Chapter 1:
Eat Well

Introduction – Read this before you get started!

This workbook is going to help you improve your Essential Skills, including reading, writing and math skills. You will also practise document use which is reading and filling in forms.

As you read, you will be learning about four students from CAST – Community Adult Skills and Training. These four students are improving their Essential Skills. You will be learning the same skills as they are learning. Their lives are like yours in some ways:

- They have to manage their basic needs like eating well, and finding a good place to live.
- They must manage their health.
- They have to manage personal and family issues as well as relationships.
- They are also part of a community. They use local services and take part in community events.

Who you will meet

Read a description of the four CAST students who are also improving their reading, writing and math skills.

- Meet Sarah. Sarah is 24 years old. She lives on her own in a small basement apartment in her aunt's house. When we first meet Sarah she has gained some weight and doesn't know very much about healthy cooking. Join her as she learns to budget for and prepare healthy meals.

- Meet Paul. Paul is 46 years old. He used to have a job, but he has a back injury that prevents him from working. When you first meet Paul he is looking for a new apartment. With Paul you will learn how to read ads and what to ask the landlord about a new apartment.

- Meet Beth. Beth is 30 years old. She is a single mother with two children. She is Sarah's friend at CAST. Beth is improving her reading, writing and math skills because she wants to become a personal support worker.

- Meet Jason. Jason is 18 years old. He lives at home with his mother. Jason likes to keep fit, and lately he has really got in to body building.

In this workbook, the students from CAST face some challenges where they need to use their reading, writing and math skills. They need to be able to read and fill out documents. As you read more about them you will be able to practise the skills that they are learning too. By the time you have finished this workbook, you will be surprised at how much you have learned. You will be proud of how your reading, writing, math and document use skills help you to live more independently in your community.

How to use this workbook

1. As you work through the chapters, read the instructions carefully and take your time. Ask your instructor for help if you need it.
2. Work through the activities. You will be using your reading, writing, math and document use skills.
3. Evaluate your Essential Skills at the beginning and end of each chapter. These checklists are for you!
4. At the end of each module you will be able to Check Up on the Essential Skills you have achieved so far.

Good luck improving your Essential Skills!

Introduction to Module One

Welcome to Module One! In the next three chapters you are going to learn a number of skills you need to manage your basic needs: food, finding a place to live and clothing. Essential Skills you will be practising include: reading, writing, math, document use and thinking skills. Make sure you read each chapter slowly and carefully.

Each chapter will have "scenarios" or stories about everyday happenings. You will work through the problems in these scenarios along with the characters. Throughout the chapters you will be asked to think about different situations. Take your time as you decide how you would answer; make sure you discuss your thoughts with your instructor and fellow classmates. You will be able to assess your skills at the beginning and end of each chapter.

In Chapter One you will explore healthy eating and shopping while learning about Canada's Food Guide. You will also read and compare nutritional labels and grocery flyers and look for healthy recipes on the Internet. Finally, you will prepare a grocery list based on a recipe you want to prepare.

In Chapter Two you will be reading rental ads in the paper. You will learn abbreviations used in the ads to choose an apartment based on what you can afford and on what the apartment has to offer.

In the second part of this chapter you and your instructor will read together and learn about your rights as a tenant and the rights of your landlord. Your instructor will also give you a chance to look at a typical rental lease and practise filling it in. The second part will be challenging because the documents are serious legal agreements. Take your time while working together with your fellow classmates.

Finally, in Chapter Three you will learn about shopping for clothes while saving money. You will compare prices, calculate discounts and look at sales flyers. You will also read clothing care labels and learn the symbols. You will read a pamphlet for a children's summer camp and figure out what clothes your children may need for camp.

Throughout this module there will be numerous opportunities for discussion and thought. Be sure to take the time to read carefully and ask questions.

Module One Chapter One: Eat Well

Rate Your Skills

Rate yourself on the skills and knowledge needed to eat well.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your healthy eating skills			
I understand *Canada's Food Guide.*			
I know how to find information on *Canada's Food Guide.*			
I can read food product labels.			
I can compare nutrition information on similar food products.			
I can fill in an information chart.			
I can write a grocery list.			

Eating Healthy Foods

Part One

Vocabulary

alarm	**sweater**	**corduroy**	**mirror**	**weight**	**specific**	**expiry**

Ring, ring! Sarah turned off her alarm clock. She sat up and put her bare feet on the floor. Brrr! The floor was cold. Summer was over. Sarah decided she would wear something warm today. She put on a nice blue sweater. She found her corduroy pants in the closet. Sarah had not worn them all summer. Now she pulled them on. She pulled very hard but the pants were too tight. Sarah looked at herself in the mirror. I have got fat this summer, Sarah thought. I need to lose weight.

Sarah wore a pair of sweat pants to class that day. She decided she would talk to her tutor, Janet, about her weight. Janet was always bugging Sarah about her morning snack (Coke and a bag of chips) and telling her to eat healthier foods.

"Why don't you find out about healthy eating?" asked Janet.

"How can I do that?" Sarah asked.

"You can find out about *Canada's Food Guide* online," said Janet.

Janet and Sarah went into the computer lab. Sarah typed in *Canada's Food Guide* and the website came up on the screen.

Activity One: Introduction to Canada's Food Guide

Go onto the Internet and search for Canada's Food Guide or click on this link:

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

1. Find the link called *Food Guide Basics* and click on it.
2. Now click on the quick link, *How much food you need every day* and find your female/male age range.
4. How many fruits and vegetables should you eat each day? _____
5. How many grain products? _____
6. How much milk or milk alternatives? _____
7. How much meat or meat alternatives? _____
8. Do you think that you eat a healthy diet? Why or why not? _____

_____

_____

_____

➨ Discuss your answers with your instructor and classmates.

With Janet's help, Sarah spent most of the morning looking at the food guide and checking its links. Finally, she decided that she would use two tools to help her eat a healthy diet and lose weight:

- My Food Guide
- My Food Guide Tracker

First, Sarah went to *My Food Guide* to choose the foods she wanted to eat. Then she went to *My Food Guide Tracker* to plan her meals.

Activity Two: Tracking Your Meals

1. On the Canada's Food Guide website, find the link to *My Food Guide*. Create your own food guide. When you have finished, print out a copy of your food guide.

2. Print out a copy of *My Food Guide Tracker*. For three days, track your meals and snacks.

Extra activities:

3. After three days, compare your food guide tracker to your food guide.

Using the information from your food guide tracker, enter the number of servings you had each day for each food group into the chart below. Enter the recommended number of servings into the *Canada's Food Guide* column.

4. Create food guides for other members of your family. If you want, you can post them on your fridge at home.

How Do You Measure Up?

Food Group	Day 1	Day 2	Day 3	Canada's Food Guide
Vegetables & Fruit				
Grain Products				
Milk and Alternatives				
Meat and Alternatives				
Oils and Fats				
Limit Foods				

Something to Think About:

Which do you think is healthier: the foods you have eaten or the foods listed on your food guide? Explain your choice. Share your answer with your instructor and classmates.

Part Two

Sarah looked at the foods she had chosen on her *Food Guide*. Then she looked at the food she had eaten on her *Food Guide Tracker*. They were very different! Sarah decided she needed more help.

"I know the foods I should be eating," she said to Janet, "but I don't know how to eat them!"

"It sounds like you need some new recipes. Let's go back online and see what we can find," said Janet.

"I tried that," said Sarah. "I typed in 'chicken recipes' and I got so many I couldn't look through them all!"

"We will try something more specific. Let me have a look at your *Food Guide*," said Janet. "Hmmm…I see you have chicken and beef listed. Also, carrots, broccoli and spinach."

"And don't forget I'm trying to lose weight," said Sarah.

Do you know how Sarah can look for a recipe for her Food Guide online?

