

Igniting the Power Within

Level 1 Curriculum

Essential Skills and RPL Certification for Advisors/Counsellors



IGNITING
THE POWER
WITHIN
Essential Skills & PLAR

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Essential Skills & PLAR

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INTRODUCTION

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

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

This document is the curriculum of the Level 1 certification Essential Skills and RPL Certification for Advisors/Counsellors, and is the first curriculum document in a series of four.

The following curriculum will help you plan and implement your own *Igniting the Power Within* Level 1 certification training in your regional community.

PROGRAM Goal

The goal of this Level 1 Essential Skills and RPL Certification for Advisors/Counsellors is to teach the nine Essential Skills and Recognizing Prior Learning from an Igniting perspective, while at the same time respecting and honouring an Aboriginal approach to learning and doing.

The goal of this document is to teach other regions and jurisdictions how to deliver *Igniting the Power Within* Level 1. Levels 2 to 4 can be found in subsequent documents.

PHILOSOPHY

That all Aboriginal people will receive all of the RPL and ES training they need to [insert dream here](#).



OVERALL Best Practices

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

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

LEVEL 1 Outcomes

Level 1 Essential Skills and PLAR Certification for Advisors/Counsellors

Participants should be able to:

For Essential Skills:

- Explain the concept of the nine Essential Skills – what they are, why they are needed, and how they affect adults' lives
- Connect community priorities with Essential Skills training needs
- Identify and contact provincial Essential Skills coordinators
- Describe how to access the HRSDC website as an ES resource

For RPL:

- Explain the concept of recognizing prior learning – what it is, how it works, and how it can help communities and individuals
- Interview clients and learners to identify prior learning from both formal and informal situations
- Explain how informal learning is transferable from one job setting to another

STRATEGY of Curriculum

This curriculum document details the teaching moments of the two-day training process. The two-days of training will be broken down into teaching moment notes. We think that this is a good approach because it is more adaptable and applicable to different regions.

Each teaching moment details the skill and knowledge objectives of the activity, instructional tasks, teaching strategies, supplies needed and length of time.

In Appendices G and H you will find the actual workshop facilitator notes from Manitoba. It is our hope that after reviewing the teaching moment notes and the information in the appendices, you will have a solid idea of how to arrange a Level 1 certification training event.



A BRIEF STORY of *Igniting the Power Within* Level 1

The aim of *Igniting the Power Within* Level 1 - Day 1 is to teach participants about the nine Essential Skills, how life is improved when the nine ES are practised, and how communities could benefit from understanding them.

The plan for *Igniting the Power Within* Level 1 - Day 2 is to teach what RPL is and how a Portfolio is a good way to document a learner's skills and knowledge gained through informal and formal experiences. On Day 2, learners are also asked to explore how RPL could help their communities.

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

Level 1 certification training builds a foundation for the next three levels. One of the intrinsic goals of Level 1 is to build a sense of friendship, support and community among participants. To help with this plan, a banquet is held on the evening of Day 1. There are two purposes for this banquet event: first, to have role models describe how RPL and the nine ES have helped them in their lives, and second, to give participants the opportunity to network and build relationships.

Participant who come to Level 1 training are presented with gifts. The gifts are a value statement to the learners. The statement is that "the learner is valued and seen as important enough to be dignified with gifts." All of the gifts represent the theme of the workshop. Level 1 gifts include a cotton bag that has the ITPW logo on one side and the nine ES on the other. Participants are also presented with HRSDC materials on ES, as well as other RPL/Portfolio Development material. In addition, learners receive a CD-ROM containing pertinent RPL/Portfolio Development materials and Level 1 handouts.

Finally, Level 1 is also about identifying the RPL and ES champions that already exist in your region. These champions are utilized as guest speakers and validate the importance, applicability and relevance of RPL and ES in our businesses, lives, organizations and communities.

LEVEL 1 – Best Practices

- Have First Nation and Métis Elders open and close the day with a prayer. Elders should also be invited to pray over food prior to meal times. It is imperative that Elders be presented with tobacco and an honorarium publicly as this public statement validates that our Elders are important and respected teachers.
- A private room should be made available, where Elders can rest and provide one-to-one counselling as necessary.
- Arrange for Level 1 giveaways such as the cotton bag with the ITPW logo on one side and the nine Essential Skills written on the other, as well as ES and RPL materials.
- Provide a CD-ROM to each participant, with information from HRSDC burned onto it. All information on the CD-ROM will pertain to RPL and the nine Essential Skills.

LEVEL 1 – Registration Process

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

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

The registration process includes the following:

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



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At the event itself, attendance is taken on both training days. This helps to ensure that learners are benefiting from both days of training and truthfully qualify for Level 1 completion certificates (ITPW Certificate – Appendix D).

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

If you take pictures and video to document your training workshop, please be sure to have the participants complete Photo Release forms (see Appendix E for an example).

Materials Needed for Registration

- Registration Forms
- Breakfast
- Bags
- CD-ROMs
- High Level Agendas
- Photo Release Form
- Name Tags for Participants



WELCOMING Participants to Level 1

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

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

Tasks to be completed during the welcoming portion:

- greet crowd and ask them to assemble
- introduce the Elders
- present card with honorarium and tobacco to Elders
- have Elders open day with prayer
- welcome remarks, along with housekeeping such as the location of the washrooms and smoking areas, etc.
- provide overview of two days
- provide objective of Level 1 certification training event
- provide overview of morning agenda
- an ice breaker (Appendix F)

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

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



LEVEL 1 – Teaching Moments

The following section gives a very high level perspective of the two-day training. The detailed two-day high level agenda can be found in Appendices B and C.

DAY 1 AGENDA	
	Message
Registration and Hot Breakfast	
Welcome	
Teaching Moment 1 – Opening Speaker	Importance of nine ES and RPL to Organization
Teaching Moment 2 – Second Speaker	“What are Essential Skills?”
Teaching Moment 3 – Third Speaker	“Skills Needed for Success”
Teaching Moment 4 – Performance and Interactive Exercise	
Teaching Moment 5 – Fourth Speaker	“What is the Answer?”
Teaching Moment 6 – Exercise #1: Facilitator	The Box Exercise ~ Inside the Box
Teaching Moment 7 – Exercise #2: Facilitator	The Box Exercise ~ Outside the Box
Teaching Moment 8 – Wrap-Up	
Teaching Moment 9 – Dinner Message	

DAY 2 AGENDA	
	Message/Exercise
Registration and Hot Breakfast	
Welcome Back	
Teaching Moment 1 – Speaker	“My Story”
Teaching Moment 2 – Speaker	“PLAR for Communities”
Teaching Moment 3 – Exercise #1	The Puzzle Exercise
Teaching Moment 4 – Speaker	“RPL in Communities”
Teaching Moment 5 – Speaker	“My Story”
Teaching Moment 6 – Exercise #2	Role-Play Exercise
Teaching Moment 7 – Exercise #3	Moving Forward Exercise
Teaching Moment 8 – Exercise #4	The Stars Exercise
Teaching Moment 9 – Wrap-Up	



DAY One

TEACHING MOMENT 1: OPENING SPEAKER

15 MINUTES**MESSAGE:**

“Importance of the nine ES and RPL”

TEACHING OBJECTIVES:

- To explain the importance of the nine Essential Skills (ES) and Recognition of Prior Learning (RPL)

KNOWLEDGE OUTCOMES:

- Explains the importance of the nine ES and RPL
- Explains the high level support system of the nine ES and RPL

STRATEGY NOTES:

In Manitoba we have used the Assistant Deputy Minister of Entrepreneurship, Training and Trade to present the message that the nine ES and RPL are important to the Department. The ADM also validates the learning process the learners are about to embark on in the next two days.

TASKS:

1. Read biography of speaker
2. Invite speaker up
3. After speaker has finished, thank speaker and provide a small gift

Materials Needed:

- Speaker Biography
- Thank You Card and Small Gift



TEACHING MOMENT 2: SECOND SPEAKER**15 MINUTES****MESSAGE:**

“What are Essential Skills?”

