
Skill Builders for Youth

Youth Literacy Nights



Acknowledgements

We would like to express our thanks to Education, Culture and Employment for their financial contribution for this project.



Project Team

NWTLC: Katie Johnson and Kathryn Barry Paddock

Contractor: Lisa Campbell

The NWT Literacy Council is a territorial non-profit group that promotes and supports literacy in all official language of the NWT. Our program areas include Aboriginal languages, family literacy, adult literacy and essential skills, youth literacy, and plain language.

Box 761, Yellowknife, NT X1A 2N6

Phone toll free: 1-866-599-6758

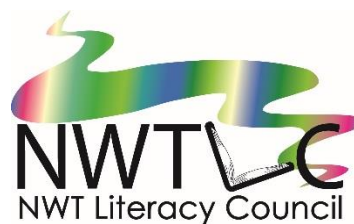
Phone Yellowknife: 873-9262

Fax: (867) 873-2176

Email: nwtliteracy@nwtliteracy.ca

Web site: www.nwtliteracy.ca

Follow us on Facebook, Instagram and Twitter



Draft: July 2017

Table of Contents

Idea 1: Working on a Team.....	1
Idea 2: Planning a Community Feast.....	19
Idea 3: Literacy Survivor	41
Idea 4: Craft Nights	60
Idea 5: Spa Night.....	85
Idea 6: Literacy Chopped	97
Idea 7: Small Construction.....	103
Idea 8: The Great Egg Drop.....	127
Idea 9: Literacy Games Night.....	131
Idea 10: Sports Tournament.....	145

Youth Literacy events are a fun way to have youth in your community participate in learning opportunities. Many times, youth do not want to sign up for a formal learning program and may be hesitant to join a longer, on-going program. The ideas in this guide will help you to plan 1 or more youth events for your community with Literacy and Essential Skills learning embedded.

This is a draft version of this resource, and it is being pilot tested. We appreciate any feedback on the activities from facilitators and participants. Please contact us with any suggestions you have.

Idea 1: Working on a Team



Topic: Working on a Team

Working on a team is a great topic to integrate into any program. You can use this idea for any kind of workshop or training activity. Working on a team is an important skill to have for work, volunteer work, and group projects. If the youth in your community work as a team in planning an event such as a feast or sports tournament, doing some of these team building activities at the start can be helpful.

Integrated literacy and essential skills: reading, writing, document use, working with others, oral communication skills, thinking skills,

1. Warm-up Activities
 2. Working on a Team
 3. Teamwork Statements
 4. Effective Teams
 5. Problems on a Team
 6. Team Planning
 7. My Strengths and Attributes
-

Activity 1: Duct tape Project

Ask participants to work in pairs of two to three people. Give each group a roll of duct tape and ask them to create something. Give participants at least 20 minutes.

Ask groups to share their projects when they are done.

Now ask these questions:

- How were decisions made?
- Who influenced the decisions and how?
- How could better decisions have been made?
- Did people listen to each other? If not, why not?
- What roles did group members adopt?
- How was conflict managed?
- What kinds of behavior helped or hindered the group?
- What have you learned about the functioning of this group?
- How would you do the activity differently if you were asked to do it again?
- What situations at work/home/school do you think are like this exercise?

Activity 2: Brainstorm Rummy

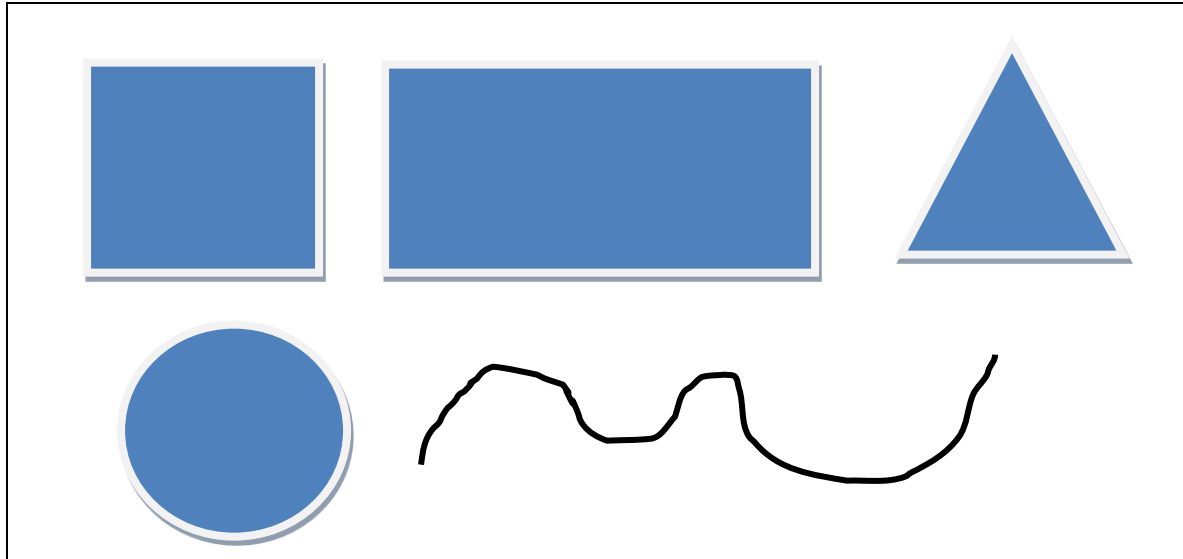
1. Divide participants into groups of three people.
2. Give each group a piece of flipchart paper.
3. Announce a general topic to the entire group, such as cars, music groups, foods that start with “b”, video games, etc. Give groups one to two minutes to brainstorm and write down as many words associated with the topic as they can.
4. When the time is up, all teams must stop writing. On the board write Team 1, Team 2, Team 3, etc.
5. Ask each team to read out a word and write it under that team. Once a word has been written on the board, another team may not use it.
6. Keep going until all the teams run out of words. The team with the most words wins that round.
7. Do several rounds.
8. Ask participants these questions after this game:
 - What adjustments did you make after the first round?
 - Did you have specific roles for each member? Recorder, reporter, facilitator?
 - What challenges did you have?

Activity 3: Symbol Test—Personality Test

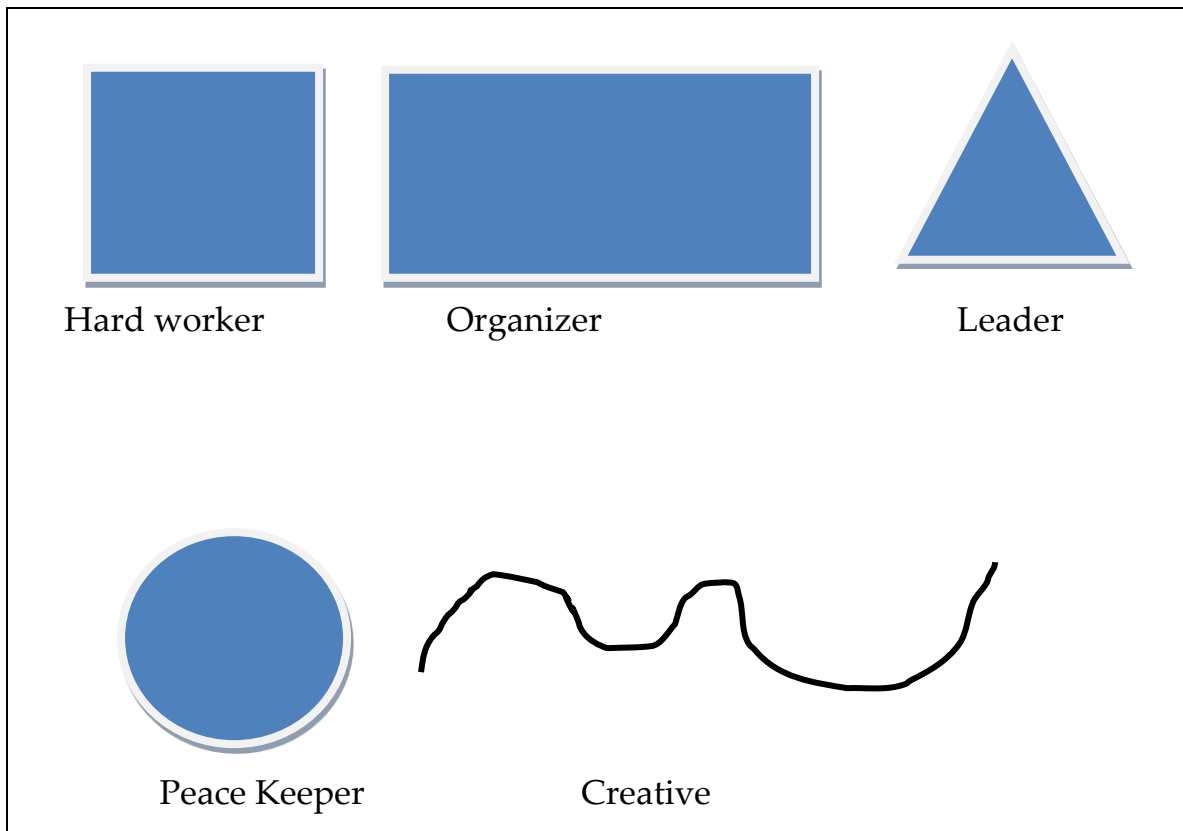
This is a brief activity. Tell participants that this is just a fun activity and to not take the results to seriously.

1. First tell participants that this is just a fun personality test.
2. Show participants the symbols on the next page. You will need to print the page out and cut it in half, or write down the symbols on flipchart paper.
3. Ask participants to choose the symbol that they like the best and then the one that they like second best.
4. Ask participants to draw their answers and then hold them up.
5. Try and get participants to make quick decisions.
6. Show them the answers.

Symbol Test



Symbol Test Answers



Activity 4: What is a team?

A team is a group of people who work toward a common goal. The goal might be to make a product, complete a task, or solve a problem.

Working on teams (teamwork) can be positive for the following reasons:

- Knowledge, skills and ideas can be shared among the group members.
 - Work can be completed more quickly.
 - Difficult tasks or those with a number of steps can be broken into parts and one part given to each person on the team.
-

Group Discussion

1. Give me an example of where you worked as part of a team.
 2. Give me an example of a time when a team you worked on worked really well together.
 3. Give me an example of a time when a team you worked on didn't work well together.
-

Activity 5: Effective Teams

Form small groups. Read the following information about effective teams.

Decide as a group what each point means.

What are Effective Teams?

1. The team has a clear goal (something the team wants to do). All members of the team help to decide the goal and feel they "own" the goal.
 2. Team members know they will not always get along. But they are willing to deal with conflicts and solve problems.
 3. Team members respect each other. Team members do not have to like each other or be friends, but they value each other's ideas, skills and actions.
 4. Team members do not talk about each other or criticise each other "behind backs." Also, team members do not form private groups within the team.
 5. Team members carry their own weight.
 6. The team helps each team member to grow and make his/her skills better.
 7. Team members talk about roles and tasks. All team members help to decide what they will do and when tasks must be done.
 8. Team members feel they are listened to.
 9. The team helps quiet members to say what they are thinking and to feel comfortable saying it. Silent team members usually have good ideas.
 10. Leadership is shared. Team leaders are facilitators and not dictators.
 11. Team leaders do not allow the team to break into small groups that work against one another.
 12. Teams are the right size. If a team is too large, it is hard to work together. If a team is too small, team members get overworked.
 13. The team regularly reviews its progress and working style. How is the team doing? What changes need to be made?
-

Write down what each point on the previous page as a statement. Use complete sentences. The first two are done for you.

What are Effective Teams?

1. Make a clear goal for the group.
 2. Deal with conflict and solve any problems.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
 - 11.
 - 12.
 - 13.
-

Activity 6: Problems on a Team

Sometimes teams have problems. The five main reasons that teams fail are:

1. Team members do not have the resources to do the job.
2. Goals are not clear, or team members do not accept team goals.
3. Team roles are unclear or the team leader is weak.
4. There are no processes for how the team will get the work done and how problems will be solved.
5. Team members do not respect each other or some have bad attitudes.

Below is a list of actions that can be taken to solve or prevent team problems. For each one, write the number of the problem it solves (1, 2, 3, 4, or 5). Some may have more than one answer. Work together as a team to do this activity.

	1. All team members help to set the project goal.
	2. The team makes sure it has the skills it needs for the project.
	3. Team members write down who will do what during the project.
	4. Team members agree to put the team's goals first rather than their negative feelings for other team members.
	5. The team gets all the materials and tools required before starting.
	6. The team decides what will happen if team rules are not followed.
	7. The team chooses the best team leader for the job.

	8. Before the project starts, the team decides how decisions will be made and how complaints will be handled.
	9. People who do not get along work on different tasks
	10. The team comes up with a plan for doing the project.
	11. All team members know what they are responsible for.
	12. Project progress is reviewed regularly by the team to see if changes need to be made to the work plan.
	13. Conflict resolution is used when team members have issues.
	14. The team reviews what is going wrong and develops new ways of doing things.
	15. The team trouble maker is asked to leave the project when no other solution can be found.
	16. All team members sign the group rules and processes they develop, saying they will follow them.
	17. Team members get training if they need it.
	18. The leader is changed if he/she is not able to handle the job.
	19. The project does not start until it is clear to all team members what the purpose of the project is.

