

An Aboriginal Essential Skills Journey

Planting the Seeds for Growth



FACILITATOR GUIDE



Douglas College

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Canada

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Documents Re-Printed with Permission:

SkillPlan - BC Construction Industry Skills Improvement Council -MeasureUp Activity Sets
Coast Salish Employment & Training Society - 9 Essential Skills (English and Hul'Q'umi'num)



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HOW TO USE THIS FACILITATOR GUIDE

The Participant Workbook

The Facilitator Guide for *An Aboriginal Essential Skills Journey...Planting the Seeds for Growth* has been designed to complement *An Aboriginal Essential Skills Journey...Planting the Seeds for Growth* Participant Workbook.

Therefore, the two packages must be used together when delivering the workshop.

In an effort to keep the Facilitator Guide as short and easy to use as possible, references are made to activities and information pages located in the Participant Workbook rather than include copies of these documents in the Facilitator Guide. This means that no document appears in both the Facilitator Guide and in the Participant Workbook.

A page number or Appendix number is included for every document referenced in the Facilitator Guide.

The Participant Workbook is intended to be a "workbook" in which participants record their answers, cut out templates, and track their progress. It is a "working" document. It is important participants understand this.

Layout of the Facilitator Guide

The Guide is divided into 6 sections, each with its own title page.

- Opening the Workshop
- Part 1: The What's and Why's of Essential Skills
- Part 2: Essential Skills Stories
- Part 3: Essential Skills Resources
- Part 4: Assessing Essential Skills
- Closing the Workshop

In addition there are 7 Appendices:

- Appendix 1: Group Sort
- Appendix 2: Gathering at Spirit Lake
- Appendix 3: Spirit Lake Answer Keys
- Appendix 4: Essential Skills Resources
- Appendix 5: Essential Skills Common Language Review
- Appendix 6: Answer Keys (Except Spirit Lake)
- Appendix 7: Other Workshop Documents



Answer Keys

All Answer Keys are located in the Appendices (Appendix 3 and 6) rather than in the body of the Guide. The one exception are the Measure Up activities - the answers for these are in the Participant Workbook.

Delivery Procedures

Delivery procedures and suggestions are written in point form to make reading easier. Bulleted points are grouped under **headings** (see sample next page) which refer to the the names of documents located in the Participant Workbook or in the Appendices of the Facilitator Guide, or to specific topics being addressed. In other words, the Facilitator Guide is organized chronologically according to workshop activities.

Directions for Activities

Directions for activities are detailed in the activity pages themselves. In order to avoid needless repetition, these directions are NOT re-stated in the Facilitator Guide. Rather, the facilitator is referred to the activity pages themselves for step-by-step implementation procedures (see sample next page).

Thumbnails

Whenever a document is required by the facilitator (an activity page or an information page), a thumbnail of the first page of that document appears to the left of the relevant bullet in the Facilitator Guide. These thumbnails are not intended to be readable but only to serve as general reminders of what specific pages look like (see samples next page).

Activity Rationale

In many cases, activities and in some cases, documents, are accompanied by a rationale. These rationales provide a background as to why the activity or approach was chosen, and the outcomes it seeks to achieve. (See example to the right.) The rationales should be shared with participants whenever appropriate.

Purpose of a circular workshop agenda

- To divide the workshop into chunks or sections.
- To provide a general overview of the workshop "at a glance."
- To use a circular (Aboriginal) approach rather than a linear approach.

Additional Information

In some instances, additional information has been provided such as possible answers to questions and background facts. This added information is presented in a different font for easy identification (see sample next page).



Heading

Workshop Outcomes:

Bulleted Delivery Procedures



Thumbnail

- Refer participants to *Introduction and Outcomes* (page 3 in the Participant Workbook). Review the workshop outcomes.

It is hoped that participants will leave the workshop with:

- ✓ Increased awareness and knowledge of Essential Skills.
- ✓ Increased awareness of Essential Skills Complexity Levels.
- ✓ Increased ability to use the common language of Essential Skills.
- ✓ Familiarity with a range of Essential Skills tools and resources and knowledge of where to find more.
- ✓ Awareness of Essential Skills assessment tools and approaches.
- ✓ Awareness of current Essential Skills programs and best practices.
- ✓ Specific ideas for next steps applications.

Additional Information

Content and Timing

The *Facilitator Guide* provides guidance in terms of workshop timing and delivery. However, activities can be deleted or adjusted to suit participant needs and timeframes.

Facilitator Requirements:

Facilitators must be pre-approved by Douglas College to deliver this workshop if the students wish to ladder into further Essential Skills training with Douglas College. Please contact Douglas College, The Training Group at e-mail essentialskills@douglascollege.ca for further information.



Materials and Tools Required

(To be supplied by the facilitator or hosting organization)

The Facilitator Guide explains in detail (see Preparing for the Workshop) what supplies are required to carry out each activity in the workshop. The following is a compilation of these individual activity material and tool lists.

Materials and Tools	Quantities
stapler	1
hole punch	1
flipchart paper	1 package
glue sticks	4
Basic coloured marker pen packages	6
pairs of scissors	1 for every 2 participants (if sharing) 1 per participant (if not sharing)
metric rulers	8
calculators	4
black marker pens	8
masking tape or sticky gum	1 roll or 2-3 packages
brad clips	1 per participant
decks of playing cards	1 per working group
ESI DVD (optional) Must be purchased from the Sto:lo Nation Human Resources Development at(www.snhrd.ca) call toll free: 1-888 845- 4455, e-mail sndrd@stolonation.bc.ca After October 1, 2010: Sto:lo Aboriginal Skills & Employment Training (SASET) www.saset.ca	1
LCD projector, laptop and portable speakers	
computers	1 for every 2 participants (if sharing) 1 per participant (if not sharing)
high speed internet connection	



Handouts (Make copies of the following)	
Participant Workbook	1 per participant & facilitator
Facilitator Guide	1 per facilitator
Group Sort Aboriginal ES icons	1 per participant
Spirit Lake handouts (printed on coloured paper - one colour per station)	1 set per participant
Spirit Lake answer keys	1-2 sets
Wall chart for Spirit Lake debriefing	see page 11
<i>A Sampling of ES Resources</i> handout	1 per participant
<i>Learning the Lay of the Land</i> handout	1 per participant
ES Common Language Review cards	1 per participant
Leafless Tree drawing (flipchart paper)	see page 15
Tentcards	1 per participant
Certificates (optional)	1 per participant
Workshop Evaluation (optional)	1 per participant



Preparing For the Workshop





TARGETED NUMBER OF PARTICIPANTS

- 16-24

WORKSHOP VENUE SET-UP

- Work stations or tables (4 people per group unless it is a very small group, then 2-3 people per station)
- 7 stations for the *Gathering at Spirit Lake* activities (these can be in a separate break-out area or be the stations / tables used for the main workshop)
- A table to house supplies and handouts
- A wall or structure on which to affix wall charts, papers and answer keys
- A wall on which to project the ESI DVD

GENERAL RESOURCES REQUIRED (16-24 PARTICIPANTS)

Participant Supplies	<ul style="list-style-type: none">• 1 stapler (to be shared by all participants)• 1 hole punch (to be shared by all participants) (NOTE: Participants should be asked to bring a pencil, eraser and pen to the workshop.)
ESI DVD (optional)	<ul style="list-style-type: none">• Obtain DVD from the Sto:lo Nation Human Resources Development at(www.snhrd.ca) call toll free: 1-888 845-4455, e-mail snhrd@stolonation.bc.ca After October 1, 2010: Sto:lo Aboriginal Skills & Employment Training (SASET) www.saset.ca• LCD projector, laptop, speakers OR TV with DVD player
Participant Workbook	<ul style="list-style-type: none">• 1 per participant, 1 per facilitator
Facilitator Guide	<ul style="list-style-type: none">• 1 per facilitator



ACTIVITY-SPECIFIC RESOURCES REQUIRED (16-24 PARTICIPANTS)

Activity	Materials and Resources Required
Group Sort: (see Appendix 1)	<ul style="list-style-type: none"> • 1 Aboriginal ES icon per participant
Essential Skills Aboriginal Perspectives Wheel	<ul style="list-style-type: none"> • Scissors (1 pair per participant or every 2 participants) • 1 brad fastener (a clip with legs that split)
Understanding Complexity	<ul style="list-style-type: none"> • Decks of playing cards (1 per work group)
Gathering at Spirit Lake (see Appendix 2)	<p>NOTE: handouts for each station should be printed on coloured paper. One colour per station.</p>
<i>Planning the Gathering</i>	<ul style="list-style-type: none"> • Collated, hole punched and stapled (1 set per workshop participant): <ul style="list-style-type: none"> ○ Activity: Planning the Gathering ○ Path Finder: Flowcharts ○ "To Do" List ○ Flowchart for Planning the Gathering
<i>Getting to Spirit Lake</i>	<ul style="list-style-type: none"> • Collated, hole punched and stapled (1 set per workshop participant): <ul style="list-style-type: none"> ○ Activity: Getting to Spirit Lake ○ Path Finder: How to Read a Road Map ○ Handout: Spirit Lake and Area Map
<i>Buying Food</i>	<ul style="list-style-type: none"> • Collated, hole punched and stapled (1 set per workshop participant): <ul style="list-style-type: none"> ○ Activity: Buying Food ○ Path Finder: Finding the Unit Price ○ Handout: Price Comparisons
<i>Bringing Supplies</i>	<ul style="list-style-type: none"> • Collated, hole punched and stapled (1 set per workshop participant): <ul style="list-style-type: none"> ○ Activity: Bringing Supplies ○ Path Finder: How to Use Organizers ○ Handout: Labels ○ Handout: Tree Organizer
<i>Scheduling Events</i>	<ul style="list-style-type: none"> • Collated, hole punched and stapled (1 set per workshop participant): <ul style="list-style-type: none"> ○ Activity: Scheduling Events ○ Path Finder: How to Read a Table ○ Handout: Making an Agenda for the Children's Events



<p><i>Inviting Friends</i></p>	<ul style="list-style-type: none"> • Collated, hole punched and stapled (1 set per workshop participant): <ul style="list-style-type: none"> ○ Activity: Inviting Friends ○ Path Finder: Abbreviations and Acronyms ○ Handout: Inviting Friends Message ○ Handout: Text Message Abbreviations 	
<p><i>Studying Nature</i></p>	<ul style="list-style-type: none"> • Collated, hole punched and stapled (1 set per workshop participant): <ul style="list-style-type: none"> ○ Activity: Studying Nature ○ Path Finder: Venn Diagrams ○ Handout: Spirit Lake Healing Plants ○ Handout: Venn Diagram Page 	
<p>Spirit Lake Answer Keys (see Appendix 3)</p> <p>1-2 copies of each</p>	<ul style="list-style-type: none"> • Flowchart - Planning the Gathering • Spirit Lake and Area Map • Price Comparisons • Tree Organizer • Agenda for the Children's Events • Inviting Friends Message • Venn diagram: Comparing Spirit Senthium and Waterous Wedgewood 	
<p>Spirit Lake Activity Debriefing</p>	<ul style="list-style-type: none"> • Wall chart(see below) made from flip chart or poster paper 	<p>8 black markers</p> <p>masking tape or sticky gum</p>

Spirit Lake Activity Debriefing Chart

	Reading	Doc. Use	Writing	Num.	Oral Comm.	Working + Others	Thinking	Computer Use	Cont. Learning
Planning the Gathering									
Getting to Spirit Lake									
Buying Food									
Bringing Supplies									
Scheduling									
Inviting Friends									
Studying Nature									



Activity	Materials and Resources Required
Leave a Leaf	<ul style="list-style-type: none">• Draw a tree frame (trunk and branches) out of flipchart papers joined together to which participants can attach their "leave a leaf" at the end of Day 1.
A Sampling of ES Resources (see Appendix 4)	1 <i>A Sampling of ES Resources</i> handout per participant
Learning the Lay of the Land: A Resourceful Journey (see Appendix 4)	<ul style="list-style-type: none">• Computers (1 per 1 or 2 participants) and internet• 1 <i>Learning the Lay of the Land</i> handout per participant <p>(NOTE: Check the HRSDC website address and links 24-48 hours in advance to make sure they are working properly.)</p>
Creating an Aboriginal Essential Skills Model	<ul style="list-style-type: none">• 6 basic packages coloured marker pens• 1 sheet flipchart paper per group
Workshop Evaluation (see Appendix 7)	<ul style="list-style-type: none">• 1 <i>An Aboriginal Essential Skills Journey Workshop Evaluation</i> form per participant
ES Common Language Review (see Appendix 5)	<ul style="list-style-type: none">• 1 <i>ES Common Language Review</i> card per participant (cut pages in half to produce 2 cards per page)• 1 <i>ES Common Language Review Call Outs</i> per facilitator
Certificate (see Appendix 7)	<ul style="list-style-type: none">• 1 completion certificate per person



A WORD ON GATHERING AT SPIRIT LAKE

Spirit Lake should be set up as a "sampler" experience in which groups complete as many stations as they are able in the time given (about 1-1½ hours). In this case, groups move around randomly choosing those stations that are open for use. Since every activity integrates a range of Essential Skills, all groups will get a taste of many Essential Skills in action. Below is a brief overview of the purpose of each activity.

NOTE: Stations should be very separated (even in different rooms) if possible.

Spirit Lake Activity	Purpose
Planning the Gathering	<ul style="list-style-type: none">• To introduce participants to flowcharting and flowcharting conventions.• To demonstrate the importance of planning and task sequencing.
Getting to Spirit Lake	<ul style="list-style-type: none">• To introduce participants to road map reading including scale, legends and icons.• To target basic numeracy and decision making skills.
Buying Food	<ul style="list-style-type: none">• To introduce participants to the idea of unit pricing (basic ratios) as a way to compare prices.• To target basic numeracy and decision making skills.
Bringing Supplies	<ul style="list-style-type: none">• To introduce participants to graphic organizers, concept clumping and information hierarchies.
Scheduling Events	<ul style="list-style-type: none">• To introduce participants to various table formats and how to read each.• To make the connection between a schedule and a table.• To apply scheduling skills.
Inviting Friends	<ul style="list-style-type: none">• To introduce participants to abbreviations and acronyms.• To introduce the concept that Computer Use applies to any programmable technology (not just PCs and laptops).• To make reading text and writing more relevant to younger generations by incorporating the kinds of reading and writing they do everyday.
Studying Nature	<ul style="list-style-type: none">• To introduce participants to concept comparison using Venn Diagrams.• To target effective information clumping.



WORKSHOP TIMING:

The *An Aboriginal Essential Skills Journey...Planting the Seeds for Growth* workshop has been designed to take about 1½ to 2 days to deliver. Facilitators must decide how long the workshop will be (based on participant abilities and activities chosen). It has also been developed to provide facilitators with as much flexibility as possible to consider the needs of participants. Below is a suggested workshop schedule that uses all the activities in the Participant Workbook; however, it must be stressed that facilitators should be responsive to pacing cues and suggestions from the audience.

Suggested start time: 09:00

Day 1 (6 hours 45 minutes, including breaks)

Opening the Workshop

- Welcome
- Opening prayer
- Facilitator introduction
- Participant introductions
- Housekeeping and group norms
- Group Sort activity
- Workbook overview
- Workshop content
- Workshop outcomes
- Participant expectations
- Anticipation Guide activity
- Essential Skills Check List
- Essential Skills Aboriginal Perspectives Wheel

1 hour, 20 minutes

Health and Wellness Break

20 minutes

PART 1: The What's and Why's of Essential Skills

- What are Essential Skills? activity
- Essential, Technical and Workplace-Specific Skills
- 9 Essential Skills (English and Hul'q'umi'num)

20 minutes

PART 2: Essential Skills Stories

- The Essential Skills Story
- Canada Responds
- Understanding Complexity Playing Card activity
- ESI DVD viewing

1 hour

Lunch

45 minutes



Gathering at Spirit Lake	}	2 hours
Spirit Lake directions		
Knowing Myself activity		
Spirit Lake stations		
Spirit Lake Activity Debriefing		

Health and Wellness Break 20 minutes

ES Scenarios activity	}	30 minutes
Leave a Leaf activity		
Day 1 Wrap-up		

NOTE: At the end of Day 1 (wherever it should fall), ask participants to turn to *Leave a Leaf* (page 43 in the Participant Workbook). Ask participants to cut out the leaves. Ask them to follow the directions on the page. Each participant should then affix his/her leaves to the tree trunk and branches you have made from flipchart paper and posted in the venue.



Day 2 opens with a brief review of the leaves as a reminder of what was accomplished Day 1.

Day 2 (5 hours, 30 minutes, including breaks)

Welcome Back

Review of day 1 leaves from Leave a Leaf activity } 10 minutes

PART 3: Essential Skills Resources

A Skilled Aboriginal Workforce	}	1 hour
Community-Based Essential Skills Responses activity		
Essential Skills Profile Structure		
Hunting Through an Essential Skills Profile activity		
A Sampling of ES Resources		

Health and Wellness Break 20 minutes

Learning the Lay of the Land activity 1 hour

Lunch 45 minutes

PART 4: Assessing Essential Skills

A Word About ES Assessment	}	1 hour, 15 minutes
How Do Your Skills Measure Up? activity		
Essential Skills Model activity		



Closing the Workshop

- Anticipation Guide revisited
 - Outcomes review
 - Essential Skills Check List completion
 - Participant expectations review
 - Workshop Evaluation
 - Essential Skills Common Language Review activity
 - Certificates (optional)
 - Facilitator reflections
 - Closing prayer
- } 1 hour

HALF DAY ESSENTIAL SKILLS FAMILIARIZATION SESSION

The workshop package has also been developed so that any one of the four major parts can be delivered as an independent package. Of particular significance would be the use of the "What's and Why's of Essential Skills." This section can be combined with elements from "Opening the Workshop" and "Closing the Workshop" to produce a half day Essential Skills familiarization session.



Opening the Workshop



OPENING THE WORKSHOP

Welcome:

- Welcome participants to the workshop.

Opening Prayer:

- Provide a prayer to open the day (facilitator or participant-led).

Facilitator Introduction:

- Introduce yourself to participants.

Participant Introductions:

- Ask participants to BRIEFLY introduce themselves.

Housekeeping and Group Norms:

- Review housekeeping items, including:
 - ✓ washroom locations
 - ✓ breaks and refreshments
 - ✓ smoking areas
 - ✓ emergency exits (if applicable)
 - ✓ awarding of certificates (if applicable)
- Establish group norms, including cell phone and text messaging etiquette.

Group Sort:



- Tell participants they will now do a *Group Sort* to form their working groups (see Appendix 1 in this *Guide* for directions).
- Place the cut out Essential Skills icons in a bag, hat or box.
- Have each participant draw an icon from the bag, hat or box.
- Ask participants to circulate around the room to find others with the same icon.
- Ask participants with the same icon to sit together as a group.
- When the new groups are established and settled at their work areas, continue with the workshop. **Do not comment on the meanings of the icons. These will be addressed in a later activity.**

Purpose of the *Group Sort* activity

- To introduce problem solving, oral communication, document use, working with others.
- To use a "game" approach to sort participants into groups.
- To introduce the Aboriginal Essential Skills icons at the outset of the workshop.

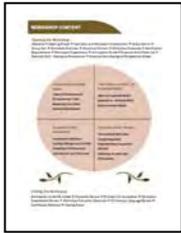


Workbook Overview:



- Hand out the Participant Workbook. Spend a few moments orienting participants to the contents by using the *Activities and Information Page* in the Participant Workbook.

Workshop Content:



- Refer participants to *Workshop Content* (page 3 in the Participant Workbook). Provide an overview of the workshop using the circular workshop agenda. Stress that this workshop is intended to be a fun and hands-on way to learn about Essential Skills.

Purpose of a circular workshop agenda

- To divide the workshop into chunks or sections.
- To provide a general overview of the workshop "at a glance."
- To use a circular (Aboriginal) approach rather than a linear approach.

Workshop Outcomes:



- Refer participants to *Introduction and Outcomes* (page 5 in the Participant Workbook). Review the outcomes.

It is hoped that participants will leave the workshop with:

- ✓ Increased awareness and knowledge of Essential Skills.
- ✓ Increased awareness of Essential Skills Complexity Levels.
- ✓ Increased ability to use the common language of Essential Skills.
- ✓ Familiarity with a range of Essential Skills tools and resources and knowledge of where to find more.
- ✓ Awareness of Essential Skills assessment tools and approaches.
- ✓ Awareness of current Essential Skills programs and best practices.
- ✓ Specific ideas for next steps applications.

