skills are also needed in working with maps and a compass. As well, many environmental research projects involve recording numbers.

Working with others

Because this occupation often involves working out in the field with another person or a group, good teamwork skills are often a key to success on the job. In the training program, students develop this skill by working with other students to complete their assignments.

Writing

Writing is another essential part of an environmental monitor's work. In particular you need to keep detailed field notes, writing down as many of your observations as possible because you don't know which information may be needed in the future. Because this is so important, the training course includes lots of practice in this skill.

Thinking

Environmental monitors use many types of thinking skills every day on the job. As they monitor the impacts of all kinds of industries on the north they use:

- Problem solving skills.
- Decision making skills.
- Memory skills.
- Skills of finding and organizing information.

Computer use

Computers have radically changed the way almost all jobs are done and this one is no different. Environmental monitors combine their traditional ecological knowledge with modern technology tools such as computers, GPS units, compasses, and water-testing kits.

Continuous learning

Traditional land-based knowledge and skills play a very important role in environmental monitoring. But like most jobs in today's world this work now involves a combination of traditional knowledge and modern scientific procedures. Environmental monitors need to keep learning all the time to keep up with changes in the environment and new developments in their field of work.



Vocabulary
Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners define words from the story.

1-2: Defining essential skills

Learners write the name of the essential skill that fits best, beside the tasks from the Environmental Monitor story. The handout includes definitions of the nine essential skills.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Vocabulary
Learning Activity 1

1-1: What do these words mean?

Define the **bold** word in each sentence from the Environmental Monitor story. Look the word up in the dictionary if needed.

1. An environmental **monitor** needs to be **dedicated** to the job and willing to work, as well as having specific **technical** skills.

monitor _____

dedicated _____

technical _____

2. Students learn to write complete and **accurate** field notes.

accurate _____

3. Guest **experts** often visit and help out in the classroom of the Environmental Monitor Training Program.

experts _____

4. Being **proficient** with a GPS is a very important skill for environmental monitors.

proficient _____

5. An environmental monitor must record **coordinates** accurately so they can communicate the exact location of an event or **incident**.

coordinates _____

incident _____

6. To use a GPS well you should have a good grasp of the **fundamentals** of using a map and compass.

fundamentals _____

7. Students develop good **observation** skills.

observation _____

8. Students have well developed computer skills and they build more skills as they prepare to make **presentations** to the class.

presentations _____

9. The Environmental Monitor Training Program **integrates** local knowledge and involves the participation of elders.

integrates _____



Vocabulary
Learning Activity 1

1-2: Defining essential skills

The list below gives examples of tasks environmental monitors carry out at their work. Write the name of the essential skill beside the task that fits best. Use each essential skill once.

- | | | |
|---------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Numeracy | <input type="checkbox"/> Oral communication |
| <input type="checkbox"/> Thinking | <input type="checkbox"/> Writing | <input type="checkbox"/> Working with others |
| <input type="checkbox"/> Document use | <input type="checkbox"/> Computer use | <input type="checkbox"/> Continuous learning |

Essential skill	Tasks
	Read a field guide to identify plants and birds.
	Work with a map and compass.
	Work as part of a team out in the field.
	Talk and listen to others to exchange information.
	Keep a journal and detailed field notes.
	Study and understand graphs and tables.
	Learn new ways to gather traditional knowledge.
	Make a plan to organize information.
	Download photos from a digital camera.

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.



Language Skills Learning Activity 2

Two handouts

2-1: Suffixes

This activity focuses on the -tion suffix.

Learners first define noun and verb. Then they can use the handout to understand what is a root word and what is a suffix.

Learners then complete two tables. In the first they use a suffix to change a verb to a noun. In the second they remove the suffix to change the noun to a verb.

Finally learners use the -tion nouns in a sentence. They change the noun to the verb and write a similar sentence using the verb form. The handout has a sample.

2-2: Fill in the blanks with essential skills

Learners fill in the blanks in each sentence with one of the nine essential skills.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Language Skills
Learning Activity 2

2-1: Suffixes

A suffix is a word ending, a group of letters you add to the end of a root word to make a new word. The root word is usually a noun or a verb. There are many suffixes. The most common are -er, -ed, -ing.

Root word: The main part of a word, with no suffix or prefix.

This activity is about the -tion suffix. When you say it the sound is *shun*, like in action.

1. Define noun and verb. Look them up in the dictionary if needed.

Noun _____

Verb _____

For some words we can use the -tion suffix to change a verb into a noun. For example the verb 'act' becomes 'action'.

2. Use the -tion suffix to change the verb to a noun in the table below.

Spelling tips for adding -tion:

- Say the new word out loud to see what sounds right.
- If the verb ends with 't': Add -ion. Act - Action
- If the verb ends with 'e': Drop the 'e' and add -tion.
Intervene - Intervention
- Add or remove a vowel before you add -tion.
Present – Presentation
- Other changes are possible. Attend – Attention
- Use a dictionary if needed.

Verb	Noun
Prepare	
Demonstrate	
Combine	
Dedicate	
Coordinate	
Regulate	
Instruct	
React	
Adopt	
Examine	

3. Remove the -tion suffix to change the noun to a verb in the table below. Spelling tips:
- Say the new verb out loud to see if it sounds right.
 - Remove the -tion suffix. You may have to make other spelling changes too. Review the spelling tips on the previous page.
 - Use a dictionary if needed.

Noun	Verb
Communication	
Participation	
Observation	
Presentation	
Location	
Graduation	
Administration	
Integration	
Completion	
Investigation	
Attention	

4. Make up a sentence for each -tion noun below. Use the noun in a way that makes sense to environmental monitoring.

Change the -tion noun to the verb form and write a similar sentence using the verb form. See the sample.

Integration

Effective environmental monitoring depends on the integration of traditional knowledge and science.

Verb form: integrate

Sentence with verb form: Effective environmental monitoring integrates traditional knowledge and science.

Observation

Verb form: _____

Sentence with verb form: _____

Investigation

Verb form: _____

Sentence with verb form: _____

Communication

Verb form: _____

Sentence with verb form: _____

Location

Verb form: _____

Sentence with verb form: _____

Participation

Verb form: _____

Sentence with verb form: _____



Language Skills
Learning Activity 2

2-2: Fill in the blanks with essential skills

Read each sentence and fill in the blank with one of the essential skills from the list below.

- | | | |
|---------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Numeracy | <input type="checkbox"/> Oral communication |
| <input type="checkbox"/> Thinking | <input type="checkbox"/> Writing | <input type="checkbox"/> Working with others |
| <input type="checkbox"/> Document use | <input type="checkbox"/> Computer use | <input type="checkbox"/> Continuous learning |

1. Students develop skills for _____
when they form a team to complete their assignments.
2. Students can practice _____ skills when
they do a presentation and answer questions about it.
3. Students develop good _____ skills as
they work with a map and compass.
4. Students need _____ skills to look at and
understand a land use permit or research protocol.

5. Students develop good _____ skills when they do their field notes and daily journal.
6. Students need _____ skills to understand and use forms, labels, signs, and reports with graphs and tables.
7. Students develop good _____ skills as they use their memory, organize information, solve problems, and make decisions.
8. Students need _____ skills to use a digital camera and download the photos.
9. Environmental monitors must have _____ skills so they can keep up with changes and new developments in their field.



Questions
Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the Environmental Monitor story.
Encourage them to use the story text if needed.

3-2: Journal writing

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

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Questions
Learning Activity 3

3-1: Story questions

Answer the questions below about the Environmental Monitor story.
Just write the answer. You don't need to write a full sentence.

1. Name the two communities that offered the Environmental Monitor Training Program in 2008.

2. How long does the program last?

3. Name one guest expert that visited the classroom. Briefly describe what he did there.

4. How do students develop and demonstrate their photography skills?

5. What project did students do in Tuktoyaktuk to learn about environmental monitoring?

6. What two projects did students do in Wha Ti to learn about environmental monitoring?

7. Students learn to write complete and accurate notes. Name two places where they record this information.

8. What does GPS stand for?

9. What are the two things that students need to know about, to learn to use a GPS?

10. What Aurora College program may students want to attend after they graduate from the Environmental Monitor program?



Questions
Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- Did you find this story interesting?
- What do you think is the best thing about being an environmental monitor?
- What do you think is the most challenging thing about being an environmental monitor?
- Do you think you'd like to study to be an environmental monitor? Why or why not?



Writing
Learning Activity 4

Environmental issues

Learners do research and write a story about an environmental issue in their community or region.

1. To begin the activity, ask learners to brainstorm / identify environmental issues in their community region.
2. Ask each learner to choose an issue from the list. As much as possible have learners work on different issues.
3. Ask learners to use the questions in the outline to gather information about the issue.
4. Ask learners to use their answers to the questions to write about the issue.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Writing
Learning Activity 4

Environmental issues

Use this activity to learn about an environmental issue in your community or region.

1. Brainstorm as a group 'what are the important environmental issues in your community / region?'
2. Choose an issue from the list.
3. Use the outline to do research and take notes about the issue.
4. Use your notes to write a story or make a poster about the issue. Share your story with the group.

Environmental Issue Story Outline

Do research and write down the answer to these questions. Share what you learned with the group. Use the information to write a story or make a poster about the issue.

1. What is the issue? _____

2. What is the main problem related to this issue?

3. What is the most important thing that people need to know about the issue?

4. What individuals or groups of people does this issue affect most? Who is directly affected? Who is indirectly affected?

5. How does the issue affect these people?

6. What needs to happen to solve the problem? What is the most important action people need to take? What individuals or groups of people most need to take action?



Environment and Natural Resources Technology Program Learning Activity 5

Two handouts

5-1: Program Questions

Learners answer questions about the Environment and Natural Resources Technology Program at Aurora College. The handout includes information about the program, adapted from the website. Or learners can go to the website:

<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=117&tp=PRG>

5-2: Essential Skills

Learners identify the essential skills that match various program objectives.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Environment and Natural Resources Technology Program Learning Activity 5

5-1: Program Questions

Answer the questions about the Environment and Natural Resources Technology Program at Aurora College. Just write the answer to each question. You don't have to write a full sentence.

This handout includes information about the program – adapted from the Aurora College website.

Or go to the Aurora College website:

<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=117&tp=PRG>

1. Where is the program delivered?

2. How long does the program last?

3. What academic standing do people need to have, to apply to the program?

4. Name two other criteria, besides academic credits, that a person must have to apply to the program?

5. The College gives preference to certain people. Who are they?

6. How much time do students spend in the field or the lab during the program?

7. How many remote field camps does the program have?

8. What are six areas of natural resources and environmental management where program graduates may work as technicians or officers?

9. How many courses do students have to complete to get their Diploma?

Environment and Natural Resources Technology Program

Aurora College

(adapted from the Aurora College website. May 2010)

Program length: 2 year diploma program

Delivery location: Thebacha Campus

Program General Description

Students develop the skills they need to work as technicians and officers in natural resource and environmental management careers – in areas that include wildlife, forestry, marine and freshwater fisheries, planning, water resources, environmental protection, parks, land claim resource management, oil and gas, and mining.

The program emphasizes field experience, combined with classroom academic coursework and skills training in the lab. Students spend about 40% of their time in the field or lab. The program includes three remote field camps.

Students learn to:

- Understand and apply science and Traditional Knowledge, and link them.
- Communicate clearly orally and in writing.
- Coordinate and implement field work in remote northern conditions.
- Use technologies to gather, compile, and interpret data.
- Apply critical thinking to research and resource management activities and environmental stewardship.
- Manage projects to collect and analyze data, or for public education and safety.
- Model and promote professionalism to deal with natural resource challenges at the community, territorial, and federal levels.

Environment and Natural Resources Technology Program

Aurora College

(adapted from the Aurora College website. May 2010)

Program Eligibility

People must apply to the College. They should have Grade 12 with 65% in:

- Applied Math 30 or ABE Math 150.
- English 30-2 or ABE English 150.
- Grade 12 biology, chemistry, or physics OR ABE Science 140/150.

Applicants should be physically and mentally fit and prepared for field work.

They must:

- Have or be eligible for a Firearms Acquisition and Possession Licence.
- Participate in an interview, if asked.
- Write a letter of intent to show their interest and motivation.

The College gives preference to NWT residents.

Applicants that need to upgrade their academic requirements may attend the Access Program if it's available. The College may consider mature students and academic equivalents. Students may apply for and receive advanced credit for previous coursework or training, if it applies to the program.

Completion Requirements and Certification

Students must complete 20 core courses and at least one elective, and attend the non-credit field camps. Students need 63 credits to receive a Diploma.