TEACHING OBJECTIVES:

- To provide examples of Essential Skills in work and in everyday life
- To explain how to access the HRSDC website and to provide information on its benefits
- To emphasize key teaching points

KNOWLEDGE OUTCOMES:

- Explains definitions of the nine Essential Skills
- Explains the benefits of the HRSDC website

STRATEGY NOTES:

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



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

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

The nine Essential Skills are:

- | | |
|-----------------|------------------------|
| 1. Reading Text | 6. Thinking |
| 2. Writing | 7. Working with Others |
| 3. Document Use | 8. Oral Communication |
| 4. Numeracy | 9. Continuous Learning |
| 5. Computer use | |

See *Human Resources and Skills Development Canada website* – Google *HRSDC* and *Essential Skills* or visit http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

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

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

TASKS:

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

Essential Skill	Example of Skill in Action
<p>Reading Text</p> <p>This means reading material that is in sentences or paragraphs, such as notes, letters, memos, manuals, regulations, books or reports. You may read to find specific information or to understand the whole thing.</p>	<p>I can read...</p> <ul style="list-style-type: none"> ▪ Email messages on Hotmail ▪ Community newsletters ▪ The newspaper ▪ Health brochures ▪ Cookbooks ▪ Web pages on the internet ▪ A mystery novel ▪ A letter



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Essential Skill	Example of Skill in Action
<p>Document Use Documents are forms where words and numbers are set up in a special way, such as lists, tables, graphs, signs or labels. You may use documents to find information or to enter information for other people.</p>	<p>I can read...</p> <ul style="list-style-type: none"> ▪ Simple directions on a pill bottle ▪ Nutritional information in food menus and menu prices ▪ Safety labels on paint cans ▪ Instruction manuals for video games ▪ Bills for food orders ▪ Maps ▪ Bus schedules ▪ An Engine Repair manual <p>I can...</p> <ul style="list-style-type: none"> ▪ Fill in a time card ▪ Understand a time schedule ▪ Follow plans on how to build a model ▪ Follow the patterns on how to sew my own clothes
<p>Writing This includes writing words, sentences and paragraphs. It also includes filling in information in documents or typing on a computer. You may write to give information to others or to ask for information.</p>	<p>I can write...</p> <ul style="list-style-type: none"> ▪ Emails to my friends ▪ Messages with my friends on MSN ▪ Shopping lists before going shopping ▪ Complaint letters ▪ Reminder memos ▪ My personal story for others to read
<p>Numeracy This is using numbers. You may have to count, use a calculator, or use a computer to keep records. You may have to estimate or measure something. If you have to do anything with money, you are using numeracy skills.</p>	<p>I can...</p> <ul style="list-style-type: none"> ▪ Collect money from customers ▪ Add numbers in my head ▪ Estimate how much money I have spent before I get to the cashier ▪ Weigh and measure things like fish ▪ Estimate how much time it will take to complete a project ▪ Estimate the distance it is from my house to the nearest fire hall ▪ Convert Canadian dollars into American dollars ▪ Measure lumber ▪ Calculate a room's square footage

Essential Skill	Example of Skill in Action
<p>Oral Communication</p> <p>This is speaking and listening in order to share ideas and information with other people. Other people may be your co-workers, supervisors or the public.</p>	<p>I can...</p> <ul style="list-style-type: none"> ▪ Greet people when they come through the door ▪ Offer help and directions to people when they are lost ▪ Tell people if I am upset about something ▪ Explain to people how I like my food prepared ▪ Tell people the difference between a cell phone and a home phone ▪ Tell people what movies are worth watching and why ▪ Explain what I do at work ▪ Take messages or ask other people for information ▪ Give directions ▪ Listen to and understand directions at work
<p>Working with Others</p> <p>This is cooperating with other people to get a job done. Even if you work alone you may have to give products or information to other people. You may work with a partner or helper. You may work as part of a small team or with lots of other people.</p>	<p>I can...</p> <ul style="list-style-type: none"> ▪ Work in pairs ▪ Work in a large group and give directions to group members ▪ Tell new people what jobs need to be done, and make sure that they have been done correctly ▪ Be a team member ▪ Work under pressure with my team members to meet a deadline
<p>Computer Use</p> <p>This is using the computer in different ways. You may use a computer to enter data at work and to search for information at the library. You may send emails from both work and home.</p>	<p>I can ...</p> <ul style="list-style-type: none"> ▪ Send and receive email ▪ Log onto the internet ▪ Do web searches ▪ Print a document ▪ Attach a word document to an email ▪ Create lists in Microsoft Word ▪ Bold text in Microsoft Word ▪ Make an Excel chart ▪ Download a song from the computer onto an iPod ▪ Download pictures from my digital camera onto a computer



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Essential Skill	Example of Skill in Action
<p>Thinking Skills This includes things like solving problems and making decisions. It is about finding information and remembering information. It is also about planning and organizing.</p>	<p>I can...</p> <ul style="list-style-type: none"> ▪ Do a sudoku puzzle ▪ Play a video game, i.e., Zelda ▪ Solve a squabble between my niece and nephew ▪ Decide if the glass is half full or half empty ▪ Decide who to call if I need something fixed on my car ▪ Figure out how to fix a mechanical problem ▪ Make things efficient at work ▪ Figure out my child’s homework ▪ Plan a family reunion
<p>Continuous Learning When you get a job you don’t stop learning. You may have to get training about how to use new equipment or learn about new products. You need to know how <i>you</i> learn best and how to find information to help you learn new skills.</p>	<p>I can...</p> <ul style="list-style-type: none"> ▪ Take courses through the continuous education programs at the local college ▪ Read books about topics I am interested in and learn from them ▪ Read instruction manuals to see what my digital camera can do ▪ Sit and listen to someone tell me how to do something differently ▪ Watch someone do something and learn how to do it

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

Materials Needed:

- Speaker Biography
- Thank You Card and Small Gift
- Large Wooden Blocks with Essential Skills Printed on Them
- Handout with ES Definitions: Appendix A

TEACHING MOMENT 3: THIRD SPEAKER**30 MINUTES****MESSAGE:**

“Skills Needed for Success”

TEACHING OBJECTIVES:

- To emphasize and personalize the message for participants
- To address why Essential Skills are important
- To identify how Essential Skills can be applied in communities and the value in applying ES in communities

KNOWLEDGE OUTCOMES:

- Defines the nine Essential Skills
- Explains the benefits of the nine Essential Skills in Aboriginal communities
- Explains how Essential Skills apply to real life scenarios

STRATEGY NOTES:

This portion of the training requires a dynamic speaker who can meaningfully explain why the Essential Skills are important.

TASKS:

N/A

Materials Needed:

- Speaker Biography
- Thank You Card and Small Gift



**TEACHING MOMENT 4:
PERFORMANCE AND INTERACTIVE EXERCISE****75 MINUTES****TEACHING OBJECTIVES:**

- To personalize the nine ES and create greater self-identification with their importance

KNOWLEDGE OUTCOMES:

- Understands what happens to people who do not have the required Essential Skills to make choices in their lives
- Understands how things could be improved with the inclusion of Essential Skills
- Personalizes and embraces the concept of Essential Skills and why they are important by telling their own experiences, or those of others they have witnessed

STRATEGY NOTES:

In Manitoba, we work with an Aboriginal Youth Theatre Group. The theatre group uses a technique called interactive drama, creating awareness to deconstruct unfairness.

ITPW educates the theatre group and their acting coach on the nine Essential Skills. Once the youth have become adept in the skills, they create three scenarios. Each scenario shows a life story lacking Essential Skills. It could be someone not able to read who is looking for a job, or someone lacking oral communication skills needing to evict a deadbeat roommate.

The theatre group acting coach provides direction for this activity and provides the background for the audience about interactive drama. The theatre group acts out these scenarios for the audience.

After performing the scenarios the first time, the theatre group reenacts the scenario, except this time the audience is encouraged to yell NO when they witness an injustice. When the participants yell NO, they are invited up on stage to reenact the scenario in a more positive way. When the participants reenact the scenario, they use the Essential Skills. At this point, the acting coach reinforces the ES used to change the scenario.

TASKS:

N/A

Materials Needed:

- Speaker Biography
- Thank You Card and Small Gift



TEACHING MOMENT 5: FOURTH SPEAKER**30 MINUTES****MESSAGE:**

“What is the Answer?”