Facilitator Requirements:

- Facilitators must be pre-approved by Douglas College to deliver this workshop if the students wish to ladder into further Essential Skills training with Douglas College. Please contact Douglas College, The Training Group e-mail essentialskills@douglascollege.ca for further information.



Participant Expectations:

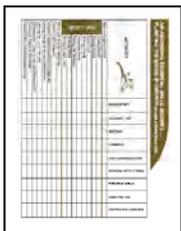
- Provide each participant with a piece of paper (preferably cover stock weight) that can be folded into three sections to produce a tent card. Ask participants to write the name they want to be called on one side of the card.
- Ask participants to open the tent card and write 2 things they would like to learn or "take away" from the workshop. Stress that participants should consider the workshop outcomes and content when they write their "wish list."
- Then ask participants to reassemble the tent cards. Explain that the "wish lists" will be considered at the end of the workshop as part of the workshop debriefing and evaluation.
- NOTE: Move around the room reading these lists to ensure expectations are reasonable and that you are able to address participant needs during the workshop.

Anticipation Guide:



- Refer participants to the *Anticipation Guide* (page 6 in the Participant Workbook).
- Ask participants to complete the *Anticipation Guide* as per the directions.
- Stress that most participants will be guessing at this point; the *Anticipation Guide* is NOT A "TEST." Explain that the *Guide* will be re-visited at the end of the workshop to see how much has been learned. Also explain that the *Guide* will help participants focus on the major outcomes of the workshop.

Essential Skills Check List:



- Refer participants to the *Essential Skills Check List* (page 7 in the Participant Workbook).
- Ask participants to fill in the Check List after each activity they complete. Inform them that this is their record of accomplishment to verify their exposure to a variety of Essential Skills.
- The Check List also serves as a reminder of how integrated these skills are at work and in life.



Essential Skills - Aboriginal Perspectives:

- Briefly review the reasons behind an Aboriginal-specific approach to Essential Skills.

It has been recognized that most Essential Skills familiarization packages use a “western” or “Euro-centric” approach. *An Aboriginal Essential Skills Journey...Planting the Seeds for Growth* is an attempt to make Essential Skills more relevant to Aboriginal Peoples by incorporating an Aboriginal world view (Aboriginal themes, learning styles, contexts and experiences).

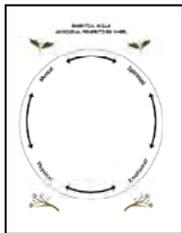


- Refer participants to *Why "An Aboriginal Essential Skills Journey" as a theme?* and *Why "Planting the Seeds for Growth" as a Theme?* (page 9 in the Participant Workbook).

- Review the significance of the workshop name.

The journey motif is a reminder that it is only by “walking the Essential Skills circle” that one can develop the skills necessary for living, learning and working. Essential Skills, when approached in this integrated and holistic way, become a powerful means of enhancing spiritual, emotional, physical and mental well-being. The plant motif is a reminder that it is only with nurturing, respect, patience and care that Essential Skills can grow and develop.

Essential Skills Aboriginal Perspectives Wheel:



- Refer participants to *Essential Skills Aboriginal Perspectives Wheel* (page 11 in the Participant Workbook).
- Read through the directions with participants.
- Ask participants to make their spinning wheels.
- When they are finished, discuss the following:
 - The interconnectedness of Essential Skills and Aboriginal perspectives.
 - How Essential Skills are part of all aspects of life.
 - The fluidity of Essential Skills.

Purpose of the ES Aboriginal Perspectives Wheel

- To understand the interconnectedness of Essential Skills and Aboriginal perspectives.
- To demonstrate the fluidity of Essential Skills in terms of Mental, Spiritual, Emotional and Physical well being.
- To portray Essential Skills as a circular concept.



Part 1 : The What's and Why's of Essential Skills



THE WHAT'S AND WHY'S OF ESSENTIAL SKILLS

Essential Skills Definitions:



- Refer participants to *What Are Essential Skills?* (page 17 in the Participant Workbook). Read the instructions at the top of the page.
- Ask participants to complete the activity in their **GROUPS**.
- When participants are finished, briefly review the Essential Skills' definitions and corresponding icons. (The answer key can be found in Appendix 6 in this Guide.) Have participants discuss their choices and the reasons for their choices.
- Mention that the icons were developed by a Métis artist especially for this workshop.
- Explain that the definitions used in the workshop have been adapted to be more suitable for Aboriginal and daily life applications.
- Stress that Essential Skills function in an integrated way.
- Read the quotation on page 19 of the Participant Workbook with participants. Note that Essential Skills are viewed as a human right in this quotation.
- Remind participants to fill in their *Essential Skills Check List* (page 7 in the Participant Workbook) for the *What Are Essential Skills?* activity.

Essential, Technical and Workplace-Specific Skills:



- Refer participants to *Essential, Technical and Workplace-Specific Skills* (page 20 in the Participant Workbook). Briefly discuss the following:
 - Essential skills are foundational and transferable and support all other skills.
 - Technical skills are skills such as welding, keyboarding, cooking, etc.
 - Workplace-specific skills are the ability to follow employer rules and procedures.

9 Essential Skills (English and Hul'q'umi'num):



- Refer participants to *9 Essential Skills (English and Hul'q'umi'num)* (page 21 in the Participant Workbook). Explain that the elders did these translations to reflect the Coast Salish culture. Encourage participants to do the same in their communities to make Essential Skills more accessible to community members.





Part 2: Essential Skills Stories



ESSENTIAL SKILLS STORIES

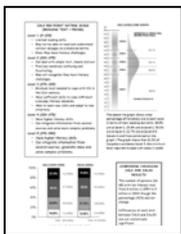
The Essential Skills Story:



- Refer participants to *The Essential Skills Story* (page 25 in the Participant Workbook).

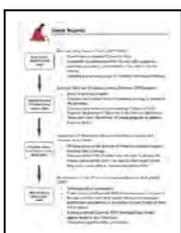
For background information on IALS, please Google *IALS* and click on the hrsdc.gc.ca link. For background information on IALSS, please Google *IALSS* and click on the statcan.gc.ca link.

- Review the information dealing with IALS and IALSS. Stress the following:
 - Essential Skills are the product of credible, recognized and well respected international research.
 - Canada has played a major role in leading IALS and IALSS research.
 - Level 3 (in a scale with 5 levels) is considered the minimum level required to function in a knowledge economy (21st century information age).
 - 42% of Canadians have literacy skills below Level 3.
 - Higher literacy skills are associated with higher rates of personal, economic, political and social well being.
 - Improving Essential Skills empowers Aboriginal communities and strengthens prospects for the future.



- Refer participants to the IALS rating scale information (page 26 in the Participant Workbook). Explain the following:
 - The rating scale is based on total points of 500 with 225 concentrated at Level 1.
 - Levels 4 and 5 were combined as there were not enough Level 5 participants to be statistically valid.
 - There was not much change in results between IALS (1994-1998) and IALSS (2003).

Canada Responds:



- Refer participants to *Canada Responds* (page 27 in the Participant Workbook).
- Briefly review the *Canada Responds* flow diagram and corresponding explanations. Explain that this information can be reviewed by participants at their leisure.



Understanding Complexity – Playing Card Activity:

- Explain that participants will now explore complexity levels by using tasks involving cards (activity created by Dr. Donna Palmer). Hand out 1 deck of cards to each small group.
- Explain that the activity demonstrates increasing complexity of tasks, and the processes required to address increased complexity.
- Complete the activity as outlined below:

Level 1 Task:

- Ask that one person in each group shuffle the deck of cards.
- Ask that another person in the group find the Ace of Hearts in the deck.
- Discuss the process used: Locate a single piece of information (1 item) and find a direct match.

Level 2 Task:

- Ask that one person in each group shuffle the deck of cards.
- Ask that another person in the group find the 4 Aces in the deck – the Ace of Hearts, Ace of Diamonds, Ace of Clubs and Ace of Spades.
- Discuss the process used: Cycle through the deck to locate and match a few pieces of information (a few items).

Level 3 Task:

- Ask that one person in each group shuffle the deck of cards.
- Ask that another person in the group find all the Diamonds and place them in order from Ace (low) to King (high) on the table top.
- Discuss the process used: Locate multiple pieces of information (items). Integrate located information (items) to perform sequencing. Increased time and information is required to complete this task.

Level 4 Task:

- Ask that one person in each group shuffle the deck of cards.
- Ask that another person in the group list the highest scoring hand for each of the 3 most popular card games in North America.
- After a few minutes, ask the groups to help their team mate.
- Discuss the process used: This exercise illustrates increasing complexity of tasks. The least complex task involves a single locate. Complexity increases with the requirement to cycle to find multiple pieces of information. At the next level, one has to integrate the multiple locates in order to sequence them. Then prior knowledge must be used to generate an answer. Much more time is required.

- Debrief the activity.

Stress that locate, cycle, integrate, and generate require an increasing amount of brain power.



ESI DVD Viewing: (Optional)



- Explain that it is now time to get acquainted with the 9 Essential Skills in action. Show the DVD ESI 1 or ESI 2 or ESI 3 as a humorous way to address Essential Skills. (Each DVD is about 15 minutes long and was created by the Essential Skills Guiding Team of the BC/Yukon AHRDA Region.)
- Briefly discuss the DVD.

ESI 1: is recognized nationally as an innovative tool in providing awareness about Essential skills. You will join the Essential Skills Investigation Agents as they use the nine Essential skills to explore the cause of death in this contemporary story.

ESI 2: continues to explore Essential Skills in yet another exciting story. You will rejoin the Essential Skills Investigation Agents as they prove that investigating the Essential Skills of the crime will lead to solving this new mystery. This DVD's focus is Continuous Learning.

ESI III is the second sequel in the ESI DVD series. In this version ESI Agents solve a workplace accident by using their "Thinking" skills and "Working With Others" skills and show us that Essential Skills can assist us in adapting to change.



Obtain DVD from the Sto:lo Nation Human Resources Development at(www.snhrd.ca) call toll free: 1-888 845-4455, e-mail sndrd@stolonation.bc.ca

After October 1, 2010: Sto:lo Aboriginal Skills & Employment Training (SASET) www.saset.ca



Gathering at Spirit Lake - Directions:

- Explain to participants that they are now going to experience the 9 Essential Skills in integrated ways. They will do this by completing an Essential Skills 'boot camp.' All of the activities relate to the theme, "Gathering at Spirit Lake."
- Inform participants:
 - They will move in their small groups from station to station completing the Essential Skills activity at each station.
 - There will be activity packages at each station consisting of an instruction page, a Path Finder page and resource pages. Each participant should take ONE activity package.
 - Each group should work together to produce results.
 - Answer keys will be available (on tables, posted on walls or at other specific locations as determined by the facilitator) so groups can check answers as they go.

NOTE: The answer keys are in Appendix 3 in this Guide.

- More than 1 group can be at a station at the same time but groups should try to avoid this whenever possible.
- Each group should do as many stations as it is able in the time provided.
- Groups should not leave their work behind at stations; they should take their "products" and activity results with them.

Purpose of the *Gathering at Spirit Lake* boot camp

- To introduce the idea that ES are integrated into all aspects of life.
- To show that ES do not exist in isolation; they are connected and interrelated.
- To illustrate that what we do in life, learning, and the workplace requires problem solving and critical thinking as "drivers."
- To provide a "taste" of all 9 ES in a "real life" context with an Aboriginal overlay

Spirit Lake - Knowing Myself Activity:

- Explain that all Spirit Lake activities are organized in the same way. By completing a Spirit Lake activity as a large group, participants will become familiar with the structure.
- Refer participants to *Spirit Lake: Knowing Myself, ES Path Finder: Understanding Learning Styles, and Learning Styles Inventory* (page 29 in the Participant Workbook).





- Explain that the **Path Finder** (page 32 in the Participant Workbook) provides background knowledge that can be taught when offering Essential Skills training. In other words, a **Path Finder** is an Essential Skills fact sheet that provides useful information that can be applied in many situations (transferable skills).
- Explain that participants must know their learning style if they are to take full advantage of the learning activities that will be part of the Spirit Lake gathering.
- Ask participants to complete the *Spirit Lake: Knowing Myself* activity.
- When participants have completed the activity, briefly review the *ES Path Finder: Understanding Learning Styles* and the Aboriginal designations. Ask why it is important to know how one learns.
 - Knowing how you learn can improve the effectiveness of Continuous Learning and make Essential Skills development much easier.
- Conduct a “hands up” survey of learning styles in the room.
- Be sure to debrief by asking how knowing learning styles might impact how one delivers training and information in the community.

Spirit Lake - Stations

Each station should be represented by a different colour. All handouts for that station should be in that colour.

- Assign each group a Spirit Lake station as a starting point. Tell participants they should visit as many stations as they are able in the time allotted.
- Remind participants that they should remove the staples from the activity packages in order to promote efficiency.
- Make answer keys available so groups can check their answers as they go (but display keys in such a way that groups will not see the answers to other activities they have not yet completed).
- Monitor group rotations while making yourself available if there are questions or concerns.
- After the allotted time is over, ask groups to wrap-up and return to their “home” stations. (If groups are “saturated” before the time is up, reconvene as a large group for debriefing.)



- Distribute the activity packages remaining at each station to those participants who did not have an opportunity to complete all stations.
- Spend a few moments discussing the activities:
 - Were any new Essential Skills acquired?
 - Which activities did they like the most? Why?
 - Which did they like the least? Why?
 - Any lessons learned?

Spirit Lake Debriefing:



- Refer participants to *Spirit Lake Activity Debriefing* (page 33 in the Participant Workbook).
- Ask the groups to complete the *Activity Debriefing* as per the directions. Each group should use the first station it visited.
- Provide one black marker pen to each group.
- Post the wall chart you prepared before the workshop began. Ask each group to record the 3 skills it used most often at the station it was assigned. These should be recorded on the wall chart using check marks.
- Analyse the results by asking the following questions:
 - Which skills were used most? Which were used least?
 - How can the results of this informal survey be used by participants in their work or communities?

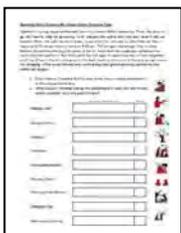
Purpose of the *Spirit Lake Debriefing*

- To reinforce the idea that ES are integrated and inter-dependent.
- To explore which ES are the most common and how this information can be used to develop ES approaches.

For example, to make community and workplace training programs more effective, to help with assessment tool selection.

- Remind participants to fill in their *Essential Skills Check List* (page 7 in the Participant Workbook) for the Spirit Lake activities they completed and the *Spirit Lake Debriefing* activity.

Essential Skills Scenarios:



- Explain that participants will now look at how Essential Skills are used in occupations and in everyday life.
- Refer participants to the 8 *Essential Skills Scenarios* (pages 34-41 in the Participant Workbook).

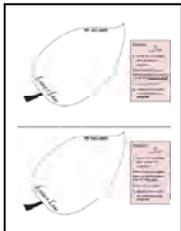


- Assign 1 scenario to each group. Review the directions before the groups begin work.
- When work is completed, ask a representative from each group to read its scenario aloud and report which three of the 9 Essential Skills were used most often.
- For ideas, refer to the suggested answers (see Appendix 6 in this Guide). Remember: These are suggestions ONLY.
- Stress how integrated the Essential Skills are and how important it is to see them as "pieces of a whole."
- Remind participants to fill in their *Essential Skills Check List* (page 7 in the Participant Workbook) for the Essential Skills scenario they completed.

Purpose of the *Essential Skills Scenarios*

- To demonstrate how ES are used in everyday and workplace-specific contexts relevant to Aboriginal realities.
- To make ES "come alive" by making them practical and accessible.
- To reinforce how inter-related ES are "in the real world."

DAY 1 CLOSING / DAY 2 OPENING



- At the end of Day 1, refer participants to *Leave a Leaf* (page 43 in the Participant Workbook).
- Ask participants to fill in both leaves as per the directions.
- Ask participants to cut out both leaves.
- Ask each participant to affix his/her leaves to the tree trunk and branches you made from flipchart paper and posted in the venue before the workshop began.
- Tell participants that Day 2 will open with a brief review of the leaves as a reminder of what was accomplished Day 1.
- Remember to open Day 2 with this review.





Part 3: Essential Skills Resources



ESSENTIAL SKILLS RESOURCES

A Skilled Aboriginal Workforce - An Important Canadian Resource!



- Refer participants to *A Skilled Aboriginal Workforce - An Important Canadian Resource!* (page 47 in the Participant Workbook). Highlight 2-3 key points (selection will depend on the group). For example:

Aboriginal Peoples are the nation's youngest and fastest growing human resource.

If the gaps between Aboriginal and non-Aboriginal Canadians were closed in terms of education and employment, the country's gross domestic product would increase by \$160 billion by 2017.

- Stress the fact that due to demographics, Aboriginal Peoples are in a very good position to have a major impact on Canada's social, political and economic future. However, skills development is key to this happening.
- Explain that the need for skills development is why Essential Skills are so important - Essential Skills facilitate the acquisition of technical and personal life management skills.

Community-Based Essential Skills Responses:

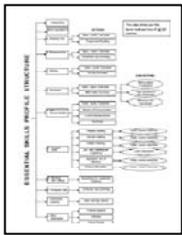


- Refer participants to *Community-Based Essential Skills Responses* (page 48 in the Participant Workbook).
- Ask each group, working as a team, to complete the *ES Initiatives I Know About in My Community* page. Remind participants that initiatives can be "official" projects or small individual undertakings.
- Ask each group, working as a team, to complete the *ES Initiatives I Would Like to See in My Community* page. Remind participants that initiatives can be "official" projects or small individual undertakings.
- Ask each group to share 1 community initiative they know about and 1 initiative they would like to see in their community. Stress the need for brevity.
- You may wish to collect this page if you are looking for ideas for Community ES initiatives or wishing to complete a community ES needs assessment.
- Remind participants to fill in their *Essential Skills Check List* (page 7 in the Participant Workbook).



Essential Skills Profile Structure:

- Explain that participants will now explore an Essential Skills profile. Remind participants that the Essential Skills profiles have been developed by HRSDC based on interviews conducted by trained interviewers with workers across Canada.
- Also explain that Essential Skills profiles describe the frequency and complexity of the use of Essential Skills in different occupational groups.
- Refer participants to *Essential Skills Profile Structure* (page 50 in the Participant Workbook).
- Explain that all the Essential Skills profiles have the same organizational scheme (the same headings and sub-headings). Explain that this profile structure map will make it easier to navigate and search any Essential Skills profile.



Hunting Through An Essential Skills Profile:

- Refer participants to *Hunting Through an Essential Skills Profile* (page 51 in the Participant Workbook).
- Refer participants to the *Trappers and Hunters* profile (page 53 in the Participant Workbook). Spend a few minutes cross-referencing the profile with the *Essential Skills Profile Structure* map.
- Ask participants to use the *Trappers and Hunters* profile to complete the *Hunting Through an Essential Skills Profile* activity. Explain that this activity will help participants to understand what kinds of information are in the profile.
- When participants have completed the activity, review the answers (see Appendix 6 in this Guide for the answer key). Address any problems that may have arisen.
- Remind participants to fill in their *Essential Skills Check List* (page 7 in the Participant Workbook) for the *Hunting Through an Essential Skills Profile* activity.

Purpose of the *Hunting Through an ES Profile* activity

- To familiarize participants with Essential Skills profiles and how to navigate through the layout and the large amount of information presented.
- To demonstrate how an Essential Skills profile can be used to learn about an occupation.
- To explore complexity levels and examples.
- To identify how the information in a profile can be used in personal, professional and community contexts.



A Sampling of Essential Skills Resources:



- Hand out a copy of *A Sampling of Essential Skills Resources* to each participant (see Appendix 4 in this Guide). Explain that these site addresses are intended for information only and should be explored when participants have time.
- Update resources and site addresses as necessary.

Learning the Lay of the Land: A Resourceful Journey:



- Hand out a copy of *Learning the Lay of the Land: A Resourceful Journey* to each participant (see Appendix 4 in this Guide).
NOTE: you should have checked the HRSDC links at least 48 hours in advance to ensure they are working.
- Provide participants with computers and high speed Internet.
- Ask participants to undertake the activity according to the directions. Inform them that they should do as much as they are able in the time allotted and that they should seek assistance from you or the people around them when necessary.
NOTE: Participants may work in pairs to complete this activity.
- Circulate and assist participants. If you sense boredom or frustration, stop the activity before time is up.
- Make the answer key available if participants want to check their answers (see Appendix 6 in this Guide). The object of the activity is not to get the correct answers but to learn how to access Essential Skills sites.
- Remind participants to fill in their *Essential Skills Check List* (page 7 in the Participant Workbook).

