

Igniting the Power Within

Level 3 Curriculum

Essential Skills and Portfolios for Your Community



IGNITING
THE POWER
WITHIN

Essential Skills & PLAR

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INTRODUCTION

In 2004 a group of First Nation, Métis and non-Aboriginal practitioners, front-line workers, program developers and provincial policy makers gathered to discuss how the nine Essentials Skills (ES) and Recognizing Prior Learning (RPL) should be introduced and taught to Aboriginal communities in Manitoba. Out of this meeting a steering committee was formed, and eventually a four-level certification program called *Igniting the Power Within* (ITPW) was created.

Since 2005, *Igniting the Power Within* has “Ignited” over 1000 people across Canada. Ignited participants have validated the Igniting process of teaching and learning which is embedded in Aboriginal philosophies, hands-on learning and a tell me, show me, let me do approach.

This document is the curriculum of the Level 3 certification – Essential Skills and Portfolios for Your Community. This is the third curriculum document of a series of four.

The following curriculum will help you plan and implement your own *Igniting the Power Within* Level 3 certification training in your regional community.

PROGRAM Goal

The goal of Level 3 is to teach other regions and jurisdictions how to teach the nine Essential Skills and Recognizing Prior Learning from an Igniting perspective. Igniting respects and honours an Aboriginal approach to learning and doing.

PHILOSOPHY

The Vision for *Igniting the Power Within* is that all Aboriginal People shall have the Essential Skills and RPL training they need to be able to (*insert dream here*).



OVERALL Best Practices

At ITPW, we believe that we have been successful in engaging First Nation and Métis communities because of our ways of practice. Our ways of practice are listed below and include:

- Interactivity
- Use of story, theatre, music and art
- First Nation and Métis Elder participation. Elders should be provided with an honorarium to compensate for their time.
- Developing a steering committee. The steering committee helps with the planning, organizing and facilitation of workshop events. Steering committee members should represent First Nation, Métis and government agencies. Steering committee members' time can be documented as in-kind contributions.
- Creating a common ground – a common ground where the steering committee does not support the hierarchical roles of President, Vice-President, etc.
- Accessibility and visibility. Having steering committee members assessable and visible to all workshop participants at the training events.
- Having Elders available. Elders can offer one-to-one counselling, in addition to teachings with steering committee members and learners at training events.
- Providing giveaways. Providing participants with gifts and take-aways that reinforce the messages of RPL and Essential Skills, while honouring the participants' presence.
- Supplying food. Providing hot breakfast and lunch to participants – food is an important part of Aboriginal culture.
- Travel assistance. Having travel subsidies available to ensure participants from a distance are able to attend.
- Awarding door prizes. Giving door prizes away at the breaks. In order to win a door prize, you need to be in the room. This practice encourages participants to return from breaks on time. We also give a larger door prize at the end of the two-day training (e.g., a digital camera).
- Presenting a certification of learning/completion. The steering committee can determine who the best person is to sign these certificates for authenticity.
- Relationship building. Building a relationship with participants and validating to them that they do belong at the training, and that the steering committee is thankful for their attendance.



A BRIEF STORY of *Igniting the Power Within*

Level 3

The overall goal of *Igniting the Power Within* Level 3 is for participants to leave the workshop with an Essential Skills lens and the ability to create an Essential Skills Profile which can be placed within the portfolio started in Level 2.

The aim of *Igniting the Power Within* Level 3 – Day 1 is to teach participants:

- the skill of self-reflection
- how to use self-reflection when identifying the nine Essential Skills
- how to write an Essential Skills Profile
- how to interview someone in order to assess their Essential Skills

The plan for *Igniting the Power Within* Level 3 – Day 2 is to continue practising Essential Skills profile development, coach clients to assess their Essential Skills, and to help the learners recognize and validate that the workshop training enables them to be RPL and Essential Skills coaches in their communities.

Days 1 and 2 teaching approaches include storytelling, self-reflection, hands-on activities and role-playing.

As in the previous levels, participants who come to Level 3 training are presented with gifts. All of these gifts provide a value statement to the learners. The statement being made is that “the learner is valued and seen as important enough to be dignified with gifts.” The gifts represent the Essential Skills theme of the workshop. Level 3 gifts include a tape measure (numeracy), a small notebook and pen (writing and thinking), calculator (numeracy), post-it notes (writing and thinking), and a pencil case for all of their new supplies. Every *Igniting the Power Within* accessory has the ITPW logo imprinted on it.



LEVEL 3 – Best Practices

- Have First Nation and Métis Elders open and close the day with a prayer. Elders should also be invited to pray over food prior to meal times. It is imperative that Elders be presented with tobacco and an honorarium publicly as this public statement validates that our Elders are important and respected teachers.
- A private room should be made available, where Elders can rest and provide one-to-one counselling as necessary.
- Arrange for Level 3 giveaways, such as a tape measure (numeracy), a small notebook and pen (writing and thinking), calculator (numeracy), and post-it notes (writing).

LEVEL 3 – Registration Process

All forms used in the ITPW Manitoba registration process can be found in Appendix A.

Registration for learners is opened up 8–10 weeks prior to the training event. Learners are identified as guidance counsellors, employment counsellors, social assistant workers, career counsellors, etc., and any staff member who works with employment and training would be seen as a potential participant.

The registration process includes the following:

1. A “Heads Up, Mark Your Calendar” is faxed to all First Nation and Métis organizations 8–10 weeks prior to the event. Faxes are sent since not all First Nation and Métis organizations are set up with computer technologies.
2. A Level 3 Registration form, along with subsidy information, is sent 6–8 weeks prior to the event.
3. Level 3 Registration and Subsidy forms are re-sent 4–6 weeks prior to the event.
4. Personal phone calls are made to potential registrants to encourage them to register and to answer any questions 2–4 weeks prior to the event. Notes are made on learners who say they will attend.
5. Personal phone calls are made to registrants who stated that they would like to attend in the first round of phone calls, but who have not yet sent in their Registration forms.
6. Registered participants are sent a registration confirmation (Appendix B), along with a high level agenda (Appendix C).

At the event itself, attendance is taken on both training days. This helps to ensure that learners are benefiting from both days of training and truthfully qualify for Level 3 completion certificates (Certificate copy – Appendix D).



Travel subsidies are given on the second day in the afternoon after the coffee break. This helps to ensure attendance until the end of the workshop.

If you take pictures and make videos to document your training workshop, please be sure to have the participants complete a Photo Release form (Appendix E).

MATERIALS NEEDED FOR REGISTRATION:

- ☐ Registration Forms (Appendix A)
- ☐ Breakfast
- ☐ High Level Agendas (Appendix C)
- ☐ Photo Release Form (Appendix E)
- ☐ Name tags for participants



WELCOMING Participants to Level 3

At the beginning of each day, welcome the participants and thank them for coming. The welcoming could be provided by a Master of Ceremonies or by the person who will provide leadership at the two-day event. We like to use an MC in Manitoba because it provides a touchstone person for the group. When the group sees the MC going up to the stage, they are naturally inclined to listen since they recognize that a new topic is about to be introduced. In Manitoba, the MC is usually one of the steering committee members.

The welcoming portion to Day 1 should be limited to 20 minutes. Anything longer than 20 minutes will lose the attention and possibly retention of the audience.

Tasks to be completed during the welcoming portion:

- greet crowd and ask them to assemble
- introduce Elders
- present card with honorarium and tobacco to Elders
- have Elders open day with prayer
- give welcome remarks, along with housekeeping information such as a request to turn off all cell phones, the location of the washrooms and smoking areas, where to pick up messages, etc.
- provide overview of the two days
- provide outcomes and objectives of the Level 3 certificate training event
- provide overview of morning agenda
- have an ice breaker available (Appendix F)

A welcoming should be performed at the beginning of both Days 1 and 2 since this convenes the audience and provides focus for the day.

The Day 2 welcoming is a quick revamp of Day 1, and should take no longer than 15 minutes.



LEVEL 3 Outcomes

Participants should be able to:

- Identify the nine Essential Skills and apply them to both everyday and work activities
- Identify their own Essential Skills
- Explain which Essential Skills need strengthening in their own lives
- Identify the Essential Skills needed as a coach
- Coach clients through identifying their own Essential Skills
- Coach clients to include their Essential Skills in their portfolios
- Continuously learn and practise the Essential Skills
- Use the communication techniques of self-reflection, active listening, giving feedback and self-disclosure

STRATEGY of Curriculum

This curriculum document details the teaching moments of the two-day training process. The two days of training will be broken down into teaching moment notes.

Each teaching moment details the skill and knowledge outcomes of the activity, instructional tasks, teaching strategies, speaker notes/directions, supplies needed and length of time.

In Appendices G and H you will find the actual workshop facilitator notes from Manitoba. We hope that after reviewing the teaching moment notes and the information in the appendices, you will have a solid idea of how to arrange a Level 3 training certification event.



LEVEL 3 – Teaching Moments

The following section provides a very high level perspective of the two days of training. The detailed two-day high level agenda can be found in Appendix C. The two-day facilitator notes, including the times, are found in Appendices G/H.

DAY 1 AGENDA	
	Message
Registration and Breakfast	
Welcome	
Teaching Moment 1 – Facilitator	Nine Essential Skills Review
Teaching Moment 2 – Facilitator	Reflection Exercise: Evidence and Profile Sheets
Teaching Moment 3 – Facilitator	Analyse Reflection Exercise
Teaching Moment 4 – Facilitator	Analyse Reflection Exercise for the Nine Essential Skills
Teaching Moment 5 – Facilitator	Exercise: Develop a Profile from the Reflection Exercise
Teaching Moment 6 – Facilitator	Exercise: Provide Feedback on Essential Skill Identification in the Reflection Exercise
Teaching Moment 7 – Facilitator	Activity: Stories
Teaching Moment 8 – Facilitator	Live Coaching: Real Story, Real Time – Choose the Client
Teaching Moment 9 – Facilitator	Interviewing for the Nine Essential Skills – Example #1
Teaching Moment 10 – Facilitator	Interviewing for the Nine Essential Skills – Example #2
Teaching Moment 11 – Facilitator	Review Coaching Skills
Teaching Moment 12 – Facilitator	Close the Day



DAY 2 AGENDA	
	Message
Registration and Breakfast	
Activity During Registration and Breakfast	
Welcome	
Teaching Moment 1 – Facilitator	Ice Breaker Activity: “I am…….”
Teaching Moment 2 – Facilitator	Profile Statement from Client’s Story – Day 1
Teaching Moment 3 – Facilitator	Develop a Personal Profile Statement
Teaching Moment 4 – Facilitator	Coaching and Developing an Essential Skills Profile
Teaching Moment 5 – Facilitator	Debrief Coaching Exercise
Teaching Moment 6 – Facilitator	Change your Thoughts to “I AM a Coach”
Teaching Moment 7 – Facilitator	Two-Day Debrief
Teaching Moment 8 – Facilitator	Feedback Forms and Evaluations
Teaching Moment 9 – Facilitator	Close the Day



DAY One

TEACHING MOMENT 1: FACILITATOR

15 MINUTES
MESSAGE:

“Nine Essential Skills Review”

TEACHING OBJECTIVES:

- To explain the importance of the nine Essential Skills
- To provide examples of Essential Skills in work and in everyday life

KNOWLEDGE OUTCOMES:

- Explains the importance of the nine Essential Skills
- Describes examples of Essential Skills in work and in everyday life

STRATEGY NOTES:

In this portion of the workshop the key goal is to explain what the nine Essentials Skills are, provide practical examples of the ES in work and in everyday life, and to articulate their importance.