TEACHING OBJECTIVES:

- To convey how Essential Skills can be applied in communities, and the value in applying these skills in communities
- To identify issues individuals experience with having, getting or implementing Essential Skills
- To identify next steps, priorities and community wishes

KNOWLEDGE OUTCOMES:

- Identifies difficulties individuals can have in growing their Essential Skills

STRATEGY NOTES:

In this section, a motivational speaker addresses how Essential Skill awareness can help improve a community’s well-being and focus. Once again, the speaker needs to be recruited.

TASKS:

1. Read biography of speaker
2. Invite speaker up
3. After speaker has finished, thank speaker and provide a small gift

Materials Needed:

- Speaker Biography
- Thank You Card and Small Gift



TEACHING MOMENT 6: EXERCISE #1**45 MINUTES****The Box Exercise ~ “Inside the Box” (Appendix I)****MESSAGE:**

“How do Essential Skills Affect Individuals (Positively and Negatively)? What Helps People to expand their Essential Skills?”

TEACHING OBJECTIVES:

- To have participants identify more with benefits of ES for communities and individuals
- To provide creative expression to stimulate ideas

KNOWLEDGE OUTCOMES:

- Identifies application of Essential Skills for communities
- Identifies issues individuals experience with having, getting or implementing Essential Skills
- Identifies next steps, priorities and community wishes

STRATEGY NOTES:

This activity has the learners working with a small cardboard box and art supplies such as felt pens, glitter-glue and stickers. The learners are working with a box as a means of moving them to that place of “thinking outside the box.” Boxes need to be pre-ordered from a supplier. They come unassembled (flat) from the supplier and are put together by the learner.

Unassembled**Assembled**

TASKS:

1. Explain that boxes and art supplies are being handed out for the next exercise.

2. Explain the purpose of the exercise.

- Now that people have an idea of what Essential Skills are, they can think about two questions:
 1. How individuals experience Essential Skills AND
 2. How communities might be able to address Essential Skills needs.
- The boxes are there to write on (or decorate) as they consider these two questions.

3. Instructions for the first question: How do individuals experience Essential Skills?

- They can assemble boxes in a minute, but first ...
- ... leave them flat with the ‘inside’ side up. What are the “inside” issues related to Essential Skills?
- Take about 20 minutes and write down (on the face-up/ inside surface) any thoughts or images that come to mind regarding the following two questions:
 1. How do Essential Skills affect individuals (positively and negatively)?
 2. What helps people to expand their Essential Skills?
- They can utilize colour or images, use different sections of the box for different ideas, write in the lines or all over the place..... anything goes!
- They can share their ideas with others at their table OR they can keep them private.
- It is intended as a way to summarize things they have heard, discussed with others or thought about.
- It is also intended to get them thinking about what people need in order to address Essential Skills issues.
- Explain that participants will now get “outside the box” and begin to think of effective ways to help people to identify the skills they have, identify the skills they need to get, and/or identify ways to help people get these skills.

Materials Needed:

- Cardboard Cake Boxes – Appendix I
- Art Supplies such as Glitter-Glue, Markers, Stickers, Crayons, Felt Pens and Coloured Paper



TEACHING MOMENT 7: EXERCISE #2**60 MINUTES****The Box Exercise ~ “Outside the Box”****MESSAGE:**

“How can Communities Address Essential Skills Needs?”

TEACHING OBJECTIVES:

- To have participants identify opportunities to implement Essential Skills
- To have participants use self-reflection, active listening and self-disclosure

KNOWLEDGE OUTCOMES:

- Explains difficulties of implementing Essential Skills
- Explains complexities in developing Essential Skills in the community
- Explains community needs

STRATEGY NOTES:

This activity has the learners working with a box and art supplies such as felt pens, glitter glue and stickers. The learners are working with a box as means of getting learners moving to a place of “thinking outside the box.”

TASKS:

1. Re-cap what learners just wrote down on the inside of the box – those things that relate to individuals.
2. Now, thinking “outside the box,” they should take about 20 minutes to write down on the ‘outside’ side of the box things that communities might do to address Essential Skills needs. For example, they might think about answers to the following questions:
 - What 3–5 things could a community do to address Essential Skills needs?
 - What are a community’s priorities when addressing Essential Skills needs?
3. Explain that they can look “on the inside” of the box to be reminded of the individual impacts of Essential Skills.
4. Explain that this is a brainstorming session, so ideas can move beyond what’s possible with current resources, but that they should also be realistic. (“It would be good if we could ...”)
5. Explain that once a few ideas are written down, people should share the ideas with others at their table.
6. Tell people that they can then assemble their boxes when they are done.

7. Request feedback: What would communities need to begin to address Essential Skills needs?
8. Explain that each table group will now have a recorder, and that they should take about 25 minutes to discuss what might be needed in the next 3–5 years in order to include ES at the community level. Have someone capture discussion highlights on a flip chart.
9. Provide a few examples (training, courses, money, etc.).

Materials Needed:

- Cardboard Cake Boxes from Previous Exercise
- Art Supplies such as Glitter-Glue, Markers, Stickers, Crayons, Felt Pens and Coloured Paper
- Flip Chart Paper for Each Table



TEACHING MOMENT 8: WRAP UP**15 MINUTES****TEACHING OBJECTIVES:**

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

KNOWLEDGE OUTCOMES:

N/A

STRATEGY NOTES:

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

TASKS:

1. Have the "Response to the Day" Evaluation form photocopied and ready to hand out (Appendix P).
2. Hand out the Evaluation form.
3. Affirm with learners that their feedback will help in developing future training days.
4. Direct attendees to fill out the evaluations at the table.
5. Summarize what was heard today – highlight key discussions and conclusions of ES needs.
6. Make any additional announcements about the evening.
7. Inform the attendees of the evening portion start time.

Materials Needed:

- Handout:** "Response to the Day" Evaluation Form

TEACHING MOMENT 9: DINNER MESSAGE**180 MINUTES****MESSAGE:**

“Network and Hear Stories of Empowerment”

TEACHING OBJECTIVES:

- To celebrate the opportunity to network and learn
- To celebrate at a cultural gathering
- To learn from the successes of the performers

KNOWLEDGE OUTCOMES:

- Explains similarities and differences of participants within the group
- Explains stories of role models and stories of empowerment

STRATEGY NOTES:

The first evening of the two-day workshop is set aside for the participants to sit back, relax and enjoy some Aboriginal talent (See Appendix B). The informal evening also gives learners an opportunity to network with other Aboriginal professionals attending the conference. During the evening, the conference organizers will have an opportunity to visit with and consult with the participants. The entertainers at the Winnipeg workshop were from the surrounding area, with keynote speaker Susan Aglukark sharing her experience of RPL and how she uses the nine Essential Skills in her life.

TASKS:

1. Arrange banquet.
2. Order food.
3. Provide networking time.
4. Arrange for MC to guide the evening.
5. Arrange logistics for Motivational Speakers and entertainers to present during the evening.

Materials Needed:

- Thank You Cards and Gifts/Honorariums for Speakers



DAY Two

TEACHING MOMENT 1: SPEAKER**30 MINUTES****MESSAGE:**

“My Story”

TEACHING OBJECTIVES:

- To have attendees hear message about Recognizing Prior Learning and Portfolio Development

KNOWLEDGE OBJECTIVES:

- Explains the value of RPL
- Describes Portfolios and their benefits

STRATEGY NOTES:

This section of the workshop requires that an RPL champion be recruited as a speaker. It would be preferable for the speaker to have completed a Portfolio that highlights his/her learning (skills, knowledge and gifts) gained through formal and informal experiences.

TASKS:

1. Read biography of speaker
2. Invite speaker up
3. After speaker has finished, thank speaker and provide a small gift

Materials Needed:

- Speaker Biography
- Thank You Card and Small Gift

TEACHING MOMENT 2: SPEAKER**45 MINUTES****MESSAGE:**

“PLAR for Communities”

TEACHING OBJECTIVES:

- To have a speaker introduce the definition of Recognizing Prior Learning (RPL) and the reason why it is important
- To listen to an expert in RPL for Aboriginal people talk about the need for and advantages of using RPL

KNOWLEDGE OUTCOMES:

- Identifies the advantages and power of Portfolios for individuals and communities

STRATEGY NOTES:

This section of the workshop requires that a speaker who can eloquently speak to the power of Portfolio Development for Aboriginal communities be recruited.