Purpose of the *Learning the Lay of the Land: A Resourceful Journey* activity

- To provide a greater awareness of Essential Skills tools and resources available on-line.
- To facilitate a hands-on experience with some of the Essential Skills tools and resources available.





Part 4: Assessing Essential Skills



ASSESSING ESSENTIAL SKILLS

A Word About Essential Skills Assessment:



- Refer participants to *A Word About Essential Skills Assessment* (page 69 in the Participant Workbook).
- Explain that this resource provides an overview of the kinds of assessment that are being used for Essential Skills.
- Stress the following:
 - Essential Skills assessment uses real workplace documents and the real workplace tasks associated with these documents.
 - Formal Essential Skills assessment uses tools that are scientifically validated and the IALS 500 point scale. Formal assessment is used in high stakes situations.
 - Informal Essential Skills assessment is used to determine learner gaps and starting points. It uses the HRSDC 1-5 level scale.
 - Essential Skills self-assessment is used to determine starting points (gap analysis) and to measure learning progress.
 - All assessment tools need to be approached with caution.
 - Information on the limitations of a tool and of testing in and of itself should be taken into consideration. This is especially true for Aboriginal populations which may have had very negative experiences in school and with testing.



- Refer participants to *Essential Skills and Literacy Assessment Tools* (page 71 in the Participant Workbook).
- Explain that this is a resource document that can be consulted when Essential Skills assessment is required.
- Stress that this list in no way promotes one assessment tool over another. It is intended only as an information resource - a starting point for more in-depth research.

Purpose of the *ES Literacy and Assessment Tools* pages

- To inform participants what ES assessment tools exist.
- To provide direction re: where ES assessment tools can be sourced.
- To assist with the selection of appropriate ES assessment tools.



Essential Skills Assessment - How Do Your Skills Measure Up?:

If computer access is possible, ask participants to complete a minimum of one Measure-Up activity on-line instead of doing the activity outlined below. (www.measureup.towes.com)



- Refer participants to *Essential Skills Assessment - How Do Your Skills Measure Up?* (page 81 in the Participant Workbook).
- Explain that it is now time to try some examples of informal Essential Skills assessments. (Examples are from Measure Up - measureup.towes.com.)
- The activity set contains four tasks, two Document Use (Level 1 & 2) and two Numeracy tasks (Level 2) on page 83 in the Participant Workbook).
- Read aloud the introductory information and directions on page 81.
- Ask participants to record the steps they used to find the answers to Tasks 1 -4. They should record these steps in the table on page 81 & 82 of the Participant Workbook.
- Refer participants to the *Measure Up Activity Answer Keys* (page 87 in the Participant Workbook) so they can check their answers.
- Review the steps participants used to find their answers.
- Remind participants to fill in their *Essential Skills Check List* (page 7 in the Participant Workbook) *Essential Skills Assessment - How Do Your Skills Measure Up?* activity.



Essential Skills Model Activity:



- Refer participants to *Creating an Aboriginal Essential Skills Model* (page 97 in the Participant Workbook). Read through the instruction page with participants.

- Ask each small group to design a model, symbol or metaphor that describes Essential Skills. This model should have an Aboriginal theme.

Some ideas:

- a wigwam or teepee with 9 supporting poles
- 9 stones in a Medicine Wheel
- an igloo with 9 blocks in the bottom row
- 9 bent birch boughs framing a canoe
- 9 shapes on a totem pole
- 9 petals in beaded flower
- 9 woven strands (basket or cloth)
- 9 beats of a drum
- 9 stones in an Inukshuk

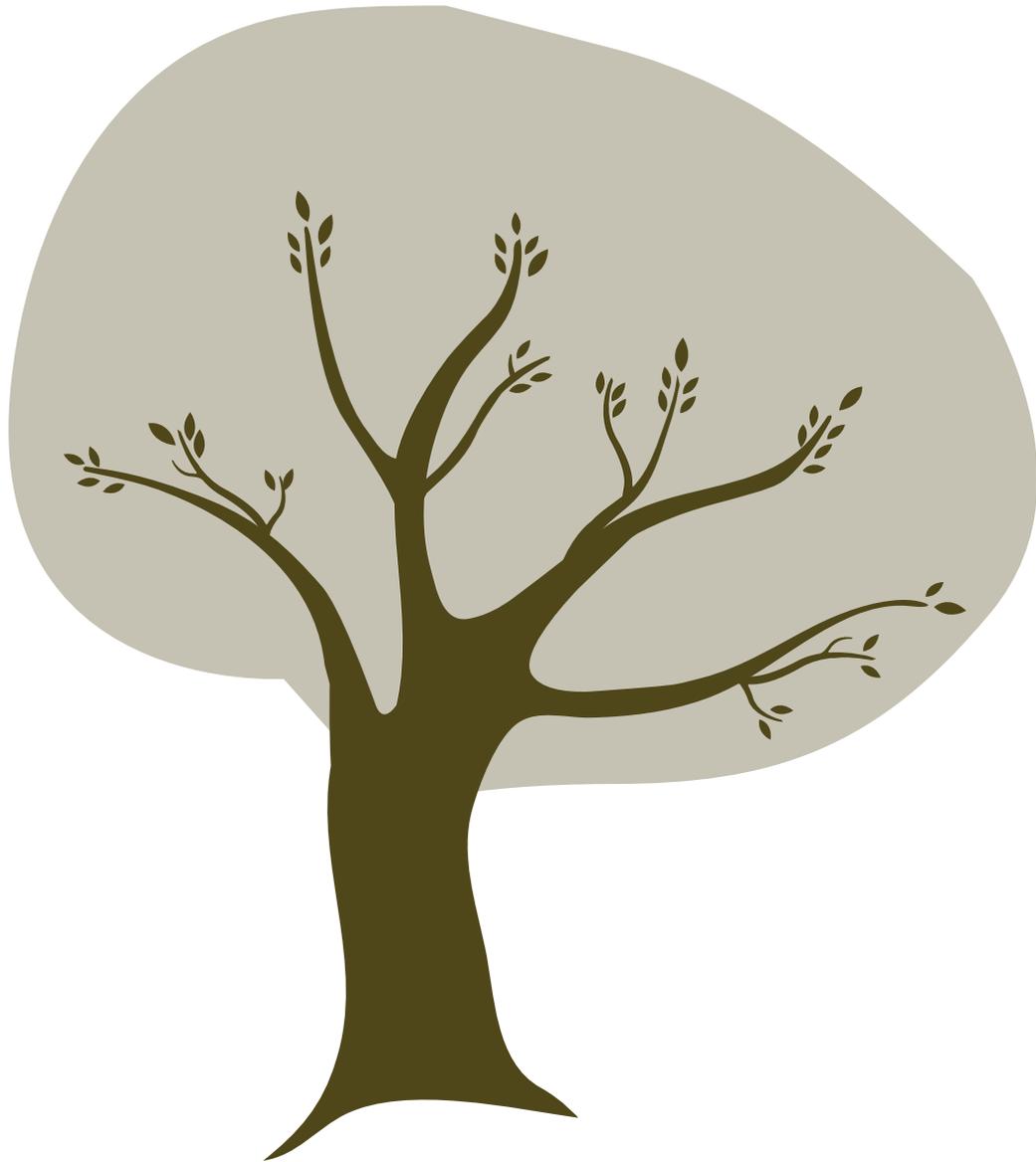
- Ask each group to draw and label their design on flipchart paper.
- After the models have been developed, call upon each group to present its idea to the large group and explain how the 9 Essential Skills are represented.
- Thank the groups for their work.
- Remind participants to fill in their *Essential Skills Check List* (page 7 in the Participant Workbook) for the *Essential Skills Model* activity.

Purpose of the *Aboriginal ES Model* activity

- To introduce the idea of a visual representation as a problem solving tool (a way to make complex concepts more understandable).
- To appeal to the Aboriginal learning style which is very visual.
- To enable Aboriginal groups to identify with the 9 ES by relating them to a meaningful symbol.
- To facilitate Aboriginal "ownership" of the 9 ES.



Closing the Workshop





CLOSING THE WORKSHOP

Anticipation Guide Re-visited:



- Ask participants to refer to their *Anticipation Guide* (page 6 in the Participant Workbook).
- Inform them that this *Guide* is an example of an informal progress check.
- Review each question and ask participants to provide the correct answers (see Appendix 6 in this *Guide* for the answer key).
- Point out how much participants have "grown" in terms of their understanding of Essential Skills.

Workshop Outcomes Review:



- Ask participants to refer to the *Workshop Outcomes* (page 5 in the Participant Workbook).
- Review the workshop outcomes with participants. For each outcome, ask if you can consider it addressed during the workshop. (Hopefully all will have been achieved).

It is hoped that participants will leave the workshop with:

- ✓ Increased awareness and knowledge of Essential Skills.
- ✓ Increased awareness of Essential Skills Complexity Levels.
- ✓ Increased ability to use the common language of Essential Skills.
- ✓ Familiarity with a range of Essential Skills tools and resources and knowledge of where to find more.
- ✓ Awareness of Essential Skills assessment tools and approaches.
- ✓ Awareness of current Essential Skills programs and best practices.
- ✓ Specific ideas for next steps applications.

Essential Skills Check List Completion:

- Ask participants to complete their *Essential Skills Check List* (page 7 in the Participant Workbook).
- Stress the number of skills participants have used in the workshop.

Participant Expectations Review:

- Ask participants to open their tent cards and see if their "wish lists" were addressed. Discuss any concerns.



Workshop Evaluation (optional):



- Explain to participants that they are going to complete a workshop evaluation before the final workshop activities occur. This will allow them to take the time necessary to offer considered responses.
- Ask participants to complete the *Workshop Evaluation* (see Appendix 7).
- Collect the evaluations.

ES Common Language Review:



- Tell participants that they will now review the meanings of the Essential Skills terms they have heard in the workshop. Provide each participant with an *ES Common Language Review* card (see Appendix 5 in this Guide). You will require the *ES Common Language Review Call-Outs* in order to conduct the review (see Appendix 5 in this Guide).
- Explain that you will read an Essential Skills definition and those participants with the corresponding term on their card should cross it off. The first person to cross off all terms on his or her card should yell out "Essential Skills."

Purpose of the *Common Language Review* activity

- To make the point that ES has its own vocabulary.
- To reinforce understanding and recall of significant ES terminology.
- To review what has been learned during the workshop.

Awarding of Certificates (optional):



- Hand out participation certificates if you are using them (see Appendix 7).

Closing:

- Thank everyone for attending.
- Share your thoughts and reflections.
- Provide contact information for those who may want to pursue issues arising from the workshop (optional).
- Ask for a volunteer to end the workshop with a prayer.

APPENDICES





Appendix 1: Group Sort

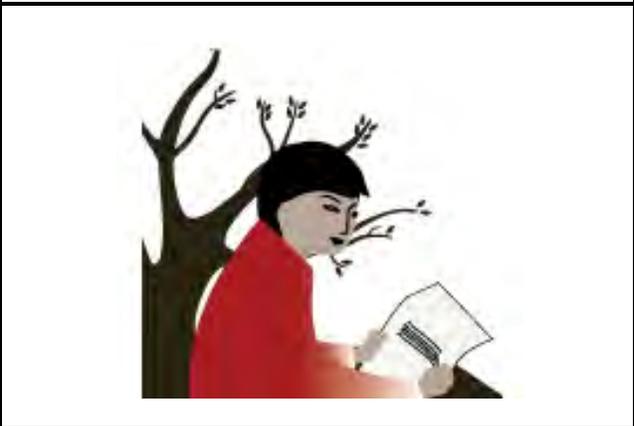
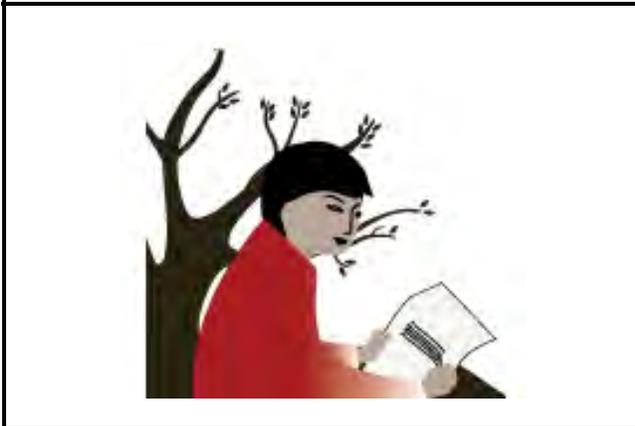
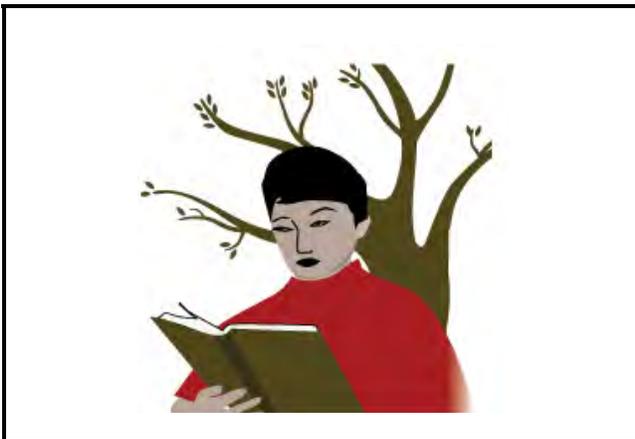
GROUP SORT ACTIVITY

Directions for facilitator:

1. The icons are used to sort participants into working groups. Ideally, working groups should consist of 4 members each.
2. To select the number of icons required, use the following guidelines:
 - For groups of 4 people, you will require 4 copies of each icon until you reach the total number of participants. For example, 24 participants will require 4 copies of 6 different icons (24 in total). For 16 participants, you will require 4 copies of 4 different icons.
 - For groups of 3 people, 3 copies of each icon will be required until you reach the total number of participants. For example, 15 participants would require 3 copies of 5 different icons.
 - For groups of two people, 2 copies of each icon will be required until you reach the total number of participants. For example, 8 participants would require 2 copies of 4 different icons. (Groups of 2 people are especially suitable for very small workshop numbers.)
3. Choose the icons which are most appropriate for the target audience.
4. Cut out the printed icons you require (see Appendix 1).
5. Place all icons in a hat, bag or box and ask each participant to take one.
6. Ask participants to circulate around the room and find all other participants with the same icon.
7. Once groups have been formed, explain to participants that these are their new working groups.
8. Ask each working group to select a workspace and sit together.

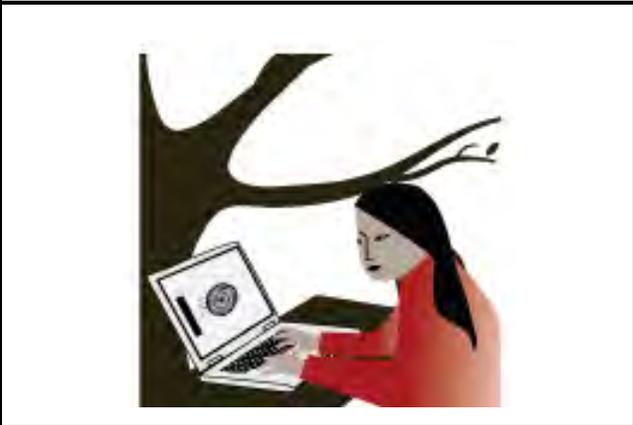
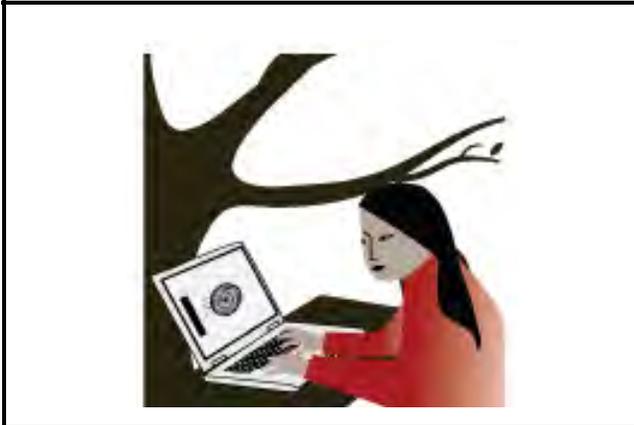
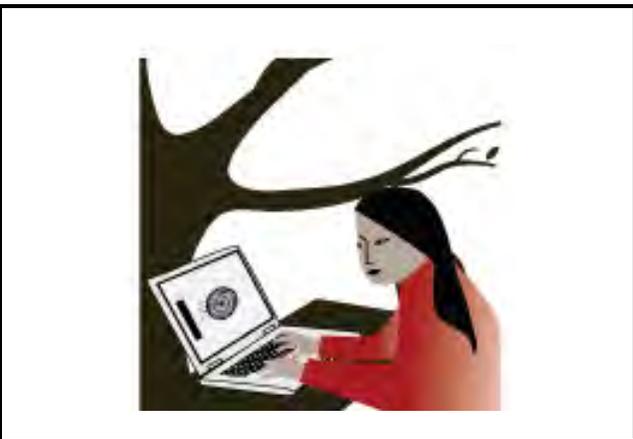
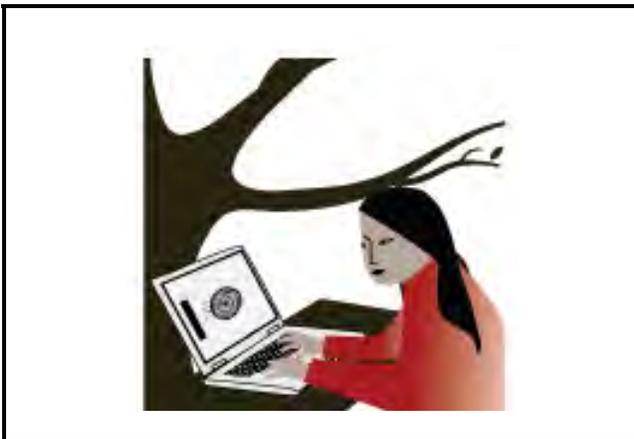
Alternatively:

If you wish to control the composition of each group, assign each participant an icon you have chosen for that participant. This allows you to mix-up groups and encourage networking.











Appendix 2: Gathering at Spirit Lake

SPIRIT LAKE: PLANNING THE GATHERING

The Story

Your group is in charge of planning the gathering at Spirit Lake. This is your first meeting. You need to make a flowchart of things that must be done, from start to finish. Information you need:

- There are 8 steps that must be completed (a "to do" list).
- The "to do" list is not in the right order.
- Read the "to do" list carefully - there are word clues to help you put the steps in the right order.

What to do

- Read the Essential Skills Path Finder, *Flowcharts*.
- Cut out the 8 planning steps listed in the Handout, *"To Do" List*.
- Put the steps in the right order. HINT: Find the first step and the last step. Then order the other 6 steps.
- Shorten each planning step in the "To do" List to 3-6 words.
- Write the shortened steps in the blank flowchart in the handout, *Flowchart for Planning the Gathering*. Do NOT glue anything!

What you need

Per person:

- Essential Skills Path Finder: *Flowcharts*
- Handout: *"To Do" List*
- Handout: *Flowchart for Planning the Gathering*
- A pen or pencil and eraser
- Scissors

ES Path Finder: Flowcharts

What is a flowchart?

A flowchart shows the steps in a process "at a glance." The steps should be easy to read. A flowchart starts at the top of the page and works its way down the page. It can 'flow' side to side down the page or travel directly downwards.

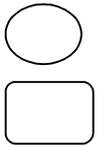
What kind of writing is in a flowchart?

The writing in a flowchart is VERY short and to the point. Abbreviations may be used to save space. A flowchart *title* tells the reader what process the flowchart is describing.

How do you read a basic flowchart?

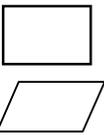
Start / Stop

A circle or rounded box usually means the *start* or *end* of a process. The "start" is an action which kicks off the process. The "stop" is the final action or outcome.



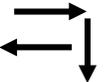
Step / Task

A box means a step or a task. Different shaped boxes can mean sub-steps.



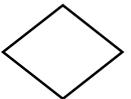
Process Flow

Arrows show the direction of the process. Only *one* arrow leads to the next step. Several arrows can go to the same box. The boxes in a flowchart are things to do and the arrows direct the action.



