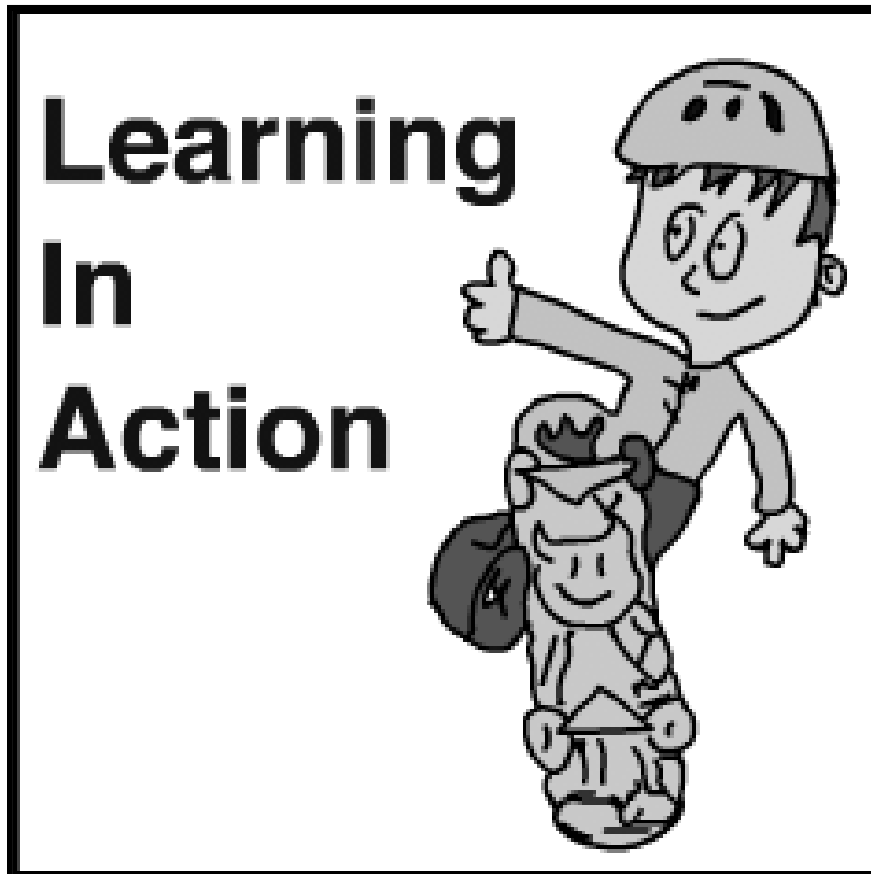
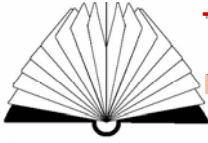


The Northern Edge

Study Guide

**Learning in Action**





## Learning in Action

### Introduction

This story is from **Issue #4 of The Northern Edge**. It's a story about how grade nine students at St. Pat's High School did some action research. There's one on-line learning activity – 'now it's your turn'. It outlines the basic steps to take action about an issue we care about.

The story is a good opportunity for learners to find out how they can help things change in their own community. They learn about how to do a survey and write an advocacy letter. What better way to learn than to actively take up an issue and help things to change?

This section first presents a list of seven learning activities and the written text for the story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

This symbol marks the written text for the story.

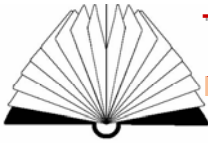




This symbol marks instructor notes.

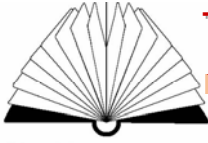


This symbol marks handouts to copy for learners.





<b>Learning in Action</b> List of Learning Activities		
<b>Instructor Notes</b> 	<b>Handouts</b> 	<b>Page #s</b>
1) Vocabulary	1 handout	7, 8, 9
2) Language skills	1 handout	7, 10, 11
3) Questions	2 handouts	12 to 15
4) Writing	3 handouts	16 to 25
5) Interview an Aboriginal Elder	1 handout	26 to 31
6) Events brochure	1 handout	32 to 36
7) Make a padded binder	1 handout	37 to 40



**Text - Learning in Action**  
Issue #4 The Northern Edge

**Students:**

"This town is boring."

"Ice cold."

"Boring man. There's nothing to do in this town."

"We often hear people complaining that teens are getting into trouble and doing things they shouldn't but if teens had more things to do we wouldn't be getting into trouble."

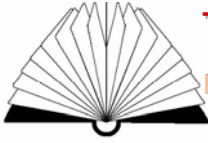
**Narrator:**

That's what a group of grade nine students from St. Patrick's High School in the city of Yellowknife believe. St. Pat's has 520 students from grade 9 to grade 12.