Environment and Natural Resources Technology Program Learning Activity 5

5-2: Essential skills and program objectives

Write down the two essential skills that students use most for each program objective in the list below. Use each essential skill as many times as needed.

- | | | |
|---------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Numeracy | <input type="checkbox"/> Oral communication |
| <input type="checkbox"/> Thinking | <input type="checkbox"/> Writing | <input type="checkbox"/> Working with others |
| <input type="checkbox"/> Document use | <input type="checkbox"/> Computer use | <input type="checkbox"/> Continuous learning |

1. Understand and apply science and Traditional Knowledge, and link them.

Essential skill: _____

Essential skill: _____

2. Communicate clearly orally and in writing.

Essential skill: _____

Essential skill: _____

3. Coordinate and implement field work in remote northern conditions.

Essential skill: _____

Essential skill: _____

4. Use technologies to gather, compile, and interpret data.

Essential skill: _____

Essential skill: _____

5. Apply critical thinking to research and resource management activities and environmental stewardship.

Essential skill: _____

Essential skill: _____

6. Manage projects to collect and analyze data, or for public education and safety.

Essential skill: _____

Essential skill: _____

7. Model and promote professionalism to deal with natural resource challenges at the community, territorial, and federal levels.

Essential skill: _____

Essential skill: _____



Field Notes
Learning Activity 6

Learners practice writing field notes.

First brainstorm with the learners ‘what are field notes?’

Use one of the ideas in the handout or brainstorm different ideas with the learners to identify a topic and question for collecting field notes.

The handout shows four basic guidelines to follow when taking field notes:

- Know the question you want to answer. What are you observing?
Why are you taking notes?
- Interact as little as possible with what you’re observing and writing about.
- Be prepared to write a lot and quickly.
- Write what you see, without judging.

After learners have their field notes discuss these questions:

- What did you enjoy about taking field notes?
- What did you find challenging?

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Field Notes Learning Activity 6

Brainstorm as a group: 'What are field notes?'

Use one of the ideas below or use an idea from the brainstorm to decide the topic and question to practice taking field notes.

- Record certain characteristics of people that come and go from the local Co-op or Northern Store, for a certain length of time.
- Record the plants in a certain area of your community, for a certain length of time.
- Record the birds that visit your community at a certain time of year.
- Record what happens during breakup or freeze-up for a certain length of time.

Follow these four basic guidelines as you take field notes:

- Know the question you want to answer. What are you observing? Why are you taking notes?
- Interact as little as possible with what you're observing and writing about.
- Be prepared to write a lot and quickly.
- Write what you see, without judging.

Discuss these questions after you complete your field notes:

- What did you enjoy about taking field notes?
- What did you find challenging?



Traditional Knowledge Learning Activity 7

Two handouts

7-1: Exploring the concept of Traditional Knowledge

The objectives of the Environmental Monitor Training Program and the Environment and Natural Resources Technology Program include:

- Identify the importance of local knowledge and understand how to incorporate it into environmental monitoring
- Understand and apply science and Traditional Knowledge, and link them.

These are challenging objectives. There is no agreement on how to link Traditional Knowledge and science. Science is a small part of non-indigenous knowledge. And we diminish the strength and breadth of Traditional Knowledge to say it is equal or parallel to science. Yet in the modern world people try to link the two together.

Brainstorm as a group:

- What is Traditional Knowledge? What is science?
- How are Traditional Knowledge and science the same?
- How are they different?

As a group, ask learners to use information from the brainstorm to discuss and write down certain characteristics about Traditional Knowledge and science. The handout has a table for learners to write notes down. The handout also has some basic definitions for Traditional Knowledge and science. But hold back that part until you finish the brainstorms.



Traditional Knowledge Learning Activity 7

7-2: Essential Skills and Traditional Knowledge Research

Learners review some basic guidelines related to Traditional Knowledge research. The handout has four guidelines for communities and four guidelines for researchers. Learners identify the essential skills that community people and researchers need to use during the research process.

Discuss their responses.

We adapted the guidelines in the handout from the following resources:

- Deh Cho First Nations Research Protocol.
http://www.reviewboard.ca/upload/ref_library/DCFN%20TK%20research%20protocol.pdf
- Ethical Guidelines for the use of Traditional Knowledge in Research and Science.
<http://www.nativescience.org/assets/Documents/Power%20Point/Ethical%20GuidelinesforUseof%20TK.pdf>
- Negotiating Research Relationships: A Guide for Communities.
<http://www.itk.ca/sites/default/files/Negotiating-Research-Relationships-Community-Guide.pdf>

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Traditional Knowledge Learning Activity 7

7-1: Exploring the concept of Traditional Knowledge

During this activity explore the concept of Traditional Knowledge. There is no common definition or understanding, although many people agree on certain things.

The objectives of the Environmental Monitor Training Program and the Environment and Natural Resources Technology Program include the following:

- Identify the importance of local knowledge and understand how to incorporate it into environmental monitoring
- Understand and apply science and Traditional Knowledge, and link them.

These are challenging objectives. There is no agreement on how to link Traditional Knowledge and science. Science is a small part of non-indigenous knowledge. And we diminish the strength and breadth of Traditional Knowledge to say it is equal or parallel to science. Yet in the modern world people try to link the two together.

Brainstorm as a group:

- What is Traditional Knowledge?
- What is science?
- How are Traditional Knowledge and science the same?
- How are they different?

As a group use the table below to think about certain characteristics of science and Traditional Knowledge. Write down some of your thoughts. Use your ideas from the brainstorm and build on them.

Characteristics	Traditional Knowledge	Scientific Knowledge
Teaching methods		
Learning methods		
Who has knowledge		
How people use knowledge		

What is Traditional Knowledge?

(From: http://www.nativescience.org/html/traditional_and_scientific.html)

- Practical common sense based on teachings and experiences passed on from generation to generation.
- Knowing the country. It covers knowledge of the environment – snow, ice, weather, resources – and the relationships between things.
- Holistic. It cannot be put in compartments and cannot be separated from the people who hold it. It is rooted in the spiritual health, culture, and language of the people. It is a way of life.
- An authority system. It sets out the rules that govern the use of resources – respect, an obligation to share. It is dynamic, cumulative, and stable. It is truth.
- A way of life. Wisdom is using Traditional Knowledge in good ways. It is using the heart and the head together. It comes from the spirit in order to survive.
- It gives the people credibility.

Traditional Knowledge is the cornerstone of Aboriginal cultural identity and survival as a people. It originates from things like traditional lifestyles, spirituality, philosophy, social relations, customs, and cultural values. Aboriginal people also gain knowledge through direct and indirect exposure to non-Aboriginal values, attitudes, ways of thinking, philosophies, and institutions.

What is science?

(From: <http://www.sciencemadesimple.com/science-definition.html> and <http://en.wikipedia.org/wiki/Science>)

Science is a system to find out about things and gain knowledge. It is the organized body of knowledge that people gain from using the system. The scientific method is based on observation, experimentation, measurement, mathematics, and replication. The body of knowledge must stand up to repeated testing by independent observers.

Science collects facts and looks for order and patterns between and among the facts.



Traditional Knowledge Learning Activity 7

7-2: Essential Skills and Traditional Knowledge Research

Review some basic guidelines related to Traditional Knowledge research. There are four guidelines for communities and four guidelines for researchers. Identify the essential skills that community people and researchers need to use during the research process.

We adapted the guidelines in the handout from the following resources:

- Deh Cho First Nations Research Protocol.
http://www.reviewboard.ca/upload/ref_library/DCFN%20TK%20research%20protocol.pdf
- Ethical Guidelines for the use of Traditional Knowledge in Research and Science.
<http://www.nativescience.org/assets/Documents/Power%20Point/Ethical%20GuidelinesforUseof%20TK.pdf>
- Negotiating Research Relationships: A Guide for Communities.
<http://www.itk.ca/sites/default/files/Negotiating-Research-Relationships-Community-Guide.pdf>

Four Traditional Knowledge research guidelines for communities

Look at the guidelines and identify two essential skills that communities need to participate in the Traditional Knowledge research process.

1. Form a committee to direct, oversee, and guide Traditional Knowledge research.

Essential skill: _____

Essential skill: _____

2. Identify community-based priorities for Traditional Knowledge research.

Essential skill: _____

Essential skill: _____

3. Select community-based researchers to participate in the project.

Essential skill: _____

Essential skill: _____

4. Identify Traditional Knowledge holders and culturally sensitive, respectful ways to approach them.

Essential skill: _____

Essential skill: _____

Four guidelines for researchers for Traditional Knowledge research

Look at the guidelines and identify two essential skills that researchers need to participate in the Traditional Knowledge research process.

1. Meet and work with the community to define and conduct the research. Obtain their informed consent and hire local researchers.

Essential skill: _____

Essential skill: _____

2. Take time to develop relationships with community-based researchers and Traditional Knowledge holders. Be gender sensitive. Women's knowledge is different from men's.

Essential skill: _____

Essential skill: _____

3. Meet regularly with the community to share and exchange information about the research project.

Essential skill: _____

Essential skill: _____

4. Use the local Aboriginal language and interpreters / translators.

Essential skill: _____

Essential skill: _____



Maps and Compass Directions Learning Activity 8

Two handouts

8-1: Maps

Learners identify different parts of a map and discuss how to use them. Answer and discuss the questions in the handout as a group.

Use the NWT Explorers topo or road map. You need something quite large. You can get them from the Department of Industry, Tourism, and Investment, email: parksandtourism@gov.nt.ca or call the Canada Map Office at 1.800.465.6277. If your community has a Visitor's Centre you might get copies of the NWT Explorers Map there.

You can print your own version of the map from the Internet. It takes about 25 pages of 11 X 8.5 paper to print the whole map, and then you have to tape them all together. But it works!

- Explorers Topo Map:
<http://www.iti.gov.nt.ca/publications/2009/tourismparks/NWTEsplorersTopoMap.pdf>
- Explorers Road Map:
<http://www.iti.gov.nt.ca/publications/2009/tourismparks/NWTEsplorersRoadMap.pdf>

To print:

- Open the map and change to 100%.
- Click on 'Pages' to left of map. This shows where the page to print is located in the bigger map.
- Start printing pages in one corner. Move across and up and down until you print all the pages you want to produce the whole map.



Maps and Compass Directions

Learning Activity 8

8-2: Compass Directions

Learners use a compass to identify what direction to travel from one location on the NWT map to another.

Brainstorm with the group: “What is a compass?”

Look at and discuss the compass directions. Use a real compass or the compass graphic in the handout. If you need to use the graphic, make extra copies so learners can cut them out.

As a group answer the questions in the handout about compass directions. The questions refer to places on the NWT map.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Maps and Compass Directions
Learning Activity 8

8-1: Maps

Look at the NWT map and as a group discuss the questions. Write your answers to the questions. Use a dictionary if needed.