Decision Point

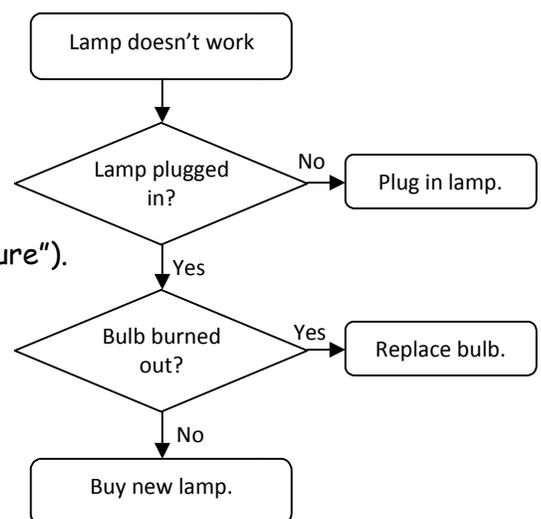
This means a question is asked and a decision must be made. There are different processes depending on the answer. Usually the possible answers are Yes or No.



How can flowcharts help you?

They can:

- help you **remember** how to do something.
- help you **learn** how to do something.
- **show** you an entire **process** at one time (the "big picture").
- help you **learn** abbreviations and vocabulary.
- help you make **decisions**.
- break complex processes into easy to follow **steps**.



Basic flowchart example

"To Do" List

After you have a budget, choose a possible date.

Then turn the general agenda into specific kinds of entertainment, activities and food.

When the specific activities are planned, send out information by email, posters, newsletter and word-of-mouth.

After choosing the date, book the park, motels and campsites. If things are full, choose a new date.

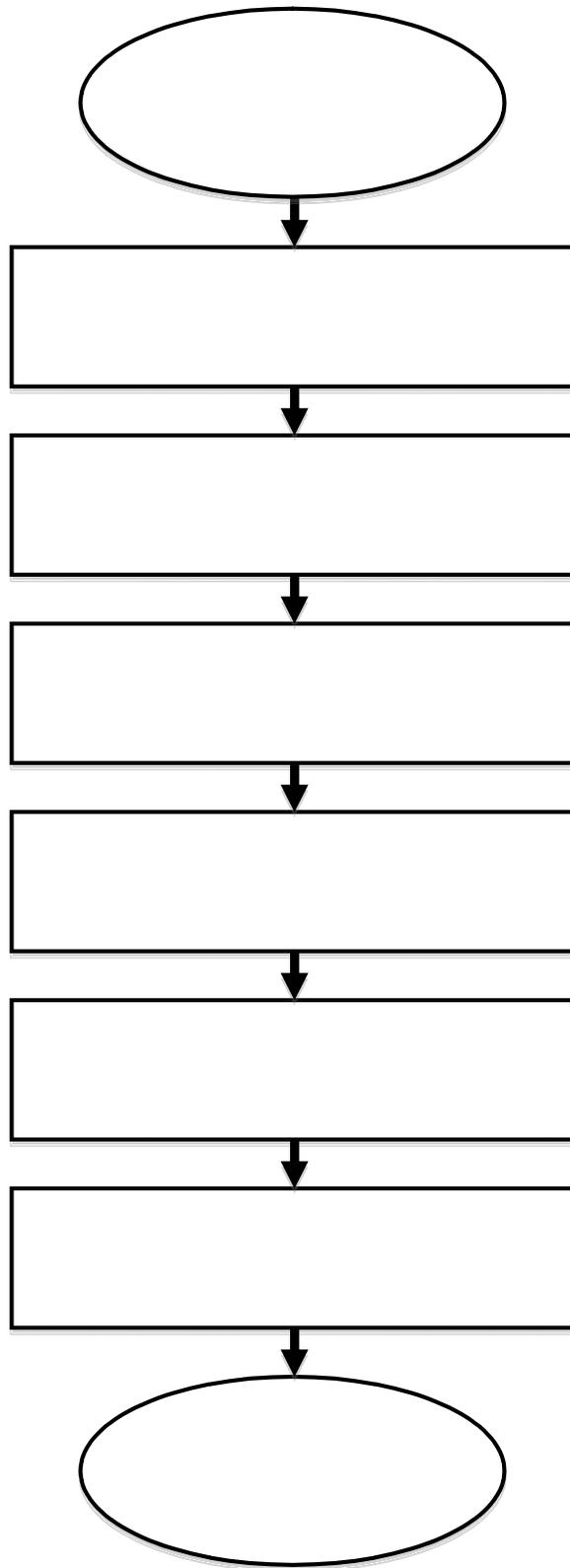
First, make a budget. How much money do you have?

The day before, organize volunteers. List the jobs each one needs to do at the Gathering.

Once bookings are final, make a general agenda of activities, meals and entertainment.

After the gathering, evaluate results.

Flowchart for Planning the Gathering



SPIRIT LAKE: GETTING TO SPIRIT LAKE

The Story

Your community is planning a gathering at Spirit Lake Park on Spirit Lake (marked with an X on the map). What route will you take to get there?

Information you need:

- You live in Lomus on the A12.
- You need to pick up your friend from Pierce Airport.
- You only drive on major routes or divided highways.
- You will need gasoline before you reach the airport.

What to do

- Read the Essential Skills Path Finder, *How to Read a Road Map*.
- On your map, underline Lomus and draw a box around **Pierce Airport**.
- Mark the route you will take from Lomus to Pierce Airport and then from Pierce Airport to Spirit Lake Park.
- Draw an X on the gas station where you will get gasoline.
(NOTE: There are many possible routes - choose one.)
- Write S, E and W in the blanks on the direction symbol above the map.
- About how many kilometres is Spirit Lake Park from Lomus "as the crow flies"? Write your answer at the top of the map.

What you need

as the crow flies - Going directly in a straight line.

Per person:

- Essential Skills Path Finder: *How to Read Road Maps*
- Spirit Lake and Area Map
- A pen or pencil and eraser
- Metric ruler

ES Path Finder: How to Read a Road Map

To read a road map, follow these steps:

1. Find your starting point on the map.
2. Find your ending point on the map. (Called a destination.)
3. Check the map scale at the bottom of the map.

Road maps cannot be life size or the map would be HUGE. Solution: real life measurements are shrunk down so they fit on a map. The shrinkage amount is called "scale." Scale is shown on a map in 2 ways.

- a) By ratio (for example, 1:100 000)

In this example, 1 centimetre on the map = 100 000 cm in real life.
Since there are 100 000 cm in 1 kilometre, 1 cm on the map = 1 km in life.

The scale 1:50 000 means 1 cm on the map = 0.5 km in real life.

The scale 1:200 000 means 1 cm on the map = 2 km in real life.

- The first number is always 1. In Canada, this is usually 1 cm. In the US, it is usually 1 inch.
- The larger the second number, the less detail on the map.

- b) By a bar

A line is actually drawn on the map to represent a specific number of kilometres. For example, the distance between 0 and 50 below equals 50 km. This line length can be used to measure distances on the map.

0 50 km
—————

4. Check the directions:
 - ◇ North is at the top of the map
 - ◇ South is at the bottom of the map
 - ◇ West is on the left side of the map
 - ◇ East is on the right side of the map.
5. Choose the route that is best to get you where you are going. Choose major routes if you are in a hurry or need paved roads.
6. Check the pictures and colours on the route. Read the key to interpret them.

Some common map symbols are:

- ◇ an airplane for an airport
- ◇ blue for a body of water
- ◇ green for a park
- ◇ a wide line for a big and important road
- ◇ a very thin line for minor or unpaved roads



SPIRIT LAKE: BUYING FOOD

The Story

Food must be bought for the Spirit Lake gathering. Your role is to buy the items listed below. It is important that you get the best deal possible.

Items to Purchase:

Canned Beans
Oranges

Juice Boxes
BBQ Sauce

Buns
Pickles

What to do

- Look over the handout, *Buying Food*.
- Read the Path Finder, *Finding the Unit Price*.
- Calculate the best deal for each item you must buy. Do this by finding the unit price of each item.
- Circle the best deal for each item.
- If there is time, calculate the total cost for food.

What you need

Per person:

- Essential Skills Path Finder: *Finding the Unit Price*
- Handout: *Price Comparisons*
- A pen or pencil and eraser
- Calculator

ES Path Finder: Finding the Unit Price

The unit price of an item is the cost for *one* unit. For example, a bag of 6 apples might cost \$3.99. The unit price is the cost of *one* apple. Finding the unit price helps you to find the best deal when items are sold in different amounts or sizes.

Other examples of units are:

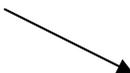
- 5 kilogram (kg) bag of flour. The unit is 1 kilogram of flour.
- Package of 6 bars of soap. The unit is 1 bar of soap.
- Bag of 12 oranges. The unit is 1 orange.
- Package of 5 juice boxes. The unit is 1 juice box.

To find the unit price of something, use the following steps:

Problem: Which is the better deal; A 2 kilogram bag of potatoes for \$3.00 or a 3 kilogram bag of potatoes for \$4.00?

1. First figure out what makes one unit.
 - One unit is 1 kilogram of potatoes.
2. Next, divide the total cost of each package or bag by the number of units.
 - $\$3.00 \div 2 \text{ kg} = \1.50 . This is \$3.00 divided by 2 kilograms which is \$1.50 per kilogram.
 - $\$4.00 \div 3 \text{ kg} = \1.34 . This is \$4.00 divided by 3 kilograms which is \$1.34 per kilogram.
3. Compare the unit prices to see which one cost less per unit.
 - The 2 kg bag costs \$1.50 per kg.
 - The 3 kg bag costs \$1.34 per kg.
 - The 3 kg bag is the better deal because it costs less to buy per unit.

Sometimes the unit price is displayed on product labels. You can also use this to compare prices.



YOU PAY \$1.69	UNIT PRICE \$1.50 PER KILOGRAM
Bananas #1134867594	

PRICE COMPARISONS

Calculate the unit price for each food item below and write it in the box.
Circle the **letter** (Choice **A** or **B**) for the best deal.

1. You need 4 litres of pickles. Choice **A** or **B**? (1 litre = 1000 mL)

A: Unit price _____
2 L jar/\$6.79



B: Unit price _____
500 mL jar/\$1.59



2. You need 5 dozen buns. Choice **A** or **B**?

A: Unit price _____
2 buns/\$0.59



B: Unit price _____
1 dozen buns/\$3.79



3. You need 15 cans of beans. Choice **A** or **B**?

A: Unit price _____
3 cans/\$2.49



B: Unit price _____
5 cans/\$4.69



4. You need 20 juice boxes. Choice **A** or **B**?

A: Unit price _____
4 boxes in a package
\$5.00/package



B: Unit price _____
5 boxes in a package
\$6.00/package



5. You need 10 kilograms of oranges. Choice **A** or **B**?

A: Unit price _____
2 kilogram bags sell for \$2.99



B: Unit price _____
5 kilogram bags sell for \$6.99



6. You need 2 litres BBQ sauce. Choice **A** or **B**? (1 litre = 1000 mL)

A: Unit price _____
2L/\$6.79



B: Unit price _____
500 mL/\$1.98



SPIRIT LAKE: BRINGING SUPPLIES

The Story

You must bring some supplies to the Spirit Lake gathering. You need to organize and write down these items so you won't forget anything.

Information you need:

- You must bring 3 different types of items.
- There are 15 items to organize.
- You must create a tree organizer.

What to do

- Cut out the labels on the *Labels* page.
- Read the Essential Skills Path Finder, *How to Use an Organizer*.
- Decide which items belong under each heading (HINT: there are 5 items per heading).
- Arrange the title, the 3 headings and the 15 items on the desk top so they look like the tree organizer.
- Glue each label onto the tree organizer in the *Tree Organizer* handout.

What you need

Per person:

- Essential Skills Path Finder: *How to Use Organizers*
- Handout: *Labels* (1 title, 3 headings, 15 items)
- Handout: *Tree Organizer*
- A pen or pencil and eraser
- Scissors
- Glue stick

ES Path Finder: How to Use Organizers

What is an organizer?

An organizer is a way to organize ideas, things, or information. An organizer can use pictures or words. Organizers help you to see patterns and relationships "at a glance." They also let you break down information.

When do you use organizers?

- to understand information
- to improve reading skills
- to brainstorm
- to remember information
- to make a decision
- to plan
- to analyze information
- to describe a process

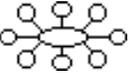
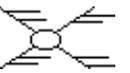
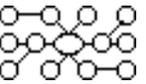
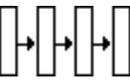
What are some types of organizers?

Organizers are generally divided into categories such as:

- organizers that show steps in a process
- organizers that show cause and effect
- organizers that compare and contrast different things or ideas
- organizers that present information about a topic (this type of organizer may show what information is more important and which is less important)

What kind of organizer should you use?

The following is a list of some common organizers and when you can use them:

<p>star</p> 	<p>When there is one large idea that has several characteristics.</p>
<p>spider</p> 	<p>When there is a large topic with several sub-topics and each sub-topic has supporting details.</p>
<p>cloud cluster</p> 	<p>When you are creating a web of ideas (brainstorming) based on a single topic. One idea leads to another idea which leads to another.</p>
<p>tree</p> 	<p>When there is a series of events with a definite beginning. The topic divides into sub-topics which divide into sub-sub topics, etc.)</p>
<p>event chain</p> 	<p>When there is a linear chain of events or steps, with a definite beginning, middle, and end.</p>

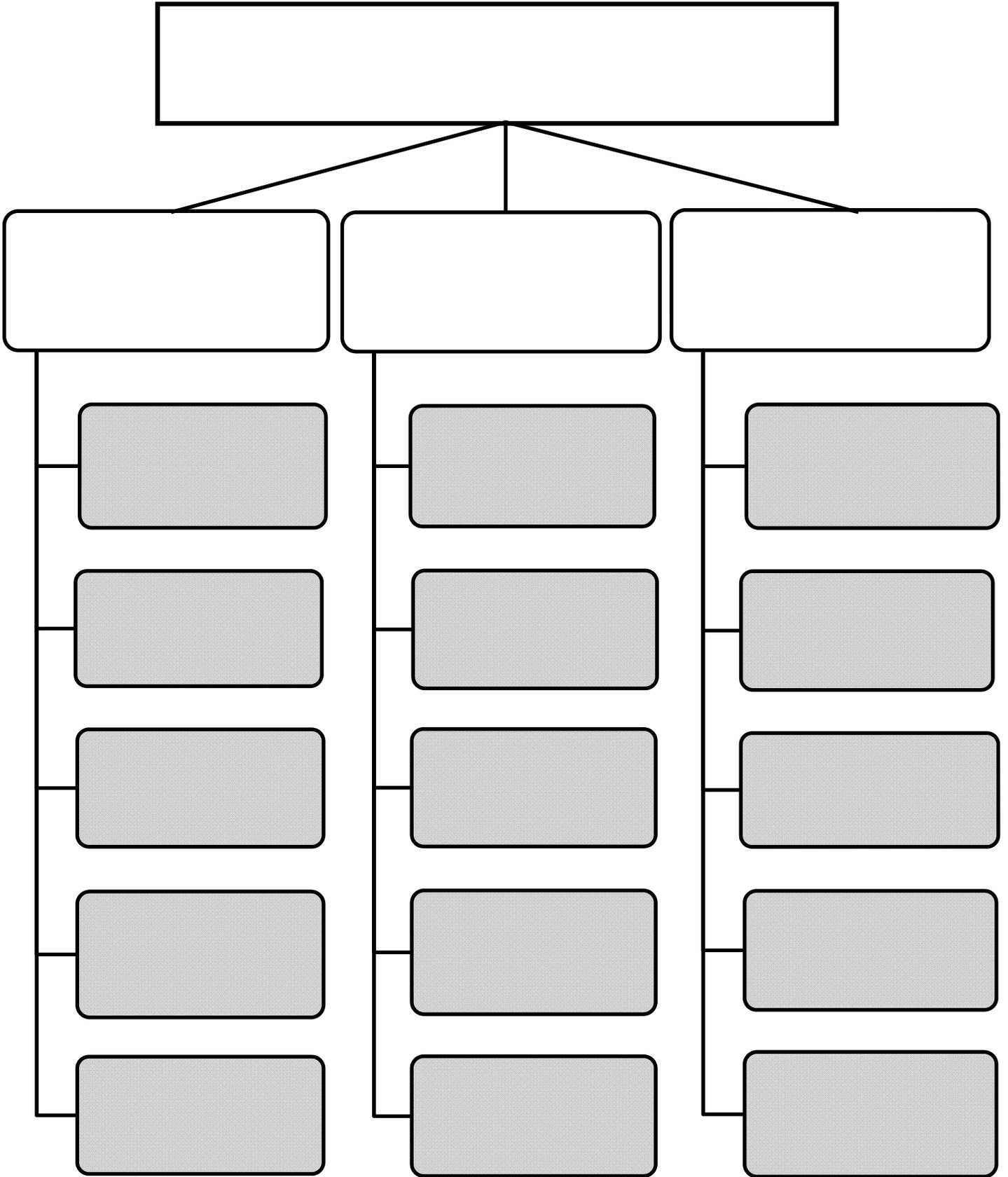
Label Page: Cut out each label below.

PERSONAL CARE	PROTECTION
MEDICAL	

WHAT TO BRING

FIRST AID OINTMENT	TOWELS	DENTAL FLOSS
SUNGLASSES	SUNSCREEN	THERMOMETER
SOAP	TOOTHBRUSH	PAIN KILLERS
FLASHLIGHT	BANDAIDS	MOSQUITO SPRAY
COUGH MEDICINE	TISSUES	BEAR BELLS

TREE ORGANIZER



SPIRIT LAKE: SCHEDULING EVENTS

The Story

Your community is planning a gathering at Spirit Lake. You are in charge of making an agenda for the children's activities. What kind of agenda will you use?

Information you need:

- There are 2 days and 2 time periods (morning and afternoon) for activities.
- There are 6 kinds of activities.
- There are 3 kinds of table formats you could use - column driven, row driven or intersecting.

What to do

- Read the Essential Skills Path Finder, *How to Read a Table*.
- Look at the table examples in the handout, *Making an Agenda for the Children's Events*.
- Make an intersecting table using the blank table in the handout.
- Circle the table format that works best for the Children's agenda.

What you need

Per person:

- Essential Skills Path Finder: *How to Read a Table*
- Handout: *Making an Agenda for the Children's Events*.
- A pen or pencil and eraser
- A ruler

ES Path Finder: How to Read a Table

To read a table, follow the arrows below:

"column driven" table (headings across the top)

HEADING	HEADING	HEADING	HEADING

"row driven" table (headings down the side)

HEADING			
HEADING			
HEADING			
HEADING			

"column driven" table with sub-columns

HEADING	HEADING		HEADING
	sub-heading	sub-heading	

"row-driven" table with sub-rows

HEADING				
HEADING	sub-heading			
	sub-heading			
HEADING				

split heading	HEADING 1	HEADING 2	HEADING 3	HEADING 4
	HEADING A			
HEADING B				
HEADING C				

intersecting columns and rows
(headings across the top and down the side)

MAKING AN AGENDA FOR THE CHILDREN'S EVENTS

1. The children's agenda set up "by day," using a "column driven" table:

Children's Events (sorted by day)

Day	Time	Activities
1	10:00-11:30	drum making, hand games, story telling
	13:00-14:30	amazing race, plant walk, tug-of-war
2	10:00-11:30	amazing race, plant walk, tug-of-war
	13:00-14:30	drum making, hand games, story telling

2. The children's agenda "by time," using a "row driven" table:

Children's Events (sorted by time)

Time	10:00-11:30		13:00-14:30	
Day	1	2	1	2
Activities	drum making, hand games, story telling	amazing race, plant walk, tug-of-war	amazing race, plant walk, tug-of-war	drum making, hand games, story telling

3. The children's agenda "by activity," using a "column driven" table:

Children's Events (sorted by activity)

Activities	Day	Time
amazing race	1	13:00-14:30
	2	10:00-11:30
drum making	1	10:00-11:30
	2	13:00-14:30
hand games	1	10:00-11:30
	2	13:00-14:30
plant walk	1	13:00-14:30
	2	10:00-11:30
story telling	1	10:00-11:30
	2	13:00-14:30
tug-of-war	1	13:00-14:30
	2	10:00-11:30

4. Write the children's agenda by day and time using an intersecting table. There will be headings across the top and down the left side. Use the table below. Remember to write a table title. (You will have to draw the columns and rows in the table outline below.)

Title: _____

/	

5. Of the 4 tables, which table format works best for the children's agenda? Circle your choice.

SPIRIT LAKE: INVITING FRIENDS

The Story

You have received a text message from a friend about the gathering at Spirit Lake. After reading the message, you will send a reply. How will you respond?

