



Learner Assessment	245
CARA.....	247
Oral Assessments.....	249
Respect & Support for Learners	251
Counselling Services.....	253
Learners and Family.....	256
Ice Breakers: Creating a Sense of Community	257
Time Capsule.....	261
Valentine’s Day Self-esteem Envelopes	263
Celebrating Learner Success.....	267
Integrating Family Literacy into Adult Programs.....	270
Learner of the Month.....	271
Transferability of Learning	273
Personal Career Portfolio	275
Culture	279
Northern Foods Activity	281
Seize the Day Field Trips.....	286
Field Trips to Chipewyan Language and Culture Workshops.....	288
Lessons from the Land: The Idaa Trail.....	290
The Idaa Trail Study Guide.....	292
Building on Culture: Reclaiming Our Sinew.....	295
Community	297
Training Advisory Committee	299
Community Volunteers.....	301
Reading Buddies	302
Connections in Learning	303
Community Writing Contest.....	305
Mother’s Day Newsletter.....	310
Completion Ceremony.....	311
Your Community.....	312
Outreach	315
Promoting Literacy in the Community.....	317
Organizational Linkages and Partnerships	319
Educating Learner Sponsors	321
Regional Training Partnership	322
Inuvik Literacy Committee.....	324
Career Fair	327
Community Partnerships.....	334
Staff Development and Support	335
Bi-weekly Conference Calls.....	337
Professional Development.....	339
Building Tutor and Community Capacity	340



Respect & Support for Learners

A quality adult literacy and basic education program respects its learners and supports them to achieve their goals.





Counselling Services

Submitted By

Liz Dietrich, Counsellor, Aurora Campus, Inuvik

Best Practices Supported

- Respect and Support for Learners

Curriculum Links

- ALBE Career/Life Work
- ALBE Career/College

How It Works

At Aurora Campus in Inuvik, the learners have access to a student counsellor who is available to help learners deal with personal problems and who provides them with referrals to other services in the community.

The counsellor offers support to the learners in a variety of ways. For learners both in Inuvik and attending community learning centres in the communities, counselling on academic, personal and other issues is provided. Some learners may be trying to decide what program they will apply for, or which direction to take with their studies. Other learners may be in need of personal counselling due to family issues or may have a problem happening that is getting in the way of their academic success. For the learners in the communities, this counselling would take place via telephone.



Best Practices in Action

Learners are reminded that the counsellor is not a magician, but will assist any way that she can or will help them to get connected with someone who might be a greater help. Referrals are made to Family Counselling in Inuvik, medical professionals, Social Services, Legal Services and the Inuvik Food Bank, to name a few. A lot of our learners manage to juggle many things in their life as they return to or continue their studies. Sometimes just having someone to listen or to be a sounding board can be of help.



Community Resources

Here is a list of places that you can get help if you need it.

- Health Centre**
- Food Bank**
- Health and Social Services**
- Aurora College Counsellor**
- Drug and Alcohol Counsellor**
- Legal Aid**

Help Line and AIDS Helpline (867) 920-2121
 or 1-800-661-0844

Includes AIDS help-line, depression and suicide prevention. Volunteers operate this Help Line from 7:00 p.m. to 11:00 p.m. each night.

Help Line - Kids 1-800-668-6868
 Website <http://www.kidshelp.sympatico.ca/en/>

Counsellors are available in Canada 24 hours a day, 7 days a week, all year long. It's free and easy to call from anywhere at anytime.

NWT Council for Disabled Persons (867) 873-8230 or 1-800-491-8885
 Website www.nwtability.ca

Seniors Help Line 1-800-661-0878
 or (867) 920-7444

Crisis Line for Abused Women (867) 873-8257
 or 1-800-223-7775
Alison McAteer House, Yellowknife

Status of Women Council of the NWT (867) 920-6177 or 1-888-234-4485
 Website www.statusofwomen.nt.ca

NWT Literacy Council (867) 873-9262
 or 1-866-599-6758
 Website www.nwt.literacy.ca

Victims' Services Program (867) 873-5509
Native Women's Association of the NWT provides the coordination of volunteers to assist the RCMP in crisis situations. Volunteers accompany victims and family members to court and other appointments. Services include emotional support, assistance, information, and referral to resources in the victim's own community.



