Igniting the Power Within Level 2 Curriculum

Building Portfolios Certification for Advisors/Counsellors



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\geq **5** CKNOWL



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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 2 certification, Building Portfolios Certification for Advisors/Counsellors, and is the second curriculum document in a series of four.

The following curriculum will help you plan and implement your own *Igniting the Power Within* Level 2 certification training in your regional community.

PROGRAM Goal

The goal of this Level 2 Building Portfolios is to teach other regions and jurisdictions how to build a portfolio for themselves, as well as to coach clients how to build their own portfolios.

PHILOSOPHY

That all Aboriginal people will receive all of the RPL and ES training they need 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 them 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 inkind contributions.
- Creating a common ground a common ground where the steering committee does not support the hierarchal 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. Having Elders available for one-to-one counselling and 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 a hot breakfast and lunch to participants food is an important part of Aboriginal culture.
- Providing travel assistance. Having travel subsidies available to ensure participants from out of town are able to attend.
- Awarding door prizes. Giving door prizes away at the breaks. 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 should sign these certificates for greatest authenticity.

A BRIEF STORY of *Igniting the Power Within* Level 2

The development of Level 2 came from the request of Level 1 participants/learners. Participants/Learners were introduced to the nine Essential Skills and Recognizing Prior Learning (RPL) in Level 1. There are many different ways to do RPL, and in introducing the concept of RPL, the ITPW Steering Committee chose to teach Igniting learners about portfolios and portfolio development.

A portfolio is.....

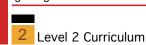
- a collection of your documents and personal writings that shows proof (evidence) of your work experience, achievements, skills and knowledge
- a celebration of your skills, knowledge, insights and gifts gained through lived experiences

The portfolio was chosen because the ITPW Steering Committee recognizes how the portfolio is a holistic tool that engages the whole person (the physical, emotional, intellectual and spiritual aspects of self). Working with the whole person is an Aboriginal approach to wellness and identity development. Wellness and identity development are both concepts that many Aboriginal people can connect to on some level.

The aim of *Igniting the Power Within* Level 2 – Day 1 is to teach participants how to build a portfolio for themselves, while Day 2 teaches participants how to coach a client to build his/her own portfolio. Day 1 teaching approaches include theatre, hands-on activities and self-reflection.

Level 2 teaches how to identify skills, knowledge and gifts gained through informal and formal learning experiences. The skills, knowledge and gifts are developed into learning profiles.

Participants who come to Level 2 training are presented with gifts. The gifts are a value statement to the learners and have the ITPW logo imprinted on them. The statement being made is that "the learner is valued and seen as important enough to be dignified with gifts." All of the gifts represent the theme of the workshop. Level 2 gifts include a portfolio binder, a portfolio samples book, a pen with highlighter, an *Igniting the Power Within USB* with lanyard, a set of five dividers, and at least 15 page protectors per participant.



LEVEL 2 - Highlights

The participants are presented with a portfolio sample book titled "PRACTICAL EXAMPLES OF PORTFOLIOS AND ENHANCED RESUMÉS: LIFE EXPERIENCES TRANSFORMED INTO LEARNING." Learners are introduced to a character named Drew Dawn Handley. On Day 1, a steering committee member plays Drew Dawn Handley and performs one-person monologues throughout the day.

The monologues have Drew putting together her portfolio, and at the end of the day Drew shows the audience her well-established book. The term "well-established" is used as opposed to "completed" since building a portfolio is an on-going process and one that never ends.

On Day 2, participants are walked through the process of building their own portfolios. They begin to work on their portfolios, and the basics for building an Igniting portfolio are explained to them. It is intended that participants will continue working on their portfolios at their own pace when they return home.

During Level 2 there is not enough time to do any work on resumés. Therefore, participants are encouraged to put their resumés into their portfolios when they get home. The topic of resumés is resumed in Level 4.

LEVEL 2 - 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 2 giveaways. At the Level 2 gathering, participants are given a portfolio binder, a portfolio samples book, a pen with highlighter, an *Igniting the Power Within USB* with lanyard, a set of five dividers, and at least 15 page protectors per participant.

LEVEL 2 - Registration Process

All forms used in the ITPW Manitoba registration process can be found in Appendices A and B.

Registration for learners is opened up 8–10 weeks prior to the training event. Learners are identified as guidance counselors, employment counsellors, social assistant workers, career counselors, 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 2 Registration form, along with subsidy information, is sent 6–8 weeks prior to the event.
- 3. Level 2 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 along with a high level agenda (Appendix D).

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 2 completion certificates (Certificate copy – Appendix E).

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 video to document your training workshop, please be sure to have the participants complete a Photo Release form (Appendix F).



MATERIALS NEEDED FOR REGISTRATION:
Registration Forms (Appendix A)
Breakfast
Giveaways
High Level Agendas (Appendix D)
Photo Release Form (Appendix F)
Name tags for participants
ITEMS GIVEN TO PARTICIPANTS DURING DAY 1 REGISTRATION:
Portfolio Binder
Portfolio samples book
Flash drive (USB) with lanyard (these could also be held over for Day 2 Registration)
Five dividers
Photo Release Form (Appendix F)
Minimum 15 page protectors per participant

WELCOMING Participants to Level 2

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.

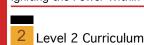
The welcoming portion to Day 1 should be limited to 20 minutes. Anything longer than 20 minutes will lose the attention and possibly the retention of the audience.

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 objective of the Level 2 certificate training event
- provide overview of morning agenda
- have an ice breaker available (Appendix G)

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 2 Outcomes

Level 2 Certification Outcomes Building Portfolios

Participants should be able to:

- Explain what a portfolio is, its benefits and potential challenges
- Identify suitability of a client/learner for a portfolio
- Coach client/learner to identify events throughout his/her life where there was learning involved
- Coach client/learner to reflect on life events in order to identify knowledge, skills and gifts, including Essential Skills
- Coach client/learner to choose good evidence of knowledge, skills and gifts, as well as Essential Skills
- Advise and support client/learner through the goal-setting process
- Coach client/learner to create a portfolio binder put all the information together
- Use communication and thinking skills (Essential Skills) such as listening, clarifying, questioning and analysing when interacting with clients

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. We think that this is a good approach because it is more adaptable and applicable to different regions.

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 H and I 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 2 training certification event.

LEVEL 2 - 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 D.

DAY 1 AGENDA	
	Message
Registration and Hot Breakfast	
Welcome	
Teaching Moment 1 – Parts of a Portfolio	There are five different sections in an Igniting Portfolio
Teaching Moment 2 – Build a Portfolio in 10 Minutes	A portfolio is simple to build when divided into sections
Teaching Moment 3 – Identify the Five Steps of Portfolio Building	Portfolio building is simple when broken down into steps
Teaching Moment 4 – Identify What Happened Along the Way	Life experiences have provided us with learning
Teaching Moment 5 – Life Story Activity	Participants can identify life events
Teaching Moment 6 – Debrief Life Story Activity	Identifying the roles people have had in the participants' lives
Teaching Moment 7 – Identifying Skills, Knowledge and Gifts	The steps needed to develop a Skills, Knowledge and Gifts Profile
Teaching Moment 8 – Skills, Knowledge and Gifts Inventory	Participants develop a Skills, Knowledge and Gifts Profile for themselves
Teaching Moment 9 – Evidence	We all have evidence
Teaching Moment 10 – Speaker	Testimony from a speaker about portfolio development
Teaching Moment 11 – Setting Goals	Creating goals and plans
Teaching Moment 12 – Putting It All Together	How the completed portfolio looks once completed
Teaching Moment 13 – Challenges for Clients	Potential solutions for dealing with clients' problems
Teaching Moment 14 – What Did You Learn Today?	Participants identify what they have learned
Teaching Moment 15 – Evaluation and Closing	Wrap up the day

DAY 2 AGENDA		
	Message/Exercise	
Registration and Hot Breakfast		
Welcome Back		
Teaching Moment 1 – What is Coaching?	Effective coaching entails different techniques	
Teaching Moment 2 – Learning to Coach Someone to Build a Lifeline	A portfolio is simple to build when divided into sections, and begins by identifying life events	
Teaching Moment 3 – Writing Reflection	Reflection is the process of looking at something in more detail	
Teaching Moment 4 – Learning to Coach Someone to Build a Knowledge, Skills and Gifts Inventory	Life experiences have provided us with learning	
Teaching Moment 5 – Learning to Coach Someone to Find Evidence	Participants can learn to identify evidence	
Teaching Moment 6 – Learning to Coach Someone to Make Goals	Goal setting is one of the last steps in making a portfolio	
Teaching Moment 7 – Learning to Coach Someone to Organize their Portfolio and Develop a Title Page and Personal Statement	A first step to developing a title page and personal statement can be done through making art	
Teaching Moment 8 – Putting It All Together	Participants assemble a portfolio by putting the pages in the correct sections	
Teaching Moment 9 – Debrief All Five Writing Reflections	Reflection is the process of looking at something in more detail	
Teaching Moment 10 – Paddles on the Wall	Participants can identify their learning by participating in a closure activity	
Teaching Moment 11 – Evaluation and Closing	Wrap up the day	

DAY One

TEACHING MOMENT 1: PARTS OF A PORTFOLIO

15 MINUTES

MESSAGE:

"There are five different sections in an Igniting Portfolio."

KNOWLEDGE OUTCOMES:

- Explains the different sections of an Igniting Portfolio
- Explains what goes into the Introduction section of an Igniting Portfolio
- Explains what goes into the Profile section of an Igniting Portfolio
- Explains what goes into the Goals section of an Igniting Portfolio
- Explains what goes into the Resumé section of an Igniting Portfolio
- Explains what goes into the Evidence section of an Igniting Portfolio

SKILLS OUTCOMES:

• Listens to speaker describe the five parts of an Igniting Portfolio

STRATEGY NOTES:

There are many different types of portfolios, and what *Igniting the Power Within* has done is develop a portfolio process that:

- 1. Allows learners to tell a part of their story.
- 2. Highlights a learner's skills, knowledge and gifts, including Essential Skills.
- 3. Showcases a learner's resumé.
- 4. States a learner's goals (long-term and short-term goals focusing on the areas of education/training, work and personal life).
- 5. Displays a learner's evidence of learning, e.g., pay stubs, diplomas, certificates, letters, articles, photos, etc.

The portfolio process that *Igniting the Power Within* has developed is simplified into a step-by-step process. The step-by-step process happens so smoothly that learners are unaware of how the portfolio is coming together.

The speaker should have a sample of a portfolio available when making this short presentation. When the section of the portfolio is identified, the practical sample should be shown to the participants.



TASKS:

- 1. MC reads biography of speaker.
- 2. MC invites speaker up to the stage.
- 3. As speaker makes his/her way to the stage, distribute the Power of Portfolio handout to participants.
- 4. Speaker introduces the five parts of an Igniting Portfolio.
- 5. After speaker has finished, MC thanks speaker and provides a small gift.

Speaker Directions:

1. Speaker will begin by telling participants what a portfolio is.

"A portfolio is....."

- a collection of your documents and personal writings that shows proof (evidence) of your work experience, achievements, skills and knowledge.
- a celebratation of your skills, knowledge, insights and gifts gained through lived experiences.
 Note: As the speaker describes what a portfolio is, he or she should hold up the portfolio binder for all to see.
- 2. Speaker will tell who will benefit from doing a portfolio.

"A portfolio will benefit....."

- Elders, youth, and all other community members
- people looking to return back to the work field
- people looking to enhance their skills for their present job situation
- people looking to return to school
- the participants themselves
- 3. Speaker will tell when a portfolio should be created.

"A portfolio should be created......"

- sooner rather than later, because the sooner a person starts a portfolio the sooner he/she will have a safe place that records his/her accomplishments, skills, gifts and goals.
- 4. The speaker will share what a portfolio does for an individual.

"The Igniting the Power Within experts recognize that a portfolio......"

- builds self-esteem
- celebrates learning



- acknowledges the past
- creates new visions for the future
- identifies patterns
- identifies strengths
- shares with people who you are
- enhances oral history
- can enhance a job interview
- can tell your story
- can help you become organized
- 5. The speaker will introduce the five parts of an Igniting Portfolio.

"A portfolio consists of five basic parts....."

- Introduction title page, table of contents and personal statement
- Resumé
- Goals and Plans
- Inventory of Skills, Knowledge and Gifts
- Evidence
- 6. The speaker will introduce what goes into the Introduction section.

"The Introduction section contains...."

- one title page that is usually 3–7 words long
- one page that tells what is inside the portfolio
- a personal statement that describes who you are, where you come from and what you want people to know about you can consist of a lifeline, personal story, etc.

Note: As the speaker describes what goes into the Introduction section, he or she should hold up this part of the portfolio for all to see.

7. The speaker will introduce what goes into the Resumé section.

"The Resumé section contains....."

 an updated resumé. A person should have different resumés in his or her portfolio for different jobs.

Note: As the speaker describes what goes into the Resumé section, he or she should hold up this part of the portfolio for all to see.



8. The speaker will introduce what goes into the Goals and Plans section.

"The Goals and Plans section contains Goals and Plans, and it is a place to change 'I should' and 'I could' to 'I will'."

Note: As the speaker describes what goes into the Goals and Plans section, he or she should hold up this part of the portfolio for all to see.

- 9. The speaker will introduce what goes into the section titled Inventory of Skills, Knowledge and Gifts. The speaker will emphasize that:
 - Skills usually relate to "I can...."
 - Knowledge relates to "I know...."
 - Insights relate to wisdom....things you know just because you have been there and done that.....

 Note: As the speaker describes what goes into the Inventory of Knowledge, Skills and Gifts section, he or she should hold up this part of the portfolio for all to see.
- 10. The speaker will introduce what goes into the Evidence section. "Evidence can be certificates, diplomas, letters, pay stubs, articles, photos, personal writings, bills of sale, transcripts, list of references, course outlines, etc."

Note: As the speaker describes what goes into the Evidence section, he or she should hold up this part of the portfolio for all to see.