We use painted blocks when we introduce the Essential Skills to a large group in Manitoba. The painted blocks are used for dramatic effect and to bring the learners’ attention back to what is being said. When the learners see the movement of the blocks, it re-engages their attention and makes them listen more intently.

We decorate nine blocks in total. Each block is brightly painted and labeled with an Essential Skill. We use different coloured foam letters to label the blocks. We display the corresponding block when we start to speak about the Essential Skill.

When speaking, we define the Essential Skill and provide practical examples of when it is used in work and in life.

The nine Essential Skills are:

▪ Reading Text	▪ Numeracy	▪ Working With Others
▪ Writing	▪ Computer Use	▪ Oral Communication
▪ Document Use	▪ Thinking Skills	▪ Continuous Learning



(See Human Resources and Skills Development Canada – google HRSDC Essential Skills)

(http://srv108.services.gc.ca/english/general/readers_guide_whole.shtml)

The nine Essential Skills are important because they are the foundational skills needed to gain and maintain employment. As well, the nine Essential Skills help people navigate more easily among the many systems within our economic-based society.

The nine Essential Skills help us to succeed in the workplace, and also help us on a personal level. For example, even a simple trip to a banking machine requires the Essential Skills of reading text, numeracy, thinking skills and computer use. Depending on the circumstance, a simple trip to the banking machine could require the additional skills of oral communication and working with others. The nine Essential Skills help us in our relationships and to become more successful citizens.

TASKS:

1. Identify and define the Essential Skill and provide practical examples. As you state the Essential Skill, lay out the coloured corresponding block. Examples are listed to assist you.

ESSENTIAL SKILL	EXAMPLE OF SKILL IN ACTION
Reading Text	
This means reading material that is in sentences or paragraphs. For example: notes, letters, memos, manuals, regulations, books or reports. You may read to find specific information or to understand the whole thing.	I can read... 1. Email messages on Hotmail 2. Community newsletters 3. The newspaper 4. Health brochures 5. Cookbooks 6. Web pages on the internet 7. Mystery novels 8. Letters



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Document Use	
Documents are forms where words and numbers are set up in a special way. For example, lists, tables, graphs, signs or labels. You may use documents to find information or to enter information for other people.	I can read and follow... ▪ Simple directions on a pill bottle ▪ Nutritional information on food menus and the prices in the menu ▪ Safety labels on paint cans ▪ Instruction manuals for video games ▪ Bills for food orders ▪ Maps ▪ Bus schedules ▪ Engine Repair manuals ▪ A work time schedule ▪ Plans on how to build a model ▪ Patterns on how to sew my own clothes I can... ▪ Fill in a time card ▪ Fill in an application for a job ▪ Fill in a form for a doctor
Writing Skills	
This includes writing words, sentences and paragraphs. It also includes filling in information in documents or typing on a computer. You may write to give information to others or to ask for information.	I can write... ▪ Emails to my friends ▪ Messages with my friends on MSN ▪ Shopping lists before going shopping ▪ Complaint letters ▪ Reminder memos ▪ My personal story for others to read



Numeracy	
This is using numbers. You may have to count or use a calculator or computer to keep records. You may have to estimate or measure something. If you have to do anything with money, you are using numeracy skills.	I can... ▪ Collect money from customers ▪ Add numbers in my head ▪ Estimate how much money I have spent before I get to the cashier ▪ Weigh and measure things like fish ▪ Estimate how much time it will take to complete a project ▪ Estimate the distance it is from my house to the nearest fire hall ▪ Convert Canadian dollars into American dollars ▪ Measure lumber ▪ Calculate a room's square footage
Oral Communication	
This is speaking and listening to share ideas and information with other people. Other people may be your co-workers or supervisors or the public.	I can... ▪ Greet people when they come through the door ▪ Offer help and directions to people when they are lost ▪ Tell people if I am upset about something ▪ Explain to people how I like my food prepared ▪ Tell people the difference between a cell phone and a home phone ▪ Tell people what movies are worth watching and why ▪ Explain what I do at work ▪ Take messages or ask other people for information ▪ Give directions ▪ Listen to and understand directions at work
Working with Others	
This is cooperating with other people to get a job done. Even if you work alone you have to give products or information to other people. You may work with a partner or helper. You may work as part of a small team or with lots of other people.	I can... ▪ Work in pairs ▪ Work in a large group and give directions to group members ▪ Tell new people what jobs need to be done, and ensure that they have been done correctly ▪ Be a team member ▪ Work under pressure with my team members to meet a deadline



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Computer Use	
This is using the computer in different ways. You may use a computer to enter data at work and to search for information at the library. You may send emails from both work and home.	I can ... ▪ Send and receive email ▪ Log onto the internet ▪ Do web searches ▪ Print a document ▪ Attach a Word document to an email ▪ Create lists in Microsoft Word ▪ Bold text in Microsoft Word ▪ Make an Excel chart ▪ Download a song from the computer onto an iPod ▪ Download pictures from my digital camera onto a computer
Thinking Skills	
This includes things like solving problems and making decisions. It is about finding information and remembering information. It is also about planning and organizing.	I can... ▪ Do a Sudoku puzzle ▪ Play a video game, i.e., Zelda ▪ Solve a squabble between my niece and nephew ▪ Decide if the glass is half full or half empty ▪ Decide who to call if I need something fixed on my car ▪ Figure out how to fix a mechanical problem ▪ Make things efficient at work ▪ Figure out my child's homework ▪ Plan a family reunion
Continuous Learning	
When you get a job you don't stop learning. You may have to get training about how to use new equipment or learn about new products. You need to know how you learn best and how to find information to help you learn new skills.	I can... ▪ Take courses through the continuous education programs at the local college ▪ Read books about topics I am interested in and learn from them ▪ Read instruction manuals to see what my digital camera can do ▪ Sit and listen to someone tell me how to do something differently ▪ Watch someone do something and learn how to do it



2. Give learners the HRSDC website and provide information on its benefits.

MATERIALS NEEDED:

- ☐ **Handout:** 9 ES Definitions (Appendix I)
- ☐ **Handout:** Essential Skills Task Examples (Appendix J)



TEACHING MOMENT 2: REFLECTION EXERCISE – PART 1**30 MINUTES****TEACHING OBJECTIVES:**

- To have individuals practise self-reflection
- To give individuals an opportunity to self-reflect on a personal experience

KNOWLEDGE OUTCOMES:

- Explains self-reflection

STRATEGY NOTES:

Personal development in ourselves and in our clients requires self-reflection. We began the self-reflection process in Levels 1 and 2, and it is a valued activity that will be continued in Level 3.

In the following exercise, learners will self-reflect on the first memories they ever had about the concept of work.

Reflection is the process of considering something in more detail. For example, “Let me reflect on that for a moment.”

In this activity, learners self-reflect on their first work experience to help them make sense of their relationship with the world of work. While doing this self-reflection they will use and develop their nine Essential Skills.

Participants will learn from a hands-on experience and will gain a greater understanding from an experience that may have been thought of as a non-teaching experience.

This self-reflection tool is based on a traditional teaching provided to an *Igniting the Power Within* Steering Committee member, and has been adjusted and adapted to fit the needs of Igniting training.

It is the hope of the committee that participants will find value in this self-reflection exercise and that they will use it with their clients.

Participants will do this exercise as a group, but they will fill in the handout individually.

This is a work alone self-reflection exercise and it will not be shared with the larger group.



TASKS:

1. Prior to the activity, have the facilitator complete the Reflection Exercise – Part 1 handout. This way the activity will be real, and the facilitator can provide participants with actual examples from his/her own life experiences.
2. Introduce to group that this activity is a self-reflection exercise. It will have several steps to it, and this is only the first step.
3. Review what self-reflection is and provide participants with practical examples of performing self-reflection at work and at home.
4. Do your best to create a safe environment. You can do this by verifying with participants that this activity is for their own use, and that the information they share will not be shared with others. As well, they will not be required to read any of their information out loud to the group. Another way to create a sense of safety is by verifying that self-reflection may seem like a scary task and that feeling nervous or scared is normal.
5. Tell participants that they will complete a handout in this activity. Have a steering committee member give out the handout. Ask participants to wait until everyone has a copy so that the handout can be completed as a large group activity.
6. Ensure everyone has the handout: Reflection Exercise – Part 1.
7. Read the instructions on top of the sheet aloud to the group and answer any questions they may have.
8. Go through each and every step of the handout. As you read out the question, provide participants with your example from the worksheet completed prior to the start of the activity.
9. If anyone says that they cannot recall an experience, encourage them to take some time and let them know that a memory will come to mind eventually. Tell participants that the memory does not need to be from a specific age.
10. Remind group that they will not be required to share their answers with others.
11. After all of the questions are complete, thank the people for participating and bring this portion of the activity to a close.

MATERIALS NEEDED:**Handout:** Reflection Exercise – Part 1 (Appendix K)

TEACHING MOMENT 3: ANALYSE REFLECTION EXERCISE**45 MINUTES****TEACHING OBJECTIVES:**

- To interpret an early memory experience
- To understand how thoughts of the past can impact the present

KNOWLEDGE OUTCOMES:

- Identifies past-life events and how they impact the present day

STRATEGY NOTES:

In this portion of the activity, participants are given an answer key to the questions they answered in Reflection Exercise – Part 1. The answers are their interpretations of the questions.

TASKS:

1. Tell participants that they are now going to be given the answer key to the questions they answered in Part 1.
2. Tell participants to review the answer key and compare it to their answers.
3. Tell participants that each of the questions has a purpose that reveals something.
4. Encourage participants to self-reflect on their answers.
5. Tell participants that they will now be given some more questions to help them with their self-reflection.
6. Tell group that if they like they can share any insights with the people at their table.
7. As group is self-reflecting, have steering committee members approach each table to check in with participants, debrief activity and answer any questions participants may have.
8. Thank people for participating.
9. Debrief activity and bring activity to a close.

MATERIALS NEEDED:

- ☐ **Handout:** Interpretation to Reflection Exercise – Part 2 - Reflection (Appendix L)
- ☐ **Handout:** Reflection Exercise – Part 3 - Analysis (Appendix M)



**TEACHING MOMENT 4: ANALYSE REFLECTION EXERCISE
FOR THE NINE ESSENTIAL SKILLS****30 MINUTES****TEACHING OBJECTIVES:**

- To identify how participants used the nine Essential Skills while doing the Reflection Exercise

KNOWLEDGE OUTCOMES:

- Identifies how the nine Essential Skills are used while doing self-reflection
- Explains how the nine Essential Skills are used in everyday activities

STRATEGY NOTES:

In this section of the workshop, participants will recognize how they use the nine Essential Skills on a daily basis.

TASKS:

1. Remind participants that we do reflection to make things better, and that reflection helps us understand who we are.
2. Tell participants that when doing the Reflection Exercise, they will be using the nine Essential Skills.
3. Tell participants they will now take some time to reflect on how they used the nine Essential Skills while completing this exercise.
4. Distribute the handout “9 ES Something More.”
5. Ask participants to complete the handout.
6. Tell participants that they are completing the first step in developing an Essential Skills profile.
7. Debrief activity and thank people for participating.
8. Bring activity to a close.

