



# My Community

QLWG  
Essential Life Skills  
Unit 3



# QLWG Skills for Life

## Acknowledgements

### Published by: Quebec Literacy Working Group:

|                                   |                                 |
|-----------------------------------|---------------------------------|
| Central Québec School Board:      | Patti L. Moore                  |
| Eastern Shores School Board:      | Debrah Adams                    |
| Eastern Townships School Board:   | Ilze Epnerns                    |
| English Montreal School Board:    | Mario Pasteris and Mary Gouskos |
| Kativik School Board:             | Carmelle Castonguay             |
| Lester B. Pearson School Board:   | Denise Llewellyn                |
| Littoral School Board:            | David Roberts                   |
| New Frontiers School Board:       | Maria Gudzio                    |
| Riverside School Board:           | Linda Martin                    |
| Sir Wilfrid Laurier School Board: | Darlene Brown                   |
| Western Québec School Board:      | Warren Halligan                 |

|                             |   |
|-----------------------------|---|
| <b>Project Coordinator:</b> | Patti L. Moore  |
| <b>Author:</b>              | Vicki-Ann Huegeli   |
| <b>Project Supervisor:</b>  | PROCEDE (Provincial Organization of Continuing Education Directors – English) |
| <b>Proofreading:</b>        | <b>Vérification Anglaise:</b> Karen Ingalls                                   |
| <b>Cover Design:</b>        | Creative Solutions Créatives: Vilnis Epnerns                                  |

**Additional Expertise:** Teachers, Tutors, Students and Local Animators from the following groups who field-tested the units:

|                                     |                                  |
|-------------------------------------|----------------------------------|
| Central Québec School Board         | Littoral School Board            |
| Chateauguay Valley Literacy Council | Lester B. Pearson School Board   |
| Eastern Shores School Board         | New Frontiers School Board       |
| Eastern Townships School Board      | Quebec City Reading Council      |
| English Montreal School Board       | Riverside School Board           |
| Gaspésie Literacy Council           | Sir Wilfrid Laurier School Board |
| Kativik School Board                | South Shore Reading Council      |
| Laurentian Literacy Council         | Western Quebec Literacy Council  |
| The Learning Exchange               | Western Québec School Board      |
| Literacy in Action                  | Yamaska Literacy Council         |
| Literacy Unlimited                  |                                  |

ISBN Number: 978-0-9812349-0-8

© Copyright **QLWG Skills for Life Series, 2008**

# QLWG Skills for Life Series

## THEMATIC UNITS

Competency-based learning meets the needs of all learners. It is important to keep in mind, however, that all learners are different. In order to address the needs and interests of all learners, units have been divided by *Essential Life Skills* and *Individual Life Skills*.

*Essential Life Skills* are important for everyone, while *Individual Life Skills* address the needs and interests of different learners. Once learners have completed the “Essential” units, they may choose a unit that is applicable to their interests and lifestyle.

| Essential Life Skills Units  | Individual Life Skills Units                   |
|--|--|
| 1. Orientation Unit  | 18. My Hobbies and Leisure Time                |
| 2. Around the Home   | 19. Employment Skills                          |
| 3. My Community  | 20. On the Job                                 |
| 4. Being a Canadian Citizen  | 21. My Family                                  |
| 5. What’s for Dinner?  | 22. Entertainment (music and film)             |
| 6. Managing My Money   | 23. Fitness and the Great Outdoors             |
| 7. Smart Shopping  | 24. Getting Around (travel and transportation) |
| 8. My Health   | 25. Career Exploration                         |
| 9. All About Me  | 26. Getting My Driver’s Licence                |
| 10. Communication Skills   | 27. Learning in Quebec                         |
| 11. Living in Quebec   | 28. Living Green                               |
| 12. Strategies for Reading   | 29. Handling Legal Concerns                    |
| 13. Strategies for Writing   | 30. The Retirement Years                       |
| 14. Strategies for Grammar   |  |
| 15. Strategies for Numbers 1:<br>Understanding Numbers             |  |
| 16. Strategies for Numbers 2:<br>Adding & Subtracting              |  |
| 17. Strategies for Numbers 3:<br>Multiplying, Dividing & Fractions |  |