Janet suggested that Sarah type in chicken plus two vegetables and the words "low fat". Sarah tried:

Low fat + chicken + broccoli + carrots

She found a recipe that she thought she would like to try.

Broccoli Chicken Rice Casserole (low fat)

Ingredients

- 2 boneless skinless chicken breasts, cubed
- 1 cup chicken broth
- 3 cups fresh broccoli, chopped
- 1-2 cups baby carrots
- 1 cup cooked rice
- 2 (10 ounce) cans low-fat cream of chicken soup
- 1/3 cup parmesan cheese
- 1/3 cup skim milk
- 1/8 teaspoon pepper
- 1/4 teaspoon salt
- ½ teaspoon garlic powder
- 1 tablespoon butter, melted
- 3 tablespoons dried breadcrumbs

Directions

1. Bring the cup of chicken broth to a boil and add chicken, cook until chicken is done.
2. Steam broccoli and carrots until tender.
3. Line bottom of a casserole dish with rice and top with carrots, broccoli and chicken.
4. In a bowl, mix together soup, parmesan cheese, milk and seasonings, and pour over the casserole.
5. Mix melted butter and breadcrumbs together and sprinkle over top, bake at 350 for 30 minutes.

Activity Three: Online Recipe Search

1. Search for a recipe online or in a cookbook that uses foods from at least two food groups in your Food Guide.

   Recipe Title: _____

   Where did you find your recipe? _____

2. Search for a recipe that calls for eggs, milk or milk alternatives and vegetables.

   Recipe Title: _____

   Where did you find your recipe? _____

Print your recipes and share them with your instructor and classmates.

Part Three

Sarah was very proud of herself. She had chosen two recipes that were part of her new healthy diet. When she got home, she looked in her refrigerator and found:

- Three bottles of pop
- One litre of milk
- Two eggs
- One package of wieners
- Cream cheese past its expiry date
- Mustard
- Ketchup
- One very old orange
- Funny smelling apple juice
- One slimy green pepper
- One dried up carrot

Sarah grabbed a garbage bag and threw away everything except the milk, eggs, mustard and ketchup. She dumped out two bottles of pop (they were flat) and threw the bottles into the recycling bin. She looked at the expiry date on the milk carton, and she decided it might be a good idea to throw that out as well. Then she wiped out her refrigerator. It looked very clean and very empty.

Next Sarah took out her new recipes and a blank piece of paper. She was ready to make a new shopping list. Often when Sarah went shopping, she would not have a list. She would bring things home she didn't really need, and she would forget things she really wanted. Janet suggested to Sarah that a list would help Sarah make healthy choices and save money.

"Stick to your list," Janet advised Sarah. "That way you won't buy things that you don't really need and are just junk food."

Activity Four: Writing a Grocery List

Sarah's recipes are printed on pages 16 and 17. She has salt and pepper plus all the spices except cumin in her cupboard. She also has rice, onions, tomato sauce and frozen corn. What does she need to buy?

Fill in the *grocery list* on the next page with the ingredient and the amount.

Grocery List

Fruits and Vegetables	*Dairy*	*Meat*	*Canned*	*Other*

Broccoli Chicken Rice Casserole (low fat)

Ingredients

- 2 boneless skinless chicken breasts, cubed
- 1 cup chicken broth
- 3 cups fresh broccoli, chopped
- ½ cup baby carrots
- 1 cup cooked rice
- 2 (10 oz) cans low-fat cream of chicken soup
- 1/3 cup parmesan cheese
- 1/3 cup skim milk
- 1/8 teaspoon pepper
- 1/4 teaspoon salt
- ½ teaspoon garlic powder
- 1 tablespoon butter, melted
- 3 tablespoons dried breadcrumbs

Directions

1. Bring the cup of chicken broth to a boil and add chicken, cook until chicken is done.
2. Steam broccoli and carrots until tender.
3. Line bottom of a casserole dish with rice and top with carrots, broccoli and chicken.
4. In a bowl, mix together soup, parmesan cheese, milk and seasonings, and pour over the casserole.
5. Mix melted butter and breadcrumbs together and sprinkle over top, bake at 350°F for 30 minutes.

Beef and black bean chili

Preparation: 5 minutes

Cooking: 40 minutes

Ingredients

- 1 lb (500 g) Extra Lean or Lean Ground Beef
- 1 large onion, diced
- 1 large sweet pepper, diced
- 2 to 3 tbsp (30 to 45 mL) chili powder
- 1 tsp (5 mL) ground cumin
- 1 can (28 oz/796 mL) diced tomatoes
- 1 can (14 oz/398 mL) tomato sauce
- 1 can (19 oz/ 540 mL) black beans, drained and rinsed
- 1 1/2 cups (375 mL) frozen corn kernels

Directions

1. Cook beef, onion, sweet pepper, chili powder and cumin in large saucepan or Dutch oven over medium heat until meat is thoroughly cooked and any liquid has evaporated.
2. Stir in tomatoes, tomato sauce, beans and corn.
3. Cook over medium-high heat until boiling. Reduce heat to medium; simmer, covered, for 30 minutes, stirring occasionally.

Activity Five: Comparing labels

When Sarah went to the grocery store, she had to choose between two kinds of *Campbell's Cream of Chicken Soup*. Help Sarah make the healthier choice.

CREAM OF CHICKEN SOUP

Calories 120 Total Fat 8g Sat. Fat 2.5g Cholesterol 10mg Sodium 870mg Total Carb. 10g Dietary Fibre 2g	Sugars 1g Protein 3g **% Daily Values**** Vitamin A 6% Vitamin C 0% Calcium 0% Iron 0%

HEALTHY REQUEST® CREAM OF CHICKEN SOUP

Calories 80 Total Fat 2.5g Sat. Fat 1g Cholesterol 5mg Sodium 460mg Total Carb. 12g Dietary Fibre 1g	Sugars 2g Protein 2g **% Daily Values**** Vitamin A 10% Vitamin C 0% Calcium 0% Iron 0%

It is important to read and compare labels when you are trying to make healthier choices. Compare the cream of chicken soup by using the chart below:

	Healthy Request Cream of Chicken	**Regular Cream of Chicken**
Calories		
Total Fat		
Saturated Fat		
Sodium		

Which can of soup should Sarah choose? Why?

_____

_____

_____

_____

Nutrition Facts Know-how

Nutrition Facts

Serving Size	25 crackers (30g)	← Always check the serving size
Servings Per Container	about 8	

Amount Per Serving

Calories 140	Calories from Fat 60	← The lower the better
	% Daily Value*	
Total Fat 7g	11%	← The lower the better
Saturated Fat 1.5g	8%	← The lower the better
Polyunsaturated Fat 0.5g		
Monounsaturated Fat 5g		
Cholesterol 0mg	0%	← The lower the better
Sodium 310mg	13%	← The lower the better
Total Carbohydrate 18g	6%	← The higher the better
Dietary Fiber 3g	12%	← The lower the better
Sugars 2g		← The higher the better
Protein 3g		

Vitamin A	10%	•	Vitamin C	4%	← The higher the better (everything in this section)
Calcium	0%	•	Iron	6%	

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

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

It is important to read all the information on food labels when making healthy choices.

Sarah also needs to buy milk for one of her recipes. She always buys 2% milk but the recipe says to use skim. She wonders if it makes much difference. Compare the two labels on the following page to decide which is the healthier choice. Remember that Sarah is trying to eat healthy foods and lose weight.

Sarah carefully chose the skim milk with the latest expiry date so it would last at least for a week in her fridge.

Activity Six: Comparing More Labels

Math Activity:

What is the difference in calories between 1 cup of skim and 1 cup of 2% milk?