MATERIALS NEEDED:**Handout:** 9 Essential Skills Something More (Appendix N)

TEACHING MOMENT 5: DEVELOP A PROFILE FROM THE REFLECTION EXERCISE**45 MINUTES****TEACHING OBJECTIVES:**

- To learn how to develop an Essential Skills Profile

KNOWLEDGE OUTCOMES:

- Explains how to develop an Essential Skills Profile
- Understands that developing an Essential Skills Profile is a two-step process
- Knows that an Essential Skills Profile is detailed

STRATEGY NOTES:

In this section of the training participants develop an Essential Skills Profile.

Developing an Essential Skills Profile is a two-part process.

The first part has participants filling in the 9 ES Something More chart. In this chart, participants begin to make a sample list of the Essential Skills that they have used.

The second part has participants taking the information from the 9 ES Something More chart and developing it into fuller and more detailed sentences using action words. These well-developed sentences are then transferred to the worksheet titled ES Worksheet.

TASKS:

1. After participants have completed the 9 ES Something More Worksheet, distribute the handout: ES Worksheet. As they are filling in the chart they are thinking of how they used the ES while doing the reflective exercise.
2. Facilitator: Tell participants that they are going to work on doing a detailed Essential Skills Profile using the ES Worksheet.
3. Facilitator: Ask participants to look at the list they developed on the 9 ES Something More Worksheet.
4. Facilitator: Tell participants that they will now take one item from the list and develop it into a fully developed sentence using verbs/action words.
5. Distribute word sheets (Verbs and Action Words).
6. Facilitator: Instruct participants to take the information from the 9 ES Worksheet chart and develop the initial statement they created into fuller and more detailed sentences. Encourage participants to use words from the word sheets provided. **Emphasize that the new sentence should be detailed.** For example, a fully developed sentence would read, “I read and understand



the workplace policy manual titled *Being Part of the Team.*” Instruct participants to transfer their new well-developed sentences into the ES Worksheet under the corresponding Essential Skill.

7. When participants have completed the activity, ask a few participants to share their profiles with the larger group.
8. Instruct participants that this page would go into the Profiles chapter of their portfolio binder.
9. Thank people for participating.
10. Bring activity to a close.

MATERIALS NEEDED:

- ☐ **Handout:** ES Worksheet (Appendix O)
- ☐ **Handout:** Wordlist (Verbs) (Appendix P)
- ☐ **Handout:** Wordlist (Action Words) (Appendix Q)



TEACHING MOMENT 6: PROVIDE FEEDBACK ON ESSENTIAL SKILLS IDENTIFICATION IN THE REFLECTION EXERCISE**15 MINUTES****TEACHING OBJECTIVES:**

- To discuss how Essential Skills were used in the Reflection Exercise
- To provide feedback on the exercise

KNOWLEDGE OUTCOMES:

- Explains how Essential Skills can be identified in various activities

SKILL OUTCOMES:

- Identifies what roles have been performed in his/her life to date
- Expresses ideas creatively

STRATEGY NOTES:

This activity will have participants provide feedback on the Reflection Exercise and how they used the nine Essential Skills.

TASKS:

1. Tell participants to review the work they have completed.
2. Request feedback from the participants.
3. Ask participants to share insights on whether or not they were aware of how they used the nine Essential Skills, and what do they think they can do with the tool now that they know how to use it.
4. Encourage participants to begin recognizing the nine Essential Skills in other daily activities. If they see a lack in service, this identifies that an Essential Skill is missing.
5. Thank everyone for participating in the activity.
6. Close the activity.

MATERIALS NEEDED:

- ☐ **Handout:** Self-Reflection Exercise Debrief (Appendix R)



TEACHING MOMENT 7: STORIES**15 MINUTES****TEACHING OBJECTIVES:**

- To witness the power of storytelling
- To identify the Essential Skills in storytelling

KNOWLEDGE OUTCOMES:

- Explains the power of storytelling
- Explains how Essential Skills are used in storytelling

STRATEGY NOTES:

This portion of the workshop will share the power of storytelling. Committee members will be asked to share their stories with the group. Their stories will describe how they got to where they are in life.

TASKS:

1. Assemble group.
2. Inform group that they will now listen to committee members' stories.
3. Encourage participants to make a mental note on what Essential Skills were used to help the storytellers get to where they are in life.
4. Debrief insights.
5. Bring activity to a close.

MATERIALS NEEDED:

- ☐ Speakers who will share a part of their story



TEACHING MOMENT 8: LIFE COACHING: REAL STORY, REAL TIME – CHOOSE THE CLIENT**15 MINUTES****TEACHING OBJECTIVES:**

- To witness the power of storytelling
- To identify the Essential Skills in storytelling

KNOWLEDGE OUTCOMES:

- Explains the power of storytelling
- Explains how Essential Skills are used in storytelling

STRATEGY NOTES:

One of the speakers who shared a part of their story in the previous exercise will now describe their portion of the story in greater depth. He or she will provide details that will be explored in a coach and client relationship in the next activity.

TASKS:

1. Announce to group that one of the storytellers will tell a portion of his/her story in more detail.
2. Inform group they will now listen to the speaker.
3. Encourage participants to make notes on the story they will hear and identify what Essential Skills were used to help the storyteller get to where he or she is in life.
4. Debrief activity and answer any questions participants may have.
5. Bring activity to a close.



TEACHING MOMENT 9: INTERVIEWING FOR THE NINE ESSENTIAL SKILLS – EXAMPLE #1**20 MINUTES****TEACHING OBJECTIVES:**

- To learn how to identify a client's Essential Skills in an interview situation
- To witness a client/coach interaction

KNOWLEDGE OUTCOMES:

- Explains how to assess a client's Essential Skills

SKILL OUTCOMES:

- Reflects on what evidence they have
- Identifies good evidence

STRATEGY NOTES:

This workshop activity will have participants watch a role-play of an Essential Skills coach interacting with a client.

In this coaching role-play, the ES coach will ask the client specific questions on the tasks completed in a particular job role or experience. The specific job role or experience will be identified from the story told in the previous activity. As the client identifies tasks, the coach will identify the Essential Skills used. For example, if the client says, "I counted how many fish were caught every morning," the coach would then tell the client, "You used the Essential Skill of Numeracy."

The goal of this exercise is to role play positive coach/client interactions.

Another goal is to demonstrate to participants how an Essential Skills coach can reiterate to the client his/her own particular Essential Skill strengths.

The steering committee members playing the client and coach will keep mental notes on the coaching sessions, and will identify how the coach made them feel, what they liked about being coached and what worked in the coaching session.

TASKS:

1. Announce to group that the storyteller will now meet with an Essential Skills coach and that the ES coach will interview the storyteller to identify the Essential Skills he/she used in a specific job role or experience.



 3 Level 3 Curriculum

2. Inform group they will now watch a role-play that shows how to assess a person's Essential Skills practices used in a specific job role or experience.
3. Have another steering committee member make notes of the interview on a flip chart for all to see. These notes will be referred to on Day 2 of the workshop.
4. Encourage participants to make notes on the interview and on what they hear, and to identify what Essential Skills were identified or alluded to.
5. After role-play is complete, summarize what happened in the interview, answer any questions and debrief the coaching relationship.
6. Bring activity to a close.

MATERIALS NEEDED:

- ☐ Steering committee members to role-play a client and a coach



TEACHING MOMENT 10: INTERVIEWING FOR THE NINE ESSENTIAL SKILLS – EXAMPLE #2**15 MINUTES****TEACHING OBJECTIVES:**

- To learn how to identify a client's Essential Skills in an interview situation
- To witness a client/coach interaction

KNOWLEDGE OUTCOMES:

- Explains how to assess a client's Essential Skills

STRATEGY NOTES:

This workshop activity will have participants watch another role-play of an Essential Skills coach interacting with a client.

In this coaching role-play, the ES coach will define the Essential Skill for the client and ask the client how he or she specifically used the Essential Skill in a particular job role or experience. For example, the coach may say, "The Essential Skill of Reading Text is to find specific information. Please give me an example of a time when you demonstrated this skill." The client will then provide a specific example of Reading Text. The particular job role or experience will be identified from the story told in the previous activity. In this technique each ES will be defined for the client and specific examples will be sought.

The goal of this exercise is to role play positive coach/client interactions.

Another goal is to demonstrate to participants how an Essential Skills coach can seek specific ES information from the client.

The steering committee members playing the client and coach will keep mental notes on the coaching sessions, and will identify how the coach made them feel, what they liked about being coached and what worked in the coaching session.

TASKS:

1. Announce to group that the storyteller will now meet with an Essential Skills coach and that the ES coach will demonstrate another technique that can be used to assess a client's Essential Skills used in a specific job role or experience.
2. Inform group they will now watch a role-play that shows how to assess a person's Essential Skills practices used in a specific job role or experience.
3. Have another steering committee member make notes of the interview on a flip chart for all to see. These notes will be referred to on Day 2 of the workshop.



 3 Level 3 Curriculum

4. Encourage participants to make notes on the interview and on what they hear, and to identify what Essential Skills were identified or alluded to.
5. After role-play is complete, summarize what happened in the interview, answer any questions and debrief the coaching relationship.
6. Bring activity to a close.

MATERIALS NEEDED:

- ☐ Steering committee members to role-play a client and a coach



TEACHING MOMENT 11: REVIEW COACHING SKILLS**20 MINUTES****TEACHING OBJECTIVES:**

- To identify positive coaching skills

KNOWLEDGE OUTCOMES:

- Explains positive coaching skills with clients

STRATEGY NOTES:

The Essential Skills of an ES coach are identified and discussed in this activity. The effective Essential Skills of an ES coach are:

- Using clear language
- Listening actively
- Asking questions to get information
- Using friendly body language
- Using humour
- Expressing compassion
- Clarifying client statements
- Paraphrasing client statements
- Encouraging participation

TASKS:

1. Distribute handout: 9 Essential Skills of a Coach.
2. Review handout with participants. While reviewing handout, provide practical examples that participants can relate to.
3. After reviewing the handout, have the steering committee members who performed the role-plays share with the participants how they experienced and witnessed the nine Essential Skills.
4. Seek input from the participants on what they observed in the role-plays.
5. Answer any questions participants may have.
6. Inform group that the client/coach activity will continue on Day 2.
7. Bring activity to a close.

MATERIALS NEEDED:

- ☐ **Handout:** 9 Essential Skills of a Coach (Appendix S)



TEACHING MOMENT 12: CLOSE THE DAY**20 MINUTES****TEACHING OBJECTIVES:**

- To have individuals practise reflection, critical thinking and self-reflection in order to evaluate the first day

STRATEGY NOTES:

Getting feedback from participants is crucial given that listening to the learner's feedback can provide direction to the next training day and future events.

TASKS:

1. Have "Response to the Day" Evaluation form photocopied and ready to hand out (Appendix T).
2. Hand out Evaluation form.
3. Affirm with learners that their feedback will help in developing future training days.
4. Direct attendees to fill out the evaluations on the table.
5. Summarize what was heard today – highlight key discussions and conclusions.