TASKS:

1. Read biography of speaker
2. Invite speaker up
3. After speaker has finished, thank speaker and provide a small gift

Materials Needed:

- Speaker Biography
- Thank You Card and Small Gift



TEACHING MOMENT 3: EXERCISE #1**75 MINUTES****MESSAGE:**

The Puzzle Exercise (Appendices J, K and L)

TEACHING OBJECTIVES:

- To personalize RPL for participants
- To identify informal learning experiences
- To identify assets
- To formulate a goal

KNOWLEDGE OUTCOMES:

- Explains informal learning and goals for building assets

STRATEGY NOTES:

To get attendees to personalize what RPL is and to discuss the process, i.e., identify skills and knowledge gained in informal environments (your assets) and identify what else you need to learn in order to reach a specific goal.

This activity requires blank puzzles. To start, you will need to separate the puzzle pieces and for each puzzle place two puzzle pieces into one baggie, and the rest of that puzzle's pieces into another baggie. Important: remove the same two pieces for each puzzle.

In the first part of the activity, each participant will receive the larger bag of puzzle pieces. After the first part is completed, they will each be given the baggie with only two pieces in it.

TASKS:**Tell attendees:**

- “As a group, we will once again engage in an activity that utilizes our creativity, skills and knowledge.”
- “People will be going around the room handing out a baggie filled with puzzle pieces.”
- “I will tell you in few moments what we will be doing with these puzzle pieces.”
- “This activity is meant to be fun and to show how informal learning takes place and continues to take place in many different aspects of our lives.”



- “The next activity will give each participant the opportunity to engage with PLAR in a personal way.”
- Give the participants a personal story that they can relate to (this will help you build a rapport with the audience and make the task real life). For example:

“My job is _____ and I am not trained in book keeping. A few years ago, though, I was recruited to coach my daughter’s hockey team. Well, little did I know that being a coach would mean keeping track of all of the team’s finances. I didn’t have a clue how to do bookkeeping. However, over the next year I learned how to do the team’s finances. And I learned to do them well. So presently, even though I have never been formally trained in bookkeeping, I am comfortable in adding to my resume “bookkeeping experience – able to input data, balance worksheets, invoice and pay bills.” I feel comfortable in adding this to my resume because of my informally-learned experience. My book keeping learning did not come from schooling; it came from practical hands-on experience.” (Have the speaker personalize his/her own experience.)

- After sharing a personal vignette, tell attendees: “We all have stories and experiences like this. We all have learned through our community work, hobbies and volunteer jobs.”
- Tell attendees: “This particular learning is called informal learning. It is informal because it takes place outside of a classroom.”
- Tell attendees: “Now I would like all of you to reflect on your own personal stories of informal learning for a few moments, and then identify what particular skills and knowledge you have learned from these experiences.” (Perhaps ask for a few people to provide examples.)
- Tell attendees: “These learned skills are your assets.”
- Tell attendees: “Now that you have identified specific skills, take your puzzle pieces out of the bag and write one learned skill onto each puzzle piece. Once each of your puzzle pieces is filled, put your puzzle together.”
- Let people begin the task, and wait for the moment when they start to panic because they have pieces missing.
- Once the majority of people have realized that there are pieces missing, tell the group: “Okay, let’s continue.”
- Tell attendees: “Look at the puzzle you have made and take some time to honour the skills you possess. Look at all of the skills you have gained outside of the classroom.”
- Next, tell attendees: “Now, think of a job that you would like to apply for.”
- Tell attendees: “Okay, now that you have identified a prospective job, look to see how your



1 Level 1 Curriculum

existing skills support that job. And then identify two Essential Skills that you may need, or need more of, to do this job most effectively.”

- (A visible list of the nine Essential Skills should be posted where everyone can see them and refer to them if they need to.)
- Tell attendees: “Right now there are little baggies being handed out with your missing pieces. When you get your missing pieces, write on them the two Essential Skills you just identified. And then complete your puzzle.”
- Tell attendees: “Now that you have completed your puzzle, you have the whole picture. You can see how your learned skills contribute to your (resumé).”
- Tell attendees: “If I was your career counsellor I would take these two new identified Essential Skills and make them a part of your learning plan. These would become your goal.”
- Next, say to attendees: “Let’s do some more brainstorming.”
- Tell attendees: “Let’s think of the role of hunter and trapper. What informal learning skills do hunters and trappers have?”
- As they blurt out the answers, write them down in a visible place for all to see.
- Once a well-developed list is created, ask: “What other jobs require these same skills?”
- As they blurt out these answers, write them down in a visible place for all to see.
- Let people observe the two lists you have created, and then ask: “Isn’t it amazing how informal learning is transferable from one job setting to another?”
- Emphasize to attendees: “This is RPL. This is Recognizing Prior Learning.”
- “Recognizing Prior Learning is the celebration of our assets and also the realization of what still needs to be worked on.”
- Close the activity and thank everyone for participating.

Materials Needed:

- Blank Puzzles, Baggies
- Art Supplies such as Stickers, Felt Pens and Crayons

TEACHING MOMENT 4: SPEAKER**30 MINUTES****MESSAGE:**

“RPL in Our Communities”

TEACHING OBJECTIVES:

- To explain how RPL is done in communities
- To understand community representatives as they explain why they have chosen to use RPL, what is the strategy, and what needs to happen to make it work (Speaker 3)

KNOWLEDGE OUTCOMES:

- Explains real stories of RPL in communities
- Explains how RPL works in communities
- Identifies strategies of RPL

STRATEGY NOTES:

To get Manitoban communities that have chosen RPL to share why it is important.

TASKS:

1. Read biography of speaker
2. Invite speaker up
3. After speaker has finished, thank speaker and provide a small gift

Materials Needed:

- Speaker Biography
- Thank You Card and Small Gift



TEACHING MOMENT 5: SPEAKER**30 MINUTES****MESSAGE:**

“My Story”

TEACHING OBJECTIVES:

- To further define RPL and bring it to life for participants
- To listen to the speaker share RPL experiences in the workforce

KNOWLEDGE OUTCOMES:

- Explains real stories of RPL in communities
- Explains how RPL works in communities

STRATEGY NOTES:

During this portion of the day, the speaker will provide a detailed account of how RPL helped him or her progress through their career. Perhaps the speaker may have started with doing the books for a home-based business and used their skills to work their way into another career. Once again, the speaker should be dynamic; a natural storyteller who is comfortable sharing his or her story.

TASKS:

1. Read biography of speaker
2. Invite speaker up
3. After speaker has finished, thank speaker and provide a small gift

Materials Needed:

- Speaker Biography
- Thank You Card and Small Gift

TEACHING MOMENT 6: EXERCISE #2**30 MINUTES****MESSAGE:**

Role-Play Exercise (Appendix M)

TEACHING OBJECTIVES:

- To have participants practise advising in RPL by using their counselling/advisory skills to do RPL counselling, and also to be on the receiving end of RPL counseling as modeled by a role-play exercise

KNOWLEDGE OUTCOMES:

- Explains effective communication techniques for RPL advisory
- Builds rapport with clients
- Explains interpersonal skills needed to build rapport with clients

STRATEGY NOTES:

Learners will do role-plays as a way to become comfortable doing RPL.

TASKS:

1. Ask participants to get into pairs, and then role play asking RPL questions.
2. One participant is the interviewer and the other is the client. Give each role-play 10 minutes. Switch.

Materials Needed:

- Watch to Keep Time
- Handout (Appendix M)



TEACHING MOMENT 7: EXERCISE #3**30 MINUTES****MESSAGE:**

Moving Forward Exercise (Appendix O)

TEACHING OBJECTIVES:

- To makes suggestions on how RPL can be applied to communities

KNOWLEDGE OUTCOMES:

- Identifies community wishes and substantiated priorities

STRATEGY NOTES:

This part of the workshop will have participants brainstorm next steps. Soliciting learner insights will also help workshop organizers strategize next steps for future training or funding applications.