MATERIALS NEEDED:		
Handout: Power of a Portfolio (Appendix J)		
Handout: Parts of a Portfolio (Appendix K)		
A portfolio sample in a binder		

TEACHING MOMENT 2: BUILD A PORTFOLIO IN 10 MINUTES

15 MINUTES

MESSAGE:

"A portfolio is simple to build when divided into sections."

KNOWLEDGE OUTCOMES:

- Identifies aspects of portfolio development
- Explains parts of a portfolio

SKILLS OUTCOMES:

- Witnesses the putting together of a portfolio in 10 minutes
- Identifies five parts of an Igniting Portfolio
- Identifies a learner's profile
- Identifies a learner's introduction information
- Identifies a learner's goal statements
- Identifies a learner's evidence
- Identifies a learner's portfolio title page
- Identifies a learner's introduction information
- Works cooperatively with a small group

STRATEGY NOTES:

This activity takes preparation and connects perfectly with the previous exercise since it allows participants to apply their newly received knowledge to a portfolio sample.

This activity starts with a mock portfolio being prepped, with each separate portfolio page put into its own brown envelope along with a page protector. The brown envelopes are evenly distributed amongst participant table groups. As a table group, participants determine what part of the portfolio they have. The facilitator then goes around the room, gathers the parts of the portfolio from each table, and puts them into a portfolio binder for all to see.

- 1. Think of a client and a part of that person's story, and then prepare a mock portfolio for this client. The mock portfolio should highlight the client's skills and knowledge gained through life, both informal and formal learning experiences. While completing this activity, please make sure that you do not use the client's real name. Create a Title Page for the client, a Personal Statement sample, 3–5 Skill, Knowledge and Gifts profile samples, a Resumé, a Goals sample, and 4–8 samples of Evidence that the client would have.
- 2. Put each page of the portfolio into its own envelope, along with a page protector.
- 3. Prepare a brief biography of the client. This biography will be read aloud to the participants, and will give the participants a sense of the person for whom the portfolio is being built.
- 4. Label five page dividers with the portfolio sections. The labels will be Introduction, Profiles, Goals, Resumé and Evidence.
- 5. Put these labelled dividers into an empty binder.
- 6. You should now be ready for the activity.
- 7. You will need an assistant, who will hold the empty binder as you go around the room.
- 8. Tell participants: "We will now build a portfolio for a client in less than 10 minutes."
- 9. Introduce the participants to the client by reading aloud the biography you have prepared.
- 10. Tell participants that they will now help in putting together the client's portfolio.
- 11. Hold up a brown envelope and tell participants that in each envelope is a part of the client's portfolio.
- 12. Hand out the envelopes to the participants, dividing the envelopes evenly amongst the tables.
- 13. Tell participants to open up the envelope and, as a table group, to examine what they have and identify what part of the portfolio it would fit into.
- 14. After participants have had time to review the contents of the envelope, review the five sections of the portfolio. Show the participants the empty binder.
- 15. Now go around to the tables and have one participant from each table announce to the rest of the group what part of the portfolio they have. After the participant has announced what part of the portfolio they have, you as the facilitator confirm and reiterate what they have said, while putting the page into the correct portfolio section.
- 16. Go around to each table and repeat step 15 until the portfolio is complete.
- 17. When you receive the title page, be sure to put it in the very front of the portfolio binder. When you open the portfolio binder, the title page should be the first page you see.
- 18. After you have gone to each table and put each page into the portfolio, you should have a completed portfolio.

- 19. Announce to the participants: "As you can see, putting the portfolio together is relatively simple the hardest part is finding the time to build it. Now let's create your personal portfolio by labeling your dividers with the following sections." Identify the sections as Introduction, Resumé, Profiles, Goals and Evidence.
- 20. Announce: "You will now start your own portfolio."
- 21. Write out the section titles on flip chart paper, or, if possible, have a poster made. Many participants will need to see the titles visually.
- 22. Hand out the dividers to each participant.
- 23. After the participants have labelled their dividers, have them put the dividers into the portfolio binders they received when registering.
- 24. Bring exercise to a close.

MATERIALS NEEDED:
Binder in which to build sample portfolio
Set of dividers labelled with each section for the sample portfolio
Set of dividers for each participant
Large envelopes for sample portfolio activity
Page protectors for sample portfolio activity
Large poster with section titles identified on it, or flip chart paper with section titles written on it

TEACHING MOMENT 3: IDENTIFY THE FIVE STEPS OF PORTFOLIO BUILDING

15 MINUTES

MESSAGE:

"Portfolio building is simple when broken down into steps."

KNOWLEDGE OUTCOMES:

- Identifies the five steps to portfolio building
- Explains the analogy of portfolio building to being on trip

STRATEGY NOTES:

Now we are going to learn the process of how to build a portfolio. This portion of the training requires a facilitator who can explain the five steps to building a portfolio, while making an analogy of portfolio building to going on a trip. The process of building a portfolio is:

- Step 1: Identify what happened
- Step 2: Identify the skills, knowledge and gifts that you gained
- Step 3: Find some evidence of these skills
- Step 4: Make some goals and plans
- Step 5: Organize everything into the proper sections

The *Igniting the Power Within* steering committee decided that the process of portfolio building is similar to a life journey, so we talk about each step in the process as if we are on a trip. For example:

- *Identify what happened* is equivalent to the points of interest or stops along the way.
- *Identify the skills, knowledge and gifts that you gained* means the same thing as what you learned at each stop.
- Find some evidence of these skills is similar to the souvenirs that you collect.
- Organize everything into a portfolio is like taking your souvenirs and pictures and organizing them into an album or trip diary.
- *Make some goals and plans* is like deciding where you are going on your next trip, and what is your next point of interest.

At the Igniting events in Winnipeg, ITPW has a huge wall poster of a river, and we refer to this wall poster when we make the analogy of going on the journey. ITPW also has a huge wall poster of the five steps. ITPW also provides a hand-out of the five steps to each participant.

- 1. Distribute the Five Steps to Portfolio Building handout (Appendix L).
- 2. Have the facilitator announce that there are five steps to building a portfolio. These are:
 - Step 1: Identify what happened
 - Step 2: Identify the skills, knowledge and gifts that you gained
 - Step 3: Find some evidence of these skills
 - Step 4: Make some goals and plans
 - Step 5: Organize everything into the proper sections
- 3. Announce to participants that building a portfolio is like going on a trip. For example:
 - *Identify what happened* is equivalent to the points of interest or stops along the way.
 - *Identify the skills, knowledge and gifts that you gained* means the same thing as what you learned at each stop.
 - Find some evidence of these skills is similar to the souvenirs that you collect.
 - Organize everything into a portfolio is like taking your souvenirs and pictures and organizing them into an album or trip diary.
 - *Make some goals and plans* is like deciding where you are going on your next trip, and what is your next point of interest.
- 4. Reiterate how this process is like going on a trip, and verify that the process is really quite simple.
- 5. Tell participants that for the rest of Day 1 they will put their own portfolios together.

MATERIALS NEEDED:		
Handout: Five Steps to Portfolio Building (Appendix L)		
Huge wall poster of a river		

TEACHING MOMENT 4: IDENTIFY WHAT HAPPENED ALONG THE WAY

20 MINUTES

MESSAGE:

"Life experiences have provided us with learning."

KNOWLEDGE OUTCOMES:

- Identifies features of a mind map, chronological lifeline and life circle chart
- Explains benefits of a mind map, chronological lifeline and life circle chart
- Explains differences between a mind map, chronological lifeline and life circle chart
- Explains the power of storytelling
- Explains the documentation of a life-story using a mind map, chronological lifeline and life circle chart
- Identifies various learning styles

STRATEGY NOTES:

For this portion of the workshop we are going to learn how to record life events as the first step in developing a portfolio.

At the first *Igniting the Power Within* Level 2 training event, participants asked for a portfolio samples workbook that they could take home and refer to regularly. The workbook needed to show various examples or samples of portfolios. ITPW developed a portfolio samples book, and now each participant is provided with a copy. ITPW hands out the samples book during the morning registration process.

In the samples book, one of the developed sample portfolios refers to a woman named Drew Dawn Handley.

Today's workshop focuses on Drew Dawn Handley's story and how her portfolio came together.

You will need five people in order to do this part of the workshop. Each person will have an important task. The five tasks are section facilitator, someone to play Drew Dawn Handley and three "charters" (chart makers).

Assign charters to draw either a mind map, chronological lifeline or life circle chart reflecting Drew Dawn Handley's story. Charters will simultaneously draw their chart while Drew Dawn's character reads a script aloud to the audience.

This portion of the workshop is scripted so that everyone is aware of what is going on.



In summary, this part of the workshop will:

- i) Have the facilitator introduce the monologue person, who will play Drew Dawn Handley, and three charters.
- ii) The person playing Drew Dawn Handley will read the monologue story, and the three chart makers will draw their assigned chart.
- iii) After the monologue is over, the facilitator will ask the chart makers to highlight their life story recording method (mind map, chronological lifeline or life circle chart), explain why they like it, and describe its benefits.

- 1. Tape three large pieces of white paper to the wall. This paper needs to big enough to draw either a mind map, chronological lifeline or life circle chart. The paper also needs to be strategically placed where audience members can see it clearly.
- 2. Three helpers will place themselves in front of the blank paper and be prepared to start drawing when the character Drew begins speaking.
- 3. Facilitator introduces the chart makers and the person playing Drew Dawn Handley.
- 4. Facilitator tells participants: "The usual first step in beginning a portfolio is to determine significant life events that happen within our lives. After we identify life events, we are able to explore these life events for learning."
- 5. Facilitator continues: "Documenting our life story can be done in various ways. How we document our life story is usually based on our preferred learning styles and how we like to do things. The fact is, each of us has a distinct learning style, and often this learning style differs from one person to the next. Some people learn by reading, others learn from watching, some learn from watching *and* doing, while others learn by doing. When some people learn, they like to read words, other people like to look at pictures, some like to draw pictures, and some like to memorize. There is no learning method that is better than any other. The most important thing to remember is that there are different learning styles and different ways of doing things."
- 6. Facilitator tells participants: "Let's begin by listening to Drew identify life events, and then watch different ways she can record her life events."
- 7. Drew Dawn Handley begins to read her monologue. The monologue script is found in Appendix P.
- 8. Facilitator thanks Drew.
- 9. Facilitator interviews each charter and asks them to describe the aspects of their chart, why they like the version they used, as well as the benefits of their particular method.
- 10. Facilitator asks participants to think about which method they prefer.
- 11. Facilitator brings session to a close.

MAT	ERIALS NEEDED:
	Large pieces of paper taped onto the wall
	Felt pens
	Masking tape
	Drew Dawn Handley monologue script
	Someone to read Drew Dawn Handley's monologue script
	Copy of Drew Dawn Handley mind map, chronological lifeline and life circle chart so that charters know what to draw
	List of benefits of a chronological lifeline, mind map, life circle chart and (Appendix Q)
	Someone to draw Drew Dawn Handley's mind map
	Someone to draw Drew Dawn Handley's chronological lifeline
	Someone to draw Drew Dawn Handley's life circle chart

TEACHING MOMENT 5: LIFE STORY ACTIVITY

25 MINUTES

MESSAGE:

"Participants can identify life events."

KNOWLEDGE OUTCOMES:

- Identifies features of a mind map, chronological lifeline and life circle chart
- Explains benefits a mind map, chronological lifeline and life circle chart
- Explains differences between a mind map, chronological lifeline and life circle chart
- Explains the power of storytelling
- Explains the documentation of a life story using a mind map, chronological lifeline and life circle chart
- chronological lifeline chart

SKILL OUTCOMES:

- Records own life events in either a mind map, chronological lifeline or life circle chart
- Develops empathy for people while practising self-reflection

STRATEGY NOTES:

In this section, participants will create their own mind map, chronological lifeline or life circle chart.

Be sure to inform participants that this activity is for their own purpose and will not be displayed publicly, and neither will they be required to show their work to anyone else.

Sometimes people will have difficulty self-reflecting on their life experiences. In this situation, encourage participants to record what they can remember and what they are comfortable expressing.

It is advisable to let participants work at their own pace, and it is **not** the facilitator's role to pry into the participant's history, or force him or her to recall memories that may be difficult.

If participants do recall painful memories, ensure that a resource person or Elder is available for debriefing.



- 1. Hand out blank paper and pens to participants.
- 2. Facilitator instructs participants to choose one of the three methods to record their life events.
- 3. Inform participants that they will now create their own life circle chart.
- 4. Facilitator can refer to samples in the portfolio samples workbook.
- 5. Give participants time to work on the activity.
- 6. Bring activity to a close.
- 7. Ask three or four participants to share what method they chose. Please note that they do not share what is on their chart; they only share **what** method they chose.
- 8. Bring activity to a close.

MATERIALS NEEDED:	
Blank paper	
Pens	

TEACHING MOMENT 6: DEBRIEF LIFE STORY

5 MINUTES

MESSAGE:

"Identifying the roles people have performed in their lives."

KNOWLEDGE OUTCOMES:

Identifies how activities performed in life resulted in learning and provided experience

SKILL OUTCOMES:

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

STRATEGY NOTES:

In this section, participants will examine the life events recorded in the mind map, chronological lifeline or life circle chart, and will then identify what roles they performed during that time. For example, if someone identifies that they went to school from 1982-1986, then during this time period they performed the role of student.

Other examples of role identification include:

What was done	Identified Role
Coached youth hockey	Hockey coach
Looked after my kids	Stay at home caregiver
Volunteered as a cook at a kids' camp	Volunteer Camp cook
Taught children to make scrapbooks	Scrapbooker Children's teacher Crafter

When participants have identified some roles, they will create a written list on a blank sheet of paper. This role list, along with the mind map, chronological lifeline or life circle chart, will be put into page protectors and placed within the Introduction section of their portfolio binder.





TASKS:

- 1. Hand out blank paper.
- 2. Facilitator instructs participant to examine the life chart they created and identify what roles were performed while doing the various activities.

Provide practical examples. For instance, if someone identifies that they went to school from 1982-1986, then during this time period they performed the role of student.

- 3. Give participants time to work on the activity.
- 4. Bring activity to a close.
- 5. Ask three or four participants to share roles they have identified.
- 6. Hand out page protectors.
- 7. Instruct participants to put their life chart and list of roles into page protectors, and to place these pages within the Introduction section of their portfolio binder.
- 8. Bring activity to a close.