MATERIALS NEEDED:

- ☐ **Handout:** Response to the Day (Appendix T)



DAY Two

ACTIVITY DURING REGISTRATION AND BREAKFAST

60 MINUTES**TASKS:**

- Arrange for an overhead projector to be set up in the room.
- The overhead projector will be used to create silhouette shadows.
- Start tracing out people's profiles by having each participant stand in front of the overhead projector and against the wall. Doing this will create a shadow of the participant's profile on the wall.
- Use chalk to trace the participant's head profile onto a black 11 x 17 construction sheet of paper that is taped to the wall.
- After the tracing of the participant's head is complete, instruct the participant to take the picture back to his/her table and cut it out and glue it to a large 11 x 17 cm piece of paper.
- Inform participants that this is the start of the morning ice breaker activity.

MATERIALS NEEDED:

- ☐ Black 11X17 construction paper
- ☐ Scissors
- ☐ Glue
- ☐ Chalk
- ☐ Tape
- ☐ Overhead projector



TEACHING MOMENT 1: – ICE BREAKER ACTIVITY**30 MINUTES****MESSAGE:**

“I am.....”

TEACHING OBJECTIVES:

- To encourage participants to start identifying who they are, as well as their intrinsic gifts

KNOWLEDGE OUTCOMES:

- Explains how art can help identify an individual’s features

STRATEGY NOTES:

In this activity, each participant will decorate a cutout silhouette of his/her head with “I am...” statements. For example, “I am a mom, I am a traveler, I am an avid reader, etc.”

Later in the day participants will practise role-playing by being both a client and an Essential Skills coach. When the role-plays begin, the poster statements will be used as a starting point to help the participants commence their role-play activities.

TASKS:

1. Distribute art supplies such as crayons, pencil crayons, glitter glue, etc., to each table.
2. Ensure that everyone has a cutout silhouette picture of his or her head glued onto a white 11 x 17 cm piece of paper.
3. Ask people to complete the phrase “I am....” by writing their answers onto the silhouette posters of their heads. Examples statements could include “I am a mother, I am a teacher, I am a community volunteer, etc.”
4. Encourage participants to make many “I am....” statements and to decorate their posters with the art supplies that were distributed to their tables.
5. After this task is complete, announce that they will come back to this poster later in the day.
6. Thank everyone for participating.
7. Close the activity.



MATERIALS NEEDED:

- ☐ Silhouette cut from black construction paper
- ☐ Large 11x17 blank paper
- ☐ Glue
- ☐ Scissors
- ☐ Art supplies such as glitter glue, crayons, felt pens, etc.



**TEACHING MOMENT 2: PROFILE STATEMENT FROM
CLIENT'S STORY – DAY 1****45 MINUTES****TEACHING OBJECTIVES:**

- To develop a client's Essential Skills Profile
- To practise developing Essential Skill statements

KNOWLEDGE OUTCOMES:

- Explains characteristics of an Essential Skills Profile

SKILL OUTCOMES:

- Reflects on the experience of being a coach
- Reflects on the experience of being a client
- Writes reflective thoughts onto paper

STRATEGY NOTES:

Participants will create an Essential Skills Profile for yesterday's client. This is the client, played by the steering committee member, who was interviewed in the role-play.

TASKS:

1. Tell participants they will now build an Essential Skills Profile for the client who was interviewed in the role-play on Day 1.
2. Refer to the flip chart notes made on yesterday's client and highlight aspects of the client's interview.
3. Tell participants they will now create an Essential Skills Profile for yesterday's client.
4. Distribute the handout: Essential Skills Worksheet (Appendix O).
5. Tell participants to choose one aspect from the client's story and build an ES Profile for this aspect. For example, if the client spoke about how he or she often volunteered, the participants can create a Nine Essential Skills of a Volunteer Profile.
6. Encourage participants to use action words and verbs when creating their ES Profile statements.
7. After participants have completed the ES Profile, ask for volunteers to share their work with the group.
8. Thank participants for participating in the activity.
9. Bring activity to a close.



MATERIALS NEEDED:

- ☐ **Handout:** ES Worksheet (Appendix O)
- ☐ **Handout:** ES Profile (Appendix U)
- ☐ **Handout:** Word Lists (Appendix P and Appendix Q)



TEACHING MOMENT 3: DEVELOP A PERSONAL PROFILE STATEMENT**30 MINUTES****TEACHING OBJECTIVES:**

- To build an Essential Skills Profile
- To practise building an Essential Skills Profile

KNOWLEDGE OUTCOMES:

- Explains how to build an Essential Skills Profile

STRATEGY NOTES:

In this section of the workshop, participants will create an Essential Skills Profile for themselves.

TASKS:

1. Tell participants they will now build their own ES Profile.
2. Tell participants to refer to the silhouette posters they created during the morning's ice breaker activity.
3. Tell participants they will now create an Essential Skills Profile from one of their own "I am..." statements.
4. Distribute the handout: ES Worksheet.
5. Tell participants to choose one "I am..." statement and then build an ES Profile for this statement. For example, if the participant wrote, "I am a volunteer," he/she can then create a Nine Essential Skills Profile of a Volunteer.
6. Encourage participants to use action words and verbs when creating their ES Profile statements.
7. After participants have completed the ES Profile, ask for volunteers to share their work with the larger group.
8. Thank people for participating in the activity.
9. Bring activity to a close.

MATERIALS NEEDED:

- ☐ **Handout:** Essential Skills of Me (Appendix V)



TEACHING MOMENT 4: COACHING AND DEVELOPING AN ESSENTIAL SKILLS PROFILE**45 MINUTES****TEACHING OBJECTIVES:**

- To give participants the opportunity to be a coach
- To give participants the opportunity to role-play a client

KNOWLEDGE OUTCOMES:

- Explains the nine Essential Skills to a client
- Explains how to identify the nine Essential Skills found in a client's life experience

STRATEGY NOTES:

In this portion of the workshop, participants will now practise coaching a client to identify his or her own Essential Skills while building an Essential Skills Profile for a specific activity.

Participants will take turns being both a client and a coach.

The participants "I am..." poster will provide the specific activity for the ES Profile.

In Winnipeg, we put a lot of effort into mixing up the participants while they perform this activity. In the facilitator's notes (Appendix H) you will read a description of how we mix up the group.

At the Igniting workshops, as in many other workshops, we often discover that people like to sit and mingle with the people with whom they are most comfortable. Because this is Level 3, we feel that it is fine to mix up the group and get the participants dialoguing with others who they ordinarily would not speak to or sit beside.

The goal of this activity is to provide participants with practical coaching experiences. A secondary goal is to remind participants what it feels like to sit in the client's chair. As a result, this creates stronger empathy for their clients.

Materials Needed:

- ☐ **Handout:** 9 Essential Skills Something More (Appendix N)
- ☐ **Handout:** Essential Skills Profile Sheet (Appendix U)



TEACHING MOMENT 5: DEBRIEF COACHING EXERCISE**15 MINUTES****TEACHING OBJECTIVES:**

- To have individuals practise reflection, critical thinking and self-reflection in order to evaluate the coaching relationship
- To have individuals practise reflection, critical thinking and self-reflection in order to identify the feelings and needs a client may have

KNOWLEDGE OUTCOMES:

- Explains coaching techniques
- Explains feelings and difficulties clients may experience during the coaching process

STRATEGY NOTES:

In this activity, participants will discuss how it felt being the client and the coach. Participants will have the opportunity to talk about their experiences and ask any questions they may have about the coaching process.

TASKS:

1. Distribute handout: Debrief Coaching Exercise.
2. Ask participants to answer the questions by writing down their answers. The questions are: (1) Identify one outstanding thing that you experienced while you were being coached, and (2) Identify one thing more you needed as a client.
3. Debrief answers as a large group. Encourage active participation in a group discussion.
4. Bring activity to a close.

MATERIALS NEEDED:

- ☐ **Handout:** Debrief Coaching Exercise (Appendix Z)



TEACHING MOMENT 6: CHANGE YOUR THOUGHTS TO “I AM A COACH”**60 MINUTES****TEACHING OBJECTIVES:**

- To teach the value in creating affirmations
- To change peoples’ thinking from they are not equipped to be ES coaches, to that they *are* equipped to be ES coaches

KNOWLEDGE OUTCOMES:

- Explains benefits of affirmations

STRATEGY NOTES:

This portion of the workshop was developed because many of the participants think that they do not have the skills to be either an Essential Skills or Portfolio coach. We have often found that participants think they cannot be an Essential Skills coach until they have completed all four levels of certification.

The *Igniting the Power Within* Steering Committee has designed the workshops so that people can go and teach what they have learned immediately. Unfortunately, many of the participants don’t think this way.

To undo some the messages regarding skills and coaching, this portion of the workshop is designed to change peoples’ thinking. At Igniting, we believe that if people can change their thinking, they can change their lives.

In this activity, we use the affirmation process to change peoples’ thinking. We teach people what affirmations are and how to create an affirmation. We also encourage participants to write down as many affirmations as they would like. Most important of all, we try to get participants to record affirmations pertaining to the Essential Skills and coaching. Examples of these ES and coaching affirmations include:

- I am confident that I can identify the nine Essential Skills in my clients.
- I observe the nine Essential Skills in everyday activities.
- I am an effective and empathetic Essential Skills coach.
- I have all of the communication skills I need in order to be an effective Essential Skills coach.
- I am an Essential Skills coach.
- My Essential Skills coaching get better and better everyday.
- I love to coach clients because my skills grow daily.
- I recognize the value in identifying the nine Essential Skills in clients.



 Level 3 Curriculum

We supply learners with index cards that they can carry in their day timers. This way they can refer to their affirmations daily. As well, we provide participants with magnets so that they can put the magnets on the backs of their affirmation cards, and then place the cards on their fridge.

We strongly emphasize that participants should review their affirmations daily.

It helps if someone who believes in and practises affirmations conducts this portion of the workshop.

TASKS:

1. Tell clients to look at their “I am...” poster, and ask if anyone wrote on their poster “I am an Essential Skills coach.”
2. It is likely no one has written this.
3. Tell clients that this is problem, and that you would like people to start owning the message that they have been taught the skills and abilities to be an Essential Skills coach, and that they can start referring to themselves as an Essential Skills coach.
4. Distribute handout: How to Write Affirmations.
5. Review handout with group and answer any questions they may have.
6. Inform group they will now create affirmations for themselves.
7. Distribute handout: Affirmations.
8. Distribute index cards.
9. Distribute art supplies such as felt pens, pencil crayons, glitter glue, stickers, foam pieces, etc.
10. After people have written out their affirmations, they can transfer them to the index cards and decorate them accordingly.
11. Give people time to complete their affirmation cards.
12. Thank people for participating.
13. Bring activity to a close.

MATERIALS NEEDED:

- ☐ **Handout:** How to Write Affirmations (Appendix W)
- ☐ **Handout:** Affirmations (Appendix X)
- ☐ Art supplies such as glitter glue, pencil crayons, felt pens, etc.
- ☐ Magnetic strips
- ☐ File cards to decorate



TEACHING MOMENT 7: TWO-DAY DEBRIEF**20 MINUTES****TEACHING OBJECTIVES:**

- To have individuals practise reflection, critical thinking and self-reflection in order to evaluate the workshop tools they have learned about
- To have individuals practise reflection, critical thinking and self-reflection in order to determine the applicability of the workshop tools in their communities

STRATEGY NOTES:

In this activity, participants will discuss how they can use the tools they have learned in this two-day workshop back in their communities.