TASKS:

1. Use someone at each table to record the answers. Flip chart paper is provided to do this.
2. Ask learners to answer the following questions:
 - a. What are the ways in which RPL can help people in your community?
 - b. What might be needed in the next 3–5 years to include RPL at the community level?
E.g., training, courses, money, etc.
 - c. What are the priorities? Right away – in the next year? In the future – in next three years?
3. Debrief answers as a large group.

Materials Needed: Flip Chart Papers Felt Pens

TEACHING MOMENT 8: EXERCISE #4**15 MINUTES****MESSAGE:**

The Star Exercise – Celebrate Learning Together

TEACHING OBJECTIVES:

- To explain the importance of the nine Essential Skills (ES) and Recognition of Prior Learning (RPL)

KNOWLEDGE OUTCOMES:

- Explains the importance of the nine Essential Skills and RPL
- Explains high level support system of the nine Essential Skills and RPL

TASKS:

Have participants write down one thing that they learned today on their stars, and then place their stars on the wall-sized poster. In Manitoba we use a large poster of a river. The river symbolizes the journey of life.

Materials Needed:

- Star –shaped Cutouts
- “Ticky Tack” to Hang Stars on River Poster
- Wall-sized Poster of a River



TEACHING MOMENT 9: EXERCISE #5**15 MINUTES****MESSAGE:**

“Wrap-Up”

TEACHING OBJECTIVES:

- To explain the importance of the nine Essential Skills (ES) and Recognition of Prior Learning (RPL)

KNOWLEDGE OUTCOMES:

- Explains the importance of the nine Essential Skills and RPL
- Explains the high level support system of the nine Essential Skills and RPL

TASKS:

1. Ask people to fill out evaluations (see Appendix O).
2. Summarize what was heard today about RPL.
3. Make any additional announcements.
4. Award the door-prize.
5. Highlight the next steps.
6. Thank everyone for coming.
7. Say the closing prayer.

Materials Needed:

- Evaluations
- Door Prize



Igniting the Power Within

Appendices

Level 1

Essential Skills and RPL Certification for Advisors/Counsellors



REGISTRATION Package



Mark Your Calendars - June 1 and 2, 2009

Igniting the Power Within

Level 1 Certification Workshop for Essential Skills and PLAR

This workshop will give you skills and knowledge that can be used right away.

WHO SHOULD BE INTERESTED?

- Employment-related Coordinators
- Training and Employment Counsellors
- Outreach Workers

WHAT'S IT ABOUT?

PLAR (www.plarinmanitoba.ca)

PLAR itself is a more formalized process used to identify, document and recognize the knowledge and skills that individuals have gained not only in formal environments such as school, but also through informal situations such as community. It provides a better means of understanding individuals, and begins to identify appropriate training, education and employment goals by building from peoples' strengths.

PLAR is gaining greater acceptance across Manitoba and Canada and offers a number of potential advantages directly to individuals, such as:

- Greater choices for training or employment
- Reduction in training time
- Access to opportunities previously not identified
- Building of self-confidence based on identification of knowledge and skills gained through previous learning
- Credit in formal education systems, e.g., Mature High School Diploma or college courses



A APPENDIX

ESSENTIAL SKILLS

The nine Essential Skills are identified and measured by the HRSDC Research Project and described in various occupational profiles (http://www10.hrsdc.gc.ca/es/english/ES_Profiles.aspx)

These nine Essential Skills are:

- Reading Text
- Working with Others
- Thinking Skills
- Continuous Learning
- Writing
- Oral Communications
- Document Use
- Numeracy (Math)
- Computer Use

Essential Skills are the foundation on which people can be successful at training, education, work, at home and in their community. *They are “essential” for the achievement of goals throughout life.*

WHO’S SPEAKING?

- Leona Daniels, Coordinator, *Igniting the Power Within*
- Aboriginal Young People’s Theatre Group
- Susan Aglukark
- and more...

WHAT ELSE CAN I EXPECT?

- Role-playing exercises to build skills for immediate use in the community
- Discussion groups
- Resources
- Interactive storytelling and theatre
- Networking and making new contacts

WHO'S PUTTING THIS ON?

- Assembly of Manitoba Chiefs
- Aboriginal Education Directorate
- Manitoba Métis Federation
- Manitoba Competitiveness, Training and Trade
- Manitoba Advanced Education and Literacy
- Workplace Education Manitoba
- (with the assistance of government funders)

WHERE DOES IT TAKE PLACE?

Marlborough Hotel
331 Smith Street
Winnipeg, MB



Important Workshop Registration Information

Igniting the Power Within Level 1 Certification Workshop

WORKSHOP REGISTRATION

Seating at this event is limited to the first 150 people who register. After 150 people have been registered, all other names will be added to a waiting list.

The cost of the workshop is \$100. Please send in your completed Registration form and payment as soon as possible.

REGISTRATION PROCESS

You will:

1. Fill out and sign the **Registration form**. Please print legibly.
2. Fax the **Registration form** to us at (204) 272-5031.

We will:

1. Review your information and confirm your Registration eligibility.
2. Send confirmation of Registration.

Please fax the Registration form to:

Igniting the Power Within
204-272-5031

Participants are expected to make their own hotel reservations.

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

A hot breakfast and lunch will be served each day.

For more information, please visit www.ignitingthepowerwithin.ca



Igniting the Power Within

Level 1 Certification Workshop for Essential Skills and PLAR

Registration Form

June 1 and 2, 2009

REGISTRATION INFORMATION

Please Print

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

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



A APPENDIX

SUBSIDY INFORMATION

If you qualify for a Workshop Subsidy (see Important Information sheet), please give us the name of the person or organization to whom we should address the cheque:

Name:


QUESTIONS?

Call the *Igniting The Power Within* Info Line:

Toll Free at 1-877-411-4060

FAX this form to (204) 272-5031

HRSDC Handout with ES Definitions

 Human Resources and Skills Development Canada Ressources humaines et Développement des compétences Canada

Now and Tomorrow
Excellence in Everything We Do

Skills and Employment
Office of Literacy and Essential Skills

What are Essential Skills?

Essential Skills are the skills that people need for learning, work and life. They are used in the community and the workplace, in different forms and at different levels of complexity. Definitions, typical applications and examples are outlined below to help you understand each Essential Skill.

Essential Skills	Typical Applications	Workplace Examples	Community Examples
<p>Reading Understanding materials written in sentences or paragraphs (e.g. letters, manuals).</p>	<ul style="list-style-type: none"> Scan for information or overall meaning. Read to understand, learn, critique or evaluate. Analyze and synthesize information from multiple sources or from complex and lengthy texts. 	<p>An airline sales agent reads notices on a computer screen, such as special handling requirements or weather information.</p>	<p>You may use this skill to understand a lease agreement for a new apartment.</p>
<p>Document Use Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.</p>	<ul style="list-style-type: none"> Read signs, labels or lists. Understand information on graphs or charts. Enter information in forms. Create or read schematic drawings. 	<p>A bricklayer interprets blueprints to determine the height, length and thickness of walls.</p>	<p>You may use this skill when referring to a bus schedule to plan an outing.</p>
<p>Numeracy Using numbers and thinking in quantitative terms to complete tasks.</p>	<ul style="list-style-type: none"> Make calculations. Take measurements. Perform scheduling, budgeting or accounting activities. Analyze data. Make estimations. 	<p>Payroll clerks monitor vacation entitlements to prepare budget and scheduling forecasts.</p>	<p>You may use this skill to calculate deductions on personal tax forms.</p>
<p>Writing Communicating by arranging words, numbers and symbols on paper or a computer screen.</p>	<ul style="list-style-type: none"> Write to organize or record information. Write to inform or persuade. Write to request information or justify a request. Write an analysis or a comparison. 	<p>Human resources professionals write recommendations on issues such as workplace health and safety.</p>	<p>You may use this skill to complete an application for a credit card.</p>
<p>Oral Communication Using speech to exchange thoughts and information.</p>	<ul style="list-style-type: none"> Provide or obtain information. Greet, reassure or persuade people. Resolve conflicts. Lead discussions. 	<p>Office clerks take messages and share information by phone and in person.</p>	<p>You may use this skill to explain a food allergy to a server at a restaurant.</p>