MATERIALS NEEDED:	
Blank paper	
Page protectors	

TEACHING MOMENT 7: IDENTIFYING SKILLS, KNOWLEDGE AND GIFTS

25 MINUTES

MESSAGE:

"The steps needed to develop a Skills, Knowledge and Gifts Profile."

KNOWLEDGE OUTCOMES:

- Gives practical examples of skills
- Gives practical examples of knowledge
- Gives practical examples of gifts

SKILL OUTCOMES:

Identifies skills, knowledge and gifts

STRATEGY NOTES:

The next step is to identify the skills, knowledge and gifts gained through life experiences. In order to help with this process, we have developed a handout titled: My Journey Worksheet. You will see that on this worksheet there are columns to write in skills, knowledge and gifts/qualities. Participants will listen to Drew identify some of her skills, knowledge and gifts, and we'll also watch a steering committee member fill in the chart as the monologue is read.

- 1. Hand out copies of My Journey Worksheet to each participant.
- 2. Hang a large My Journey Worksheet poster on the wall. Make the poster large enough so that it can be filled in easily.
- 3. Read the monologue from the Drew Dawn Handley script.
- 4. As the script is read, fill in the My Journey Worksheet wall chart.
- 5. Bring activity to a close.



MATERIALS NEEDED:	
	Handout: My Journey Worksheet (Appendix S)
	Wall chart: My Journey Worksheet
	Felt pens
	Drew Dawn Monologue Script (Appendix P)
	One person to read Drew Dawn's Monologue Speech
	One person to fill in the wall chart

TEACHING MOMENT 8: SKILLS, KNOWLEDGE AND GIFTS INVENTORY

25 MINUTES

MESSAGE:

"Participants develop a Skills, Knowledge and Gifts Profile for themselves."

KNOWLEDGE OUTCOMES:

- Explains critical thought techniques
- Explains self-reflection techniques

SKILL OUTCOMES:

- Articulates thoughts
- Participates in developing a Skills, Knowledge and Gifts Profile
- Practises the skill of self-reflection

STRATEGY NOTES:

In this section of the training, participants develop their own Knowledge, Skills and Gifts Profile. Developing a Knowledge, Skills and Gifts Profile is a two-part process. The first part has participants filling in the chart and making a list of their knowledge, skills and gifts.

The second part has participants taking the information from the chart and developing it into fuller and more detailed sentences by using action words. This well-developed sentence is then transferred to the worksheet titled: Profile of a ________.

Remember: What did I do? I can..... is a skill What do I know? I know..... is knowledge

- 1. Distribute handout: My Journey Worksheet.
- 2. Facilitator: Tell participants they are going to work on doing their own Skills, Knowledge and Gifts Profile. Ask participants to refer to the My Journey Worksheet.
- 3. Facilitator: Ask students to look at the list of roles they created in the morning and to choose one role from the list.



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- 4. Facilitator: Once participants have chosen a role, have them analyse it in order to identify the skills, knowledge and gifts they gained from doing the role and having that particular experience.
- 5. Participants begin their own Skills, Knowledge and Gifts Profile on the My Journey Worksheet by filling in the columns.
- 6. Give them 15 minutes to complete this part.
- 7. Distribute handout: Profile of a ______
- 8. Distribute word sheets (Verbs, Action Words, Words for Gifts)
- 10. Facilitator: Tell participants the information from the "what I did" column goes under the Skills section.
- 11. Facilitator: Tell participants the information from the "what I need to know" column goes under the Knowledge section.
- 12. Give the participants 15 minutes to complete this part.
- 13. Ask a few participants to share their profiles with the larger group.
- 14. Hand out page protectors.
- 15. Instruct participants to put their profile into a page protector, and to place it into the Profiles section of their portfolio binder.
- 16. Bring activity to a close.

MATERIALS NEEDED:	
Handout: My Journey Worksheet (Appendix S)	
Handout: Words for Gifts (Appendix T)	
Handout: Action Words (Appendix U)	
Handout: List of Verbs (Appendix V)	
Handout: Profile of a (Appendix W)	
Page protectors	

TEACHING MOMENT 9: EVIDENCE

25 MINUTES

MESSAGE:

"We all have evidence."

KNOWLEDGE OUTCOMES:

- Identifies features of evidence
- Identifies different types of evidence

SKILL OUTCOMES:

- Reflects on what evidence they have
- Identifies good evidence

STRATEGY NOTES:

The next learning assignment is about how to find and add "evidence or verification" to portfolios.

Once again, participants will listen to a Drew Dawn Handley monologue and then identify evidence for themselves.

- 1. Distribute Evidence handout.
- 2. Give each table a piece of flip chart paper, along with markers and crayons.
- 3. Facilitator states: "The next step in building a portfolio is to find some evidence or verification that shows what you can do and what you know. Evidence can be various forms ranging from pay stubs, letters, statements, pictures, etc. Let's watch Susy talk about Drew Dawn's evidence."
- 4. Read the monologue from the Drew Dawn Handley script.
- 5. Facilitator states: "Now that we have an idea of what evidence is, let's take some time to determine what evidence you have at home that you could put in your portfolio. Remember, you want evidence that shows what you know and what you can do. Your evidence can be for both informal and formal learning experiences."
- 6. Facilitator states: "Let's take some time and be creative. On your table is a piece of flip chart paper. Take some time to draw what evidence you have to put into your portfolio."
- 7. Participants begin drawing their own evidence that celebrates their life learning.
- 8. Evidence should relate to their life stories, roles and profiles.
- 9. Refer to handout.



- 10. Ask a few tables to share their drawings.
- 11. Discuss what is meant by good evidence.
- 12. Bring activity to a close.

MATERIALS NEEDED:
Flip chart paper for each table
Felt pens and crayons
Handout: Evidence (Appendix X)

TEACHING MOMENT 10: SPEAKER

30 MINUTES

MESSAGE:

"Testimony from a speaker about Portfolio Development."

KNOWLEDGE OUTCOMES:

- Explains the value of Recognizing Prior Learning and Portfolio Development
- Identifies the benefits of Portfolio Development
- Explains the strategies of Portfolio Development in community

STRATEGY NOTES:

This section of the workshop requires that a Recognizing Prior Learning and Portfolio Development champion be recruited. It is preferable that the speaker has completed a portfolio that highlights his/her learning (skills, knowledge and gifts) gained through formal and informal experiences.

- 1. MC reads biography of speaker.
- 2. MC invites speaker up to the stage.
- 3. After speaker has finished, MC thanks speaker and provides a small gift.

MATERIALS NEEDED:	
Speaker biography	
Thank you card and gift	

TEACHING MOMENT 11: GOALS AND PLANS

15 MINUTES

MESSAGE:

"Creating goals and plans."

KNOWLEDGE OUTCOMES:

- Identifies the benefits of personal goal setting
- Explains different goal setting methods and formats

SKILL OUTCOMES:

Completes a goal-setting worksheet

STRATEGY NOTES:

The next step is to develop some goals and plans.

Providing participants with a practical example of goal setting builds a rapport. Goal setting can be scary and difficult for some people.

Goals can be made in the areas of education/training, employment and personal life.

Goals can also be short or long term.

Writing out goals helps people to be accountable to themselves.

A portfolio can show someone what they are good at and can identify trends. Goals can be developed in both these areas.

If a goal is not met, it is usually because it wasn't the right goal to begin with.

- 1. Distribute the Setting Goals handout.
- 2. Facilitator: Direct participants to listen to the last monologue to see what Drew Dawn Handley did for her portfolio.
- 3. Read the monologue from the Drew Dawn Handley script.
- 4. Facilitator: After Drew's monologue, have participants take one of the handouts and start to write out their goals.





- 5. Facilitator: Give the participants 10 minutes to fill in their forms (provide them with a quick sample of setting a goal).
- 6. Facilitator: Tell participants they can transfer the "wills" to their My Journey Worksheets.
- 7. Hand out page protectors.
- 8. Instruct participants to put their written goals into a page protector, and to place it into the Goals section of their portfolio binder.
- 9. Bring activity to a close.

MATERIALS NEEDED:	
Handout: Setting Goals (Appendix Y)	

TEACHING MOMENT 12: PUTTING IT ALL TOGETHER

20 MINUTES

MESSAGE:

"How the completed portfolio looks once completed."

KNOWLEDGE OUTCOMES:

Identifies different sections of a portfolio

SKILL OUTCOMES:

Organizes portfolio information into the correct sections

STRATEGY NOTES:

This portion of the workshop has participants putting their portfolio together. Although participants have been asked to put their work into the various sections as the day proceeded, they will probably need more guidance while completing this task.

Participants will also complete a title page for their portfolio. The title page is put in the front of the portfolio. It will be the first page that people see as they open the binder.

At the Winnipeg workshop we have steering committee members "show and tell" their portfolio title page to the audience. This helps inspire the participants with some ideas for their own title pages.

- 1. Facilitator states: "Well, there we have it. We have spent a good part of the day working on a beginning portfolio. It is not complete, but we have a great beginning. Please review the common parts of a portfolio and see where they fit in the various sections. Well, except for the resumé, but with the work we have done we can begin to put a portfolio together".
- 2. Facilitator states: "Let's watch another monologue of Drew putting together her portfolio."
- 3. Read the monologue of the Drew Dawn Handley script, and as the monologue is read, display to the participants what the portfolio and the pages in the sections look like.
- 4. After the monologue, the facilitator directs participants to start putting their portfolios together. Encourage participants to use the dividers and page protectors.
- 5. The facilitator interrupts participants to tell them that each portfolio has a title page.
- 6. Facilitator state: "A title page is what makes your portfolio yours. Take some time to think of a title page."
- 7. Have steering committee members share their title pages with the audience.



- 8. Facilitator states: "When creating your title page you can use the handout provided, or you can just do it freehand on a blank piece of paper."
- 9. If there is enough time left, the facilitator asks people to show their emerging portfolios.
- 10. Bring activity to a close.

MATERIALS NEEDED:
Handout: Title Page (Appendix Z)
Volunteers to show their title page

TEACHING MOMENT 13: CHALLENGES FOR THE CLIENT

35 MINUTES

MESSAGE:

"Potential solutions for dealing with clients' problems."

KNOWLEDGE OUTCOMES:

- Explains features of brainstorming
- Explains next steps
- Explains client needs and insights

SKILL OUTCOMES:

- Contributes to a discussion
- Makes suggestions on how Portfolio Development can be challenging to some clients
- Identifies clients' needs
- Explains solutions

STRATEGY NOTES:

We have completed the task of starting a portfolio. A portfolio is an excellent way to document what you can do and what you know. A portfolio is a great tool to help you set goals or to help you find work. It has been our experience that portfolio building has been known to build self-esteem and is a gateway to determining future education or jobs. However, as a committee, it is easy for us to know that portfolios are a good thing. But the reality is that the participants and community members need to be the ones to realize how portfolios can be used in their communities. You are the expert, and need to ensure that the participants understand the value of portfolios.

- 1. Use someone at the table to record the answers. Flip chart paper is provided.
- 2. Facilitator states: "For the next activity, let's talk about challenges and solutions. At each of your tables talk about what challenges your clients may have. List several reasons. Have one person at the table record the answers, which will be collected."
- 3. Facilitator continues to state: "Next, write down some potential solutions for dealing with these challenges. Make a list of solutions what you can do to help. Write them on the flip chart."
- 4. Facilitator leads large group debrief. Debrief answers as a large group. Ask for verbal responses from the participants.



Level 2 Curriculum 2

MATERIALS NEEDED:	
Handout: Challenges and Solutions (Appendix 1A)	
Flip chart paper for table groups	
Felt pens for each table	
Telt pells for each table	

TEACHING MOMENT 14: WHAT DID YOU LEARN TODAY?

10 MINUTES

MESSAGE:

"Participants identify what they have learned."

KNOWLEDGE OUTCOMES:

- Explains benefits of a closure activity
- Explains similarities and differences between participants learning within the group

SKILL OUTCOMES:

- Participates in a closure activity
- Observes the successes of the day

STRATEGY NOTES:

The participants will be provided with a cut-out of a canoe (Appendix 1B). Participants will write on their canoe something that they learned during the day. After they have written their learning onto the canoe, they will place their canoes onto the large wall poster of a river. This is an excellent closure activity.

- 1. Have canoes cut out prior to the event.
- 2. Hand out canoes to participants.
- 3. Facilitator instructs participants to write on the canoes something they have learned today.
- 4. Facilitator instructs participants to take their canoe and put it on the large river poster.
- 5. Facilitator will thank participants for their participation and will bring activity to a close.

MATERIALS NEEDED:
Cut-Out of a Canoe (Appendix 1B)
Enough "ticky-tack" adhesive for each participant to stick their canoe onto the large wall poster
Large wall poster of a river



TEACHING MOMENT 15: EVALUATION AND CLOSING

10 MINUTES

MESSAGE:

"Wrap up the day."

KNOWLEDGE OUTCOMES:

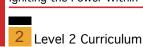
Explains importance of feedback to workshop outcomes and activities

SKILL OUTCOMES:

- Articulates thoughts for an Evaluation form
- Writes feedback

- 1. Ask people to fill out handout: Response to the Day (Appendix 1C).
- 2. Summarize what was heard today.
- 3. Make any additional announcements.
- 4. Award the door prize.
- 5. Thank everyone for coming.
- 6. End with a Closing Prayer.

Materials Needed:	
Handout: Response to the Day (Appendix 1C)	
Door prize	



DAY Two

TEACHING MOMENT 1: WHAT IS COACHING?

15 MINUTES

MESSAGE:

"Effective coaching entails different techniques."

KNOWLEDGE OBJECTIVES:

- Explains the different techniques of coaching
- Describes effective coaching techniques

STRATEGY NOTES:

On Day 1 participants worked on their own portfolio, and on Day 2 participants will focus on coaching a client how to do his/her own portfolio.

Participants will review the Profile of an Effective Portfolio Coach handout.

- 1. Distribute the handout: Profile of an Effective Portfolio Coach.
- 2. Facilitator states: "Please review this handout."
- 3. While reviewing the handout, provide practical examples the audience can relate to.
- 4. Answer any questions that the participants may have.
- 5. Bring activity to a close.

