Chapter 1: Support Your Child at School

Student Introduction to Module Four

Welcome to Module Four! This module will give you practice on a number of skills which will allow you to participate fully as a member of your community. This module has seven chapters.

In Chapter One, you will work on some of the skills needed to support your child at school. You will read a school notice and fill in a permission slip. You will also prepare for an interview with your child's teacher.

In Chapter Two, you will practise filling in the necessary forms to get or replace identification. You will learn how to apply for a passport and birth certificate.

In Chapter Three, you will learn your rights and responsibilities as a part of the electoral process. You will have the chance to discuss the importance of making your vote count in elections.

In Chapter Four, you will take a look at your local newspaper. You will practise some of the reading skills to find and read news stories. You will also have the chance to write a classified advertisement for your local paper.

In Chapter Five, you will be looking at the "Driver's Official Handbook." You will learn some of the license requirements and have the chance to practise the written beginner's test online.

In Chapter Six, you will look at public transportation maps and schedules. You will read for information and plan travel routes. You will calculate the cost of individual fares and multi-use fares.

Finally, in Chapter Seven, you will be reading and filling in forms. In the first one, you will register for a fundraising event, the Terry Fox Run. The second form is a volunteer application form.

Module Four Chapter One: Supporting Your Child at School

Rate Your Skills

Rate yourself on the skills and knowledge needed to support your child at school.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your skills			
I can read notices sent home from school.			
I can scan for key information.			
I can read and fill in a permission slip for my child.			
I can read a short text for information.			
I can add simple dollar amounts.			
I know the parts of a letter.			
I can write a letter to my child's school.			
I know how to share concerns about my child with the school.			

Vocabulary

permission	certify	liability	competent

Beth was running late. She grabbed her lunch from the fridge and stuffed it into her bag. As she turned to leave, she noticed a tightly folded blue paper on the floor.

"There it is!" she said and picked it up. Beth locked her apartment door, ran down the stairs and out to her bus stop. The bus was just pulling up.

Beth was running late this morning because of the blue paper she had found on the floor. The blue paper was a permission slip for a school trip the following week. Riley needed the signed slip plus $7.50 for the trip.

"I need it for today!" Riley wailed.

"Then you should have told me before now," snapped Beth.

Riley checked his pockets and backpack, but he could not find the form.

"Riley, your bus is outside; you have to go!" yelled Beth.

In tears, Riley slammed the door. Beth took a couple of deep breaths. She hated mornings like this one!

When Beth arrived at CAST she unfolded the crumpled form.

Activity One: Reading For Information

Read the "Activity Day Announcement" on the following page and answer the questions below. Share your answers with your instructor and classmates.

1. What is the date and time of the skating activity?

_____

_____

_____

2. How long will the grade two class be at the arena?

_____

_____

_____

3. How much does it cost a child to go skating if you also rent a helmet?

_____

_____

_____

4. If Beth needs to rent a helmet and she buys Riley a one slice pizza lunch, how much will the field trip cost?

_____

_____

_____

Something to Think About: Sometimes it is helpful to underline or highlight key pieces of information in a notice or flyer. What would you highlight in the notice from the school? Share your thoughts with your instructor and classmates.

Willow Park Elementary School
Activity Day Announcement

December 3, 2009

Dear Parent:

This is to inform you that your child's grade two class will be going skating at the Harris Arena on Tuesday, December 14th. The class will be walking to the arena at 9 AM and returning at 1 PM. Please make sure your child dresses appropriately for the weather.

Admission for skating is $2.50. Helmet rentals are $1.50

As well, the children will have lunch at the arena before returning to class. We ask that parents choose your child's meal choice in advance to facilitate the ordering.

If you wish your child to participate in this activity please fill in and sign the enclosed permission slip and the lunch form. Return both forms with the skating and lunch money by Friday, December 10th.

Sincerely,

Joan Boudreau

Mrs. Joan Boudreau

Skating _____ $2.50 Helmet _____ $1.50

1 hot dog + cookie + milk _____ $3.00

2 hotdogs + cookie + milk _____ $4.50

1 slice pizza + cookie + milk _____ $3.50

2 slices pizza + cookie + milk _____ $5.00

Beth also needed to sign Riley's permission slip or he wouldn't be able to go skating.

Activity Two: Filling in Forms

Fill in the "parental permission slip" below. Use the information from the scenario and the field trip notice.

Permission Slip for School Activity
Willow Park Elementary School

Student Name: _____

Parent/Guardian Name: _____

Date _____

This is to certify that my son/daughter _____ (insert child's name) has my permission to go skating at the Harris Arena on_____ .(insert date)

I understand that the field trip or activity will be supervised by competent adults, and I also understand that my son/daughter will be responsible for all his/her expenses connected with the trip.

I hereby give my permission for my son/daughter to walk to the arena:

I hereby release the Willow Park School Board, the Willow Park Elementary School, and all adult leaders from any liability and from any and all claims against them, individually or collectively, for any injuries which might be received during this school activity, or in traveling to and from the Harris Arena.

Time of departure from Willow Park School:	9 am
Estimated time of arrival at Harris Arena:	9:20 am
Return time:	1:00 pm
Estimated time of arrival at school:	1:20 pm

Parent's/Guardian's Signature _____

Address _____

_____

Phone Number Where You May be Reached during This School Activity:_____

Beth read the form with a sigh. Everything cost so much money! She also realised that Riley would need a new pair of skates. Beth decided she would go to the thrift store at lunch and see if she could find some in his size.

Lisa came into the classroom.

"Beth, do you still want some help preparing for your interview with Riley's vice-principal?" she asked.

"Oh! I forgot to tell you, Lisa. Mr. Guest, the vice-principal, called me already. He told me that this boy, Zackary, has been bullying other kids as well. They are going to put him through some kind of anti-bully training." Beth paused. "I sure hope it works," she said.

"I hope so too," said Lisa. "So you don't need my help for the interview after all."

"No, I don't need help with that," said Beth slowly.

"Anything else?" asked Lisa.

"Well, if you have time, Lisa, I need help with two things. First of all, the school gave me some information on bullying. I don't find it that easy to read. I don't know if I will be able to understand it well enough to share with Riley."

"And the second thing?" said Lisa.

"I'm still not getting any support about Riley's reading problems at school. The teacher sent a few notes with a few suggestions, but I think his problems are more serious! I think I need to tell them that he needs more help, but I'm not sure of the best way to do it. I tried calling, but the teachers are always in class."

Lisa nodded. "It's really good that you are following up on Riley's reading difficulties. Sometimes teachers and schools need an extra push from parents. Phoning is good, but in a situation like this, writing is better. I have a great resource on writing a letter to your child's teacher at school. Why don't we look it over together?"

"That sounds great, Lisa. Thanks a lot!" said Beth.

"No problem! How about we look over the bullying information first? Then we can begin your letter to Riley's teacher," said Lisa.

Activity Three: Reading For Information

Read the information on bullying taken from Public Safety Canada.

1. List three things a parent can suggest to their child if they are being bullied.

_____

_____

_____

_____

_____

_____

2. List three things a child can do if they see someone else being bullied.

_____

_____

_____

_____

_____

_____

3. List three things a parent can do to help a child who is being bullied.

_____

_____

_____

_____

_____

_____

Adults helping children: Practical Advice

The child who comes to you for help may need some reassurance along with practical advice on what to do. You could try some of the following, using your judgment about the particular circumstances.

