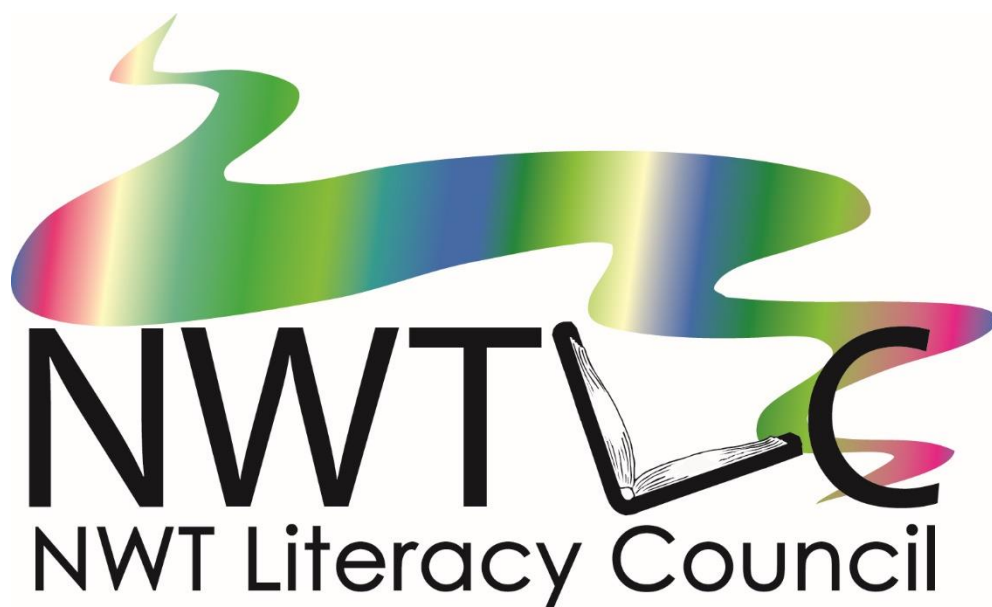


Community Literacy Facilitators' Guide



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The NWT Literacy Council produced this document for community-based literacy programs.

The NWT Literacy Council is a territorial non-profit group that promotes and supports literacy in all official languages of the NWT. Our program areas include Indigenous languages, family literacy, adult literacy and essential skills, youth literacy, and plain language.

Contact the NWT Literacy Council for more information or to get copies of this document.

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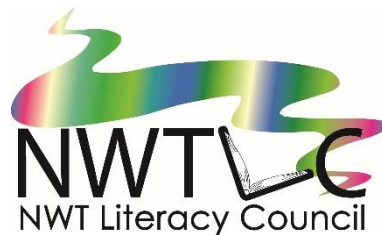
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This resource is designed to help you run a program in your community. Planning, evaluating and reporting on programs can take time, but are all very important. We created this resource to help make these steps easier. Remember that these are suggestions; you are free to adapt and change the programs to suit your community.

This resource includes:

- Ideas for creating community partners
- Ideas for finding a space
- Ideas for virtual programs
- Things to consider when planning a budget
- Ideas for advertising your program
- Potential barriers to consider
- Special considerations for your first session
- Record keeping tools
- Evaluation tools
- Health and safety tips and guidelines

Building Community Partners

Community partners can help make your program more successful. The following are possible partners that may support your program by being on an advisory committee or providing sponsorship, staff, or space to run the program:

- Aboriginal Head Start programs
- Community Health Representatives
- income support workers
- early intervention programs
- pre-natal/ post-natal programs
- childcare centres
- play groups
- school and community counsellors
- teachers and/or principals
- adult educators
- elders
- band, hamlet, or town councils
- friendship centres
- women's groups
- youth groups
- local library

Finding a Location

The location of your program can play a big part in its success. It is important to recognize that people respond differently to different locations and to different sponsors. Try to choose a location that is:

- friendly and inviting
- accessible (for strollers, people with disabilities, etc.)
- close to the participants
- suitable for serving snacks
- safe for children
- not crowded with furniture
- carpeted or has mats
- big enough for adequate physical distancing

Virtual Programming

During the COVID-19 pandemic, in-person programs may not work for your community. Some reasons you may want to do a virtual program include:

- the space does not allow for appropriate physical distancing
- parents/participants are uncomfortable with in-person programs
- participation begins to decrease due to illness/self-isolation needs
- a return to Containment or Phase 1 of *Emerging Wisely*
- Guest facilitators for specific sessions may not be able to attend in-person

Things to consider for virtual programs:

- Internet and technology availability for families/youth at their homes
- Platforms that participants are comfortable with
- Your own technology skills and comfort level

Tech-free virtual program ideas:

- Deliver program kits to families/participants along with instructions to do at home
- Community scavenger hunts with clues around the community
- *Storywalk*© set up around the community
- Outdoor book giveaway

Setting up a Budget

It is important to think about how much your program will cost. Remember that though the weekly sessions may run for only one hour, additional hours are required to plan the program, contact participants, keep records, and build community partnerships. Here are a few things to consider when budgeting:

- Staff – Is the staff in an existing position or are they being hired specifically for the program?
- Salary -How much will you pay the facilitators and childcare workers?
- Space – Is the space donated or do you have pay for its use?
- Transportation for participants
- Cost of program materials – snacks, photocopying, supplies, childcare, etc.
- COVID-19 related costs- Masks, Hand sanitizer, gas for kit deliveries, internet costs (for facilitator and participants), etc.

Advertising the Program

Once you have found partners and a location for your program, the next step is to advertise. Think about where potential participants are likely to see the information. Think about the age of the participants you are trying to attract. Advertising to parents with young children may be different than advertising to youth or Elders.