# QLWG *Skills for Life Series*

## Unit #3: My Community

### Table of Contents

|   | page |
|---|------|
| WELCOME LEARNER!.....                         | (i)  |
| Introductory section .....                    | 1    |
| What I Already Know.....                      | 2    |
| My Community.....                             | 3    |
| Not Just a Place.....                         | 5    |
| Community Services.....                       | 7    |
| Using the Phone Book .....                    | 9    |
| Creating a Personal Directory.....            | 13   |
| How are you doing? .....                      | 19   |
| Making a Difference .....                     | 20   |
| Volunteering: We All Win (article) .....      | 21   |
| The Community I Want .....                    | 23   |
| Getting Involved in My Community.....         | 24   |
| How Can I Contribute?.....                    | 26   |
| My Community and Me.....                      | 27   |
| What I Know Now .....                         | 30   |
| Checking My Writing .....                     | 31   |
| My Community: <b>Learning Checklist</b> ..... | 33   |



# WELCOME LEARNER!

This workbook is meant to help you develop important life skills. As you work on different activities, try to see the purpose in what you are doing, stay motivated and enjoy!

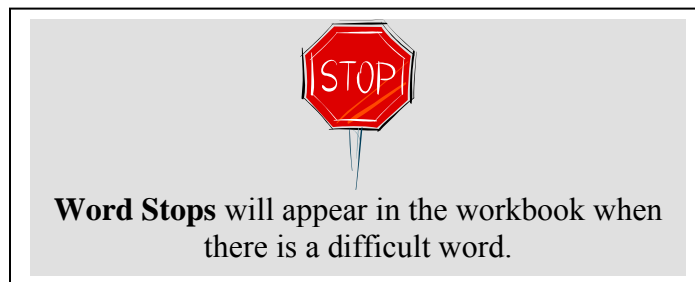
## Things to Look for:

### Checkpoints

You will finish every unit of study with a Checkpoint (in blue). Once you have completed the Checkpoint questionnaire, you will send this document to your distance education tutor. Make sure you fill in the **date, your name, your phone number** and the **distance education tutor's name** on the cover of this document.

### Word Stops

**Word Stops** will explain more difficult words. Look for words in bold print (example: **bold**). A **Word Stop** will follow to tell you what that word means.



## **If you do not understand, follow these steps:**

1. Look at titles and pictures. Do they tell you anything?
2. Try to find the general meaning.
3. Look for Word Stops.
4. Use a dictionary.
5. If you still do not understand, contact your distance education tutor.

## **Before you contact your distance education tutor:**

1. Prepare your questions. What do you want to ask?
2. Give the page number and section title to your tutor so they know where you are.



**“Act the part; walk and talk exactly as if you were already the person you want to be.”**

**~Brian Tracy**



# My Community

"A community is like a ship; everyone ought to be prepared to take the helm."

~Henrik Ibsen



## Introduction:

As a member of a community, you may both take advantage of services and **contribute** to your community. This unit will help you to discover what a community is, what you can get from it, and what you can give back.

## In this unit, you will:

- explore the meaning of a community.
- learn more about your own community.
- create a personal directory of services in your community.
- read an article on volunteering.
- think of ways to participate in your community.



### WORD STOP

1. **contribute** (kon-trib-yoot): to give or to add to something.

## What I Already Know



Explain what you know about communities. This list will help you to keep track of what you learn.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

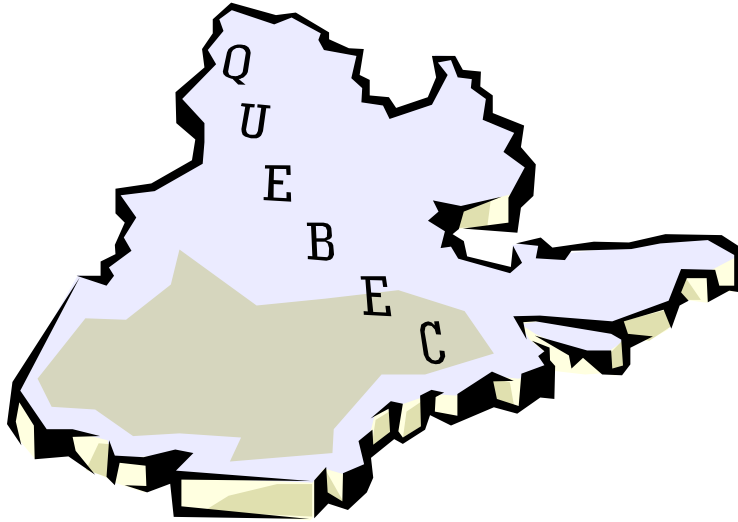
---

---

---

---

# My Community



In a province the size of Quebec, there are many different communities.