Information you need:

- Your reply must be at least 2 sentences long.
- You must include at least 10 text messaging abbreviations.

What to do

- Read the text message and translate it into real words.
- Use the legend, *Text Message Abbreviations*, to help you.
- Write a reply in "text language" to your friend.
- If possible, send this message to your facilitator.
- Read the Path Finder, *Abbreviations and Acronyms*.

What you need

Per person:

- Essential Skills Path Finder: *Abbreviations and Acronyms*
- Handout: *Inviting Friends Message*
- Legend: *Text Message Abbreviations*
- A pen or pencil and eraser

ES Path Finder: Abbreviations and Acronyms

Abbreviations are shortened language. They save time and space when writing and are used in all types of communication.

There are no rules for making abbreviations. This can be seen when we look at the abbreviations for Alberta - Alta and AB both are shortened language for the name of the province and both are used in communication.

There are some common patterns for making abbreviations:

- Using initials of words to make abbreviations (first letter of each word).
Examples: British Columbia = BC and North West Territories = NWT
- Using the first and last letters of words to make abbreviations;
Examples: Point = pt and Mister = Mr
- Using key identifying letters of a word.
Examples: Sergeant = Sgt and Government = Govt
- Using syllables of a word.
Examples: Gymnasium = gym and Influenza = flu

One of the most common forms of abbreviation is the acronym. Acronyms are formed by using the first letters of words. These abbreviations often can be pronounced as a new word. Sometimes two letters from the beginning of words are used in order to create an acronym that will be easy to remember. This is the case with radar. Radar is formed from radio detection and ranging.

Acronym examples:

AFN - Assembly of First Nations

AHRDA - Aboriginal Human Resources Development Agreement

ATK - Aboriginal Traditional Knowledge

ATM - Automated Teller Machine

FAQ - Frequently Asksed Questions

ITK - Inuit Taaparist Katamiuick

MNC - Métis National Council

NAHO - National Aboriginal Health Organization

PIN - Personal Identification Number

SCUBA - self contained underwater breathing apparatus

INVITING FRIENDS MESSAGE

Read the message from Mary. Write the message in "real" words. Then, write your reply using "text language". See next page if you need help.



Hi. QQ
Hru? I M gr8. wyd 4 wkd cos prt @ Spirit Lake (A). I M
going tam or l8r. nbd when.
swdyt? l2g? pcm 4 wh5.
I l2k asap. lemeno.
sys & sc.

gtg. w/b
Mary
X= lol

Mary's message in "real" words:

A large empty rectangular box for writing the message in "real" words.



Text Message Abbreviations

In text messaging, almost all information is written using abbreviations and acronyms. Use the legend below to help you read the text message from Mary and to write your reply.

Text Message Symbols and Abbreviations

Symbol/Abbrev	Meaning	Symbol/Abbrev	Meaning
@	at	lemeno	let me know
&	and	l2g	like to go
4	for	l2k	like to know
I M	I am	l8r	later
(A)	again	lol	laughing out loud
afaik	as far as I know	ltns	long time no see
asap	as soon as possible	nbd	no big deal
b4	before	pcm	please call me
b4uki	before you know it	prrt	party
c4n	ciao for now	QQ	quick question
cid	consider it done	<s>	smile
cos	because	sc	stay cool
c-t	city	suitm	see you in the morning
cul8tr	see you later	swdyt	so what do you think
dur	do you remember	sys	see you soon
E123	easy as 1,2,3	t2ul	talk to you later
G9	genius	tam	tomorrow morning
gr8	great	tpm	tomorrow PM
gtg	got to go	tuvm	thank you very much
hho1/2k	ha-ha only half kidding	w4u	waiting for you
h2cus	hope to see you soon	w/b	write back
hru	how are you	wbu	what about you
hth	hope this helps	wh5	what, why, when, where, who
Idk	I don't know	wkd	weekend
K	okay	wyd	what are you doing
?4u	I have a question for you	X=	fingers crossed

SPIRIT LAKE: STUDYING NATURE

The Story

The Irritanthum bush grows at Spirit Lake. Touching its leaves will cause an itchy skin rash. First aid creams do not stop the itch from this bush.

You have touched the leaves. Now you must find and use a natural cure for the itchiness by studying the plants at Spirit Lake.

Which plant will you use to treat the rash?

What to do

- Read the Essential Skills Path Finder, *Venn Diagrams*.
- Read the table, *Spirit Lake Healing Plants*.
- Circle the features in each row that are the same for BOTH plants. Write these in the space formed by the overlap of both circles on the Venn Diagram page.
- Write the Spirit Senthium only features in the correct circle and Waterous Wedgewood only features in its circle.

What you need

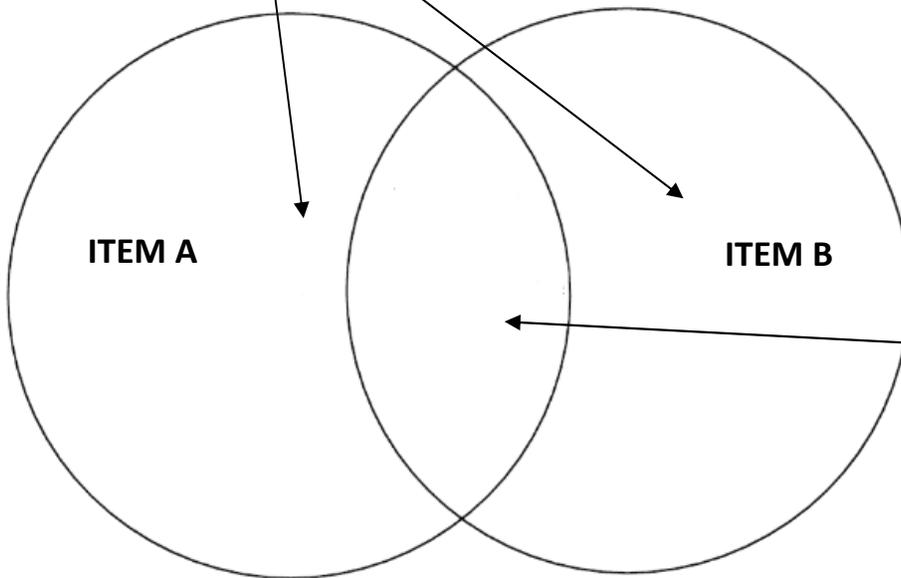
Per person:

- Essential Skills Path Finder: *Venn Diagrams*
- Handout: *Spirit Lake Healing Plants*
- Handout: *Venn Diagram Page*
- A pen or pencil and eraser

ES Path Finder: Venn Diagrams

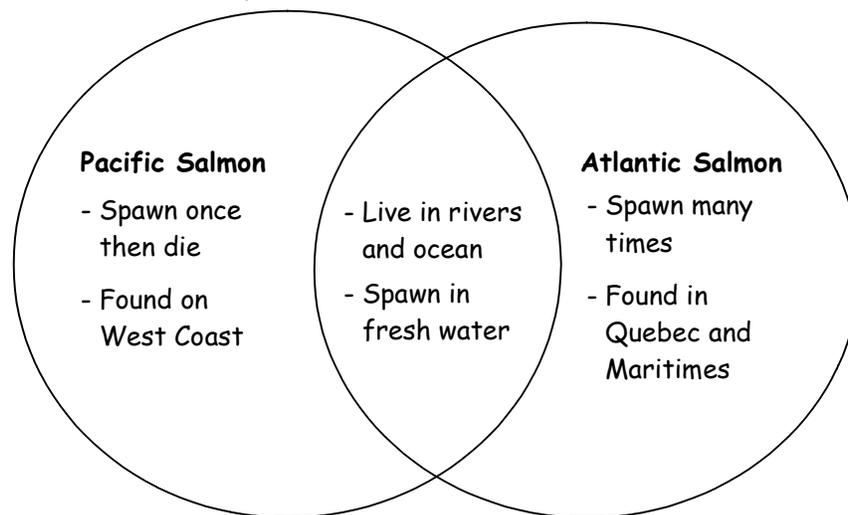
A Venn diagram can be used to compare 2 items in a visual way. It is a set of circles that makes "seeing" those things that are the same and those that are different easier. Venn diagrams can be used to describe and compare many things (people, places, events, ideas, etc.). They help to organize thinking and see relationships.

Each circle represents one of the items being compared.
Individual features are listed in **the circle** for the item.



Features that are the **same** or common to both items are listed in **the overlapping** space.

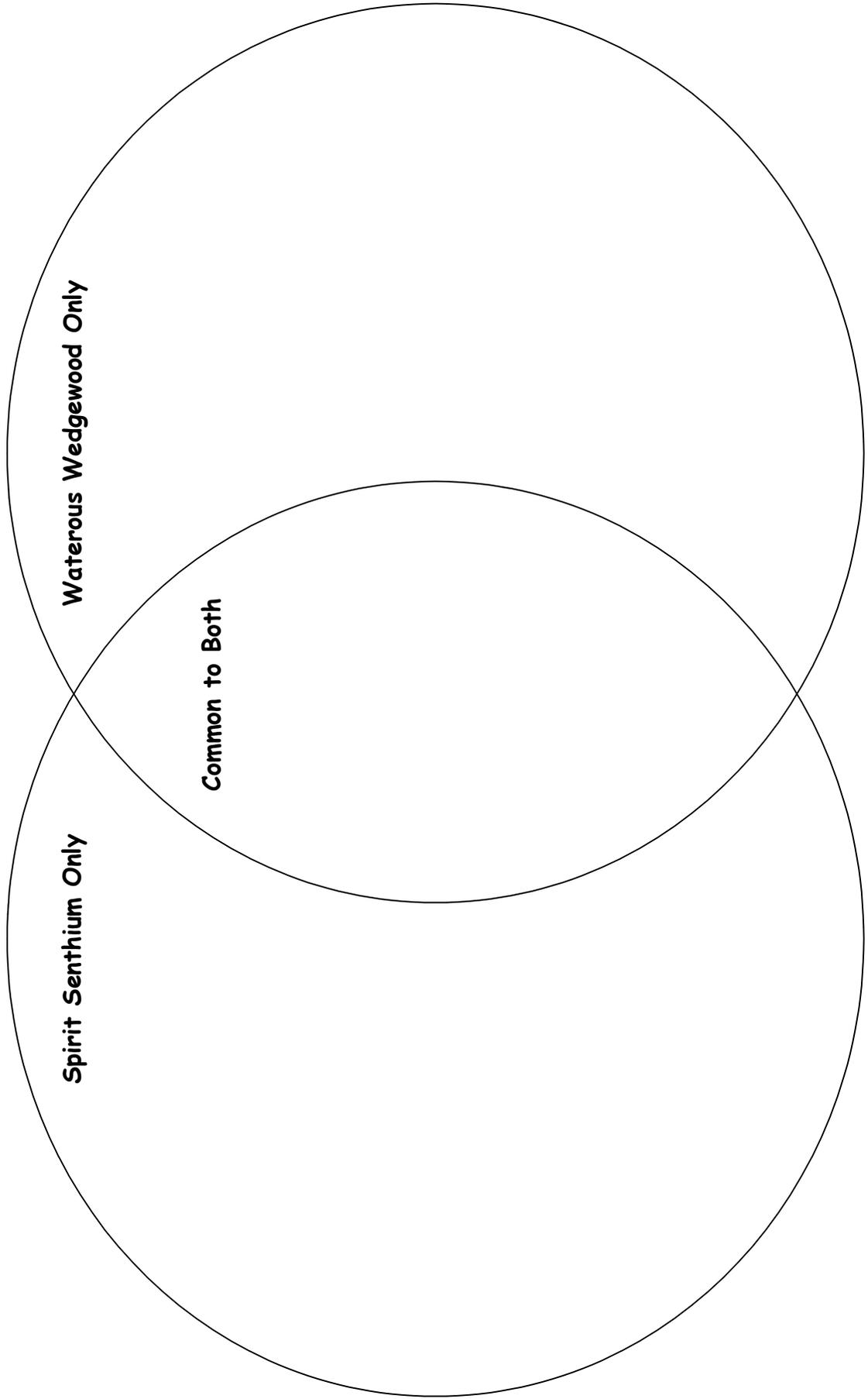
Example: Pacific and Atlantic Salmon



SPIRIT LAKE HEALING PLANTS

	Spirit Senthium	Waterous Wedgewood
Where found:	<ul style="list-style-type: none"> • Native to Spirit Lake • in shade near water 	<ul style="list-style-type: none"> • Native to Spirit Lake • in full sun at shoreline
In season:	<ul style="list-style-type: none"> • Blooms July-August • Berries August-September 	<ul style="list-style-type: none"> • Blooms May-August • Berries August-September
Traditional uses:	<ul style="list-style-type: none"> • Berry tea for headache or stomach ache • Apply crushed flower petals for rash and insect bite itch 	<ul style="list-style-type: none"> • Berry tea for headache or stomach ache • Eat flower petals for Vitamin D
Appearance:	<ul style="list-style-type: none"> • Grows 20-30 cm high • Long and pointy leaves 	<ul style="list-style-type: none"> • Grows 10-20 cm high • Waxy, fan-like leaves
Special features:	<ul style="list-style-type: none"> • Berries are poisonous if not boiled in water • Withstands cold temperatures 	<ul style="list-style-type: none"> • Berries are non-poisonous • Withstands cold temperatures
Harvesting and storage:	<ul style="list-style-type: none"> • Pick berries late September • Store in sealed jars • Dry and store flower petals at room temperature 	<ul style="list-style-type: none"> • Pick berries late September. • Store in sealed jars • Dry and store flower petals in fridge

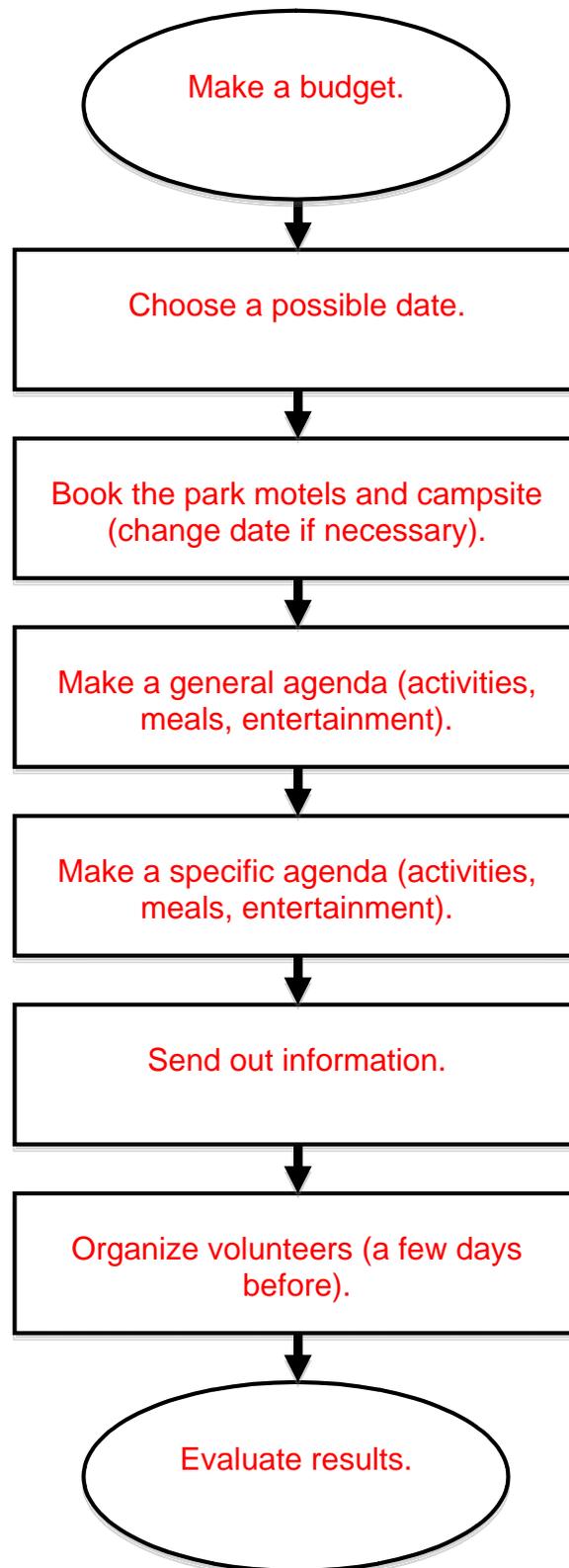
VENN DIAGRAM PAGE: COMPARING SPIRIT SENTHIUM AND WATEROUS WEDGEWOOD





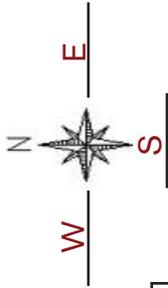
Appendix 3: Spirit Lake Answer Keys

Flowchart for Planning the Gathering Answer Key



SPIRIT LAKE AND AREA MAP

Distance from Lomus to Spirit Lake "as the crow flies": about 150-160 km



Only 1 of the red X's above should be marked. There should be a box around Pierce airport. Any route can be chosen as long as a service station is passed before the Pierce Airport is passed. No minor roads should be used.

KEY Scale 1 : 1 000 000



<ul style="list-style-type: none"> Divided Highway Major Route Alternate Route Minor Paved Road 	<ul style="list-style-type: none"> Minor Paved Road Major Route Number Alternate Route Number 	<ul style="list-style-type: none"> Rest area Service Station Information Centre City or Town 	<ul style="list-style-type: none"> Controlled Junction Airport National highway 	<ul style="list-style-type: none"> Park High Population Density Lake
---	---	--	---	--

PRICE COMPARISONS ANSWER KEY

Calculate the unit price for each food item below and write it in the box.
Circle the **letter** (Choice **A** or **B**) for the best deal.

1. You need 4 litres of pickles. Choice **A** or **B**? (1 litre = 1000 mL)

A: Unit price 3.40
2 L jar/\$6.79



B: Unit price 3.18
500 mL jar/\$1.59



2. You need 5 dozen buns. Choice **A** or **B**?

A: Unit price 0.30
2 buns/\$0.59



B: Unit price 0.32
1 dozen buns/\$3.79



3. You need 15 cans of beans. Choice **A** or **B**?

A: Unit price 0.83
3 cans/\$2.49



B: Unit price .94
5 cans/\$4.69



4. You need 20 juice boxes. Choice **A** or **B**?

A: Unit price 1.25
4 boxes in a package
\$5.00/package



B: Unit price 1.20
5 boxes in a package
\$6.00/package

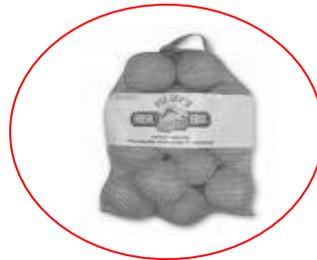


5. You need 10 kilograms of oranges. Choice **A** or **B**?

A: Unit price 1.50
2 kilogram bags sell for \$2.99



B: Unit price 1.40
5 kilogram bags sell for \$6.99



6. You need 2 litres BBQ sauce. Choice **A** or **B**? (1 litre = 1000 mL)

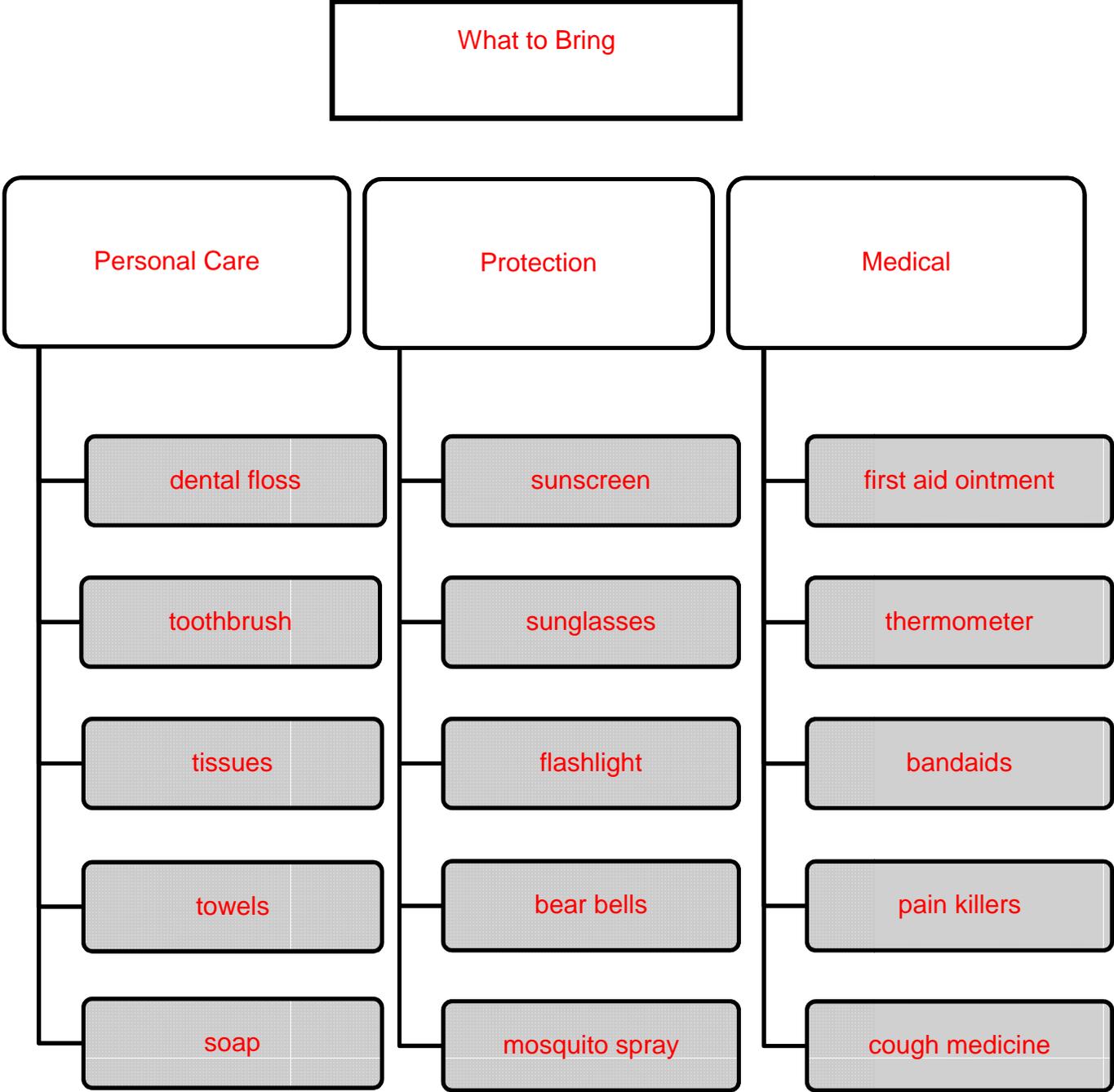
A: Unit price 3.40
2L/\$6.79



B: Unit price 3.96
500 mL/\$1.98



TREE ORGANIZER ANSWER KEY



MAKING AN AGENDA FOR THE CHILDREN'S EVENTS ANSWER KEY

- Write the children's agenda by day and time using an intersecting table. There will be headings across the top and down the left side. Use the table below. Remember to write a table title.

