



FACILITATOR'S GUIDE

Summer in Smallywood focuses exclusively on three of the nine Essential Skills. Oral Communication, Working with Others and Thinking Skills are highlighted because they were identified by employers, literacy practitioners and employment specialists as the Essential Skills that young adults (ages 15 to 30) needed to improve upon to be successful in the workforce.

This Facilitator's Guide will help you integrate Summer in Smallywood into the work you do with your students/clients/employees and also help you to document and track their learning progress.

Playing through Summer in Smallywood on its own will give the player a foundation of knowledge about these three Essential Skills, and the accompanying activities in this guide will ask the player to reflect on their own situations and apply their Essential Skills knowledge to their own experiences.

Why use Summer In Smallywood with your students/clients/employees?

By completing Summer in Smallywood the Player will:

- gain awareness about the importance of Essential Skills
- learn about effective uses of three Essential Skills (Oral Communication, Working with Others and Thinking Skills) in the workplace
- show progress by completing related activities
- complete pre and post self-assessment to document areas of improvement needed

Steps to using Summer in Smallywood:

1. Player completes BEFORE pre-game self-assessment
2. Player plays Summer in Smallywood
3. Player completes additional learning opportunities:
 - a. Discussion for a Classroom or Group Workshop Setting – discuss key topics from Summer in Smallywood
 - b. Activities – provides the player with an opportunity to reflect on the Essential Skills discussed in Summer in Smallywood and apply what they learned
4. Player completes AFTER post-game self-assessment



GAME: ORAL COMMUNICATION

Pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.

What the Player Will Learn

- To avoid using slang
- To resolve work-related issues or conflicts
- To listen to others without interrupting or having side conversations
- To use proper grammar and pronunciation
- To understand hierarchy and communicate respectfully when meeting with supervisors
- To speak respectfully to customers or coworkers
- To use appropriate body language
- To seek information by asking clear questions
- To give a short presentation
- To understand new ideas and instructions

Discussion for a Classroom or Group Workshop Setting

1. Discuss the basic elements of Oral Communication covered in the Summer in Smaillywood Oral Communication game. Lead a discussion on effective communication and ask students to provide feedback on how things like tone, pitch, speed, use of slang and body language can either positively or negatively affect Oral Communication. Have students share personal examples of poor communication and encourage them to use the skills discussed in the game to come up with solutions to these situations.
2. Facilitate a discussion on the flow of conversation and how things such as not interrupting, speaking respectfully to others and practicing effective listening skills can affect the way a conversation is carried out. The facilitator can give examples of ineffective conversation habits and students can be asked to share situations where they found it difficult to have a conversation with someone. Develop with students a list of communication techniques that can be used to avoid these types of ineffective habits.

Q1. Are you typically able to avoid interrupting others when they speak? What types of situations might cause you to slip up? What can you do to avoid this in the future?

3. One of the Summer in Smaillywood characters talks to the player about the positive aspects of thinking before they speak. Ask students to share the benefits of thinking before speaking that were mentioned in the game (e.g. avoid saying “like” and “um,” giving more clear and concise messages, sounding more confident).

Q2. Do you recognize a need to avoid using filler words such as “um” and “like”? Why or why not? How can you accomplish this?

Q3. How can taking the time to think before speaking help to avoid potential conflicts?

Suggested Resources

- Office of Literacy and Essential Skills: Oral Communication tip sheet: www.nald.ca/library/learning/hrsdc/essential_skills/oc_tip_sheet/oc_tip_sheet.pdf
- Human Resources and Skills Development Canada’s Essential Skills tools: www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/tools_apps.shtml
- Ontario Skills Passport: <http://skills.edu.gov.on.ca>

Assessment and Activities

1. Assessment - pre and post self-assessment that players will complete regarding their abilities
2. Activities - gives players the chance to apply what they’ve learned in Summer in Smaillywood

Download Assessment and Activities: www.summerinsmaillywood.ca



GAME: WORKING WITH OTHERS

Examines the extent to which employees work with others to carry out their tasks. (Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone?)

What the Player Will Learn

- To focus on work even when there are distractions
- To make sure work is free of errors and meets quality standards
- To take initiative
- To resolve conflicts when working with others
- To be diplomatic and use tact
- To receive criticism from supervisors
- To improve quality of work based on suggestions from others
- To provide constructive feedback to help others improve their work
- To ask for help when required
- To display sensitivity and show tolerance
- To show respect for the ideas, opinions and expertise of others
- To provide regular updates to supervisors
- To make decisions co-operatively and settle differences respectfully
- To support and encourage others
- To complete assigned tasks and meet deadlines when working with others
- To lead by setting a good example for others
- To encourage group interaction and maintain a positive atmosphere

Discussion for a Classroom or Group Workshop Setting

1. In the game, students witnessed how reacting negatively to criticism can affect teamwork. Facilitate a discussion with students and have them identify and share experiences where they received positive and/or negative feedback.

Q1. How do you typically react when you receive negative criticism? What about positive criticism? What improvements, if any, could you make to how you react?

Q2. What are the different ways criticism can be presented to someone that can make it either a positive or negative experience?

2. Facilitate a discussion on the need for respect and courtesy when working with others and talk about how valuing the opinions/ideas of others, displaying sensitivity and tolerance and making decisions cooperatively can encourage group interaction and contribute to a positive work atmosphere. Talk about appropriate and inappropriate behaviors when working in a team.

Q3. Have you ever been part of a team where your ideas and opinions were not listened to or respected? How did it make you feel?

Q4. What are some techniques that can be used to ensure every member of a team feels involved and respected?

Suggested Resources

- Office of Literacy and Essential Skills: Working with Others tip sheet: www.nald.ca/library/learning/hrsd/essential_skills/wwotip_sheet/wwotip_sheet.pdf
- Human Resources and Skills Development Canada's Essential Skills tools: www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/tools_apps.shtml
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GAME: THINKING SKILLS

Differentiates between different types of interconnected cognitive functions (Problem Solving, Decision Making, Critical Thinking, Job Task Planning and Organization, Significant Use of Memory, Finding Information)

What the Player Will Learn

- To assess criteria and consider risk factors when solving problems
- To prioritize tasks without direct supervision
- To solve problems for typical workplace challenges
- To analyze a solution and make adjustments if it is not effective
- To make decisions without input from others
- To make assumptions when information is unavailable
- To evaluate options and choose the best course of action
- To gather, analyze and compare data

Discussion for a Classroom or Group Workshop Setting

1. Evaluate the different problem solving techniques described in “Problem Solved! A Guide for Employees and Learners” and ask students which one they believe is most useful. Have students practice applying one of the techniques to a problem they are currently facing.
2. Discuss the benefits of planning your day (both at work and in your personal life) and prioritizing a to-do list of tasks. Have students identify the pros and cons of planning and discuss the possible consequences of not planning their time.

Q1. Why would it be important to an employer that their employee(s) prioritize and plan work tasks?

3. Ask students to create a to-do list based on school, work, employment tasks or personal goals. Once their list has been created ask them to organize the items according to level of priority. Discuss the pros and cons of creating a prioritized to-do list and ask the student to share their opinions of organizing their time in this way.

Suggested Resources

- Problem Solved! A Guide for Employees and Learners: www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/problem_solved_employees_learners.shtml
- Human Resources and Skills Development Canada’s Essential Skills tools: www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/tools_apps.shtml
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