## REFLECTION:

1. What is a community?

---

---

---

---

2. Can your community be found on the map?

---

---

---

---

"Living together is an art."  
~William Pickens

**You will be asked to write about your community. Keep the following writing tips in mind as you write.**

## Writing Tips

1. Write in full sentences.
2. Sentences end with a period.
3. Sentences begin with a capital.
4. Use capitals for months, days, and names of people and places.
5. Pay attention to spelling.
6. Use words that are familiar.



# Not Just a Place

Many people think a community is just a place, but a community can be a group of people who have something in common. For example, a group of people who share a common language, **ancestry**, history, interest, or goal are members of the same community.



## WORD STOP

1. **ancestry** (an-sess-tree): background of a person's family.

### Examples of different communities:

- ✚ Regional community (where I live)
- ✚ English-speaking community
- ✚ Aboriginal community
- ✚ Black community
- ✚ Immigrant community
- ✚ International community
- ✚ Acadian community
- ✚ Arts community
- ✚ Church community



"In every community there is work to be done.  
In every nation, there are wounds to heal.  
In every heart there is the power to do it."

~Marianne Williamson



**REFLECTION:**

1. Everyone belongs to a community. What communities do you belong to?

---

---

---

2. What do you know about your community? (Size, location, history, people, programs, events, etc.)

---

---

---

---

---

3. What do you want to know about your community?

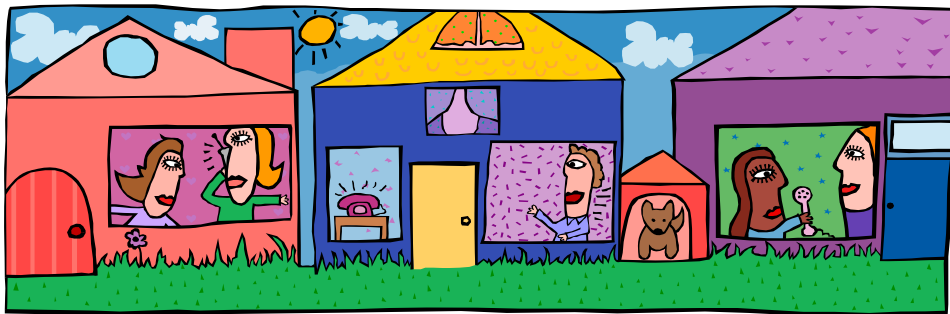
---

---

---

---

---



# Community Services

There are many different services in a community. Such services exist to help all members.

**There are community services that deal with...**

- Abuse
- Art
- Children
- Civil / Legal Rights
- Community Development
- Community Policing
- Computer Services
- Daycare
- Education
- Emergency Services
- Employment
- Environment / Conservation
- Family
- Health
- Housing / Homelessness
- Library
- Prenatal (for expectant mothers)
- Reading Council
- Religious
- Seniors
- Special Needs
- Sports and Leisure
- Substance Abuse
- Teen Pregnancy
- Tourism
- Violence Prevention



"We are all dependent on one another, every soul of us on earth."  
~G.B. Shaw

**REFLECTION:**

1. Why are community services important?

---

---

---

---

---

2. Describe what you already know about services in your community?

---

---

---

---

---

---

---



Community services are for everyone! They allow us to work together and make our communities strong.

# Using the Phone Book



A phone book is a great tool to help you find things in your community. It provides **emergency**, **residence**, government and business phone numbers.

## Parts of the Phone Book

### EMERGENCY NUMBERS:

The very first pages of your phone book contain **emergency** phone numbers. You will find phone numbers for the following:

1. Ambulance (9-1-1)
2. Fire (9-1-1)
3. Police (9-1-1)
4. Quebec Poison Control
5. Hydro Quebec - for fallen power lines

### RESIDENCE NUMBERS:

This section of the phone book is white. It provides you with an **alphabetical** list of people's home phone numbers. If you want to find someone's home phone number, look for their last name first.