MATERIALS NEEDED:
Handout: Profile of an Effective Coach (Appendix 1E)



TEACHING MOMENT 2: LEARNING TO COACH SOMEONE TO BUILD A LIFELINE

30 MINUTES

MESSAGE:

"A portfolio is simple to build when divided into sections, beginning with identifying life events."

KNOWLEDGE OUTCOMES:

- Explains effective communication techniques such as listening, clarifying and questioning
- Explains life-recording methods of mind map, chronological lifeline and life circle chart
- Explains coaching techniques

SKILL OUTCOMES:

- Helps client/learner to identify life events
- Shows client/learner three different ways to record life events
- Communicates with client
- Works cooperatively with client

STRATEGY NOTES:

As the ITPW steering committee worked through the portfolio building process, they realized that an easy way to do a portfolio was by having a coach talk to the client, and then write down that client's information. Therefore, participants are going to help someone build their portfolio by being a coach.

Throughout the day participants are going to have the experience of being both a client and a coach.

The day will also include role-plays that participants will watch and learn from.

- 1. Facilitator states: "As the ITPW steering committee worked through the portfolio building process, they realized that an easy way to do portfolio building was by having a coach talk to the client, and then write down that client's information."
- 2. Facilitator states: "Therefore, we are going to have you help someone build their own portfolio by being a coach. Throughout the day you are going to have the experience of being both a client and a coach."
- 3. Facilitator instructs participants to watch the following role-play.
- 4. Facilitator: Introduce Role-Play Coaching Others to Build a Lifeline. Two committee members, one playing the client and the other playing the coach, perform a role-play on building a lifeline.





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- 5. Facilitator: After role-play is complete, debrief the role-play with the participants and answer any questions they may have.
- 6. Facilitator: Instruct participants to move to the back table. Tell participants they may want to take their samples of lifeline handouts with them.
- 7. Have tables available at the back of the room where participants can sit across from one another and engage in the client/coaching process.
- 8. Announce that this will be the person they will work with throughout the day, and that they will each take turns being a client and a coach. To begin, assign one person to be the client and the other person to be the coach.
- 9. Facilitator: While in pairs, direct the group to take turns coaching each other to build their lifeline. The coach will have 10 minutes, and then they will switch roles. Remind participants that they learned how to build a lifeline in yesterday's workshop.
- 10. Be sure to have participants switch roles after 10 minutes.
- 11. Close the activity and ask people to return to their seats.
- 12. Remind participants to keep their mind map, chronological lifeline or life circle chart.

MATERIALS N	EEDED:		
Blank pape	r		
Pens			

TEACHING MOMENT 3: WRITING REFLECTION

2 MINUTES

MESSAGE:

"Reflection is the process of looking at something in more detail."

KNOWLEDGE OUTCOMES:

Explains a simple technique of reflection through writing

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:

The writing reflection process is for the participants' own use. If they feel comfortable enough, participants can hand in their reflection work at the end of the day as a means of letting the steering committee realize new ideas, thoughts, etc.

Otherwise, the writing reflection is for the participants' own purpose, and they will be coming back to the reflection process throughout the day.

- 1. Distribute handout to each participant: Writing Reflection.
- 2. Facilitator asks participants to take some time and write a personal reflection onto the handout provided. Assure participants that this is for their own learning and will not be shown to the larger group.
- 3. Facilitator states: "In your reflection you will answer two questions: 'What was it like to be coached?' and 'What was it like to be a coach?' "
- 4. Give participants two minutes to fill in the worksheet.
- 5. Inform participants that they will come back to this reflection process several times throughout the day, so they should keep the handout assessable. If required, supply more handouts to the participants.
- 6. Close the activity.

Materials Needed:
Handout: Writing Reflections (Appendix 1F)



TEACHING MOMENT 4: LEARNING TO COACH SOMEONE TO BUILD A SKILLS, KNOWLEDGE AND GIFTS PROFILE

30 MINUTES

MESSAGE:

"Life experiences have provided us with learning."

KNOWLEDGE OUTCOMES:

- Explains effective communication techniques such as listening, clarifying and questioning
- Explains Skills, Knowledge and Gifts Profile development
- Explains effective coaching techniques

SKILL OUTCOMES:

- Helps client/learner to identify skills, knowledge and gifts
- Shows client/learner how to develop a Skills, Knowledge and Gifts Profile
- Watches a role-play
- Communicates with client
- Works cooperatively with client

STRATEGY NOTES:

In this section, participants are going to coach a client to develop a Skills, Knowledge and Gifts Profile.

Participants will have the opportunity to both coach and be coached.

- 1. Facilitator states: "In this section you are going to coach a client to develop a Skills, Knowledge and gifts Profile. You will also experience being a client once again."
- 2. Facilitator: Introduce Role-Play Coaching Others to Identify Skills, Knowledge and Gifts, and Developing a Profile. Two committee members, one playing the client and the other playing the coach, perform a role-play on coaching a client to develop a Skills, Knowledge and Gifts Profile.
- 3. Facilitator: Instruct participants to watch the following role-play.
- 4. Facilitator: After role-play is complete, debrief the role-play with the participants and answer any questions they may have.
- 5. Facilitator: Instruct participants to move to the back table. Tell participants to take the lifelines they developed with them.





- 6. Facilitator: While in pairs, direct the group to take turns coaching each other to build their Skills, Knowledge and Gifts Profiles. The coach will have 20 minutes, and then they will switch roles.
- 7. Facilitator: Direct participants to choose an event from the client's lifeline and to use the My Journey Worksheet.
- 8. Facilitator: After coach and client have completed the My Journey Worksheet, have them transfer the information onto the Profiles worksheet.
- 9. Facilitator: Remind participants that the Profile Worksheet requires the information to be completed in full sentences that describe skills and knowledge in detail, using action words.
- 10. Be sure to have participants switch roles after 20 minutes.
- 11. Close the activity and ask people to return to their seats.
- 12. When participants return to their seats, have them do another writing reflection for two minutes. If required, distribute more writing reflection sheets.

MATERIALS NEEDED:
Handout: My Journey Worksheet (Appendix S)
Handout: Profile of a (Appendix W)
Participant's lifeline (mind map, chronological or life circle chart)
Handout: Action Words (Appendix U)
Handout: List of Verbs (Appendix V)

TEACHING MOMENT 5: LEARNING TO COACH SOMEONE TO FIND EVIDENCE

25 MINUTES

MESSAGE:

"Participants can learn to identify evidence."

KNOWLEDGE OUTCOMES:

- Explains effective communication techniques such as listening, clarifying and questioning
- Explains characteristics of good evidence
- Explains coaching techniques
- Explains different types of evidence

SKILL OUTCOMES:

- Helps client/learner to identify evidence
- Watches a role-play
- Brainstorms with client
- Works cooperatively with a client
- Practises coaching a client
- Identifies good evidence

STRATEGY NOTES:

In this section, participants are going to coach a client to identify what evidence or verification they have. This evidence or verification shows what they can do (skills) and what they know (knowledge).

Participants will have the opportunity to both coach and be coached.

- 1. Facilitator states: "In this section you are going to coach a client to determine what evidence they may have that shows what they can do and what they know."
- 2. Facilitator: Introduce Role-Play Coaching Others to find Evidence. Two committee members, one playing the client and the other playing the coach, perform a role-play on coaching a client to find evidence.
- 3. Facilitator: Instruct participants to watch the following role-play.
- 4. Facilitator: After the role-play is complete, debrief the role-play with the participants and answer any questions they may have.





- 5. Facilitator: Instruct participants to move to the back table. Tell them to take their lifelines and profiles with them.
- 6. Facilitator: While in pairs, tell the group that they will take turns coaching each other to identify evidence they may have at home and which shows what they can do and what they know. Since the evidence is at home, the coach can develop a list for his/her client. The coach will have 10 minutes and then participants will switch roles.
- 7. If clients are having difficulty identifying evidence, tell the coaches to direct the clients back to their lifeline charts or profiles, and ask what proof or verification they have for identified events or profiles.
- 8. Be sure to have participants switch roles after 10 minutes.
- 9. Close the activity and ask people to return to their seats.
- 10. When participants return to their seats, have them do another writing reflection for two minutes. If required, distribute more writing reflection sheets.

MATERIALS NEEDED:
Blank paper
Handout: List of Evidence (Appendix X)
Participant's lifeline (mind map, chronological or life circle chart)
Participants developed profile

TEACHING MOMENT 6: LEARNING TO COACH SOMEONE TO MAKE GOALS

30 MINUTES

MESSAGE:

"Goal setting is one of the last steps in making a portfolio."

KNOWLEDGE OUTCOMES:

- Explains effective communication techniques such as listening, clarifying and questioning
- Explains coaching techniques
- Explains difference between a long-term and short-term goal
- Explains difference between a personal, educational/training and career goal

SKILL OUTCOMES:

- Helps client/learner to identify goals
- Shows client/learner how to make a goal
- Communicates with client
- Coaches a client

STRATEGY NOTES:

In this section, participants are going to coach a client to develop goals.

In some situations, goal setting can be a risk-taking experience for people. As a goal-setting coach, it is best to be empathetic and supportive.

Participants will have the opportunity to both coach and be coached.

- 1. Facilitator states: "In this section you are going to coach a client to develop goals."
- Facilitator: Introduce Role-Play Coaching Others to Develop Goals. Two committee members, one playing the client and the other playing the coach, perform a role-play on coaching a client to develop a goal.
- 3. Facilitator: Instruct participants to watch the following role-play.
- 4. Facilitator: After the role-play is complete, debrief the role-play with the participants and answer any questions they may have.
- 5. Facilitator: Instruct participants to move to the back table.



Level 2 Curriculum



- 6. Facilitator: While in pairs, tell the group that they will take turns coaching each other to develop goals. The coach will have 10 minutes, and then they will switch roles.
- 7. Be sure to have participants switch roles after 10 minutes.
- 8. Close the activity and ask people to return to their seats.
- 9. When participants return to their seats, have them do another writing reflection for two minutes. If required, distribute more writing reflection sheets.

MATERIALS NEEDED:			
Blank paper large enough to make a collage			
Scissors			
Glue			
Handout: Personal Statement (Appendix 1G)			
Handout: Title Page (Appendix Z)			

TEACHING MOMENT 7: LEARNING TO COACH SOMEONE TO ORGANIZE THEIR PORTFOLIO AND DEVELOP A TITLE PAGE AND PERSONAL STATEMENT

60 MINUTES

MESSAGE:

"A first step to developing a title page and personal statement can be done through making art."

KNOWLEDGE OUTCOMES:

- Explains effective communication techniques such as listening, clarifying and questioning
- Explains coaching techniques
- Explains how to make a collage

SKILL OUTCOMES:

- Helps client/learner to begin writing a title page and personal statement
- Watches a role-play
- Makes a collage
- Brainstorms with a client

STRATEGY NOTES:

In this section, participants are going to coach a client to develop a title page and personal statement.

Participants will also make a collage that answers the question, "Who am I?"

Participants will have the opportunity to both coach and be coached.

- 1. Facilitator states: "In this section you are going to coach a client to develop a title page and personal statement, and you will also experience being a client once again."
- 2. Facilitator introduces collage activity. Participants will cut out and glue pictures from magazines. These pictures will answer the question, "Who am I?" This activity should take 30 minutes. Hand out scissors and glue to participants.
- 3. Facilitator: Bring collage activity to a close and introduce Role-Play Coaching Others to develop a personal statement. Two committee members, one playing the client and the other playing the coach, perform a role-play on coaching a client to develop a personal statement by using the information in the client's collage as a tool of engagement.
- 4. Facilitator: Instruct participants to watch the role-play.





- 5. Facilitator: After role-play is complete, debrief the role-play with the participants and answer any questions they may have. Debrief how the information in a collage can be turned into a personal statement.
- 6. Facilitator: Instruct participants to move to the back table. Tell participants to take their collages with them
- 7. Facilitator: While in pairs, tell the group that they will take turns coaching each other to make a personal statement using a collage. The coach will have 10 minutes to begin helping his/her client build a personal statement. After 10 minutes, the participants will switch roles.
- 8. Learning to coach another person to make a personal statement using a collage entails:
 - a. Reflecting for a few minutes on the collage, and determining how collage statements can be turned into personal written statements of "Who am I?" and "What do I want to communicate about myself to others?" Begin to make notes about the collage statements. These notes can be turned into a lengthier document later on. The Personal Statement handout is available to assist with this (Appendix 1G).
 - b. Before switching roles, instruct coaches to assist clients to develop a title page using the information in the collage and the personal statement as a guide. The Title Page handout is available to assist with this (Appendix Z).
- 9. Be sure to have participants switch roles after 10 minutes.
- 10. Close the activity and ask people to return to their seats.
- 11. When participants return to their seats, have them complete another Writing Reflection for two minutes. Distribute more Writing Reflection Worksheets, if required.

MATERIALS NEEDED:		
Blank paper large enough to make a collage		
Scissors		
Glue		
Handout: Personal Statement (Appendix 1G)		
Handout: Title Page (Appendix Z)		

TEACHING MOMENT 8: PUTTING IT ALL TOGETHER

25 MINUTES

MESSAGE:

"Participants assemble a portfolio putting the pages in the correct sections."

KNOWLEDGE OUTCOMES:

- Explains portfolio sections
- Explains process of assembling a portfolio

SKILL OUTCOMES:

Assembles a portfolio with the pages in the correct corresponding sections

STRATEGY NOTES:

In this section, participants are going to assemble a portfolio.

This section requires that a mock portfolio be prepared for each participant. The mock portfolio pages will be mixed up and put into a large envelope.

Each participant will be given the large envelope with the mixed-up portfolio pages, along with page protectors, duo tang folders and five dividers.

Participants will assemble the portfolio into the proper order by using the dividers and by placing each page into a protector.

The purpose of this exercise is to familiarize coaches with arranging the portfolio correctly.