Activity 7: Teamwork Statements

Read each Teamwork Statement below. Write a “T” in the My Rating column if you think the statement is true. Write an “F” in the My Rating column if you think the statement is false. Leave the Group Rating column blank.

Teamwork Statements	My Rating	Group Rating
In teamwork, conflict should always be avoided.		
A silent member is not a good team member.		
In teamwork, it is important to talk about ideas.		
The most experienced person should be the team leader.		
A weak team member makes the team weak.		
All team members should think the same way.		
Teamwork helps people improve their skills.		
A team should regularly assess its work and results.		
If a team fails, it is the team leader’s fault.		
Team members must like each other to work together.		
It is better to have large teams to spread out the work.		

Activity 8: My Strengths as a Team Member

Check off your strengths as a team member.

- | | |
|---|---|
| <input type="checkbox"/> Reliable | <input type="checkbox"/> Gets along with everyone |
| <input type="checkbox"/> Listens to others | <input type="checkbox"/> Flexible |
| <input type="checkbox"/> Helps out | <input type="checkbox"/> Has a good sense of humour |
| <input type="checkbox"/> Respectful of others | <input type="checkbox"/> Committed |
| <input type="checkbox"/> Easy going | <input type="checkbox"/> Have lots of ideas |
| <input type="checkbox"/> Participates | <input type="checkbox"/> Creative |
| <input type="checkbox"/> Supportive | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Strives for excellence | <input type="checkbox"/> Honest |
| <input type="checkbox"/> Good problem solver | <input type="checkbox"/> Positive attitude |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Activity 9: Team Planning

As a team, complete the following:

1. What is your team's goal for this project?

2. Who will be your team leader? Leader: _____

Write down three reasons why your group has chosen this person as the leader.

-

-

-

3. Write five rules your team will follow to be sure the team works well and that everyone has a say in decision making.

-

-

-

-
-

-
-
-

4. What will the team do if a team member does not follow the rules?

5. What will the team do if the team has a conflict?

6. What will the team do if a team member does not pull his/her weight?

Team Signatures:

Name	Signature

Activity 10: The Ultimate Team Member

Work with your group to make the “ultimate team member” by combining each team member’s strengths and positive attributes into one imaginary person. This “person” should also receive a name, have a picture drawn of them, and have their different attributes labelled.

Idea 2: Planning a Community Feast



Topic: Planning a Community Feast

A lot of planning goes into organizing a community feast. You can get a group of youth together to help plan and organize a feast for your community. It could be in celebration of a big event, a way to thank community members who have helped youth, or any reason you would like. Participants must plan, budget, buy groceries, find volunteers, find a space, advertise, cook and serve the food, and much more. There are many literacy and essential skills needed to plan a community feast.

Integrated literacy and essential skills: reading, document use, working with others, organizing, writing lists, shopping, reading, calculating, comparing prices, creating posters, etc.

Activity 1: Portion Size Matching Game

Can you guess popular portion sizes? A portion of each food or group of foods listed on the left matches up in size with one of the things listed on the right. Draw a line to connect each left-hand food with the correct right-hand object.

1 cup fruit, vegetables, cooked cereal, pasta or rice	Computer mouse
3 ounces of cooked meat, poultry or fish	6 dice
1 tortilla(1 oz)	2 checkers
½ bagel	baseball
1 teaspoon of margarine or butter	Small soft drink lid
1 tablespoon of peanut butter	1 can
1 small baked potato	Your thumb up
1 pancake or waffle	Deck of cards
1 medium apple or orange	baseball
3 cups popcorn	2 baseballs
1 ½ ounce of cheese	Small 6 inch plate
1 ½ cup of regular soft drink or fruit drink	1 music CD

Activity 2: Food Guide

Look at the NWT Food Guide and answer the questions below.

1. How many servings of Fruits and Vegetables should you have each day?

2. Give two examples of servings for Fruits and Vegetables.

3. How many servings of Meat, Fish, Birds, and Eggs should an adult have each day?

4. Give two examples of servings for Meat, Fish, Birds, and Eggs.

5. How many servings of Bannock, Bread, and Cereal should a child have each day?

6. Give two example servings of Bannock, Bread, and Cereal.

7. How many servings of Milk and Milk Substitutes should a nine year old child have each day.

8. Give two examples of servings for Milk and Milk Substitutes.

Shade in the minimum number of servings for each group.

Food Group	Number of Servings	Total
Fruit and Vegetables	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Bannock, Bread, Cereal	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Milk and Alternatives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Meat, Fish, Birds, Eggs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Activity 3: Food Group Bingo

Place the word below into the correct category on the next page. Write them down in random order. When everyone is finished, your instructor will call out bingo.

apple	bannock	whitefish	cheese	chips
cereal	oatmeal	glass of milk	chocolate	scrambled eggs
caribou	dried meat	yogurt	muffin	banana
carrots	Whole wheat bread	soya milk	pretzels	brown beans
peas	chocolate milk	pastries	cookies	cranberries

Idea 2: Planning a Community Feast

Milk and Alternatives	Meat, Fish, Birds, Eggs	Other Foods	Bannock, Bread, Cereal	Fruit and Vegetables

Activity 4: Practice Planning

Suppose your program gave you \$200 to buy snacks for a family literacy night celebration. There will be around 40 people there. You have to spend as much of the \$200 as possible without going over.

Food Price List			
Bag of oranges (10)	\$7.50	Muffins (6)	\$4.99
Bag of apples (10)	\$8.25	Cookies (bag)	\$5.21
1 pineapple	\$7.99	Broccoli (1 head)	\$4.15
1 box of crackers	\$3.50	Cauliflower (1 head)	\$4.89
1 block of cheese	\$8.32	Carrots (bag)	\$4.99
1 package of pepperoni	\$5.99	Cucumber (1 English)	\$3.89
Coffee (Tin)	\$10.50	Vegetable dip (1 jar)	\$6.45
Milk (1 jug)	\$8.89	Dried caribou	Free
Juice boxes (6 per package)	\$4.50	Dried fish	Free

Directions: Work with someone in your program and decide which of the foods above you might want for your snacks. Write the type of snack you want and the quantity and the cost in the chart on the next page. Tally up your amounts.

Activity 5: Brainstorming

Work with a partner and write down a list of food items that you think would be good to serve at a community feast. Remember to try and include food from the four different food groups!

Your Ideas

-
- Compare your list with others.
 - Decide on what food/ dishes you would like to serve at the feast.

Activity 6: Food for the Feast

Write down all the food that you are going to serve at the feast. Write down all the ingredients for each dish or food that you will serve. Use your own recipes or research recipes online that you would like use. An example is shown.

Food for Feast	Ingredients
Bannock	Flour, baking powder, salt, margarine, water

Activity 7: Estimating Your Groceries

Usually when we go to the grocery store we don't have a calculator with us. We usually estimate how much things will cost.

Part 1: Emily has \$60 for grocery shopping. When shopping, Emily estimates the total amount of the groceries. To estimate, round each item to the nearest dollar. Keep track of the running total to see if Emily has enough money. The first one is done for you.

Item on list	Price per unit	Your estimate	Estimate running total
3 kg of ground beef	\$2.69/kg	\$9.00	\$9.00
3 kg of chicken	\$3.99/kg		
5 cartons of juice	\$2.28/carton		
2 kg of bananas	\$.99/kg		
2 packages of butter	\$3.29/package		
3 dozen(12) eggs	\$2.59/doz		
5 kg of potatoes	\$1.19/kg		
2 packages of carrots	\$3.19/package		

1. Calculate the total without estimating. _____
2. What is the difference between the actual and the estimate?

Part 2: Jacob has \$75 for grocery shopping. When shopping, Jacob estimates the total amount of groceries. To estimate, round each item to the nearest dollar. Keep track of the running total to see if Jacob has enough money. The first one is done for you.

Item on list	Price per unit	Your estimate	Estimate running total
5 loaves of bread	\$3.05/loaf	\$15.00	\$15.00
2 kg of apples	\$3.99/kg		
3 boxes of cereal	\$3.89/box		
4 cans of beans	\$1.29/can		
5 cans of pizza sauce	\$.89/can		
4 boxes of macaroni and cheese	\$1.79/box		
4 L of milk	\$2.69/2L		
2 kg of cheese	\$4.78/kg		

1. Calculate the total without estimating. _____
2. What is the difference between the actual and the estimate?

3. We had \$_____ left over from the \$75.

Activity 8: Make a Grocery List

Make a grocery list of all the things you will need.

Food Item	How Much	Estimated Cost
Flour	10 kilogram bag	\$15.00

Activity 9: Finding the best deal

Sometimes things seem like they are a good deal and stores tell you they are. But how do you know for certain? In order to find the best deal, you need to compare prices. Because different brands and products are often sold in different sizes and quantities, you must compare unit prices.

Example:

Which is the better deal:

- 3 loaves of bread at \$1.25 per loaf
- 3 loaves of bread for \$4.00?

Step 1: Figure out what makes one unit.

One unit is 1 loaf.

Step 2: Write the unit price of 3 loaves of bread at \$1.25 per loaf

Unit price: \$1.25 per loaf 

Step 3: Write the unit price of 3 loaves of bread for \$4.00.

Total cost of the bread = \$4.00

Number of units = 3 loaves

$\$4.00 \div 3 = \1.33

Unit price: \$1.33 per loaf

Compare \$1.25 per loaf and \$1.33 per loaf (\$1.25 is cheaper)

Idea 2: Planning a Community Feast

For each of the following, calculate the unit prices and compare. Underline the one which is the best deal.

Total Costs	Calculations and Best Deal
6 for \$1.90 or 8 for \$1.50	$1.90 \div 6 = 0.32$ per unit <u>$1.50 \div 8 = 0.19$ per unit</u>
5 / \$99 or 7 / \$119	
\$14.99 / 4 or \$19.99 / 6	
10 for \$14.00 or 6 for \$10.50	
3 at \$1.19 each or 3 / \$3.99 total	

Idea 2: Planning a Community Feast

Total Costs	Calculations and Best Deal
2 at \$9.98 each or 2 / \$19.99 total	
6 at \$56.90 each or 6 / \$350.00	
100g bag / \$8.60 (unit = 100g) or 300g bag for N\$26.50	
12 / \$840.00 or 3 / \$210.00	
5 / \$37.50 or 3 / \$14.28	
\$340.00 for 12 or \$298.00 for 10	

Activity 10: Finding Volunteers

You will need quite a few volunteers for your feast. Think about all the things you need people to help out with like setting up, serving food, drum dancers, music, etc. Make a list below and think of a person who might be able to volunteer. Write down who will ask them to help from your program.

Job	Person who could help	Who will ask them to help?

Idea 2: Planning a Community Feast

Job	Person who could help	Who will ask them to help?

Activity 11: Advertising

Make posters to put up around town. You can use the computer or use cardboard stock to create visually appealing posters to invite people to your feast.

Free

Community Feast & Drum Dance

When: Saturday, October 15, 2014

Where: Community Hall

Time: 6 pm to 9 pm



Hosted by the Youth in our Community!

Idea 3: Literacy Survivor

Everyone loves friendly competition and chances to win fun prizes. A Literacy Survivor Night will be a fun way to get youth practicing their literacy skills, while trying to win a big prize. You can have youth join as teams, and encourage them to make up team names, dress alike, paint team banners and more.

On Survivor, teams participate in two kinds of challenges; Immunity Challenges and Reward Challenges. For your Literacy Survivor, we have broken the activities down into these two categories. If a team wins an Immunity Challenge, they receive 1 point and a 20 second head start on the next challenge. If they win a Reward Challenge, they receive 1 point and a small prize, like a book per team member, a pass to the pool, or being first in line when snacks are served. You can decide on the rewards based on your group.

Teams will participate in all rounds, with the winner of each round receiving a point. The team with the highest score at the end of all activities will be the winners. Once you have done all of the Challenges, it is time to tally up the scores and award a winning team. You can choose to give one big prize to the team, or smaller things that they can split up.

The activities we suggest are:

1. Scattergories
2. Read the Room
3. Hidden Pictures
4. Brain Teasers
5. Word Search Puzzles
6. Tricky Word Problems

Immunity Challenges

On the television show, Immunity Challenges help keep your team safe during a vote, and allow you to stay on the island for longer. Since we want all participants to get to play the games, we will instead assign points to the winners instead of having an elimination vote.

Immunity Challenge 1: Scattergories

1. Have each team take out the first Scattergories page from their package – make sure that it is the first sheet in their package.
2. Explain how to play: The host will start the game by pulling a letter from the container
3. Let's say for example you choose the letter "D." Tell the class which letter was pulled, and then yell "Start!"
4. Each team then works through the list of 12 categories trying to find a word that begins with, in this case, the letter "D." For example, "A boy's name – David," "An animal – donkey," etc. Remind them that they should try to think of unique answers.
5. Give teams 5 minutes to answer as many as they can. Once the time is up, have each team read out their answer for each category. For each unique word, teams get one point. If they are able to use the letter twice ("A boy's name- David Donaldson") then they get two points. If more than one team uses the same word, then neither get a point for it. The team with the highest score at the end of all categories wins the round.
6. You can do two rounds of the same categories, with up to four rounds.
7. The winning team gets 1 point and gets to start 20 seconds before the others in the next Reward Challenge.