This group of students decided to do a survey.

**Students:**

"Our survey. We don't think there's enough things for teens to do in Yellowknife. That was our opinion but we decided to do a survey to find out what other teens in our school thought. We had 285 students do the survey."



**Narrator:**

They asked students if they thought there was enough for teenagers to do in Yellowknife?

- ✓ 17% said yes
- ✓ 83% said no

They also asked what were the reasons students were not involved in activities.

- ✓ 41 % said there was a lack of facilities.
- ✓ 25 % thought cost was a factor.

The students did a good job of learning how to do action research and they didn't stop there.

**Students:**

"We didn't stop there. We decided to talk to the mayor of Yellowknife to share our concerns. We invited him to our class and had a chat."

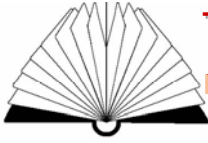
**Letter to the mayor:**

Elias Perdomo  
St. Pat's High School  
Box 2880, Yellowknife, NT X1A2R0

His Worship Mayor Gordon Van Tighem  
Box 580, Yellowknife, NT X1A3H3

February 16, 2004

Dear Mayor Van Tighem:



My name is Elias Perdomo. I'm a grade nine student in St. Pat's High School and I am 15 years old. I am writing because there is nothing for teens to do in winter.

Kids may be getting into trouble because they don't have anything else to do in winter. Even though the city has some facilities such as the swimming pool, sports and the skateboard park, these things are not being used very often. Some of these things are too expensive or too far away or can only be of use in summer, which is really short.

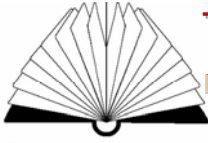
My class did a survey with teens at our school and 83% of the respondents agreed that there's not enough to do in Yellowknife in winter. One thing that I think would be good for Yellowknife is a YMCA or a youth centre with basketball courts, an indoor skate park, and an arcade. This could be a place for teens to just hang out and have fun. It could be drug and alcohol free. This youth centre should be designed by teens so that they can tell you what would be the best for us. The facility would have to be cheap so that teens can go often.

I would be interested in hearing what you have to say on this issue.

Thank you for your time and consideration.

Sincerely,

Elias Perdomo  
St. Pat's High School Student



**Narrator:**

They wrote an excellent letter to the mayor. Mayor Van Tighem decided to visit the students in class and discuss the issues involved.

Matt said to the mayor. "I would like to see more things to do for teens like an open gym for kids where we can go and just have some fun playing."

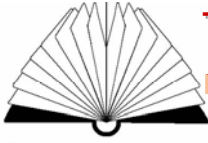
Rachel said, "We need more things to do that keep us off the streets and safe."

Troy said, "I don't think there is enough for youth to do in Yellowknife. More money is spent on bars and liquor stores than on things to keep teens out of trouble and off the streets."

After his visit the students wrote: "Mayor Van Tighem complimented us on our initiative. He said that lots of time people have complaints but don't take the time to get the right information. We were kind of disappointed by his next response though. We expected he would have the answers. He told us he didn't have the answers and suggested we take our results to the next step. He wanted us to find or research solutions to our problem. Now we have a better understanding of the processes we need to follow to find a solution to a problem."

Congratulations to the students from St. Pat's for their excellent work. They have taught us how learning involves reading and writing and numeracy and research and group work and social skills and cooperation. They teach us about getting involved, having fun, and turning their learning into action.

Grade 9 English class from St. Pat's High School.



## Vocabulary Learning Activity 1

One handout

Learners look up words from the story in the dictionary. Ask learners to work with a partner. Discuss the words and their meanings as a group.



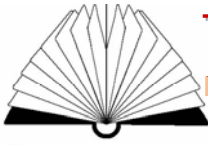
## Language skills Learning Activity 2

One handout

Learners read two paragraphs from the story **Learning in Action** that have no sentences – no capital letters or punctuation. They put them back in.

Encourage learners to listen to the story on-line or read it out loud to hear where the sentences begin and end.





### Vocabulary Learning Activity 1

Use a dictionary to find the meaning of the words from the story **Learning in Action**. Does the story have other words you don't understand? If yes, write them down and look up their meaning.

Boring \_\_\_\_\_

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Complaining \_\_\_\_\_

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Survey \_\_\_\_\_

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Solutions \_\_\_\_\_

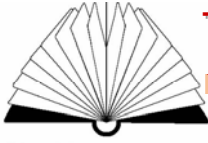
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Numeracy \_\_\_\_\_

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Initiative \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Disappointed \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Research \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The story uses these expressions. What do they mean? Are there other expressions?