- 1. Facilitator informs participants they are going to practice assembling a portfolio. Review parts of a portfolio (two minutes):
 - i. Introduction
 - 1. Title Page
 - 2. Table of Contents
 - 3. Personal Statement
 - ii. Resumé
 - iii. Goals
 - iv. Profiles
 - v. Evidence





- 2. Each participant will be given a large envelope with the mixed-up portfolio pages, along with page protectors, duo tang folders and five dividers.
- 3. Participants will label the dividers and assemble the portfolio into the proper order. Have participants place each page into a protector.
- 4. Inform participants the purpose of this exercise is to familiarize coaches with arranging the portfolio correctly.
- 5. Close the activity.



TEACHING MOMENT 9: DEBRIEF ALL WRITING REFLECTIONS

15 MINUTES

MESSAGE:

"Reflection is the process of looking at something in more detail."

KNOWLEDGE OUTCOMES:

- Identifies features of summarizing learning
- Identifies aspects of being a portfolio coach
- Identifies aspects of being a client

SKILL OUTCOMES:

Shares self-reflection learning with others

STRATEGY NOTES:

This portion of the workshop will give participants the opportunity to summarize what it was like to be both the coach and the person being coached.

- 1. Facilitator states: "Let's take some time to review some of the comments you made during your one minute writing reflections."
- 2. Facilitator provides an open forum, giving people the opportunity to debrief. Ask a few tables to share their experiences of:
 - What was it like to be coached?
 - What was it like to be a coach?
- 3. Thank people for participating.
- 4. Bring activity to a close.

MATERIALS NEEDED:
Small prizes for those people willing to offer information publicly



TEACHING MOMENT 10: PADDLES ON THE WALL

10 MINUTES

MESSAGE:

"Participants can identify their learning by participating in a closure activity."

KNOWLEDGE OUTCOMES:

- Explains benefits of a closure activity
- Explains the similarities and differences between participants learning within the group

SKILL OUTCOMES:

- Celebrates learning
- Participates in a closure activity
- Observes the successes of the day

STRATEGY NOTES:

The participants will be provided with a cut-out of a paddle (Appendix 1H). Participants will write on their paddle something that they learned during the day. After they have written their learning on the paddle, they will stick their paddle onto the large wall poster where they placed their canoe the day before. This is an excellent closure activity.

- 1. Have paddles cut out prior to the event.
- 2. Hand out paddles to participants.
- 3. Facilitator instructs participants to write on the paddle something they have learned today.
- 4. Facilitator instructs participants to take their paddle and put it on the large river poster.
- 5. Facilitator will thank participants for their participation and will bring activity to a close.

MATERIALS NEEDED:	
Cut-Outs of Paddle (Appendix 1H)	
Enough "ticky Tack" adhesive for each participant to stick their paddle onto the large wall poster	
Large wall poster of a river	

TEACHING MOMENT 11: EVALUATION AND CLOSING

10 MINUTES

MESSAGE:

"Wrap up the day."

KNOWLEDGE OUTCOMES:

Explains importance of feedback to workshop outcomes and activities

SKILL OUTCOMES:

- Articulates thoughts for an Evaluation form
- Writes feedback

- 1. Ask people to fill out handout: Response to the Day (Appendix 1D).
- 2. Summarize what was heard today.
- 3. Make any additional announcements.
- 4. Award the door prize.
- 5. Thank everyone for coming.
- 6. End with a Closing Prayer.

Materials Needed:	
Handout: Response to the Day (Appendix 1D)	
Door prize	

Igniting the Power Within Appendices

Level 2

Building Portfolios Certification for Advisors/Counsellors







REGISTRATION Form



Igniting the Power Within Level 2 Certification Workshop

Building Portfolios

MARCH 3 AND 4, 2008

REGISTRATION INFORMATION - Please Print		
Tease Fillit		
Name:		
Title:		
Organization:		
Phone:		
Fax:	Email:	
Mailing Address:		
Registration fee for the workshop is \$. Education Manitoba Steering Commit	100. Please make cheque payable to WEMSC (Workplace ttee)	
Subsidy Information		
If you qualify for a Workshop Subsidy of the person or organization you wan	y (see Important Information sheet), please give us the name it the cheque made payable to:	
Name:		

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

FAX this form to (204) 945-0356

Cancellation notices must be sent in writing – by Fax or mail – no later than February 29 to receive a refund.





IMPORTANT Information Page 1

IGNITING THE POWER WITHIN Level 2 Certification

Victoria Inn Hotel 1808 Wellington Ave. Winnipeg



Important Information about Workshop Registration and Workshop Subsidy

Workshop Eligibility

To be eligible for this workshop, you should have taken Level I *Igniting the Power Within* workshop - Essential Skills and PLAR - in Winnipeg. If you have not taken Level 1 and want to PLAR this level, call 226-5535 in Winnipeg or toll-free at 1 (877) 411-4060 or e-mail at ignitingthepowerwithin.ca.

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.

All forms and payments must be received no later than February 26 in order to allow time for processing and confirmation of seating availability.

Cancellation notices must be sent in writing – by Fax or mail - and received by us no later than February 29 in order to receive a full registration fee refund.

Registration Process

You will:

- 1. Fill out and sign **Registration Form.** Please print legibly.
- 2. Fax **Registration Form** to us at (204) 945-0356.
- 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 PO Box 26006 Maryland RPO Winnipeg, MB R3G 0M4

IMPORTANT Information Page 2

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.

Hotel

Participants who wish to stay in the same hotel as the workshop are expected to make their own reservations by calling the Victoria Inn at (204) 786-4801. When making your reservation, please indicate that you are with the Igniting the Power Within workshop to get your discounted rate. You are encouraged to make your reservation as early as possible.

Participants are solely responsible for all room charges and any other costs associated with their stay.

Meals

Breakfast and lunch will be served both days. **Dinner is not provided, so please make your own arrangements for dinner.**



MARK Your Calendar



Level 2 Certification

Building Portfolios

March 3 and 4, 2008 The Victoria Inn Winnipeg

Who Should Attend?

If you took the Level I *Igniting the Power Within* workshop in Winnipeg – Essential Skills and PLAR – then this workshop is for you!

Didn't Attend Level 1?

Your knowledge of Essential Skills and Prior Learning Assessment and Recognition (PLAR) could allow you to PLAR Level 1 and come to Level 2. Call or Fax us to learn more.

What Will You Learn?

The strategies and tools you learn at this **Building Portfolios** workshop can be used immediately to start helping your clients identify and work toward training, education and employment goals.

What Will You Do?

Once you've learned how Portfolios are built and how they're used, you'll start building your own.

INFORMATION AND REGISTRATION FORMS WILL BE SENT TO YOU SHORTLY

Cost is \$100 for the two-day workshop

PHONE: (204) 226-5535 or Toll FREE at 1 (877) 411-4060 FAX: (204) 945-0356





HIGH LEVEL Agenda - Day 1 Level 2

March 3, 2008

TIME	ACTIVITY
7:30 – 9:00	Registration & Breakfast
9:00 – 10:00	Welcome and Icebreaker
10:00 – 10:30	Portfolio Work
10:30 -10:45	Health Break
10:45 – 12:00	Portfolio Work Step 1
12:00 – 1245	Lunch
12:45 – 2:00	Portfolio Work Step 2 - 5
2:00 – 2:30	Portfolio Speaker: Rosemarie Mayo
2:30 -2:45	Health Break
2:45 – 3:25	Portfolio Work Step 2 – 5 Continued
3:25 – 4:00	Table Talk
4:00 – 4:30	End of Day Tasks Prize Draw



HIGH LEVEL Agenda - Day 2

Level 2

March 4, 2008

TIME	ACTIVITY
7:30 – 9:00	Registration & Breakfast
9:00 – 9:45	Welcome and Icebreaker
9:30 – 10:30	Portfolio Work Coaching
10:15 – 10:30	Break
10:30 – 12:00	Portfolio Work Coaching cont.
12:00 – 12:45	Lunch
12:45 – 2:15	Portfolio Work Coaching cont.
2:15 – 2:30	Break
2:30 – 3:30	Reflections and Connections
3:30 – 4:00	End of Day Tasks Draw



CERTIFICATE Level 2

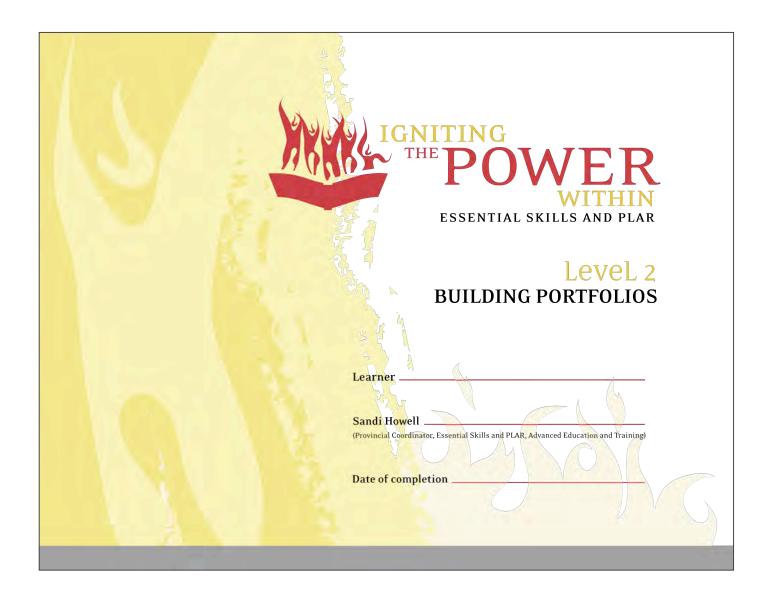




PHOTO Release Form

I,			
	(Please print – First	t Name/Last Name)	
of	(Address)		
	(City/Town)	(Province)	(Postal Code)
	throughout the world, in the above formats to ed	ucate and/or raise awaren	y likeness and/or voice in any of less relating to Essential Skills
c)	throughout the world, in the above formats to ed and Prior Learning Awa from any and all future do also hereby warrant	n any form or medium, m ucate and/or raise awaren areness and Recognition, claims arising from use o that the above statements	sh, reproduce, transmit y likeness and/or voice in any of less relating to Essential Skills and I hereby release WEMSC or misuse of this right; and are made truthfully and given
c)	throughout the world, in the above formats to ed and Prior Learning Awa from any and all future do also hereby warrant	n any form or medium, m ucate and/or raise awaren areness and Recognition, claims arising from use o that the above statements	sh, reproduce, transmit y likeness and/or voice in any of tess relating to Essential Skills and I hereby release WEMSC or misuse of this right; and
	throughout the world, in the above formats to ed and Prior Learning Awa from any and all future do also hereby warrant	n any form or medium, mucate and/or raise awaren areness and Recognition, claims arising from use of that the above statements cion and that they will no	sh, reproduce, transmit y likeness and/or voice in any of less relating to Essential Skills and I hereby release WEMSC or misuse of this right; and are made truthfully and given t violate the rights of any person.





LEVEL 2 Ice Breaker



- ES BINGO -



I can set up an EXCEL spreadsheet	I share information at meetings	I am part a work team	I have to remember numbers as part of my work	I have filled out an accident report at work
I have had to handle money and make change in a previous job	I used a map in the last month	I use a "things to do" list	I am responsible for training others	I measure things in my job
I have made a presentation to a large group	I have had to double a recipe in the last 6 months	FREE	I am reading a good book	I answered a question on the telephone at work yesterday
I have taken work-related training in the last year	I have had to make a decision about hiring someone	I have read instructions on the side of a box in the last two weeks	I make up the work schedule for others	I write reports at work
I write emails	I can set up and monitor a budget	I have had to resolve a problem at work in the last week	I fill out application forms for others	I have used "trial and error" to repair something in the last 3 months



MC & FACILITATOR Instructions - Day 1

MC & FAC	MC & FACILITATOR NOTES DAY			
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/	
			Handout	
7:30 – 9:00	Registration & Breakfast			
9:00 – 9:15	Morning MC	 MC greets the Elder and presents tobacco and gift 		
	- Opening Prayer	Invites Elder to do opening prayer		
	ELDER	 Elder does the prayer 		
		Welcomes the crowd on behalf of Igniting the Power within Steering Committee members		
		 Remind people to register – they need to register in order to get a certificate and be eligible for the door prizes – end of day prize is a coveted Igniting the Power Within backpack 		
9:15 – 9:25	FACILITATOR	 Remind people to register for the day 		
	Introduction to the Day - Workshop Objectives	 At Igniting the Power Within Level 1 participants told us they wanted to learn how to build portfolios for the people in their communities. So we built a workshop just to do that. 		
		 But we built one that reflects our steering committees ideals – in reality it has to be for the Aboriginal people of Manitoba and the workshop has to respect Aboriginal ways. 		
		 So, today we are going to take you through a process to help you people build a portfolio. At the end of this two day training, we hope you can: Outcomes 		
		 Tell them about their binders – that they are actually a portfolio if they want to use them for that. 		
		- Tell them about the CD-ROMs – that they contain all the worksheets so you can use them with clients as well as some other sample portfolios.		
		- So let's get started – we have lots to do!		