Immunity Challenge 2: Hidden Pictures

1. Have each team take out the next activity in their package – the Hidden Picture pages.
2. Instruct them to not look at the second page before you tell them to.
3. Teams work together to find the ten small pictures that are hidden within the large picture of the deer on the hillside.
4. The winning team gets 1 point and a 20 second head start in the next Reward Challenge.

Immunity Challenge 3: Read the Room

1. Have each team take out the third activity in their package – the Read the Room page.
2. When you tell them to go, teams work together to find items in the room that begin with each letter of the alphabet.
3. Give them five minutes to complete as many on the page as they can, or you can wait until the first team finishes.
4. Check the answers of the team with the most letters answered to make sure they are correct.
5. The team with the most blanks filled in wins the round and gets 1 point and a 20 second head start in the next Reward Challenge.

Reward Challenges

On the television show, teams compete in Reward Challenges for prizes such as fishing gear, extra food, pillows, blankets and fire sources. For your Literacy Survivor night, you can choose what teams win for each reward challenge. Some ideas are:

- A book for each team member
- Team members get to be in line first for snack
- Chocolate bar or other small treat
- Pass to the pool/ Recreation Centre
- A certificate for extra computer time at the youth centre.

Reward Challenge 1: Brain Teasers

1. Give each team their Brain Teasers page and ask them to keep it folded until you give them the go ahead.
2. When you tell them to start, teams work together to find the answers to the brain teasing questions. Give the winners of Immunity Challenge 1 their 20 second head start.
3. Some of these are tricky. You might want to put a time limit on this activity, or you can wait until the first team finishes.
4. Check the winning team's answers.
5. The winning team gets 1 point, and a prize.

Reward Challenge 2: Word Search Puzzle

1. Give each team a Word Search puzzle page, and ask them to keep it folded until you give them the go ahead.
2. Tell the teams that the words may be up, down, diagonal, or backwards.
3. When you tell them to start, teammates work together to find the listed words in the puzzle. Give the winners of Immunity Challenge 2 their 20 second head start.
4. The first team to find all of the words wins.
5. The winning team gets 1 point and a prize.

Reward Challenge 3: Tricky Word Problems (Math)

1. Give each team their Tricky Word Problems sheet and ask them to keep it folded until you give them the go ahead.
2. Give each group a calculator to use if you want.
3. When you tell them to start, teammates work together to find the answers to the word problems. Give the winners of Immunity Challenge 3 their 20 second head start.
4. The team to finish first with the most correct answers wins the challenge.
5. The winning team gets 1 point and a prize.

Immunity Challenge 1: Scattergories List 1

1. A boy's name		
2. A river		
3. An animal		
4. Something that is cold		
5. An insect		
6. A TV show		
7. Something that grows		
8. A fruit		
9. Something that is black		
10. A school subject		
11. A movie title		
12. A musical instrument		

Immunity Challenge 1: Scattergories List 2

1. An author		
2. A community		
3. A musical instrument		
4. A country		
5. A cartoon character		
6. A holiday		
7. Something that is square		
8. A vegetable		
9. Something in the NWT		
10. Clothing		
11. A game		
12. A province or state		

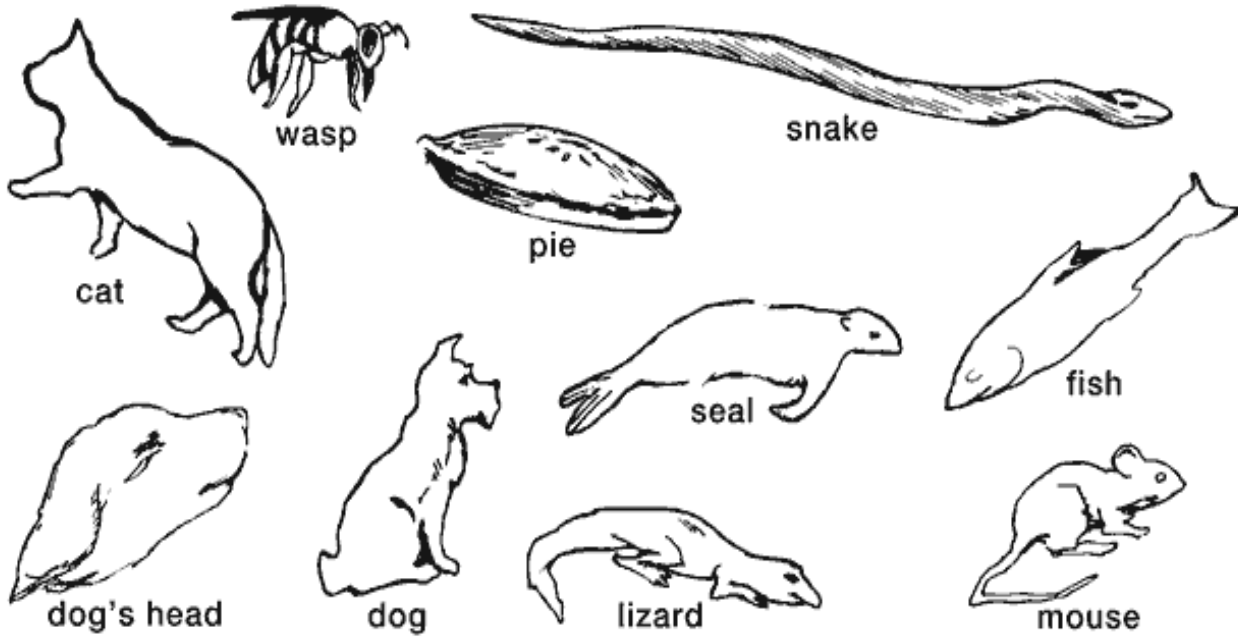
Immunity Challenge 2: Read the Room

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Immunity Challenge 3: Hidden Pictures



Can you find these hidden pictures?



Immunity Challenge 3: Hidden Pictures Answers

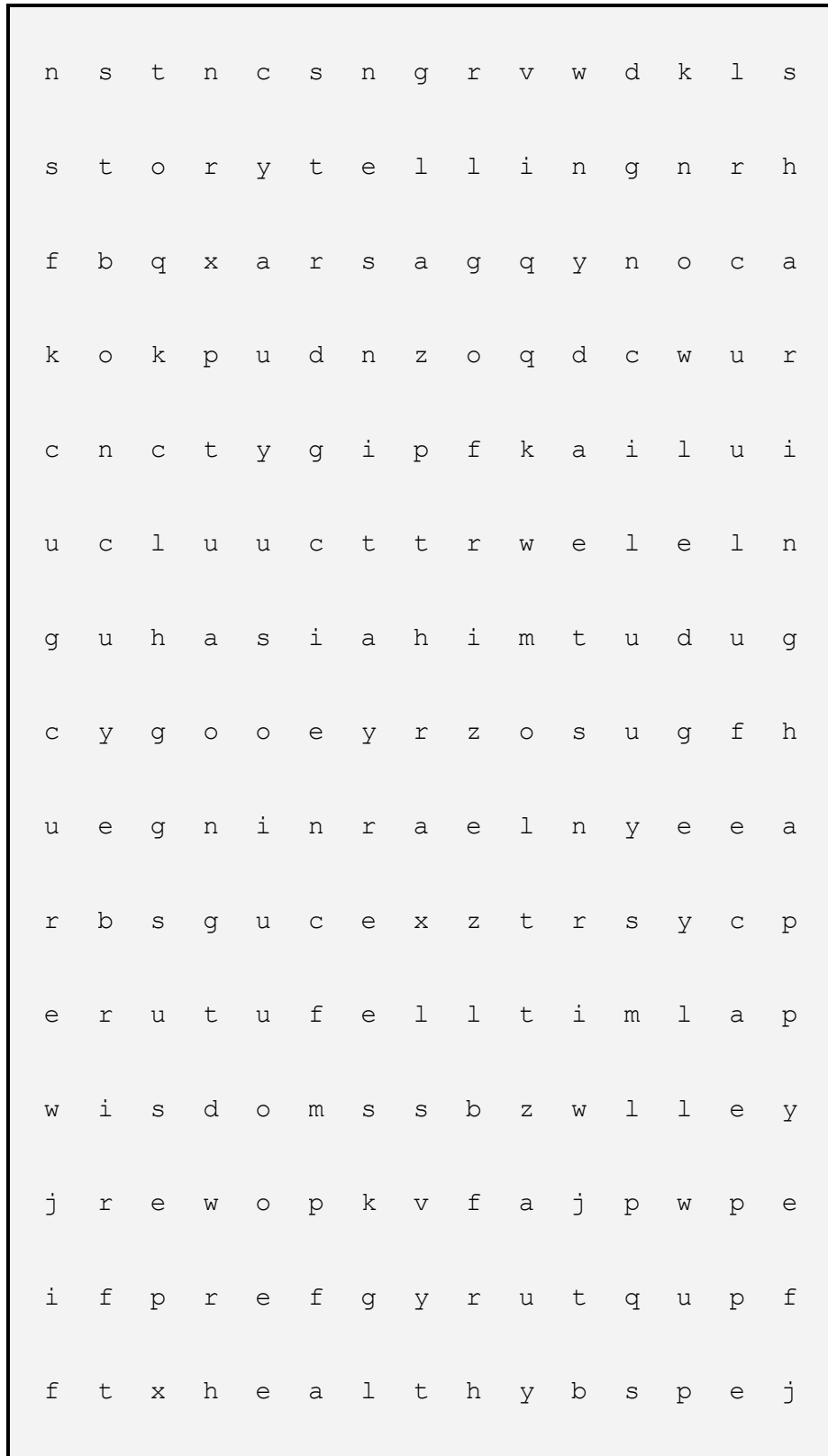


Reward Challenge 1: Brain Teasers

Work together to answer these brain teasing questions!

1. What goes around the world but stays in a corner?
2. What can you catch but not throw?
3. No sooner spoken than broken. What is it?
4. Two fathers and two sons went duck hunting. Each shot a duck but they shot only three ducks in all. How come?
5. What has four legs but only one foot?
6. What belongs to you but others use it more than you do?
7. The more you take away the larger it becomes. What is it?

Reward Challenge 2: Word Search Puzzle



language	future	fun
learning	focus	stable
literacy	traditions	steady
knowledge	culture	happy
power	wisdom	healthy
choices	sharing	peaceful
options	storytelling	

Reward Challenge 3: Tricky Word Problems

Answer the questions below. The team to finish all the questions or most of the questions first with the correct answers wins the challenge!

1. A family photo and frame cost \$59.85. The frame cost twice as much as the picture. What did the picture cost?
2. Paula saved 15% of the money she made on babysitting. In two weeks, she babysat 4 times and earned \$8, \$9.50, \$7.50 and \$12. How much did she save?
3. The average newborn baby sleeps $\frac{2}{3}$ of the time. How many hours does the average newborn sleep in a day?
4. The local school is having a bake sale. Twelve muffins costs \$7.80 but Lisa only has \$2.60. How many muffins can she buy?
5. An aircraft is flying at an altitude of 10,200 m. It descends to 8,450 in 5 min. Calculate its change in altitude in metres per minute.
6. Write each of the following ratios in simplest form for the letters in the word NORTHWEST TERRITORIES
 - a. Vowels to consonants
 - b. Consonants to all letters
 - c. Vowels to all letters

Reward Challenge 1: Brain Teaser Answers

1. What goes around the world but stays in a corner? **A stamp**
2. What can you catch but not throw? **A cold**
3. No sooner spoken than broken. What is it? **Silence**
4. Two fathers and two sons went duck hunting. Each shot a duck but they shot only three ducks in all. How come? **The hunters were a man, his son, and his grandson**
5. What has four legs but only one foot? **A bed**
6. What belongs to you but others use it more than you do? **Your name**
7. The more you take away the larger it becomes. What is it? **A hole**

Reward Challenge 3: Tricky Word Problems Answers

1. A family photo and frame cost \$59.85. The frame cost twice as much as the picture. What did the picture cost? **\$19.95**
2. Paula saved 15% of the money she made on babysitting. In two weeks, she babysat 4 times and earned \$8, \$9.50, \$7.50 and \$12. How much did she save? **\$5.55**
3. The average newborn baby sleeps $\frac{2}{3}$ of the time. How many hours does the average newborn sleep in a day? **16 hours**
4. The local school is having a bake sale. Twelve muffins costs \$7.80 but Lisa only has \$2.60. How many muffins can she buy? **4 muffins**
5. An aircraft is flying at an altitude of 10,200 m. It descends to 8,450 in 5 min. Calculate its change in altitude in metres per minute. **-350 per minute**
6. Write each of the following ratios in simplest form for the letters in the word NORTHWEST TERRITORIES
 - a. Vowels to consonants **7:13**
 - b. Consonants to all letters **13:20**
 - c. Vowels to all letters **7:20**

Idea 4: Craft Nights

Craft nights are an opportunity to bring youth together to make things and also to embed Literacy and Essential Skills learning. This is also a great opportunity for youth to learn from Elders, or others in the community. You can do single craft nights, or an ongoing series. Ask around your community for craft instructors, you may have many different people in your community who would like to share their skills. Some of the youth may even be interested in teaching a new craft to some of the others.