Open gym \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action research \_\_\_\_\_

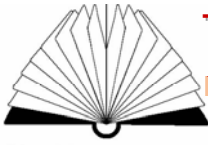
\_\_\_\_\_

\_\_\_\_\_

She's awesome \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Language skills Learning Activity 2

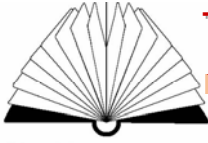
Read the two paragraphs below from the story **Learning in Action**. The capital letters and punctuation that make the sentences are missing. Write in the capital letter at the beginning of each sentence and the correct punctuation at the end.

If you listen to the story you'll hear where sentences begin and end:

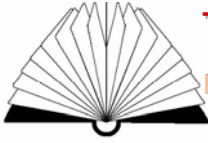
- ✓ Listen to the paragraph from the story on-line.
- ✓ Ask someone to read the paragraph to you.
- ✓ Read the paragraph out loud yourself.

### Two paragraphs from the story **Learning in Action**

This town is boring there's nothing to do in this town we often hear of people complaining that teens are getting into trouble and doing things they shouldn't but if teens have more things to do we wouldn't be getting into trouble that's what a group of grade nine students from St. Patrick's High School in the city of Yellowknife believe St. Pat's has 520 students from grade 9 to 12 this group of students decided to do a survey



We don't think there is enough for teens to do in Yellowknife that was our opinion but we decided to do a survey to find out what other teens in our school thought we had 285 students do the survey they asked students if they thought there was enough for teenagers to do in Yellowknife 17% said 'yes' but 83% said 'no' they also asked the reasons why students were not involved in activities 41% said there was a lack of facilities 25% thought that cost was a factor the students did a good job of learning how to do action research



## Questions Learning Activity 3

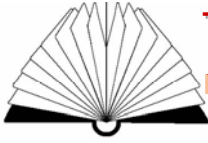
Two handouts

### 3-1: Story questions

Learners write sentences to answer questions about the story **Learning in Action**. Each question has hints with it – words or phrases learners can use to answer the question.

### 3-2: Journal writing

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



### Questions Learning Activity 3

#### 3-1: Story questions

Answer the following questions with one or more sentences. Begin with a capital letter and end with the correct punctuation. Use the hints with the question to write the answer.

- 1) Why did the Yellowknife teens decide to have a survey?

Hints: Bored, need more to do

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- 2) In what two ways did these Grade 9 students take action to solve their problem?

Hints: Survey, letter to mayor

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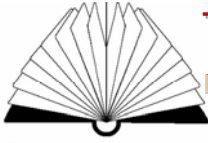
- 3) According to the survey, what are the two reasons why teens were not involved in activities?

Hints: Lack of facilities, cost

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- 4) Why are they disappointed with the Mayor's visit?  
Hints: Wanted them to research solutions, they thought he would have the answer

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- 5) What activities are the students surveying – summer or winter?  
Use information from the article to support your answer.  
Hints: Ice cold, mayor's letter

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- 6) What are some of the skills these teens learn from action research?  
Hints: Reading, writing, numeracy, group work, social skills, cooperation, research skills

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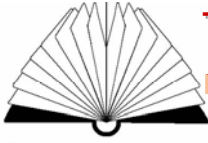
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- 7) Do you think the students may have been surprised that the Mayor came to their classroom? Why?

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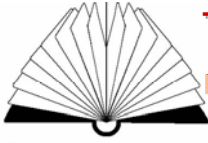
## Questions Learning Activity 3

### 3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ What is your reaction to this story?
  
- ✓ Which do you prefer? Learning from research you do outside the classroom or learning from information the instructor gives you? Why?
  
- ✓ What are some other ways that people learn actively?
  
- ✓ What are some issues that you would like to research?
  
- ✓ What could you do with the results if you did research about an issue you care about?





## Writing Learning Activity 4

Three handouts

### **4-1: Prepare the questionnaire**

The scenario – a school decides whether or not to replace junk food with healthier foods.

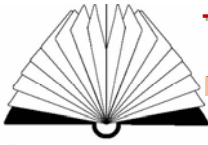
Learners use the handout to discuss and decide what two questions to ask to find out what students think.

### **4-2: Do the questionnaire**

Learners fill out the questionnaire and look at the results. They may choose to prepare a different questionnaire about an issue more relevant to their classroom.

### **4-3: How to write a persuasive letter**

Learners look at the letter the St. Pat's students wrote to Mayor Gordon Van Tighem. They look at another sample letter. Then they write their own letter based on the issue related to their questionnaire and their results.



## Writing Learning Activity 4

### 4-1: Prepare the questionnaire

#### What is the issue?

Some people think we should replace all the junk food in the school with healthier food. Other people think this is a bad idea.