If the child is being bullied, you can suggest:

- "Stay calm and try not to show you are upset. Try to respond to the person bullying you without anger. Anger can make things worse."
- "Look the other person in the eye and say you don't like what they are doing."
- "As soon as you can, find an adult you trust and tell the adult what happened. It is your right to be safe."
- "If you are afraid to tell an adult on your own, ask a friend to go with you."
- "Stay close to children you can count on to stick up for you."
- "Stay away from places where you know bullying happens."
- "If the bullying continues, walk away, join other children or ask someone else for help."

If the child sees someone being bullied, you can suggest:

- "Speak out and help the person being hurt. Nobody deserves to be bullied. You can help by telling the person who is bullying to stop."
- "If it is hard for you to speak out against bullying on your own, ask a friend to do it with you."
- "Comfort the person who was hurt and make it known that what happened was not fair or deserved."
- "If this does not work right away or if you are afraid to say or do something on your own, find an adult you trust to help you."
- "Help a child who is bullied by being a friend. Invite that child to participate in your school activities. This will reduce the feeling of being alone."

Some assurances you can give to the child:

- "Despite how it may seem, it is not a hopeless situation. Something can be done to stop the hurtful behaviour. I will help you."
- "Remember: if you walk away and get help, you are part of the solution. If you stay and watch, you are part of the problem."
- "You can help to make your school, sports team or community a better place by taking action against bullying."

Your role: How adults can help

Bullying is not a problem that children can solve themselves. It is a power struggle that is difficult to change without the help of an adult. In most cases, it will require only a few minutes to stop the behaviour, especially if you act immediately and in a consistent manner.

If you are there when the bullying occurs, talk with the children who are being aggressive. Explain the hurt they are causing and have them make amends to those who were harmed. This can break the cycle.

However, most bullying happens when you are not looking. When you are told about it, take it very seriously since children usually go to adults with these problems as a last resort.

In a small number of cases, bullying behaviour is a chronic problem requiring the involvement of families and the assistance of a health professional.

If you are a parent, guardian or caregiver

- Listen and respond to all complaints from your children about bullying, even the seemingly trivial ones such as name-calling.
- Listen and respond to all complaints from your children about bullying, even the seemingly trivial ones such as name-calling.
- Talk to other adults who were in charge when the bullying occurred to find ways to remedy the hurt and prevent future problems.
- Stop bullying behaviour that happens at home. Consistency matters!
- Consider how you treat others and how you allow others to treat you. As a role model, your actions and reactions can influence how children relate to each other.

(Taken from Public Safety Canada Website: www.publicsafety.gc.ca)

"It seems I did the right thing by complaining to the school," said Beth.

"Absolutely! I am sure Riley is glad you did," said Lisa.

"Now let's see if we can find some information to help you when you write to Riley's teacher about his problems with reading."

Activity Four: Parts of a Letter

Read with your instructor the following information and sample letter.

When might I want to write to my child's school?

Sometimes your child may have a particular problem at school. You may have talked to your child's teacher about this concern. The two of you may have written notes back and forth or talked on the phone. If it seems like nothing is happening to resolve your concern, then you may want to write a formal letter. Perhaps the informal communication hasn't been as clear as you think. Maybe you feel that the seriousness of your concern isn't fully understood. By writing a letter, the school will learn that you consider the matter to be an important one that needs to be addressed. You can write about any concern - an IEP issue, a general education issue, school-yard bullying, or the need to help your child's social skills or improve behavior. There are no rules as to the type of problem you can write about. Any school problem is worth writing about if it is having a negative impact on your child and you need the school's assistance to resolve it.

Sample Letter 1: Discussing a Problem

Today's Date (include month, day, and year)

Your Name
Street Address
City, Province, Postal Code
Daytime telephone number

Name of Principal
Name of School
Street Address
City, Province, Postal Code

Dear (Principal's name),

In this paragraph say who you are, give your child's full name, and his or her current class placement. Say something positive about your child's situation here, before you state your reason for writing.

BRIEFLY, explain why you are writing. Give relevant history and facts that support your concerns. (For example, your 3rd grader is struggling in school and you want to ask for help. You might say that your child's school work has been getting worse throughout the year. That fact is relevant. Talking about something from your child's infancy probably isn't.)

In this paragraph state what you would like to have happen or what you would like to see changed. You may BRIEFLY say what you would not like, or what has been tried and not worked. However, spend most of this paragraph saying what you want.

Say what type of response you would prefer. For instance, do you need to meet with someone, do you want a return letter, or a phone call?

Finally, give your daytime telephone number and state that you look forward to hearing from the person soon or give a date ("Please respond by the 15th"). End the letter with "Thank you for your attention to this matter."

Sincerely,
Your name
cc: your child's teacher
other staff

1. Give two examples of when you might write to your child's school.

_____

_____

_____

2. What information should you include before beginning your letter?

a) _____

b) _____

c) _____

d) _____

e) _____

3. What information goes in each paragraph?

Paragraph 1:

_____

_____

_____

Paragraph 2:

_____

_____

_____

Paragraph 3:

_____

_____

_____

Paragraph 4:

_____

_____

_____

Paragraph 5:

_____

_____

_____

Something to Think About: The "cc:" at the bottom of the letter means you are sending a copy of your letter to the people listed after the cc. If you write to the Director of Special Education about a problem at your child's school, you should copy the principal. If you write to the principal about a problem, you should send a copy to your child's teacher or other staff involved with your child. This follows the "chain of command." It also lets people involved know your concerns and that you are taking steps to resolve these concerns. Always keep a copy of your letter for your own files.

The sample letter and accompanying information is provided by:
National Dissemination Center for Children with Disabilities (NICHCY). web: www.nichcy.org

Activity Five: Writing a Letter

Pretend you are Beth and write her letter to Riley's teacher. Make sure you plan your letter first, using the suggestions in the Sample Letter. The key parts are provided for you.

1. Date and addresses
2. Greeting
3. Paragraph 1: Give personal information about Beth and Riley
4. Paragraph 2: Give the reason for your letter and give some history about the problem Riley is having.
5. Paragraph 3: Tell the school what you would like done to help your son. (tutoring, extra help in class, an assessment, extra copies of work sent home, or some suggestion of your own)
6. Paragraph 4: Tell the school how you want them to communicate with you. (phone, letter)
7. Paragraph 5: Tell the school how and where you can be reached. Remember Beth is in school during the day. Tell when you expect a reply.
8. Closing

Draft Letter

"Thanks, Lisa, I think this letter will be helpful," said Beth. "Wow, is it noon already? I have to see if I can pick up a pair of skates for Riley at the thrift store. He's going skating with his class next week."

Rate your Essential Skills

You have now had a chance to work on a number of skills which will make it easier for you to support your child at school.

This is still very hard for me.

I still need more practice.

I have this skill.

				LBS Level	**ES Level**
Reading Text					
I can read a short text for information.				2	1
I can scan for key information.					
Document Use					
I can fill in a school permission slip.				1	1
I know the parts of a letter.				1	1
Writing					
I can write a letter to the school				2	1
Numeracy					
I can add simple money amounts.					

Chapter 2: Obtain and Replace Identification

Module Four Chapter Two: Obtain and Replace Identification

Rate Your Skills

Rate yourself on the skills and knowledge needed to obtain and replace your identification.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your skills			
I can read and understand a longer document.			
I can scan a longer document for information.			
I can fill in a form accurately according to written instructions.			
I can search a website for information.			

Vocabulary

routine	application	interactive	guarantor	submit	certificate

Part One

"Jason! Phone!" yelled Jason's mother.

Jason ran up the stairs, two at a time. This week in his weight routine he was working on his legs.

"Hello?" said Jason.