Activity 1: Computer Use

Having participants search online for new craft ideas or patterns will help them develop their digital literacy skills. Some digital activities that you can add to craft night are:

1. Start a Pinterest board for your group. Participants can pin items to it before your craft night. This will give them an opportunity to explore different craft ideas, and let you know what things they would like to do.
2. Have participants research traditional crafts of different cultures around the world. Talk about the similarities in techniques, materials and tools, as well as the differences.
3. Check out websites for selling crafts online. www.etsy.com is the most popular, while people also sell through Facebook Groups like Iqaluit Auction Bids. For youth who are interested in selling their crafts, doing so online could be a great opportunity. You can have a conversation with participants about the benefits of selling online, the costs associated with using these services, marketing ideas and logistical challenges such as shipping.
4. Have participants create how-to videos of their craft using their smart phones.

Activity 2: Pattern Making

Depending on the type of craft chosen, using a pattern may be very important. Understanding how a pattern is made, and how to alter it for sizing will help participants be able to make their crafts for different people. One of the easiest crafts to try pattern making with is mittens. Mittens can be very ornate with many pieces, but in their simplest form, they can be just two pieces of fabric, with two seams.

1. For practice making simple mittens, everyone can make a pair of fleece mittens.
2. Collect a sturdy paper for the patterns. A great paper for this is cereal boxes, as it is thin enough to cut easily, but also will stand up to several uses.
3. Have each participant trace the outside of their hand, starting at the wrist. They will need to do this for each hand. Have them mark L and R on each hand.
4. Talk about seam allowance, and needing the leave room. Have participants draw another line around their traced hands, leaving a 1.25 cm space between the lines, all the way around.
5. Check each participant's seam allowance and then they can cut their pattern out.
6. Allow participants to choose the fleece they would like to use. Talk about efficiently using the fabric, to make sure there is very little waste. It is important to place patterns as close together as possible. They will need two pieces of fleece for each hand. They will need to flip the pattern piece between tracings, so that they have two pieces that are the same shape and size, but are opposites. This is who they will have the right side of the fabric on the outside of each side.
7. Have them trace the patterns, and then mark the wrong side of each piece of fleece with an L or R and then cut.

8. Once they have all four pieces of fleece, they will take both L pieces, put them right sides together and pin them together. They can then machine or hand sew around the mitten, leaving the wrist open.
9. One the two pieces are sewn together, fold back the wrist, and pin it. Then sew the wrist seam.
10. Continue with the R pieces.
11. Now that they have practice in pattern making they can try it with more intricate patterns.

Activity 3: Book Making

Making your own books is a fun way to embed literacy and essential skills learning. Participants can make a book to write their own stories in or to use with their children for their literacy development. We have several different kinds of books that participants can make, but they will also be able to find many more ideas online.

Book 1: Foam Book

You will need:

- White computer paper or cardstock, cut in half widthwise (to 8 ½" by 5 ½")
- 2 brass fasteners
- Single hole punch
- Markers, pencils
- Craft foam, cut to 6" by 9"
- Ruler
- Glue gun



1. Make two holes with a single hole punch in the foam and in the paper.
2. Fasten the foam and the paper together with the fasteners.
3. Cut a foam strip for the 'spine' of the book.
4. Fold the foam strip over the spine and glue it on.
5. Decorate the front of your book with stickers or pictures.

Create a family photo book, a storybook, a journal, an ABC book, or anything else you can think of...

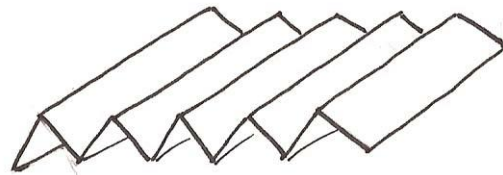
Book 2: Envelope Book

You will need:

- Cloth
- 2 pieces of cardboard, cut to 9 ½" by 6 ½"
- Glue stick
- 5 8½" by 5½" envelopes
- Scissors
- 1 piece of cardstock, cut to 8½" by 5½"



- 1) Glue the cardboard to the material. Leave about ¼" in the middle between the two pieces of card.
- 2) Wrap the edges of the material around the cardboard and glue them down. You may need to trim the corners to make it look neat.
- 3) Make an accordion out of the cardstock by folding it backwards and forwards. You will need to fold it 9 times, as shown below.



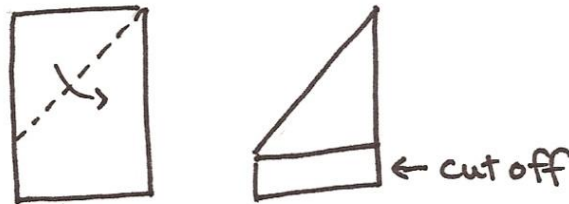
- 4) Glue the envelopes into the folds in the accordion. Glue the first envelope with the flap facing down and the rest with the flaps facing up.
- 5) Glue the first and last envelope to the inside of the cover. You now have a neat book to hold flashcards, letters and other goodies.

Book 3: Diamond Fold Book

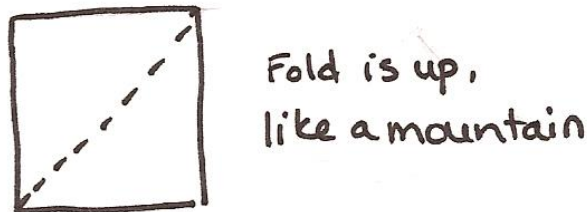
You will need:

- 3 sheets of 8 ½ by 11 paper

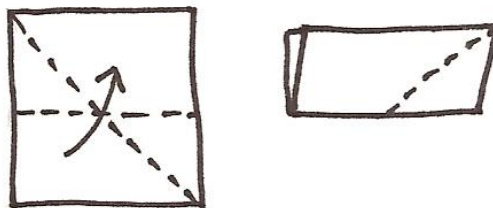
1. Start with a piece of 8 ½ by 11 paper. Fold the paper diagonally to make a triangle. Cut off the bottom.



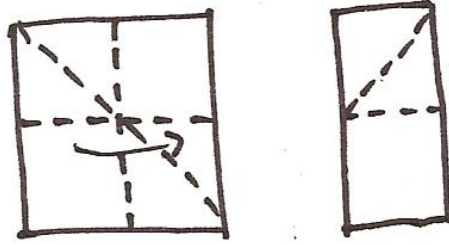
2. Set the paper in front of you with the fold going up, like a mountain.



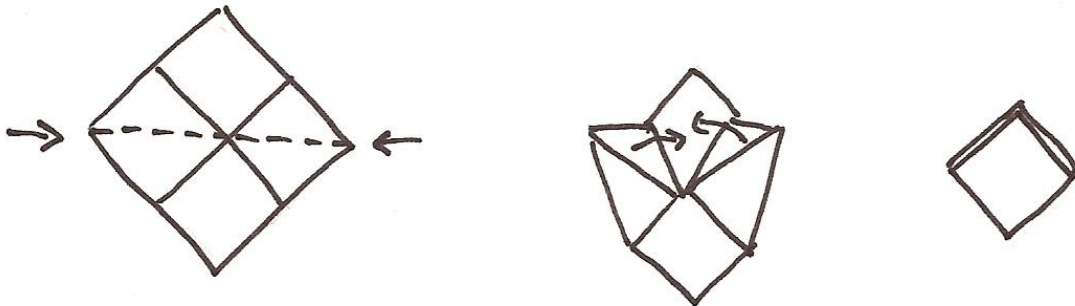
3. Fold the bottom edge up to the top to form a rectangle. Unfold the paper.



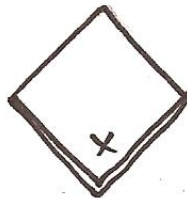
4. Fold one side over to the other side to make a tall rectangle. Unfold the paper.



5. Your square will have 2 diamonds and 4 triangles. Fold the points between the two triangles together. Collapse the square into a flat diamond.



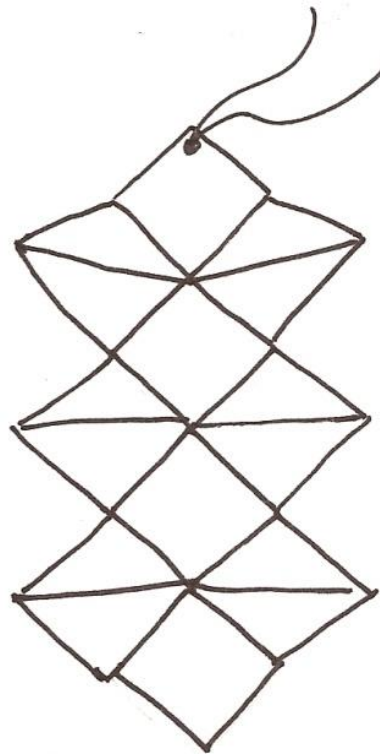
6. Make a light pencil mark on the open side of each folded unit.



7. Make 3 of these units.
8. Glue the three units together. Alternate the direction of the open end, like this:



9. Unfold your book. If you wish, punch a hole in each end and thread a ribbon through to close your book.



Book 4: Mix-up Book

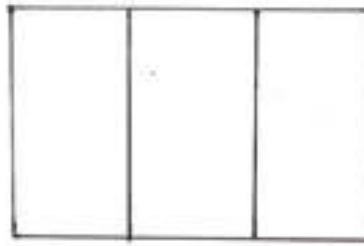
You will need:

- 3-6 sheets of paper
- 2 sheets of cardstock
- A cerlox binding machine and binding
- Markers or pencil crayons
- Ruler
- Scissors

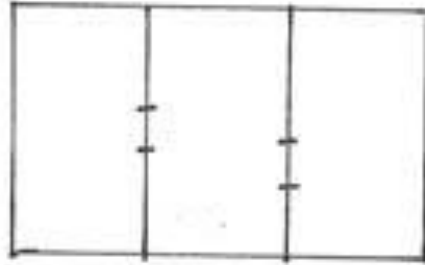
1) Decided what you want your mix-up book to be about. Use your creativity! Here are some suggestions:

- Monsters
- Dragons
- Animals
- Ships
- Cars
- People (turn your book sideways)

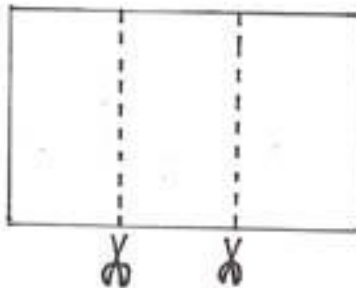
2) Use a ruler to divide your pages into three equal sections lengthwise.



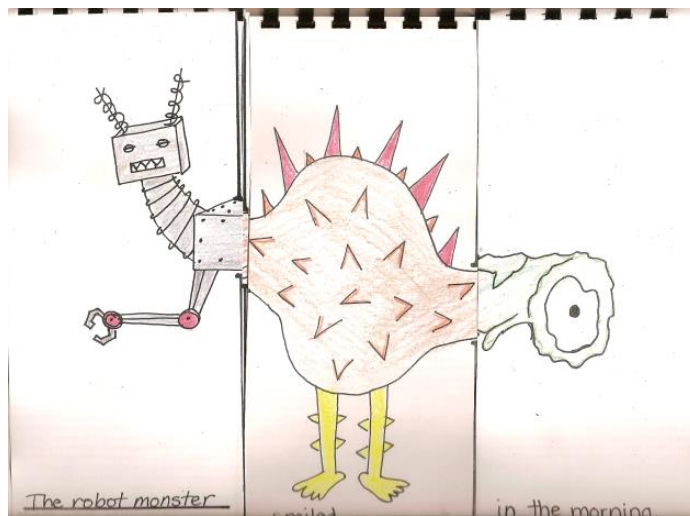
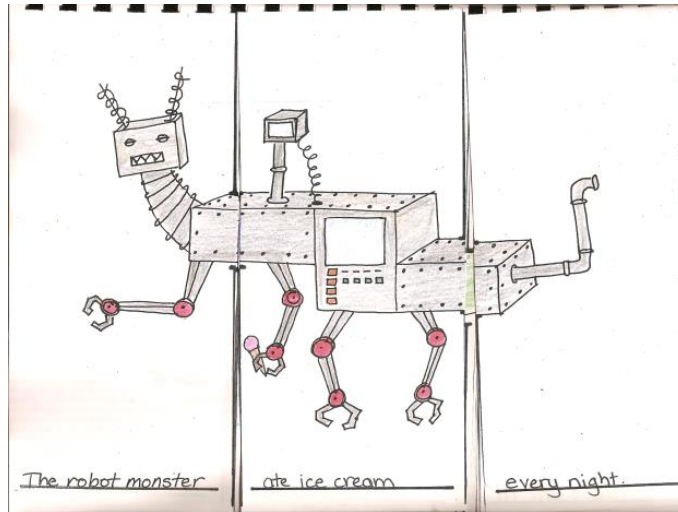
- 3) Use your ruler to mark a space about 2 ½ cm long on each of the lines that you made. Mark the same place on each page. This will make sure that your drawings line up when you flip them.



- 4) Draw a picture on each page. Make sure that your drawing passes through the markings you made in step three.
- 5) Write a sentence on each page. Think about whether each sentence will make sense when the pages are flipped. Here are some example sentences:
- The sneaky dragon / tiptoed / past the castle.
 - The quiet dragon / slept / all day.
 - The scary dragon / swam / in the ocean.
- 6) Decorate the two pieces of cardstock to use as the covers.
- 7) Use the cerlox machine to punch holes along the top of your book and bind it together.
- 8) Cut each page into 3 sections along the lines you drew in step two.



9) Flip the sections to create a mixed-up picture a story.