TASKS:

1. Distribute handout: Two-Day Debrief.
2. Ask participants to answer the question on the handout. Question: How will I use these tools when I go back to my community?
3. Perform debrief at tables as a small group, and then do debrief as a large group. Encourage active participation in group discussions.
4. If possible, collect these forms as the answers can help with future planning.
5. Bring activity to a close.

MATERIALS NEEDED:**Handout:** Two-Day Debrief (Appendix Y)

**TEACHING MOMENT 8:
FEEDBACK FORMS AND EVALUATIONS****15 MINUTES****TEACHING OBJECTIVES:**

- To explain the importance of the nine Essential Skills and developing ES Profiles
- To have individuals practise reflection, critical thinking and self-reflection in order to evaluate the Level 3 workshop

KNOWLEDGE OUTCOMES:

- Explains different ways to bring closure to a workshop

TASKS:

6. Have participants write down on their Bear Paw cut-out one thing they learned today, and then have them post their Bear Paw on the wall-sized poster. In Manitoba, we use a large poster of a river. The river symbolizes the journey of life.
7. Ask people to fill out “Response to the Day” Evaluation forms (Appendix T).
8. Summarize what was learned today about Essential Skills and developing ES Profiles.
9. Make any additional announcements.
10. Highlight next steps.
11. Thank everyone for coming.
12. Ask Elder to do closing prayer.

MATERIALS NEEDED:

- ☐ **Handout:** Response to the Day (Appendix T)
- ☐ **Handout:** Bear Paw (Appendix 1A)
- ☐ Ticky-tack to hang Bear Paw on river poster
- ☐ Wall-sized poster of a river



TEACHING MOMENT 9: CLOSE THE DAY**20 MINUTES****TEACHING OBJECTIVES:**

- To have individuals practise reflection, critical thinking and self-reflection in order to evaluate the first day

STRATEGY NOTES:

Getting feedback from participants is crucial since listening to the learners' feedback can provide direction for the next training day and future events.

TASKS:

1. Have "Response to the Day" Evaluation forms photocopied and ready to hand out (Appendix T).
2. Hand out Evaluation forms.
3. Affirm with learners that their feedback will help in developing future training days.
4. Direct attendees to fill out the evaluations on the table.
5. Summarize what was learned today – highlight key discussions and conclusions of Essential Skills needs.

Materials Needed:

- ☐ **Handout:** Response to the Day (Appendix T)





3 Level 3 Curriculum



Igniting the Power Within

Appendices

Level 3

Essential Skills and Portfolios for Your Community





REGISTRATION Package



Igniting the Power Within **Level 3 Certification Workshop**

Essential Skills and Portfolios **for Your Community**

December 1 & 2, 2008
Victoria Inn
Winnipeg MB

REGISTRATION INFORMATION

Please Print

Name:	
Title:	
Organization:	
Phone:	Email:
Fax:	
Mailing Address:	

Registration fee for the workshop is \$100. Please make cheque payable to WEMSC (Workplace Education Manitoba Steering Committee)

Please bring the following item to the Igniting workshop:

Practical Examples of Portfolios and Enhanced Resumes Workbook: Life Experiences Transformed Into Learning

QUESTIONS? Call *Igniting The Power Within* Info Line:
Toll Free at 1-877-411-4060

FAX this form to (204) 272-5031 by November 21, 2008



A APPENDIX



Igniting the Power Within

**– Level 3 –
Essential Skills and Portfolios for Your Community**

SUBSIDY APPLICATION

If you qualify for a Workshop Subsidy (see **Important Information** sheet), please give us the name of the person or organization you want the cheque made payable to:

Cheque made payable to:

Date:

Organization:

Phone:

Fax:

Email:

Mailing Address:

All participants must fill out and return the Registration Form AND Subsidy Application. To help with expenses, participants attending the workshop who must travel **100 kilometers or more** to reach Winnipeg will receive a subsidy amount according to the chart below. Anyone who travels less than 100 kilometers is not eligible.

SUBSIDIES WILL BE AVAILABLE FOR PICK UP AT THE END OF THE CONFERENCE.

Traveling Distance to Winnipeg	Workshop Subsidy Amount
0 to 99 km	\$0
100 to 299 km	\$200
300 to 599 km	\$300
Over 600 km	\$400

FAX this form ASAP to (204) 272-5031



*Igniting the Power Within*

Mark Your Calendar

Level 3 Certification

Essential Skills and Portfolios for Your Community

December 1 & 2, 2008
The Victoria Inn
Winnipeg

Take your skills to the next level

If you already have your *Igniting the Power Within* Level II certificate – **Building Portfolios** – then this workshop is for you!

At our last event, you told us you wanted to learn more about building portfolios and including evidence of Essential Skills in them. At this two-day workshop on **Essential Skills and Portfolios for Your Community**, you will increase your knowledge and understanding of building portfolios and ways to include evidence of Essential Skills.

You will also have an opportunity to practice your skills with others and get valuable feedback. You will come away with strategies and tools you can use immediately in your own community.

Attendance is limited to the first 100 people who register.

If you haven't attended Level 1 or 2 certificate training

Your knowledge of Essential Skills and Prior Learning Assessment and Recognition (PLAR) could allow you to PLAR Levels 1 and 2. Call or Fax us to learn more. Or you can download the **PLAR Opportunity** document from our website at www.ignitingthepowerwithin.ca, or.

**INFORMATION AND REGISTRATION FORMS
WILL BE SENT TO YOU SHORTLY**

TOLL FREE PHONE: 1-877-411-4060
FAX: (204) 272-5031



A APPENDIX

IGNITING THE POWER WITHIN LEVEL 3 CERTIFICATION WORKSHOP

December 1 & 2, 2008
Victoria Inn
Winnipeg MB



Essential Skills and Portfolios for Your Community

Important Information about Workshop Registration and Workshop Subsidy

Workshop Eligibility

To be eligible for this workshop, you should already have taken *Igniting the Power Within* Levels 1 & 2 certificate training.

If you haven't attended Level 1 or 2 - You can PLAR these levels to receive certification. For details, please visit our website at www.ignitingthepowerwithin.ca, or you can call us toll-free at 1- 877- 411- 4060.

Workshop Registration

Seating at this event is limited to the first 100 people who register. After 100 people have been registered, names will be added to a waiting list.

Cost of the workshop is \$100, and you are encouraged to send in your completed Registration Form and payment as soon as possible.

Registration Process

You will:

1. Fill out and sign **Registration Form**. Please print legibly.
2. Fax **Registration Form** to us at (204) 272-5031.
3. Mail a cheque for registration amount to us along with the original copy of the above form.

We will:

1. Review your information and confirm your Registration eligibility.
2. Send confirmation of Registration.
3. Send confirmation of Workshop Subsidy (see next page) if it applies to you.

Total Registration cost for this event is \$100. Please make your registration cheque payable to WEMSC (Workplace Education Manitoba Steering Committee) and send to:

WEMSC
1000 Waverley St.
Winnipeg, MB
R3T 0P3



Workshop Subsidy

All participants must fill out and return the Registration Form. To help with expenses, participants attending the workshop who must travel **100 kilometres or more** to reach Winnipeg will receive a subsidy amount according to the chart below. Anyone who travels less than 100 kilometres is not eligible.

Traveling Distance to Winnipeg	Workshop Subsidy Amount
0 to 99 km	\$0
100 to 299 km	\$200
300 to 599 km	\$300
Over 600 km	\$400

Subsidy cheques will be issued at the end of the workshop. Personal identification will be required.

Meals

A full hot breakfast and lunch will be provided each day, so bring your appetite.

QUESTIONS?

Call *Igniting The Power Within* Info Line:
Toll Free at 1- 877- 411- 4060



B APPENDIX

REGISTRATION Confirmation



INVOICE & CONFIRMATION

Igniting the Power Within
c/o Workplace Education Manitoba, 1000 Waverley Street
Winnipeg, Manitoba R3T 0P3
Phone: 204-272-5038 Fax: 204-272-5031

INVOICE & CONFIRMATION

March 23/10

We have received your:

☐ REGISTRATION FORM

☐ SUBSIDY APPLICATION

ATTN: Russell Kirkness

RE: April 12 & 13, 2010
Igniting the Power Within-Level 4

Attendee: **Russell Kirkness**

Make Cheque payable to **WEMSC**

Mail to: 1000 Waverley Street, Winnipeg, MB R3T 0P3

You must attend the entire two-day workshop to receive a subsidy. If you cannot attend the whole two days, please let us know before the workshop begins. We cannot give out a subsidy if we haven't received advance notice.

TOTAL: \$100.00

Thank you



HIGH LEVEL Agenda - Day 1

Level 3

November 30, 2009

TIME	ACTIVITY
7:30 – 9:00	Registration and Breakfast
9:00 – 10:00	Welcome and Ice Breaker
10:00 – 10:30	Reflection Exercise
10:30 – 10:45	Health Break
10:45 – 12:00	Analyse Reflection Exercise
12:00 – 1:00	Lunch
1:00 – 2:00	Develop Profile from Reflection
2:00 – 2:30	Stories
2:30 – 2:45	Health Break
2:45 – 3:45	Coaching: Discovering ES in Stories
3:45 – 4:00	End of Day Tasks Prize Draw