"Hi Jason! It's Uncle Nick."

"Hey, Uncle Nick, how are you?" said Jason, who was very happy. Uncle Nick was his favourite relative. Ever since he had moved to Pittsburgh, Jason only saw him at Christmas and sometimes during the summer.

"I was hoping you could do some work for me this March," said Uncle Nick. "Your Aunt will be away in Florida for two weeks, and she wants me to have the house painted by the time she comes back from Florida.

"Really? Visit you in Pittsburgh?" said Jason.

"Sure – room and board and a little spare cash," said Uncle Nick. "I'm coming up to visit your grandmother in early March. I can take you back with me."

"Great!" said Jason.

Jason's mother was happy that he would be spending time with her brother, Nick. When Nick had spoken to her on the phone, he reminded her that Jason would need a passport to get into the United States. Now she said to Jason,

"You had better pick up a passport application from the post office right away. It can take several weeks."

"I will," said Jason.

The next day Jason told his classmates about his trip to Pittsburgh.

"I tried to pick up a passport application on my break, but the post office was out of them," he said.

"Why don't you fill it out online?" asked Beth.

"You can do that? I thought passport applications were kind of official. You mean I can just download one?"

"Sure. I got mine last year. There's a website all about passports," said Beth.

"I might have known, Beth. If there's a website, you're sure to know about it," said Jason.

Activity One: Read Instructions to Apply for a Passport

Go to the Passport Canada website www.ppt.gc.ca and click on *English*. Under What's New click on *Interactive Passport Application*. Click on *adults (16 years of age or over)*.

Where would you find information if you already have an expired passport?

After looking at the information on the website Jason decided it might be a good idea to get Lisa to help him go through it all.

"I'd be happy to help you! How about we take a look at it after break?" suggested Lisa.

"That would be great," said Jason.

Later that morning, Jason and Lisa looked over the Passport Canada website together.

"I see what you mean. There is a lot of information here. The instructions are longer than the form. How about we take it a section at time?" suggested Lisa.

Something to Think About: When you have an important form to fill in, always read through the instructions carefully, highlighting key points of information. Forms are often divided into numbered sections and each section will have its own set of instructions. Do one section at a time.

Answer the following questions after reading the section from the website.

General Instructions

1. Are you entitled to a Canadian Passport? How do you know?

_____

_____

_____

_____

2. What are the requirements in order to successfully complete the passport application?

_____

_____

_____

_____

3. How much does a passport cost if you live in Canada?

_____

4. How can you pay if you apply online? By mail? In person?

_____

_____

_____

_____

5. What is the closest Passport Canada location to you?

_____

Signature

1. Where does your signature go on the passport application?

_____

_____

_____

2. Is this signature acceptable? Jason Carlucci

   Why or why not?

_____

_____

Guarantor

1. Do you know someone who could be an acceptable guarantor for you? What makes them a good guarantor?

_____

_____

_____

_____

Proof of Canadian Citizenship

1. What are the **two** proofs of Canadian citizenship accepted by Passport Canada?

_____

_____

2. How many other documents do you need to support your identity? What document would you use?

_____

_____

Something to Think About: Why do you think it is a good idea to submit copies of identification when you send in your passport application instead of the original documents? What does your guarantor need to do if you send in a copy? Discuss your answers with your instructor and classmates.

Activity Two: Apply for Passport

Fill in the application for a passport. You can fill it in online and print it up or you can print it and fill it in by hand. Remember to make an extra copy. Use your own information. Keep in mind that this is your personal information so you do not need to share it with others unless you want to.

Part Two

Jason looked through the cards in his wallet, but he couldn't find his birth certificate. Next he checked his socks and underwear drawer. He dumped out the socks and underwear on his bed. No birth certificate. Jason decided to wait until his mother came home from work.

"Mom, have you seen my birth certificate?" asked Jason.

"No I haven't. Can't you find it?"

"I've looked everywhere, and I need it for my passport application!" said Jason.

"I guess you will have to get it replaced first," said his mother.

"I am glad I took your advice to start this whole process right away. I should still get my birth certificate and passport by March," said Jason.

"It might be a good idea to take your applications to our Member of Parliament's office. Sometimes they can speed things up a bit," suggested his mother.

Activity Three: Apply for a Birth Certificate

After doing the passport application with Lisa, Jason found it easier to do the application for a birth certificate. He read through the information and then went to the online application link.

Something to Think About: Sometimes it is easier to print up the instructions for online forms. That way you can highlight key pieces of information and check back rather than using the back button on your Internet browser.

Go to the Service Canada website www.servicecanada.gc.ca/eng/home.shtml and click on *Personal Documents* under Services by Subject. Under Life Events click on *lost wallet*. Locate the information for replacing a lost Birth Certificate. Once you are on the birth certificate page choose your own province.

If you are from Ontario you will be taken to the Service Ontario website, and will be able to apply online. Go there now to find out the information you need before you start the application.

Remember, always read the information first before filling in a form!

1. How much will a replacement birth certificate cost?

   _____

2. What two types of birth certificates are available?

   _____

   _____

3. What are the different ways you can apply for a birth certificate?

_____

_____

_____

_____

4. How can you pay if you apply online? By mail? In person?

_____

_____

_____

_____

_____

Activity Four: Filling in a Birth Certificate Application

Click on the link to apply for a birth certificate online. www.ontario.ca/en/residents/119274 Scroll down and click on *Start Online Service*. At the bottom of this page, click on *Begin Application*. On the last page, click on *birth*. This link will show you the information you will need to provide when you fill in the form.

1. What information will you need to fill in the application form for a birth certificate?

_____

_____

_____

_____

_____

Jason had all the information he needed and felt confident he could fill in the form correctly. He clicked *Next* to go to the next page and clicked on *Agree* to start the application. He was glad to see that he could click on *Previous* if he wanted to change anything or review his information.

1. Fill in the birth certificate application using the online form. You can also print it up and fill it in by hand if you wish. Take your time and ask for help from your instructor if you need it.

Was the birth certificate form easier to fill in than the passport form? Why or why not? Share your thoughts with your instructor and classmates.

Rate your Essential Skills

You have now had a chance to work on a number of skills which will make it easier for you to obtain and replace your identification.

This is still very hard for me.

I still need more practice.

I have this skill.

				LBS Level	**ES Level**
Reading Text					
I can read a short text for information.				2	1
I can scan for key information.					
Document Use					
I can locate information using headings.				2	1
Computer					
I can locate and navigate an Internet site.					1
Writing					
I can fill in longer forms.				2	1

Chapter 3:
Know Your Rights and Responsibilities -Voting in an Election

Module Four Chapter Three: Know Your Rights and Responsibilities -Voting in an Election

Rate Your Skills

Rate yourself on the skills and knowledge needed to vote in an election.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your skills			
I know my rights as a Canadian citizen.			
I know my responsibilities as a Canadian citizen.			
I know the difference between an MP and an MPP.			
I know the proper way to vote in an election.			
I know the different levels of government.			
I can write a short letter to my government representative.			

Scenario One: Voting in Elections

Vocabulary

election	commercials	federal	electoral	parliament	politics

Sarah was at home. She had finished her supper and she was feeling a little bored, so she flipped through the channels on her TV. It seemed as though nothing interesting was on. There were so many commercials about voting and politics. What was going on? Sarah guessed that there might be an election, but she wasn't sure. Sarah had never voted in an election. She did not know why she should bother. Finally Sarah turned off the television. She decided to call a friend and go for a walk.

The next day at CAST Lisa wrote a journal question on the board.