A APPENDIX

Essential Skills	Typical Applications	Workplace Examples	Community Examples
<p>Working with Others Interacting with others to complete tasks.</p>	<ul style="list-style-type: none"> • Work independently, alongside others. • Work jointly with a partner or helper. • Work as a member of a team. • Participate in supervisory or leadership activities. 	<p>Municipal engineers work with technicians, inspectors, and suppliers to complete construction projects.</p>	<p>You may use this skill when working with volunteers to organize a fundraising activity.</p>
<p>Thinking Finding and evaluating information to make rational decisions or to organize work.</p>	<ul style="list-style-type: none"> • Identify and resolve problems. • Make decisions. • Find information. • Plan and organize job tasks. • Use critical thinking. • Use memory. 	<p>Paramedics diagnose a patient's condition based on medical charts and their own observations. They use their judgement to start an appropriate treatment plan.</p>	<p>You may use this skill to research and select courses at your local adult learning centre.</p>
<p>Computer Use Using computers and other forms of technology.</p>	<ul style="list-style-type: none"> • Use different forms of technology, such as cash registers or fax machines. • Use word processing software. • Send and receive emails. • Create and modify spreadsheets. • Navigate the Internet. 	<p>Telephone operators use customized software to scan databases for telephone numbers or long distance rates.</p>	<p>You may use this skill when withdrawing or depositing money at an automatic teller machine (ATM).</p>
<p>Continuous Learning Participating in an ongoing process of improving skills and knowledge.</p>	<ul style="list-style-type: none"> • Learn on the job. • Learn through formal training. • Learn through self-study. • Understand your own learning style. • Know where to find learning resources. 	<p>Retail sales associates improve their skills and knowledge by attending sales training and reading product brochures.</p>	<p>You may use this skill when attending a first aid course at a community centre.</p>

The Office of Literacy and Essential Skills has developed a number of free and easy-to-use resources that can help you

- ✓ assess Essential Skills
- ✓ practice and improve Essential Skills
- ✓ develop Essential Skills training

**Literacy and Essential Skills—
for LEARNING, WORK and LIFE**

To learn more about literacy and essential skills and other related tools, visit

hrsd.gc.ca/essentialskills

You can order this publication by contacting:

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Online: <http://www.hrsdc.gc.ca/publications>

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HIGH LEVEL Agenda - Day 1

Level 1

TIME	ACTIVITY
8:00 – 9:00	Registration
9:00 – 9:15	Morning MC - Opening Prayer - Introductions - Overview of the Day - Objectives
9:15 – 9:40	Welcome from ITPW Steering Committee
9:40 – 9:50	Speaker Welcome from the Province
9:50 – 10:00	Speaker: Leona Daniels, <i>Igniting the Power Within</i> Coordinator “What are Essential Skills?”
10:00 – 10:30	Speaker “Skills Needed for Success”
10:30 – 10:45	Health Break
10:45 – 12:00	Performance and Interactive Exercise ITPW Steering Committee



B APPENDIX

TIME	ACTIVITY
12:00 – 1:00	Lunch
1:00 – 1:15	Afternoon MC Overview of the Afternoon
1:15 – 1:45	Speaker “What Is the Answer?”
1:45 – 2:30	Exercise #1: Facilitator The Box Exercise ~ Inside the Box
2:30 – 2:45	Health Break
2:45 – 3:45	Exercise #2: Facilitator The Box Exercise ~ Outside the Box
3:45 – 4:00	Wrap-Up Closing Prayer
5:30 – 8:00	<p>Dinner (5:30 in the [Name of Room])</p> <p>Evening Entertainment (6:00 to 7:30)</p> <p>Drum group/dancers Kayla, singer Patrick Ledwell, comedian Mini-concert/Speaker with Margie Carmichael</p>

HIGH LEVEL Agenda - Day 2

Level 1

TIME	ACTIVITY
8:00 – 9:00	Registration
9:00 – 9:15	Morning MC - Opening Prayer - Introductions - Overview of the Day - Objectives
9:15 – 9:45	Speaker “Fern’s Story“
9:45 – 10:15	Speaker: “PLAR for Communities”
10:15 – 10:30	Health Break
10:30 – 11:45	Exercise #1: Facilitator(s) The Puzzle Exercise
11:45 – 12:45	Lunch
12:45	Afternoon MC Overview of the Afternoon



C APPENDIX

TIME	ACTIVITY
12:45 – 1:15	Speaker “PLAR in Communities”
1:15 – 1:45	Speaker “My Story”
1:45 – 2:15	Exercise #2: Facilitator(s) Role-Play Exercise
2:15 – 2:30	Health Break
2:30 – 3:00	Exercise #3: Facilitator(s) Moving Forward Exercise
3:00 – 3:15	Exercise #4: Facilitator(s) The Stars Exercise
3:15 – 4:00	Wrap-Up Discussion led by XX - Questions and Answers - Closing Prayer



Level 1 Essential Skills and PLAR Certification for Advisors/Counsellors

For Essential Skills:

- Explain the concept of the nine Essential Skills - what they are, why they are needed, and how they affect adults' lives
- Connect community priorities with Essential Skills training needs
- Identify and contact provincial Essential Skills coordinators
- Describe how to access the HRSDC website as an ES resource

For PLAR:

- Explain the concept of prior learning assessment and recognition - what is it, how does it work, and how can it help communities and individuals?
- Interview clients and learners to identify prior learning from both formal and informal situations
- Explain how informal learning is transferable to from one job setting to another



PHOTO Release Form

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

of _____
(Address)

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

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

SIGNED AND DATED this 2nd day of June 2009.

(Witness)

(Signature)

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

JINGO (sample of an Igniting Ice Breaker)

J	I	N	G	O
----------	----------	----------	----------	----------

I am finished my Xmas shopping	I am wearing red/green clothes	I decorated my house for Xmas	I drive a red vehicle	I went to see a movie last week
I shopped at Wal-Mart last night	I am involved in community-based training	I work with Adult Education	I haven't started my Xmas shopping	I am staying at the Victoria Inn
I am going for a swim in the pool later	I am preparing Xmas dinner at my house		I am reading a good book	I came by plane to the conference
I checked my emails this morning	I am wearing Xmas socks	I sent out my Xmas cards	Our office is having a Xmas Open House	I will be preparing a Xmas hamper
I know how to square dance	I have Grandchildren	I started a new job this year	I attended an OCN Blizzards game this year	I will be taking Xmas holidays

Instructions:

- Time 5:00 -10:00 minutes.
- Hand out Jingo form.
- Have participants go around to everyone in the room; have other participants sign the Jingo boxes that they have participated in.
- The participant who has all but the centre signed calls out “Jingo” and wins a prize.
- In the event of a tie, give each participant a prize.



MC & FACILITATOR Instructions

Day 1

Essential Skills – June 1, 2009

Time	Event	Facilitator Instructions	Activity Objectives
8:00 – 9:00	Registration Hot Breakfast		<ul style="list-style-type: none"> ▪ Bags ▪ CD-ROMs ▪ High Level Agendas ▪ Photo Release Forms
9:00 – 9:30	Morning MC Elders	<ul style="list-style-type: none"> – greets the crowd and asks them to assemble – welcome remarks (attached) – intros the Elder – presents card/tobacco to Elder 	To welcome and invite Elder to open workshop
	ELDER Opening Prayer	<ul style="list-style-type: none"> – leads opening prayer 	
	MC	<ul style="list-style-type: none"> – thanks Elder – JINGO warm-up game – prize – walks them through conference bag (attached) – provides overview of the two days – provides overview of morning agenda – gives logistical information: washrooms, etc. – introduces Bob Knight (bio attached) 	Overview of Day 1
9:30 – 9:45	SPEAKER	<ul style="list-style-type: none"> – welcome from the Province 	
	MC	<ul style="list-style-type: none"> – thanks Bob – introduces Leona Daniels 	
9:45 – 10:00	SPEAKERS What are Essential Skills?	<ul style="list-style-type: none"> – introduces ES – gives website – gives examples 	Intro to 9 Essential Skills