Learners and Family

Submitted By

Amy Mercredi, Adult Educator, Hay River CLC, Aurora College

Best Practices Supported

- Respect and Support for Learners
- Program Planning

Curriculum Links

- ALBE English

How It Works

Each month when there were professional development days for the children in the elementary schools in Hay River, Aurora College held a family literacy day where adult learners and staff could bring in their children and do literacy activities with them.

This involved having parents and children enjoy books together, do crafts, work on computer games and spend quality family time together.



The program served two purposes, it provided a family literacy program that was meeting the needs of both the parents and the children and it acknowledged the multiple roles of adult learners. Being a learner can be a challenge when you have other responsibilities.



Ice Breakers: Creating a Sense of Community

Submitted By

Petra d'Entremont, Coordinator, Literacy Outreach Centre, Aurora College, Yellowknife

Best Practices Supported

- Respect and Support for Learners
- Instruction

Curriculum Links

- ALBE English

How It Works

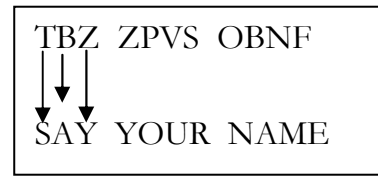
Icebreakers or energizers are a great way to create a sense of community in the classroom, make learners feel more comfortable and have fun too. Here are several icebreakers or energizers that can be done with learners.

Crack the Code

This activity is used as an “icebreaker” activity with an ESL (English as a second language) class. This is a great socializing activity that allows learners the opportunity to introduce each other and talk about themselves. This is what you do:



- Welcome the learners to the class and invite them to take a candy from the basket.
- The learners find a rolled piece of paper wrapped around their candy. It will contain a hidden message that they will have to solve individually.
- Tell the learners the aim of the activity, but make it clear that they will need to remember the letters of the alphabet to work out their hidden message.
- At this time, it is a good idea to brainstorm the letters of the alphabet and write them on the board.
- To solve the message, they have to look at the coded message and use the letter that comes before each one. For example, if the coded message reads “TBZ ZPVS OBNF” it can be solved to read “Say your name.”
- Pick up one candy and demonstrate the activity by writing the solution to your code on the board.
- Have the learners solve their messages.
- Once all the codes have been cracked, ask the learners to carry out the instructions relayed in their hidden message.



I Love My Neighbour Who...

One person stands in the middle of a circle. Everyone else is seated in a circle on chairs. The person in the middle says, “I love my neighbour who...wears glasses.” Everyone wearing glasses stands up and changes places with someone else who wears glasses. The person in the middle must try to sit down on one of the just emptied seats. The person left without a seat becomes the next person in the middle and uses something different to complete the statement “I love my neighbour who....”



Introduce Yourself

Break people into small groups and give each person a penny. Ask them to introduce themselves to the group and talk about what they were doing during the year on the coin.



were doing

Man, Bear, Gun

This game is similar to Rock/Paper/Scissors. Divide the group into two equal lines of people facing each other. There are three possible “characters” the group can assume.

- Bear – growl with claws bared
- Man – a “he man” stance with grunt
- Gun – hunter with gun – bang

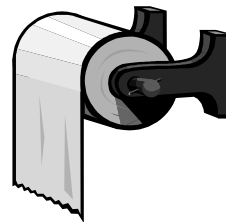


Each group huddles together and decides (as a group) which of the three they will represent and then they form a line facing the other team. On the signal from the leader, the two groups face each other and assume their stance and sound like in rock/paper/scissors:

- Man wins over gun
- Gun wins over bear
- Bear wins over man.