	ILITATOR NOTE		DAY 1
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
9:25 – 10:00 FACILITATOR Ice Breaker- "PORTFOLIO Scrabble"	 Each of you has an envelope in your binder. It looks like this(hold it up) Inside is a letter on a piece of coloured paper. Take them out. Now, as quickly as you can, find the other people in the room who have the same colour piece of paper. When you are all together, wave your hands at me. The -first group to assemble together gets a prize. When all have finished, first group receives prize. OK. I want you to work with this group for the first exercise. You will notice that there are steering committee members around the room. Wave your hands. Each of them is assigned for the day to help you with these exercises. The first exercise we have for you is to discuss this question: 	Objective one	
		 What is a portfolio? Write down three points on a flip chart – when you are finished, have someone post them over	
		List three benefits. You have 10 minutes. - Let's review the answers.	
10:00 – 10:05	FACILITATOR Parts of a portfolio	Common parts of a Portfolio – explain that a portfolio includes different sections. And each portfolio is different just like we are each different from one another But the most common parts of a portfolio are:	Objective seven HO : Common Parts of a Portfolio



	ILITATOR NOTE		DAY
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
		 Introductory statement Resume Competencies Goals Evidence 	
0:05 – 10:15	FACILITATOR	Build a Group Portfolio	Objective seven
	Build a portfolio in less than 10 minutes	To show you how simple it is to build a portfolio we are going to build a portfolio in less than ten minutes. 1. Envelopes handed out to tables 2. Read scenario 3. Have people open their envelope – give time for them to review it – steering committee members go to table and offer information with what they have been given 4. go to table to table and review what they have been given 5. Put in binder 6. when all tables done the portfolio is complete Close: - as you can see putting the portfolio together is relatively simple – the hardest	Binder with dividers
10.15 _ 10.30	FACILITATOR	part is finding the time to build it Five Steps of Portfolio Building	Objective seven
10:15 – 10:30	FACILITATOR Identify five steps of portfolio building	Now we are going to start to learn the process of how to build a portfolio. Very simply, the process is this: - Step 1 Identify what happened - Step 2 Identify the skills, knowledge and gifts that you gained - Step 3 Find some evidence of these skills - Step 4: Make some goals and plans - Step 5 Organize everything into a portfolio	Objective seven Big poster will be on wall River up In binder HO: 5 steps

MC & FAC	ILITATOR NOTE	2S	DAY
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
		Our committee decided that the process is like a life journey so we talk about each step in the process like we are on a trip.	
		Identify what happened are the points of interest or stops along the way	
		Identify the skills, knowledge and gifts that you gained are what you did at each stop	
		 Find some evidence of these skills are like souvenirs that you collect. 	
		Organize everything into a portfolio is like taking your souvenirs and pictures and organizing them into an album or trip diary	
		Make some goals and plans is like deciding where you are going on your next trip what is your next point of interest	
		Simple? Right?	
10:30 -10:45	Break		
10:45 – 11:05	FACILITATOR	Step 1 – identifying What Happened – recording life events	Leads to Objective three
	Identify what happened along the way	For the next portion of the workshop we are going to learn how to record life	Blank paper on wall. (long for chronological; not too high – life stage)
	Monologue	events.	Felt pens for charters
	speaker: Charters	The usual first step in beginning a portfolio is to determine significant life events that happen within life and after we identify life	In binder HO:
	Mind map	events we are able to explore these life events for learning.	chronological In binder HO: stages of life HO: mind map in textbook
	Life stages:	Documenting our life story can be done in various ways. How we document our life	,
	Chronological:	story is usually based on our preferred learning styles and how we like to do things.	
	River:	Fact is each of us has a learning style and often this learning style differs from one person to the next. Some people learn by	



MC & FAC	ILITATOR NOT	ES	DAY 1
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
		reading, others learn from watching, some learn from watching and doing, some learn by doing. Some people when they learn like to read words, some like to look at pictures, some like to draw pictures, some like to memorize. There is no learning method that is better than another learning method. The most important thing to remember is that there are different learning styles and different ways of doing things. At one of the first Igniting the Power Within Level 2 training workshops, participants asked for a workbook that they could take with them that shows various examples or samples of portfolios. Because of this sample book was developed and each of you	
		will receive a copy of this book shortly. In the book we created one of the sample portfolios we developed is for a woman name Drew Dawn Handley. Today's workshop will really focus on Drew Dawn Handley's story and how her portfolio came together.	
		Go into activity	
		 Introduce monologue person and three chartmakers Read monologue story, chart makers make their charts 	
		 After mindmap, chronological and life stage theme. Chart makers will highlight their life story recording method, why they like it, benefits 	
11:05 – 11:30	FACILITATOR: Life story activity	Participants begin their own life story chart choosing which ever method they most connect with	Leads to Objective four: - Identify events throughout his/her life where there was learning HO: Blank paper Pens

MC & FAC	ILITATOR NOT	BS	DAY
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
11:30 – 11:35	FACILITATOR	Close activity	HO: Quick reference guide
	Debrief life story activity	Ask 2 – 4 people to share what method they chose.	
		Review what pages in samples book correlates to recording life stories	
		Pgs: Pg 9 – 15 Pg 46 Pg 70 - 72 Pg 78 -79 Pg 100 – 105, 106 -108	
		Thank everyone	
11:35 – 12:00	FACILITATOR: "What Happened Along the Way created skills and knowledge Monologue Charter	Facilitator: Now we are going to learn the next step of making a portfolio. The next step is to identify the skills, knowledge and gifts gain through the life experiences. To help with this process we have developed a handout titled: My Journey worksheet. You will see on this worksheet there are columns to put in skills, knowledge and gifts or qualities. Let's listen to Drew, being played by Susy, identify some of her skills, knowledge and gifts and we'll watch Jonathan fill in the chart.	Leads to Objective three: - Identifies knowledge, skills and gifts Big chart on wall Felt pen
		 Drew Dawn Handley as a hairdresser Drew's skills Drew's knowledge Drew's gifts 	
		Facilitator: Thank everyone for listening and that we will continue this activity after lunch	



MC & FAC	ILITATOR NOTE	DAY 1	
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
12:00 – 12:45	Lunch	Elder: lunch prayer Announce we will reconvene at 12:45 pm Will do a draw at that time and that you need to be in the room	
	MC	Step 2 cont. – group into competency	Leads to Objective four:
12:45 – 1:10	FACILITATOR	profiles Facilitator: tell participants we are going to	HO: My Journey Worksheet HO: Words For Gifts HO: Competencies: I can
	Knowledge, skills and gifts inventory	work on doing their own skills, knowledge and gifts profile. Ask them to get out the worksheet call My journey worksheet. Ask	Textbook on pg: 25 – 28
	Participants fill out Skills, Knowledge, and Gifts for one life experience identified in previous learning	students to look at their life chart they created in the morning and to pick one event and then take that one event and identify the knowledge, skills and gifts they have gained from this experience.	
	assignment	Participants begin their own knowledge, skills and gifts inventory choosing one event from their previously created life story document	
		 What did I do - I can What did I know – I know What gifts did I use 	
		Give 15 mins	
		Facilitator: ask group to find their handout called: Competencies: I can	
		Now look back at you're My Journey worksheets and take some of your skills and put them under I can. Remind them skills start with I can (give 5 mins)	
		Next, Identify some of your knowledge and put them under "I know" . remind them that knowledge starts with "I Know" (5 mins).	
		After 15 minutes focus learning assignment on building Profiles	

MC & FA(CILITATOR NOTE		DAY
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
1:10 – 1:25	FACILITATOR	What will you call your profile	Objective three and four:
	Writing profiles	 Drew called her Profile of a hairdresser you can see how she did her Skills and Knowledge profile on Pgs: 25- 28 of your text. 	Coaches others in identifying knowledge, skills and gifts
1:25 – 1:30 FACILITATOR	FACILITATOR	 Bring activity to a close ask 3 or 4 people to share what profiles they developed. They don't need to read their profiles we just want the titles. Review what pages in samples book correlates to k, s and q 	
		Pg 25 – 28 Pg 57 - 59 Pg 80 – 83 Pg 140 -141; 146 – 151	
1:30 – 1:55	FACILITATOR	Step 3 Find some evidence of these skills	Leads to Objective five
	Evidence: The next learning assignment is about how to find and add "evidence or verification" to portfolios.	Facilitator: the next step in building a portfolio is to find some evidence or verification that shows what you can do and what you know. Evidence can be various forms ranging from paystubs, letters, statements, pictures. Let's watch Susy talk about Drew Dawn's evidence.	HO: EvidenceFlip chart(poster board) paper on each tableFelt pens, etc on each table
	Monologue	Facilitator: now that we have an idea of what evidence is lets take some time to determine what evidence you have at home that you could put in your portfolio. Remember you want evidence that shows what you know and what you can do. Your evidence can be for informal and formal learning experiences.	
		Lets take some time and be creative. On you table is a piece of flip chart paper. Take some time to draw what evidence you will find to put in your portfolio.	



MC & FAC	CILITATOR NOTE	ES	DAY 1
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
		 Participants begin drawing their own evidence that celebrates their learning in their life. Should relate to their life story Ask a few tables to share their drawings Discuss what is good evidence Refer to handout 	
1:55 – 2:00	FACILITATOR	 Close exercise Review what pages in samples book correlates to evidence 	
		Pg 35 – 42 Pg 60 -67 Pg 87 – 93 Pg 126 - 137	
2:00 – 2:30	Speaker	MC: Introduce Speaker Testimony on Portfolio – why it helps, how to build it, how is it organized, types of evidence etc.	Objective 6: Helps others to build portfolios, enhanced resumes and skills summaries
2:30 -2:45	Health Break	Thank Rose, give gift on behalf of steering committee, and direct room to a break.	
2:45 - 3:00	FACILITATOR	Step Four – Make some goals and plans	Leads to Objective six
	Goals and plans	Facilitator: the next step in doing a portfolio is to set some goals	Helps others to set goals HO: Setting Goal Worksheet HO: Goals My Intentions
	Monologue Interactive Exercise # – Setting Goals	Let's see what type of goals Drew did for her portfolio.	,
	" Detting Godis	After Drew's monologue have participants - take out their Goal setting worksheets – choose which one fits their learning style and take 15 mins to fill in their form (– do a quick sample of setting a goal) - Tell participants they can Transfer the	

Time	Activity/Event	Facilitator Instructions	Activity/Objectives/
			Handout
		"wills" to MY JOURNEY worksheet	
		The goals can be put in their portfolio	
3:00 – 3:05	FACILITATOR	 Bring exercise to a close by reviewing what pages in sample book correlate with goal setting Pg 18, 20 – 21, 33 Pg 51-52 Pg 84 Pg 124 	
3:05 – 3:25	FACILITATOR	Step five – putting it all together	Leads to Objective seven
	Putting all together	Facilitator: Well there we have it. We	HO: Title Page
	Monologue	have spent a good part of the day working on a beginning portfolio. It is	 dividers in binder; page protectors in binder
	Interactive Exercise # – Putting together	not complete but we have a great beginning. Review the common parts of	blank paper
	your portfolio	a portfolio and how they have those parts. Well except for the resume but that	- Helps others to build
	Group Work:	we Susy put Drew's portfolio together.	portfolios, enhanced resumes and skills
	Sections in a portfolio?		summaries
	portiono:	 During monologue physically show how papers go into the sheet protectors. 	
		Facilitator: After monologue direct	
		participants to start putting their portfolio together. Encourage them to use the dividers and sheets provided.	
		-	
		Facilitator: Remind participants that	
		each portfolio has a title page. A title	
		page is what makes your portfolio yours. Take some time to think of a title page. Before you start this though let see what	
		some of our steering committee members have called their portfolio's. – volunteers: Cheryl, Jonathan, Leona,	

H APPENDIX

IC & FA	CILITATOR NOTE	<u>S</u>	DA
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
		 When doing your title page you can use the handout provided or you can just do it freehand on a blank piece of paper. If time ask people to show their emerging portfolio 	
:25 – 4:00	FACILITATOR Challenges/clients Interactive Exercise #8 - Group Dialogue Questions - "How will this be hard for your clients?" - "What can you do to help?" Large group sharing of ideas	 We have completed the task of starting a portfolio. A portfolio is an excellent way to document what you can do and what you know. It has been our experience that portfolio building has been known to build the self esteem and as a gateway to determining future education or jobs. As a committee though it is easy for us to think how portfolios are a good thing. But reality is you know how portfolios can be used in your community. You are the expert. For the next activity lets talk about challenges and solutions. At each of your tables talk about what challenges your clients may have? List several reasons. Have one person at the table record the answers and they will be collected. Next list some potential solutions to deal with these challenges. List some solutions – what can you do to help. Write on flip chart Ask for verbal responses form the crowd around what the types of barriers and what can be done to help. 	Objective 2: • Identifies if a client is suitable for portfolio HO: Challenges and Solutions Worksheet
4:00 – 4:15	FACILITATOR What did you learn today	MC: Ask them to write something they have learned today on their canoe and to post it on the wall.	HO: Canoes
	Interactive Exercise #9		
	Getting in the canoe – my journey		



MC & FAC	ILITATOR NOTE	CS	DAY 1
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
4:15 – 4:20	End the day	MC: Ask them to fill out their evaluation forms and hand them in. After that we will draw for the camera Draw for digital camera.	
4:20 – 4:30	Closing Prayer	MC: Invites the elders up – closing remarks from elders and closing prayer. MC: Thanks everyone for coming. Tell them that tomorrow we will be learning how to coach a client in doing their own portfolio	



MC & FACILITATOR Instructions - Day 2

Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout	
7:30 – 9:00	Registration & Breakfast		Handout	
9:00 – 9:15 Morning MC: - Opening Prayer ELDER		 MC to remind participants to register for the day. Need to register in order to get certificate and to be eligible for the draw at the end of the day which is a digital camera. MC greets crowd and tells them we are starting MC greets the Elder and presents tobacco and gift Invites Elder to do opening prayer Elder does the prayer Introduces counselors 		
9:15 – 9:25	Facilitator Ice Breaker	ES BingoHand out the prize to the winner	HO: Bingo Forms	
9:25 – 9:30 Introduction to the Day - Workshop Objectives and Setting the Landscape Facilitator		 Setting the Landscape Talk about how portfolios can be used for different things – applying to school, getting work, identifying goals and suitability, healing. Our focus is on goal clarification and getting work. BUT as we look back over our lives both good and bad memories arise. This may happen for you and it may happen for your clients. This is why we make sure that there are counseling supports at our sessions and why you too should know who you can refer your clients to if this is not something you do yourself. Review Five Steps to Portfolio Building Review Parts of a portfolio 	Review HO: Five Steps to Portfolio Building Review: WALL CHART OF Five STEPS	
9:30 – 9:45	What is coaching Facilitator	Yesterday we worked on our own portfolio today we will focus on coaching someone to do their portfolio. Lets review the "profile of	HO: Profile of an Effective Portfolio Coach	



	LILITATOR NOTE		DAY 2
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/
9:45 – 10:15	Role Play – Learning to Coach someone to build a lifeline Introductions Facilitator Chart maker:	Step One As the committee worked through portfolio building, they felt that the easiest way to do this is by having a coach to talk to while you are getting your information down. So, we are going to have you help someone build their portfolio by being a coach. Throughout the day you are going to have the experience of being a client and being a coach. Watch the following role play. Introduce Role Play – Coaching Others to Build Portfolios – found that it is easier to get the information from yourself by having someone else ask questions and having someone to help clarify and analyze information Debrief what makes an effective coach, what worked, what didn't Pairs – Direct the group to get into pairs and for one to be the coach and the other to build their portfolio for 10 minutes each.	Handout Objective 3: Coaches client/learner to identify events throughout his/her life where there was learning. Objective 4: Coaches client/learner to reflect in order to identify knowledge, skills and gifts for each event. Objective 8: Uses the Essential Skills of listening, clarifying, questioning, probing and analyzing when interacting with clients. HO: blank paper
	1 minute Writing reflection Facilitator	Close the section by Introducing writing reflection process For their own use – if comfortable can hand it in at the end of the day as a means of letting the steering committee know new ideas, thoughts etc.	HO: Coach Reflection
10:15 – 10:30	Break	In your reflection you will answer two questions: What was it liked to be coached? What was it liked to be a coach?	