Calories in one cup of 2% = _____

Calories in one cup of skim = _____

Difference in calories = _____

Something to Think About: Notice the difference in fat content between 2% and skim milk. Is there a difference in the amount of calcium between 2% and skim? Would you buy skim or 2%? Why?

Share your thoughts with your instructor.

Non Fat Milk Skim

Nutrition Facts
Valeur nutritive
Per 1 cup (250 mL) serving /
par portion de 1 tasse (250 mL)

Amount / Teneur	% Daily Value / % valeur quotidienne
Calories / Calories 90	
Fat / Lipides 0 g	0 %
Saturated / saturés 0 g + Trans / trans 0.0 g	0 %
Cholesterol / Cholestérol 5 mg	
Sodium / Sodium 125 mg	5 %
Carbohydrate / Glucides 13 g	4 %
Fibre / Fibres 0 g	0 %
Sugars / Sucres 13 g	
Protein / Protéines 9 g	
Vitamin A / Vitamine A	10 %
Vitamin C / Vitamine C	0 %
Calcium / Calcium	30 %
Iron / Fer	0 %
Vitamin D / Vitamine D	45 %

PASTEURIZED/PASTEURISÉ
INGREDIENTS: SKIM MILK, VITAMIN A PALMITATE AND VITAMIN D_3.
INGRÉDIENTS : LAIT ÉCRÉMÉ, PALMITATE DE VITAMINE A ET VITAMINE D_3.

Reduced Fat Milk 2%

Nutrition Facts
Valeur nutritive
Per 1 cup (250 mL) serving /
par portion de 1 tasse (250 mL)

Amount / Teneur	% Daily Value / % valeur quotidienne
Calories / Calories 130	
Fat / Lipides 5.0 g	8 %
Saturated / saturés 3.0 g + Trans / trans 0.1 g	16 %
Cholesterol / Cholestérol 20 mg	
Sodium / Sodium 120 mg	5 %
Carbohydrate / Glucides 12 g	4 %
Fibre / Fibres 0 g	0 %
Sugars / Sucres 12 g	
Protein / Protéines 9 g	
Vitamin A / Vitamine A	10 %
Vitamin C / Vitamine C	0 %
Calcium / Calcium	30 %
Iron / Fer	0 %
Vitamin D / Vitamine D	45 %

PASTEURIZED/PASTEURISÉ
INGREDIENTS: PARTLY SKIMMED MILK, VITAMIN A PALMITATE AND VITAMIN D_3.
INGRÉDIENTS : LAIT PARTIELLEMENT ÉCRÉMÉ, PALMITATE DE VITAMINE A ET VITAMINE D_3.

Part Four

Expiration Dates Explained

It is sometimes hard to find and read the expiration dates on food products. The expiration date is on the edge of a lid or the top or bottom of a carton. It can be on a tag as with bags of milk and loaves of bread.

Not all expiration dates mean the same thing.

Best if used by or Best Before	The food will become less fresh after the date but it is still safe to eat.
Expiration Date	The food is not safe to eat after this date.
Sell by	The store owner must take if off the shelves by this date. This is usually used with dairy products. They are still safe to eat if refrigerated properly for up to 7 days.
Guaranteed Fresh	It is only freshest on this date. This is usually used with bakery products.
Pack date	This refers to date the food was packed. This is used with canned or boxed items. The date usually contains the month, day and year.

Activity Seven: Calculating Expiry Dates

Assume that the date today is **Monday, May 10th** and answer the following questions. Share your answers with your instructor and classmates.

1. You are thinking of cooking chicken wings this Friday night. The expiration date on the package is May 13. Should you buy the wings? Why or why not?

   _____

   _____

   _____

2. The cottage cheese is dated 'Best before May 25'. It usually takes you about 10 days to two weeks to finish a tub of cottage cheese. Should you buy it? Why or why not?

   _____

   _____

   _____

3. The bag of spinach you want to buy says 'Best if used by May 09'. Do you buy it? Why or why not?

   _____

   _____

   _____

4. You are buying a package of crackers and notice the 'Sell by' date is May 12. Do you buy them? Why or why not?

   _____

   _____

   _____

5. You want to buy a loaf of bread so that you can make yourself sandwiches each morning to take to class. The 'guaranteed fresh' date is May 11. Do you buy the bread or choose another loaf? Why or why not?

_____

_____

_____

Back at Sarah's apartment

When Sarah got home she was tired but happy. She had carried her three heavy bags of groceries home on the bus, and now she was going to put them away. Then, she was going to decide which recipe to cook and which friends to call to share her meal with.

Sarah had learned a lot about making healthy food choices by:

- Talking to Janet, who is someone who practises healthy eating
- Searching through *Canada's Food Guide* website
- Choosing recipes
- Making a shopping list
- Going shopping and reading labels

Now she is wondering how she can learn even more about making healthy food choices.

Activity Eight: Something to Think About

What can you suggest? How do you make healthy food choices?

➨ Discuss your answers 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 make healthy choices. Rate your skills using the scale below:

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 and interpret a short text.				2	1
I can follow simple written instructions.					
Document Use					
I can read food product nutrition labels.				1	1
I can fill in a simple information chart.				1	1
Writing					
I can write a grocery list.				1	1
Numeracy					
I can add and subtract whole numbers.				1	1
I can read and write numbers.				1	1
Computer Use					
I can do a simple search on the Internet.					1
Decision Making					
I can make healthier food choices.					1

Chapter 2:
Live Well

Rate Your Skills

Rate yourself on the skills and knowledge needed to find a place to live.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your skills			
I can read and understand the rental ads.			
I understand rental ad abbreviations.			
I can compare rental ads.			
I can call a landlord to enquire about an apartment.			
I can ask for information about an apartment.			
I can make short notes.			
I understand my rights and responsibilities as a tenant.			
I understand the landlord's rights and responsibilities.			
I know all the parts of a cheque.			
I can write rent cheques.			

Finding an Apartment

Part One

Vocabulary

column	**apartment**	**argument**	**tension**	**embarrassed**

Paul was sitting in class at CAST. He had the local newspaper propped up on his binder. His finger was running down a long column. Every once in a while he would take his pen and make a big red checkmark. Then he would move on.

"Hey Paul," said Sarah. "What are you doing?"

"Looking for an apartment," said Paul.

"I thought you lived with your sister," said Sarah.

"I do. But I've been there six months now, and it's driving me crazy!" said Paul.

Paul thought back to the night before at his sister's house.

Paul had been sitting at the kitchen table. His sister and brother-in-law were having an argument, and Paul felt embarrassed. He mumbled "excuse me" and headed downstairs to his room. Neither his sister nor his brother-in-law seemed to notice.

"I've got to get out of here," Paul muttered.

Paul had been injured on the job three years ago. He had tried very hard to find a job but could not because he was not able to stand or sit for very long. Finally his doctor told Paul that he would not be able to work for more than a couple of hours each day.

Paul had been living in a small house. The rental payments were expensive on his pension, but he could just manage. One day his landlord told Paul that he had sold the house and that he needed Paul to find another place to live. Paul had not known what to do. He was divorced and living on his own. His kids lived in Alberta, but Paul did not want to move from Ontario. His sister suggested that Paul move in with them while he decided what to do.

Living with his sister's family hadn't been too bad at first, but lately he had felt some tension whenever he was around his sister and brother-in-law. He loved his sister but

he did not want to live with her or her family! Paul definitely wanted his own place again.

Sarah peered at the newspaper over Paul's shoulder.

"Wow, there are lots of places for rent, aren't there?" she said.

"Yeah, but not too many that I can afford," said Paul with a sigh. "And I need parking for my pick-up."

Activity One: Reading the Classifieds

When he was finished, Paul had ticked off four ads. Look at the ads on page 7 and answer the following questions.