Your class decided to do a questionnaire to find out two things:

- i) How many people agree and disagree with getting rid of junk food in the school?
- ii) What healthy foods would students like to get at school?

**Think about the first question.** What information do you need or want? Do you want people to just answer yes or no? Do you want more information than just yes or no?

Here are three ways you might ask the first question.

- ✓ Do you want healthier food choices in our school?

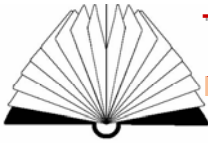
Check one box.                      Yes               No

- ✓ Do you want to get rid of junk food in the school?

Check one box.    Yes               No

- ✓ What kinds of food should our school have? Check one box.

Junk foods               Healthy foods               Neither               Both



Discuss different ways to ask the question. Try out the question to test it. Does it work well? Decide what you want to ask and write it down.

Question #1:

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**Think about the second question.** What information do you want or need? What's the best way to ask the question to get this information?

Here are two ways you might ask the second question:

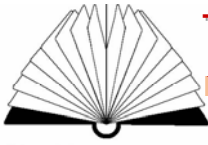
- ✓ Give students a checklist. Students can just check off the things they like. Or ask them to rate things so they can tell you what they like the best.
- ✓ Ask students to write down the healthy foods they'd like to see at school. Or put some limits on the question and ask them to write down three or five healthy foods they'd like to see at school.

Discuss different ways to ask the first question. Decide what you want to ask and write it down.

Question #2

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## Writing Learning Activity 4

### 4-2: Fill out the questionnaire and look at the results

Everyone fills out the questionnaire you made in Learning Activity 4-1. Or pick a more local issue and develop two questions to make a different questionnaire. Then get everyone to fill out the new questionnaire.

#### Look at the results.

- i) How many people answered the questionnaire?
- ii) Look at the first question. Count the number of people for each possible answer. For example, if people could answer yes or no count the number of people who answered yes and the number who answered no. Change the number of people into a percent for each possible answer.

Example: 16 people filled out the questionnaire. 4 answered yes to the first question and 12 answered no.

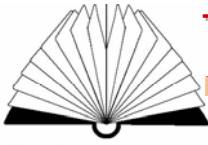
$$4 \div 16 \times 100 = 25\% \text{ answered yes.}$$

$$12 \div 16 \times 100 = 75\% \text{ answered no.}$$

- iii) Look at the second question. Count the number of people for each possible answer. Change the number into a percent for each possible answer.

If you asked people to write down their choices, you'll have to make a list and count them.

- iv) Make a graph of the results for each question if you want. A graph sometimes helps people see the results more clearly.



Here's an example. Sixteen people filled out the questionnaire.

The first question asked:

What kinds of food should our school have? Check one box.

Junk foods  Healthy foods  Neither  Both

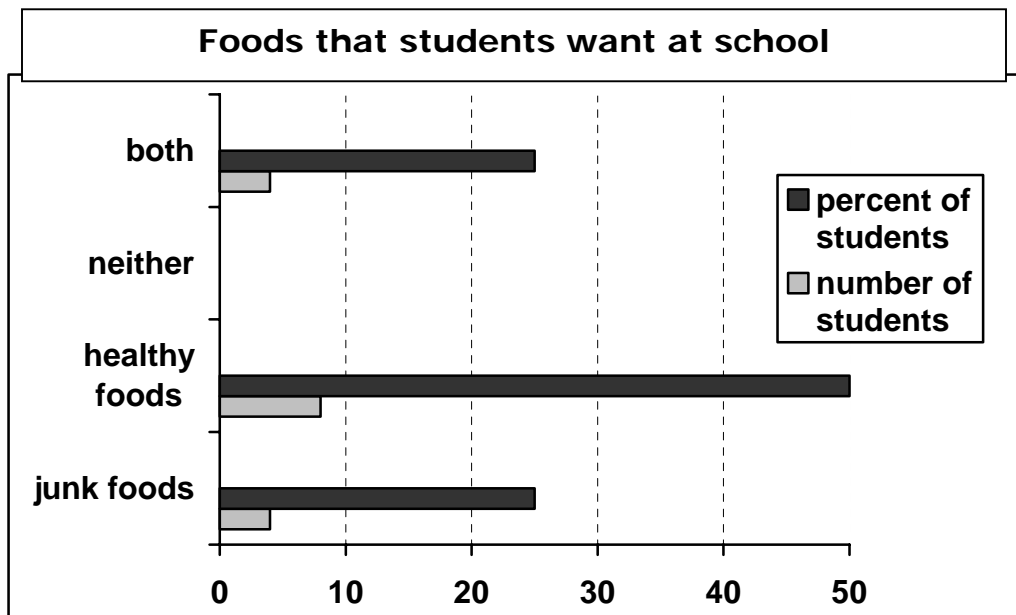
Answers: Junk food: 4 people or 25%

Healthy foods: 8 people or 50%

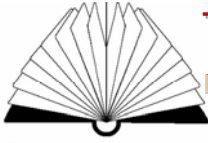
Neither: 0 people or 0%

Both: 4 people or 25%

Here's the sample graph. Be sure to give your graph a title.