Time	Event	Facilitator Instructions	Activity Objectives
	MC	<ul style="list-style-type: none"> – thanks speaker – reminds people that there are employer information booths 	
10:00 – 10:30	SPEAKER “Skills Needed for Success”	<ul style="list-style-type: none"> – addresses “Why are ES important for adults?” 	Why Essential Skills are important.
	MC:	<ul style="list-style-type: none"> – thanks speaker – directs attendees to break for 15 minutes – gives specific return time 	
10:30 – 10:45	Break/Networking		
	MC:	<ul style="list-style-type: none"> – re-assembles attendees – tells the crowd that we have two Elders in attendance for our conference, so if something comes up for participants while they are completing an activity, and they feel that it needs to be talked about, the Elders are available – introduces MTYP 	
10:45 – 12:00	PERFORMANCE Manitoba Theatre for Young People		To show what happens to people who do not have the Essential Skills required to make effective choices in their lives



G APPENDIX

Time	Event	Facilitator Instructions	Activity Objectives
	<p>Interactive Exercise #1</p> <p>Manitoba Theatre for Young People</p>		<ul style="list-style-type: none"> To show how things could be improved with the inclusion of ES This exercise will help attendees to personalize and embrace the concept of Essential Skills and why they are important. By describing their own experience or the experiences of others, they will personalize the concept. The activity will be conducted in small groups and lead by the theatre group.
	MC	<ul style="list-style-type: none"> – thanks MTYP – invites Elder for lunch prayer – gives lunch directions 	
12:00 – 1:00	Lunch/Networking		
1:00 – 1:45	Afternoon MC	<ul style="list-style-type: none"> – introduces self <p>At end of lunch ...</p> <ul style="list-style-type: none"> – re-explains any logistics – provides overview of afternoon’s agenda – introduces speaker 	
	SPEAKER		What’s the answer? Building assets versus identifying deficits.
	MC	<ul style="list-style-type: none"> – thanks speaker – introduces next facilitator 	
1:45 – 2:00	FACILITATOR The Box Exercise	See attached	Explaining the purpose of the exercise while supplies are being handed out

Time	Event	Facilitator Instructions	Activity Objectives
2:00 – 2:30	Question #1	<p>Question #1: Inside the Box</p> <p>A. How do Essential Skills affect individuals (positively and negatively)?</p> <p>B. What helps people to expand their Essential Skills?</p> <ul style="list-style-type: none"> – directs attendees to break for 15 minutes – gives specific return time 	Identifying issues individuals have with experiencing, getting or implementing Essential Skills
2:30 – 2:45	Break/Networking		
	FACILITATOR Cheryl Lavallee	<ul style="list-style-type: none"> – reassembles crowd 	
2:45 – 3:45	Question #2	<p>Question #2: Outside the Box</p> <p>How can communities address Essential Skills needs? For example:</p> <ul style="list-style-type: none"> – What 3–5 things could a community do to address Essential Skills needs? – What would be a community’s priorities in addressing Essential Skills needs? 	Identifying next steps, priorities and community wishes
3:45 – 4:00	MC Wrap-Up	<ul style="list-style-type: none"> – asks participants to take a moment to fill out the evaluations on their tables – summarizes what we heard today; highlights key discussions and conclusions of ES needs – makes any additional announcements about the evening – announces that the evening starts at 6:15 	



G APPENDIX

Time	Event	Facilitator Instructions	Activity Objectives
6:15 – 9:30	NETWORKING AND MOTIVATIONAL SPEAKER Bruce Fontaine Asham Stompers Susan Aglukark		<ul style="list-style-type: none">▪ Celebrating this opportunity to network and learn▪ A celebration of this gathering and a testament to success

MC & FACILITATOR Instructions

Day 2

PLAR – June 2, 2009

Time	Event	Facilitator Instructions	Activity Objectives
8:00 – 9:00	Hot Breakfast/ Networking		
9:00 – 9:15	MC Event Steering Committee	<ul style="list-style-type: none"> – greets the crowd and asks them to assemble – reminds people to register for the day – welcome remarks – intros the Elders – asks an Elder to open day with prayer 	
	ELDER Opening Prayers Elders:	<ul style="list-style-type: none"> – leads opening prayer 	
	MC Overview of Day 2	<ul style="list-style-type: none"> – thanks Elder – provides overview of morning agenda – provides logistical information: wash rooms, etc. – introduces Fern Stephenson (bio attached) 	
9:15 – 9:45	SPEAKER		<p>Defining PLAR</p> <p>To introduce the definition of Recognizing Prior Learning and the reason why it is important</p>



H APPENDIX

Time	Event	Facilitator Instructions	Activity Objectives
9:45 – 10:30	SPEAKER		<ul style="list-style-type: none"> Why is PLAR important to your communities? To have a recognized expert in PLAR for Aboriginal people talk about the need and advantage to using it as a process
9:00 – 9:15	MC	<ul style="list-style-type: none"> – thanks speaker – directs attendees to break – gives specific return time 	
10:30 – 10:45	Break		
10:45 – 12:00	FACILITATORS	<p>See attached sheet for Puzzle Instructions</p> <p>Question #1: Think about an informal learning experience that you had. What particular skills and knowledge did you learn from this experience?</p> <p>Question #2: Now, think of a job that you would like to apply for. Once you have identified a prospective job, look to see how your existing skills support that job – compare your skills with those required for the job. Are there skills that you need to develop? Identify two Essential Skills that you may need in order to do this job effectively.</p> <p>Question #3: What other jobs require these same skills (hunter/trapper)?</p>	<p>Puzzle Exercise</p> <ul style="list-style-type: none"> To get attendees to personalize what PLAR is and discuss the process i.e., identify skills and knowledge gained in informal environments (your assets), and identify what else you need to learn in order to achieve a goal
	MC:	<ul style="list-style-type: none"> – thanks facilitators – invites Elder for prayer – directs everyone to lunch – advises return time 	
12:00 – 1:00	Lunch/Networking		

Time	Event	Facilitator Instructions	Activity Objectives
	Afternoon MC	<ul style="list-style-type: none"> – introduces self <p>At end of lunch ...</p> <ul style="list-style-type: none"> – provides overview of afternoon’s agenda – explains any logistics – introduces community speaker 	
1:00 – 1:30	SPEAKER 1 PLAR in our Communities		<ul style="list-style-type: none"> ▪ To get Manitoba communities who have chosen PLAR to share why it is important ▪ To have community representatives convey why they have chosen to use PLAR, what is the strategy behind it, and what needs to happen to make it work
	MC	<ul style="list-style-type: none"> – thanks Speaker 1 – introduces Speaker 2 	
1:30 – 2:00	SPEAKER 2		To share opportunities and perspectives from a key rural employer
	MC	<ul style="list-style-type: none"> – thanks speaker and – introduces facilitator for Interactive Exercise #2 	
2:00 – 2:30	FACILITATOR	Interactive Exercise #2	<ul style="list-style-type: none"> ▪ To get advisors using questioning skills to practise how they can use PLAR ▪ Role-Play Exercise – PLAR Advisory Services - To have participants use their counselling/ advisory skills to do PLAR, and also to be on the receiving end of PLAR



H APPENDIX

Time	Event	Facilitator Instructions	Activity Objectives
		<ul style="list-style-type: none"> - Attendee Role-Play - Tell them that on their CD-ROMs there are a couple of books from Employment Training Services which have many more questions that can be asked of clients, as well as a booklet which clients can fill out themselves. 	<ul style="list-style-type: none"> ▪ Ask participants to get into pairs. They will now role play asking PLAR questions. ▪ One is the interviewer and one is the client. ▪ Give each role-play exercise 10 minutes.
	MC:	<ul style="list-style-type: none"> - thanks facilitator - directs attendees to break - gives specific return time 	
2:30 – 2:45	Break/Networking		
	MC:	<ul style="list-style-type: none"> - reassembles crowd 	
2:45 – 3:15	MC:	<p>Interactive Exercise #3</p> <p>Use someone at the table to record the answers. Paper is provided.</p> <p>A. What are the ways in which PLAR can help people in your community?</p> <p>B. What might be needed in the next 3–5 years in order to include PLAR at the community level? E.g., training, courses, money, etc.</p> <p>C. What are the priorities? Right away? In the next year? In the next three years?</p>	Identifying next steps, priorities and community wishes
	MC:	<ul style="list-style-type: none"> - introduces Interactive Exercise #4 	
3:15 – 3:30	Facilitator:	<p>Interactive Exercise #4</p> <p>Write down one thing you learned today on your star. Have participants post this at the side on the wall on the Igniting the Power Within poster.</p>	Celebrating learning together