1. How much money does Paul think he can afford for rent? (Hint: most budgeting experts agree your rent and utilities should not be more than one third of your total take home pay.)

   Total pension amount after taxes: $1500

   $1500 ÷ 3 = _____ (Shortcut: How many times does 3 go into 15? Add two zeros to your answer.)

   Paul can afford _____ for rent.

2. Will Paul have to pay extra for utilities? He would like to have these included so he knows exactly what he has to spend every month.

_____

Sarah looked at the ads with a frown.

"Some of those words don't make sense to me. What's a BR?"

Paul laughed. "I had to learn how to read these ads too. Now I have an abbreviation sheet that helps me to remember. BR means bedroom."

Look at Paul's abbreviation sheet on page 34.

NEW - 1 BDRM APT. NEAR Porc. Mall, F/S, W/D. Furnished or unfurnished, Parking, Bus service. Avail. Nov. 1st. Call 235-3674

NEW - 1 BR APT for rent available Dec 1/08. $600 per mth. H & H included. F/S included. Very Private. No Pets. Coin w/d on premises. First & last required. Viewing appointments please call 363-6227 or 268-8712

NEW - 2 & 3 BDRM apts in Timmins. Fully furnished rooms & we rent to large companies 360-0244

NEW - 2BDRM. BSMT APT, 1142 Chestnut Lane. F/S incl. W/D hook-ups. $800/mth. utils. incl. No pets, Avail. Immed. Call 262-0313

NEW - 2 BDRM large apt. Avail now. Parking. $800 all inclusive. Call 266-7571

NEW - 641 CEDAR STREET 2 Bedroom Units From $919 inclusive Bordering the edge of town this building is clean and quiet. * Senior Residence * Elevator * Fridge & Stove * Coin Laundry Onsite * Parking spot included Toll Free 1-800-800-RENT (7368)

NEW - DOWNTOWN BACH. APT. $475/mth, First & last, no pets. Call 365-7765

NEW - UPSCALE Bachelor, 1,2 & 3 bedroom SUITES. Suitable for seniors and professionals. Features, fridge, stove, security intercom, reserved parking, laundry facilities, on- site superintendent, elevators and more! NO DOGS! Call 1-866-232-0060

NEW - 1 BDRM APT close to downtown for mature adult. FS & WD included. No parking. No pets. Call 264-5864 & leave message.

NEW - 1 BDRM. APT. F/S, $555/mth+hydro, Quiet single preferred, close to town, Parking, No smokers, No Pets, Call 264-3849

NEW - 1 BDRM F/S, H/H incl. NO PETS. Mature adult only. Close to town. After 3pm 264- 9634

NEW - 2 & 3 BDRM apts in Timmins, & Fully furnished rooms & we rent to large companies 360-0244

NEW - 2 BDRM MAIN FL. APT. Parking, $800/mth + hydro, 1st & last. Immediate possession. Call 365-8506.

Classified Abbreviations

air conditioning	a/c
apartment	apt
appliances	appls
bachelor	bach
balcony	balc
basement	bsmt
bathroom	ba, bath, bth, bthrm
bedroom	br, bed, bdrm
building	bldg
bungalow	bung
central air conditioning	c/a
condominium	condo
detached	det
double	dbl
exterior	ext
family room	fam. rm
fenced	fncd
finished basement	fin. bsmt
floor	fl
fridge/stove	F/S
garage	gar
hardwood floors	hrdwd flrs
heat/hydro	H/H
included	incl
kitchen	kit, kitch
large	lrg, lge
parking	prkg
piece	pc
private	priv
renovated	reno, reno'd
room	rm
separate entrance	sep entr
storey	stry
suite	st, ste
townhouse	twnhse
wall to wall	w/w
washer/dryer	w/d
yard	yd, yrd

Activity Two: Comparison of Rental Ads

Using the chart below, the ads on page 33 and Paul's abbreviation sheet on page 34, compare the four apartments that Paul has checked off. Use a question mark to show that the information is not given in the ad.

	Apartment 1	Apartment 2	Apartment 3	Apartment 4
Rent				
Heat/hydro				
Fridge/stove				
First/last				
Washer/dryer				
Parking				

Based on the information in your chart, which apartment do you think Paul should rent? Give reasons for your answer.

_____

_____

_____

_____

After Paul had filled in his chart he had a better idea of what questions to ask when he contacted the landlord. Write down the questions Paul should ask for each apartment.

Apartment One:

_____

_____

_____

_____

Apartment Two:

_____

_____

_____

_____

Apartment Three:

_____

_____

_____

_____

Apartment Four:

_____

_____

_____

_____

For additional information and help about finding a place to live, go to the following website:

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

The article *How to Find the Right Apartment Without the Stress* contains a number of tips when looking for an apartment, including questions to ask.

After reading this article, look back at your own questions. Do you have any new questions to add or change?

➨ Discuss any changes with your instructor and classmates.

Activity Three: Role Play Activity

Arrange this activity ahead of time with your instructor!

Pretend that you are planning to rent an apartment and your instructor or tutor is the landlord.

1. Use Paul's classified ads or ads from your own paper to give you information about the apartments you wish to rent.
2. Choose 3 or 4 ads for apartments.
3. Call the "landlord" (your instructor or tutor) for each of the properties.
4. Create a chart by hand or with the computer like the one used earlier.
5. Prepare your questions, and fill in the answers as the "landlord" gives them to you.
6. Do this for each of your rental properties.
7. Make your decision about which is the best property for you based on your notes.

Notes Page

Questions for the landlord:

Part Two

Before living at his sister's house, Paul had paid his rent monthly to the landlord. As well, when Paul had first moved into the apartment he had paid first and last months' rents. When the landlord evicted Paul, he said he would appreciate it if Paul could leave as soon as possible. Paul's final month in his apartment had been March. He was able to move into his sister's house on March 15th. Paul was happy about this because he thought he could get half of his last month's rent back.

"That's not the way it works," said his landlord. I have to repair the holes in the walls from all of your pictures. You have also stained the carpet and I need to have it professionally cleaned."

Paul was annoyed. If he had had more time, he would have cleaned the carpet and repaired the holes himself. Instead he had to pay for them!

Activity Four: Reading Information for New Tenants (from the Landlord and Tenant Board)

Something to Think About:
Was Paul's landlord right about this?

Read with your instructor the information from the Landlord and Tenant Board on the next two pages and decide whether or not Paul should have received the rest of his last month's rent.

➨ Discuss your answer with your instructor and fellow students.

Landlord and Tenant Board

Information for New Tenants

Landlords must provide this information to new tenants on or before the date the tenancy begins.

The Law

Most residential tenancies are covered by the *Residential Tenancies Act* (the Act). This law:

- gives landlords and tenants specific rights and responsibilities,
- provides rules for increasing the rent and for evicting a tenant, and
- creates the Landlord and Tenant Board (the Board)

The role of the Landlord and Tenant Board is

- Inform landlords and tenants about their rights and responsibilities under the Act, and
- resolve disputes between landlords and tenants through **mediation** or **adjudication**, or by providing information.

Tenant Rights and Responsibilities

You have the right to:

- **security of tenancy** – You can continue to live in your rental unit until you give your landlord proper notice that you intend to move out, you and your landlord agree that you can move, or your landlord gives you a notice to end your tenancy for a reason allowed by the Act.
- **Important:** If your landlord gives you a notice to end your tenancy, you do not have to move out. Your landlord must apply to the Board to get an order to evict you and you will have the right to go to a hearing and explain why your tenancy should not end.
- **Privacy** – Your landlord can only enter your rental unit for the reasons allowed by the Act. In most cases, before entering your unit, your landlord must give you 24 hours written notice. There are some exceptions, however, such as in the case of an emergency or if you agree to allow the landlord to enter.