	ILITATOR NOT		DAY 2
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
10:30 – 11:00	Learning to Coach someone to do	Step Two	Objectives three and four
	knowledge, skills and gifts inventory	 Introduce Role Play – learning to coach others to do knowledge, skills and qualities inventory 	Objective 8: Uses the Essential Skills of listening, clarifying, questioning and
	Facilitator:	quanties inventory	analyzing when interacting
	Role Players:	Role play part 1	with clients.
		 Pairs – Direct the group to get into pairs and for one to be the coach and the other to be the client. They will do each role for 10 minutes each. 	HO: MY Journey Worksheet HO: Insights Worksheet HO: I can
		 Coach your partner on identifying skills and knowledge. Use the My Journey Worksheet 	
		Role play part 2 – my journey to competencies	
		 Remind them that after doing the My Journey Worksheet have them to fill in the competencies worksheet. 	
		 Look back at you're my Journey worksheets and take some of your skills for one of the profiles and enter them under I Can. 	
		- Take some of your knowledge "I know" and put them under I Know on the worksheets.	
		Role play part 3 – what will you call your profile summary	
		 What will you call your competency profile summaries? 	
		Role play part 4 - Introduce the insights page:	
		 Use the Insights Note Page as realizations come up. Insights are the 	



Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
		ideas or realizations that come to us while we are working our way through our personal information. For example, on accumulating some evidence, a person could realize that they really were very good at something they had done in their lives that they had not really ever thought about. You would not necessarily pout this into a portfolio but it is important to you.	
	1 minute writing exercise Facilitator	What was it liked to be coached?What was it like to be a coach?	
1:00 – 11:25	Learning to Coach	Introduce Step Three	Objective five
11.25	someone to find	_	
	evidence	Role play – finding evidence	
	Facilitator	Pairs – Direct the group to get into pairs and for one to be the coach and the other to	
	Role players	identify their evidence to put in their portfolio - 10 minutes each.	
	1 minute Writing	• What was it liked to be coached?	
	exercise	What was it like to be a coach?	
	Facilitator		
1:25 – 12:00	Learning to coach	Introduce Step Four	Objective six
	someone to make	Introduce Delember - and actions	IIO. Cotting apple
	goals	Introduce Role play – goal setting	HO: Setting goals HO: Goal
	Facilitator	Pairs – Direct the group to get into pairs and	
	Role players	for one to be the coach and the other to build their portfolio for 10 minutes each.	
		How was it being coached?How was it being the coach?	
	1	• How was it being the coach:	



	CILITATOR NOTE		DAY 2
Time	Activity/Event	Facilitator Instructions	Activity/Objectives/ Handout
2:45 – 2:15	Afternoon MC Learning to Coach someone to put it all together Facilitator Role players	Review parts of a portfolio (2 minutes) Introduction Title page Table of contents Personal statement Resume Goals/plans Summary of skills and knowledge Evidence First role play will demonstrate how to do title page (3 minutes) Learning to Coach Others to do a title page – do role play Do in pairs (10 minutes – five minutes each)	Objective seven HO: title page
	FACILITATOR Role players Afternoon Overview	Step Four B Introduce role play – personal statement (2 minutes) Second role play will demonstrate how to coach someone to do a personal statement using a collage as an entry point Facilitator introduces Who Am I? collage exercise. Cut out and glue pics on a piece of paper which answers the question Who am I? (15 mins) do activity together Pairs – direct the group to get into pairs and for one to be the coach and the other to start doing their collage Discuss how collage activity can be turned into a personal statement Learning to coach another to do a personal	Objective 7: Coaches client/learner to build a portfolio – put it all together. HO: notes for my personal statement



Time	Activity/Event	Facilitator Instructions	Activity/Objectives/
			Handout
		Have each person reflect for a few minutes	
		on the collage and determine how collage	
		statements can be turned into personal	
		statements – Who am I and what do I want to	
		communicate about myself to others. Begin	
		to make notes which can be turned into a	
		lengthier writing later. Take some time to become comfortable with writing. (10	
		minutes each)	
		minutes each)	
		Role on putting it all together – (3 minutes)	
		Pairs – Direct the group to get into pairs and	
		for one to be the coach and the other to begin	
		building statements for their portfolio Build	
		their portfolio (10 minutes each)	
		,	
		Sometimes a personal statement can replace	
		a life story.	
		Amnounce once easing we have not smoot time	
		Announce once again we have not spent time on resumes but you can see various examples	
		of resumes in the textbook. Refer to the	
		quick reference guide for these page	
		numbers.	
		Close the exercise. Celebrate the completed	
		portfolio.	
	1 minute writing	How was it being coached	
	reflection	■ How was it being a coach?	
	T		
	Facilitator		
15 – 2:30	Health break		
20 2 15	D1 . 6		
30 - 2:45	Debrief writing reflections	 Summarize how throughout the day they 	
	renections	have been both the coach and the person	
	Facilitator	being coached	
	1 acmatul	 Lets take some time to review some of 	
		the comments you did during your 1	
		minute writing reflections	
		 Open forum giving people the 	



Time	Activity/Event	Facilitator Instructions	Activity/Objectives/
Time	Activity/Event	racintator instructions	Handout
		opportunity to debrief	
		What was it like to be coached?What was it like to be a coach?	
2:45 – 3:15 (3:30)	Connections Facilitator Note keeper	Table work Tell group what they are going to do next is draw a picture of what they need to take back to their community.	
		You will do this as a group but there are rules:	
		There will be no talking, you will do this in turns, your table will only have one pen and when it is your turn you are only allowed to draw one line per turn.	
		Debriefthe message of the debriefimportance of communicationwe need to talk aloud can't work without communicationrefer back to profile of being an effective coach	
3:30 – 3:55	Paddles on the wall Evaluation	Asks people to take their paddles and write one thing that they have valued about today and put it on the river on the wall.	HO: Paddles HO: Response to the Day
	Facilitator	Fill out evaluation pages as we use them to improve our sessions and provide support to your communities.	
3:55 – 4:00	Elders: Closing Prayer	Tell them that elders will follow with closing prayer.	
		MC: Invites the elders up – closing remarks from elders and closing prayer.	
		MC: Thanks everyone for coming. Tell them to stay posted to learn about more upcoming events.	



POWER of a Portfolio - page 1

A portfolio is.....

- a collection of your documents and personal writings that shows proof (evidence) of your work experience, achievements, skills and knowledge
- a portfolio will celebrate your skills, knowledge, insights and gifts gained through lived experiences

A portfolio will benefit......

- Youth, Elders and all other community members
- People looking to return back to the work field
- People looking to enhance their skills for their present job situation
- People looking to return back to school
- you

A portfolio should be created......

Sooner rather than later because the sooner you start a portfolio the sooner you will have a safe place that records your accomplishment, skills, gifts and goals

A portfolio......

- builds self esteem
- celebrates learning
- acknowledges the past
- creates new visions for the future
- identifies patterns
- identifies strengths
- shares with people who you are
- enhances oral history
- can enhance a job interview
- can tell your story
- can help you be organized





POWER of a Portfolio - page 2

A portfolio consists of five basic parts....

- 1. Introduction title page, table of contents and personal statement
- 2. Resumé
- 3. Goals and Plans
- 4. Inventory of Skills, Knowledge and Gifts
- 5. Evidence

Introduction....

- ✓ A title page that is usually 3-7 words long
- ✓ One page that tells what is inside the portfolio
- ✓ A personal statement that tells about who you are, where you come from and what you want people to know about can consist of a lifeline, personal story

Resumé....

✓ Sometimes you can have different resumés in your portfolio that cater to different jobs

Goals and Plans

✓ A place to formulate "I should's," "I could's" to "I will"

Inventory of Skills, Knowledge and Gifts.....

- ✓ Skills usually relate to "I can..."
- ✓ Knowledge relates to "I know..."
- ✓ Insights relate to wisdom...things you know just because you have been there and done that

Evidence.....

 can be certificates, diplomas, letters, pay stubs, articles, photos, personal writings, bills of sale, transcripts, a list of references, course outlines.......



PARTS of a Portfolio



Common parts of a portfolio

- 1) Introduction
 - o Title Page
 - o Table of Contents
 - o Personal Statement
- 2) Resumé
- 3) Competencies/Profiles
- 4) Goals
- 5) Evidence





FIVE STEPS of Portfolio Building



- Step 1: Identify life events What happened?
- Step 2: Identify knowledge, skills and gifts Reflect
 - What do I know, what can I do, what gifts do I use - My Journey Worksheet
 - · Use Action Words Essential Skills

Step 3: Find evidence of knowledge, skills and gifts

- Types of Evidence list
- My Journey Worksheet

Step 4: Make some goals and plans

- "I Can" Worksheet
- · Use Action Words Essential Skills

Step 5: Organize everything in the proper sections

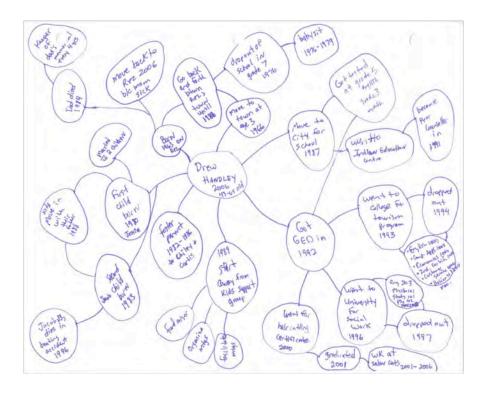
- 1 Introduction
 - o Title Page
 - o Table of Contents
 - o Personal Statement
- 2 Resumé
- 3 Competencies/Profiles
- 4 Goals
- 5 Evidence



MIND Map

Igniting the Power Within - Level 3

Mind Map





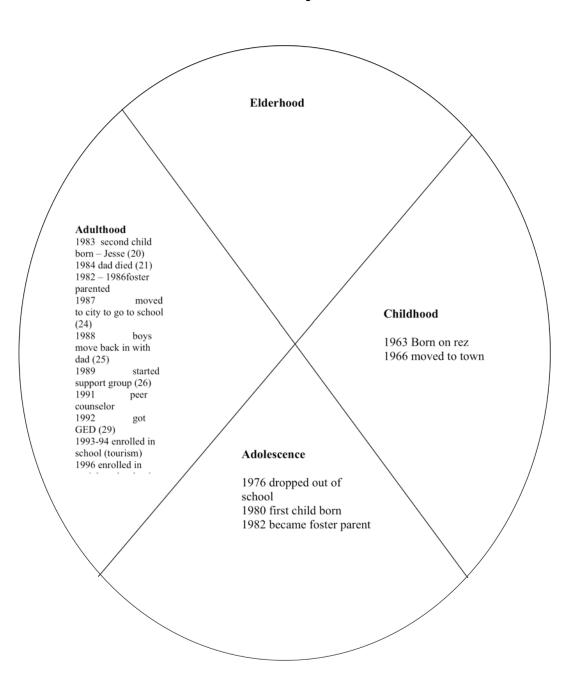
9





LIFE Circle

Drew Dawn Handley – Life Circle







CHRONOLOGICAL Life Line



Chronological Lifeline - Drew Dawn Handley

1963	born
1966	moved to town (3)
1976	dropped out of school (13)
1976 – 1979	babysat for various people
1980	first child born – Jessie – got married (17)
1983	second child born – Jesse (20)
1984	dad died (21)
1982 – 1986	foster parented sisters children
1987	moved to city to go to school (24)
1988	boys move back in with dad (25)
1989	started support group (26)
1991	peer counselor
1992	got GED (29)
1993-94	enrolled in school (tourism)
1996	enrolled in social work school
1996	Jacob died (33)
1997	dropped out of school
2000	hairdressing school (37)
2001 -2006	worked at salon cuts
2006	moved back to rez to look after mom (43)
\downarrow	



DREW DAWN HANDLEY Monologue Script

When starting my portfolio I needed to take some time to reflect on my life. Reflecting on my life would give me time to identify the life experiences that provided me with learning.

The Elders in my community say every life experience is a learning experience. This thought has taken a lot of time for me to figure out.

Anyway, I did take time to reflect on my life story and now see the learning I have accomplished.

Some learnings were hard to face and figure out.

Either way these are some of the highlights of my life.

Monologue of Drew Dawn Handley

My name is Drew Dawn Handley.

I was born in 1963. At that time I lived on the rez.

When I was three, in 1966, I moved to town.

In 1976 I dropped out of school. I was 13 and babysat peoples' children until 1979.

In 1980 I had my first child; a son I called Jessie. I got married at this time too. I was only 17 yrs old.

When I was twenty, I had my second son Jacob. That was 1983.

In 1984, I was 21 years old, my dad died – that was so hard.

Oh yeah, between 1982-'86 I was a foster parent to my sister's two kids, Chiley and Curtis.

In 1987, I was 24, I moved to the city to go to school. I had my boys and their dad stayed behind. When I first went back to school I assessed at a grade 5 English and grade 3 math. It was so humiliating.

In 1988, I was 25 years old. I was still in school and my boys decided they did not like living in the city, so they moved with their dad. This was the first year. I did a memorial for my dad.