Will you vote in the upcoming federal election? Why or why not?

Sarah spoke up.

"I don't know very much about voting, Lisa. Could we maybe learn something about the election?"

"Great idea," said Lisa. "I have a website for you to check out right away."

Lisa wrote on the board:

www.elections.ca

"Click on '*young voters*' and then on '*election basics*'," said Lisa. "Even if you're not a very young voter, this section provides good information about why you should vote, and Canada's electoral system."

Activity One: Election Basics

Follow Lisa's instructions.

Go to the Elections Canada website www.elections.ca and click on *young voters*. Then click on *election basics*. Finally click on *frequently asked questions*.

Answer the following questions.

1. Who can vote in Canada?

   _____

   _____

   _____

   _____

2. Why should you vote?

   _____

   _____

   _____

   _____

Activity Two: Electoral Districts

Go to the Elections Canada website www.elections.ca From the home page, find your electoral district.

1. What is your electoral district?

_____

_____

2. Who is your Member of Parliament?

_____

_____

Part Two: Citizenship

"Okay, I understand that I have the right to vote and I know who my Member of Parliament is, but I don't really understand what they do. What is the difference between an MP and an MPP? And why do we have different political parties?" asked Sarah.

"Good questions! It is your right to vote, but it is also your responsibility to know who and what you are voting for. Let's see if we can find out what it really means to be a citizen," suggested Lisa.

Go to the Citizenship and Immigration website.
www.cic.gc.ca/english/index.asp
On the sidebar under citizenship click on *celebrate citizenship*. Click on *Rights and Responsibilities.*

Read about Rights and Responsibilities.

Activity Three: Your Responsibilities

1. What are the responsibilities of citizenship?

_____

_____

_____

_____

_____

"So it is also my responsibility to vote in elections not just my right?" asked Sarah.

"That's right! And you were right about needing to know about your government and the people you are electing before you vote," said Lisa.

From Rights and Responsibilities click on *A Look at Canada.* Next click on *Government in Canada.* Read the information and click on *next* at the bottom of the page.

Activity Four: Canada's Government

1. What kind of government does Canada have and what are the three parts?

_____

_____

_____

_____

2. What is a bill?

_____

_____

1. How does a bill become a law?

_____

_____

_____

_____

_____

2. What are the three levels of government in Canada?

_____

_____

_____

3. Which level of government is responsible for the following?

   a) Education: _____

   b) Healthcare: _____

   c) Policing: _____

   d) Recycling: _____

   e) Snow removal: _____

   f) The military: _____

Now click *next* on the same web page and answer the questions online. Be sure to discuss your answers with your classmate and instructor. You may also want to print them up.

"So if I am not happy about the education system, I should be talking to my Member of the Provincial Parliament?" asked Sarah.

"That's right," said Lisa.

"But what about the political parties? I don't understand why we need so many," said Sarah.

Click *next* one more time or click on the following link:
www.cic.gc.ca/english/resources/publications/look/look-17.asp
Read the information and answer the following questions.

Activity Five: Political Parties and Elections

1. How many electoral districts does Canada have?

   _____

2. When must an election take place in Canada?

   _____

   _____

3. What does your elected member of the House of Commons do for you?

   _____

   _____

   _____

4. What is a political party?

   _____

   _____

   _____

   _____

   _____

Something to Think About: If you want to know more about the different political parties in Canada you can go to http://politicalparty.ca/ or you can find additional information at the Elections Canada website. Most political parties also have their own website.

"I understand a lot more about my government, and my representatives, but I am still nervous about voting for the first time. How do I know what to do?" asked Sarah.

"There are people there to show you how to vote and where to place your ballot. You can also find out more from the Citizenship website. Look under voting procedures," suggested Lisa.

Click on the following link to find out how to vote.
www.cic.gc.ca/english/resources/publications/look/look-18.asp

Something to Think About: Your elected representatives are there to speak for you. If you are concerned about something in your community, province or country you can call or write to you city councillor, MPP or MP. You do not even need a stamp if you send a letter to the House of Commons in Ottawa.

Activity Six:

Write a letter to your Member of Provincial Parliament (MPP). Ask what his or her position is on adult literacy, or some other issue that is important to you. Be sure you introduce yourself in your letter and explain why you are writing. Don't forget to thank them for their cooperation and provide them with your contact information.

Rate your Essential Skills

You have now had a chance to work on a number of skills which will make it easier for you to know your rights and responsibilities.

This is still very hard for me.

I still need more practice.

I have this skill.

Essential Skill				**LBS Level**	**ES Level**
Reading Text					
I can read a short text for information.				2	1
I can scan a longer document for information.				2	2
Computer Use					
I can navigate a website to locate specific information.					1
Writing					
I can write a short letter.				2	2

Chapter 4: Be Aware of Current Events

Module Four Chapter Four: Be Aware of Current Events

Rate Your Skills

Rate yourself on the skills and knowledge to be aware of current events.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your skills			
I can read and understand my local newspaper.			
I know how to find key information in a news article.			
I know the basic parts of a news article.			
I can write a classified ad for my local paper or website.			
I can calculate the cost of a classified ad.			

Scenario One: Reading the Newspaper

Vocabulary

current	event	article	subscribe	rifled

It was Sarah's turn to bring in an article for the Thursday morning reading group. Sarah did not read the newspaper and she did not subscribe to any magazines. She never knew what to bring to class. It seemed that everyone else was able to find interesting news to share. Finally, she rifled through her recycling box and found last Friday's community newspaper, which was delivered for free once a week. Sarah usually took out the flyers that were between its pages and threw out the community news section. Then she would look carefully through the grocery flyers and decide whether or not she would shop that week at No Frills or Food Basics.

Now Sarah sat on the bus with the community newspaper in her hands. One heading caught her eye:

"75th Annual Maple Syrup Festival"

Well that sounds interesting, Sarah thought. When she got to CAST, she quickly ran off a few copies of the article for the rest of the group.

Sarah opened the door of the room where they met and was surprised to find everyone talking at once.

"I heard it was the city's worst traffic accident ever," said one student.

"Twelve cars and a transport!" Beth exclaimed.

Lisa said, "I heard it was fourteen cars. Let's see what the newspaper has to say. I saw it on the front page this morning but haven't had time to read it yet." She smiled at Sarah. "I am sure you had no difficulty finding a news article for today!"

"Was there a crash?" asked Sarah, "I didn't know. I don't listen to the radio in the mornings." Sarah handed out her maple syrup article.

Beth said, "How could you miss it? The accident happened during rush hour last evening. It was all over the news last night!"

Sarah shrugged. "I thought this was an interesting article." She was sounding defensive.

"I brought my copy of the paper," said Lisa. "We'll read Sarah's article first, and then if there's time, we will read about the accident."

Meanwhile, Beth was scanning the maple syrup article.

"This isn't really news," she said. "It was written last Friday, and the festival took place on the weekend. I know because I was there!"

Sarah blushed and said again, "Well I thought it was interesting."

"Sarah, do you want to read your article out loud?" asked Lisa.

> **75th Annual Maple Syrup Festival**
>
> The city's 75th annual maple syrup festival will be held this weekend at the Gravel Park arena. In addition to the usual maple treats, this year's festival will also feature a live band on Saturday night.
>
> "We're hoping that more people than ever attend this year's events," said festival coordinator Ruth Sharpe. "There will be lots of family fun including a petting zoo for the children."

Sarah stopped reading. "I guess it really isn't that interesting after all," she said. "Sorry, I saw the title and thought it would be okay."