### WORD STOP

1. **emergency** (em-ur-jen-see): a crisis that needs to be dealt with right away.
2. **residence** (rez-uh-dunce): a home.
3. **alphabetical** (al-fuh-bet-uh-kul): in order from A to Z.

Use what you know about the alphabet to find a person's name in the phone book. If you want to find *Jason Smith*, for example, you will:

1. Find the "S" section of the phone book.
2. Then find where the second letter in the name fits in the alphabet (Smith).
3. Go to the "Sm" section of the book.
4. Now continue with the third letter (Smith).
5. Go to the "Smi" section of the book.
6. Continue in the same way until you find the Smiths.
7. Once you find the Smiths, follow the same rules with the first name.

### **GOVERNMENT NUMBERS:**

When you look at the pages on the side of your book, you will see a navy blue trim. This section contains government phone numbers. Phone numbers for government services are also placed in alphabetical order.

### **MAPS AND A STREET INDEX:**

You may wish to use maps in your phone book to find a place in your area. Look for the section with a red trim to find maps and a street index for your area.





## **BUSINESS NUMBERS (THE YELLOW PAGES™):**

Business categories are placed in alphabetical order. You will find the category in the top left-hand corner of the page. If you want to find the phone number for your local butcher, for example, you will look for the “Butcher” section of the Yellow Pages™.

### **ACTIVITY:**

Practice finding different phone numbers in your phone book

#### **STEP 1:**

Look at the example below to see what you have to do.

#### **STEP 2:**

Examine the table “Using My Phone Book” on the next page to see what numbers you have to find.

#### **STEP 3:**

Use your phone book to find the phone numbers.

### **PURPOSE:**

Your phone book is an excellent way to find out about different people and services in your community.

### **EXAMPLE:**

| <b>Name of person, service or business</b>  | <b>Where I will find it in the phone book</b> | <b>The phone number</b> |
|---|---|-------------------------|
| <i>One of your friends or family members:<br/><u>Jason Smith</u><br/>(add name)</i> | <i>Residence phone numbers</i>                | <i>555-1234</i>         |

## Using My Phone Book

| Name of person, service or business                                      | Where I will find it in the phone book | The phone number |
|--|--|------------------|
| <i>One of your friends or family members:</i><br><hr/> <i>(add name)</i> |  |                  |
| <i>Quebec Poison Control Centre</i>                                      |  |                  |
| <i>Health Canada</i>   |  |                  |
| <i>A restaurant</i><br><hr/> <i>(add name)</i>                           |  |                  |
| <i>A dentist</i><br><hr/> <i>(add name)</i>                              |  |                  |



## Creating a Personal Directory

### ACTIVITY:

Create a personal directory of services in your community. You may focus on services in the community *where you live*, or you may decide to find services provided by other communities that you are involved in.

### Materials Needed:

- A telephone book
- A telephone
- A computer (optional)
- Form for your Personal Directory (provided)

### STEP 1:

Examine the sample directory. For each category, you will:

1. find if there is a service for the category.
2. look up the contact information.
3. find out what the service does.

### EXAMPLE of how to fill in your Personal Directory:

Put the name of the service in this section.



| Services for...  | Contact Information  | What this service does  |
|--|--|---|
| <b>Education</b><br><u>Distance Education Programs</u>         | Tel: (450) 263-9710<br>Free: 1 (877) 463-3775                  | * Offers distance learning programs.<br>* Explains when and how to get started. |
| <b>Employment</b><br><u>Human Resources Development Canada</u> | Tel: (819) 564-5864<br>224 South Street<br>Cowansville, Quebec | * Job bank<br>* Career planning   |

**STEP 2:**

Decide *where* and *how* you will find services in your community.

**STEP 3:**

Fill in your Personal Directory.

**PURPOSE:**

As a member of your community, you should know the services that are offered. This will be useful in different ways:

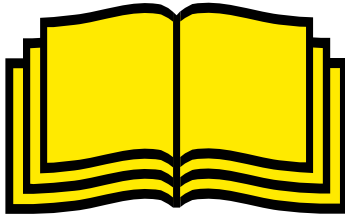
- If you are looking for work, you will know whom to contact.
- You will know whom to call in the case of an emergency.
- You will know what health care services are out there.
- You will know if there are services for your family and children.
- You will know where to find education, sports and leisure programs.
- It will help you to get involved!