1. What is the scale of the map? What does 'scale' mean?

2. Find the legend. What symbols does it include and what do they mean? Look for each symbol on the map.

3. What is the Arctic Circle?

4. What are lines of longitude?

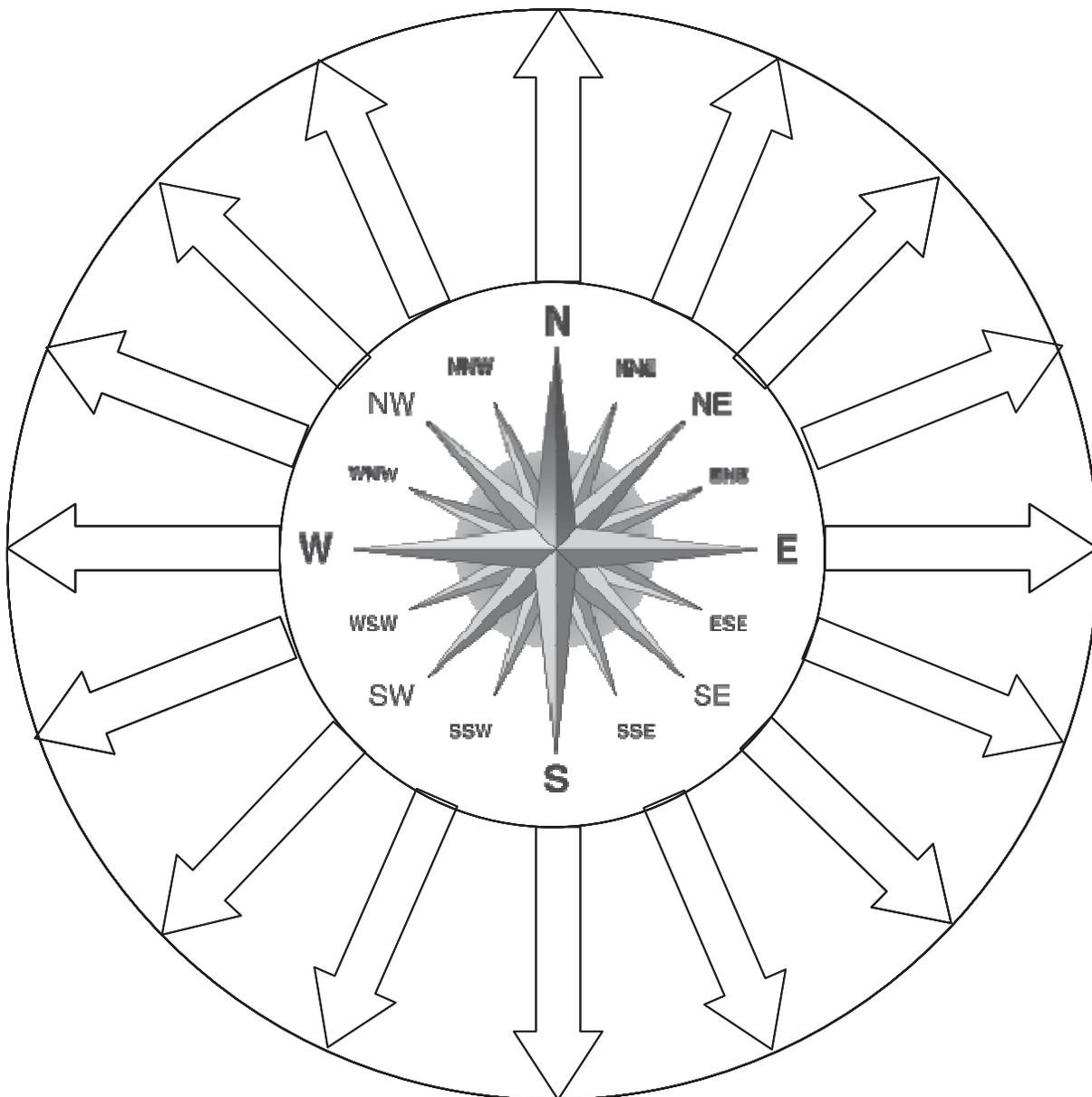


Maps and Compass Directions
Learning Activity 8

8-2: Compass directions

Brainstorm as a group: What is a compass?

Brainstorm and write down the direction for each set of letters.



Use the compass and the NWT map to find the compass direction from the first to the second location in the table below. Write the compass direction.

Hint: To get a true reading you must place the north–south axis of the compass parallel to one of the lines of longitude, and the centre of the compass on the first location. You can do this easily with the compass graphic on the previous page and fold it along the N-S and E-W axes.

First location	Second location	Compass direction
Yellowknife	Bathurst Inlet	
Fort Smith	Jean Marie River	
Inuvik	Norman Wells	
Paulatuk	Deline	
Fort Liard	Behchoko	
Fort Good Hope	Wrigley	
Fort Simpson	Wekweti	
Colville Lake	Fort Good Hope	
Gameti	Yellowknife	
Hay River	Trout Lake	
Fort Providence	Fort Norman	
Wrigley	Fort McPherson	



Environmental Worker Interview and Report

Learning Activity 9

Learners find and interview someone that works in the environmental field. This includes people that work in any of the following areas: wildlife, forestry, fisheries, land use and planning, water resources, parks, environmental protection, and resource management. Learners write a report about what they learned from the interview and present their report to the class.

The handout includes an outline for the interview and the report. Encourage learners to use the 'Writing Skills' or 'Writing Process Guide' as they write their report. Look for these resources in the Introduction section for this Study Guide.

As the instructor you can help identify potential people for learners to interview.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Environmental Worker Interview and Report Learning Activity 9

During this activity you will find and interview someone in your community who works in the environmental field: such as wildlife, forestry, fisheries, land use and planning, water resources, parks, environmental protection, or resource management. You'll write a report based on the interview and present it to the class.

Contact the person and ask permission to interview them about their work. Explain that you plan to use the information from the interview to write a short report and present it to the class.

Do the interview in person. Use the guide below for the interview, or make up your own questions.

Interview guide:

- What is your job called?
- How did you get started in this line of work?
- What education and training do you have for this work?
- What do you think are the key skills a person needs to do this job?
- What do you most like about this job?
- What do you find most challenging about this job?
- What advice would you give someone that wants to have a similar job?

Use the outline below to write the report. Also use the 'Writing Skills' or 'Writing Process Guide' – ask your instructor about this handout.

Report outline

Introduction

- Answer these questions:
 - What is the purpose of the report?
 - Who might want to read it?
- Or complete these sentences:
 - This report has some good information about ...
 - People might be interested in this report if they ...
- Can be quite short – one or two paragraphs, or less.

Main section:

- Answer these questions:
 - How did you gather information (the interview)?
 - What did you learn?
- Write as many sentences and paragraphs as you need to tell the story of what you learned. Be honest and accurate; this is more important than length.

Conclusions:

- Answer these questions:
 - What results can you offer to people, based on what you learned?
 - What are your final thoughts?
- Can be quite short – one or two paragraphs, or less.



Assess Your Essential Skills Learning Activity 10

The website for Human Resources Skills Development Canada includes self assessment tools that learners can use to measure their skills in each essential skills area.

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

These tools help learners identify and understand their strengths in each essential skills area, and ways to improve their skills in each area.

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> computer use | <input type="checkbox"/> working with others | <input type="checkbox"/> writing |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> continuous learning | <input type="checkbox"/> thinking |
| <input type="checkbox"/> document use | <input type="checkbox"/> numeracy | <input type="checkbox"/> reading |

Each self assessment tool is short, just two pages. Encourage learners to assess their essential skills and to find ways to increase their skills in each area.

Go online and make copies of each assessment tool. Or copy the handout and ask learners to go online themselves. They can practice using the computer and Internet, and choose the essential skills areas they want to assess.

Learning Activity 11 'Increase Your Essential Skills' is a follow-up activity that builds on the learners' self assessments.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Assess Your Essential Skills Learning Activity 10

Go to the website for Human Resources Skills Development Canada:
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

This part of the website has a set of tools you can use to assess or measure your own essential skills in each area:

Scroll down to 'self assessments' under 'for the individual', and click on the self assessment tools. There is one tool for each essential skill:

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> computer use | <input type="checkbox"/> working with others | <input type="checkbox"/> writing |
| <input type="checkbox"/> oral communication | <input type="checkbox"/> continuous learning | <input type="checkbox"/> thinking |
| <input type="checkbox"/> document use | <input type="checkbox"/> numeracy | <input type="checkbox"/> reading |

Each self assessment tool helps you identify and understand your strengths in each essential skill, and areas that you may want to improve on.

Each self assessment tool is short, just two pages. Go online and print each self assessment tool, and fill it out.



Increase Your Essential Skills **Learning Activity 11**

Use this activity as a follow-up to the previous activity, where learners filled out one or more self assessment tools from the HRSDC website.

At the end of each self assessment tool learners wrote down areas they'd like to improve, for that essential skill.

Ask each learner to choose one or more essential skills and go back to the self assessment tool they filled out.

Ask learners to make a plan for how they might take action to improve their skills in the ways they want. The handout includes an outline for making a plan, and a sample.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Increase Your Essential Skills Learning Activity 11

Use this activity as a follow-up to the previous activity, where you filled out the self assessment tools from the Human Resources Skills Development Canada website.

At the end of each self assessment tool, you wrote down areas that you'd like to improve, for that essential skill.

Choose one or more essential skills and go back to the self assessment tool you filled out.

Look at what you wrote about how you'd like to improve your skills.

Make a plan for how you might take action to improve your skills in the ways you want. See the outline of a plan and a sample plan on the next pages. Use them to make your own plan.

Outline of a Plan: Increase Your Essential Skills

1. Essential skill: _____

2. What is my goal? What is one way I want to improve my skills?

3. How can I reach my goal? What action do I want to take?

4. How much time do I need to carry out this action?

5. When do I start and when do I finish?

Sample Plan: Increase Your Essential Skills

1. Essential skill: Continuous learning
2. What is my goal? What is one way I want to improve my skills?
Sample: Learn more about Traditional Knowledge – what it means and how to use it.
3. How can I reach my goal? What action do I want to take?
Sample: Do research online, talk with Elders and researchers, understand and define my own Traditional Knowledge.
4. How much time do I need to carry out this action?
Sample: I will devote up to 60 hours to start.
5. When do I start and when do I finish?
Sample: Start right away. Complete the 60 hours within the next 20 weeks, an average of three hours per week.

Resources

Essential Skills, Human Resources and Skills Development Canada
<http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy Council. <http://www.nwt.literacy.ca/adultlit.htm>

Environmental Monitor Program, Aurora College.
<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=64&tp=PRG>

Environment and Natural Resources Technology Program, Aurora College.
<http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=117&tp=PRG>

Info re suffix -tion, -sion, -cian, etc.
<http://www.skillsworkshop.org/genlit/e31112shunsuffixes.pdf>

Ethical Principles for the Conduct of Research in the North.
<http://www.acuns.ca/EthicsEnglishmarch2003.pdf>

Traditional Knowledge Research Protocol, Deh Cho First Nations.
http://www.reviewboard.ca/upload/ref_library/DCFN%20TK%20research%20protocol.pdf

Sacred Ways of Life. Traditional Knowledge.
<http://www.naho.ca/firstnations/english/documents/FNC-TraditionalKnowledgeToolkit-Eng.pdf>

Negotiating Research Relationships: A Guide for Communities.
<http://www.itk.ca/sites/default/files/Negotiating-Research-Relationships-Community-Guide.pdf>

Negotiating Research Relationships with Inuit Communities: A Guide for Researchers. <http://www.itk.ca/sites/default/files/Negotiating-Research-Relationships-Researchers-Guide.pdf>

Ethical Guidelines for the Use of Traditional Knowledge in Research <http://www.nativescience.org/assets/Documents/Power%20Point/Ethical%20GuidelinesforUseof%20TK.pdf>

Explorers Map web reference.
http://www.enr.gov.nt.ca/live/documents/documentManagerUpload/nwt_explorers.pdf

Traditional Knowledge information from the Alaska Native Science Commission.
http://www.nativescience.org/html/traditional_knowledge.html

Essential Skills at **Work in the North** *Study Guide*



Underground Mine Worker Story

Underground Mine Worker

Essential Skills at Work in the North

Introduction

This story is from the online tool **Essential Skills at Work in the North**. People use essential skills for work, for fun, and in their daily life. Essential skills help people grow and adapt to change. There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.

This story has 11 learning activities. See the list on the next page. The study guide includes instructor notes and handouts for each activity, and the story text for the Underground Mine Worker Story.

The activities help learners explore ideas and information about essential skills and the work featured in this story. They develop and use various essential skills throughout the activities.

Before you start the learning activities read the Underground Mine Worker Story or listen to it online. Look for the link to 'Essential Skills at Work in the North' on the NWT Literacy Council website homepage: <http://www.nwt.literacy.ca/>

Look for these symbols to help you find the things you need:



Shows the written text for the Underground Mine Worker Story from Essential Skills at Work in the North.



Shows instructor notes for each learning activity.



**Shows handouts for learners - for each learning activity.
Copy enough handouts before you start the activity.**

Underground Mine Worker Story List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1. Vocabulary	2 handouts	12 to 21
2. Language Skills	2 handouts	22 to 28
3. Questions	2 handouts	29 to 32
4. Writing	2 handouts	33 to 38
5. Facts and Opinions	4 handouts	39 to 46
6. Impact Benefit Agreements	2 handouts	47 to 57
7. Compare and Contrast	2 handouts	58 to 64
8. Labour Activity Statistics	2 handouts	65 to 72
9. Mine Worker Interview and Report	1 handout	73 to 79
10. Assess Your Essential Skills	1 handout	80 to 81
11. Increase Your Essential Skills	1 handout	82 to 85

- Story text on the next page.
- **Resources** section after the last learning activity: page.86.



Underground Mine Worker Story Text Essential Skills at Work in the North

Part 1

Ryan Lafferty: “I was working in a convenience store when I one day bumped into a flyer offering a six-week program. I worked in a corner store – a convenience store as a manager. So I photocopied the flyer, read through it, and then called the number and applied for the course, and got it. And then just went from there, stuck to my job, saved up money, moved here.”