"Don't worry, Sarah. I'll photocopy the article about the accident and you can read that one instead."

Sarah asked Lisa if someone else could read the story. She was feeling upset and embarrassed. After the reading group was over, Lisa spoke to her.

"You know, Sarah, reading a newspaper takes practice. Why don't you check out this website and see what they say about reading a newspaper?"

Click on the following link to find out how to read newspapers.
http://www.libraries.psu.edu/instruction/minutemodule/minutemodules.html

Activity one: Reading a Newspaper

Answer the following questions using the information in the *Minute Module*.

1. What kinds of stories are usually found on the front page of the newspaper?

   _____

   _____

   _____

2. What does a newspaper use to highlight stories?

   _____

   _____

   _____

3. What is a "byline"? A "date line"?

   _____

   _____

4. Where do you find the "who, what, where, when and why" of a news story?

   _____

   _____

5. Which kinds of stories are placed above "the fold" of the newspaper?

   _____

   _____

   _____

Take a look at the news article on the following page. Can you locate all the items that make the article easier to read?

Tims takes on Big Apple

Headline

Sat, July 11, 2009

Dateline

GROUNDS OFFENSIVE:
Canadian coffee icon gears for doughnut hole-y war in New York City

The "Deck" Spot the play on words!

By [illegible], [illegible]

Byline

The "Lead" Find who? What? where? when?

NEW YORK – There is about to be a doughnut war in New York.

Canadian institution Tim Hortons has announced that, as of Monday, it will open 12 outlets in Manhattan, marking the first excursion into the Big Apple for the company.

Dunkin Donuts can't be impressed, especially given the new Tim Hortons locations will be installed at spots formerly occupied by the American coffee and doughnut shop. As of Monday, hungry customers will be able to buy Timbits instead of Munchkins and sit on traditional brown Tim Hortons benches and chairs, in a beige restaurant decorated with green plants.

The 12 Tims will be primarily in Midtown, as well as two in Brooklyn. The busiest new location will likely be the Pennsylvania train station (34th Street), near the New York Stock Exchange.

In an effort to charm New Yorkers, a huge radio and newspaper marketing campaign is underway, with rebate coupons and other special offers circulating throughout the city.

"We're talking about coffee and doughnuts after all, so it has to be fun," said Joseph de Nardo, marketing director for Relax Organization, the company that recently bought the franchising rights in NYC and which already owns 115 restaurants in Manhattan.

Tomorrow, there will be free coffee all day at Penn Station and a news conference to mark the opening of the new Tim Hortons locations.

Tim Hortons already has 627 U.S. locations in Ohio, Michigan, Virginia, Kentucky and Maine. The closest existing location to New York is in Connecticut.

Tim Hortons will face some serious coffee competition in the big city, going up against places like McDonalds, Starbucks and, most recently, Krispy Kreme. And, of course, there are street vendors. Around Times Square alone, there are more than 400 Dunkin Donuts.

So how will Tims fare in New York?

"We sell more than just doughnuts," said de Nardo. "We have a full kitchen, so we can sell food all day and not only in the morning. New York likes change. In Canada, Tim Hortons is a religion, so I don't see why it can't be the same kind of situation here."

Story Summary

Tim Hortons is one of the fastest-growing restaurant chains in the U.S., says Harry Balzer, vice-president of the NPD Group, which studies U.S. eating habits.

Something to Think About: Do you think that it is important to know about current events? Why or why not?

Activity Two: Take a look at your local newspaper and discuss your answers with your instructor and classmates.

1. How many sections does your paper have? Which section interests you the most and why?

_____

_____

_____

_____

2. Is it necessary to read an entire news story? Why or why not?

_____

_____

_____

_____

Something to Think About: Smaller newspapers sometimes have only one or two sections but use separate pages to cover different types of news. You might find local sports on one page and national and international sports on the next page. In the same section you might also find business news and the editorial.

Part Two: Writing a Classified Ad

Since Paul had returned from Alberta he had finished unpacking in his new apartment. Now he realised he had too much stuff.

"I need to get rid of a few things," thought Paul.

Paul had a nearly new reclining chair. He did not like sitting in it and it took up a lot of space. He also owned two coffee tables and some spare shelving.

"Why don't you try and sell it?" suggested Beth.

"How can I do that?" asked Paul.

"You could put an ad in the newspaper," said Beth.

Help Paul place an ad. Go to the website below to find out how to write a classified ad. The article is also displayed on the next page.

Click on the following link to find out how to write a classified ad.
http://www.ehow.com/how_2059860_write-successful-classified-ad.html

How to Write a Successful Classified Ad

By: *eHow contributing writer on www.ehow.com*

1. **Step 1**

   Start with keywords. Pay to have them boldfaced. People skimming the classifieds will not notice your ad unless it grabs their attention within the first three words. Skip ambiguous phrases such as "For Sale" or "Up For Grabs." "1988 Harley Soft-tail" or "New Exercise Machine" is a much better opening.

2. **Step 2**

   Create a classified ad with urgency. The ad must sound as though written in a hurry by a busy person. Keep it short and end with a phrase such as "First $25 takes it home," or "First come, first served." You need only a few sentences to gain the reader's attention. Detailed information is better suited to a phone conversation.

3. **Step 3**

   Be descriptive. Explain all appropriate details. Consider year, size and condition. Utilize hot-button terms like "Brand new", "Antique", "Limited Edition", "Collectible" and "Rare."

4. **Step 4**

   List the price only if you are offering an outstanding deal. Leave it out of the ad if the price is merely fair. If you choose to insert a price, qualify it. Words like "or best offer", and "firm" give the reader your flexibility range.

5. **Step 5**

   Remember to leave contact information. When you write a classified ad, listing your town, phone number, and the best time to call is the minimum requirement.

6. **Step 6**

   Categorize your ad correctly. You are unlikely to sell a purebred Doberman in the automotive section, no matter how well written the ad.

7. **Step 7**

   Proofread the finished product. Find your ad in the paper and read carefully to ensure correctness. A simple typo can render your ad useless. Remember, only one letter separates a Buick from a brick!

Activity Three: Write a Classified Ad

Write Paul's classified ad below. Use the suggestions from the article.

Paul's Classified Ad

Activity Four: Math Activity

Your local paper charges $18 a day for 6 lines or less. Compare your ad to the columns and lines in the classified section of your local newspaper.

1. How much would your ad cost for one day? Three days?

_____

_____

_____

_____

Something to Think About: Classified advertising can be expensive. You might want to think of other ways to sell your stuff before putting out the money for a newspaper ad. Garage sales, local cable, or a notice in your apartment lobby might do the job for free!

Rate your Essential Skills

You have now had a chance to work on a number of skills which will make it easier for you to be aware of current events.

This is still very hard for me.

I still need more practice.

I have this skill.

Essential Skill				**LBS Level**	**ES Level**
Reading Text					
I can read a short news article for information.				2	1
I can scan a news article for information.				2	2
Writing					
I can write a classified ad.				1	1
Document Use					
I understand how news articles are organized.				1	1
I can locate key information in news articles.				2	1
Numeracy					
I can do simple addition using two digit numbers.				1	1
I can do simple multiplication.				2	1

Chapter 5: Obtain A Driver's Licence

Module Four Chapter Five: Obtain a Driver's Licence

Rate Your Skills

Rate yourself on the skills and knowledge needed to Obtain a Driver's Licence.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your skills			
I can read the Driver's Handbook for information.			
I can scan the Driver's Handbook for relevant topics.			
I can solve basic subtraction word problems.			
I can calculate GST on a purchase.			
I can do online quizzes.			