Book 5: Star Book

You will need:

- 2 pieces of lightweight cardboard (old file folders, cereal box, etc.) cut to 6 ½ x 6 ½ inches.
- Cardstock
- Fabric scraps
- Glue stick
- Scissors

▪

1. Cut the fabric scraps to cover each piece of cardboard with enough leftover to wrap around and fold inside. (about ½ to 1 inch bigger all the way around).

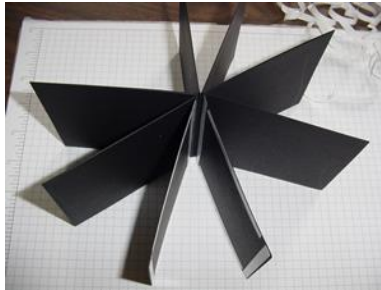


2. Glue the cardboard to the wrong side of the fabric.
3. Glue all around the outside edges of cardboard, wrap the fabric around edges and press firmly.



4. Set aside the fabric covered cardboard.

5. Cut the cardstock into pages 12''x 6''. You will need 6 or 7 pages per book.
6. Fold each page in half and crease it well.
7. Begin gluing pages together back to back as shown.



8. When you have all the pages glued together, glue the first page to the wrong side of the fabric covered cardboard, making sure that you cover the raw edges of material.
9. Repeat with back page of cardstock and second piece of fabric covered cardboard.



Activity 4: Felt Stories

Felt stories are a fun activity to create with youth who are parents, or who like to babysit. This is a way for them to increase their own literacy and essential skills learning, and then use them to help children develop their own.

Felt boards are great for visual and tactile learners. Use them to:

- Help stories “come to life”.
- Motivate children to participate in literacy activities.
- Allow children to get involved in storytelling.
- Encourage children to use their imagination to tell stories themselves.
- Help children participate in story sequencing.
- Allow older children to explore story structure.
- Promote comprehension.
- Help with predicting.
- Build confidence in reading for reluctant readers (felt characters help to serve as visual clues).

Tips for using and creating felt boards

- Use corrugated cardboard, display boards, or old bulletin (cork) boards. Cover them with felt.
- Instead of a board, make a flannel apron and stick figures to it.
- If you have trouble getting the figures to stick, glue sandpaper or Velcro® on the back.
- Make small stuffed figures for children to pull out of a bag and hold.
- Instead of a board, use a cookie sheet. Draw, colour, and laminate figures and put magnets on the back.
- Take a picture of the full set and put on a ziplock (or other) bag. This helps children make sure they put all of the pieces away.

Sample kit to create felt figures

- Tacky glue
- Tape (double sided)
- Fabric scissors
- Google eyes/buttons
- Needles and thread
- Fabric paint
- Ribbon
- Embroidery thread
- Glitter
- Mod podge
- File folder for templates

Websites for ideas

- Pinterest (key words: felt or flannel boards)
- melissa.depperfamily.net/blog
- www.storytimekatie.com
- www.janbrett.com
- www.dltk-kids.com

Five Little Ducks

Five little ducks went out to play,
Over the hills and far away,
Mother duck said, "Quack, quack-quack-quack."
But only four little ducks came back.

Four little ducks went out to play,
Over the hills and far away,
Mother duck said, "Quack, quack-quack-quack."
But only three little ducks came back.

Three little ducks went out to play,
Over the hills and far away,
Mother duck said, "Quack, quack-quack-quack."
But only two little ducks came back.

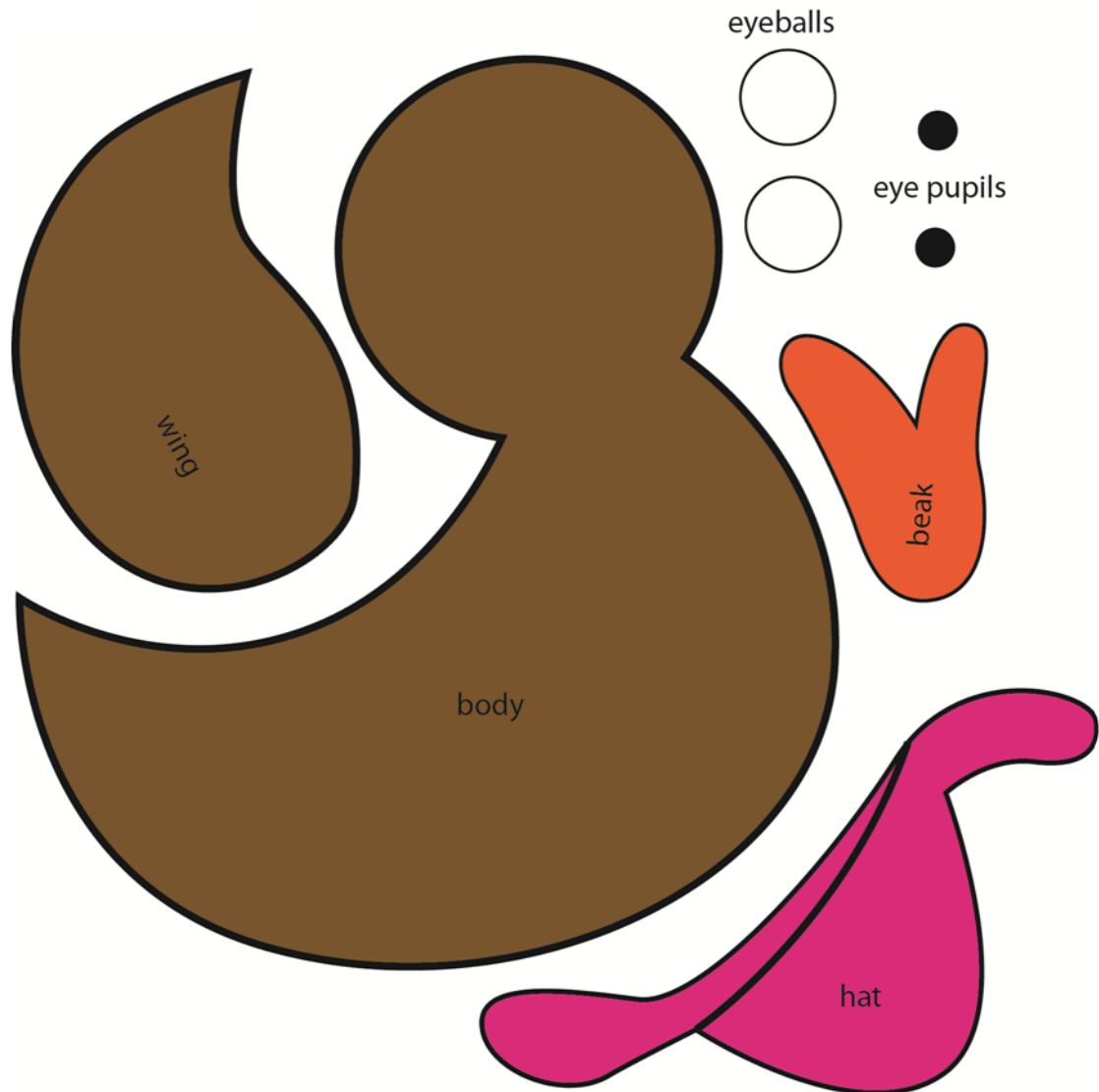
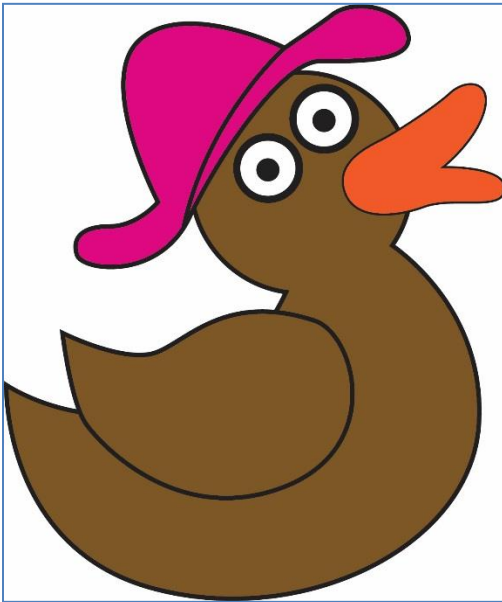
Two little ducks went out to play,
Over the hills and far away,
Mother duck said, "Quack, quack-quack-quack."
But only one little duck came back.

One little duck went out to play,
Over the hills and far away,
Mother duck said, "Quack, quack-quack-quack."
And all five little ducks came quacking back.

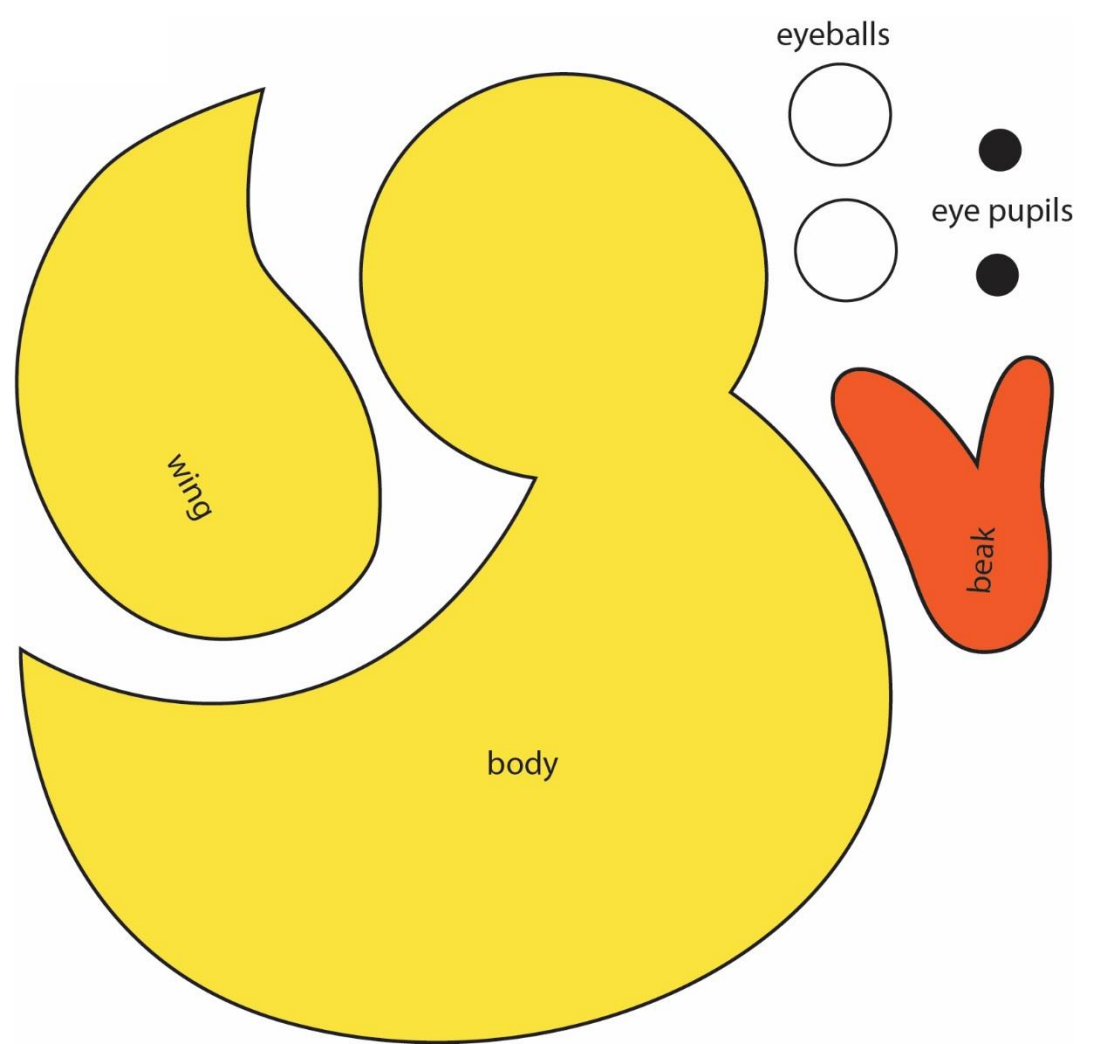
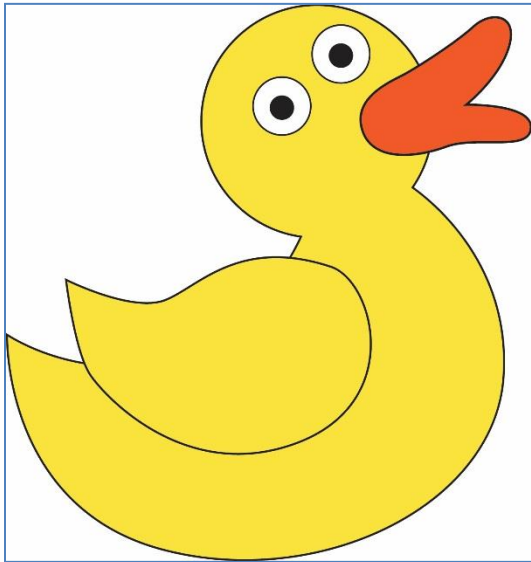


Felt templates: Five Little Ducks

Mother Duck



Little Ducks



Five Little Owls

Five hoot owls sitting in a tree.

One flew away! How many do you see?

One, two, three, four.