You are responsible for:

- **paying your rent** on time.
- **keeping your unit clean,** up to the standard that most people would consider ordinary or normal cleanliness.
- **Repairing any damage** to the rental property caused by you or your guests – whether on purpose or by not being careful enough.

You are <u>not</u> allowed to:

- **change the locking system** on a door that gives entry to your rental unit unless you get your landlord's permission.

This form has been approved by the Landlord and Tenant Board for the purpose of section 11 of the *Residential Tenancies Act*.

Page 1 of 2

Landlord Rights and Responsibilities

Your landlord has the right to:

- **collect a rent deposit** – It cannot be more than one month's rent, or if rent is paid weekly, one week's rent. This deposit must be used as the rent payment for the last month or week of your tenancy. It cannot be used for any other reason, such as to pay for damages. A landlord must pay interest on the deposit every year.
- **increase the rent** – there are special rules that limit how often your landlord can increase the rent and by how much. In most cases, a landlord can increase the rent only once a year by the guideline that is set by the Minister of Municipal Affairs and Housing. A landlord must give the tenant at least 90 days notice in writing of any rent increase and this notice must be on the proper form. Exceptions: New units, non-profit and public housing units, residences at schools, colleges and universities, and certain other accommodation are not covered by all the rent rules.

Your landlord is responsible for:

- **keeping the rental property in a good state of repair** and obeying health, safety, and maintenance standards.
- **providing you with a copy of your written tenancy agreement** within 21 days after the day you signed it and gave it to your landlord. If your tenancy agreement is not in writing, your landlord must give you written notice of their legal name and address within 21 days after your tenancy begins.

Your landlord is not allowed to

- **shut off or deliberately interfere with the supply of a vital service** (heat, electricity, fuel, gas, or hot or cold water), care service or food that your landlord must provide under your tenancy agreement. However, your landlord is allowed to shut-off services **temporarily** if this is necessary to make repairs.
- **take your personal property** if you don't pay your rent and you are still living in your rental unit.
- **lock you out of your rental unit** unless your landlord has an eviction order from the Board and the Sheriff comes to your rental unit to enforce it.
- **insist that you pay your rent by post-dated cheque or automatic debit.** These ways of paying your rent can be suggested, but you cannot be refused a rental unit or evicted for refusing to give them.

For More Information

Contact the Landlord and Tenant Board

This brochure provides you with some general information about the rights and responsibilities of landlords and tenants. For more detailed information about your rights and responsibilities or how to resolve a dispute with your landlord, you may:

- Visit the Landlord and Tenant Board's website at **www.LTB.gov.on.ca** or the Landlord and Tenant Board office in your area.
- Call the Board at (416)645-8080 or toll free at 1-888-332-3234. You can get information from these numbers 24 hours a day. You can talk to a Customer Service Representative, Monday to Friday, from 8:30 a.m. to 5:00 p.

In his new apartment, Paul decided that he would ask for a lease in writing and read it carefully before he signed it. He had seen lease forms and knew they were very complicated! Paul decided he would have someone with him to help him review the lease.

As well, Paul went online to the Landlord and Tenant Board at http://www.ltb.gov.on.ca/en/index.html where he found lots of important information relating to tenants rights.

For example, Paul downloaded a copy of the *Guide to the Residential Tenancies Act*. He asked his instructor, Lisa, to help him to review it.

The *Guide to the Residential Tenancies Act* is available on the Landlord and Tenant Board website at:

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

Activity Five: Reading the ***Guide to the Residential Tenancies Act***

Review this document with your instructor or tutor.

List three things it is important for you to know as a tenant about your responsibilities:

1. _____

_____

2. _____

_____

3. _____

_____

List three things it is important for you to know about your landlord's responsibilities:

1. _____

2. _____

3. _____

What have you learned that you didn't know before about being a tenant?

_____

➨ Discuss your answers with your instructor and classmates.

After reviewing all the information on the rights and responsibilities of landlords and tenants, Paul felt more confident about renting an apartment.

Part Three

When Paul was renting his house, he had never written a cheque. His ex-wife had taken care of all of the finances in their home. When his new landlord asked for first and last months' rents, paid by cheque, Paul did not know what to do. He went into his bank and spoke to Janice, his favourite teller.

"Hi Janice. I've got a bit of a problem," said Paul.

"Hopefully, I'll be able to help you out, Paul. What is your problem?"

"I need to write cheques for my first and last month's rent today. I feel really stupid because I've never even written a cheque – my wife used to do all of that stuff."

"Don't worry about it. Lots of people have never written cheques. What with direct debit and Internet banking, I almost never write any cheques!" said Janice. "I think the first thing we should do is get you some blank cheques to practise with."

Janice put a blank cheque on the counter, facing Paul. She circled the name and address in the top left hand corner.

"This is the name and address of the person the cheques belong to. We will order you some cheques today and your name and address will appear here."

"The name of our bank and bank address go here," Janice continued, pointing at the bank's name. "At the very bottom of the cheque your account number appears plus some other information about the bank."

"Okay," said Paul. "I see all of that, but where are the parts that I need to fill out?"

"You need to fill out five places on the cheque," explained Janice. "If you always remember to complete five pieces of information, your cheques will always be correct."

Anna Chiasson
500 Beaverbrook Ct
Fredericton NB
E4B 2H8

Cheque # 123

_____ (1) _____ 20 _____

Pay to the Order of _____ (2) _____ $ _____ (3) _____

_____ (4) _____ / 100 Dollars

*** Bank
123 Waters St.
Fredericton NB
E2B 4H6

_____ (5) _____

123 456 789 987 654 321

Activity Six: Cheque Writing

1. Where ate the five places that Paul needs to fill out on a cheque? Circle them on the cheque above.
2. What five pieces of information does Paul need to include?

_____

_____

_____

_____

_____

3. Write the correct date on the cheque.
4. Write the correct name of the person or business you are writing the cheque to.
5. Write the cheque amount in number form.
6. Write the cheque amount in word form.
7. Sign the cheque.

Something to Think About: Why do you think that the amount of the cheque is written in both numbers and words?

Write out Paul's cheques for first and last months' rents. Paul is paying $525 per month in rent. Use today's date.

Paul Davis
322 Pleasant Avenue
Sudbury, ON
P3C 4A2

Cheque # 001

Date 20_____
YYMMDD

Pay to the order of _____ $ _____

_____/100 Dollars

Bank of Nova Scotia
Pine Plaza
12 Elm Street
Sudbury, ON
P3C 2H6

_____

123 456 789 664 521

Paul Davis
322 Pleasant Avenue
Sudbury, ON
P3C 4A2

Cheque # 002

Date 20_____
YYMMDD

Pay to the order of _____ $ _____

_____/100 Dollars

Bank of Nova Scotia
Pine Plaza
12 Elm Street
Sudbury, ON
P3C 2H6

_____

123 456 789 664 521

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 find a place to live. Rate your skills using the scale below:

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 and understand a short text.				1	1
I can read and locate information(with help) in more complex documents.				2	2
Document Use					
I can read rental ads.				1	1
I can fill in a simple information chart.				1	1
I can write a cheque.				1	1
Writing					
I can write short notes.				1	1
Numeracy					
I can read and write numbers.				1	1
I can divide simple whole numbers.				2	1
Computer Use					
I can do a simple search on the Internet.					1
Oral Communication:					
I can ask appropriate questions about apartments for rent.				2	1
Decision Making:					
I can compare information to make a decision.					1

Chapter 3:
Dress Well

Rate Your Skills

Rate yourself on the skills and knowledge needed to dress well.

This is still very hard for me.

I still need more practice.

I have this skill.

Rate your skills			
I can add and subtract my money for daily purchases.			
I can calculate savings in sales prices (1/2 off, 30% off).			
I can read and understand clothing care labels.			
I can read and understand community announcements.			
I can read and understand information pamphlets.			