Scenario One: The Driver's Handbook

Vocabulary

embarrassment	licensing	official	collision	liability

Jason had been thinking about it for a long time. He needed to get over his embarrassment and feelings of failure. He wanted to get his driver's licence.

When Jason was 16, he could already handle a car. His uncle had taught him to drive on country roads. But when Jason went to get his licence, he failed the written test.

Now things are different, he told himself.

This was true. Jason's reading skills had really improved. He thought that he could pass the driving part of the test without a problem. His mother had told him that if he passed the written test, she would pay for him to take some driving lessons because he would be taking the test in the city.

Jason wanted to be sure that he passed this time. He spoke to Lisa about getting a copy of *The Official Driver's Handbook*.

"I'm glad you are thinking about getting your licence, Jason. You can get a copy of *The Official Driver's Handbook* online. You can also purchase one at the motor vehicle licensing office."

"Why would I buy one if I can get a copy free online?" asked Jason.

Why do you think?

"It's your choice," said Lisa. "However, many people find that they are more successful if they have the print copy. If you have your own copy, you can highlight, mark pages and review sections more easily. But take a look at the online version so that you can decide."

Click on the following link to find the *Official Driver's Handbook*.
http://www.mto.gov.on.ca/english/dandv/driver/handbook/

Jason spent most of the morning looking at the online version of the handbook. What a lot of information! Jason wondered if he would ever read through it all.

"I think you're right, Lisa. I had better buy the print copy," said Jason.

Activity One - Money Math

1. Jason would have liked to pick up the handbook on his way home. He checked his wallet and counted $8.75. If The Official Driver's Handbook costs $14.95 plus GST, how much more does Jason need?

   _____

   _____

   _____

   _____

2. Jason's mother was happy that he wanted to get his licence, so she gave him $10.00 towards the price of the book. How much of his own money does Jason need to spend?

   _____

   _____

   _____

   _____

Jason brought *The Official Driver's Handbook* to class.

"I'm not sure that it's any easier for me to get through this book," Jason said to Lisa.

Lisa smiled. "I have no doubt that you can read this book. The good news is that you don't have to read the whole thing! For example, take a look at the chapter '*Getting Your Driver's Licence*'. You won't have to read the sections on new Ontario residents or on motorcycle licence exchanges. On the other hand, you will have to read all of the next section, '*Safe and Responsible Driving*'."

Activity Two: Scanning for Information

1. Look through a copy of *The Official Driver's Handbook* either online or in print. List at least three sections that you would not have to read if you were applying for your driver's licence. Explain why you would not need to read these sections.

   For example, Jason does not need to read the section for new Ontario residents because he has lived in Ontario his whole life. He does not need to read the section on motorcycle licence exchanges because he does not have a motorcycle licence.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Activity Three: Highlighting Information

Lisa encouraged Jason to make notes while he was studying the handbook. He underlined words and sentences he did not understand. He tried putting difficult sentences into his own words. Jason also made notes of information that was new to him so that he could study it again.

1. Read the first page of *"Safe and Responsible Driving"*. Underline difficult words and sentences. Try to put them in your own words. Make a note of anything that you did not know before reading the section. The first page is reprinted on the next page.

Being a safe and responsible driver takes a combination of knowledge, skill and attitude.

To begin, you must know the traffic laws and driving practices that help traffic move safely. Breaking these "rules of the road" is the major cause of collisions.

Traffic laws are made by federal, provincial and municipal governments, and police from each level can enforce them. If you break a traffic law, you may be fined, sent to jail or lose your driver's licence. If you get caught driving while your licence is suspended for a Criminal Code conviction, your vehicle may even be impounded.

But you need to do more than just obey the rules. You must care about the safety of others on the road. Everyone is responsible for avoiding collisions. Even if someone else does something wrong, you may be found responsible for a collision if you could have done something to avoid it.

Because drivers have to cooperate to keep traffic moving safely, you must also be predictable, doing what other people using the road expect you to do. And you must be courteous. Courteous driving means giving other drivers space to change lanes, not cutting them off and signalling your turns and lane changes properly.

You must be able to see dangerous situations before they happen and to respond quickly and effectively to prevent them. This is called defensive or strategic driving. There are collision avoidance courses available where you can practice these techniques.

Defensive driving is based on three ideas: visibility, space and communication.

Visibility is about seeing and being seen. You should always be aware of traffic in front, behind and beside you. Keep your eyes constantly moving, scanning the road ahead and to the side and checking your mirrors every five seconds or so. The farther ahead you look, the less likely you will be surprised, and you will have time to avoid any hazards. Make sure other drivers can see you by using your signal lights as required.

Managing the space around your vehicle lets you see and be seen and gives you time and space to avoid a collision. Leave a cushion of space ahead, behind and to both sides. Because the greatest risk of a collision is in front of you, stay well back.

Communicate with other road users to make sure they see you and know what you are doing. Make eye contact with pedestrians, cyclists and drivers at intersections and signal whenever you want to slow down, stop, turn or change lanes. If you need to get another person's attention, use your horn.

Driver's Handbook Notes

Activity Four: Online Quizzes

It took Jason more than two weeks, but he finally finished reading the driver's handbook.

"I think I'm ready for the test, but I sure wish I could practise it first," said Jason.

"Good news, you can!" said Lisa.

Check out the following websites. The first two offer sample tests while the last one provides study units on safe driving essentials.

1. This site offers a quiz on signs and three quizzes on the rules of the road.

http://www.apnatoronto.com/ontario-g1-practice-test.html

2. This site is the Young Drivers of Canada which provides a learner's permit preparation test.

http://www.yd.com/test.aspx?path=stream539

3. Tuning up for Drivers contains the essential driving skills in 20 study units. They are useful when preparing to take the driving test.

http://www.icbc.com/driver-licensing/getting-licensed/pass-veh/tuning-driver#Variables._frag

Rate your Essential Skills

You have now had a chance to work on a number of skills which will make it easier for you to obtain your driver's license.

This is still very hard for me.

I still need more practice.

I have this skill.

Essential Skill				**LBS Level**	**ES Level**
Reading Text					
I can read a short text for information.				2	1
I can scan a short text for information.				2	2
Numeracy					
I can solve simple subtraction problems.				1	1
Document Use					
I understand how manuals are organized.				1	1
I can locate key information in a manual.				2	1
Computer Use					
I can locate a website and do an online quiz.					1

Chapter 6: Public Transportation

Module Four Chapter Six: Public Transportation

Rate Your Skills

Rate yourself on the skills and knowledge needed to use public transportation.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your skills			
I can read and understand subway and bus routes.			
I can read a simple chart.			
I can read a simple street map.			
I can add, subtract and multiply simple decimal numbers.			

Scenario One: Public Transit Information

Part One

Vocabulary

route	transfer	fares	tokens

Jason was excited. In just a week he would be travelling to Toronto to see his Uncle Nick. From there his uncle would drive back to Pittsburgh with him.

Jason had only ever gone to Toronto in a car. This time he would be taking the train to Union Station. From Union Station he would be taking the Toronto Transit Commission (TTC) to his grandmother's house where his Uncle Nick would be staying.

Jason was feeling nervous about taking the TTC. He mentioned this to Lisa and asked her if she would help him to plan his route on a map of Toronto.

"We can do that of course," she said. "But why don't you go to the TTC website? I bet you will find the information you need there."