Four hoot owls sitting in a tree.

One flew away! How many do you see?

One, two, three.

Three hoot owls sitting in a tree.

One flew away! How many do you see?

One, two.

Two hoot owls sitting in a tree.

One flew away! How many do you see?

One.

One hoot owl sitting in a tree.

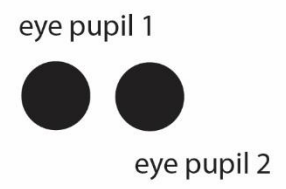
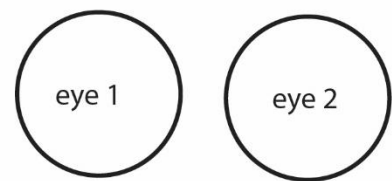
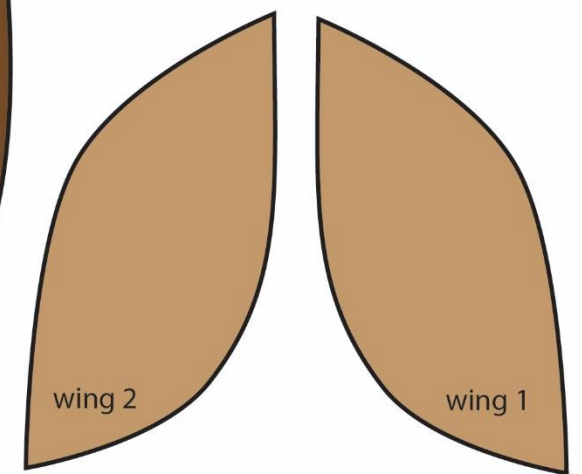
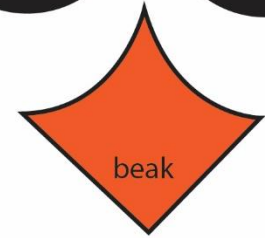
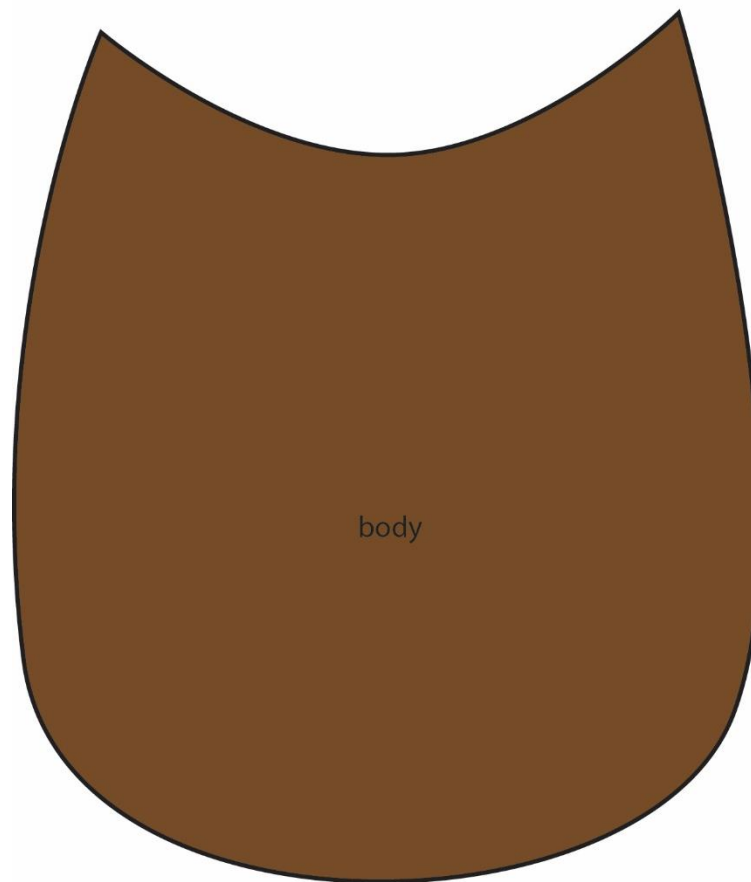
He flew away! How many do you see?

None!



Felt templates: Five Little Owls

Owl



Idea 5: Spa Night

Hosting a Spa Night for youth is a fun way to relax with your participants. This can be used as a single event, or as a special celebration as a part of a larger program. You can have other adults join you to help provide spa services, or have youth help each other. Youth could also host a spa night for their mothers, or other ladies in the community who they think deserve to relax. You can either incorporate the embedded LES activities into the spa night itself, or have a night ahead of time to make the products and do activities, and then get together on another night to relax.

Activity 1: Sugar Scrubs

Making sugar scrubs is a great way to practice numeracy, while making a treat for our skin! You can use the recipes included, or have participants search for recipes online or make them up. The only guideline is to use a base ratio of 4 parts sugar to 1 part oil.

Youth can make the scrub at spa night, and then take them home. Remember, these products are made from food and need to be refrigerated/ not kept for too long.

To practice numeracy, have participants review their recipe and change the quantities needed of each ingredient based on the amount of scrub you need.

You can also involve youth in the shopping, so they are able to practice their numeracy skills of budgeting and comparing prices.

Honey Brown Sugar Scrub

1. 1 cup brown sugar
2. ¼ cup olive oil
3. 1 teaspoon vanilla extract
4. 1 teaspoon honey

Mix all ingredients together to make scrub.

Peppermint Sugar Scrub

1. 1 cup white sugar
2. ¼ cup olive oil
3. 4-5 drops of Peppermint essential oil
4. 1-2 drops red food colouring (optional)

Mix all ingredients together to make scrub.

Coffee Sugar Scrub

1. 1 cup brown sugar
2. ½ cup olive oil
3. 1 cup ground coffee

Mix all ingredients together to make scrub.

Activity 2: Hair Masks Showdown

1. In pairs, participants can research hair masks to make for different hair problems. Some people will want hair masks for dry hair, greasy hair, frizzy and brittle hair.
2. Have participants use their digital skills to find recipes online.
3. Remind them that the ingredients must be affordable, and available in your community.
4. Once the pairs have picked their recipe, they will need to window shop for the ingredients to find the total cost.
5. Have pairs plan a 5 minute presentation on why their chosen recipe should be used on spa night. They should highlight key factors such as:
 - Cost
 - Online reviews
 - Ease of use
 - Potential benefits
 - Ingredients
6. Pairs will give their presentation to a panel of three people.
7. Panelists can each ask the pairs 1 question about their proposed mask.
8. Panelists vote, and the winning mask will be made for spa night.

Activity 3: Super Servers

If your spa night involves youth giving back to others in the community, it can be a great opportunity to practice customer service skills. Many jobs in your community will require good customer service skills, so these will be crucial for youth as they enter the workforce. You can do these activities ahead of time, to prepare participants in customer service.

1. Write on a flip chart “What is good customer service?” Participants can write on a post it what they think makes good customer service and bring it up to the board. Read out everyone’s answers and discuss the ideas.
2. Ask people for examples of times they received bad customer service. What made it bad? How did it make them feel? What could the person have done better?
3. Divide participants into groups of 3 and give them role play scenario slips. One person will be server, one the customer and the third the observer. Each group will do all three scenarios, so each person gets a chance to do each role. Each scenario has a starter sentence, but then they can role play from there for 2 minutes. After they have done each scenario ask:
 - a. How did it feel as the server to have to give bad service?
 - b. As the customer, what did you want the server to do to make the service better?
 - c. What did you notice about the customer and the server while you were observing?
4. Brainstorm ways that participants can provide good service to attendees of the spa night. Some ideas to get them started could be:
 - a. Greeting people at the door with a smile.
 - b. Bringing drinks or snacks to people as they get spa treatments.

- c. Not using foul language around attendees.

Customer service scenarios.

Scenario #1:

Customer: You are at a restaurant, and the server has brought you an incorrect order. You start the conversation by pointing out to the server that this is not what you asked for.

Server: Your customer has a complaint about the food you brought to her, but you believe she is wrong and say “No, that is what you ordered.”

Observer: Watch both participants and think about what they both could do to make the communication better.

Scenario #2

Customer: You purchased a fridge and paid to have it delivered to your house. After the delivery drivers left, you opened the fridge and it was full of glass. You checked and realized that several shelves had been broken. You called the store to report it and were told that they would get it fixed right away. It has been 4 months, and you haven't been contacted so you are very upset. You call the store for an update and ask "What has been done about my fridge claim, and when can I expect it to be fixed?"

Server: You are a salesperson who works on commission and you only make money when people are in the store and buy something, so you hate having to spend time on the phone. The person who normally answers the phone is on break, so you have to answer. You want to be back on the sales floor as soon as possible, so you don't even look up the customer's information, you just say "we are waiting to hear back from the company about your warrantee," and try to hang up.

Observer: Watch both participants and think about what they both could do to make the communication better.

Scenario #3

Customer: You are planning a trip to another community, and researched accommodation options online. You found a Bed and Breakfast you would like to stay at, and contacted them with the email address provided on their website. You haven't heard back, and are only a few days away from your trip, so you are anxious and call them. You ask if they received your email and made your booking.

Server: You are uncomfortable with computers, and only have a website because your daughter set it up for you and used to take care of reading and answering emails. She is now away at college and you just don't check it anymore. You receive a phone call from someone who would like to stay at your Bed and Breakfast who says that they emailed you. You have no space for the days they are coming to town, and don't understand why they didn't call you in the first place.

Observer: Watch both participants and think about what they both could do to make the communication better.

Activity #4: Loving Ourselves

If your spa night is for the youth themselves, it can be a great opportunity to make them feel safe and comfortable talking about big issues that youth can face. While taking care of ourselves physically, it is a good reminder that we also need to look after ourselves emotionally and mentally.

1. Include readings about self-love in your spa night. You can either have participants read stories you find in books, or they could share their own writings.
2. Add Quick Self-Esteem Booster posters to your spa night. You can put up posters around your event with ideas that youth can use when they need a quick pick-me-up.
 - a. Exercise- being active will help boost your mood and can increase your energy.
 - b. Use Positive Talk- Don't let your inner critic be too loud, talk over it with positivity!
 - c. Do Something Good Today- Accomplishing something positive will make you feel good.
 - d. Surround Yourself With Love- Take time to decorate your room or office with photos of people you love, so they can inspire you.

3. Have a journal making station at the spa night. You can provide supplies for participants to get creative and make their own books.

Things to include are:

- a. Binder rings
- b. Different papers, including heavy ones for covers
- c. Ribbons
- d. Hole punches
- e. Glue
- f. Stickers

Idea 6: Literacy Chopped

Youth will enjoy participating in this challenge based on the popular cooking show *Chopped*. On the show, chefs compete in rounds to prepare foods using mystery ingredients in their baskets. This will be a team challenge, and depending on how many youth you have interested in participating, you may need to host your challenge over a few sessions. To ensure safety for participants, you can have a session using the Kitchen Safety resources from *Learning in the Kitchen*.

Literacy Chopped Planning

1. Depending on the size of your group, divide participants into teams of two or three.
2. Depending on the number of teams you have, and the cooking spaces available, you may need to spread teams over a few sessions. If you have to do it over a few sessions, you can set it up in a tournament style.
3. You will need to create a panel of three judges, and choose a host.
4. Each session will have 2 rounds, and judges will assign a score from 0-5 to each dish. Scores will be added together and the team with the highest score wins. If you are doing it as a tournament, you can have the teams with the highest score from each night compete against each other in a final night.
5. You will need to decide 4 mystery ingredients for each round that gets played. You will want to balance the ingredients between things the youth are going to be familiar with, and new things, and also flavours like salty and sweet.
6. You will also need to provide participants with other basic ingredients such as milk, eggs, fruits, veggies, spices and proteins.
7. You will need a prize for the winning team.
8. You can also get a thank you gift for the judges.

Literacy Chopped

1. Review safety rules with participants before getting started. Record on a flip chart all of the safety rules that the group members tell you, and post this in the kitchen as a reminder to them. Ensure everyone knows where the first aid kit, and fire extinguisher are.
2. Review the rules with the teams:
 - a. They will have two minutes at the start of the round to use their phones to research an ingredient if they need.
 - b. They must use all four mystery ingredients.
 - c. They need to prepare their dish three times, one for each judge.
 - d. They will be scored on presentation, taste and how well the mystery ingredients were used.
 - e. They will have 45 minutes to cook.
 - f. Each round you can assign a different type of dish (ie. Breakfast, appetizer, dessert, sandwich etc.)
 - g. They need to measure and keep track of their recipes as they go. They will have 10 minutes at the end of each round to write their recipe on flip chart, including measurements and instructions.
3. Give each team their basket, but have them keep them closed.
4. Set the first timer for two minutes, and then count down 3-2-1. All teams can open their baskets at the same time and review the mystery ingredients. They then have two minutes to check into any ingredients that they don't know. After two minutes they need to turn in their phones and then can grab other ingredients.
5. Start new timer for 45 minute cook time. Remind them of the time during the 45 minutes. If you are in a space with spectators there, have them encouraging the participants.

6. When the time is up, teams must bring their dishes to the judges. Each team will need to present their dish, explaining what it is and how they used the mystery ingredients.
7. Once they have presented their dishes, teams will be given 10 minutes to write up their recipe, while the judges discuss and each assign scores. Let the teams know their score after round one.
8. Give teams a bit of a break, and then bring them back and start another round.
9. At the end of the two rounds, total the scores. If this is the only event, the team with the highest score is the winner. If you are doing this as a tournament, the team with the highest score moves on to the final.
10. Keep all of the recipes, and you can have the participants make them into a cookbook. This is an opportunity to bring more digital literacy learning into your program.