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."  
- Margaret Mead



## Where Can I Look?

### The Telephone Book



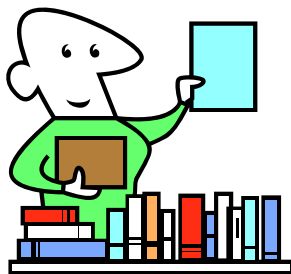
You may wish to begin your search with the blue government pages (in the middle of the book). You could also call your local **CLSC** for information on services in your community.

### The Internet

Just put in the name of your community and the service you are looking for and see what comes up.



### Public Library



Your local librarian should be familiar with the services in your community.

### If you have trouble completing your directory:

1. Ask your distance education tutor for help.
2. Go to the library and ask for help.
3. Ask friends or family if they know about services.



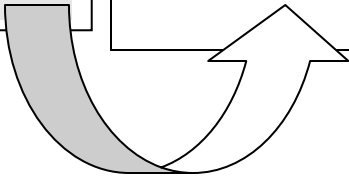
# MY PERSONAL DIRECTORY

## MY PERSONAL DIRECTORY

| Services for...                               | Contact Information | What this service does |
|---|---------------------|------------------------|
| <u>Abuse</u><br>_____<br>_____                |                     |                        |
| Children<br>_____<br>_____                    |                     |                        |
| <u>Community Policing</u><br>_____<br>_____   |                     |                        |
| Daycare<br>_____<br>_____                     |                     |                        |
| <u>Education</u><br>_____<br>_____            |                     |                        |
| <u>Emergency Situations</u><br>_____<br>_____ |                     |                        |
| Employment<br>_____<br>_____                  |                     |                        |
| Family<br>_____<br>_____<br>_____<br>_____    |                     |                        |
| <u>Health</u><br>_____<br>_____               |                     |                        |

| Services for...   | Contact Information | What this service does |
|---|---------------------|------------------------|
| <b>Library</b><br>_____<br>_____                          |                     |                        |
| <b>Prenatal (for expectant mothers)</b><br>_____<br>_____ |                     |                        |
| <b>Seniors</b><br>_____<br>_____                          |                     |                        |
| <b>Sports and Leisure</b><br>_____<br>_____               |                     |                        |
| <u><b>Substance Abuse</b></u><br>_____<br>_____           |                     |                        |
| <u><b>Teen Pregnancy</b></u><br>_____<br>_____            |                     |                        |
| <u><b>Violence Prevention</b></u><br>_____<br>_____       |                     |                        |
|   |                     |                        |

Can you add any services to this list?



Keep your Personal Directory in a place where you can find it.

**REFLECTION:**

1. What have you learned about your community?

---

---

---

---

2. How will you use your Personal Directory?

---

---

---

---

3. What else would like to know about your community? How can you find this information?

---

---

---

---

---

---



"We were born to unite with our fellow men,  
and to join in community with the human race."  
~Cicero

# How are you doing?



**Complete the questionnaire to keep track of your learning.**

1. Have you completed all reading and activities to this point? (*Circle your answer.*)

**Yes**

**No**

2. If you answered “No”, explain what you did not complete and why.

---

---

---

3. What was easy and why?

---

---

---

4. What was difficult and why?

---

---

---

5. General comments. (*Do you have any comments on the work that you have done?*)

---

---

---

# Making a Difference

## ACTIVITY:

Read the article “Volunteering: We All Win” (on the next page).

## STEP 1:

Review the “TIPS FOR READING”. Consider different ways you can improve your reading skills.

## STEP 2:

Use your reading tips to read the article.

## TIPS FOR READING

1. Look at the title and picture.
2. Read once without stopping.
3. Try to get a general idea of what the article is about.
4. Look for familiar words.
5. Read a second time and highlight new or difficult words.
6. Keep track of difficult words in a learning log.
7. Verify the meaning of such words with a dictionary or with your tutor.



# The Daily Times

## Volunteering: We All Win

by Victoria Wolfe



In today's hustle and bustle world, it often feels like we have too much to do. So why should we take time from our busy schedules to volunteer? The truth is, there are many great reasons to volunteer.