The Toilet Paper Activity

This requires a roll of toilet paper and a group that is waiting for introductions. The group leader begins by announcing that, unfortunately, there is only one roll of toilet paper here, so in fairness to all we will share it now. Then instructions are given to pass the roll around the table/room and each person is to take what they think they will need. When everyone has some, the leader then





Best Practices in Action

apologizes to the group and says, “I’m sorry; I lied. There is actually lots of toilet paper available but this is a way we will determine how many facts are to be shared by you about yourself, with the group. ONE for each section of paper taken!” NOTE: Facts can be basic...age, birthday, favourite movie, etc. – and a concern for those who took A LOT of paper.

Two Truths and a Lie

This icebreaker works best if you don’t know the people in your group at all – a first time introduction, though it can be used with people who know each other only a little. Have participants introduce themselves and give THREE facts that are interesting, TWO of which will be true, ONE of which will be a lie. The others will then decide as a group which one is a lie. Winners are those who fool the group!



Time Capsule

Submitted by:

Marion Storm, Adult Educator, Kugluktuk,
Nunavut

Best Practices Supported

- Instruction
- Respect and Support for Learners



Curriculum Links

- ALBE English
- ALBE Career/Life Works

How It Works

The time capsule is a great project that works well for any age. Faces will light up after the time capsule is opened one year or six months later. These boxes turn out to be keepsakes after they are opened.

The box itself can be a small to medium size cardboard or wooden box.

- The time capsule consists of a recent picture of the person, their family, or other photo. You can also take a picture of something outside the building, such as a landscape.
- Record the date, time, amount of daylight, and smells in air, activities going on at home or upcoming community celebrations.
- Have the learners write down where they want to be in six months or a year and whenever they think that they will be able to fulfill one of the goals.



Best Practices in Action

- Put these into the box and then have them cover it with pictures of what they want, what they like, or something that is dear to their hearts, like family. Use lots of decoupage glue and have them glue the whole box, including the opening.
- Have them write the date they want to open the box – it could be a birthday, or a day of significance to them. Have learners put words on the box, cut outs from a magazine, that affirm positive thoughts. It could be a quote or something of motivation and inspiration to them. It works!

One young woman shared, after opening her box, that she wanted to get a job, get her GED, and get over her abusive relationship with her long-time boyfriend.

She said that she liked the idea that it was a goal for only her eyes, so that if it didn't work out she wouldn't have to make any excuses to any one.

When she opened the box six months later on her birthday, she was so surprised at how far she had come. She had achieved all of her goals. She showed me her time capsule, beaming with joy. It was a gift that she gave herself, from the past.

*Marion Storm
Adult Educator*



Valentine's Day Self-esteem Envelopes

Submitted By

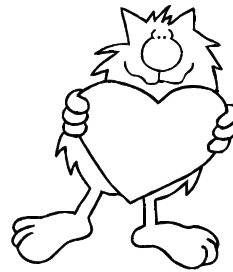
Barb Miron, Adult Educator, Fort Resolution CLC, Aurora College

Best Practices Supported

- Respect and Support for Learners

Curriculum Links

- ALBE Career/Life Work
- ALBE English



How It Works

The learners were given large 9" x 12" envelopes in mid-January along with a handout explaining this activity and a list of each learner and staff member at the learning centre. The first part of the exercise asked them to decorate their envelopes in ways that expressed who they were as individuals. This part of the activity covers the English 120 – 140 curriculum outcomes related to “depicting”.

The learners and staff members decorated their envelopes with artwork, clip art and photos. The envelopes were then posted with the open side facing out on the bulletin boards in the community learning centre. Everybody got to see and comment on everyone else's depiction of his or her individuality. Even this initial activity of expressing oneself in visual



Best Practices in Action

form promoted self-esteem. The variety of expressions and styles on the envelopes was quite amazing.