APPENDIX

HIGH LEVEL Agenda - Day 2

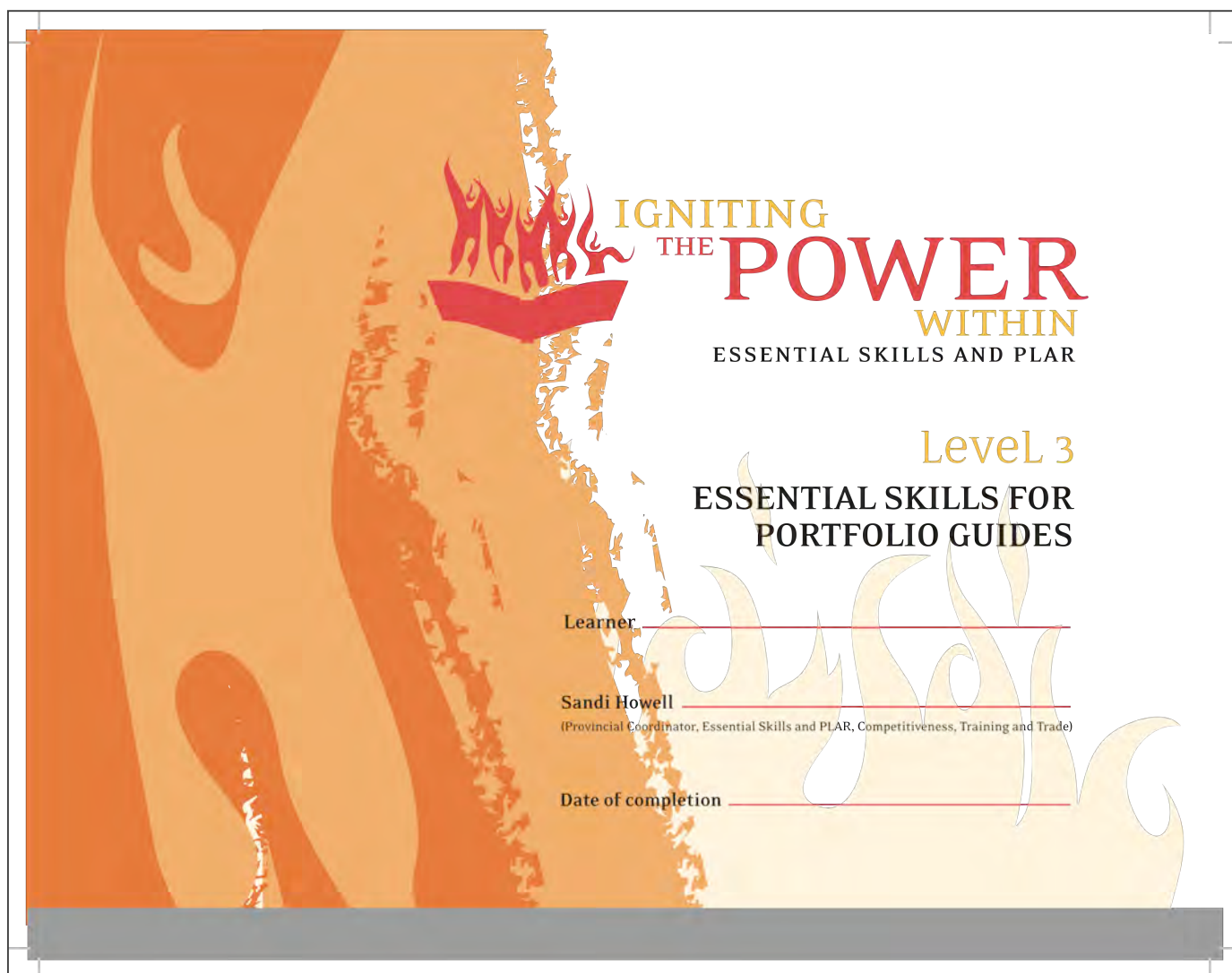
Level 3

December 01, 2009

TIME	ACTIVITY
7:30 – 9:00	Registration and Breakfast
9:00 – 9:45	Welcome and Ice Breaker
9:45 – 10:30	Developing an ES Profile
10:30 – 10:45	Health Break
10:45 – 11:15	Developing an ES Profile - Continued
11:15 – 12:00	Coaching ES Identification - The Coach
12:00 – 1:00	Lunch
1:00 – 2:00	Coaching ES Identification - The Client
2:00 – 2:15	Health Break
2:15 – 3:15	I AM a Coach
3:15 – 3:35	Two-Day Debrief
3:35 – 4:05	Evaluation Closing Prize Draw



LEVEL 3 Certificate Copy



**IGNITING
THE POWER
WITHIN**
ESSENTIAL SKILLS AND PLAR

Level 3
**ESSENTIAL SKILLS FOR
PORTFOLIO GUIDES**

Learner _____

Sandi Howell _____
(Provincial Coordinator, Essential Skills and PLAR, Competitiveness, Training and Trade)

Date of completion _____



E APPENDIX

PHOTO Release Form



I, _____
(Please print – First Name/Last Name)

of _____
(Address)

(City/Town) (Province) (Postal Code)

- a) do hereby give to the Workplace Education Manitoba (WEM) and those authorized by WEM the right to record or copy, on/in any written/electronic/visual format, my likeness and/or voice; and
- b) do also hereby give to WEM, now and in the future, the non-exclusive right, without any further payment to me, to use, publish, reproduce, transmit throughout the world, in any form or medium, my likeness and/or voice in any of the above formats to educate and/or raise awareness relating to Essential Skills and Prior Learning Awareness and Recognition, and I hereby release WEM from any and all future claims arising from use or misuse of this right; and
- c) do also hereby warrant that the above statements are made truthfully and given freely and without coercion and that they will not violate the rights of any person.

SIGNED AND DATED this 4th day of December 2009.

(Witness)

(Signature)

PARENT OR GUARDIAN'S SIGNATURE
(IF NOT OF LEGAL AGE)



ICE BREAKER

Essential Skills of Santa

Directions

List two examples of how and when Santa uses each of the nine Essential Skills

Reading Text

- 1.
- 2.

Document Use

- 1.
- 2.

Numeracy

- 1.
- 2.

Writing

- 1.
- 2.

Oral Communication

- 1.
- 2.

Thinking

- 1.
- 2.

Working with others

- 1.
- 2.

Computer Use

- 1.
- 2.

Continuous Learning

- 1.
- 2.



G APPENDIX

MC & FACILITATOR Notes

Day 1

MC & FACILITATOR NOTES			DAY 1
Time	Event	Facilitator Instructions	Activity Objectives
8:00 – 9:00	Registration Breakfast		
9:00 – 9:15	All DAY MC - Opening Prayer ELDERS	– greets the Elder and present tobacco and gift – invites the Elder to do opening prayer – Elder does the prayer – reminds people to register for the day	HO: Photo Release Forms HO: Red Dots HO: Door Prize tickets HO: Outcomes Participants receive pencil case, note pad with pen, post-its and calculator
9:15 – 9:25	FACILITATOR Introduction to the Day – Workshop Objectives	– reminds people again to register for the day – “At our previous training events you learned about the nine Essential Skills. Participants have also told us that they would like to learn more about the nine Essential Skills and how to include them in the portfolio. Participants have also asked for more training about the Essential Skills in general.” – “Over the next two days we will re-introduce you to the nine Essential Skills and provide you with practical tools you can use in your community.” – reviews gifts given out – pencil case, notepad with pen, calculator, post-its....and how these relate to nine ES development Outcomes..... – announces why Question and Answer Boxes are on the tables – the question is on one side and the Igniting contact email is on the other – “We will answer these questions at the end of each day.” – “Let’s start the day with another <i>Igniting the Power Within</i> ice breaker.”	



MC & FACILITATOR NOTES			DAY 1
Time	Event	Facilitator Instructions	Activity Objectives
9:25 – 9:45	Ice Breaker FACILITATOR	Santa will come into the room with a sack full of Igniting toques. Santa and his helpers will distribute the toques. Santa will then leave behind a video camera and tell the people that the camera will be drawn for at the end of the day Tuesday, and that participants need to be in the room in order to win. Santa’s helpers will introduce the ice breaker activity. “You have seen Santa in action, now what are his Essential Skills?” Nine Essential Skills of Santa Claus: – participants will list two tasks for each of the nine Essential Skills of being Santa – the first person to complete the list will win a fleecy jacket	HO: Essential Skills of Santa Claus Elves: Barb Wynes Leah Morgan Santa: DJ
9:45 – 10:00	Nine Essential Skills Review FACILITATOR	The nine Essential Skills will be reviewed.	Blocks HO: 9 ES Definitions HO: ES Skills Task Examples
	Nine committee members take a block, and then provide a definition and examples of when it is used in the workplace and at home		



G APPENDIX

MC & FACILITATOR NOTES			DAY 1
Time	Event	Facilitator Instructions	Activity Objectives
10:00 – 10:30	Reflection Exercise: Evidence and Profile Sheets FACILITATOR	“Personal development in ourselves and in our clients requires self-reflection. We began the self-reflection process in Levels 1 and 2, and it is a valued activity that will be continued in this Level.” “In the following exercise we will self-reflect on the first memory we ever had about the concept of work.” “Reflection is the process of considering something in more detail. For example, ‘Let me reflect on that for a moment.’ ” “We are going to self-reflect on this experience to help us make sense of our relationship with the world of work, and while doing this self-reflection, we will use and develop our nine Essential Skills.” “In this exercise we will learn from an experience, and we will gain a greater understanding from an experience which we may think was not an actual teaching experience.” “This self-reflection tool is based on a teaching provided to committee members, and has been adjusted to fit the needs of Igniting training.” “It is our hope that you will find value in this self-reflection exercise and that you will use it with your clients.” “We will do this exercise as a group, but we will fill in the handout individually.” “This is a work alone self-reflection exercise and it will not be shared with the larger group.”	HO: Reflection Exercise – Part 1
10:30 – 10:45	Health Break	“The break is 15 minutes long, and there will be a door prize draw at 10:30. You need to be in the room in order to win the prize.”	



MC & FACILITATOR NOTES			DAY 1
Time	Event	Facilitator Instructions	Activity Objectives
10:45 – 11:30	Analyse Reflection Exercise FACILITATOR	Participants will be given the answer key to their reflection exercise. “Look at your answers and compare them to the answer key.” “As you can see, each of the questions has a purpose that reveals something. We will now self-reflect on the answers you gave and the answer key. We will hand-out some questions that may help you with your self-reflection analysis.” “If you like, please feel free to share any new insights with the people at your table.”	HO: Interpretation to the Reflection Exercise – Part 2 HO: Analysis – Part 3
11:30 – 12:00	Analyse Reflection Exercise for Nine Essential Skills FACILITATOR	“Remember, we reflect to make things better. Reflection helps us to understand who we are.” “It is now time to reflect on how you used the nine ES while doing this exercise.” “Please fill in the chart of how you used the Essential Skills in this morning exercise.”	HO: 9 ES Something More Provide examples on a flip chart
12:00 – 1:00	Lunch	Elder says prayer for lunch. Remind people that a draw will be made after lunch.	
1:00 – 1:45	Develop Profile from Reflection Exercise FACILITATOR	– asks participants to continue identifying what Essential Skills they used while completing the self-reflection exercise – tells participants that once they have completed the worksheet, the information can be turned into a profile – hands out worksheets – refers participants to how the ES were documented in the Portfolio Samples book – pages 41-47, 70-76, 101-105 and 154-159	HO: ES Worksheet ▪ Provide an example ▪ Wordlists



APPENDIX

MC & FACILITATOR NOTES			DAY 1
Time	Event	Facilitator Instructions	Activity Objectives
1:45 – 2:00	Feedback on Essential Skill Identification in the Reflection Exercise FACILITATOR	“Learners will fill in the worksheet, and we will debrief the exercise in a large group.” “Were you surprised to see how you used the nine Essential Skills?” “Were you aware that you were using the Essential Skills while doing the reflection activity?” Encourage participants to begin recognizing the nine ES in their daily activities. “If you see a lack in a service, you can identify that an ES is missing, as opposed to getting frustrated about the lack in service.”	HO: Self-Reflection Exercise Debrief
2:00 – 2:15	Stories FACILITATOR POWER OF STORYTELLING STORYTELLER	This portion of the day will open up with a teaching on the power of storytelling. Cheryl’s story will tell of how she has come to where she is at in her life. Encourage participants to make notes while listening to the speaker.	
2:15 – 2:30	Health Break	“The break is 15 minutes long, and there will be a door prize draw at 2:30. You need to be in the room in order to win the prize.”	
2:30 – 2:35	Live Coaching: Real Story, Real Time FACILITATOR	– tells participants that Cheryl will now do a role-play with another committee member (Leah), who will play a counsellor “Watch the counsellor and how she interacts with the client.” “Make notes while listening to the interaction between these two.”	