Scenario One: Part One

Vocabulary

corduroy	**thrift**	**shivers**	**selection**	**meantime**	**beige**	**subsidized**

Sarah and Beth were eating lunch at CAST. Sarah was just finishing her tuna sandwich and carrot sticks. A big apple sat in front of her on the table.

"Wow, that sure looks healthy," said Beth who was eating left over pasta. "How much weight have you lost?"

Sarah sighed. "Only three pounds. I want to lose 20, but at this rate it's going to take me months! But the nurse at the health unit told me that if you eat good food and lose weight slowly, it's more likely to stay off."

"That's what I hear," Beth agreed. "I had a friend who lost 20 pounds in eight weeks for her wedding in September. By Christmas, she'd gained it all back plus five pounds."

"I don't have a wedding, I just want to wear my corduroys! I'm freezing in these," said Sarah who was wearing a pair of sweatpants.

"So why don't you buy yourself some in the meantime?" asked Beth.

"What? Spend 30 bucks on something I'm only going to wear a few months? No thanks," said Sarah who was very careful with her money.

"Who said anything about spending 30 bucks? How much do you think my pants cost?" Beth demanded.

Sarah had noticed Beth's pants earlier. They were black corduroys – exactly the kind of pants that Sarah liked in the winter.

"I don't know. Did you get them on sale? Maybe 25 dollars?"

"Try $3.50," said Beth.

"What?!"

"$3.50," said Beth with a laugh. "Don't you ever shop at thrift stores?"

"No way," said Sarah, "Those places are full of dirty old clothes. I don't go near them."

Beth shrugged. "Suit yourself. Of course not everything in the thrift shop is clean or worth buying, but I always wash what I buy before I wear it. Anyway, I would rather spend $3.50 than 30 dollars any day."

Activity One: Shopping at the Thrift Store

When Beth bought her black cords at the thrift store, she bought some other things as well.

A pair of jeans for her son for $3.25

A toy truck for her son for $2.00

A Barbie doll still in the package for her daughter for $4.00

1. How much did Beth spend that day at the thrift store? (Don't forget to include the price of Beth's cords!) This thrift store includes the tax in its prices.

   _____

   _____

   _____

   _____

2. Beth took $15.00 to the thrift store that day. Did she have enough money to pay for everything? Did she receive any change? How much?

   _____

   _____

   _____

Part Two

Later that afternoon Sarah shivered at the bus stop. The wind blew right through her thin sweatpants. When she got home, she checked her wallet. She had $25 to last her until the end of the week. Sarah looked in her fridge. She had milk and eggs and enough food to make her lunches for the rest of the week.

Maybe I'll just check out the price of the cords at Giant Tiger, she thought. If I can get a pair for under $20.00, I will.

Sarah lived close to Giant Tiger (a discount shopping store similar to SAAN and Bargain Shop). When she got there she pushed through the clothing racks, looking for corduroys. Finally she found some. She held one pair up. These look all right, she thought and checked the price. The tag said $29.99. Sarah did not want to spend this much. Then she saw a 30% off sign. I can't figure that out in my head, thought Sarah.

How will Sarah figure out the discount?

If you find it difficult to calculate discounts in your head, the chart below might help.

Activity Two: Calculating Discounts:

Look at the chart below. It gives you tips on how to figure out discounts.

➨ Go over it with your instructor and classmates.

Original Price	Round to	Percent Discount	Method	Discount	Sale Price is about
$29.99	**30.00**	**10%**	÷ by 10 or just move the decimal back one space.	$3.00	**$27.00**
$24.95	**25.00**	**20%**	10% + 10% or 2.50 + 2.50	$5.00	**$20.00**
$16.95	**15.00**	**30%**	3 times 10%, or 3 x 1.50	$4.50	**$10.50**
$29.99	**30.00**	**40%**	4 times 10 %	$9.00	**$21.00**
$49.99	**50.00**	**50%**	½ the original price	$25.00	**$25.00**

Now you try it!

Use the tips from the first chart to fill the next one in. Share your results with your instructor.

Original Price	Round to	Percent Discount	Method	Discount	Sale Price is about
$18.95		**10%**	÷ by 10 or just move the decimal back one space.		
$29.95		**20%**	10% + 10%,		
$9.95		**30%**	3 times 10%,		
$49.95		**40%**	4 times 10 %		
$99.99		**50%**	½ the price		

Try these problems using the same steps you used in the chart.

1. The cords were on sale for 30% off. The regular price was $29.99. Could Sarah get these cords for 20 dollars? How can you tell?

   Hint: 30 % discounts are often offered by stores and it helps if you can work it out in your head.

   1. Round the price to the nearest even amount. ($30.00)
   2. Take 10% of that amount. Divide 30 by 10. Move the decimal back one space. ($3.00)
   3. Since the discount is 30% you need to multiply the 10% ($3.00) by 3.

   Or you can add 3 + 3 + 3 = 9

   The discount is about $9.00.

Could Sarah get the cords for $20.00?

After looking around the store some more, Sarah found three more items on sale. Look at her selections and figure out the final price.

2. Sweatshirts are 25% off. The regular price is $24.00. About how much would one cost?

   Hint: 25% is the same as ¼ . Divide the regular price by 4. Your answer is the discount. Subtract the discount from the regular price.

3. Jeans are 50% off. The regular price 39.99. About how much would one pair cost?

   Hint: 50% is the same as ½.

4. Try this one on your own. Shirts are 30% off. The regular price is $24.99. About how much would one cost?

_____

_____

_____

At these prices, her $20.00 would not go very far. Maybe she should take a look at the thrift store before spending her money.

Part Three

The next day at CAST Sarah asked Beth which thrift store she shopped at.

"It's just down the street. I'm going to go at lunch time. Do you want to come?" said Beth.

"I'll give it a try," said Sarah.

Sarah had only ever been in one thrift store in her life. It was small and smelly and did not have a good selection of clothes. Therefore, Sarah was surprised to walk in to New 2 You Thrift Store and see the racks and racks of clothes.

"Come on," said Beth, "Women's pants are over here."

Sarah was amazed. She found not one, but two pairs of cords in her size for $5.00 a pair. Then she picked up a beautiful beige sweater. It was only $6.00. Sarah looked around to find Beth who was busy looking through the boys' winter coats.

"Do you buy all of your clothes here?" Sarah asked her.

"Everything that I can. When you've got kids, clothes shopping can get expensive!" said Beth. Then she said, "Hey, nice cords! Hmmm. The sweater's nice too; did you check the label?"

"Of course, it's my size. I tried it on over my t-shirt," said Sarah.

"Not that label! The one that tells you how to wash it," said Beth. "Look, here it is."

Something to Think About:
Should Beth buy the sweater? Why or why not?

➨ Discuss your answers with your instructor and classmates.