When you volunteer you are giving of yourself. You are giving to your family, friends, neighbours and even your community. Maybe you volunteer just because it makes you feel good or maybe you give to just say thank you for all the blessings you have in your life. Either way, it just makes sense.

Not only is volunteering something that enriches you spiritually, it also has a practical side too. Volunteering at different positions for various causes gives you valuable experience that you can use to further your professional career. Through volunteering you can:

- develop skills (social and professional)
- network with people for potential job opportunities
- explore new career paths
- gain work experience

Whether you volunteer for personal or professional reasons, it doesn't matter. What does matter is that you're getting out there and making a difference. Whether you're young or old, small or big, volunteering is just the right thing to do. Through volunteering you can meet new people, develop your skills, and help your community. In the end, the person you'll really be giving to is yourself. We all win.



**REFLECTING ON READING:**

1. What did you learn from this article?

---

---

---

---

---

2. What can you get from volunteering?

---

---

---

---

3. What does volunteering do for others?

---

---

---

---

4. List three new or difficult words in this article.

|    |
|----|
| 1. |
| 2. |
| 3. |

5. How did you handle these words?

---

---

---

---

# The Community I Want

While we cannot make the world perfect, it is possible to make it better. Contributing to your community is one way to make your world a better place.

**REFLECTION: What kind of community do you want to live in?**

1. My community is...

---

---

---

---

---

2. I want my community to be...

---

---

---

---

---

3. My community would be better if...

---

---

---

---

---

---





# Getting Involved in My Community

Volunteers are needed everywhere. Volunteering is a great way to get involved and make a difference in your community.

## Some reasons to volunteer:

1. You will help others.
2. You will help your community.
3. You will learn more about people.
4. You will learn more about your community.
5. You will play a valuable role in society.
6. You will get experience that will impress an employer.
7. You will increase your chances of getting a job.
8. You will get good references.
9. You will feel good knowing that you are making a difference.



# Some ways to make a difference:



Participate in a walkathon



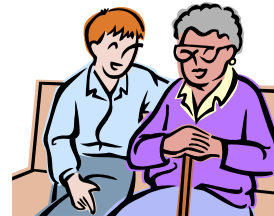
Donate unwanted goods to charity



Participate in community fundraisers



Assist in a community clean up project



Visit a home for seniors



Help the disabled



Volunteer at an animal shelter

"I am of the opinion that my life belongs to the community, and as long as I live it is my privilege to do for it whatever I can."

~George Bernard Shaw

# How Can I Contribute?

## REFLECTION:

1. How do you see yourself participating in your community?

---

---

---

---

2. What type of volunteer work would you like to do? Who could you contact about this?

---

---

---

---

3. What steps will you take to get more involved?

---

---

---

---

---

---

---



# My Community and Me

Now that you have learned about community services and the value of giving to your community, you are ready to observe how your community affects your everyday life.

## **ACTIVITY:**

Pay close attention to the world around you to find examples of how your community affects your life.

## **STEP 1:**

Reflect on what you know about communities.

## **STEP 2:**

Observe the world around you for several days and take note of how your community affects your life (or others' lives).

## **STEP 3:**

Answer the questions on the following page. Provide solid examples of what you observed about your community (or communities in general).

## **PURPOSE:**

Learning is most valuable when can apply it to your own life.

## Where to find real-life examples:

1. Look at the people around you. Are they involved in their community? Consider what affect this has on their lives.
2. Read the newspaper. Look for stories about different communities.
3. Watch TV to see what kind of messages popular programs share about communities.
4. Look at your family and consider how they are affected by your community.

# My Community and Me

## **REFLECTION:**

Provide solid examples of what you have observed in the past few days. How does community affect your everyday life?

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

How do you feel about what you observed? Why do you feel this way?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## What I Know Now



Go back to the beginning of this unit and look at the list of things you knew before you started. Describe what you know now. What have you learned?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