MC & FACILITATOR NOTES			DAY 1
Time	Event	Facilitator Instructions	Activity Objectives
2:35 – 2:50	Interviewing for the Nine Essential Skills – Example #1 FACILITATOR FLIP CHART RECORDERS COACH CLIENT	Participants will watch the coach demonstrate a coaching exercise on how to draw out life experiences in order to identify the nine ES in a client. Counsellor will ask client to describe what the/she did in their job or role. As client describes what he or she did, counsellor will identify which ES was used. Charter will record these Essential Skills on flip charts.	Coach will ask Cheryl to more fully describe specific parts of her story. As she tells her story, Leah will point out how she used the Essential Skills. If Leah gets stuck, we will tag team. While Cheryl is at her appointment, DJ and Barb will show how to write notes. Flip chart recorders will make notes on flip chart paper – just as a worker would make notes while doing an interview. HO: Blank paper
2:50 – 3:15	Interviewing for the Nine Essential Skills – Example #2 FACILITATOR FLIP CHART RECORDER COACH CLIENT	Counsellor will continue interviewing the client about his or her Essential Skills, asking specific questions for each ES. “We will cover all nine Essential Skills.” “When interviewing the client, provide a sample of the ES. For example, ‘The Essential Skill of Reading Text is to find specific information.’ Tell me a time when you demonstrated this skill?”	Flip chart recorders will write ES onto each chart.



G APPENDIX

MC & FACILITATOR NOTES			DAY 1
Time	Event	Facilitator Instructions	Activity Objectives
3:20 – 3:40	Review Coaching Skills FACILITATOR	– debriefs techniques and answers any questions When coaching: – Use clear language – Listen actively – Ask questions to get more information – Use friendly body language – Use humour – Express compassion – Clarify – Paraphrase – Encourage The committee members and client being interviewed will keep mental notes on how the coach made them feel, what they liked and what worked well. – reviews the Essential Skills needed to be an Essential Skills Portfolio coach – asks client to share on how the coach made them feel, what they liked and what worked well – asks committee members for their observations on the coaching process. – tells participants: “We will continue this exercise tomorrow.”	HO: 9 Essential Skills of a Coach
3:35 – 4:00	Close the Day FACILITATOR	Questions and Answers Answer questions from boxes. Elder says closing prayer.	HO: Response to the Day



MC & FACILITATOR Notes

Day 2

MC & FACILITATOR NOTES			DAY 2
Time	Event	Facilitator Instructions	Activity Objectives
8:00 – 9:00	Registration Breakfast	Start silhouetting peoples' profiles – once they put their breakfast fork down ask them to come and get their profile sketched. Tell participants that this is the start of the ice breaker activity.	People doing Silhouettes: Need: ▪ 11 x 17 paper ▪ Chalk ▪ Glue and scissors
9:00 – 9:15	ALL DAY MC - Opening Prayer ELDERS	– invites Elder to do opening prayer – Elder does the prayer – reminds people to register for the day – reminds people about Question Boxes on the table – reminds people about video camera draw at end of day (they must stay until the end of the day)	
9:45 – 10:30	Continued from Day 1 Profile Statement from Client's Story – Day 1 FACILITATOR	– reviews flip chart notes on the wall – announces that we will do an ES Profile for yesterday's client – discusses how to do an ES Profile of yesterday's client – tells participants that this is a realistic appointment situation. For example, the client arrives one day and shares information, and then comes for another appointment to do the profile development work – describes how to add detailed information when doing an Essential Skills Profile	Demonstrate how to develop and write an ES Profile. HO: ES Profile Sheet HO: Word Sheets



H APPENDIX

MC & FACILITATOR NOTES			DAY 2
Time	Event	Facilitator Instructions	Activity Objectives
		For example: “I read text to find information on how to teach Essential Skills profiling to adult learners.” <i>as opposed to</i> “I read text” or “I read text to find information” – has the learners write out an ES Profile for Cheryl – debriefs assignment – asks for samples from the floor	
10:30 – 10:45	Health Break	“The break is 15 minutes long, and there will be a door prize draw at 10:30. You need to be in the room in order to win the prize.”	
10:45 – 11:15	Develop a Personal Profile Statement FACILITATOR	– instructs participants to write their own personal ES Profile – encourages people to write full sentences, giving specific details – debriefs and asks for examples	HO: ES of Me
11:15 – 12:00	Coaching and Developing an ES Profile FACILITATOR	“Now we are going to practise coaching clients.” Highlight positive coaching techniques: – Use clear language – Listen actively – Ask questions to get more information – Use friendly body language – Use humour – Express compassion – Clarify – Paraphrase – Encourage	HO: 9 ES Something More HO: ES Profile Sheet



MC & FACILITATOR NOTES			DAY 2
Time	Event	Facilitator Instructions	Activity Objectives
		– asks participants to go to the back of the room and take a number. As well, tells people to take the silhouettes they created in the morning to the interview – appoints one row of participants to act as coaches – has participants interview their partners for the ES used from one of the “I am...” statements Interviewer and client will choose an “I am...” statement from their silhouette picture. Interviewer will use his/her coaching skills to interview their client, and identify how the nine ES are used in the “I am...” title. Interviewers will have 20 minutes to practise coaching, and will then take 10 minutes to begin writing an ES Profile with their client.	
12:00 – 1:00	Lunch	Elder says prayer for lunch. – reminds people that a draw will be made after lunch – asks people to come back at 1:00 pm	
1:00 – 1:45	Coaching and Developing an ES Profile (cont) FACILITATOR	“Same as before lunch, pick a number, go to the table and take your silhouette.” Will continue on with the before-lunch activity. Hopefully, the interviewer will be the client and the client will be the interviewer Again, remind people to take their silhouette to the appointment.	HO: 9 ES Something More HO: ES Profile Sheet



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MC & FACILITATOR NOTES			DAY 2
Time	Event	Facilitator Instructions	Activity Objectives
1:45 – 2:00	Debrief Coaching Exercise FACILITATOR	– has learners return to tables – debriefs at table – “Identify one outstanding thing that that you experienced while you were being coached.” – “Identify one thing more you needed as a client.” – debriefs as a large group – takes microphone around to each table and asks one person to share their answer Questions and Answers	
2:00 – 2:15	Health Break	“The break is 15 minutes long, and there will be a door prize draw at the end of the break. You need to be in the room in order to win the prize.”	
2:15 – 3:15	Change Your Thoughts to “I AM a Coach” FACILITATORS	– “Who thinks they are a coach?” – “Who identified themselves as a coach in their silhouette?” – does affirmation teaching – has everyone do one affirmation relating to “I am a coach,” and goes on from there – provides supplies required for the affirmations	HO: How to write Affirmations HO: Affirmations Art supplies Magnetic strip File cards to decorate
3:15 – 3:35	Two-Day Debrief FACILITATOR	– “How will you use these tools when you go back to your community?” – does debrief at tables as a small group, and then does debrief as a larger group – “We want these back (if possible).”	HO: Two-Day Debrief



MC & FACILITATOR NOTES			DAY 2
Time	Event	Facilitator Instructions	Activity Objectives
3:35 – 3:45	Introduce the National Conference FACILITATOR All Committee Members who are Present		
3:45 – 4:00	Feedback Forms and Evaluations FACILITATOR	– has participants fill in their individual worksheets – reminds people that Larry’s evaluation has two sides to it	HO: Response to the Day HO: Bear Paw HO: Larry’s Evaluation Ticky-tack
4:00 – 4:05	Closing	– announces Level 4 – draws for flip camera – announces web survey and the chance to win a prize if you complete the survey – Subsidies	HO: Mark your Calendar for Level 4





APPENDIX

9 ESSENTIAL Skills Definitions

There are nine Essential Skills that are the foundation skills needed for work, learning and life. They are also used when learning all other skills.

The Nine Essential Skills

Essential Skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and are the cornerstone to lifelong learning. The importance of the role of Essential Skills in the workplace is clear.

Since 1994, the federal government has surveyed more than 3000 Canadians in workplaces in all sectors and of all types and sizes of organizations. All were asked what workplace Essential Skills they felt were needed in order for workers to be most effective, efficient and productive.

The result has been the identification of the following nine workplace Essential Skills:

The Nine Essential Skills		
1 Reading Workplace Text	Reading and understanding written information in many different types of workplace documents, such as work instructions, emails and memos, health and safety manuals, and policies and reports.	How we use this skill ▪ scanning for information ▪ skimming for overall meaning ▪ critiquing or evaluating what's read ▪ integrating information from multiple sources
2 Document Use	Finding and using the information you need - or putting information in where it's needed - in documents like labels, lists, forms, charts, graphs and technical drawings.	How we use this skill ▪ reading signs, labels or lists ▪ interpreting graphs or charts ▪ reading or creating schematic or assembly drawings





The Nine Essential Skills		
3 Numeracy (Math)	Using numbers and thinking mathematically to measure and make calculations, to estimate, to work with money, to analyze trends and to create schedules and budgets.	How we use this skill ▪ numerical estimating ▪ money math ▪ scheduling or budgeting math ▪ measurement and data analysis
4 Writing	Using the written word to create a clear message.	How we use this skill ▪ organizing, recording or documenting ▪ providing information to persuade ▪ requesting information or justifying a request ▪ presenting an analysis or comparison
5 Oral Communication	Talking with others to give and exchange information and ideas, such as asking questions, making presentations, explaining and persuading.	How we use this skill ▪ greeting people and taking messages ▪ reassuring, comforting or persuading ▪ seeking information ▪ resolving conflicts ▪ facilitating or leading a group
6 Working with Others	Directing or coordinating work activities with others.	How we use this skill ▪ working as a member of a team or jointly with a partner ▪ engaging in supervisory or leadership activities



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The Nine Essential Skills		
7 Thinking	Thinking Skills include: problem solving, job task planning and organizing, finding information, critical thinking, significant use of memory and decision-making.	How we use this skill ▪ problem solving and decision making ▪ critical thinking ▪ planning and organizing job tasks ▪ memorizing and finding information
8 Computer Use	Using hardware and software and other computer-based technical tools.	How we use this skill ▪ operating cash registers ▪ using word processing software ▪ sending e-mails ▪ creating and modifying spreadsheets.
9 Continuous Learning	Being a lifelong learner.	How we use this skill ▪ learning as part of regular work activity ▪ learning from co-workers ▪ taking training offered in the workplace or off-site



ESSENTIAL Skills Task Examples

READING TEXT

- *Carpenters* read project specifications to understand project requirements.
- *Machinists* read entries in supplier catalogues to obtain information about new tools.

DOCUMENT USE

- *Refrigeration and air conditioning technicians* analyse temperature graphs of refrigerated unit sensors over a two-week period to diagnose equipment problems.
- *Construction electricians* read tables, charts and catalogues when ordering material, products or parts for a job.

WRITING

- *Ironworkers* write descriptions and explanations on forms. They complete incident/accident forms to describe accidents, injuries incurred and required follow-up actions.
- *Welders* fill in invoice forms or reports for employers with tasks completed, materials used, hours worked and amount to charge customers.

NUMERACY

- *Public works maintenance equipment operators* schedule garbage routes and pickups on a weekly basis, taking into account the times of high traffic volume, seasonal variations in loads and landfill closing times (Scheduling, Budgeting and Accounting Math).
- *Truck drivers* calculate gas consumption and mileage and compare these readings to tables indicating average consumption for various types of vehicles (Data Analysis Math).
- *Sewing machine technicians* calculate labour charges by multiplying their hourly rate by the number of hours required to repair each sewing machine and finding a total (Money Math).