## Writing Learning Activity 4

### 4-3: Write a persuasive letter

What does persuasive mean?

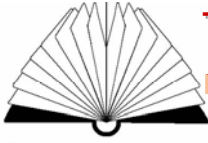
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Look at the letter on the next page that the St. Pat's students sent to Gordon Van Tighem, the Mayor of Yellowknife.

Look for these things:

- ✓ Introduce yourself and say why you are writing. What is the issue?
- ✓ Give the reader some details to support why you are writing. What are the details about the issue?
- ✓ Tell the reader what action you took. What did you do to help resolve the issue? The students conducted a survey at their school and tell the mayor about the results.
- ✓ State clearly the action you want the reader to take. What do you think needs to happen?



Elias Perdomo  
St. Pat's High School  
Box 2880, Yellowknife, NT X1A2R0

His Worship Mayor Gordon Van Tighem  
Box 580  
Yellowknife, NT X1A3H3

February 16, 2004

Dear Mayor Van Tighem;

My name is Elias Perdomo. I'm a grade nine student in St. Pat's High School and I am 15 years old. I am writing because there is nothing for teens to do in winter.

Kids may be getting into trouble because they don't have anything else to do in winter. Even though the City has some facilities such as the swimming pool, sports, and the skateboard park, these things are not being used very often. Some of these things are too expensive or too far away or can only be of use in summer, which is really short.

My class did a survey with teens at our school and 83% of the respondents agreed that there's not enough to do in Yellowknife in winter. One thing that I think would be good for Yellowknife is a YMCA or a youth centre with basketball courts, an indoor skate park, and an arcade. This could be a place for teens to just hang out and have fun. It could be drug and alcohol free. This youth centre should be designed by teens so that they can tell you what would be the best for us. The facility would have to be cheap so that teens can go often.

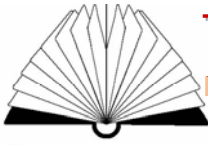
I would be interested in hearing what you have to say on this issue.

Thank you for your time and consideration.

Sincerely,

Elias Perdomo  
St. Pat's High School Student





Here's another sample letter.

Dear Mr. Chew:

I am a regular customer at your grocery store. I am a single person who has an active lifestyle. Your store has a variety of fresh foods I need, but they are not available in smaller packages.

When I buy the larger packages of carrots or celery they usually go bad before I can use them up. Some fruits such as mandarin oranges are only available in the large boxes.

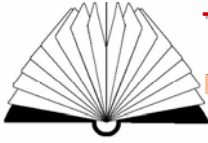
Forty single people in town filled out a questionnaire. Eighty-two percent agreed that people should be able to buy smaller portions. People suggested having carrots, oranges, celery, and other fruits and vegetables loose in bins. Then people can choose the amount they need.

Please let us know what you can do as soon as possible.

Yours truly,

I.M. Hungry





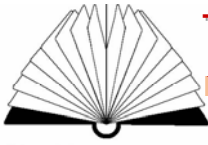
## Interview an Aboriginal Elder Learning Activity 5

One handout

Learners interview an Elder, tape the interview, make notes, and write a story about what the Elder told them. Learners must ask the Elder for permission to print their story.

Before learners do an interview on their own, take them through these six activities to help them get ready.

- i) Take learners to a local museum or cultural centre to see pictures and artifacts about the early history of your area.
- ii) Go online and explore the photo database on the Prince of Wales Northern Heritage Centre website. This website has other databases that may also be useful.  
<http://www.pwnhc.ca/databases/index.htm>
- iii) Use the photo database or other information to do a project.  
For example:
  - ✓ Carve an animal, bird, or fish out of soap and put it in its habitat.
  - ✓ Make a diorama – a small representation of a scene with three-dimensional figures, viewed through a window – to show how to fish on Great Slave Lake.
  - ✓ Draw a frieze – a horizontal paper strip with picture, decorations, etc. for mounting on a wall – to show how to make a birch bark canoe.
  - ✓ Pick your own project idea.

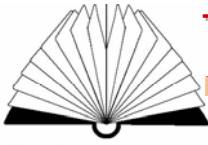


- iv) Invite an Elder to the classroom who is willing to tell stories. Talk to the Elder before they come to help them understand what to expect and how they can help.