Title: Children's Events

Day \ Time	1	2
10:00 - 11:30	Drum Making Hand Games Story Telling	Amazing Race Plant Walk Tug of War
13:00 - 14:00	Amazing Race Plant Walk Tug of War	Drum Making Hand Games Story Telling

Title: Children's Events

Time \ Day	10:00 - 11:30	13:00 - 14:00
1	Drum Making Hand Games Story Telling	Amazing Race Plant Walk Tug of War
2	Amazing Race Plant Walk Tug of War	Drum Making Hand Games Story Telling

Either table is correct

- Which table format is easiest to read? Circle your choice.

Answer will vary from person to person. One of the tables (column-driven, row-driven or intersecting) should be circled.

INVITING FRIENDS MESSAGE ANSWER KEY

Read the message from Mary. Write the message in "real" words. Then, write your reply using "text language". See next page if you need help.



Hi. QQ
Hru? I M gr8. wyd 4 wknd cos prt @ Spirit Lake (A). I M
going tom or l8r. nbd when.
swdyt? l2g? pcm 4 wh5.
I l2k asap. lemeno.
sys & sc.

gtg. w/b
Mary
X= lol

Mary's message in "real" words:

Hi. Quick question.

How are you? I am great. What are you doing for the weekend because party at Spirit Lake again. I am going tomorrow morning or later. No big deal when. So what do you think? Like to go? Please call me for what, why, when, where, who. I like to know as soon as possible. Let me know. See you soon and stay cool. Got to go. Write back.

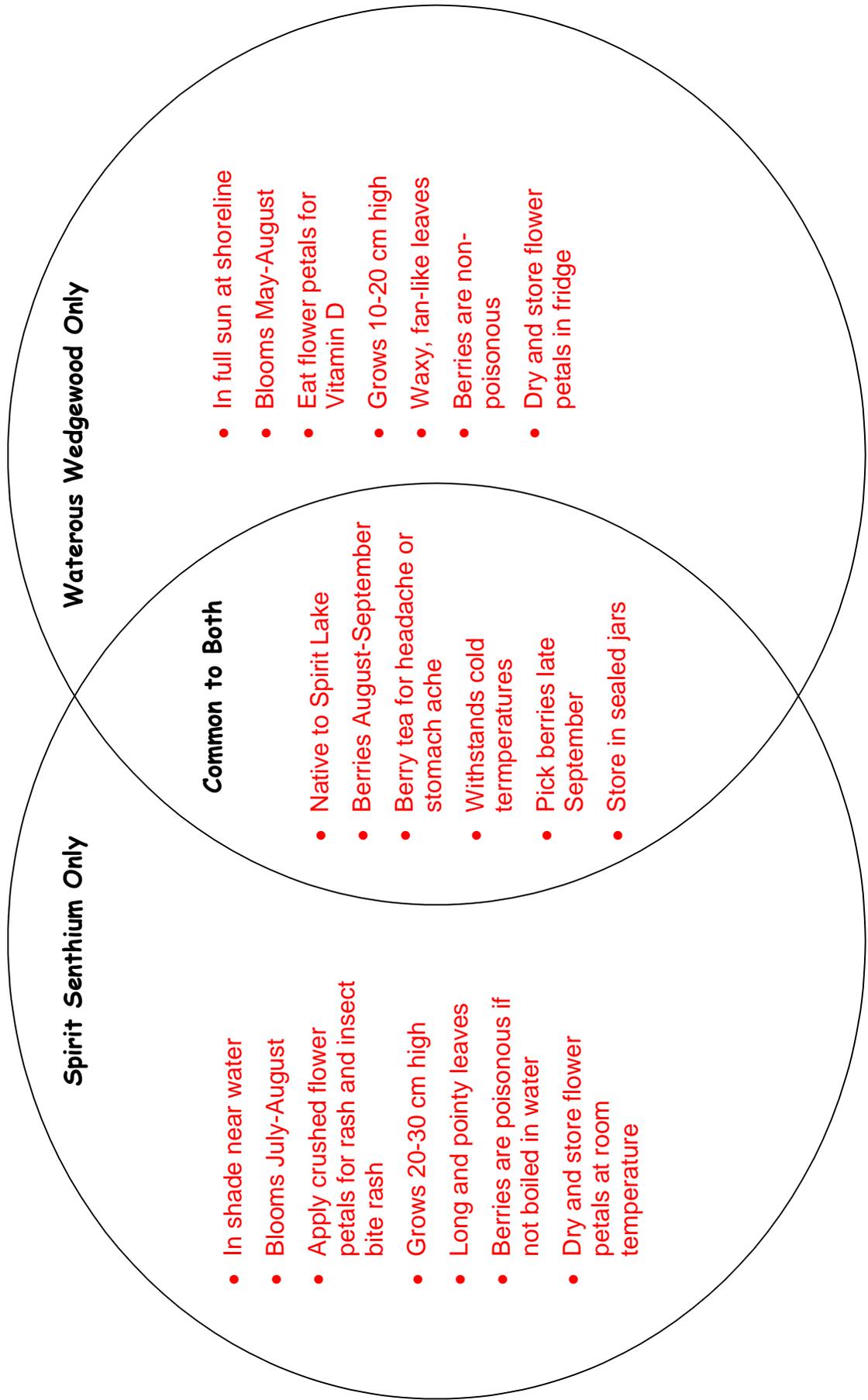
Mary

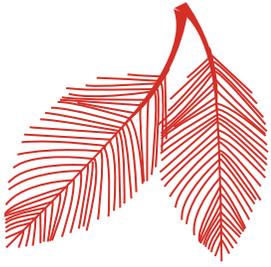
Fingers crossed. Laughing out loud.

Message will vary from person to person.



VENN DIAGRAM PAGE: COMPARING SPIRIT SENTHIUM AND WATEROUS WEDGEWOOD ANSWER KEY





Appendix 4: Essential Skills Resources

A SAMPLING OF ESSENTIAL SKILLS RESOURCES

Adult Basic Skills Resource Centre

www.skillsworkshop.org

This site is based in the United Kingdom. It has hundreds of downloadable resources in literacy, numeracy, ESL, ICT, and other contexts. Some materials may require revision as there may be differences in currency, spelling, etc.

Applications of Working and Learning (AWAL)

www.awal.ca

This Canadian project is designed for educators. It has been developed to enhance learner and instructor understandings of Essential Skills used at work, school, home, and in the community. Many classroom activities can be accessed through the database on this site. As well, *The Big Picture - Essential Skills for Life, Learning and Work* can be accessed at www.awal.ca/files/BigPicture/BigPicture.html

BBC Learning/Adult Learners

www.bbc.co.uk/learning/adults

BBC has compiled hundreds of activities for adult learning. There are many listed that are currently being used as Essential Skills training in the United Kingdom and suitable for Canada (some revisions required in currency and spelling). Some are interactive and others are free downloads that can be printed for use. See also www.skillsworkshop.org for 900 *Skills for Life* activities.

Bow Valley College

www.towes.com/training.aspx

Building Workplace Essential Skills (Reading Text, Document Use, and Numeracy) can be accessed from this site. TOWES assessments provide results by level and on the IALS scale.

Canadian Language Benchmarks (CLB)

www.itsessential.ca/itsessential/display_page.asp

There is a wealth of Essential Skills information on this site applicable to learners of English as a second language including lesson plans and other ideas for teaching.

College Sector Committee for Adult Upgrading

www.collegeupgradingon.ca/projrep.htm

This site contains research and project reports in the area of Essential Skills in the Ontario college system.

Community Literacy of Ontario's Basic Literacy Practitioner Training

www.nald.ca/literacybasics/essentl/intro/01.htm

This website is for practitioners. It offers a number of tools for using Essential Skills more effectively in practice. There is also an online self-directed training module which provides agencies and individuals, resources to increase knowledge and awareness of Essential Skills.

Construction Sector Council

www.csc-ca.org

SkillPlan developed a set of workbooks for the Construction Sector. All are free downloads and include: *Essential Skills Self Assessment*, *Construction Workers Workbook*, *Essential Skills Activities for Trades*, *Plain Language for Construction*, and *Using Trades Math*.

Essential Skills

http://srv108.services.gc.ca/english/home_e.shtml

This can be found on the Human Resources and Skill Development Canada website. Information on the Essential Skills, profiles, and toolkits are available.

Essential Skills 101

www.learninghub.ca

From the Avon-Maitland District School Board are offered free courses for adult learners. *Essential Skills 101* is available online.

Essential Skills Curriculum

www.lleo.ca/LLEO_pages/resources.html

Literacy Link Eastern Ontario (LLEO) developed Essential Skills curriculum for entry level jobs. The units are available on CD and can be purchased from the website.

How do your skills Measure Up?

www.skillplan.ca/English/measureup.htm and TOWES <http://measureup.towes.com>

This site is in line with actual Canadian workplaces. Learners can practice and self-assess Essential Skills and also access occupation specific assessments.

Human Resources and Skills Development Canada (HRSDC)

www.hrsdc.gc.ca

Making Essential Skills WORK for You

www.laubach-on.ca/Trainingpost/makeswork.html

The learning activities found on this site are workplace oriented and focus upon Oral Communication, Problem Solving, Document Use, Working with Others, Job Task Planning, and Organizing.

National Adult Literacy Database (NALD)

www.nald.ca

NALD is an online service. It houses books and documents and carries out research. It also created NALD@Work (www.naldatwork.ca) which contains teaching and learning resources and assessment tools.

Office of Literacy and Essential Skills (OLES)

www.hrsdc.gc.ca/en/workplaceskills/oles/olesindex_en.shtml

OLES has developed tools and supports for the improvement of adult literacy and Essential Skills. It also provides links to many other useful Essential Skills websites.

Ontario Skills Passport

<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp>

Resources that can be accessed from this site include: *Essential Skills Check-in* and *Essential Skills Check-up* and *On the Way to Work*

(<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/OSPWayToWork.jsp>)

Ready for Work

www.nald.ca/litweb/province/on/smln/index.htm

Simcoe/Muskoka Literacy Network (SMLN) has created Essential Skills units for Level 1 and 2 learners. There is also a module for instructors.

SkillPlan

www.skillplan.ca

Numerous Essential Skills resources are available on this site developed by SkillPlan, the training arm of the British Columbia Construction Industry.

Skills for Life Network

www.skillsforlifenet.com

This United Kingdom website has many free downloadable resources. (May need revisions due to different currency and spelling.)

Steps to Employment

www.settlement.org/steps/manuals.html

Workbooks for second language learners and instructors that are useful in the learning of Essential Skills. All are occupation specific.

Tools for the Trade

www.nald.ca/library/learning/tools/tftr/cover.htm

An authentic workplace materials workbook is available on this site. It was developed in Saskatchewan and focuses upon Essential Skills levels 1 - 3.

Workplace Education Manitoba

www.wem.mb.ca

This website offers information on Essential Skills, Case Studies supporting Essential Skills upgrading, Essential Skills Resources, and an Essential Skills blog for all users to share ES knowledge and ideas.

ABORIGINAL-SPECIFIC RESOURCES

Aboriginal Construction Careers

www.aboriginalconstructioncareers.ca

This website created by the Construction Sector Council, is designed to provide young Aboriginal Canadians with information that can help them choose the right career path. It offers information on 38 trades and occupations in the construction sector and includes Essential Skills examples from each occupation.

Aboriginal Ironworkers

www.aboriginalironworkers.ca/whatittakes/index_e.asp

This site provides information on becoming an ironworker and places Essential Skills within Aboriginal culture.

Building Environmental Aboriginal Human Resources (BEAHR)

www.beahr.com

This project was created in 2001 and was designed to increase Aboriginal employment in the environment sector. Its aims are to create an awareness of environmental careers among Aboriginal communities, support Aboriginal people's development in the environmental sector, become the premier source for environmental employment resources, and recognize and support environmental excellence in the Aboriginal community, education, and industry.

Canadian Indigenous People: Workplace Literacy and Essential Skills

This publication is a survey of Aboriginal Workforce/Essential Skills Development Programs and includes recommendations for implementation and delivery. It can be found on the National Adult Literacy Development (NALD) website at

<http://library.nald.ca/research/item/5979>

Literacy BC

<http://www2.literacy.bc.ca/Rescentr.htm>

This is a website created to provide learning resources in several contexts. It has a hyperlinked resource list for *Aboriginal Literacy* and another for *Workplace Literacy Resources*. Resources can be borrowed from the centre and information on how to order is provided.

National Indigenous Literacy Association

www.nila.ca

Research and documents in Essential Skills can be located on this website. To navigate, enter through *Learners* or *Practitioners* and then *Essential Skills*.

Northwest Territories Literacy Council

www.nwtliteracy.ca

A very informative website in terms of northern and Aboriginal content and issues, this site has information, research reports, and tools in family literacy, Aboriginal languages and literacy, workplace literacy and essential skills, and adult learning. There are many useful links to other Essential Skills resources and websites. There are 6 issues of the online interactive newspaper, *The Northern Edge*. This paper has a workplace literacy section in each issue with embedded resources for adult learners.

Yellow Cedar Learning Centre

www.snhrd.ca

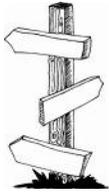
Available for purchase on this site is the informative and exciting Essential Skills video, *ESI -Essential Skills Investigation*.

LEARNING THE LAY OF THE LAND: A RESOURCEFUL JOURNEY

In this journey you will follow several pathways. Each pathway will show you Essential Skills resources. Along the way, you will record your footsteps for future travel.

- Pathways:**
- The pathways tell you how to get to on-line Essential Skills resources.
 - The pathways also tell you how to navigate websites. ("▶" means "click on")

- Footsteps:**
- The footsteps give you questions to answer or information to find.
 - Record your answers to the questions in the spaces provided.



Pathway #1: Aboriginal Human Resources Development Strategy

(Type in internet address bar) www.hrsdc.gc.ca Choose *English* or *French*.

(On left-hand toolbar) ▶ Topics (Top of list) > Aboriginal Canadians

(On right-hand toolbar) ▶ Aboriginal Human Resources Development Strategy (AHRDS)

- ▶ Aboriginal Employment ▶ Job Seeker Area. List 3 ways to do a job search.

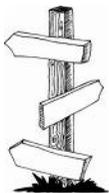
- _____

- ▶ Looking for a Job (Back on AHRDS page). List 2 ways this can help a job seeker.

- _____



Footsteps



Pathway #2: Essential Skills Toolkit

www.hrsdc.gc.ca (Home page)

(On top black toolbar) ▶ Search. In the box beside *Enter Search terms* type "Essential Skills Toolkit". ▶ Essential Skills Tool (*in blue*).

1. Find **Assessment**. Name 1 tool an employer can use and tell one important feature of the tool.

- _____

- _____

2. Find **Learning**. List 2 Document Use Tips.

- _____

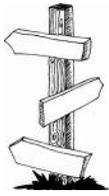
- _____

3. Find **Training Supports**. From "Training Activities" tell how the activities are organized.

- _____



Footsteps



Pathway #3: Essential Skills Profiles NOTE: Check to see if still Under Construction.

www.hrsdc.gc.ca

(On left-hand toolbar) ► Topics

(From the list) ► Essential Skills (On left-hand toolbar) ► Essential Skills Profiles



Footsteps

1. The profiles can be used to help you:

- _____
- _____
- _____
- _____

2. What are the 3 most important Essential Skills for Fishermen/women?

- _____
- _____
- _____

3. What is the typical complexity level of Problem Solving for Fishermen/women?

- _____

4. Name a Level 2 Oral Communication task a Fisherman/woman might do.

- _____



Pathway #4: NOC

(In the URL address bar, type) www.hrsdc.gc.ca/NOC/ Choose English or French.

(Go to the very bottom of the page to Quick Search.) Type in and explore some occupations.



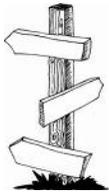
Footsteps

1. What does NOC stand for?

- _____

2. Who would use the NOC information?

- _____
- _____



Pathway #5: Sector Councils

www.hrsdc.gc.ca

(On left-hand toolbar) ► Topics (From the list) ► Sector Councils

1. Name 3 Sector Councils

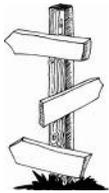


Footsteps

- _____
- _____
- _____

2. Click on *Construction Sector Council* and then on the website link. Click on *Welcome*. At the bottom right side of the page, find *Essential Skills Workbooks*. Click on *Essential Skills Activities for Trades*. Click on the pdf book link. Use the page finder arrows at the top of the page and go to page 15.

- What document is being used? _____
- Who might have to use this document? (From page 14)



Pathway #6: Job Futures

www.hrsdc.gc.ca

(On left-hand toolbar) ► A to Z Index ► J ► Job Futures ► I want to be...

1. In *Work Prospects*, find 2 jobs with *GOOD* work prospects in 2009.

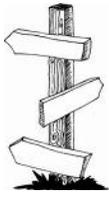


Footsteps

- _____
- _____

2. On the left-hand toolbar, click on *Not sure? Take a quiz*.

- What kind of person are you? _____
- What is one job you might want to do? _____



Pathway #7: Test of Workplace Essential Skills (TOWES)

www.hrsdc.gc.ca (Home page)

(On the top black toolbar) ► Search. In the box beside *Enter Search terms* type "TOWES".

► Related Links. Find Test of Workplace Essential Skills. Choose *English or French*.

OR: Type TOWES in the Google toolbar. ► TOWES-Canada's Essential Credential from Bow Valley College.

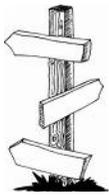
OR: go to www.towes.com.

What 3 Essential Skills does TOWES test?



Footsteps

- _____
- _____
- _____



Pathway #8: How do your skills Measure up?

www.hrsdc.gc.ca (Home page)

(On the top black toolbar) ► Search. In the box beside *Enter Search terms* type "How do your skills measure up". ► Related Links. Find How do your skills Measure up.

OR: Type How do your skills Measure up in the Google toolbar. ► How do your skills Measure up?