Click on the following link to find the Toronto Transit Commission's official website.

http://www3.ttc.ca/index.jsp

Activity One: Planning Your Route

Part One: The Subway

Plan Jason's route for him. He knows how to get to Union Station. From there he needs to get to Kipling. After that he needs a bus to Steeles Ave.

a) First, go to the TTC website and click on the *A-Z* tab to find Kipling.

b) Click on *Kipling* to learn which subway line takes you there.

c) Click on *Maps* to view the subway lines.

d) Find Union.

e) Starting at Union follow the line to get to the subway line for Kipling. Then follow that line to Kipling.

1. Which subway line does Jason need to take to get to Kipling?

   _____

2. Which subway line does he need to take from Union? In which direction will he be going?

   _____

   _____

3. At which subway station will Jason need to switch subways? In which new direction will he be going?

   _____

   _____

"So I need to take two subways and a bus! How do I know which bus to take when I get to Kipling?" asked Jason.

"Don't worry. The TTC shows the bus routes as well," said Lisa.

Do you know where to find the information Jason needs?

Part Two: Bus Routes

a) Click on *schedules and maps*.

b) Click on *bus routes*.

c) Click on *Kipling*. Not sure which one? Jason is continuing west.

1. Which bus will take Jason to Steeles?

_____

"Thanks for your help, Lisa. I am pretty sure I know how to get to my grandmother's place now," said Jason.

"Just remember to get a transfer or you will have to pay again when you get on the bus. Bus drivers give you transfers, but at subway stations they have automatic dispensers," cautioned Lisa.

If you want more practice planning travel routes, try these trips on your own. Start each trip at Union.

2. Which subways would you need to take to get to Don Mills? Where would you transfer?

_____

_____

3. Which subways would you take to get to Warden? From Warden South, which bus would you take to get to Kingston Road? Don't forget to check the bus routes and the map.

_____

_____

_____

Something to Think About: Most communities have websites with information for bus routes. Check out your own community, and plan routes for places you like to go. You may also be able to pick up a map with all the routes at a central bus depot.

"How long will you be in Toronto?" asked Lisa.

"A few days. I'll be visiting my grandmother and some cousins before we leave," said Jason.

"If you are going to be using the TTC very often, you will want to think about buying a pass or tokens," said Lisa.

"My Uncle Nick says he hates driving in the city! I guess if we go anywhere we will be taking the TTC," said Jason.

"Then you had better check out your fare options," said Lisa.

Activity Two: Calculating Transit Fares

Go to the home page of the Toronto Transit Commission.

http://www3.ttc.ca/index.jsp

Click on *Fares and Passes.* Next, click on *prices.*

1. How much does it cost for an adult single fare?

   _____

2. How much does it cost for a package of five adult tickets? Ten adult tickets? An adult monthly pass?

   _____

3. How much would Jason spend if he bought ten single fare adult tickets?

   _____

   _____

   _____

4. How much money would Jason save if he bought a package of ten tickets?

_____

_____

_____

5. Is it cheaper for Jason to buy two packages of five tickets than to buy one package of ten?

_____

6. If Jason is going to be using the subway every day for a week while in Toronto, how many tickets should he buy?

_____

"It sure pays to buy a package of tickets! I am glad I checked the prices online," said Jason.

7. Compare the prices for transit in your community with Toronto prices. Is your community less or more expensive? By how much?

_____

_____

Rate your Essential Skills

You have now had a chance to work on a number of skills which will make it easier for you to use public transportation.

This is still very hard for me.

I still need more practice.

I have this skill.

Essential Skill				**LBS Level**	**ES Level**
Reading Text					
I can read a short text for information.				2	1
I can scan a short text for information.				2	2
Numeracy					
I can solve simple subtraction and multiplication decimal problems.				2	1
Document Use					
I can read a simple transit map and/or street map.				2	2
I can read a simple price chart.				2	1
Computer Use					
I can locate a website and find specific information.					1

Chapter 7: Participate In Your Community

Module Four Chapter Seven: Participate in Your Community

Rate Your Skills

Rate yourself on the skills and knowledge needed to participate fully in your community.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your skills			
I can read a short text for information.			
I can fill in an application form for an event.			
I can fill in an application to volunteer.			
I can do simple addition, subtraction and multiplication of decimal numbers.			
I can locate information on a website.			

Part One: Taking Part in an Event

Vocabulary

pledge	canvasser	confidentiality

Sarah looked in her closet and pulled out a pair of pants she had not worn for months. She put them on and laughed. They were too big. Sarah had been working hard at losing weight. She was following a healthy eating plan and exercising more. She looked at herself in the mirror and smiled. I think I'm ready to do something I have always wanted to do, she thought.

Sarah wanted to participate in the *Terry Fox Run*. This had been her dream ever since she had heard the story of Terry Fox.

Do you know the story of Terry Fox?

Click on http://www.terryfox.org/ and the link for Terry Fox and the Foundation to discover more.

Sarah shared her dream with her friends at CAST.

"I've never been fit enough to do the run," she said. "But now I can. I am going to go online and see how I can sign up."

Something to Think About: *Terry Fox Runs* take place all across Canada. If you would like to know the date and location of the nearest run site for your community, be sure to click on Find a Run Site on the Terry Fox website.

Activity One: Register for an Event

Go to the Terry Fox website http://www.terryfox.org/ and see how Sarah should sign up.

1. What does Sarah need to know before she can register for the *Terry Fox Run*?

_____

_____

_____

_____

"That's great! I can register online. I can even collect pledges online as well," she said.

2. What does Sarah need to do if she wants to raise pledges online? What are the three ways you can locate someone on the Terry Fox website in order to pledge them online?

_____

_____

_____

_____

Sarah hoped that she could collect one hundred dollars in pledges. She has already made a good start. Her classmates offered to donate their coffee money one day a week for the next month.

Activity Two: Math Activity

Sarah has seven classmates and each person buys two large coffees per day from the nearby Tim's. One coffee costs $1.45.

1. How much will each classmate donate in a week? In four weeks?

_____

_____

_____

_____

2. How much will her classmates donate in total?

_____

_____

_____

_____

3. How much more will she need to collect to reach $100.00?

_____

_____

_____

_____

Sarah was thrilled by the support of her classmates. When Lisa heard what Sarah was planning, she offered to donate the remaining money that would bring the total pledges to $100.00. Now Sarah definitely needed to register for the run.

Part Two: Volunteer in Your Community

Sarah decided that after she had finished the Terry Fox Run she would continue to work as a volunteer for cancer-related causes. She decided to check out the *Canadian Cancer Society* to see if she could volunteer for them.

Go to the Canadian Cancer Society website
http://www.cancer.ca/?sc_lang=en

Sarah clicked on "*Ontario*" and then chose the *How You Can Help* link. She quickly found the *Volunteer* link.

Activity Three: Volunteer Application

1. What are some of the volunteer opportunities for Canadian Cancer Society volunteers?

_____

_____

_____

_____

_____

_____

2. What are some of the benefits of volunteering?

_____

_____

_____

_____

_____

After she had finished reading about volunteering for the *Canadian Cancer Society*, Sarah decided she would download the application form. If she became a door-to-door-canvasser, she could raise money for a good cause and continue to get exercise while doing it.

Activity Four: Filling in an Application Form

Download the *Volunteer Application Form* from the *Canadian Cancer Society* site. Fill in the form. You can also use the form below.

Canadian Cancer Society / Société canadienne du cancer

Volunteer Information Form

A - CONTACT INFORMATION **Date:** _____ (mm / dd / yyyy)

Mr./Mrs./Ms/Miss/Dr. ____ (optional) **Name:** _____ (first) (middle initial) (last)

Address: _____ **Apt.** _____

_____ (city) (province) (postal code)

Phone (home): (____) _____ **Fax:** (____) _____

Phone (bus.): (____) _____ **E-mail** (home): _____

Phone (cell): (____) _____ **E-mail** (bus.): _____

Emergency contact name: _____ **Phone:** (____) _____

How did you learn about volunteering with the Canadian Cancer Society?