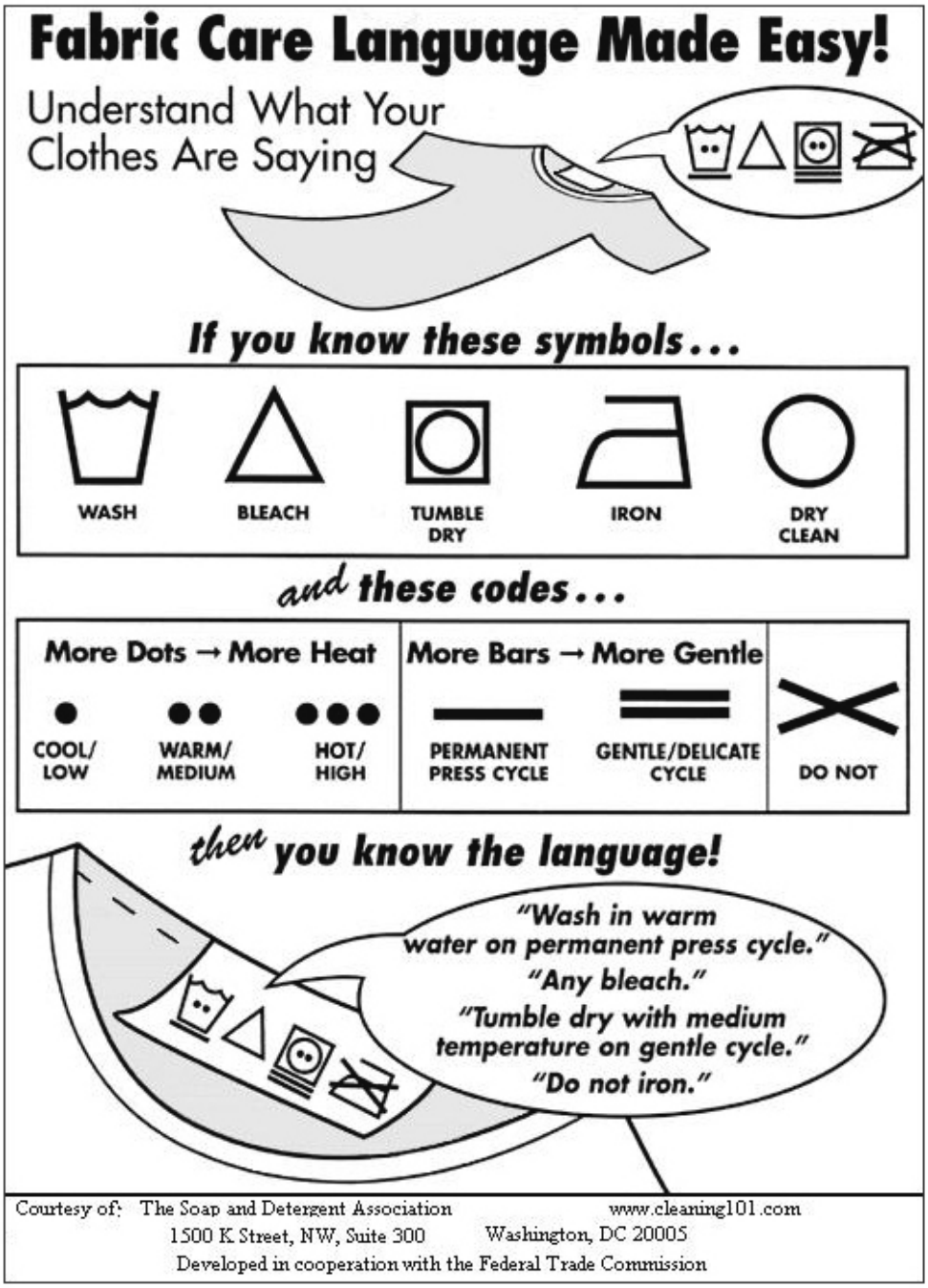
"You're right! I would be afraid I'd spill something on it and have to take it to the drycleaners," Sarah sighed. "I'd better put the sweater back."

"I always check the care label before I buy anything," said Beth.

"How do you know what all those symbols mean? They all look the same to me," said Sarah.

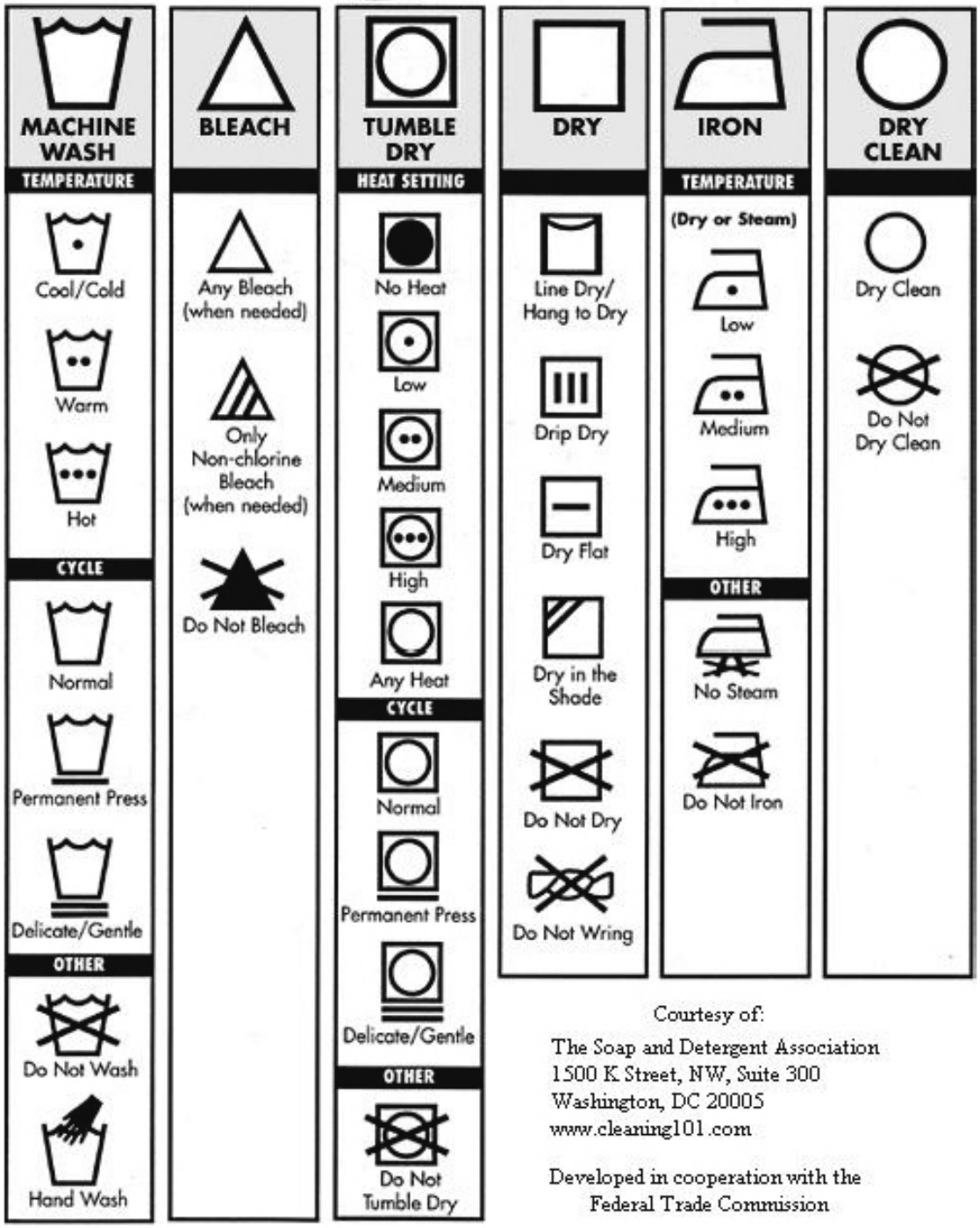
Do you know what all the symbols on fabric care labels mean?

It is easier than you might think. You only need to know a few symbols to understand all the rest. Look at the following chart which explains the symbols for you.



The next chart combines all the information for you.

Your Guide to Fabric Care Symbols



Courtesy of:
The Soap and Detergent Association
1500 K Street, NW, Suite 300
Washington, DC 20005
www.cleaning101.com

Developed in cooperation with the Federal Trade Commission

Activity Three: Reading Fabric Care Labels

How would you wash this sweater? Use the fabric care label chart on the previous page to help you.

How about this yellow t-shirt?

Would you wash these blue jeans with the t-shirt? Why or why not? How should you wash them?