DREW DAWN HANDLEY Monologue Script

Continued

It was so hard not having my boys with me, so out of desperation, I started a support group. Yeah, it was in 1989. The support group was for mothers whose children lived elsewhere. I was 26.

In 1991, I became a peer counselor at my school. I helped other students stay in school.

So in 1996, I decided to go to be a social worker and enrolled in a social work program. I was doing okay in the course, but in 1996 my son Jacob died. I was 33 years old. I was so devastated. I tried to still stay in school, but I ended up dropping out of school in 1997.

After this I just went through life, and in 2000 I decided to go to hairdressing school.

I decided to become a hairdresser. I graduated in 2001 with my hairdressing certificate.

Between 2001-2006 I worked at Salon Cuts.

And in 2006 I moved back to the rez to look after my mom because she was not well.



LIST OF BENEFITS Drew Dawn Handley

(CHRONOLOGICAL LIFE LINE, MIND MAP, LIFE CIRCLE and RIVER POSTER)

Benefits of a Chronological Format

- Lists something from the beginning to the end
- It is sometimes easiest to start from the beginning and work towards the end. It seems to have a natural flow
- If I do it in order I may not forget some things
- It seems more factual

Benefits of a Mind Map

- Easy way to organize thought
- It is more fun than writing notes
- Helps with brainstorming
- Clusters can be transferred into paragraph themes
- Clusters can become trains of thought that can help me to communicate better
- Helps me to be creative and active I don't get bored
- I like the visual look of a mind map

Benefits of a Life Circle Format

- Cultural in nature
- Helps me to see themes in my life when was the happiest time, the saddest time, the busiest time
- Acknowledges the power of four the four directions, the four colours, the four races, the four seasons
- It relates to how everything is interconnected
- It shows how my memory is balanced or unbalanced
- It is circular in nature

Benefits of a River Poster

- I don't have to remember everything
- I can just pick a few of the major themes
- Not so intense
- A great place to start people who are just learning to talk about themselves





KNOWLEDGE and Skills Profile

Part A

One of the things that I am most happy and proud about is my hairdressing skills.

I went to school to be a hairdresser and finished my program.

Going to school was a formal learning process which took about a year.

Because I am a hairdresser I can do certain things, and I also know certain things.

These are my skills and knowledge. To help me organize my thoughts I use a chart that shows what I know and what I can do. This is how I filled the chart.

I can....

- blow dry hair
- set hair
- tong hair
- colour hair

I can do:

- one length cutting
- layering
- graduating
- point cutting

I can

- mix colours
- mix peroxide strengths
- apply colours
- rinse colour
- make colour selections
- do wraps
- perform the Easi meche technique
- use tinfoil
- perform the spatula technique

I can do

- bleach baths
- pre-pigmentation



R APPENDIX

I can keep up to date with new techniques and trends.

I know:

- basic hairstyling techniques
- texturizing techniques
- foundational highlighting and colour
- colour correcting techniques
- new styles for trendy hair presentation
- bridal looks
- formal looks
- funky looks

When I look at this chart I can really see that I am pretty talented. I am lucky because I like my job.

I also realize I have certain gifts to do this job. Some of my best gifts are:

- Creativity
- Patience

Part B

For my portfolio, I decided one of the most important profiles to include in it needed to be about
being a hairdresser. It made sense because this is my job. I use the blank worksheet Profile of a
I called my profile:

Profile of a Hairdresser.

To make my profile statements, I transfer the information from the life journey chart to my worksheet and make it into fuller sentences.

For example: Instead of just writing "blow dry" hair, I write:

I blow dry hair of varying lengths and styles such as curly, straight and permed.

I straighten hair with a blow dryer using a round nozzle.

I write my profile statements in detail because it demonstrates what I really do know and what I can do.



MY JOURNEY Worksheet



My Journey Worksheet

COLLECT	REFLECT		ORGANIZE		
Points of interest	What Happened Along the Way			Souvenirs	Plan
Identify activity (Tasks)	What did I do (Skills)	What did I have to know (Knowledge)	What qualities did I use (Gifts)	Evidence	Plan/Goals
	, ,				

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WORDS for Gifts



WORDS FOR GIFTS

Check off the adjectives that you feel best describe you. Then, circle your top 10.
[] Accurate: I am precise. I don't make mistakes.
[] Active: I like to keep myself busy.
[] Adaptable: I can easily fit into new routines and situations.
[] Adventurous: I like to try new things.
[] Affectionate: I am warm toward others and prefer personal contact.
[] Ambitious: I want to succeed at everything I do. I want to do well.
[] Artistic: I am creative and like to use my imagination.
[] Assertive: I stand up for myself.
[] Attentive: I am never daydreaming when I need to pay attention.
[] Calm: I don't feel out of control even when I am under stress. I stay cool.
[] Capable: I am able to do my job.
[] Careful: I take good care of my work and try not to make mistakes.
[] Caring: I care about people and many things.
[] Cautious: I am aware of dangerous situations and try to avoid them.
[] Charming : My outgoing manner makes people like me and want to be near me.
[] Cheerful: I am usually in a good mood and see things in a positive way.
[] Clever: I approach things in new and interesting ways.
[] Competent: I get the job done well and on time.
[] Competitive: I like to be challenged by others to do my best in whatever I do.
[] Confident: I believe in myself and in what I can do.



Words for Gifts

[] Conscientious: I know and do what's right.
[] Consistent: I always do things the same way.
[] Constructive: I am able to build and put things together. I am positive.
[] Co-operative: I am able to work and get along with others.
[] Courageous: I am brave.
[] Creative: I like to create things.
[] Curious: I am interested in learning and discovering new things.
[] Dependable: Others can rely on me.
[] Detailed : I pay attention to the small things.
[] Determined: When I decide to do something, I do it, no matter how hard it is.
[] Disciplined : I am focused and can make myself stay doing a task even if something more interesting comes along.
[] Discreet: I can keep secrets and don't gossip.
[] Dynamic: I have a lot of energy, enthusiasm and new ideas.
[] Eager: I'm always willing and ready to get started on things.
[] Efficient: I do things quickly, usually in the fastest, simplest way.
[] Empathetic : I can feel other people's pain and understand what they are feeling.
[] Energetic: I have a lot of energy.
[] Enterprising : I am someone who is likely to start my own business. I motivate myself.
[] Enthusiastic: I get excited and motivated.
[] Expressive: I get my message across to others clearly.
[] Forgiving: I don't hold grudges.







WORDS FOR GIFTS

[] Friendly: I make an effort to include and talk to others.
[] Generous: I am giving to others, either of emotional support or gifts.
[] Gentle: I handle things and people with care.
[] Good-natured: I'm easygoing and don't get angry often.
[] Helpful: I like to help others.
[] Honest: I always tell the truth.
[] Humorous: I am funny and make others laugh.
[] Imaginative: I am full of thoughts and ideas.
[] Independent: I do not rely or depend on other people. I work well on my own.
[] Industrious: I put effort into my work.
[] Innovative: I always have new ideas.
[] Inspiring: I motivate others to act, behave or do something positive.
[] Integrity: I understand and act upon my morals – what is right and wrong.
[] Intuitive : I can sense how others feel or what they're thinking; I can sense how to solve a problem.
[] Kind: I am good to other people.
[] Likable: I am easy to like.
[] Logical: I am able to think step by step.
[] Loyal: I am true and faithful to others.
[] Mature: I am mentally and physically developed. I am responsible for my age.
[] Meticulous: I am into the details of things and may be a bit of a perfectionist.
[] Modest : I don't brag about myself and my accomplishments.





WORDS FOR GIFTS

[] Open-minded: I am open to new and different ideas.
[] Optimistic : I look on the bright side of things and always try to find the good side.
[] Orderly : I like to follow step-by-step processes and do things in an organized and logical manner.
[] Organized: Everything has a place and an order.
[] Outgoing : I am friendly and feel comfortable and excited by new situations. I am not afraid of crowds.
[] Patient: I don't lose my temper quickly and am good at teaching people things.
[] Perceptive: I notice what's going on around me and how people get along.
[] Persevering: Even though a job may be hard, I'll keep at it until it's done.
[] Playful: I have a joking and teasing personality.
[] Polite: I always remember my manners and am tactful.
[] Positive: I think there is a good side to everything.
[] Practical: I think before I act and look for the simplest way to do things.
[] Productive : I am focused and use my time wisely.
[] Progressive: I am forward-thinking and don't cling to the old way of doing things.
[] Punctual: I make a point of being on time.
[] Rational : I don't go into a panic in crisis time. I calmly try to think things through for a solution.
[] Realistic: I see things as they really are.
[] Reasonable: I make fair decisions.
[] Reflective : I like to think about things I've done after they're finished, and see how I might do them better next time.
[] Relaxed: Stress and tension don't get to me.

4



T APPENDIX



WORDS FOR GIFTS

[] Reliable: People know they can always count on me to be there when they need me.
[] Resourceful: I can find things and may be good at doing research.
[] Respectful: I treat everyone with respect.
[] Self-reliant: I do things for myself and don't count on others to do them for me.
[] Sensitive : I am in tune with others' feelings as well as my own. I care about what others think of me.
[] Sincere: When I give compliments, I mean them. I am not a fake.
[] Sociable: I like to be around people a lot. I might prefer working in groups.
[] Spontaneous: I do things when I feel like it. I don't need a plan.
[] Sympathetic : I feel for others when they are sad or when something bad happens to them.
[] Tactful : I don't just blurt out criticisms. I try to think of a nice way to say things politely.
[] Tenacious : When I've got a good idea, I hold onto it and fight for my cause until others listen.
[] Thorough : I don't miss things. I do a job completely and think of all sides of the problem.
[] Thoughtful : I think of others, not just myself. For instance, I remember birthdays, names and important dates.
[] Thrifty: I am good at saving money.
[] Tolerant: I don't lose my cool easily and try to get along with everyone.
[] Understanding : I forgive people for making mistakes and don't hold grudges because of them.
[] Versatile: I know how to do and learn to do many different things.
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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	Analyse	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	Practice	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





LIST of Verbs

1		
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	
	<u> </u>	



PROFILE Worksheet

Profile Profile of: I Can:
I Can:
I Know:
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EXAMPLES of Evidence



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EXAMPLES OF EVIDENCE FOR A PORTFOLIO

Certificate Letter of Verification
Thank you Card Copy of Assignment
Reference Letter Course Description
List of References Attendance Record
Picture / Photograph Report Card

Newspaper Clipping Criminal Record Check
Magazine Article Child Abuse Registry Check
Video / CD / DVD Certification Documentation

Newsletter License
Award Pay Stub
Medal Schedule
Poster Permit
Certificate of Recognition Contract

Trophy Finished Product Letter of Acceptance Bill of Sale

Diploma Advertisement for Services
Transcript Work Document, i.e. Balance

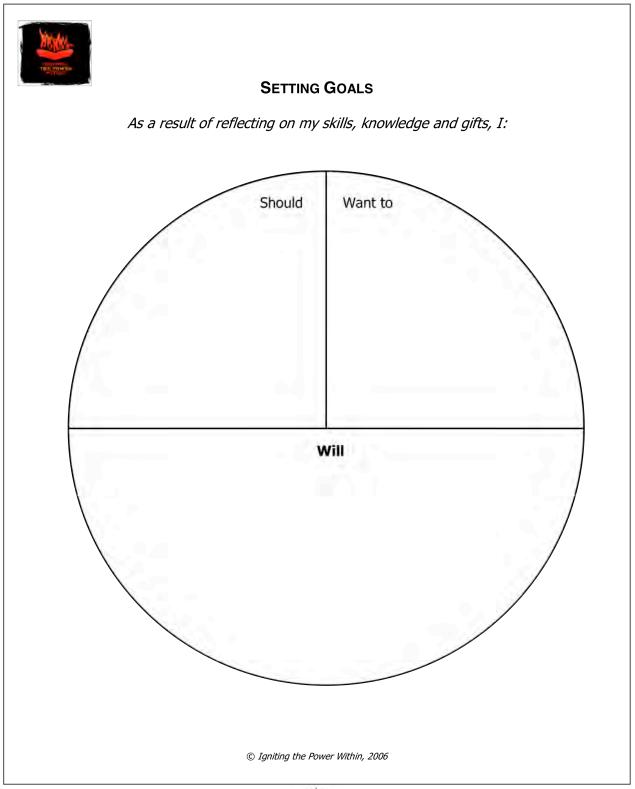
Training Course Outline Sheet

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SETTING Goals







TITLE Page



Name:

Date:

Title:

Level II

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CHALLENGES and Solutions



Challenges and Solutions

How will this be hard for your clients?

What can you do to help?

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CUT-OUT of a Canoe





RESPONSE to the Day

Day 1

March 3, 2008

What I expected	What I learned
What I valued	
vynat i vaiued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need
what I valued	What I still need

Thank you!





RESPONSE to the Day

Day 2

March 4, 2008

What I expected	What I learned
•	
What I valued	What I still need

Thank you!





PROFILE of an Effective Coach

I know coaching requires good communications skills

- I can listen actively
- I can observe body language
- I can ask questions to get information
- I can ask questions that make people think
- I can ask courageous questions
- I can express appropriate humour
- I can express compassion

I know various parts of a portfolio

- I can develop a skills and knowledge profile
- I can create and identify a goal statement
- I can identify a resumé
- I can create and identify a personal statement/life story
- I can recognize good evidence

I know coaching is about goal setting and moving the client forward

- I can teach people to set goals
- I can motivate people to dream
- I can facilitate the exploration of needs and motivations to assist people in making real, lasting change

I know coaching is a process that can enable individuals to achieve their full potential

- I can listen to people so they feel validated
- I can encourage people
- I can see clients as creative and resourceful
- I can recognize where a client is and where they want to go

I know coaches need to be resourceful

- I can use tools that help people to complete their portfolio
- I can be creative
- I can use the internet to research occupational or work profiles
- I can use my personal networks to help identify occupational or work profiles





WRITING Reflections



Coaching Reflection

What did it feel like to be the coach?

What did it feel like to be the client?

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NOTES for my Personal Statements



NOTES FOR MY PERSONAL STATEMENT

- · Who am I?
- · What do I want to communicate to others about myself?

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CUT-OUT of a Paddle