Calinda Football: “Oh my God, it’s been perfect. I just can’t describe how it changed my life – my career especially. And I worked in many, many places.”



These are the voices of Ryan Lafferty and Calinda Football who have received training and who are now working in well paying jobs as miners in the NWT.

Calinda: “I was offered a job with De Beers and it was very easy actually. It took less than a month. Yah that was very good.”

A 2008 study estimated that the NWT mining industry will need as many as 5000 new mine workers over the next five years alone. And there just aren’t enough qualified people to fill that need. The fact is

that most people need training to be able to work in the mining industry.

An organization called the Mine Training Society has teamed up with Aurora College to provide that training. In this profile we're going to tell you about the underground miner training program which is a fast-track program that leads directly to employment in the mining industry. If you would like to consider a job in the mining industry then this is the program you should know about.

The role of the Mine Training Society is to make sure that Aboriginal people and other northerners have the education and skills they need to get long-term jobs in the NWT mining sector. Since its beginning in 2004 the Mine Training Society has trained almost 700 people and 550 of these are now working in the industry. They screen, select, train, and place northerners in mining jobs.

The training consists of two courses:

- A six-week course called 'Introduction to Underground Mining'.
- A 12- week course called 'Underground Miner Training Program'.

For the six-week program instructors travel to NWT communities teaching essential life skills and what to expect working at a mine site. In the 2008/09 year 189 people applied to the course, which was offered in seven communities. After screening 91 were accepted.

Students who do well are invited to apply to the second phase, the 12-week Underground Miner Training Program at Aurora College in Yellowknife, and at a residence 20 minutes outside the city.

Part 2

I asked Ryan and Calinda where they did the six-week program.

Ryan: "I did the six-week program at Fort Smith and then I began the 12-week program in Yellowknife in September, which went to December 1st."

Calinda: "I took it back here in my community in Wekweti. I met a lot of new friends and they kept me company and it was very interesting."

Ryan: "For students that are coming along I would just like to say that it was a great experience. The instructors and everyone involved in the Mine Training Society as well as Aurora College all work together and it's one big team that has been very successful so far. I mean like they're there for you over 100%. Anything you need you just ask the question and they'll jump all over it to do anything in their power to make things easier for you."

One reason this program is so successful is that it's a partnership of Aboriginal, government, and mining industry people. They draw on resources of the Department of Education, Culture and Employment and Aurora College to get the job done. And mining companies help them know what skills people need to be able to work safely and productively.

I asked Ryan to tell me about mining and safety.

Ryan: "Oh they stress safety 100 plus percent. I mean they would not send you underground unless you're sure of yourself, that you're able to perform the tasks and procedures throughout the day in order to be safe."

Ryan, tell me a little bit about your six-week course.

Ryan: “We had probably about 10 students. There were three women and the rest were guys. We were fortunate to have a guy that was mining for many years that taught us the course. His name was Dave Nickerson. It was a very, very interesting course.”

And what about the 12-week course?

Ryan: “We were asked to come to Yellowknife to continue on with the 12-week program. We stayed at a camp during the week outside of Dettah. It was supposed to give us the idea of how a camp life was brought about, just to get used to being away from home. And it was all pretty much the same rules and expectations for us to go about. At first for all of us it was tough to be away from home. But then as we went on and got to know each other it made it so much easier. They had stuff for us to do when we weren’t in class – there at the rock quarries and operating equipment. In the evening we had TVs, computers, pool tables, and they even got us a bow flex. So that wasn’t too bad. It gave us something to do when we weren’t studying our books and such.”

That’s great. And I hear that it’s an alcohol free residence.

Ryan: “For sure yah. They stressed a hundred percent that drugs and alcohol were not tolerated at all. Which is a very good idea, because out at the mine site itself it’s zero tolerance towards drugs and alcohol.”

Part 3

Accommodation is provided for the 12-week program. Can you tell us about the residence Calinda?

Calinda: "We stayed in a facility that was in between Yellowknife and Dettah. It was a big building twenty minutes out of Yellowknife."

During the week the class breaks up into two groups. One group goes into Yellowknife to spend time at Aurora College studying different parts of mining theory and working on a new \$1.5 million dollar simulator learning how to operate underground mining equipment. The other half of the group stays out at the residence site where they learn how to use various pieces of heavy equipment.

Ryan: "We had I think 18 students in the 12-week program and they split that up into two groups. And one day half the group would be on the theory over in Yellowknife. The other half would be doing the rock quarry, operating the jeeps, the haul trucks, and the scoop trams. And then each day we'd switch it up."

So during the week the students lived and worked out at the residence on the Dettah road. I wondered what they did on the weekends.

Calinda: "Well on weekends they get us to choose either to stay in the facility or we could stay in the city of Yellowknife but with our own expenses as long as we got back on the night before our class starts."

I asked Ryan about doing the studying part of the work.

Ryan: "In order to get on the equipment you had to know your stuff and we hit the books and then you were given a test. Until

you pass that test you weren't able to jump on the equipment at all. Basically everyone was so into wanting to get on the equipment they hit the books right off the bat. Everyone passed on their first time around so we were able to get moving to the quarry, practice on the equipment."

Calinda, was it hard operating the heavy equipment?

Calinda: "At the beginning I wasn't very good at all of them. But then after a week or so, I started – I was taught very well. So yah, I started getting used to it."

And as a woman working in underground mining how did the men treat you?

Calinda: "They treat us as equals. Yes, like equals."
So the experience was a good one?

Calinda: "Yah it was perfect."

Both Calinda and Ryan did very well in their program.

Ryan: "Yes I was fortunate enough to work hard enough to be given a leadership award that was given out to the person that shows the fact that he can work along with everybody as a whole, as a team, and show that he can be there for anyone that needed help. It was put together by De Beers, Diavik, and BHP Billiton."

Some Essential Skills for the Underground Mine Worker

Reading

There is a lot of reading to do in the Underground Mining Training Program. Students study many different aspects of mining like the mine life cycle, mine geology, underground mining methods, and underground mine safety. And once on the job at a mine site there is still a lot of reading that happens on a regular basis.

Oral communication

Along with working with others, oral communication is a very important skill that must be developed. As Ryan tells us, good communication is also tied to safety in the workplace.

Ryan: "Every morning we have to be there by 6:30 to do a safety impact meeting. Everyone gets together on your work crew and we all talk about the concerns you might have seen throughout the past day in order to fix the problem. The safety impact meetings usually last anywhere from a half an hour to an hour. Once that's all brought about we tag ourselves in, to let them know of our whereabouts. And then from there we're driven by the shuttle driver to our work stations."

Working with others

Many studies have shown that being able to work with others is as important to success as any other skill. As Ryan tells us it's also a key to safety in the workplace.

Ryan: "Teamwork, besides safety, is number one. You have to be able to work with everyone, to get along in order to come out each

day without any injuries or anything like that. So being able to work with everyone. Yah it's all about being a team.

Writing

There is lots of writing to do, not only in the Underground Mining Training Program but also when you are working at a mine site. For example Ryan tells us of how he begins every day taking notes on site safety.

Ryan: "Before you start the day we're given a little green booklet. It's like a little notepad and what you do is each morning before you start any kind of work – doesn't matter which field you're in – you do a job hazard analysis. It just asks you, by doing a visual inspection, to note any hazards around you. Basically just analyzing hazards and what to do in order to prevent them.

Computer use

Ryan: "I am on Facebook and the majority of people in camp have some sort of communications – like there is Facebook, MSN, Hotmail. Some sort of email where they can keep in contact with family while they're away at work is pretty important. I basically keep people updated on how the day goes and people just send me messages asking me how I'm doing."

Ryan is talking here about using modern technology to keep in touch with family and there is also an ongoing need to use computer technology on the job.



Vocabulary
Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners define words from the Underground Mine Worker story.

1-2: Essential skills

Learners circle one of two words to identify the essential skill that fits best in the sentence. They write their own sentence using the other essential skill. The handout includes an example. Encourage learners to use the story text for information and ideas. The handout also includes definitions of the nine essential skills.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Vocabulary
Learning Activity 1

1-1: What do these words mean?

Define the **bold** words in each sentence from the Underground Mine Worker story. Look the word up in the dictionary if needed.

1. The NWT mining **sector** has long-term jobs for people with the right education and skills.

sector _____

2. The Mine Training Society **screens, selects**, trains, and places northerners in mining jobs.

screens _____

selects _____

3. Instructors travel to NWT communities to teach **essential life skills** and what to expect working in a mine site.

essential _____

skills _____

4. Students learn to perform the tasks and **procedures** throughout the day in order to be safe.

procedures _____

5. Students had stuff to do when not in class, at the **rock quarries** and operating equipment.

rock quarries _____

6. Students work on a new **simulator** to learn how to operate underground mining equipment.

simulator _____

7. Drugs and alcohol were not **tolerated** at all during the course.

tolerated _____

8. Students lived and worked out at the **residence** on the Dettah road.

residence _____



Vocabulary
Learning Activity 1

1-2: Essential skills

- Read each sentence about how Ryan and Calinda may use essential skills. There are nine sentences – one for each essential skill.
- **Circle** the essential skill that fits best in the blank in each sentence from the two essential skills listed below the sentence.
- Write a new sentence about how Ryan or Calinda may use the **other** essential skill – the one you didn't circle. Use a capital letter at the beginning of the sentence, and correct punctuation.
- Use the story text for information and ideas, if needed.
- We did the first one, as an example.

Example:

1. Ryan and Calinda use _____ reading _____ skills to study things like mine geology.

Essential skills: oral communication reading

New sentence: Ryan and Calinda use oral communication skills every morning at the safety impact meeting.

2. Calinda and Ryan use _____ skills to get along and come out each day without any injuries.

Essential skills: working with others reading

New sentence: _____

3. Calinda and Ryan use _____ skills to take notes every day about site safety.

Essential skills: continuous learning writing

New sentence: _____

4. Calinda and Ryan use _____ skills to keep in contact with their family through email and Facebook.

Essential skills: computer use writing

New sentence: _____

5. Calinda and Ryan use _____ skills to keep track of their hours of work on heavy equipment.

Essential skills: computer use numeracy

New sentence: _____

6. Calinda and Ryan use _____ skills to analyze hazards and what to do to prevent them.

Essential skills: document use thinking

New sentence: _____

7. Calinda and Ryan use _____ skills to learn about safety symbols.

Essential skills: document use thinking

New sentence: _____

8. Calinda and Ryan use _____ skills to update their first aid certificate every two years.

Essential skills: continuous learning numeracy

New sentence: _____

9. Ryan and Calinda use _____ skills every morning at the safety impact meeting.

Essential skills: oral communication working with others

New sentence: _____

Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

There are nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use:** People can use computers and software, and get information from the Internet.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their life. They look for new challenges and experiences. They share their skills and knowledge with others.



Language Skills
Learning Activity 2

Two handouts

2-1: Verbs – past, present, and future tense

Learners circle the verb in the sentence and write down whether the verb is past, present, or future tense

If needed, the handout includes information you can use to review with the learners ‘what is a verb’ and past tense, present tense, and future tense.

2-2: Change the verb tense

Learners re-write each sentence from Activity 2-1: Verbs in a different tense. The handout tells them what tense to use.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Language Skills
Learning Activity 2

2-1: Verbs – past, present, and future tense

Circle the verb in the sentence. On the line below the sentence write down what tense the verb is: past, present, or future. We did the first one as an example.

1. A mine worker student reads about the mine life cycle.

Verb tense: _____ present _____

2. The work crew meets every morning.

Verb tense: _____

3. Ryan took notes every day on site safety.

Verb tense: _____

4. Ryan's family kept in touch with email and Facebook.

Verb tense: _____

5. The NWT mining industry needs many new workers.

Verb tense: _____

6. Calinda took the six-week program in Wekweti.

Verb tense: _____

7. Calinda found a job with De Beers.

Verb tense: _____

8. Instructors will travel to NWT communities.

Verb tense: _____

9. The students stayed at a camp in Dettah during the week.

Verb tense: _____

10. Trained people will get good jobs in mining.

Verb tense: _____



Language Skills
Learning Activity 2

2-2: Change the verb tense

Circle the verb and re-write the sentence in the different verb tense. We did the first one as an example.

1. Mine workers read about underground mining methods.

Future tense: Mine workers will read about underground mining methods.