Time	Event	Facilitator Instructions	Activity Objectives
3:30 – 3:45	<p>MC</p> <p>Wrap-Up</p>	<ul style="list-style-type: none"> – asks people to fill out today’s evaluation – summarizes what we heard today about PLAR – makes any additional announcements – awards the door prize – highlights next steps – thanks everyone for coming 	<ul style="list-style-type: none"> ▪ Summarize PLAR ▪ Summarize next steps



INSIDE/OUTSIDE the Box Questions

Day 1

Question 1:

Inside the Box

- A. How do Essential Skills affect individuals (positively and negatively)?
- B. What helps people to expand their Essential Skills?

Question 2:

Outside the Box

How can communities address Essential Skills needs? For example:

What 3–5 things could a community do to address Essential Skills needs?

What would be a community's priorities in addressing Essential Skills needs?

Question 3:

Communities (Record the group's answers)

What might be needed in the next 3–5 years in order to include ES at the community level? E.g., training, courses, money, etc.

What are the priorities?

- C. Right away? In the next year? In the next three years?

INTERACTIVE Exercise #1: The Puzzle

Question 1:

Think about an informal learning experience that you had. What particular skills and knowledge did you learn in this experience?

Question 2:

Think of a job that you would like to apply for. Now that you have identified a prospective job, look to see how your existing skills support that job – compare your skills with those required. Are there skills that you need to develop? Identify two Essential Skills that you may need in order to do this job effectively.

Question 3:

What other jobs require these same skills (as hunter/trapper)?



INTERACTIVE Exercise #1: The Puzzle

Facilitator Notes (Part 1)

Time: One hour
Part 1

Tell workshop participants:

“As a group, we will once again engage in an activity that uses our creativity, skills and knowledge. People will be going around the room handing out a baggie filled with puzzle pieces. I will tell you in a few moments what we will be doing with these puzzle pieces. The activity is meant to be fun and to show how informal learning takes place and continues to take place in many different aspects of our life. The activity will give each of you the opportunity to engage with PLAR in a personal way.”

Give workshop participants a personal story that they can relate to (this will help you build a rapport with the audience and make the task real life). For example:

“My job is _____ and I am not trained in bookkeeping. However, a few years ago I was recruited to coach my daughter’s hockey team. Well, little did I know that being a coach would entail keeping track of the team’s finances. I didn’t have a clue how to do bookkeeping. However, over the next year I learned how to do the team’s finances. And I learned to do them well. So presently, even though I have never been formally trained in bookkeeping, I am comfortable in adding to my resume “bookkeeping experience – able to input data, balance worksheets, invoice and pay bills. I feel comfortable in adding this to my resume because of my “learned” experience. My bookkeeping learning did not come from schooling; it came from practical hands-on experience.” **(Personalize your own experience.)**

After sharing a personal vignette, say:

“We all have stories and experiences like this. We all have learned through our community work, hobbies and volunteer jobs.

This particular type of learning is called informal learning. It is informal because it takes place out of school.

Now, I would like you to think about your own personal stories of informal learning for a few

moments. Then identify what particular skills and knowledge that you learned in those experiences. Remember, these are experiences from work, hobbies, and in the community, outside of school.”

Perhaps ask for a few people to provide examples. And for those visual learners in the group, a reminder of the question is on the handout on the table.

Tell workshop participants:

“I must mention that these learned skills are your assets.”

Give directions to workshop participants on how to use the puzzle:

“Now that you have identified specific skills, take your puzzle pieces out of the bag and write one learned skill onto each puzzle piece.”

Perhaps you can offer one or two examples that you would write onto a puzzle piece, based on the vignette.

“Once each of your puzzle pieces is filled, let’s put our puzzle together.”

Give the participants time to write down their learned skills. Then let people start putting the puzzle together and wait for the moment when they start to ‘panic’ because they have pieces missing. Once the majority of people have realized that there are pieces missing, tell the group:

“Okay, let’s continue. Look at the puzzle you have made and take some time to honour the skills you possess. Look at all of the skills you have gained outside of school.”

Take a moment or two to share and honour the participants’ skills.

Tell the group:

“Now, think of a job that you would like to apply for.

Once you have identified a prospective job, look to see how your existing skills support that job. Compare your skills with those needed for the job.



Are there skills that you need to develop? Identify two Essential Skills that you may need in order to do this job effectively.”

(This question is found on the handout)

Note: A poster-sized list of the Essential Skills should be posted where everyone can see them.

Give everyone a couple of minutes to identify their Essential Skills.

“Right now there are little baggies being handed out with your missing pieces. When you get your missing pieces, write the two Essential Skills you just identified onto them, and then complete your puzzle.”

Wait for the participants to write the two Essential Skills onto their puzzle pieces.

“Now that you have completed your puzzle, you have the whole picture. You can see how your learned skills contribute to your resume. If I were your career counselor, I would take those two new identified Essential Skills and make them a part of your learning plan. Those skills would become your goal.”

INTERACTIVE Exercise #1: The Puzzle

Facilitator Notes (Part 2)

Next, tell workshop participants:

“Let’s do some more brainstorming. Let’s think of the role of hunter/trapper. What informal learning skills do hunters and trappers have?”

Now, have a look at the Essential Skills profile for hunters/trappers. These are on your tables.”

As workshop participants provide answers, write them down in a visible place for all to see. Once a well-developed list is created, ask:

“What other jobs required these same skills?”

(This question is found on the handout)

As workshop participants provide answers, write them down in a visible place for all to see. Let people observe the two lists you have created and say:

“Isn’t it amazing how informal learning is transferable from one job setting to another?”

Emphasize to the workshop participants:

“This is PLAR. This is Prior Learning Assessment and Recognition. Prior Learning Assessment is the celebration of our assets, and also the realization of what still needs to be worked on.”

Close the Activity

Thank everyone for participating and, if something came up while doing the activity that needs to be talked about, let them know that counselors are available.



INTERACTIVE Exercise #1: Role Play

Interviewer Number 1: Questions to get you started

Tell me about a hobby or volunteer job that you have had.

What types of things did you do in that job (e.g., responsibilities, tasks, duties, etc.)?

What did you learn?

How did you learn it?

- | | |
|--|---|
| <input type="checkbox"/> Observed others | <input type="checkbox"/> Asked questions |
| <input type="checkbox"/> Learned at school | <input type="checkbox"/> Learned on the job |
| <input type="checkbox"/> Trial and error | <input type="checkbox"/> Took notes |
| <input type="checkbox"/> Took a class | <input type="checkbox"/> Was trained by someone |
| <input type="checkbox"/> Practised | <input type="checkbox"/> Asked people |
| <input type="checkbox"/> Read instructions | |

Any other ways?

What other types of jobs?



INTERACTIVE Exercise #2: Role Play

Interviewer Number 2: Questions to get you started

Describe a task that you do. For example, repairing a small engine, cooking meals, etc.

What did you need to know in order to do this task?

What information did you need to start and finish this task?

What did you need in order to be able to do it? For example, specific knowledge and skills, etc.

What tools or processes/methods did you use?

What was important to do in order to complete the task correctly?





INTERACTIVE Exercise #3: Moving Forward

Day 2

Record the group's responses.

In what ways in can PLAR help people in your community?

What might be needed in the next 3–5 years to include PLAR at the community/organization level? For example, training, courses, money, etc.

What are the priorities?

Right away? In the next year? In the next three years?

RESPONSE to the Day

Day 1

June 1, 2009

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

Thank you!



RESPONSE to the Day

Day 2

June 2, 2009

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

Thank you!