Walk the learners through the handout before the Elder comes. The ideas on the handout might help begin the process.

After the Elder's visit ask learners to:

- ✓ Complete the handout.
  - ✓ Write in their journal what they enjoyed about the experience and what made the Elder an effective speaker.
  - ✓ Rewrite the story for children to read.
- v) Ask learners to transcribe an interview from a tape. If you have trouble getting an Elder's taped story, ask learners to interview each other and tape it.
- vi) Ask each learner to choose an Elder and interview him or her and tape the interview. Learners ask each Elder for permission to print the story. Learners transcribe the interview, rewrite the story, print the stories and compile them into a booklet.
- vii) Use the Language Experience Approach (LEA) to transcribe the information for level 110 learners. See the next two pages for more information about LEA.

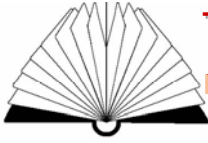


## Language Experience Approach (LEA)

The language experience approach (LEA) is a whole language approach that uses personal experiences and stories to promote reading and writing. A learner dictates a story. Their story becomes the basis for reading, writing, and vocabulary activities. LEA can be done as a group writing activity as well as part of classroom or community-based projects.

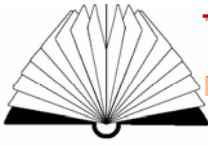
### Follow these steps

- 1) Explain the process. Tell learners you will help them by writing down their story.
- 2) Pick a topic. The topic comes from the learner's or the whole group's experiences and knowledge. For example choose a personal experience while traveling on the land. Use photos to help promote ideas.
- 3) Pre-writing: Discuss the topic to help the learner generate, select, and organize their ideas. Ask questions to prompt their ideas and to help them flow. What happened next? How did you feel? Keep notes on the ideas and review them. Ask the learner to decide where the story begins, what goes in the middle, and how it ends.
- 4) Dictating and scribing: Ask the learner to dictate the story to you. Write down exactly what the learner says. Don't worry about errors in grammar or sentence structure. Repeat each word as you print it. This will help the learner see the match between oral and printed words. Explain capital letters, punctuation, and the concept of a sentence.



- 5) Revising: Read the story back to the learner. Ask if he or she wants to add any ideas or make changes. Ask the learner to dictate the revisions. Help the learner form complete sentences by asking 'Does that sound right?' This helps to explain the differences between oral and written forms of language.

Use the final product to help develop reading comprehension, word analysis, and vocabulary development skills. Keep a collection of language experience stories to share with learners.



## Interview an Aboriginal Elder Learning Activity 5

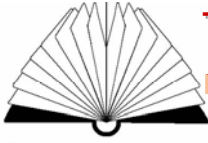
Elders have many interesting stories to tell. Here are some ideas of what you might ask an Elder to encourage them to tell you a story.

- ✓ What happened the first time you shot your first moose or any other animal?
- ✓ How did you learn to start a kicker?
- ✓ What adventures have you had with bears or other animals?
- ✓ How did you learn to shoot a gun?
- ✓ What was the funniest experience you ever had in the bush?
- ✓ What was the most embarrassing experience you ever had?
- ✓ Did you ever nurse a bird or other animal back to health? What kind of bird or animal? Tell me what happened.

Think of other questions that might help an Elder to tell a story.

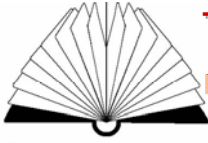
### What to do:

- i) Use the interview card on the next page to make notes as the Elder talks.
- ii) Use the notes to write your story. Write an interesting title. Print the stories on the computer. Put the stories in the school or community library so children and others can read them.
- iii) Be sure to ask the Elder for permission to print their stories.



Interviewing an Elder	
Elder's name:	
Date:	Place:
Title of story:	
Who or what is the story about?	
Where did the story take place?	
When did the story take place?	
What happened? Why?	



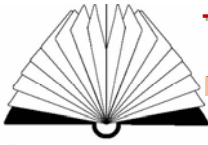


## Events brochure Learning Activity 6

One handout

Learners create a brochure.

- i) Brainstorm and research the events taking place in the community. Decide what event(s) need a brochure.
- ii) Ask learners to work in groups of two or three people. Each group can make a different brochure.
- iii) Ask each group to do research about their event – who, what, when, where, why, and how about the event.
- iv) Ask learners to collect samples of brochures. Encourage them to use these to help them decide how to organize the brochure and what to say. The handout also helps them decide.
- v) Ask learners to make the brochure by hand. Some learners may also want to use the computer. The handout gives basic directions for both. The references at the end of this story section include a ‘how to make a brochure’ website that may also be helpful.