2. The work crew talks about safety concerns.

Past tense: _____

3. Ryan wrote notes in a little green booklet.

Present tense: _____

4. Ryan uses the Internet to keep in touch with family and friends.

Past tense: _____

5. The NWT mining industry needs people with training and skills.

Future tense: _____

6. Calinda took the 12-week program in Yellowknife and Dettah.

Present tense: _____

7. Calinda works for De Beers.

Future tense: _____

8. Instructors will deliver the six-week program in different communities.

Past tense: _____

9. The students worked at a camp in Dettah and at a simulator in Yellowknife.

Present tense: _____

10. Trained people will get the best mining jobs.

Past tense: _____

Verb Handout

What is a verb?

A verb is a word that describes action. For example play, study, work, help, prepare, or visit.

What is verb tense?

Verb tense shows the timing of the action. Three common tenses are present tense, past tense, and future tense. There are other tenses too.

Verb - present tense

The verb shows action that happens now or regularly.

Example: The students drive jeeps, haul trucks, and scoop trams.

Verb – past tense

The verb shows action that happened in the past.

Example: The students drove jeeps, haul trucks, and scoop trams.

Verb – future tense

The verb shows action that will happen in the future.

Example: The students will drive jeeps, haul trucks, and scoop trams.



Questions
Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the Underground Mine Worker story. They write down the answer and don't have to use a full sentence.

3-2: Journal writing

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

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Questions
Learning Activity 3

3-1: Story questions

Answer the questions below about the Underground Mine Worker story. Just write the answer. You don't need to write a full sentence.

1. According to a 2008 study, how many new mine workers does the NWT mining industry need over the next five years?

2. What is the name of the Society that provides training to work in the mining industry?

3. Since 2004 how many people has the Society trained? How many of those now work in the mining industry?

4. Name the two training courses the Society offers. How long is each course?

5. How many people applied to the course in 2008/09? How many got accepted?

6. Where does the 6-week course take place?

7. Where does the 12-week course take place?

8. The training program has three partners. Who are they?

9. What did Ryan receive an award for?



Questions
Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- Did you find this story interesting?
- What do you think about Calinda and Ryan taking this training?
- What do you think is the best thing about being an underground mine worker?
- What do you think is the most challenging thing about being an underground mine worker?
- Do you think you'd like to take training to be an underground mine worker? Why or why not?



Writing
Learning Activity 4

Two handouts.

4-1: Underground Mine Worker Program

Learners write a community brochure about the program. The handout includes information about the program and an outline for the brochure. Encourage learners to use photos, drawings, and other graphics as well as words.

4-2: Resume

Learners write their own resume. The handout has an outline for them to follow.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Writing
Learning Activity 4

4-1: Underground Miner program

Write a 3-fold brochure for your community about the Underground Mine Worker Program at Aurora College. To help you write the brochure the handout includes:

- A brochure outline on page 35.
- Program information on pages 36 and 37.

Think about these principles as you write the brochure:

- Use photos, drawings, and other graphics as well as words.
- Use as few words as possible.
- Include only the information that you think people really need to know. Think about these questions:
 - ✓ What is the most important thing people need to know?
 - ✓ What is the main message you want people to get?
- Use words and graphics that attract the attention of the people in your community.
- Look for ideas on other brochures you see in your community.

Brochure Outline

- Dotted lines are fold lines.

Photo / words of someone who completed the program.	Contact information for the program	Front cover and title
--	--	------------------------------

What is the program?	Who can attend?	Why should people attend?
-----------------------------	------------------------	----------------------------------

<p style="text-align: center;">Underground Mine Worker Training Program Aurora College (adapted from the Aurora College website. May 2010)</p>
<p style="text-align: center;">Length of Program: 14 weeks</p>
<p style="text-align: center;">Delivery Location: Yellowknife</p>
<p style="text-align: center;">Program General Description</p> <p>The program gives students the knowledge and basic skills they need to consider a career as an underground miner. The goal is to produce job-ready underground miner trainees.</p> <p>The program provides an overview of the underground mining process and other mining careers. It includes five courses:</p> <ul style="list-style-type: none">▪ Mine Life Cycle.▪ Mine Geology.▪ Underground Mining Methods.▪ Underground Mine Safety.▪ Ready to Work North. <p>Instructors use non-technical language where possible, and synchronize theory and practical components. The program exposes students to 'real life' situations with various teaching techniques such as underground mining equipment simulators, guest speakers from industry, field trips, and classroom activities. Students do group and individual projects. Experiential learning activities form a key component of the program.</p> <p>Students receive industry recognized certificate training in First Aid and CPR, underground mine rescue, WHMIS, and Safety and the Young Worker.</p>

**Underground Mine Worker Training Program
Aurora College**

(adapted from the Aurora College website. May 2010)

Program Eligibility

People must apply. Applicants must be 18 years or older and send a resume and academic transcripts or ABE upgrading. Depending on academic levels, applicants may have to complete an assessment test and have a personal interview. The program gives preference to applicants with a letter of intent from a prospective employer.

Completion Requirements and Certification

Students must:

- Complete all assignments to the instructors' satisfaction.
- Attend all classes and field activities, and follow Aurora College and program-specific policies.

Graduates receive an Aurora College Record of Achievement.



Writing Learning Activity 4

4-2: Resume

What is a resume? Look it up in the dictionary if needed.

Pretend you want to apply to the Underground Mine Worker Program, and you need to prepare your resume to do that.

Use this outline to write your resume. It should be about three to five pages long, or less. Use the bold words as subheadings. You can brag about yourself a bit, but be truthful.

- Write your name, address, phone number, and email address at the top.
- **Main Skills:** Summarize your main skills. Write only about six lines.
- **Major Achievements:** Outline three things you did to help a former employer or your community.
- **Work History:** Describe your work history, and your main role and responsibilities for each job. Start with the most recent job and go back from there.
- **Education and Training:** Start with the most recent and go back from there.
- **Language Skills:** Include writing and speaking skills; and English, Aboriginal languages, French, and / or others.
- **Computer Skills:** Include any skills you have with particular software programs.



Facts and Opinions

Learning Activity 5

Four handouts

5-1: What is fact and what is opinion?

Learners brainstorm to define ‘fact’ and ‘opinion’, look up the words in the dictionary, and write a sentence using each word. Discuss and ask for some everyday examples. The handout includes definitions and a few examples from the Underground Mine Worker Story.

5-2: Statements as fact or opinion.

Learners review the statements in the handout and decide whether each is a fact or an opinion. Discuss their responses.

5-3: Can you tell if it’s fact or opinion?

Learners read a paragraph and decide if each sentence is a fact or opinion. Are some sentences neither? Discuss their responses.

5-4: Writing fact or opinion.

Learners choose an issue from a list in the handout or identify their own issue. They do research on the Internet and complete a table to show five facts and their opinions about the issue.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Facts and Opinions
Learning Activity 5

5-1: What is fact and what is opinion?

Brainstorm as a group the terms 'fact' and 'opinion'. Look the words up in the dictionary. Write a sentence using each word.

Sentence using 'fact': _____

Sentence using 'opinion': _____

What are some examples of facts and opinions in everyday life?

Fact and Opinion – Definition and Examples

Fact

A fact is a statement that you can prove is true or false, with real evidence. Ask:

- Can I prove the statement is correct?
- Can I find real evidence somewhere to support the statement?

Examples:

- Calinda and Ryan completed the Underground Mine Worker Training Program.
- Ryan received a leadership award.
- The Mine Training Society works with Aurora College, the mining industry, and the GNWT to provide training to northerners.

Opinion

An opinion is a statement that a person believes to be true, without any definite evidence.

Examples:

- Email is better than Facebook for keeping in touch.
- The best way to learn something is to do it.
- Winter is the hardest season for mine workers.



Facts and Opinions
Learning Activity 5

5-2: Statements as fact or opinion

Read each statement below and decide if it's a fact or an opinion. Write 'fact' or 'opinion' under the statement to show what you decide.

1. Ryan and Calinda got jobs with good pay after they finished the Mine Worker Training Program.

Fact or Opinion: _____

2. The Mine Worker Training Program is a great experience for everyone that takes it.

Fact or Opinion: _____

3. The students stay at a camp near Dettah during the 12-week course.

Fact or Opinion: _____

4. The training program needs more female students.

Fact or Opinion: _____

5. At the residence near Dettah students need more things to do during their off hours.

Fact or Opinion: _____

6. The Mine Training Society's program is much better than other training programs.

Fact or Opinion: _____

7. The program has zero tolerance for drugs and alcohol at the residence near Dettah.

Fact or Opinion: _____

8. During the 12-week program students split into two groups.

Fact or Opinion: _____

9. Facebook is the best way to stay in touch with your family during the Training Program.

Fact or Opinion: _____

10. People need training to work in the mining industry.

Fact or Opinion: _____



Facts and Opinions Learning Activity 5

5-3: Can you tell if it's fact or opinion?

Read the paragraph below. We adapted this information from a report about women in mining, called Ramp-UP. You can see the report at this website: http://0101.netclime.net/1_5/04c/38a/14b/RAMP-UP%20Report.pdf

Circle the sentences that you believe are facts. Underline the sentences that you believe are opinions. Are some sentences neither fact nor opinion?

To stay healthy, the Canadian mining industry must fill many skilled positions in the next decade. One of the best ways to fill those positions is to train and hire more women. Right now women have only 14% of the jobs in the mining industry and they earn 32% less than men. Their jobs are mostly in administration and cooking. The Ramp-UP report lists some important barriers we need to overcome, to help women get good jobs in the mining industry. Here are some examples:

- People believe that women can't do mining jobs.
- The industry lacks flexible work practices.
- Men dominate or control the work culture.
- Women lack mentors and the social network they need.
- Young women don't think about mining as a job option.



Facts and Opinions
Learning Activity 5

5-4: Writing fact and opinion

Choose an issue from the list below or identify your own issue related to mining. Use the following guidelines to fill in the table on page 46:

- Do some research on the Internet and write five facts about the issue.
- Write your opinions about the issue. You can be in favour of the issue or against it.

Some potential issues:

- Zero tolerance for drugs and alcohol at mine sites.
- More women working in mining jobs.
- Mines must hire Aboriginal people first for mining jobs in the NWT.
- We can protect the environment and have mining too.

Your own issue: (write it down) _____

The Issue:	
Facts about the Issue	Your opinions about the issue



Impact Benefit Agreements (IBAs)

Learning Activity 6

Two handouts

6-1: What is an Impact Benefit Agreement (IBA)?

Learners use the Internet or the handout to get a basic understanding of Impact Benefit Agreements (IBAs).

Start with a brainstorm if you think that's appropriate. Make notes on a flipchart as you ask learners any or all of the following questions:

- What is an Impact Benefit Agreement?
- What is the purpose of an Impact Benefit Agreement?
- Who usually negotiates the Agreement?
- Who usually signs the Agreements?
- Has your local or regional Aboriginal government or group signed any IBAs that you know of? If yes, why?

Give learners the handout with basic information about IBAs and discuss it alongside the notes from the brainstorm.

6-2: A List of Known Agreements in Canada

Learners use information in a table in the handout to answer some questions about known agreements in Canada. See the next page for answers to the questions in the handout.

Answers to the questions in the handout:

1. 15.
2. Reclamation, exploration, producing.
3. Closed, remediation, exploration, producing, advanced exploration.
4. NWT.
5. Tlicho or Dogrib: 4; Yellowknives: 3; North Slave Metis Alliance: 3; Lutsel k'e: 3; Akaitcho: 3; Inuvialuit: 1.
6. Kitikmeot Inuit Association.
7. Any two of: Manitoba, PEI, Nova Scotia, New Brunswick.
8. 1987, Ontario.
9. 2010, BC.
10. Aboriginal groups: Osnaburgh Indian Band, Windigo Tribal Council. Company: Dome Exploration Ltd.
11. Aboriginal group: Osoyoos Indian Band. Company: Merit Mining.
12. **Suspended:** Jericho Diamond Project, Nunavut.
Reclamation: Cluff Lake, Saskatchewan.
Construction: Victor Project, Ontario.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Impact Benefit Agreements (IBAs)

Learning Activity 6

6-1: What are Impact Benefit Agreements (IBAs)?

Impact Benefit Agreements or IBAs are negotiated, legal, private agreements between a local, usually Aboriginal community or group and a mining company. The Agreement identifies the benefits that local people / communities can expect from a particular resource development. In exchange the community supports and cooperates with the mining company and the development.

Each Agreement is unique and secret. Only the parties that sign know the details. But the Agreement usually includes some conditions or terms related to:

- Royalties and / or profit-sharing.
- Employment.
- Wider economic development opportunities.
- Protection of the environment and Aboriginal culture.