ORAL COMMUNICATION

- *Motor vehicle assembly supervisors* lead daily production meetings with work crews to recap and review production data and quality concerns.
- *Information system analysts and consultants* discuss task lists, schedules and workloads with co-workers and colleagues.

THINKING SKILLS

- *Transport trailer technicians* may encounter a trailer with water damage on the inside of the trailer. They first determine the source of the problem from a number of possibilities. If they believe there is a crack or hole, they will use a hose to spray water on the outside of the trailer and look for the source of the leak on the inside. They will then make the necessary repairs (Problem Solving).



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- *Underground mine service and support workers* decide how to get materials to assignment locations. When unable to travel through the level above or below, they may gain access by drilling holes or cutting with torches (Decision Making).

WORKING WITH OTHERS

- *Librarians* work independently, staffing various circulation and reference desks, researching specific topics, cataloguing new acquisitions and instructing computer orientation classes. They coordinate job tasks with technicians, assistants and volunteers.

COMPUTER USE

- *Registered nurses* use communications software. For example, they use email to send and receive health-related attachments and documents.

CONTINUOUS LEARNING

- *Letter carriers* have an ongoing need to learn. This learning relates particularly to new procedures and services. Learning primarily occurs through on-the-job experience, independent reading and by talking with supervisors and co-workers. They occasionally watch videos or participate in formal courses on topics such as driving, first aid or public relations.



REFLECTION Exercise – Part 1

This tool is excellent for learning how to do reflection. This reflection tool helps to build self-knowledge and self-understanding. Once you are comfortable with this tool, it can be applied to many different situations.

REFLECTION EXERCISE – Part 1

1

Early Memory – Write out the first time you learned about the concept of work. Just write out your memory and put in as much detail as you can. Focus on the questions: How old you are? Who is there? What happened? What colours do you see? Start your writing with “I am.....”

Example: I am maybe five or six years old. I am in the kitchen watching my brother and sister wash and dry the supper dishes. It is dark outside. I want to help.....



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REFLECTION EXERCISE – Part 1	
2	What is your most vivid part of the memory?
3	What is the feeling you feel / are experiencing?
4	Write a headline to describe your experience. The headline should be similar to one you would see in a newspaper article.
5	Complete the following sentences: I am.....



REFLECTION EXERCISE – Part 1	
6	I should.....
7	They are.....
8	They should.....
9	Life is.....

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REFLECTION EXERCISE – Part 1	
10	Life should.....
11	Therefore.....



REFLECTION Exercise – Part 2

INTERPRETING THE REFLECTION EXERCISE

This tool is excellent for teaching you how to do reflection. Once you are comfortable with this tool it can be applied to many different situations.

1	Early Memory	
2	What is your most vivid part of the memory?	
3	Feeling	
4	Headline	
5	I am.....	Relates to the concept of self
6	I should.....	Relates to the concept of self
7	They are.....	Concept of relationship
8	They should.....	Concept of your relationship with others
9	Life is.....	Concept of life
10	Life should.....	Belief about life: what life should be
11	Therefore.....	What you do about it





APPENDIX

REFLECTION Exercise – Part 3

ANALYSIS

1. Review Part 1 and what you have written. What do you see?

2. Describe any insights or “aha” moments.

3. Have your concepts about yourself (answers to #5 and #6) come forward into your present life?

Is this a good thing?

4. Has your concept of relationship (answer to #7) come forward into your present life?

Is this a good thing?

5. Has your concept of relating to others (answer to #8) come forward into your present life?



Is this a good thing?

6. Has your concept or your outlook on life (answer to #9) come forward into your present life?

Is this a good thing?

7. Has your concept or belief about what life should be like (answer to #10) come forward into your present life?

Is this a good thing?

8. Has your attitude of what you can or should do about it (answer to # 11) come forward into your present life?

Is this a good thing?

9. Are the concepts you have brought into your present life positive? (answer to #9) Are they working for you?



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10. If the concepts (see previous answer) you have brought forward into this present life are not working for you, do you want to change them?

11. If you want to change things that are not working for you, what steps could you take?

12. Re-read all of your answers. Do you see any patterns brought into the present life?

13. What stands out for you in doing this exercise?

14. Now what?

Gather with someone whom you can trust and talk about the work you have done so far. See if they identify any patterns, insights, etc.



9 ESSENTIAL Skills Something More



Worksheet – Nine Essential Skills

Reflect – considering something in more detail

Essential Skills

Identify activity (Tasks)	<i>Reading Text</i>	<i>Writing</i>	<i>Document Use</i>	<i>Computer Use</i>	<i>Oral Communication</i>	<i>Thinking Skills</i>	<i>Numeracy</i>	<i>Working with Others</i>	<i>Continuous Learning</i>

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APPENDIX

ESSENTIAL Skills Worksheet

Essential Skills of a(n) _____

Reading Text: *(I read policy manuals so I can follow the rules)*

Document Use: *(I complete intake forms for new clients to get them into our system)*

Numeracy: *(I make change when customers buy my ice cream)*

Writing: *(I write emails to notify my co-workers about a meeting)*





Oral Communication: *(I ask my boss questions to make sure I understand my assignment)*

Thinking: *(When I have a problem I consider my options and then make a plan)*

Working with Others: *(I coordinate work schedules so everyone can attend a meeting)*

Computer Use: *(I write an email to a client and give her some good news)*

Continuous Learning: *(I take an evening class to improve my report-writing skills)*



APPENDIX

WORDLIST (Verbs)

administer	dramatize	organize
analyse	duplicate	perform
apply	employ	plan
appraise	envision	practice
appraise	establish	prescribe
argue	estimate	propose
arrange	evaluate	question
assess	examine	quote
calculate	examine	rank
categorize	experiment	rate
characterize	explain	recall
choose	explore	recognize
classify	express	recognize
combine	formulate	relate
compare	grade	repeat
complete	hypothesize	report
compose	identify	reproduce
compute	illustrate	research
conduct	implement	restate
consolidate	inspect	retain
construct	integrate	review
contrast	interpret	review
create	inventory	roleplay
critique	investigate	sketch
critique	judge	solve
defend	justify	sort
define	know	synthesize
demonstrate	label	systematize
depict	list	test
describe	locate	theorize
design	match	translate
diagram	memorize	unite
differentiate	merge	value
discriminate	name	write
discuss	operate	
distinguish	order	





WORDLIST (Action Words)

EXAMPLES OF ACTION WORDS

Remember: You must be able to *observe* the action, *measure* the action and *teach* the action. By using an action word, it allows you to demonstrate or show that learning has occurred.

For example, action words which show that someone ‘knows’ something are: Explain, identify, recite, list, compare, label, reproduce.....

Participate	Measure	Total	Select
Volunteer	Mix	Weigh	Give
Show	Mend	Convert	Budget
Enjoy	Sketch	Take	Build
Assist	Assemble	Devise	Repair
Discuss	Composes	Count	Play
Help	Construct	Gather	Teach
Perform	Design	Analyze	Coach
Read	Produce	Estimate	Buy
Write	Interpret	Communicate	Choose
Share	Complete	Speak	Cut
Join	Draw	Greet	Organize
Create	Exchange	Prepare	Recognize
Interact	Listen	Advise	Lead
Solve	Calculate	Negotiate	Use
Record	Check	Verify	Plan
Decide	Practise	Determine	Assess
Adapt	Manage	Respond	Explain
Enter	Memorize	Find	Work
Identify	Accomplish	Conduct	Express
Achieve	Respond	Persuade	Plan
Care(for)	Fill (in)	Collect	Consolidate
Control	Coordinate	Correspond	Delegate
Map	Research	Demonstrate	Observe
Prioritize	Model	Monitor	Judge
Recruit	Counsel	Diagnose	Educate
Encourage	Evaluate	Inspect	Invent





APPENDIX

SELF-REFLECTION Exercise Debrief

Were you surprised to see how you used the nine Essential Skills?

Were you aware that you were using the Essential Skills while doing the reflection activity?

Now what?



SNAPSHOT of a Coach

Essential Skills Snapshot of an Essential Skills Coach

- I can read and get the information I need from instructional manuals, self-reflection books and counselling textbooks
- I am able to locate information I need from lists, schedules, tables, graphs, maps and diagrams
- I can fill out and keep track of my day-to-day paperwork
- I can write emails and short reports with correct grammar, punctuation and spelling
- I am confident that I have the listening skills required for me to determine my client's needs
- I am comfortable building rapport and making small talk with a client
- I am comfortable using strategies to keep discussion moving forward in a positive and encouraging manner in order to help my clients identify their Essential Skills
- I am able to clarify a client's needs using strategies such as questions, restating and summarizing
- I am comfortable using strategies of self-reflection
- I have all the numeracy skills I need to do my work
- I can keep track of time for scheduling meetings
- I am comfortable using problem-solving strategies to help a client identify his/her Essential Skills needs and plans
- I am confident with the decision-making process I use to decide how best to support a client, and can decide when their needs are best met by another resource
- I can think logically through challenging situations with clients
- I know how to find the Essential Skills information I need to give answers or advice to others
- I feel in control of my use of time and can effectively organize and prioritize my job tasks
- I can remember the names of my clients, their interests and case file histories
- I am comfortable working independently, yet also working collaboratively as part of a resource team
- I am comfortable using new computer technologies and software programs
- I look for and take advantage of learning opportunities





APPENDIX

RESPONSE to the Day

☐

Day 1 (November 30, 2009)

☐

Day 2 (December 01, 2009)

What I expected...	What I learned...
What I valued...	What I still need...

Thank you!



9 ESSENTIAL Skills Profile



Profile

Profile of: _____

I Can:

I Know:

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APPENDIX

ESSENTIAL Skills of Me

Directions

List two examples of how and when you use each of the nine Essential Skills

The Essential Skills of Me

Reading Text:

1. _____

2. _____

Document Use:

1. _____

2. _____

Numeracy:

1. _____

2. _____

Writing:

1. _____

2. _____

Oral Communication:

1. _____

2. _____

Thinking:

1. _____

2. _____

Working with Others:

1. _____

2. _____

Computer Use:

1. _____

2. _____

Continuous Learning:

1. _____

2. _____



HOW to Write Affirmations



How to Write Affirmations

Style:

- Use “I” or “My” – write in the first person
- Write about the desired outcome
- Write in present tense – not the future, not the past

Samples:

I trust the universe

I tell people about portfolio development in a clear and concise way

I make commitments from passion and vision

I am on a healing journey

My thoughts create my future

I use the Essential Skill of Thinking regularly

Helpful Hints:

- Read your affirmations upon waking and going to sleep.
- Review your affirmations as you go through your day.
- Put your affirmations in a place where you can see them regularly.
- Review your affirmations every day for two to three months and see a gradual change in your thinking.
- If you miss a day – just start again the next day.

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AFFIRMATIONS



Affirmations:

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APPENDIX

TWO-DAY Debrief

How will you use these tools you have learned over the last two days in your community?

DEBRIEF Coaching Exercise

Identify one outstanding thing that you experienced while you were being coached.

Identify one thing more you needed as a client.

A1 APPENDIX

BEARPAW