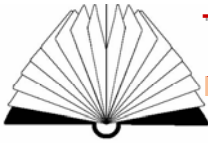
## Events brochure Learning Activity 6

During this activity you'll make a brochure about a community event. People can use a brochure to get information and to take action. We use brochures to:

- ✓ Advertise community events.
- ✓ Tell people about a community group.
- ✓ Encourage people to do something such as exercise or to not do something such as smoking.
- ✓ Give people information about programs or services.

### What to do:

- i) Brainstorm the events that take place in your community. Decide what event(s) need a brochure.
- ii) Work in groups of two or three people. Each group makes a different brochure.
- iii) Do research about your event. Find out who, what, where, when, why, and how about the event.
- iv) Collect samples of brochures. Use these to help you decide how to organize the brochure and what to say on it.
- v) Organize the brochure by hand or on the computer. See the next page for some basic directions. Choose pictures, drawings, and words carefully. Brochures don't have much room. What's the most important thing people need to know?

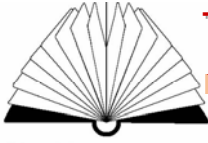


### How to organize a brochure

A brochure is usually one piece of paper folded to make three panels. These two diagrams show the two sides of the page when it's open. Use this diagram and sample brochures to help decide what pictures or words belong in each panel.

Inside left	Inside middle	Inside right
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Back left	Back cover	Front cover
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### **Front cover**

Usually has the title and a picture or drawing. Not much text. Get peoples' attention. Catch their eye.

### **Back cover**

Usually includes name, address, phone, email, website or other contact information.

### **Inside right, middle, left**

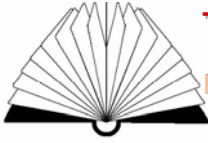
Text, pictures, drawings, etc. What are the most important things people need to know? Try things different ways to see what works best. Use as little text as possible.

### **Back left**

People see this panel when they open the first panel of the brochure – before they open it up the whole way.

### **To print the brochure**

Copy each page on one side of the same piece of paper. Make sure each side is the same way up. Use coloured paper?



**Make a brochure by hand:**

Fold two pieces of paper into three equal sections. Or measure three equal sections on the page and draw a line to separate them.

**Make a brochure on the computer with a word processing program:**

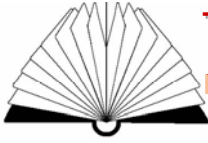
Under file go to page setup:

- ✓ Set the margins very small – about .25 inches. Change this later if it's too large or too small.
- ✓ Set the paper size as landscape.

Under format go to columns:

- ✓ Set the number of columns as three.
- ✓ Set the spacing as .75 inches. Change this later if it's too large or too small.

Start from the top left corner. To move down the column, to get from one column to the next, or onto another page – type in text or push the 'Enter' key over and over.

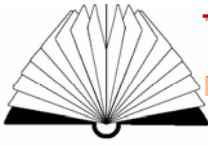


## Make a padded binder Learning Activity 7

One handout

Learners make a padded binder to hold photos, school reports, artwork, or other special projects. For example, learners could make a padded binder to hold the Elders' stories they wrote.

- i) Ask learners to gather the materials they need.
  - ✓ 3-ring binder
  - ✓ Cover material
  - ✓ Batting or fibrefill
  - ✓ Cardboard, such as from cereal boxes
  - ✓ Glue gun
  - ✓ Scissors
  - ✓ Page protectors.
  - ✓ Things to decorate the binder such as beads, ribbons, pressed leaves or flowers, etc.
  
- ii) Review the directions to make the binder on the handout. Write the directions on a flipchart page as you review.
  
- iii) Demonstrate how to make the binder, if needed.

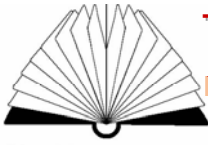


## Make a padded binder Learning Activity 7

During this activity you make a padded binder to hold photos, school reports, artwork, or other special projects. For example, learners could make a padded binder to hold the Elders' stories they wrote.