An IBA can provide some guarantee of benefits to local people that other regulatory mechanisms can not provide. These other mechanisms include things like environmental impact assessments. Provincial, territorial, and / or the federal governments don't usually get involved in negotiating or signing an Agreement.

Access and Benefit Agreements are similar to IBAs. Some people use the terms to mean the same thing. Some parts of Canada have specific requirements under legislation or land claim agreements to negotiate and sign Agreements. One example is the *Yukon Oil and Gas Act*. Do any laws or land claims agreements in the NWT have this kind of requirement?



Impact Benefit Agreements (IBAs)

Learning Activity 6

6-2: A List of Known Agreements in Canada

Use the table on pages 53 to 57 to answer the questions below about the known Agreements in Canada.

1. How many Agreements have NWT groups signed?

2. The table lists status in 2009. Name three different kinds of status for Saskatchewan projects with Agreements.

3. The table lists status in 2009. Name five different kinds of status for Yukon projects with Agreements.

4. What province or territory has signed the most Agreements?

5. How many Agreements have each of these NWT groups signed:

Tlicho: _____

Yellowknives: _____

Lutsel K'e: _____

North Slave Metis Alliance: _____

Akaiicho: _____

Inuvialuit: _____

6. Name the Aboriginal group that has signed most of the Agreements in Nunavut.

7. Name two Canadian provinces that aren't on this list; that have not signed Agreements.

8. What year was the first Agreement signed? What location?

9. What year was the most recent Agreement signed? What location?

10. What Aboriginal groups and company signed the first Agreement?

11. What Aboriginal group and company signed the most recent Agreement?

12. Name one project and location that match each 2009 status below:

Construction: _____

Reclamation: _____

Suspended: _____

List of Known Agreements in Canada						
Project	Location	Status in 2009	Title	Year Signed	Aboriginal Signatories	Industry Signatories
Syncrude Oil Sands	Alberta	Producing	Unspecified	1993-1998	Athabasca Native Development Corp.	Syncrude Canada Ltd.
Apple Bay Quarry	British Columbia	Producing	Mining Participation and Royalty Agreement	2003	Quatsino First Nation	Electra Gold Ltd.
Eskay Creek Mine	British Columbia	Closed	Collaborative Agreement	2004	Tahltan Central Council	Barrick Gold Corp.
Galore Creek Project	British Columbia	Construction Suspended	Participation Agreement	2006	Tahltan Central Council	NovaGold Canada Inc.
Golden Bear Mine	British Columbia	Closed	Socio-economic Agreement	1988	Tahltan Central Council	Barrick Gold
Greenwood Gold Project	British Columbia	Processing	IBA	2010	Osoyoos Indian Band	Merit Mining
Morrison Project	British Columbia	Advanced Exploration	Capacity Funding Agreement	2008	Lake Babine Nation	Pacific Booker Minerals Inc.
Mount Klappan	British Columbia	Advanced Exploration	Unspecified Negotiation Agreement	2009	Tahltan Central Council	Fortune Minerals Limited
Schaft Creek Project	British Columbia	Exploration	Various Agreements	2007	Tahltan Central Council	Copper Fox Metals Inc.
LabMag Iron Ore Project	Nfld. & Labrador	Advanced exploration	Participation / Socio-Economic Agreement	2004	Naskapi Nation, Kawawachikamach	New Millennium Capital Corporation
Labrador Iron Project	Nfld. & Labrador	Advanced Exploration	IBA	2008	Innu Nation	Labrador Iron Mines Holdings Ltd.
Voisey's Bay	Nfld. & Labrador	Producing	IBA	2002	Innu Nation	Vale Inco

List of Known Agreements in Canada						
Project	Location	Status in 2009	Title	Year Signed	Aboriginal Signatories	Industry Signatories
Voisey's Bay	Nfld. & Labrador	Producing	IBA	2002	Labrador Inuit	Vale Inco
Doris North	Nunavut	Advanced Exploration	Inuit IBA	2006	Kitikmeot Inuit Association	Miramar Hope Bay Ltd.
Jericho Diamond	Nunavut	Suspended	Inuit IBA	2004	Kitikmeot Inuit Association	Tahera Diamond Corp.
Meadowbank	Nunavut	Advanced Exploration	IBA	2006	Kitikmeot Inuit Association	Agnico-Eagle Mines Ltd
Ulu	Nunavut	Closed	Inuit IBA	1996	Kitikmeot Inuit Association	Echo Bay Mines Ltd.
Colomac Gold Mine	NWT	Closed	Socio-economic Agreement	1989	Dogrib Treaty 11 Council (now Tlicho First Nation)	Neptune Resources Corp.
Darnley Bay	NWT	Exploration	Exploration Agreement	1995	Inuvialuit Land Corp.	Darnley Bay Resources Ltd.
Diavik Diamonds Project	NWT	Producing	Participation Agreement	2000	Yellowknives Dene First Nation	Diavik Diamond Mines
Diavik Diamonds	NWT	Producing	Participation Agreement	2000	Tlicho First Nation (Dogrib Treaty 11 Council)	Diavik Diamond Mines
Diavik Diamonds	NWT	Producing	Participation Agreement	2000	North Slave Métis Alliance	Diavik Diamond Mines
Diavik Diamonds	NWT	Producing	Participation Agreement	2001	Łutsel K'e Dene First Nation	Diavik Diamond Mines
Diavik Diamonds	Nunavut	Producing	Participation Agreement	2001	Kitikmeot Inuit Association	Diavik Diamond Mines

List of Known Agreements in Canada						
Project	Location	Status in 2009	Title	Year Signed	Aboriginal Signatories	Industry Signatories
EKATI Diamond Mine	NWT	Producing	IBA	1996	Łutsel K'e Dene First Nation	BHP Billiton
EKATI Diamond Mine	NWT	Producing	IBA	1996	Yellowknives Dene First Nation	BHP Billiton
EKATI Diamond Mine	NWT	Producing	IBA	1996	Tlicho First Nation	BHP Billiton
EKATI Diamond Mine	NWT	Producing	IBA	1996	Akaiicho Treaty 8	BHP Billiton
EKATI Diamond Mine	Nunavut	Producing	IBA	1998	Hamlet of Kugluktuk	BHP Billiton
EKATI Diamond Mine	NWT	Producing	IBA	1998	North Slave Métis Alliance	BHP Billiton
Snap Lake	NWT	Producing	IBA	2005	Yellowknives Dene First Nation	De Beers Canada
Snap Lake	NWT	Producing	IBA	2006	North Slave Métis Alliance	De Beers Canada
Snap Lake	NWT	Producing	IBA	2006	Tlicho First Nation	De Beers Canada
Snap Lake	NWT	Producing	IBA	2007	Łutsel K'e Dene First Nation	De Beers Canada
Dona Lake	Ontario	Closed	Socio-economic Agreement	1987	Osnaburg Indian Band, Windigo Tribal Council	Dome Exploration Ltd.
Golden Patricia	Ontario	Closed	Socio-economic Agreement	1988	Cat Lake Indian Band, Osnaburgh Indian Band, Slate Falls Indian Band, Windigo Tribal Council	St. Joe Canada Inc.
Golden Patricia	Ontario	Closed	Renewal of 1988 Agreement	1993	Same as above	Lac North America Ltd.

List of Known Agreements in Canada						
Project	Location	Status in 2009	Title	Year Signed	Aboriginal Signatories	Industry Signatories
Musselwhite	Ontario	Closed	Socio-economic Agreement	1991	Cat Lake First Nation, Windigo Tribal Council, Shibogama First Nations Council	Placer Dome Inc.
Musselwhite	Ontario	Closed	Renewal of 1991 Agreement	2001	First Nations: North Caribou Lake, Cat Lake, Windigo, Kingfisher Lake, Wunnumin Lake, Shibogama	Barrick Gold Corp.
Podolsky Mine	Ontario	Producing	IBA	2008	Wahnapitae First Nation	FNX Mining Company
Victor	Ontario	Construction	IBA	2005	Attawapiskat First Nation	De Beers Canada Inc
Victor	Ontario	Construction	IBA	2007	Moose Cree First Nation	De Beers Canada Inc
Victor	Ontario	Construction	IBA	2009	Kashechewan First Nation, Fort Albany First Nation	De Beers Canada Inc
Raglan Mine	Quebec	Producing	IBA	1995	Makivik Corp., Qarqalik Landholding Corp., Village Corp. Salluit, Nunaturlik Landholding Corp., Village Corp. Kangiqsujuaq	Xstrata
Troilus Gold Mine	Quebec	Producing	IBA	1995	Mistissini Band	Inmet Mining Corp.
Cluff Lake	Sask.	Reclamation	Impact Management Agreement	1999	Black Lake, Fond du Lac, Hatchet Lake, Denesuline Nations, Camsell Portage, Wollaston Lake, Uranium City, Stony Rapids	Areva Resources Canada

List of Known Agreements in Canada						
Project	Location	Status in 2009	Title	Year Signed	Aboriginal Signatories	Industry Signatories
McClellan Lake	Sask.	Producing	Unspecified	1999	Black Lake, Fond du Lac, Hatchet Lake, Denesuline Nations, Camsell Portage, Wollaston Lake, Uranium City, Stony Rapids	Areva Resources Canada
Black Lake	Sask.	Exploration	Exploration Agreement	2006	Black Lake Denesuline First Nation	CanAlaske Uranium Ltd.
Fond du Lac	Sask.	Exploration	Exploration Agreement	2006	Fond du Lac Denesuline First Nation	CanAlaske Uranium Ltd.
McArthur River	Sask.	Producing	Joint Venture Agreement	1998	Mudjatik Enterprises Inc.	Thyssen Mining
Rabbit Lake/Eagle Point	Sask.	Producing	Joint Venture Agreement	1999	Mudjatik Enterprises Inc.	Cameco Corp
Faro Mine	Yukon	Remediation	Socio-economic Agreement	1994	Ross River Dena (Kaska Nation)	Anvil Range Mining Corp.
Kudz Ze Kayah	Yukon	Exploration	Agreement	1994	Ross River Dena (Kaska Nation)	Cominco Ltd.
Minto	Yukon	Producing	Surface Lease Agreement	1997	Selkirk First Nation	Sherwood Mining Corp
Mt. Hundere Mine	Yukon	Closed	Socio-economic Agreement	1991	Kaska Dena First Nation	Mt. Hundere Joint Venture
Mt. Nansen Mine	Yukon	Closed	Socio-economic Agreement	1996	Little Salmon Carmacks First Nation	B.Y.G. Natural Resources Inc.
Wolverine	Yukon	Advanced Exploration	Socio-Economic Participation Agreement	2005	Ross River Dena (Kaska Nation)	Yukon Zinc Corporation



Compare and Contrast

Learning Activity 7

Two handouts

7-1: What is compare and contrast?

Learners brainstorm to define the terms 'compare' and 'contrast'. They look up the words in the dictionary and write down the definitions.

The handout has some compare and contrast examples from the Underground Mine Worker Story.

7-2: Scenario and story.

Learners read a scenario about two people that work a typical two week, fly-in / fly-out work schedule at a mine.

Learners write a story to compare and contrast the experiences that these two people have as mine workers. The handout includes a VENN diagram and table for learners to make notes, based on certain characteristics. The handout also has an outline for learners to use to write the story.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Compare and Contrast Learning Activity 7

7-1: Defining compare and contrast

Brainstorm as a group:

- What does it mean to compare things?
- What does it mean to contrast things?

Look up the words in the dictionary if needed and write down the definitions.

Compare: _____

Contrast: _____

Contrast examples from the Underground Mine Worker story:

Calinda is female and Ryan is male, they come from different communities, they have different jobs.

Compare examples from the Underground Mine Worker story:

Calinda and Ryan were both students, they both come from the NWT, they both got mining jobs when they finished their training.



Compare and Contrast Learning Activity 7

7-2: Compare and contrast

During this activity you will write a story to compare and contrast the experiences that two people have as mine workers.

To get ready to write the story, do the following:

1. Read the scenario on the next page. It is about two people that work a typical two week, fly-in / two week, fly-out work schedule at a mine. The scenario focuses on these characteristics:
 - Gender, age, education.
 - Work before the mining job.
 - Mining job and work schedule.
 - Experiences at the work site.
 - Experiences at home with family and community.
2. Use the VENN diagram or the table in the handout to write notes that compare and contrast the two people. Use the list of characteristics to guide your notes, or make up your own characteristics. Use your imagination and / or experience as well as the information in the scenario.
3. Use the outline in the handout and your notes to write a compare and contrast story about these two people. The story's title is 'Northern Mine Workers'.