- ○ from the canvasser who knocked on my door in April
- ○ media (including messages on TV, radio and newspaper)
- ○ from materials displayed in my community
- ○ Volunteer Centre/Employment Centre
- ○ website (site name: _____)
- ○ a friend/acquaintance approached me
- ○ at a special event
- ○ direct mail
- ○ family/friends used services in the past
- ○ other: _____

Languages spoken: ○ English ○ French ○ Other: _____

Languages written: ○ English ○ French ○ Other: _____

B - SKILLS PROFILE

Occupation: _____ **Employer** *(optional)*: _____

Previous/present volunteer or work experience: _____

_____

_____

Affiliations *(optional)* e.g. professional associations, social & service clubs, fraternities, etc.: _____

_____

What skills would you like to use in a volunteer role with us?

accounting/bookkeeping	○	event planning/committee work	○
adult education/training	○	fundraising	○
basic knowledge of cancer or related issues	○	general office telephone/reception	○
business/administration	○	leadership skills	○
communications/media relations	○	marketing/public relations	○
community outreach	○	one-to-one/group support	○
computer: internet/website	○	presentation skills	○
computer: keyboarding/data entry	○	volunteer development/coordination	○
computer: word processing	○	writing/editing	○
driving	○	other: _____	

OVER→

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C - VOLUNTEER OPPORTUNITIES

Please check your area(s) of interest. Indicate your preference by ordering them #1, 2, 3, etc.

Community Programs	Community Fundraising	Community Outreach	Office Help
○ Leadership/committee work	○ Leadership/committee work	○ Leadership/committee work	○ Reception
○ Volunteer driver	○ Special events	○ Presentations/displays	○ Data entry
○ Peer support	○ Daffodil sales	○ Media relations	○ Clerical
○ Cancer centre/lodge	○ Residential canvass	○ Advocacy support	○ Telerecruiting
○ Information/referral to local services	○ Other: _____		

D - AVAILABILITY

Please mark with a (✓) the days/time you are available to volunteer:

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
Morning							
Afternoon							
Evening							

Indicate any extended periods during the year when you are unavailable to volunteer: _____

Please list any tasks or situations you may not wish to participate in while volunteering with the Society: _____

E - REFERENCES

Please list three references (other than family members): *Please PRINT*

	NAME	TELEPHONE #	E-MAIL ADDRESS
#1		( )	
#2		( )	
#3		( )	

F - VOLUNTEER CONFIDENTIALITY AGREEMENT

At all times, the privacy and dignity of clients, donors, volunteers and staff will be respected, and the mission, vision and philosophy of the Society will be followed in accordance with the Society's policies, standards and guidelines. As a volunteer of the Canadian Cancer Society, you may have access to information and documents relating to clients, donors, volunteers and staff that are private and confidential in nature. All client records are the property of the Society and will be treated as confidential material; reasonable care and caution should be exercised to protect and maintain total confidentiality. No person shall read records or discuss such information unless there is a legitimate purpose. Client interactions shall not be discussed with people outside the Society, including immediate family members, throughout and beyond tenure with the Society. Neither volunteers nor staff will give medical advice (including comments and suggestions that personalize medical information and influence treatment decisions), but may give information about cancer (consisting of facts available to anyone seeking general knowledge about the disease and its treatment).

By signing below, you acknowledge that the information provided is true and accurate, and that you have read, understand, and will abide by the agreement above. And, by signing below, you grant the Canadian Cancer Society permission to contact the references listed.

Signature: _____

Date: _____

Signature of parent/ guardian (if under 18): _____

RETURN TO:

Thank you for completing this form.
Suitable applicants will be contacted to discuss current opportunities.

The Society collects your personal information in order to help identify suitable volunteer opportunities for you. Only authorized Society staff and/or volunteers access this information.

We may also contact you from time to time to ask for your help by providing financial support in our fight against cancer. If you prefer not to receive this kind of communication from us or for more information about our privacy policy: www.cancer.ca * 1 800 268-8874 x2257 * e-mail:privacy@ontario.cancer.ca

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Rate your Essential Skills

You have now had a chance to work on a number of skills which will make it easier for you to be an active member of your community.

This is still very hard for me.

I still need more practice.

I have this skill.

Essential Skill				**LBS Level**	**ES Level**
Reading Text					
I can read a short text for information.				2	1
I can scan a short text for information.				2	2
Numeracy					
I can solve simple subtraction and multiplication decimal problems.				2	1
Document Use					
I can read an application form.				2	1
I can fill in an application form				2	1
Computer Use					
I can locate a website and find specific information.					1

Essential Skills Check-Up

Congratulations! You have now completed the Fourth and final module. Check up on the Essential Skills you have gained.

Essential Skill				**LBS Level**	**ES Level**
Reading Text					
I can read and interpret a short text.				2	1
I can follow simple written instructions.				2	1
I can read and locate several pieces of information in simple documents.				2	2
I can read and locate information (with help) in more complex documents.				2	2
I can scan a longer document for information.				2	2
I can read short sections of a longer document for specific information.				2	2
I can read and understand a short simple story.				2	2
I can read school notices.				2	2
I can read for information in my community newspaper.				2	2
I can read for information from the driver's handbook.				2	2
Document Use					
I can read food product nutrition labels.				1	1
I can fill in a simple information chart.				1	1
I can fill in a personal information form.				1	1
I can fill in an application form for an event.				2	1
I can fill in a volunteer application form.				2	1
I can fill in the 411.ca site to find a phone number.				1	1
I can read rental ads.				1	1
I can read a calendar.				1	1
I can write a cheque.				1	1
I can fill in a multiple choice self-assessment.				1	1
I can read a travel itinerary.				1	1
I can fill in a simple form.				2	2

I can read and follow instructions for a form.				1	1
I can fill in a cheque register with deposits and withdrawals.				2	2
I can read and understand my bank statement/passbook.				1	1
I can scan titles and headings in a document for information.				2	2
I know the key parts to a news article.				2	2
I can read and understand a report card.				2/3	2
I know the parts of simple letter.				2	1
I can read a simple street map.				2	1
I can read a simple chart/transit schedule.				2	1
Writing					
I can write a grocery list.				1	1
I can write short notes.				1	1
I can write a To Do List.				1	1
I can write a letter to my child's school.				1	2
I can write a classified advertisement for the newspaper.				1	1
Numeracy					
I can read and write numbers.				1	1
I can add and subtract simple whole numbers.				1	1
I can add and subtract three and four digit whole numbers.				2	1
I can divide simple whole numbers.				2	1
I can divide a 4 digit number by a 1 digit number.				2	2
I can multiply simple money amounts.				2/3	2
I can calculate an average.				2/3	2
I can calculate simple discounts.				2	2
I can use a calculator to subtract a larger number from a smaller number.				2	1

Computer Use					
I can do a simple search on the Internet.					1
I can search a website for specific information.					1
I can use an ATM machine.					1

Decision Making					1
I can compare information to make a decision.					1
I can make healthier food choices.					1
I can compare prices and care labels to make a shopping decision.					1
I can plan and organize a personal task.					1
Oral Communication					
I can ask about apartments for rent.				2	1
I can choose the appropriate language to advocate for myself.				1	1
I can share concerns about my child with the school.					1