OR: go to www.measureup.towes.com.

1. What 3 Essential Skills are tested?



Footsteps

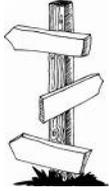
- _____
- _____
- _____

2. Which 3 sectors or occupations have Essential Skills Workbooks?

- _____
- _____
- _____

3. Click on *Practice*. Select Numeracy ► Scheduling, Budgeting, and Accounting. Click on *Practice This Skill*. Then click on *Open and Print Questions*. Complete Task 1 and record your answer below.

- Answer: _____



Pathway #9: Reflections

Reflecting on your footsteps.

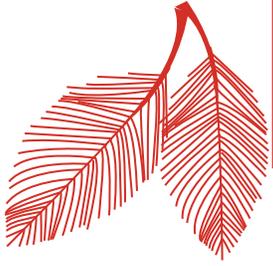


1. How can you use the information you have gained from taking this journey?

- _____
- _____
- _____

2. What advice and hints will you give others who want to make this journey

- _____
- _____
- _____



Appendix 5: Essential Skills Common Language Review

ES COMMON LANGUAGE REVIEW CALLOUTS

Callout:	Answer:
Using technology	Computer Use
Story telling	Oral Communication
Solving problems	Thinking skills
Minimum Essential Skills level needed for daily living	Level 3
Human Resources and Skills Development Canada	HRSDC
Using numbers	Numeracy
Reading sentences and paragraphs	Reading
Communicating using written words	Writing
Skills needed for life, learning and work	Essential Skills
International Adult Literacy Survey	IALS
Gaining skills throughout life	Continuous Learning
Essential Skills used in an occupation	ES Profile
Teamwork	Working With Others
Using a Map	Document Use
Test of Workplace Essential Skills	TOWES
Can be formal or informal	ES Assessment
Have rows and columns	Tables
Occupation-Specific Skills	Technical Skills
International Adult Literacy and Skills Survey	IALSS
How you learn best	Learning Style
When you evaluate yourself	Self-assessment
It has 5 levels	ES Rating Scale
Shows a process by using shapes and arrows	A Flowchart
A way to compare 2 or 3 pieces of information	Venn Diagram
When you look through a piece of writing to find a specific word	Locate

ES COMMON LANGUAGE REVIEW

Self-Assessment	Technical Skills	A Flowchart	ES Assessment	Venn Diagram
Document Use	Numeracy	Locate	FREE	TOWES
Continuous Learning	Oral Communication	IALSS	Thinking skills	HRSDC
Essential Skills	IALS	Level 3	Writing	Reading
ES Profile	Tables	ES Rating Scale	Computer Use	Working With Others

ES COMMON LANGUAGE REVIEW

Level 3	Working With Others	Reading	Learning Style	IALS
Writing	Document Use	Technical Skills	Oral Communication	TOWES
A Flowchart	Essential Skills	HRSDC	ES Assessment	Venn Diagram
ES Profile	Locate	Computer Use	Tables	FREE
Numeracy	Thinking skills	Self-assessment	Continuous Learning	ES Rating Scale

ES COMMON LANGUAGE REVIEW

Locate	Reading	ES Assessment	Document Use	Venn Diagram
ES Rating Scale	FREE	Computer Use	IALSS	Level 3
Numeracy	Continuous Learning	TOWES	Thinking skills	Tables
A Flowchart	Technical Skills	ES Profile	Oral Communication	Essential Skills
IALS	HRSDC	Learning Style	Writing	Working With Others

ES COMMON LANGUAGE REVIEW

Oral Communication	Working With Others	Self-assessment	Computer Use	Continuous Learning
TOWES	A Flowchart	ES Rating Scale	Thinking skills	Writing
Numeracy	Locate	Learning Style	Essential Skills	IALS
IALSS	ES Profile	Document Use	HRSDC	ES Assessment
Reading	Technical Skills	FREE	Tables	Level 3

ES COMMON LANGUAGE REVIEW

ES Assessment	Locate	Level 3	ES Rating Scale	Technical Skills
IALS	HRSDC	Learning Style	TOWES	Oral Communication
Tables	Numeracy	Working With Others	Writing	FREE
Document Use	Self-assessment	Thinking skills	Reading	Venn Diagram
A Flowchart	IALSS	Continuous Learning	Essential Skills	ES Profile

ES COMMON LANGUAGE REVIEW

Self-assessment	Working With Others	Thinking skills	Technical Skills	TOWES
FREE	Locate	IALSS	ES Rating Scale	A Flowchart
Venn Diagram	HRSDC	ES Assessment	ES Profile	Reading
Writing	Learning Style	Computer Use	Continuous Learning	Oral Communication
Level 3	Tables	IALS	Essential Skills	Document Use

ES COMMON LANGUAGE REVIEW

Technical Skills	Tables	Locate	Oral Communication	HRSDC
Essential Skills	FREE	ES Profile	IALSS	Continuous Learning
Level 3	Working With Others	Numeracy	ES Assessment	IALS
Computer Use	Learning Style	Document Use	Venn Diagram	Self-assessment
Writing	A Flowchart	Reading	ES Rating Scale	TOWES

ES COMMON LANGUAGE REVIEW

FREE	Oral Communication	Working With Others	Level 3	Thinking skills
ES Assessment	Numeracy	Self-assessment	Document Use	A Flowchart
HRSDC	TOWES	Venn Diagram	Tables	Writing
Computer Use	IALSS	Learning Style	ES Profile	Technical Skills
Reading	IALS	Essential Skills	Continuous Learning	ES Rating Scale

ES COMMON LANGUAGE REVIEW

Writing	Continuous Learning	Self-assessment	IALS	HRSDC
Numeracy	Reading	Oral Communication	FREE	ES Assessment
Document Use	IALSS	Locate	Tables	Level 3
Computer Use	Learning Style	Working With Others	TOWES	Technical Skills
ES Profile	ES Rating Scale	Essential Skills	A Flowchart	Venn Diagram

ES COMMON LANGUAGE REVIEW

Tables	Thinking skills	FREE	Level 3	TOWES
IALS	Oral Communication	ES Assessment	HRSDC	Essential Skills
Reading	Learning Style	Continuous Learning	A Flowchart	Locate
Numeracy	IALSS	Working With Others	Self-assessment	Technical Skills
Venn Diagram	Computer Use	ES Profile	ES Rating Scale	Writing

ES COMMON LANGUAGE REVIEW

ES Assessment	Writing	TOWES	A Flowchart	ES Rating Scale
Learning Style	FREE	Tables	Level 3	Venn Diagram
Continuous Learning	Essential Skills	Technical Skills	Numeracy	Oral Communication
IALSS	ES Profile	Computer Use	Thinking skills	IALS
Document Use	HRSDC	Locate	Self-assessment	Working With Others

ES COMMON LANGUAGE REVIEW

IALS	Venn Diagram	Tables	Numeracy	Computer Use
Thinking skills	Reading	ES Rating Scale	IALSS	ES Assessment
TOWES	Self-assessment	HRSDC	Working With Others	Continuous Learning
Learning Style	FREE	Technical Skills	Locate	Writing
A Flowchart	Level 3	Document Use	ES Profile	Oral Communication

ES COMMON LANGUAGE REVIEW

Level 3	Thinking skills	IALSS	ES Rating Scale	FREE
TOWES	Document Use	Locate	Writing	Numeracy
Oral Communication	Essential Skills	IALS	A Flowchart	Venn Diagram
Self-assessment	Learning Style	Working With Others	Continuous Learning	HRSDC
ES Assessment	Reading	Tables	Technical Skills	ES Profile

ES COMMON LANGUAGE REVIEW

Writing	HRSDC	Reading	Learning Style	Numeracy
ES Assessment	A Flowchart	Essential Skills	Continuous Learning	Oral Communication
IALS	Thinking skills	Venn Diagram	Tables	TOWES
Locate	ES Rating Scale	Document Use	Technical Skills	ES Profile
FREE	Working With Others	Self-assessment	IALSS	Level 3

ES COMMON LANGUAGE REVIEW

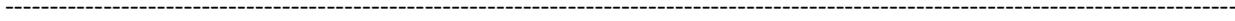
Thinking skills	Reading	ES Assessment	Writing	Locate
Venn Diagram	Technical Skills	Continuous Learning	Essential Skills	ES Profile
HRSDC	Document Use	IALS	IALSS	Tables
Self-assessment	ES Rating Scale	Oral Communication	Learning Style	FREE
TOWES	Numeracy	Level 3	A Flowchart	Working With Others

ES COMMON LANGUAGE REVIEW

Essential Skills	Continuous Learning	ES Profile	Working With Others	Self-assessment
Venn Diagram	ES Rating Scale	Tables	Oral Communication	Learning Style
Level 3	Technical Skills	TOWES	A Flowchart	Document Use
Computer Use	FREE	Writing	ES Assessment	Reading
IALS	HRSDC	Thinking skills	Numeracy	IALSS

ES COMMON LANGUAGE REVIEW

Thinking skills	ES Profile	Document Use	Oral Communication	Locate
Level 3	Working With Others	Tables	ES Assessment	Numeracy
Technical Skills	ES Rating Scale	HRSDC	TOWES	Essential Skills
Continuous Learning	Reading	FREE	Learning Style	Self-assessment
IALS	A Flowchart	Venn Diagram	Computer Use	IALSS

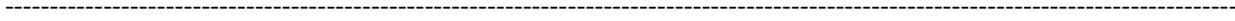


ES COMMON LANGUAGE REVIEW

IALS	Numeracy	Writing	Self-assessment	Learning Style
Continuous Learning	FREE	Computer Use	IALSS	Document Use
Technical Skills	Venn Diagram	TOWES	Locate	ES Assessment
ES Profile	A Flowchart	Thinking skills	Essential Skills	Oral Communication
Level 3	Reading	ES Rating Scale	Tables	Working With Others

ES COMMON LANGUAGE REVIEW

Tables	Locate	Continuous Learning	Computer Use	Thinking skills
Numeracy	Oral Communication	Document Use	Self-assessment	Technical Skills
Level 3	FREE	A Flowchart	Writing	ES Assessment
IALSS	Reading	Learning Style	ES Rating Scale	Working With Others
HRSDC	ES Profile	Essential Skills	IALS	Venn Diagram



ES COMMON LANGUAGE REVIEW

Oral Communication	Locate	Venn Diagram	A Flowchart	ES Assessment
Level 3	Self-assessment	ES Profile	Essential Skills	Working With Others
ES Rating Scale	Technical Skills	TOWES	Thinking skills	Learning Style
Computer Use	Continuous Learning	FREE	Reading	IALS
IALSS	Writing	Tables	Numeracy	Document Use

ES COMMON LANGUAGE REVIEW

Self-assessment	FREE s	IALS	Reading	Technical Skill
Document Use	A Flowchart	Locate	ES Profile	ES Assessment
Learning Style	Working With Others	Essential Skills	HRSDC	Tables
Continuous Learning	Oral Communication	Writing	IALSS	Thinking skills
ES Rating Scale	Venn Diagram	Level 3	TOWES	Computer Use



ES COMMON LANGUAGE REVIEW

Oral Communication	ES Assessment	FREE	HRSDC	Tables
Writing	Working With Others	Learning Style	TOWES	ES Rating Scale
ES Profile	IALS	A Flowchart	Technical Skills	Venn Diagram
IALSS	Numeracy	Continuous Learning	Computer Use	Self-assessment
Locate	Thinking skills	Level 3	Essential Skills	Document Use

ES COMMON LANGUAGE REVIEW

TOWES	Tables	A Flowchart	HRSDC	Learning Style
ES Assessment	Document Use	Level 3	Oral Communication	IALSS
ES Profile	Reading	Self-assessment	Essential Skills	IALS
ES Rating Scale	Writing	Technical Skills	Numeracy	Locate
FREE	Computer Use	Continuous Learning	Venn Diagram	Thinking skills

ES COMMON LANGUAGE REVIEW

ES Rating Scale	Continuous Learning	Tables	Technical Skills	Working With Others
HRSDC	Self-assessment	IALSS	ES Assessment	Level 3
A Flowchart	Learning Style	Venn Diagram	TOWES	Computer Use
Locate	IALS	Thinking skills	Numeracy	Writing
Document Use	FREE	Essential Skills	ES Profile	Reading

ES COMMON LANGUAGE REVIEW

Oral Communication	Computer Use	Tables	Document Use	ES Assessment
IALS	Working With Others	Technical Skills	Numeracy	Writing
Level 3	Continuous Learning	IALSS	Thinking skills	Self-assessment
Reading	ES Rating Scale	A Flowchart	HRSDC	Learning Style
Venn Diagram	TOWES	Essential Skills	FREE	Locate

ES COMMON LANGUAGE REVIEW

ES Profile	Level 3	IALS	Reading	Oral Communication
Document Use	Writing	Continuous Learning	HRSDC	Technical Skills
A Flowchart	Self-assessment	Computer Use	Tables	Venn Diagram
TOWES	FREE	ES Assessment	Thinking skills	Locate
ES Rating Scale	Learning Style	IALSS	Essential Skills	Numeracy

ES COMMON LANGUAGE REVIEW

IALS	IALSS	Locate	Venn Diagram	TOWES
A Flowchart	Working With Others	ES Assessment	Essential Skills	Writing
Reading	Computer Use	FREE	ES Profile	Technical Skills
Self-assessment	Level 3	Learning Style	Document Use	Tables
Oral Communication	HRSDC	ES Rating Scale	Thinking skills	Numeracy



ES COMMON LANGUAGE REVIEW

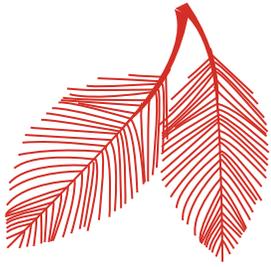
Computer Use	A Flowchart	Venn Diagram	Self-assessment	Thinking skills
Tables	Oral Communication	Technical Skills	Learning Style	HRSDC
Locate	Numeracy	Essential Skills	Writing	TOWES
FREE	Continuous Learning	ES Rating Scale	Reading	IALSS
Working With Others	Level 3	ES Assessment	IALS	Document Use

ES COMMON LANGUAGE REVIEW

Document Use	Self-assessment	ES Assessment	Level 3	Learning Style
TOWES	Thinking skills	HRSDC	Technical Skills	Writing
Numeracy	Tables	Reading	ES Profile	Essential Skills
Continuous Learning	IALSS	FREE	Venn Diagram	Locate
IALS	Computer Use	Working With Others	ES Rating Scale	Oral Communication

ES COMMON LANGUAGE REVIEW

Computer Use	Venn Diagram	ES Profile	Oral Communication	Level 3
Technical Skills	IALSS	ES Rating Scale	TOWES	A Flowchart
Numeracy	Thinking skills	Document Use	Self-assessment	FREE
Reading	Writing	IALS	Locate	Tables
Continuous Learning	Working With Others	Learning Style	ES Assessment	HRSDC



Appendix 6: Answer Keys (Except Spirit Lake)

ANTICIPATION GUIDE

Place a T beside all TRUE statements and an F beside all FALSE statements.

- F 1. According to the Government of Canada, there are 8 Essential Skills.
- F 2. People who can read are able to use documents properly.
- T 3. The Essential Skills IALS rating scale has 5 levels.
- T 4. Creativity is not considered one of the "official" Essential Skills.
- T 5. Essential Skills often work together.
- F 6. An Essential Skills profile shows what school grades are needed for certain jobs.
- F 7. Measure-Up is a website that sells tape measures.
- T 8. Essential Skills assessment can be formal or informal.
- T 9. Aboriginal groups in Canada are developing their own Essential Skills projects.
- T 10. The Essential Skills field has its own vocabulary.

NOTES:

What Are Essential Skills?

*Essential Skills are the skills needed for work, learning and life.
They provide the foundation for learning all other skills.*

The following are Canada's 9 Essential Skills and their definitions. Each Essential Skill has an icon (small picture) to help you understand the skill. Choose ONE of the skill labels below for each definition. Write the skill label in the correct blank.

Working with Others

Thinking Skills

Computer Use

Oral Communication

Document Use

Numeracy

Continuous Learning

Writing

Reading Text

Document Use:

Understanding visual images such as graphs, lists, tables, drawings, symbols, signs, maps, labels, forms, x-rays.

The visual display or arrangement gives meaning to the content.

Includes reading, entering information into, and creating documents.



Reading:

Reading sentences or paragraphs.

For example: notes, letters, emails, magazines, manuals, regulations, books, reports, product labels, legal agreements.

Includes words on paper and words on a screen.



Thinking Skills:

Using your brain to:

- solve problems
- make decisions
- think critically
- plan and organize tasks
- remember
- find information



Oral Communication:

Speaking and listening to share thoughts or information.

For example: greeting, telling stories, giving advice, sharing ideas, facilitating, coordinating tasks, explaining, discussing.

Can be face-to-face, by cell phone or telephone, by computer (Skype)





Working With Others:

Interacting with family, friends, community members, students and co-workers to accomplish tasks together.

Computer Use:

Using technology.

For example: computers, cell phones, GPS, digital cameras, Ipods and MP3s, gaming devices, computerized cash registers, Blackberries, iPhones.

Includes using the Internet and email.



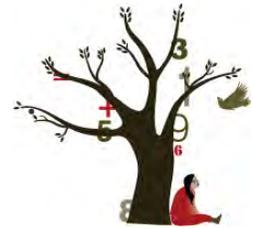
Numeracy:

Using numbers and being able to think in terms of "amounts".

For example:

- money math
- scheduling or budgeting/ accounting math
- measurement / calculation math
- data analysis math
- estimation

May require solving problems by using numbers.



Continuous Learning:

Gaining skills and knowledge throughout life.

Includes:

- learning how to learn
- understanding your learning style
- knowing how to find resources and learning opportunities



Writing:

Writing words to share ideas.

For example: writing notes, emails, letters, reports, orders, logbook entries, text messages.

Includes "pen and paper" writing and keyboarding.



SUGGESTIONS ONLY!!!

Essential Skills Scenario #1 (Single Mom's Shopping Trip):

Cynthia is a young single mother who lives on a remote Métis community. Today she plans to go into town to shop for groceries. First, she asks her auntie who lives next door if she can babysit. Next, she calls the shuttle bus to see what the schedule is. She finds out that it leaves at 1:00 pm and returns home at 4:00 pm. This will give her enough time to shop. Before she catches the bus, she makes a list of items that she needs and estimates how much her order will cost. She then reads her list again to make sure she has not forgotten anything. Once in the city, she goes to the bank machine where she withdraws enough money for shopping. After using the machine, Cynthia buys her groceries being careful to stay within her budget.

Answers will differ from person to person.

	Essential Skills Boxes	Totals
Reading Text	<ul style="list-style-type: none">• reads grocery list	1
Document Use	<ul style="list-style-type: none">• shopping list	1
Writing	<ul style="list-style-type: none">• writes a list	1
Numeracy	<ul style="list-style-type: none">• calculates shopping time needed• estimates shopping costs• uses numbers at ATM• uses a budget for her shopping	4
Oral Communication	<ul style="list-style-type: none">• asks auntie to babysit• calls shuttle bus for schedule	2
Thinking Skills	<ul style="list-style-type: none">• plans shopping trip• solves childcare problem	2
Working With Others	<ul style="list-style-type: none">• arranges childcare with auntie	1
Computer Use	<ul style="list-style-type: none">• uses a bank machine	1

No Continuous Learning.

SUGGESTIONS ONLY!!!

Essential Skills Scenario #2 (Trades Helper):

Joe is a trades helper. He assists the apprentices, builders and the site supervisor to renovate the community skating rink. When he arrives at work, he reports to the site supervisor who hands him a time card and a list of his duties for the day. Today, he must check in with the apprentices to see which tools and materials they are going to need. He then collects the tools and materials from the supply shed, and signs them out to the apprentices. Joe is expected to work with all of the crew throughout the day to make sure that they have everything they need to complete their tasks. He is also learning how to rebuild the rink and receives training from the builders. At the end of the day, Joe signs in the tools and calculates how many supplies were used. When he finishes, he adds up his hours and fills in his time card.

Answers will differ from person to person.

	Skills Boxes	Totals
Reading Text	<ul style="list-style-type: none"> • reads time card • reads duty list • reads equipment sign out list 	3
Document Use	<ul style="list-style-type: none"> • time card • duty list • equipment sign out list 	3
Writing	<ul style="list-style-type: none"> • signs tools out and in • fills in time card 	3
Numeracy	<ul style="list-style-type: none"> • calculates materials used • adds up hours 	2
Oral Communication	<ul style="list-style-type: none"> • reports to supervisors • checks with apprentices • interacts with builders 	3
Thinking Skills	<ul style="list-style-type: none"> • plans his day 	1
Working With Others	<ul style="list-style-type: none"> • works with supervisors • works with apprentices • works with builders 	3

No Computer Use or Continuous Learning

SUGGESTIONS ONLY!!!