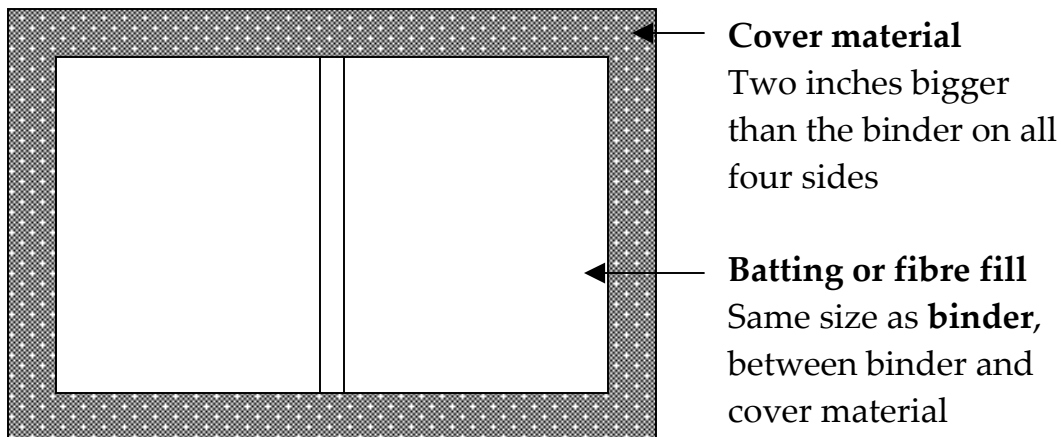
Here's a list of materials you need to make the padded binder.

- ✓ 3-ring binder
- ✓ Cover material
- ✓ Batting or fibrefill
- ✓ Cardboard, such as from cereal boxes
- ✓ Glue gun
- ✓ Scissors
- ✓ Page protectors.
- ✓ Things to decorate the binder such as beads, ribbons, pressed leaves or flowers, etc.

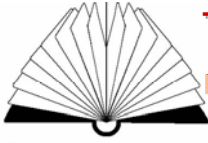


### Directions to make the binder

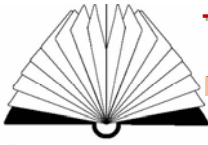
- i) Lay the cover material on a flat surface. Put the open binder on top of it and measure it. Add two inches on each of the four sides of the binder. Cut the material so that it is about two inches bigger on each side than the open binder.
- ii) Lay the batting or fibrefill on a flat surface. Put the open binder on top of it and measure it. Cut the batting the same size as the binder.
- iii) Put the cover material on a flat surface with the good side facing down. Put the batting on top of the material. Make sure the edge of the batting is 2 inches away from the edge of the cover material on each side. Put the open binder on top of the batting. See the diagram below.







- iv) Put a line of glue on the inside edge of the binder with the glue gun. Pull the material over and press it to the binder.
- v) Repeat this for each side. Do a small section at a time so the glue stays warm and sticks well.
- vi) Cut a piece of cardboard such as from a cereal box or bristol board. Make it about one inch smaller on each side than the inside cover of the binder.
- vii) Cut a piece of cover material a bit bigger than the cardboard on each side. Lay the material face down and glue the cardboard to the centre of the material.
- viii) Glue the cardboard and cover material to the inside front cover. Make sure the cover material faces out. Repeat the last three steps for the back cover.
- ix) Decorate the front cover.
- x) Put your project into the binder.



## Resources

✓ **Unipkausivut- Building Language and Literacy Skills Through Oral History**

The Nunavut Literacy Council produced this manual. It is a collection of resources, divided into nine sections:

- i) Storytelling and Culture
- ii) Language and Literacy in Nunavut
- iii) Building Language and Literacy Skills
- iv) Planning Your Project
- v) Sample Documents
- vi) The Process of Collecting Oral Histories
- vii) Project Ideas
- viii) Stories
- ix) Useful Resources

Contact the Nunavut Literacy Council for a copy or download a copy from their website [www.nunavutliteracy.ca](http://www.nunavutliteracy.ca)

✓ <http://www.pwnhc.ca/databases/index.htm>

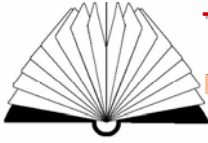
Prince of Wales Northern Heritage Centre website has archives, photos, and other searchable databases learners can use online.

✓ [http://www.nwt.literacy.ca/adultlit/idaa\\_trl/idaa\\_trl.pdf](http://www.nwt.literacy.ca/adultlit/idaa_trl/idaa_trl.pdf)

Idaa Trail Study Guide, Chapter 3. More learning activities and handouts about interviewing Elders.

✓ <http://www.gwichin.ca/>

This is the Gwich'in Social and Cultural Institute's website. They document, preserve and promote Gwich'in culture and language through oral history, language, traditional knowledge, place names and other ethnographic research.



- ✓ <http://www.deneculture.org/>

This is the Dene Cultural Institute's website. They coordinate research and educational activities that protect and promote Dene culture, languages, spirituality, heritage, tradition and customs. They also facilitate community efforts to preserve Dene culture.

- ✓ <http://www.irc.inuvialuit.com/>

This is the Inuvialuit Regional Corporation's website. The 'Culture' section includes information and resources about oral traditions.

- ✓ <http://www.e-wally.org/planbrochure.htm>

A step-by-step plan to make a brochure, including a logo