The learners and staff then had one month in which to reflect and write positive messages about the good points of others and put them in the appropriate envelopes. Each person was supposed to make at least one contribution to everyone else's envelope. The learners were specifically instructed to focus on people's strengths and good points, not on faults. It was a good exercise for the learners to highlight the good points of all the other people around them.

As prearranged, the envelopes were opened on Valentine's Day. Staff members added Valentine's cards and candies to the envelopes. One staff member baked a large cake to make the envelope opening even more festive. Each individual at the community learning centre was then able to read over twenty encouraging, positive messages, pointing out his or her strengths and good points. The results were very powerful. The learners were visibly beaming.

Valentine's Day was deliberately chosen as the time for this activity because staff thought that perhaps the learners might resist it as being too sentimental or mushy at any other time of year. Because it was a special Valentine's Day activity, they readily participated and accepted the positive compliments in their envelopes as sincere and authentic. This activity is very simple, requiring little instructor time or community learning centre resources; so it can be implemented anywhere. All adult learners can benefit from self-esteem boosts, so this activity is relevant in any learning environment.





Self-Esteem Envelopes

Due Date: _____

Step 1: Prepare an envelope. Write your name on both sides, and decorate the envelope with drawings, clip art or photographs that you feel represent who you are as a person.

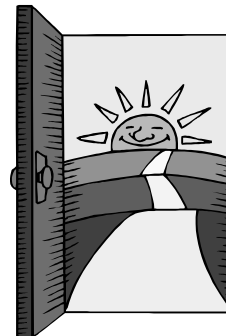
Step 2: Tack your envelope on the hallway bulletin board by Friday, January 24, 2003. Make sure that the open side is facing outwards.

Step 3: Over the next four weeks, put a message in everybody else's envelope. These messages can be just a few words, or they can be longer. You can write your messages or type them if you don't want anybody to recognize your handwriting. The messages you put in others' envelopes must be positive and encouraging. This activity is like a gift exchange with a twist. We are giving the gift of encouragement.

Step 4: Think carefully about what you want to say about each person. Every human being has faults and good points. This mixture of traits is part of what it is to be human. Most people hear hundreds of comments about their bad points, but they rarely hear about their good points. Do not focus on faults. Think of at least one good point for every person at the learning centre. Write down these good points, and put them into the other people's envelopes.

Step 5: Go through the following list, and make sure to write something for each person on the list.

Step 5: On Valentine's Day, we will open our own envelopes and see our good points, as others see them. This will be a healing exercise for all of us. Your self-





Best Practices in Action

esteem envelopes will become precious keepsakes that will encourage you in the future.

Class List

List all the learners and staff by name. It helps the learners to be able to check off whom they have written a message for.

In the next four weeks, place a positive encouraging message in the envelope of each of these people.



Celebrating Learner Success

Submitted By

- Karla Carter, Chair, Community Programs, Aurora Campus, Aurora College, Inuvik
- Dave King, Instructor ALBE/ Access, Inuvik CLC, Aurora College
- Michelle Skanes, Adult Educator, Tuktoyaktuk CLC, Aurora College
- Barb Miron, Adult Educator, Fort Resolution CLC, Aurora College



Best Practices Supported

- Respect and Support for Learners
- Community

How It Works

There are many ways that educators regularly celebrate learners' successes and achievements. They do this by holding monthly awards and having end of the year completion ceremonies.

Learners are given certificates for:

- Most Improved Learner
- Academic Achievement
- Best Attendance
- Continuous effort (Submitted by Dave King)



Other ideas:

- Funny awards such as the “Broken Alarm Clock Award” for the learner who has challenges with getting up in the morning (Submitted by Michelle Skanes)
- Year-end certificates for each learner that recognize a special characteristic they have such as integrity, commitment, trusting (Submitted by Barb Miron).