Idea 7: Small Construction

Many youth in your community may be interested in learning about tools and building things. The types of projects that you will be able to do will depend on the space, tools and materials available in your community. You will also need to see who in your community is able to teach construction projects, and what they are able to teach. Some ideas are:

- Wooden toolbox
- Birdhouse
- Small stool
- Doghouse
- Window plant boxes
- Bookshelves
- Picture frames

Check with your Band or Hamlet office, or school to see if they have a workshop available to use. You will need to know that the space you are using has insurance, and make sure that there is first aid equipment available.

Many activities in this section are from the *Construction Labourer Basics Course* offered by Aurora College through the Northern Adult Basic Education program. For more information about this course, please contact Aurora College.

Activity 1: First Aid

Working with tools can be very dangerous, so it is important that you and your participants are prepared in case anyone gets hurt. Before starting your program, try to find someone in your community who is certified to teach first aid, and offer this course to your participants. They will also receive a certificate, which will help them when they are looking for a job.

Activity 2: Tool Orientation

Participants may not have worked with tools before, so having an orientation to them is very important. Participants need to know how to use the tool, safety features on the tool, safety equipment they need to wear for each tool and how to store it between uses.

Lineman's Pliers	Their snub-nose is used to grip and twist wire. There are also cutting edges (located next to the jaws) which are used to cut wire.
Claw Hammer	Used to drive nails and remove nails.
Crescent Wrench	An adjustable wrench used to grip and turn various sizes of nuts and bolts. Jaw size can be adjusted by turning a threaded metal piece.
Crow Bar	Curved metal bar used to remove large nails, pry apart boards, and open nailed wooden crates.
Needle Nose Pliers	Pliers with long, slender jaws used for grasping small or thin objects, and bending wire. There are cutting edges under the jaws used to cut wires.
Flat Screwdriver	Used for turning a screw that has a slotted head.
Robertson Screwdriver	Used for turning a screw that has a square shaped indent in its head.
Phillips Screwdriver	Used for turning a screw that has a cross- shaped indent in its head.
Tin Snips	A scissor-like tool used to cut thin sheet metal.
Sledge Hammer	A long heavy hammer used for driving posts and other heavy work. You swing it with both arms.
Punch	Pencil-like piece of metal. You hold it and hit it with a hammer so it can mark metal or plastic for drilling.
Trowel	A tool that looks like a very small shovel. Used for levelling, spreading, and shaping cement or mortar.
File	Narrow metal pieces (flat, rounded or circular) with a rough surface used to smooth or shave off material from wood, metal, or plastic.

Pick Axe	Used for breaking hard ground. Has a long wooden handle with an iron head. Head is pointed on one side, and has a sharp edge or point on the other.
Chisel	A metal tool with a handle and a sharp cutting edge. Used for carving or cutting wood, stone, or metal. You hit the end of the handle with a hammer.
Hand Saw	Used to cut pieces of wood. A triangular piece of metal with teeth. The metal piece is attached to a handle. Cuts by being pushed and pulled.
Rubber Mallet	A hammer with a soft rubber striking head so it does not damage surfaces.
Ball Peen Hammer	A hammer with a flat face and a round face. The flat face is used for hitting chisels and punches. The round side is used for setting rivets.
Vice Grip	Pliers that can be locked in place. One handle has a screw that adjusts the jaw spacing. The other handle has a bar that locks and opens the jaws.
Spade	Used for digging and moving materials, but also for scraping and cutting. Has a D-shaped handle and a shorter shaft. Often has a flat, sharp bottom.
Hand Plane	Used to flatten, thin, and make a smooth surface on a piece of lumber. Has a ball-shaped grip and a handle so it can be pushed back and forth on the wood.
Angle Grinder	A hand-held power tool that uses different discs (wheels) to cut, polish, grind, or sand materials. It cuts tile, stone, and concrete.
Hand-Held Circular Saw	A power tool that cuts wood, stone, plastic, or metal but usually used for wood. Different blades are used for different materials. Good for making long straight cuts.
Jig Saw	A hand-held power tool that is used for cutting curves and corners in wood and countertops (not good for straight cuts). Has a thin narrow blade that extends straight down. Blade moves up and down.
Reciprocating Saw	A hand-held power tool with a blade that extends straight out front. Can be used on vertical surfaces (wood or metal). Can also be used on hard to reach cutting jobs. Blade moves up and down as well as side to side.
Plate Compactor	A machine you push with a vibrating baseplate. The plate presses down on the earth or asphalt to make it level. Runs off its own built-in engine (usually gas).
Nail Gun	A hand-held power tool used to drive nails into wood or another material. It can drive nails very quickly and has replaced hammers on many construction sites. It is powered pneumatically.

Activity 3: Safety Agreement

Many of the safety hazards in the workshop may not just affect the person who was careless. For example, if someone leaves a knife blade sticking out on a work bench, someone else could walk by and cut themselves, or if partners are not communicating in the same way on a drill press, one could accidentally change the controls at the wrong time, cutting the other's finger. Before getting into the workshop, have a session on safety.

1. On the flip chart, write "Workshop Safety" and have participants write what they think being safe in the workshop means in a post-it and put it on the sheet. Read out their answers and discuss them as a group
2. Brainstorm specific dangers that they may face with the tools you will be using. Once you have a list of dangers, divide the group into four groups, and give each group $\frac{1}{4}$ of the hazards list. Give each group a piece of flip chart paper to brainstorm ways to avoid each of those hazards.
3. As a group, work together to create your safety agreement. Include all of the things that you all agree to do to keep yourself and everyone safe. Have everyone in the group sign the agreement, and hold each other to it.

Activity 4: Online Research

Once you have decided on the type of projects you will be able to do, have participants get online and look up patterns and finishing ideas. They can find ideas to make their projects unique.

Activity 5: Essential Skills at Work

The following is a list of tasks that construction labourers might do. Identify the **main** Essential Skill being used. Write the number of the Essential Skill in the blank. In some cases, there is more than one correct answer.

- | | | |
|-----------------|--------------------|------------------------|
| 1. Reading Text | 4. Numeracy | 7. Oral Communication |
| 2. Writing | 5. Technology Use | 8. Working with Others |
| 3. Document Use | 6. Thinking Skills | 9. Continuous Learning |

_____ Measure materials to mix concrete.

_____ Read information in safety posters.

_____ Measure boards before cutting them.

_____ Calculate the load a generator can handle.

_____ Read mixing information on a cement bag label.

_____ Use Google Maps to find a job site.

_____ Count supplies and compare numbers to an order form.

_____ Use a basic wiring diagram.

_____ Figure out what is wrong with a broken air compressor.

_____ Set up scaffolding according to the directions.

_____ Estimate the amount of mortar to mix for a stonework project.

- _____ Choose the correct pipe size by using a table.
- _____ Space tiles evenly.
- _____ Learn traffic hand signals to direct traffic at construction sites.
- _____ Use laser guidance equipment to place pipes.
- _____ Talk to other workers to see where they want equipment delivered.
- _____ Report a workplace hazard by using a Hazard Form.
- _____ Coordinate work duties with other workers on site.
- _____ Use an iPad to sign into a tool box meeting (safety meeting).
- _____ Tell a supervisor about a broken ladder.
- _____ Read labels and decide what protective clothing to wear for a job.
- _____ Learn from experienced workers how to operate power tools properly.
- _____ Identify hazard symbols on chemicals.
- _____ Read safety rules and warnings.
- _____ Look in an equipment manual to learn how to clean a tool.
- _____ Compare wall measurements to those in a technical drawing.
- _____ Pace out the length of a fence.
- _____ Scan a parts list to find a part number.

_____ Use a construction calculator.

_____ Participate in a safety meeting by asking questions.

_____ Assess a worksite to identify dangerous situations.

_____ Read standard work practices to know how to build a concrete form.

_____ Complete a vehicle inspection checklist before driving.

Activity 6: Tool Bingo

- On the next page is a bingo card. Fill the 16 squares on the card by writing the name of one tool per square. Choose the tools from the list below.
- Your instructor will then describe a tool. If the tool name is written on your card, cross it out.
- The first person to have 16 tools crossed out is the winner.
- Play again using the second bingo card.

Reciprocating Saw

Rubber Mallet

Claw Hammer

Crow Bar

Crescent Wrench

Vice Grip

Nail Gun

Ball Peen Hammer

Hand-Held Circular Saw

Hand Plane

Trowel

Lineman's Pliers

Spade

Flat Screwdriver

Jig Saw

Plate Compactor

Tin Snips

Phillips Screwdriver

Sledge Hammer

Needle Nose Pliers

Punch

Chisel

Pick Axe

Robertson Screwdriver

Angle Grinder

File

Hand Saw

Activity 7: What are Fire Classes?

There are 5 fire classes (Class A, B, C, D, and K). A fire class is determined by what kind of fuel the fire burns. **Never fight a fire if you do not know what class it is.** You could kill yourself or make the fire worse.

Class A fires burn:
ordinary combustibles

Examples:
paper, wood, cloth, plastics, rubber

Class B fires burn:
flammable or combustible liquids

Examples:
gasoline, solvents, diesel, acetone,
cooking oils (home kitchens), some paints

Class B fires also burn:
flammable gases

Examples:
natural gas, butane, propane, ammonia,
welding gas (acetylene),

Class C fires burn:

switched on or "live" electrical equipment

Examples:

running motors, "live" circuit boxes, electrical cords, "live" wiring, turned on electrical equipment

Class C fires also burn:

materials that are part of the "live" electrical equipment (usually plastic)

Class D fires burn:

combustible metals

Examples:

potassium, magnesium, lithium, aluminium, uranium, sodium

- Class D fires are industry or laboratory fires.
- Class D fires burn metal shavings, solid metal, or metal powder.

Class K fires burn:

cooking oils and fats in commercial kitchens

Examples:

fats, oils, grease (commercial kitchens)

- Class K fires are a special type of Class B fire.
- Class K fires are much hotter than home kitchen fires due to high tech restaurant equipment.

An Easy Way to Remember the 5 Fire Classes and what they burn:

Fire Class A: Ordin**A**ry Combustibles

Fire Class B: Flamma**B**le liquids and Flamma**B**le Gases

Fire Class C: Electric **C**urrent and **C**ircuits

Fire Class D: In**D**ustrial Metals

Fire Class K: Commercial **K**itchen Grease

Activity 8: Identifying Fire Classes

Identify to which fire class the fuels below belong. Write the letter of the fire class in the space provided. The first one is done for you as an example.

Fire Class A

Fire Class C

Fire Class K

Fire Class B

Fire Class D

magnesium	D	propane	
wood		"live" wire	
solvents		clothes	
metal powder		diesel	
paper		running motor	
animal fat (restaurant)		uranium	
circuit boxes		some paints	
leather		turned on stereo	
plastic		oil (home kitchen)	
cardboard		gasoline	
energized lights		sugar	
cooking oil (cafe)		natural gas	
flammable gases		grease (hospital kitchen)	
lithium		dry grass	

Activity 9: What is a Fire Extinguisher?

A fire extinguisher:

- is a piece of equipment that can be carried or wheeled to a fire.



- is used to extinguish small fires by doing one or more of the following: removing the heat, removing the oxygen, stopping the chemical chain reaction.
- releases an extinguishing agent (water, foam, Carbon Dioxide (CO₂), or powder) to fight the fire.
- can ONLY be used on the fire classes listed on the extinguisher face plate (label).



- Never use a fire extinguisher on a fire class that is not listed on the extinguisher face plate. It is a matter of life and death.

Activity 10: Parts of a Fire Extinguisher

It is important to know the parts of a fire extinguisher.

Activity: Labelling the Parts of a Fire Extinguisher

Label the drawing of the fire extinguisher on the next page by using the part names below. The first one is done for you as an example.

- The hose is a tube. The extinguishing agent travels down the hose.
- The cylinder is the body of the extinguisher. It holds the fire extinguishing agent.
- The pressure gauge has numbers and a needle. It tells you if the extinguisher is charged (ready to use). Carbon dioxide (CO₂) extinguishers have no gauge.
- The handle / operating levers are used to carry the fire extinguisher. These two parts are squeezed together to release the fire extinguishing agent.
- The plastic seal is a plastic strip that goes through the pin. It shows the fire extinguisher has not been used. The seal breaks when the pin is pulled.
- The nozzle is attached to the hose. Carbon Dioxide (CO₂) extinguishers have a plastic horn for a nozzle.



CO₂ extinguisher
(plastic horn and
no gauge)

- The pin is a piece of metal that passes through the handle / operating lever. It stops the lever from working. It must be pulled out before the fire extinguisher can be used.
- The face plate is the label. It tells you about the extinguisher and how to use it.

Activity 11: Types of Fire Extinguishers

In this module, you will learn about seven types of fire extinguishers. Each type of extinguisher can only be used on specific fire classes. Never use a fire extinguisher on the wrong fire class. You could get badly hurt and cause the fire to get much bigger.

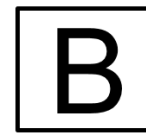
Water Extinguisher

- (Class A fires)
 - Removes heat from the fire.
 - Can make Class B and Class K fires bigger.
 - Can cause electrocution if used on Class C fires (water provides a travel path for electricity).