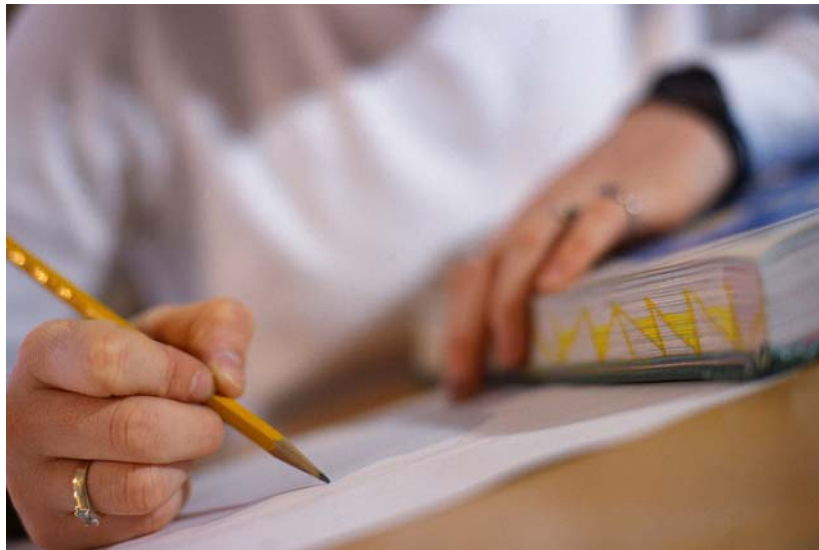
---

---

## Checking My Writing

Examine your writing in this unit and check the items on the checklist.

|  |   |
|--|---|
| <b>Sentences</b>                                 | ✓ |
| Periods are at the end of my sentences.          |   |
| My spelling is correct.                          |   |
| The meaning of my sentences is clear.            |   |
| My sentences are complete.                       |   |
| <b>Capitalization</b>                            | ✓ |
| Sentences begin with a capital.                  |   |
| Months and days begin with a capital.            |   |
| Names of people and places begin with a capital. |   |
| <b>Word Choice</b>                               | ✓ |
| My choice of words is correct.                   |   |







# My Community

## Learning Checklist

Check off each item on this list that you can do as "ACHIEVED". If you feel that you have to improve on something, check "IN PROGRESS". Review your Learning Checklist with your tutor.

| <b>COMPETENCIES</b><br>What I can do.                       | <b>IN<br/>PROGRESS</b> | <b>ACHIEVED</b> |
|---|------------------------|-----------------|
| 1. I can explain what a community is.                       |                        |                 |
| 2. I can find where I live on a map.                        |                        |                 |
| 3. I can describe my community.                             |                        |                 |
| 4. I can describe different types of communities.           |                        |                 |
| 5. I can explain what a community service is.               |                        |                 |
| 6. I can use the telephone book to find out about services. |                        |                 |
| 7. I can explain why community services are important.      |                        |                 |
| 8. I can follow directions to complete an assignment.       |                        |                 |
| 9. I can ask for help when I need it.                       |                        |                 |
| 10. I can create a Personal Directory.                      |                        |                 |
| 11. I can organize what I find in a Personal Directory.     |                        |                 |

| <b>COMPETENCIES</b><br><b>What I can do.</b>                  | <b>IN<br/>PROGRESS</b> | <b>ACHIEVED</b> |
|---|------------------------|-----------------|
| 12. I can use my Personal Directory when necessary.           |                        |                 |
| 13. I can find the main idea when reading.                    |                        |                 |
| 14. I can find details in an article.                         |                        |                 |
| 15. I can draw conclusions about what I read.                 |                        |                 |
| 16. I can describe the community I want to live in.           |                        |                 |
| 17. I can think of ways to make my community better.          |                        |                 |
| 18. I can explain why volunteering is good.                   |                        |                 |
| 19. I can think of ways to help my community.                 |                        |                 |
| 20. I can think of ways to get involved.                      |                        |                 |
| 21. I can check my writing for mistakes.                      |                        |                 |
| 22. I can make changes to my writing when needed.             |                        |                 |
| 23. I can connect what I learned to my life.                  |                        |                 |
| 24. I can look around me for examples of what I have learned. |                        |                 |
| 25. I can observe how my community affects my life.           |                        |                 |
| 26. I can write about what I observe.                         |                        |                 |
| 27. I can keep track of my learning in a journal.             |                        |                 |

The

**QLWG Skills for Life Series**

was made possible through funding from a joint  
IFPCA funding initiative of the

**Office of Literacy and Essential Skills**

and the

**Direction de l'éducation des adultes et de l'action communautaire**

with the collaboration of





*A production of*



**PROCEDE**

*Provincial Organisation of Continuing Education Directors – English*