Scenario: Northern mine workers story

Martha lives in a small NWT community and works at Ekati Diamond Mine. She works the usual schedule: fly-in, two weeks work and fly-out, two weeks off. She's one of few women who work at the mine.

Martha didn't really like the jobs she got after high school. So she took some training to become an Equipment Operator and got a job she really likes.

But at work she misses her community, family, and female friendships. Some of the male workers give her a hard time and come onto her. She hates that but doesn't know how to stop it.

At home Martha has a serious boyfriend. She's in her early 30s and has no children yet. She spends lots of time with her sister's four children and the rest of her family. She worries that the mining jobs have caused some bad changes in the community – things like more violence, more unprotected sex and sexually transmitted infections, and fewer young people using their Aboriginal language.

Frank lives in a small NWT community and works at Diavik Diamond Mine. He works the usual schedule: fly-in, two weeks work and fly-out, two weeks off.

Frank is 55. He didn't finish high school and had a few part-time jobs over the years. He made pretty good money trapping for many years. He took some upgrading and then some basic training as a trades helper.

At work Frank sometimes struggles to understand some of the safety instructions and procedures. He misses his family, but a few of his buddies from home work the same shift.

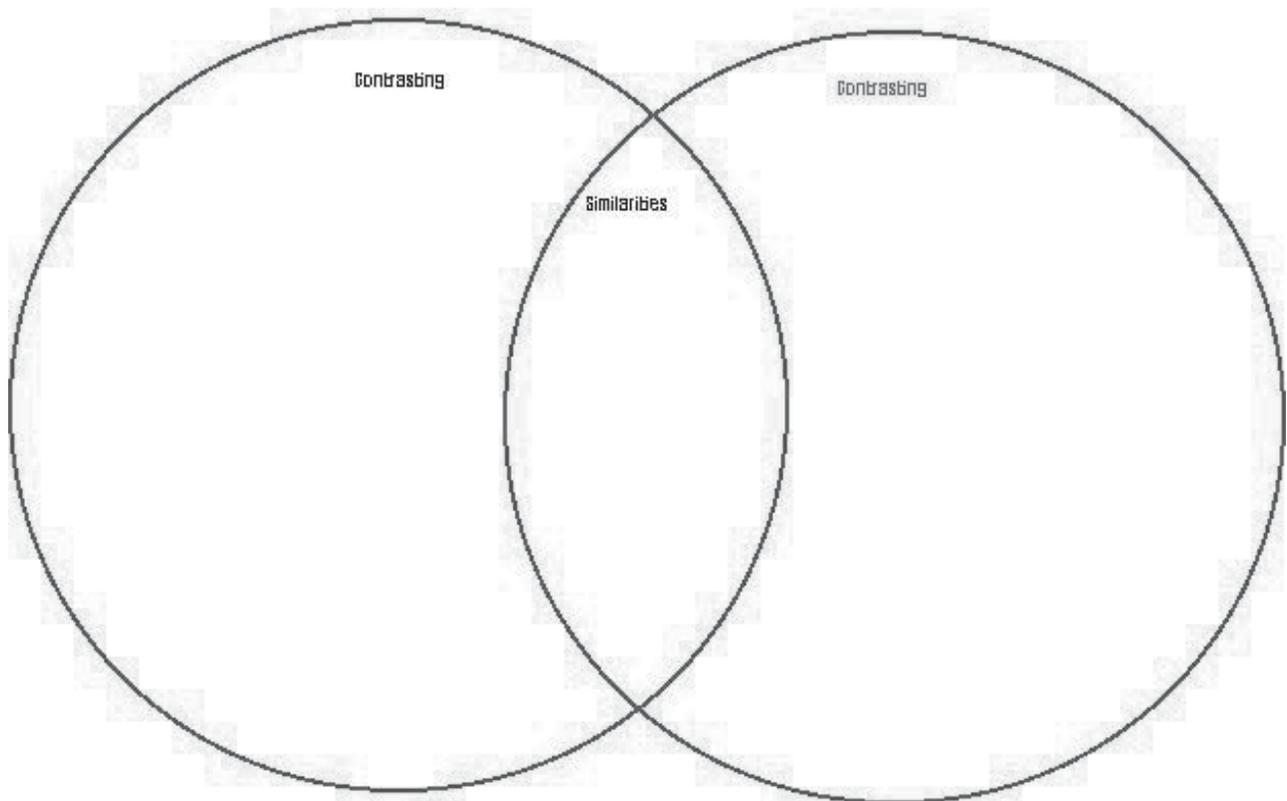
At home Frank spends time with his family – his wife, four children, and a grandchild that his wife looks after. He goes hunting and fishing when he can. His income from working at the mine really helps the family out. He'd like to take more upgrading but has trouble finding the time and energy.

VENN Diagram

Use the VENN diagram below or the table on the next page to make notes about the two people in the scenario.

Use these characteristics to define what you compare and contrast. Add more characteristics if you want.

- Gender, age, education.
- Home community.
- Work before the mining job.
- Mining job and work schedule.
- Experiences at the work site.
- Experiences with family and community at home.



Compare and Contrast Notes (Based on the list of characteristics on previous page)		
Person 1 Contrast	Similarities	Person 2 Contrast

Compare and Contrast Story Outline

The story title is: 'Northern Mine Workers'

Introduction

Introduce the story. Lead into an opening statement that says something like 'Northern mine workers see a mix of benefits and problems with their mining jobs'.

Comparisons

In this part of the story, write about how the two people are similar or the same. Give specific examples.

Contrasts

In this part of the story, write about how the two people are different. Give specific examples.

Conclusion

In this part of the story, write an ending. It might say something about what you conclude from the story. You can make conclusions about the two people in the story and / or about something more general about northern mine workers.



NWT Labour Activity Statistics

Learning Activity 8

Two handouts

8-1: Basic concepts about labour activity statistics

Introduce some basic concepts about labour activity statistics. Brainstorm a few questions with learners before you give them the first handout that defines the basic concepts.

Brainstorm basic concepts:

- What are statistics?
- What is participation rate?
- What is employment rate?
- What is unemployment rate?

8-2: Questions about labour activity statistics

Learners use the information in three tables in the handout to answer questions about labour activity.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Labour Activity Statistics Learning Activity 8

8-1: Basic concepts about labour activity statistics

What are statistics?

- A science that collects, records, and explains certain information and facts with numbers, usually a percent.
- Examples: % Aboriginal people in the NWT, % women in Canada with jobs, % of children that live in poverty.

What is 'participation rate'?

- The percent of the total number of people 15 years and older that are in the labour force - working OR looking for work.
- The participation rate is less than 100% because some people 15 years and older are not working or even looking for work.

What is 'employment rate'?

- The percent of the total number of people aged 15 years and older that have a job and earn income.
- Less than the participation rate because some people 15 years and older are looking for work, but don't have a job yet.

What is 'unemployment rate'?

- The percent of the total number of people aged 15 years and older that don't have a job and don't earn income.



Labour Activity Statistics
Learning Activity 8

8-2: Questions about NWT labour activity statistics

Use the information in the three tables on pages 70 to 72 to answer the questions below.

- Table 1: Labour Market Activity: Provinces and Territories.
- Table 2: Employment Rate: Selected Characteristics: 2009 / 2007 / 2005.
- Table 3: % Employed Persons: Sector and Industry: 2009 / 2007 / 2005.

Questions: Table 1: Labour Market Activity

1. What province or territory has the highest employment rate?

2. What province or territory has the highest participation rate?

3. What province or territory has the highest unemployment rate?

4. What province or territory has the lowest unemployment rate?

Questions: Table 2: Employment Rate

5. What gender has the highest employment rate?

6. What year has the highest employment rate for women?

7. What age group has the highest employment rate?

8. For all age groups did the employment rate increase or decrease from 2007 to 2009?

9. Do Aboriginal or non-Aboriginal people have a higher employment rate?

10. What three education groups have more than 60% employment rate every year?

Questions: Table 3: Employed Persons

11. What industry has the highest percent of employed persons in 2005, 2007, and 2009?

12. What industry has the lowest percent of employed persons in 2005, 2007, and 2009?

13. What year had the highest percent of employed persons in mining? What was the percent?

14. Did the percent of employed persons increase or decrease from 2007 to 2009 in 'Education Services'?

15. What percent of employed persons worked in the 'Retail and Wholesale Trade' industry in 2009?

TABLE 1: Labour Market Activity 2009: Territories, Provinces			
(adapted from NWT Bureau of Statistics, Labour Force Activity Tables 2009)			
	Participation Rate	Unemployment Rate	Employment Rate
NWT	70.7%	6.3%	66.2%
Yukon	73.1%	6.8%	68.2%
Nunavut	60.2%	12.7%	52.5%
BC	66.0%	7.6%	61.0%
Alberta	74.3%	6.6%	69.4%
Saskatchewan	70.2%	4.8%	66.8%
Manitoba	69.4%	5.2%	65.8%
Ontario	67.3%	9.0%	61.2%
Quebec	65.2%	8.5%	59.7%
New Brunswick	64.7%	8.9%	59.0%
Nova Scotia	64.6%	8.9%	59.0%
PEI	68.1%	12.0%	59.9%
Nfld. & Labrador	59.3%	15.5%	50.1%

**TABLE 2: NWT Employment Rate: Selected Characteristics:
2009 / 2007 / 2005**

(adapted from NWT Bureau of Statistics, Labour Force Activity Tables 2009)

Selected Characteristics		2009	2007	2005
Gender	Male	67.5%	74.8%	73.8%
	Female	64.9%	71.8%	70.7%
Age	15 to 24 years	40.3%	50.0%	51.5%
	25 to 44 years	78.6%	87.1%	82.7%
	45 years and older	67.9%	72.6%	72.3%
Ethnicity	Aboriginal	46.3%	55.3%	55.1%
	Non-Aboriginal	83.8%	86.9%	83.4%
Education	Less than Grade 9	25.0%	30.0%	36.8%
	Grade 9 to 11	41.6%	54.3%	52.1%
	High school diploma	73.0%	80.6%	78.5%
	Other Certificate or Diploma	85.0%	88.2%	87.6%
	University degree	91.4%	92.2%	92.7%

TABLE 3: % Employed Persons: Sector and Industry: 2009 / 2007 / 2005
(adapted from NWT Bureau of Statistics, Labour Force Activity Tables 2009)

Sector and Industry		2009	2007	2005
Goods	Forest, Fish, Mining, Oil & Gas	8.7%	10.2%	9.3%
	Construction	6.3%	7.1%	7.9%
	Manufacturing	1.0%	0.9%	0.9%
	Utilities	1.4%	0.9%	1.3%
Services	Retail & Wholesale Trade	9.6%	10.6%	11.0%
	Transport & Warehousing	8.2%	8.0%	9.7%
	Finance, Insurance, Real Estate	4.8%	4.0%	3.5%
	Scientific & Technical Services	3.4%	5.3%	4.0%
	Business, Building, Other Support	2.4%	2.7%	2.2%
	Information, Culture, Recreation	3.8%	4.4%	3.5%
	Accommodation & Food	3.8%	4.4%	5.3%
	Public Administration	24.5%	21.2%	19.4%
	Education Services	8.2%	6.2%	8.4%
	Health Care & Social Services	11.5%	11.5%	11.0%
	Other Services	2.9%	2.7%	2.2%



Mine Worker Interview and Report **Learning Activity 9**

Learners find and interview a mine worker. The handout includes an extensive list of various jobs in mining. Learners write a report about what they learned from the interview and present their report to the class.

The handout includes an outline for the interview and the report. Encourage learners to use the 'Writing Skills' or 'Writing Process Guide' as they write their report. Look for these resources in the Introduction section for this Study Guide.

As the instructor you can help identify potential people for learners to interview.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Interview and Report – Mine Worker

Learning Activity 9

During this activity you will find and interview someone in your community who works at a mine. You'll write a report based on the interview and present it to the class. The handout includes a list of jobs in mining.

Contact the person and ask permission to interview them about their work. Explain that you plan to use the information from the interview to write a short report and present it to the class.

Do the interview in person. Use the guide below for the interview, or make up your own questions.

Interview guide:

- What is your job called?
- How did you get started in this line of work?
- What education and training do you have for this work?
- What do you think are the key skills a person needs to do this job?
- What do you most like about this job?
- What do you find most challenging about this job?
- What advice would you give someone that wants to have a similar job?

Use the outline below to write the report. Also use the 'Writing Skills' or 'Writing Process Guide' – ask your instructor about this handout.