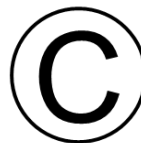
Foam Extinguisher

- (Class A or B fires)
 - Removes oxygen and heat from the fire.
 - Can cause electrocution if used on Class C fires (wet foam provides a travel path for electricity).



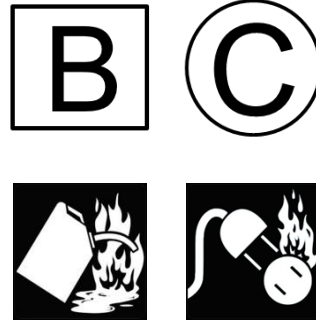
Carbon Dioxide (CO₂) Extinguisher

- (Class B or C fires)
 - Removes oxygen and heat from the fire.
 - Has a plastic horn and no gauge.
 - Is very heavy and gets very cold.
 - Does not damage electronic equipment.



Dry Chemical BC Extinguisher

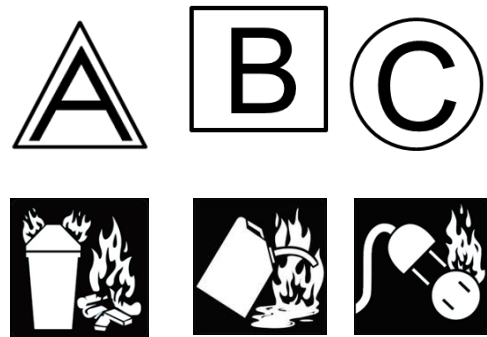
- (Class B or Class C fires)
 - Does not work on Class A fires.
 - Interrupts the chemical reaction and removes oxygen from the fire.
 - Can damage electronic equipment.



Dry Chemical ABC Extinguisher

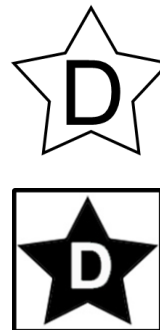
(Class A, B, C fires)

- Interrupts the chemical reaction, and removes oxygen from a Class A fire.
- Most common type of fire extinguisher.
- Can damage electronic equipment.



Dry Powder Extinguisher

- (Class D fires)
 - Removes oxygen and may remove heat from the fire.
 - Has a plastic horn and no gauge.
 - Using any other kinds of fire extinguishers on a Class D fire can cause an explosion.



Wet Chemical Extinguisher



(Class K and Class A fires directly related to the burning oil or grease)

- Removes oxygen and heat from the fire.
- Can cause electrocution if used on Class C fires (wet foam provides a travel path for electricity).



Activity 12: Choose the Correct Fire Extinguishers

Circle the fire extinguishers you could use to extinguish each fire below.

Class A Fire



Dry
Chemical
BC

Water

Foam

Dry
Powder

Dry
Chemical
ABC

Wet
Chemical

CO₂

Class B Fire



Dry
Chemical
BC

Water

Foam

Dry
Powder

Dry
Chemical
ABC

Wet
Chemical

CO₂

Class C Fire



Dry
Chemical
BC



Water



Foam



Dry
Powder



Dry
Chemical
ABC



Wet
Chemical



CO₂

Class D Fire



Dry
Chemical
BC



Water



Foam



Dry
Powder



Dry
Chemical
ABC



Wet
Chemical



CO₂

Class K Fire



Dry
Chemical
BC



Water



Foam



Dry
Powder



Dry
Chemical
ABC



Wet
Chemical



CO₂

Idea 8: The Great Egg Drop

Youth will create egg protectors, and then drop them from a high spot to see whose egg survives. Creating egg protectors uses so many essential skills, and has a fun element of competition. You can have participants create their egg protectors in pairs or as teams. Some program options are:

- You provide all groups the same materials, and they have to use them in the way they think is best.
- You provide materials, and allow groups to choose what they would like to use.
- You can make your event green, by saying that all materials used in the egg protector must be recycled.
- Set a price limit that people can spend on their egg protector. Give each pair/team the amount of money that they are allowed to spend and go to the store. They will need to budget and make compromises, using their numeracy skills.

Activity 1: Egg Drop videos

There are many videos online of egg drop ideas. Show participants a few videos and then discuss:

- What techniques worked well?
- What techniques didn't work?

Activity 2: Problem Solving

This is a good chance to have youth practice their problem solving skills, and using trial and error. You can set up the egg drop challenge into a few rounds. Between rounds, teams can update their protector and try it again. You can award the winner based on the team that was successful the most times.

Activity 3: Protector Presentations

Before dropping their eggs, have each team explain what they have used in their protector, and why.

Activity 4: How to Video

Each team can create their own how to guide video. While they are building their egg protector, group members can record each other. They can shoot the footage and do editing on their phones, tablets or computers. They will need to make sure they include things such as:

- Materials used, and quantities of each
- Their predictions, and why they used certain materials and techniques
- Footage of the drop
- The results, and ideas for changes

Idea 9: Literacy Games Night

People of all ages can play literacy games. They can be a lot of fun. They can:

- help reduce tension
- make the learning environment more comfortable
- help build positive relationships, and . . .
- they are also educational.

And . . . you can play them in any language—English, French, or an Aboriginal language!

Bingo!

1. Ask participants to choose a theme, such as literacy, home, school, children, etc.
2. Give each participant a Bingo Card.
3. Ask participants to call out 16 words related to that theme, one word at a time.
4. Write each word on the board or a flipchart. At the same time, ask each participant to write the word in any of the boxes.
5. Call out the words at random. The first participant to get a straight line and call out "Bingo!" is the winner.
6. You can play this game using French or an Aboriginal language. Choose a topic like animals or the land, or another topic where people might be familiar with the words.

Card

Scrabble!

1. Divide participants into groups of 5.
2. Each member of the group donates the first and last letter of their first and last names. For example, Bill Smith donates 'b', 'l', 's' and 'h'.
3. Each group should have 20 letters.
4. Together, the group writes down as many words as they can, using these letters.
5. Set a timer for 5 minutes.
6. When the facilitator calls "Time!" the groups must stop writing.
7. Each group reads out their words. The one with the most words wins.

Food for Thought

1. Have participants sit in a circle.
2. Each participant has to say their name and also a food they like that begins with the same first letter as their first name. For example, "My name is Jeanie and I like jerky."
3. The next participant does the same, but also repeats the previous one. For example, "My name is Frank and I like French fries. She's Jeanie and she likes jerky."
4. And so on round the circle. It gets harder the more participants you have.



Fishbowl Sentences

1. Divide the participants into two equal groups.
2. Ask each group to form a circle, one inside the other.
3. Play some music. As the music is playing, the outside circle moves in a clockwise direction and the inside circle moves counter-clockwise.
4. When the music stops the two people opposite each other pair up and have to finish a sentence that the facilitator begins. If they have time left, they can discuss their answers.
5. Then start the music again. The next time the music stops, each participant should have a new partner, and complete another sentence.

Sentence Starters

1. I like people who . . .
2. The funniest thing I ever saw was . . .
3. I'd like to have . . .
4. The riskiest thing I ever did was . . .
5. I hate it when . . .
6. My favourite music is . . .
7. Last night, I . . .
8. The best gift I ever received was . . .
9. In the future, I'll . . .
10. I wish . . .
11. I could not live without . . .
12. I have never . . .
13. Everybody should . . .
14. makes me feel good.
15. If I had a \$1,000,000 I would . . .

Crazy Word Chains

1. Ask the participants to sit in a circle.
2. Have them clap a slow rhythm.
3. The first participant says any word to the time of the rhythm.
4. The next participant must then say a word that begins with the last letter of the previous word.

For example:

APPLE . . . ELEPHANT . . . TOY . . . YELL . . . LOON . . . NIGHT

5. The game starts over when a participant misses a turn or says a wrong word.
6. You can also play this game in French or an Aboriginal language.

Community Literacy Scavenger Hunt

1. Divide the participants into groups of 4 or 5.
2. Each group has to go around the community looking for words in the Aboriginal language of the community.
3. Ask them to write down the words or phrases, and where they are located.
4. Then they have to find out what the words or phrases mean. They may know themselves, find out from the English translation, or ask someone who can speak the language.
5. When they have twenty words or phrases, they should return to the starting place.
6. The first team back is the winner.

Charades

1. You need many short sentences or phrases written on strips of paper. For example:

Dogsledding

Running

Singing

Bear

Driving

2. Put the strips of paper in a box or bag.
3. Divide participants into 2 groups.
4. One participant from one team draws a sentence or phrase out of the bag. They then act out the charade, while the rest of the team tries to guess what it is. They are not allowed to talk, or make noises.
5. The team gets one point if they guess the complete sentence within the time limit.
6. The other team can guess the charade and steal the point if the first team doesn't guess before the time is up.

What's the Question?

1. Write one fact on the board. For example:
 - Yellow, or
 - 5 years, or
 - MacDonald's
2. Participants try to guess the question that matches each fact.

For example:

Yellow: What's your favourite colour?

What colour is your car?

What colour is your parka?

5 years: How old is your child?

How long have you been married?

How long have you lived in Yellowknife?

MacDonald's: What is your favourite food?

Where do you work?

Where are you going to have breakfast?

3. The person who guesses correctly gets to write the next fact on the board.

Running dictation

1. Choose one or more short pieces of text (about 5 lines).
2. Make enough copies of the text for each pair of participants to get one. (You can use different texts for each pair if you like, but they need to be the same length and difficulty.)
3. Stick the texts up around the room at some distance from where the participants are sitting.
4. One person in each pair sits on a chair with a pencil and paper. Their partner has to stand up and run to where the text is. They read it (probably chunk by chunk), memorize it and run back to their partner. They have to dictate it to their partner, helping in any way they can without writing it. For example, “Actually, community has two ‘m’s”, and so on.
5. The winners are the first pair with the first absolutely correct version of the text.

Brainstorm Rummy

1. Divide the participants into groups of 4 or 5.
2. Give each group a piece of flipchart paper.
3. Announce a general topic to the entire group, such as *Animals, Holidays, Vegetables, Actors, etc.*
4. Give the groups one minute to brainstorm and write down as many examples of the topic as they can.
5. When the time is up, all the teams must stop writing.
6. On the board, write *Team 1, Team 2, Team 3, etc.*
7. Ask each team to read out a word and write it under that team. Once a word has been written on the board, another team may not use it.
8. Keep going, until all the teams run out of words.
9. The team with the most words wins that round.

Idea 10: Sports Tournament

Planning and running a sports tournament takes many essential skills. Getting youth involved in creating a tournament for younger children in the community will give you lots of opportunities to embed literacy and essential skills learning. This can be done with any sport, although a team sport may be best.

Activity 1: Initial Brainstorm

Bring your youth participants together for a brainstorming session. Things you will need to discuss are:

- What sports are kids in your community interested in?
- Where in the community can you host a sports tournament?
- What kind of equipment are you able to borrow?
- What would you have to buy?

Start with a whole group brainstorming discussion and then have the group weigh the pros and cons of each sport (ie. Which one does the rec centre have all of the equipment for vs. a sport that you will have to buy half of the equipment for) and then vote on the sport they would like to do.

Activity 2: Volunteer Sign Up

There are many jobs involved in planning and running a sports tournament. Have the group brainstorm all of the jobs that will need to be done, and the responsibilities of those jobs. Some of them include:

- Refereeing: need to research the rules ahead of time, and then enforce them through the games.
- Scoring and timing: need to know the scoring rules, as well as how timing works in the sport chosen.
- Coaching: need to research the rules, teach them to the kids, ensure everyone is getting chances to play, organizing plays and keeping team morale up.
- Advertising: creating posters, posting the event online, talking to community members about it.
- Sign up: creating a sign up form, collecting forms and assigning players to teams.
- Concessions manager: planning food for concession stand, scheduling volunteers, pricing items.
- Participants may come up with more ideas for jobs depending on what they want to do at the tournament.

Once you have brainstormed all of the job ideas, it is time for people to sign up for what they would like to do. You can use the table on the next page to have people sign up for jobs. Some jobs may be bigger than others and require two or more people to take it on.

Activity 3: Check in meetings

It is important for everyone on the team to be responsible to each other. During your initial planning, set up regular check in meetings. Participants should come to these meetings ready to talk about what they have done, ask for help if they need, bring ideas etc. These are also opportunities to make sure that if there was a task that was forgotten during brainstorming, it is taken care of now.

Activity 4: The Big Day

Once your preparations are all done, it is time for some fun! Your tournament could be one day, or a whole weekend. Have youth show up early, discuss all of the plans in place for the event, thank them all for their hard work and encourage them to enjoy the day. Planning an event like this is a huge accomplishment, and the participants should feel proud.

Activity 5: The Wrap Up

Often, after a big event like this everyone is tired and ready to move on to new projects, so it is important to do a wrap up meeting quickly after the event. This will give you an opportunity to collect feedback and evaluation, but also to celebrate the hard work of the participants. Make this into a fun meeting with pizza and games, and you could also make it into an awards night for the participants. These can be serious and silly awards. Some award ideas are:

- The Loudest Coach
- The Ref With the Best Eyes
- The Manager with Moxie
- The Hostess with the Mostest or The Host with the Most
- The Most Enthusiastic Volunteer
- Behind the Scenes Cheerleader