Most Improved Student

*Aurora College
selects*

*As the Most Improved Student in the Academic Studies Program
2001-2002*

Signature 

Date



Integrating Family Literacy into Adult Programs

Submitted By

Suzanne Robinson, Instructor ALBE/Access, Inuvik CLC, Aurora College

Best Practices Supported

- Instruction
- Respect and Support for Learners

Curriculum Links

- ALBE English

What You Need

- Children's books
- Art and craft supplies



How It Works

Family Literacy is integrated right into the classroom. There is a bookshelf with a variety of children's books as you walk in the door. The local literacy committee organizes and runs its family literacy evenings once a week in the classroom. Learners are familiar and comfortable with the concept of family literacy and are keen to participate.



Learner of the Month

Submitted By

Nancy Norn-Lennie, Adult Educator, Tulita CLC, Aurora College

Best Practices Supported

- Community

How It Works

Each month a “Learner of the Month” is chosen based on their work, effort and attendance during the month and is recognized by presenting them with a certificate and a small gift and by displaying their photograph in the “Learner of the Month” frame.





Best Practices in Action



Transferability of Learning

A quality adult literacy and basic education program has procedures and practices in place to help learners transfer their learning to further education, training, employment or community life.



Best Practices in Action



Personal Career Portfolio

Submitted By

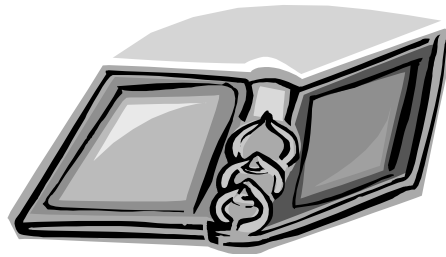
- Debra English, Instructor ALBE/Access Inuvik CLC, Aurora College
- Michelle Skanes, Adult Educator, Tuktoyaktuk CLC, Aurora College

Best Practices Supported

- Transferability of Learning

Curriculum Links

- ALBE Career/College
- ALBE English



How It Works

The Personal Career Portfolio is designed as a place where learners can keep important information throughout their career that will help them market themselves and set themselves apart from the mass of other applicants when applying for a job. This is a project that can be worked on throughout the year and the learners are encouraged to keep it up over the years.

A Personal Career Portfolio is a binder that contains an organized collection of work that:

- Provides insight and information on achievements.
- Presents an in-depth picture of skills and competencies.



After the portfolio is created, the learners should be encouraged to review the information in it at least three times per year and remove anything that is outdated. The objective is to keep the career portfolio current.

Guidelines for Portfolio Components

Here are the things you can include in a Personal Career Portfolio:

1. Title Page
2. Table of Contents
3. Personal Statement
4. Resume
5. Cover letters
6. Achievements and Performance
 - Records of certifications (diplomas, professional courses, etc.)
 - Records of honours and awards (school, work, extracurricular organizations)
 - Records of volunteer and extracurricular activities
 - Copies of transcripts and other educational performance
 - Thank you letters or notes from co-workers, supervisors, customers, etc.
 - References/Letter of Recommendation
 - One page with names and contact information (address, phone, fax, email) for 3-5 references
 - At least one letter of recommendation from one of those references (recommendation letters should be recent and on organizational letterhead)
7. Company Research
 - Research three companies that you are interested in and write a paragraph about each.
 - Describe what the company has to offer that appeals to you.



- Provide key facts, figures, and background information about each company.
8. Action Plan
- Compose a long term career mission statement that articulates where you expect (or hope) to see yourself professionally in three years.
 - Identify at least two intermediate goals for each of the three timeframes: 3-6 months, 6-12 months, next 1-2 years.
9. Notes
- Put a few sheets of paper in this section and use these to make notes about position openings, contacts, career decisions, etc.
10. Portfolio Summary
- Use a memo format and keep this summary to one page.
 - Discuss the one most valuable insight gained in preparing your Personal Portfolio.
 - Describe the expected benefits of having prepared a portfolio at this stage of your career.
 - Identify any difficulties or obstacles you encountered in preparing the portfolio.