Report outline

Introduction

- Answer these questions:
 - ✓ What is the purpose of the report?
 - ✓ Who might want to read it?
- Or complete these sentences:
 - ✓ This report has some good information about ...
 - ✓ People might be interested in this report if they ...
- Can be quite short – one or two paragraphs, or less.

Main section:

- Answer these questions:
 - ✓ How did you gather information (the interview)?
 - ✓ What did you learn?
- Write as many sentences and paragraphs as you need to tell the story of what you learned. Be honest and accurate; this is more important than length.

Conclusions:

- Answer these questions:
 - ✓ What results can you offer to people, based on what you learned?
 - ✓ What are your final thoughts?
- Can be quite short – one or two paragraphs, or less.

Jobs in Mining

(adapted from Jobs in Mining, Career Opportunities Series, Department of Education, Culture and Employment, GNWT)

Entry Level Jobs

- **Trades Helpers:** Help journeypersons in their tasks; prepare and clean work site.
- **Security Officers:** Control and record movement of people and goods through the mine.
- **Airport Technicians:** Communicate with aircraft about weather conditions, inspect the airstrip, and direct foot traffic.
- **Fuel Attendants:** Monitor fuel transfer, clean leaks, ensure strict adherence to proper procedures.
- **Driller Helpers:** Help drillers do their work, such as collecting core samples during exploration programs.

Skilled jobs

- **Drillers:** Operate mobile drill rigs that drill holes into rock for core samples, cementing, and water monitoring.
- **Blast Hole Drillers:** Drill holes at mine site in preparation for blasting the rock.
- **Blasters:** Pack explosives into holes; ensure safety before blasting.
- **Plant Operators:** Look after day-to-day equipment operation in process plant; maintain drinking water, waste water, and sewage treatment plants.
- **Crushers:** Operate crusher equipment in extraction process.
- **Surface Equipment Operators:** Maintain roads, rock piles, airstrips; operate large mining equipment - haul trucks, shovels, dozers, graders, backhoes and loaders.
- **Underground Mining Equipment Operators:** Operate specialized underground equipment including scoop trams (loaders), jumbos and rock bolters (drills), and LHDs (dump trucks).

Jobs in Mining

(adapted from Jobs in Mining, Career Opportunities Series, Department of Education, Culture and Employment, GNWT)

Apprenticeship Trades and Occupations

- **Cooks/Chefs:** Cook meals for workers, plans menus, determine supply needs.
- **Industrial Electricians:** Install and fix electrical equipment. Read and interpret drawings and troubleshoot electrical problems.
- **Heavy Duty Mechanics:** Fix and maintain heavy machinery and equipment required to mine.
- **Machinists:** Make and fix equipment parts.
- **Plumbers:** Install and fix water pipes and fixtures.
- **Steamfitters/Pipefitters:** Put steam and water pipes together.
- **Welders:** Read and interpret drawings and then use a variety of welding equipment to join or separate seams in metal components.
- **Millwrights:** Install and repair industrial machinery including pumps, piping, conveyors, valves, and other specialized processing equipment.
- **Carpenters:** Build, maintain, and repair various structures.
- **Instrumentation Mechanics:** Look after devices that control pumps, motors, and other sophisticated electronic equipment.

Administrative jobs

- **Clerks:** Organize the office environment, types and files.
- **Administrative Officers:** Create and format documents, manage information.
- **Human Resources Officers:** Maintain personnel records, advertise open positions, maintain leave records, etc.
- **Public Affairs Officers:** Maintain communication programs that help inform workers, government and communities, and help protect the companies' reputation.

Jobs in Mining

(adapted from Jobs in Mining, Career Opportunities Series, Department of Education, Culture and Employment, GNWT)

Technical Jobs

- **Mining Technicians:** Help mining engineer plan where to mine.
- **Environmental Technicians:** Help ensure environmental rules are followed by taking water, air, and soil samples; monitors wildlife, and keeps careful records.
- **Engineering Technicians:** Make drawings of machines, buildings, and systems and helps keep them working.
- **Surveyors:** Map surface and underground development using sensitive optic and electronic equipment, including GPS and GIS systems.
- **Computer Support:** Provide technical computer support to maintain individual computers and entire networks.
- **Project Management Technicians:** Help plan and carry out major building and other projects.
- **Safety Officers:** Develop and oversee mine safety programs; regularly visits all parts of the mine to identify and then correct unsafe work conditions.

Management and Supervisory Jobs

- **General Manager, Presidents, and Vice Presidents:** Oversee the entire mine. Managers and superintendents report to them.
- **Area Managers:** Oversee a number of staff in functional areas such as mining, processing, environment, purchasing, finance, training, and security.
- **Superintendents:** Manage staff in functional areas such as mining, processing, maintenance, health & safety, and human resources.

Jobs in Mining

(adapted from Jobs in Mining, Career Opportunities Series, Department of Education, Culture and Employment, GNWT)

Professional Jobs

- **Exploration Geologists:** Usually work off the mine site to explore geologically promising areas, looking for ore bodies.
- **Mining Geologists:** Generally work on the mine site to understand the ore body, and to advise where to mine.
- **Mining Engineers:** Plan how to get ore out of ground, and help design the whole mining operation.
- **Environmental Scientists:** Understand the effects that mining can have on the environment and find solutions to any problems related to the environment.
- **Accountants:** Maintain financial records, report on the operating budget, and supervise payment of bills and wages.
- **Medical Staff:** Nurses, doctors, assistants, or paramedics look after injuries and ensure a safe, healthy work environment.
- **Trainers:** Develop and provide training and/or education to support safe and efficient mining operations.
- **Human Resource Managers:** Recruit and hire workers; determine pay levels.
- **Materials Managers:** Decide what supplies are needed; make sure supplies are purchased on time, at the right price, and are warehoused effectively.



Assess Your Essential Skills Learning Activity 10

The website for Human Resources Skills Development Canada includes self assessment tools that learners can use to measure their skills in each essential skills area.

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

These tools help learners identify and understand their strengths in each essential skills area – and ways to improve their skills in each area.

- computer use
- oral communication
- document use
- working with others
- continuous learning
- numeracy
- writing
- thinking
- reading

Each self assessment tool is short, just two pages. Encourage learners to assess their essential skills and to find ways to increase their skills in each area.

Go online and make copies of each assessment tool. Or copy the handout and ask learners to go online themselves. They can practice using the computer and Internet, and choose the essential skills areas they want to assess.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Assess Your Essential Skills Learning Activity 10

Go to the website for Human Resources Skills Development Canada:
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_assessment.shtml

This part of the website has a set of tools you can use to assess or measure your own essential skills in each area:

Scroll down to 'self assessments' under 'for the individual', and click on the self assessment tools. There is one tool for each essential skill:

- computer use
- working with others
- writing
- oral communication
- continuous learning
- thinking
- document use
- numeracy
- reading

Each self assessment tool helps you identify and understand your strengths in each essential skill – and areas that you may want to improve on.

Each self assessment tool is short, just two pages. Go online and print each self assessment tool, and fill it out.



Increase Your Essential Skills

Learning Activity 11

Use this activity as a follow-up to the previous activity, where learners filled out one or more self assessment tools from the HRSDC website.

At the end of each self assessment tool learners wrote down areas they'd like to improve, for that essential skill.

Ask each learner to choose one or more essential skills and go back to the self assessment tool they filled out.

Ask learners to make a plan for how they might take action to improve their skills in the ways they want. The handout includes an outline for making a plan, and a sample.

At the end of each learning activity you can discuss what essential skills learners used to complete the activity.



Increase Your Essential Skills Learning Activity 11

Use this activity as a follow-up to the previous activity, where you filled out the self assessment tools from the Human Resources Skills Development Canada website.

At the end of each self assessment tool, you wrote down areas that you'd like to improve, for that essential skill.

Choose one or more essential skills and go back to the self assessment tool you filled out.

Look at what you wrote about how you'd like to improve your skills.

Make a plan for how you might take action to improve your skills in the ways you want. See the outline of a plan and a sample plan on the next pages. Use them to make your own plan.

Outline of a Plan: Increase Your Essential Skills

1. Essential skill: _____

2. What is my goal? What is one way I want to improve my skills?

3. How can I reach my goal? What action do I want to take?

4. How much time do I need to carry out this action?

5. When do I start and when do I finish?

Sample Plan: Increase Your Essential Skills

1. Essential skill: Computer use
2. What is my goal? What is one way I want to improve my skills?
Sample: Use Facebook to keep in touch with my family better.
3. How can I reach my goal? What action do I want to take?
Sample: Learn about Facebook and set up a page for myself and my family.
4. How much time do I need to carry out this action?
Sample: Two hours or maybe half a day.
5. When do I start and when do I finish?
Sample: Start as soon as I get home from this shift and use it on the next shift.

Resources

Essential Skills, Human Resources and Skills Development Canada
<http://www.hrsdc.gc.ca/essentialskills>

Essential Skills: Fact Sheets and other information. NWT Literacy Council. <http://www.nwt.literacy.ca/adultlit.htm>

Mine Training Society <http://www.minetraining.ca/index.php>

“Jobs in Mining” – a 24-page booklet from the Career Opportunities Series, Education, Culture and Employment, GNWT
<http://www.ece.gov.nt.ca/Divisions/CollegeCareerDevelopment/Career%20PDF/Careers/Mining.pdf>

Mining Industry Human Resources Council
<http://www.mihrc.ca/en/index.asp>

Women in Mining Canada
<http://www.wimcanada.org/welcome.html>

Ramp-UP: A Study on the Status of Women in Canada’s Mining and Exploration Sector. Research sponsored by Women in Mining Canada.
http://0101.netclime.net/1_5/04c/38a/14b/RAMP-UP%20Report.pdf

National Occupational Classification (NOC)
<http://www5.hrsdc.gc.ca/noc/english/noc/2006/Welcome.aspx>

- Mine Labourers: NOC #8614
- Underground Mine Service and Support Workers: NOC #8411
- Underground Production and Development Miners: NOC #8231

NWT Annual Labour Force Activity 2009, NWT Bureau of Statistics

http://www.stats.gov.nt.ca/labour-income/labour-force-activity/Annual_Reports/2009%20Annual%20LFS.pdf

NWT and Nunavut Chamber of Mines <http://www.miningnorth.com>

Employment Standards Act (new 2007), Labour Services, Education, Culture and Employment, GNWT. Highlights and main changes from previous Labour Standards Act:

http://www.mross.com/law/digitalAssets/3481_NWT_The_New_Employment_Standards_Act.pdf

Northern Women in Mining, Oil and Gas Project.

http://www.statusofwomen.nt.ca/women_in_industry.htm Status of Women Council of the NWT.

Two press releases 2009 re this program:

http://www.statusofwomen.nt.ca/pdf/Press%20releases/2009_troutlake_grad.pdf and

http://www.statusofwomen.nt.ca/pdf/Press%20releases/MOG%20courses_Trout%20Lake_%20Hay%20River.pdf

NWT WCB (but called something different now)

Mining Watch Canada <http://www.miningwatch.ca/>

'Mining Myths' http://wman-info.org/resources/technicalreports/Mining_Myths.pdf

IBA Research Network <http://www.impactandbenefit.com/>

IBA Community Toolkit download site

<http://www.ibacommunitytoolkit.ca/index.html>

Mining Industry Human Resources Council portal for Aboriginal communities to learn more about careers in mining including education and training programs, and resources such as job descriptions and a downloadable guide on occupations in mining.

www.aboriginalmining.ca

MINES AND COMMUNITIES has news and resources about mining, particularly as they affect indigenous and land-based peoples.

www.minesandcommunities.org

A short template of a Benefits Agreement between the Government of Yukon and Kaska Nation

www.emr.gov.yk.ca/oilandgas/pdf/template_benefitsagreement.doc

Impact Benefit Agreements Between Aboriginal Communities and Mining Companies: Their Use in Canada.

<http://www.cela.ca/files/uploads/IBAeng.pdf>

2009 NWT Survey of Mining Employees. Available from the Department of Industry, Tourism, and Investment.

<http://www.itl.gov.nt.ca/publications/2010/Diamonds/MESReportGNWT.pdf>

2007 Diamond Industry Report. Available from the Department of Industry, Tourism, and Investment.

<http://www.itl.gov.nt.ca/publications/2008/Diamonds/diamond07.pdf>

Communities and Diamonds, 2008 Annual Report. Available from the Department of Industry, Tourism, and Investment.

http://www.itl.gov.nt.ca/Publications/2009/miningoilgas/Main_May_27_09.pdf