Essential Skills Scenario #3 (Band Office Administrative Assistant):

Stacy is the administrative assistant for the Band Office. In the morning, she checks the Outlook program on her computer to see what events are scheduled for the day. After this, Stacy signs out files to 2 of the Band Councillors. She then re-schedules a talking circle the Chief was to have with community elders. Stacy must make this change because the Chief has been called to Ottawa for an emergency meeting with INAC. She researches flight times and costs for the trip, and makes the booking on-line. Next, Stacy spends an hour entering Band Council expenses into a spreadsheet. She also answers many telephone calls and decides if calls should be forwarded or messages taken. Stacy spends the afternoon reading the minutes from the Annual Assembly and making a "to do" list.

Answers will differ from person to person.

	Skills Boxes	Totals
Reading Text	<ul style="list-style-type: none"> • reads event schedule • reads flight schedule • reads Annual Assembly minutes 	3
Document Use	<ul style="list-style-type: none"> • file sign out sheet • flight schedule • flight booking form on-line 	3
Writing	<ul style="list-style-type: none"> • signs out files • makes a "to-do" list 	2
Numeracy	<ul style="list-style-type: none"> • compares flight costs • enters expenses into expense records 	2
Oral Communication	<ul style="list-style-type: none"> • answers telephone 	1
Thinking Skills	<ul style="list-style-type: none"> • re-schedules talking circle • schedules flights • decides how to direct calls 	3
Working With Others	<ul style="list-style-type: none"> • works with Band Counsellors • works with Chief 	2
Computer Use	<ul style="list-style-type: none"> • checks Outlook • books flights on line • fills in computerized spreadsheet 	3

No Continuous Learning

SUGGESTIONS ONLY!!!

Essential Skills Scenario #4 (Band Counsellor):

Linda is a Band Counsellor. Today she must decide if the proposed 10 kilometre Otter Fun Run should receive Band funding. She meets with the Recreation Coordinator to get more details. She then checks the annual budget to see if there is money available. Linda calculates how much the event will cost and compares the amount to similar activities from last year. To get more information, Linda reads through the notes the Recreation Coordinator has given her. She then decides to support the run. Now it is time to look at the quarterly report which will be sent out in a few days. Linda focuses on the amount of money being spent on road upgrading since she sits on the Capital Projects Committee. Linda thinks one of the numbers may be wrong. She writes an email to the Director asking her to check the numbers in the report. After, Linda visits the E-Learning Centre to hear about youth education success.

Answers will differ from person to person.

	Skills Boxes	Totals
Reading Text	<ul style="list-style-type: none"> • reads notes from Recreation Coor. • reads budgets • reads quarterly reports 	3
Document Use	<ul style="list-style-type: none"> • annual budget • notes from Recreation Coordinator • quarterly report 	3
Writing	<ul style="list-style-type: none"> • writes an email to Director 	1
Numeracy	<ul style="list-style-type: none"> • checks annual budget • calculates event costs • compares costs • checks figures in quarterly report 	4
Oral Communication	<ul style="list-style-type: none"> • talks with the Recreation Coordinator 	1
Thinking Skills	<ul style="list-style-type: none"> • decides to fund Fun Run • solves budget number problems • Linda plans her day 	3
Working With Others	<ul style="list-style-type: none"> • works with Recreation Coordinator • works with Director • works with E-learning staff/students 	3
Computer Use	<ul style="list-style-type: none"> • sends an email 	1
Continuous Learning	<ul style="list-style-type: none"> • E-learning centre program 	1

SUGGESTIONS ONLY!!!

Essential Skills Scenario #5 (Elder With Trap Lines):

Jim is an elder who runs trap lines. Today Jim has found one of his trap lines destroyed. He blames the company doing an industry project on First Nation traditional lands. Jim uses his satellite phone to contact the Band Council and explain what has happened. The Band Council reviews the Agreement they have with the industry company. They find the section that deals with *Harvester's Compensation*. They then check a map to confirm the trap line is on the company's leased land. The Band sends a letter via email to the site manager of the company. The letter explains where the trap line is located using GPS coordinates. The company calls to schedule a meeting to deal with the issue. Jim calculates the amount of money required to compensate him for his trap line and his lost income.

Answers will differ from person to person.

	Skills Boxes	Totals
Reading Text	<ul style="list-style-type: none"> • council reads industry Agreement • council reads a map 	2
Document Use	<ul style="list-style-type: none"> • industry Agreement • map • letter 	3
Writing	<ul style="list-style-type: none"> • council writes a letter 	1
Numeracy	<ul style="list-style-type: none"> • Jim calculates damages • Jim calculates lost income 	2
Oral Communication	<ul style="list-style-type: none"> • Jim complains to Band council • company calls to arrange a meeting 	2
Thinking Skills	<ul style="list-style-type: none"> • scheduling a meeting • solving destroyed trap line problem 	2
Working With Others	<ul style="list-style-type: none"> • Jim works with Band Council • Band Council works with company 	2
Computer Use	<ul style="list-style-type: none"> • Jim uses satellite phone • Council sends letter by email • Band uses GPS 	3

No Continuous Learning

SUGGESTIONS ONLY!!!

Essential Skills Scenario #6 (Casino Worker):

Larry works in the Three Feathers Casino. When he gets to work, he reads the sign-in sheet to see where he is needed. Today he is in the pit. This means he counts out chips for the chip runners. He also calculates the total value of chips cashed in so he can provide the right amount of money. He constantly talks to customers and chip runners but he is not allowed to talk to dealers while they are working. When a customer argues with him about a payout, he decides to explain the process. The customer threatens to damage the casino and stomps out. Larry fills out a customer incident form to explain what has happened. Because it is a slow night, Larry is asked by his supervisor to help out at the tables. He records the money coming in at a table by using a device that works like a calculator. At the end of his shift, he fills in a closure sheet to see if his cash balances.

Answers will differ from person to person.

	Skills Boxes	Totals
Reading Text	<ul style="list-style-type: none"> • reads sign-in sheet • reads a customer incident form • reads closure sheet 	3
Document Use	<ul style="list-style-type: none"> • sign-in sheet • customer incident form • closure sheet 	3
Writing	<ul style="list-style-type: none"> • fills out customer incident form • fills out closure sheet 	2
Numeracy	<ul style="list-style-type: none"> • counts out chips • calculates cash chip values • pays out chips • records money coming in • balances cash at end of shift 	5
Oral Communication	<ul style="list-style-type: none"> • talks to customers • talks to chip runners • talks with supervisor 	3
Thinking Skills	<ul style="list-style-type: none"> • decides to explain process • deals with irate customer problem • decides to help out at tables • plans time when nights are slow 	4
Working With Others	<ul style="list-style-type: none"> • works with customers • works with chip runners • works with supervisor 	3
Computer Use	<ul style="list-style-type: none"> • uses a calculator-like device 	1

No Continuous Learning

SUGGESTIONS ONLY!!!

Essential Skills Scenario #7 (Environmental Review Panel):

Amanda is a member of an Inuit community which is making a decision about a resource project on their lands. She is trying to decide if she will support the project or not. First, she goes on the Internet to research environmental issues. Then she reads information about the project given to the community by the company. Next, Amanda talks to elders to get their opinions. She also reads information about the economic benefits to her people and attends information nights to help her understand the legal issues. However, she still has questions for the environmental review panel. She reads the rules for the hearings, fills out a participation form and submits it. When the panel is in town, she attends and asks her questions. She listens carefully to the answers. Now she knows what her position will be.

Answers will differ from person to person.

	Skills Boxes	Totals
Reading Text	<ul style="list-style-type: none"> • reads about environmental issues • reads company handouts • reads economic impact info • reads legal impact info • reads hearing procedures • reads participant form 	6
Document Use	<ul style="list-style-type: none"> • company handouts • participant form 	2
Writing	<ul style="list-style-type: none"> • fills out a participant form 	1
Numeracy	<ul style="list-style-type: none"> • analyses economic impacts 	1
Oral Communication	<ul style="list-style-type: none"> • talks to elders • listens at Band Council meetings • asks questions at hearing 	3
Thinking Skills	<ul style="list-style-type: none"> • decides whether to support project • plans to attend hearings 	2
Working With Others	<ul style="list-style-type: none"> • works with elders • works with Band Council • works with hearing panel members 	3
Computer Use	<ul style="list-style-type: none"> • uses internet to research issues 	1
Continuous Learning	<ul style="list-style-type: none"> • learns about the project and impacts 	1

SUGGESTIONS ONLY!!!

Essential Skills Scenario #8 (Auto Parts Dealership):

Nelson and Rebecca work at an auto parts dealership. When they arrive in the morning, they must first disengage the security alarm using a number code. After making the coffee, they review the outstanding orders that need to be filled. To do this, they refer to an "outstanding orders to be filled log book" and collect parts from the warehouse, using a numbered parts storage system. During the day, Nelson is responsible for telephone enquiries while Rebecca is responsible for walk-in customers. They must both use a variety of catalogues to look up parts for different car makes, models and years. Once a part is found in the catalogue, they research part availability using a computerized data base inventory system. Nelson and Rebecca are expected to deal with customers in a friendly and professional way, and to attend training once per year.

Answers will differ from person to person.

	Skills Boxes	Totals
Reading Text	<ul style="list-style-type: none">• read orders in log book• read catalogues	2
Document Use	<ul style="list-style-type: none">• order logbook• catalogues	2
Numeracy	<ul style="list-style-type: none">• use a number code for alarm• use a numbered parts storage system	2
Oral Communication	<ul style="list-style-type: none">• Nelson talks on the phone• Rebecca talks to customers	2
Thinking Skills	<ul style="list-style-type: none">• decide where to find parts• decide which parts to retrieve	2
Working With Others	<ul style="list-style-type: none">• Nelson and Rebecca work together• both work with customers	2
Computer Use	<ul style="list-style-type: none">• disengage alarm• use a computerized data base	2
Continuous Learning	<ul style="list-style-type: none">• attend training every year	1

No Writing

HUNTING THROUGH AN ESSENTIAL SKILLS PROFILE

Directions: Locate the following information using the "Trapper/Hunter" profile.

1. What do Trappers/Hunters do?
 - A. Trap and hunt wild animals for pelts or live sale
 - B. Usually self-employed; may work on seasonal basis
2. List the 3 most important Essential Skills for Trappers/Hunters.
 - Oral Communication
 - Problem Solving
 - Job Task Planning and Organizing
3. Which Essential Skill for Trappers/Hunters has numbered sub-sections? List these sub-sections.

Thinking Skills

Problem Solving, Decision Making, Critical Thinking, Job Task Planning and Organizing, Significant Use of Memory, Finding Information

4. What are the 3 headings common to Sections A through E?
 - Tasks
 - Complexity Level
 - Examples
5. How is the information that is given in Section G (Working with Others) and Section I (Continuous Learning) different from the 7 other Essential Skills?

These sections do not follow the same format as the others. An overview of the skill is given in one paragraph. This is followed by a listing of some specific activities which could be carried out for this skill but there are no complexity levels.

6. Name 3 tasks listed in the Numeracy section.
 - Prepare invoices and receive payment: Calculate earnings (Money Math)
 - Use rates to calculate prices per pelt (Money Math)
 - Make schedules for trap setting (Scheduling, Budgeting, and Accounting Math)
 - Perform a cost/benefit analysis (Scheduling, Budgeting, and Accounting Math)
 - Plan a season's trappings (Scheduling, Budgeting, and Accounting Math)

7. Give one example of a problem that Trappers/Hunters might need to solve.
- A. May have to relocate traps after a bad snowstorm
 - B. Use diagnostic and mechanical skills to fix trap malfunctions
 - C. May fall through ice and have to get to shore and warm up
8. Continuous Learning is an ongoing part of the Trapper/Hunter job. List 2 ways this learning may occur.
- (A) As part of regular work activity: (B) From co-workers
 - (C) By reading professional publications: (D) Attending conferences, workplace training
9. a) What are 2 future trends that may impact Trappers/Hunters?
- Increased emphasis on animal rights could decrease market for furs
 - Augmented logging diminishing animal habitats
10. b) Name one skill that will need to be enhanced to work with these trends.
- Oral Communication - to become effective advocates for their occupation
11. What are some ways you and your community can use the Essential Skills profiles?

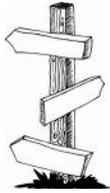
Who?	How?
Example: Literacy Instructor	<ul style="list-style-type: none"> • Find real workplace tasks to use with learners • Help learners set goals

LEARNING THE LAY OF THE LAND: A RESOURCEFUL JOURNEY

In this journey you will follow several pathways. Each pathway will show you Essential Skills resources. Along the way, you will record your footsteps for future travel.

- Pathways:**
- The pathways tell you how to get to on-line Essential Skills resources.
 - The pathways also tell you how to navigate websites. ("▶" means "click on")

- Footsteps:**
- The footsteps give you questions to answer or information to find.
 - Record your answers to the questions in the spaces provided.



Pathway #1: Aboriginal Human Resources Development Strategy

(Type in internet address bar) www.hrsdc.gc.ca Choose *English* or *French*.

(On left-hand toolbar) ▶ Topics (*Top of list*) > Aboriginal Canadians

(On right-hand toolbar) ▶ Aboriginal Human Resources Development Strategy (AHRDS)

▶ Aboriginal Employment ▶ Job Seeker Area. List 3 ways to do a job search.

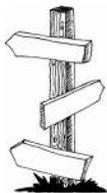
- **Key words, Location, Job Sector**



Footsteps

▶ Looking for a Job (*Back on AHRDS page*). List 2 ways this can help a job seeker.

- **2 of:** prepare your job search, employment opportunities, how to gain work experience, start your own business, Be safe at work! Know your rights!



Pathway #2: Essential Skills Toolkit

www.hrsdc.gc.ca (*Home page*)

(On top black toolbar) ▶ Search. In the box beside Enter Search terms type "Essential Skills Toolkit". ▶ Essential Skills Tool (*in blue*).

1. Find **Assessment**. Name 1 tool an employer can use and tell one important feature of the tool. (*will vary*)

- _____
- _____



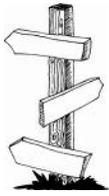
Footsteps

2. Find **Learning**. List 2 Document Use Tips.

- **Read instructions first: Write legibly and stay in spaces**
- **Use finger or ruler to follow rows and columns: Use headings/symbols**

3. Find **Training Supports**. From "Training Activities" tell how the activities are organized.

- **In a table organized by Essential Skill.**



Pathway #3: Essential Skills Profiles NOTE: Check to see if still Under Construction.

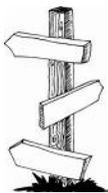
www.hrsdc.gc.ca

(On left-hand toolbar) ► Topics

(From the list) ► Essential Skills (On left-hand toolbar) ► Essential Skills Profiles



1. The profiles can be used to help you:
 - Learn more about the skills you need in various occupations
 - Develop workplace training programs, learning plans, job descriptions
 - Investigate career options
 - Create educational tools to enhance skill development
2. What are the 3 most important Essential Skills for Fishermen/women?
 - Problem Solving
 - Decision Making
 - Job Task Planning and Organizing
3. What is the typical complexity level of Problem Solving for Fishermen/women?
 - 1 to 2
4. Name a Level 2 Oral Communication task a Fisherman/woman might do.
 - May assign tasks, give verbal instructions, speak with officials, order fishing gear



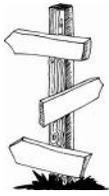
Pathway #4: NOC

(In the URL address bar, type) www.hrsdc.gc.ca/NOC/ Choose English or French.

(Go to the very bottom of the page to Quick Search.) Type in and explore some occupations.



1. What does NOC stand for?
 - National Occupational Classification
2. Who would use the NOC information?
 - Someone investigating careers: Employers



Pathway #5: Sector Councils

www.hrsdc.gc.ca

(On left-hand toolbar) ► Topics (From the list) ► Sector Councils



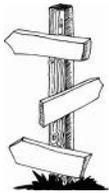
1. Name 3 Sector Councils

- **Aboriginal Human Resources Development Council: Canadian Aviation**
- **Construction Sector Council: Canadian Automotive Repair and Service**
- **Electricity Sector Council: Wood Manufacturing Council**

2. Click on *Construction Sector Council* and then on the website link. Click on *Welcome*. At the bottom right side of the page, find *Essential Skills Workbooks*. Click on *Essential Skills Activities for Trades*. Click on the pdf book link. Use the page finder arrows at the top of the page and go to page 15.

- What document is being used? **MSDS (Material Safety Data Sheet)**
- Who might have to use this document? (From page 14)

Tradesworkers



Pathway #6: Job Futures

www.hrsdc.gc.ca

(On left-hand toolbar) ► A to Z Index ► J ► Job Futures ► I want to be...

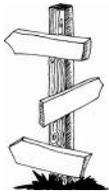


1. In *Work Prospects*, find 2 jobs with *GOOD* work prospects in 2009.

- **Dental Assistants: Loan Officers: Construction Managers**
- **Ambulance Attendants: Medical Laboratory Technicians**

2. On the left-hand toolbar, click on *Not sure? Take a quiz*.

- What kind of person are you? **(Will vary)**
- What is one job you might want to do? **(Will vary)**



Pathway #7: Test of Workplace Essential Skills (TOWES)

www.hrsdc.gc.ca (Home page)

(On the top black toolbar) ► Search. In the box beside *Enter Search terms* type "TOWES".

► Related Links. Find Test of Workplace Essential Skills. Choose *English or French*.

OR: Type TOWES in the Google toolbar. ► TOWES-Canada's Essential Credential from Bow Valley College.

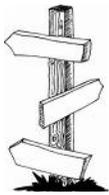
OR: go to www.towes.com.

What 3 Essential Skills does TOWES test?



Footsteps

- Reading Text
- Document Use
- Numeracy



Pathway #8: How do your skills Measure up?

www.hrsdc.gc.ca (Home page)

(On the top black toolbar) ► Search. In the box beside *Enter Search terms* type "How do your skills measure up". ► Related Links. Find How do your skills Measure up.

OR: Type How do your skills Measure up in the Google toolbar. ► How do your skills Measure up?

OR: go to www.measureup.towes.com.

1. What 3 Essential Skills are tested?



Footsteps

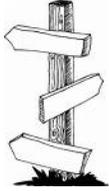
- Reading Text
- Document Use
- Numeracy

2. Which 3 sectors or occupations have Essential Skills Workbooks?

- Construction
- Tourism
- Trucking

3. Click on *Practice*. Select Numeracy ► Scheduling, Budgeting, and Accounting. Click on *Practice This Skill*. Then click on *Open and Print Questions*. Complete Task 1 and record your answer below.

- Answer: 48V60



Pathway #9: Reflections

Reflecting on your footsteps.

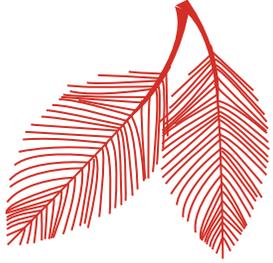


1. How can you use the information you have gained from taking this journey?

- _____
- _____
- _____

2. What advice and hints will you give others who want to make this journey

- _____
- _____
- _____



Appendix 7: Other Workshop Forms

AN ABORIGINAL ESSENTIAL SKILLS JOURNEY WORKSHOP EVALUATION

Date: _____

Name (optional): _____

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) The Facilitator(s) made workshop objectives clear	1	2	3	4
b) Workshop content was appropriate	1	2	3	4
c) The Facilitator is knowledgeable in the topic area	1	2	3	4
d) The Facilitator(s) encouraged participation and discussion	1	2	3	4
e) The Facilitator(s) provided assistance when needed	1	2	3	4
f) The Facilitator(s) was well organized	1	2	3	4
g) Workshop resources (e.g. equipment, materials, facilities) were adequate	1	2	3	4
h) The workshop assisted me to develop new skills	1	2	3	4
i) Overall, I was satisfied with the Facilitator(s)	1	2	3	4
j) Overall, I was satisfied with the workshop	1	2	3	4

Workshop Evaluation

a) Where can we improve? _____

Comments

b) What did we do right? _____

c) Other Comments: _____



Certificate of Completion

presented to

**An Aboriginal Essential Skills Journey –
Planting the Seeds for Growth**

Organization Name _____

Date _____

Facilitator _____