➡ Discuss your answers with your instructor and classmates.

Part Four

Beth has two children: an eight year old boy and a five year old girl. All of their winter clothes from last year are too small. What should Beth buy them for the cold weather?

Beth was able to get some things for her kids at the thrift store. She still needs to get them hats, coats and snow pants. That day at CAST she was reading the paper and she noticed the following announcement:

Lions Club Winter Coat Drive

The Lions Club will be holding a coat exchange at the Anderson Arena this Saturday. Come and exchange kids' winter coats and snow pants. Donations accepted. Coat drive will be open 10 am to 5 pm. Free hot chocolate and hot dogs for kids.

Activity Four: Reading community announcements

1. What is Beth able to get for her kids at the coat drive?

_____

_____

_____

2. What does she have to bring?

_____

_____

_____

3. Should she take her kids with her? Why or why not?

_____

_____

_____

Scenario Two: Preparing for Camp

When Beth got home that night, there was a letter waiting for her from the YMCA.

"Oh good!" she said. Beth had phoned the local YMCA about summer camp for her son, James. She had asked for the financial assistance forms because she could not afford to send James to camp without help. If she wanted her son to get one of the subsidized spots, she needed to apply early. The "Y" was very helpful. They sent all the forms needed to apply for financial help.

Along with the form, the YMCA also sent information about the camp she wanted to send her son to. Included was a list of items that James would need for a week at camp.

"Wow! He'll sure need a lot of clothes for one week," said Beth.

Activity Five: Camp Clothing

Something to think about:
Going to camp requires a lot of preparation beforehand. What are some of the things you need to do in advance?

_____

_____

_____

_____

_____

It is important to make sure your child has the right clothes and personal items.

1. Look at the list below and check off the items you think your child would need for a week-long summer camp at the lake.
2. How many of each item does your child need? Just write the number beside the item.

Are there other items your child should bring? If so write them in the space provided.

_____

_____

_____

_____

_____

Camp List

		Jeans			Shorts
		Long sleeved shirt			Short sleeved shirt (no sleeveless shirts)
		Hat			Swimsuit and towel
		Waterproof jacket (with hood)			Light jacket
		Change of underwear			Socks
		Pyjamas – full length - no nighties			Shoes
		Winter weight socks			Indoor shoes
		Snow suit			Rain boots
		Snow boots			Hat, scarf and mitts (waterproof)
		Gloves			Flip flops
		Sweatpants			

It was good to get the list early. Beth would watch for these items at the New 2 You store. She would also get a permanent marker and write her son's name on each item as she got it.

Something to Think About:

Why do you think Beth is planning to put James' name on his camp clothes and personal belongings? Share your thoughts with your instructor and classmates.

Activity Six: Read Camp Pamphlet

Look at part of a pamphlet prepared by the YMCA for parents of children going to camp. Compare your list with their recommendations on what to bring.

1. Would you change some of your choices? Which ones?

   _____

   _____

   _____

2. Would you add some things that are not listed? If so what would you add and why?

   _____

   _____

   _____

What do you think?

1. Why do you think they say not to bring jeans and flip flops?

   _____

   _____

   _____

   _____

   _____

When should I drop off my child?

Families are welcome to drop their children off at camp between 2:00pm and 4:00 pm on the first day (Sunday) of camp. This is a great time to meet the staff, settle your kids into their cabins and check out the site. We do ask that all family members depart by 4:00 as that is when our programming will begin. Pick up will also be at Cedar Glen between 2:00pm and 3:30pm on the Friday of each session.

Busing is available to get to and from camp. This summer we have busses picking up and dropping off at the Metro Central YMCA, North York YMCA and the Mississauga YMCA.

Be sure to arrive 5-10 mins early at your bus stop so that attendance can be taken and you can pass on important information to the staff. Busses are supervised by trained YMCA staff and fun activities are provided on the ride to camp. Please note that busses will not be held for those arriving late to the stop. If your child misses the bus, it is the responsibility of the parent to take them to the camp site.

What should my child bring to camp?

Bedding (pillow, sleeping bag)

Flashlight (extra batteries) – There are no lights in the cabins

water bottle

Medications in Original Packaging (left with Wellness Team)

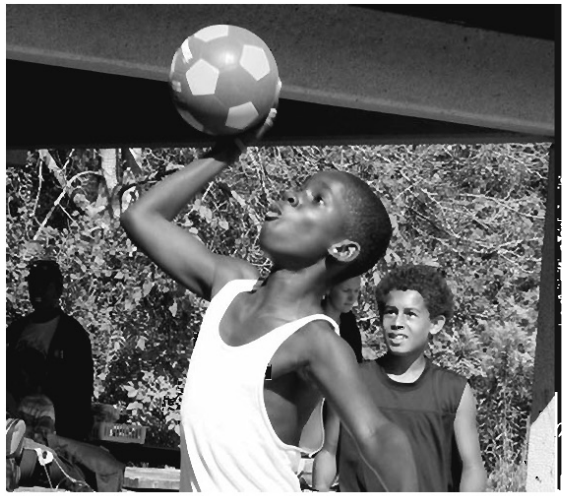
Rain coat, with hood, and rain pants (not windbreaker style)

Sunhat

Sunscreen (minimum SPF 30)

Light socks

Underwear



T-shirts

Pair long pants (sweats instead of jeans)

Shorts

Heavy/warm sweater

1 pair sturdy running shoes

1 pair sandals (with ankle strap, flip flops not preferred)

Swimsuit (string bikinis not preferred)

2 towels (one for bathing one for showering)

Pajamas

Toothbrush/toothpaste

Brush or comb

Insect repellent (lotion preferred)

Sunglasses

Eyeglasses/contacts (bring an extra pair, just in case)

Optional Items

Writing paper, envelopes/stamps, pens, musical instrument, books, camera/film, journal, pair rubber boots, small backpack. Footwear can be a concern at camp. Many program areas will require closed-toed shoes and only allow closed-toed shoes for safety concerns due to terrain or activity level. Flip flops are discouraged. Sandals with ankle strap around the back are allowed during non-active periods, such as returning from the showers at camp or just going to dinner.

What will my child be eating while they are away?

Most meals during the session are together in our main dining hall. Each group eats together, family style, with plenty of food. Once each week campers will have the opportunity to prepare their own meals over an open campfire. Our kitchen staff prepares nutritious, tasty meals and snacks that are consistent with the Canada Food Guide. Individuals who have special dietary needs can enjoy a supplemental menu modified to suit his/her needs. These special requests are to be noted on the Camper Information Form. Staff will be on hand during the first day of camp, and throughout the session, if you have any particular concerns about food allergies or dietary questions.

Rate your Essential Skills

You have now had a chance to work on a number of skills which will make it easier for you and your family to dress well. Rate your skills using the scale below:

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 and understand a short text.				1	1
I can read and locate information.				2	2
Document Use					
I can fill in a simple information chart.				1	1
Numeracy				1	1
I can read and write numbers.				1	1
I can add and subtract simple whole numbers.				2	1
I can calculate simple discounts.				2	2
Decision Making: compare information to make decision					
I can compare prices and care labels to make a shopping decision.					1

Essential Skills Check-Up

Congratulations! You have now completed the first module. Check up on the Essential Skills you have gained so far.

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 a locate information in simple documents.				2	2
I can read and locate information (with help) in more complex documents.				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 read rental ads.				1	1
I can write a cheque.				1	1
Writing					
I can write a grocery list.				1	1
I can write short notes.				1	1
Numeracy					
I can read and write numbers.				1	1
I can add and subtract whole numbers.				1	1
I can divide simple whole numbers.				2	1
I can calculate simple discounts.				2	2
Computer Use					
I can do a simple search on the Internet.					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
Oral Communication					
I can ask about apartments for rent.				2	1