These are some good places to hang posters:

- the post office
- the local store
- the band office
- the health centre or wellness centre
- pre-school or daycare
- the school, school library or community library

You can also:

- hand out invitations and pamphlets
- put an announcement on the radio
- post on social media
- encourage participants to tell their friends
- talk to the agencies and people that are already working with potential participants. Due to confidentiality, most agencies cannot give you names of people who might take part in your program, but they can tell their clients about it.

Overcoming Barriers to Participation

There are many things that stop people from coming to groups. Try to reduce barriers so that more people are able to participate. You will need to think about these questions when planning your sessions:

- Are the sessions timed so that parents can pick up their children from school?
- Are the sessions on the weekend or in the evening when parents will have their school-aged children with them? What arrangements can be made for childcare for older children?
- If your agency has transportation, program staff can pick up the participants.
- Arrange taxis to pick up participants. The program can either pay for the taxis or provide vouchers.
- Arrange a buddy system. Participants with vehicles can pick up other participants who live nearby.
- Do all participants have access to internet/technology to join an online virtual program?
- Think about having a way for participants to provide feedback on barriers they are facing in attending.

The First Session

The Day before the First Session

Call/ text each participant to remind them about the next day's session. Checking in beforehand helps you to estimate how many people will be attending and make transportation arrangements.

Before the Session

Come about 45 minutes before the session is set to begin.

- Set up the room with mats, move furniture, and do any childproofing that needs to be done.
- Put up a "Welcome to _____" sign and clear directions to get to the program room.
- Make coffee and tea and prepare snacks.
- For virtual sessions, practice any screensharing, videos, links etc. before others join.

Getting Started

It is very important to help people feel relaxed and comfortable at the first session. When people feel welcome, they are better able to relax and participate. In the first session, explain to the participants what the program is all about and what they can expect to gain from it.

- Introduce yourself.
- Ask participants to introduce themselves and/or their children.
- Ask them why they are interested in the program.
- Explain the objectives of the program.
- Explain how each session will run.
- Establish ground rules for the group.

Establishing ground rules

During the first session, the facilitator and the participants should brainstorm rules to help the group run smoothly. Here are some examples of ground rules:

- Start and end on time.
- Respect all opinions.
- Give equal opportunities for everyone to participate.
- Everyone has the right to pass in discussions.
- Have fun!

If you are doing an online program, you may need to add rules such as:

- Participants muting when not speaking.
- Reducing background noise.
- Camera etiquette.

Be sure everyone agrees with the rules. Review the ground rules every few weeks.

Ask if any rules need to be added or deleted.

Running a Program

- **Greeting Participants**
- **Snacktime**
- **Saying Goodbye**
- Health and Safety Tips and Guidelines

Greeting Participants

It is important to create a safe and welcoming environment. Here are some tips for making people feel comfortable:

- Arrive early and get set up before participants arrive.
- Welcome everyone as they arrive. Make name tags for adults and/or children.
- Ask people to introduce themselves and/or their children.

For online programs:

- Welcome people as they join the platform.
- Help participants ensure their name is shown and add children's names if they are there as well.
- Remember that people may not see each other in the same order on their screen as you or other participants do. This is important when having people introduce themselves since it isn't like sitting in a circle and taking turns. You may need to ask each person to take their turn.

Content/Activities

Depending on the program you are running, you may have one long activity or several shorter activities. Prepare your supplies ahead of time, and have extra activities planned.

Snack Time

A short break gives people a chance to socialize and have a snack. Make sure you follow the current *Emerging Wisely* regulations for snacks. You may need to provide individually sealed snacks or have participants bring their own.

Saying Goodbye

- Choose a goodbye song or routine and use it every session.
- Give each participant any hand-out/materials to take home.
- Participants may want to stay around a little longer to visit. Do your best to allow time for this.
- Say goodbye to everyone and thank them for coming. Let them know you look forward to seeing them at the next session.

Health and Safety Tips and Guidelines

Every community and every family will have different comfort levels when it comes to attending community events during the time of COVID-19. As an organizer, it is your role to ensure health and safety is a top priority during your event. Guidelines will be continuously changing and up-to-date information can be found on the GNWT website here:

<https://www.gov.nt.ca/covid-19/en/services/relaxing-phase-2-next-steps-current-phase>

We are currently in phase 2 of *Emerging Wisely*, a four phased plan to lift public health restrictions over time. As of September 2020, the GNWT has outlined the following health orders for gatherings:

INDOOR GET-TOGETHERS OF 25 OR LESS ALLOWED

Indoor get-togethers of 25 or less allowed

- As long as physical distance of two metres can be maintained, appropriate hand-washing or sanitizing can occur, travel happens by household group, and there is no communal food or beverage provision.

Indoor sports and day programming are allowed

- As long as there are 25 people or less in the space in which they are held and there are disinfection protocols in place. Individual needs of organizations and sports leagues will be subject to a WSCC risk assessment.

OUTDOOR GET-TOGETHERS OF 50 OR LESS ALLOWED

Outdoor get-togethers of 50 or less allowed

- As long as physical distance of two metres can be maintained, appropriate hand-washing or sanitizing can occur, travel happens by household group, and there is no communal food or beverage provision.

Administration

- **Keeping Records**
- **Confidentiality**
- **Evaluation**
- **Forms**

Keeping records

Keeping records may seem like extra work, but it is very important. Records are necessary not only for funders, but also to help you evaluate and make changes to your program. Record keeping may be as simple as taking attendance at each session. It is also a good idea to keep all of your session plans in one notebook or folder. You can make notes on them as you go, and will be able to refer back to them later.

Examples of the following forms are included in this manual. You may choose to use some or all of them.

- registration forms
- attendance
- lesson plans
- participant report
- program evaluation
- budget
- midterm and final report

Confidentiality

Any information you collect from participants should be kept confidential. Let participants know that you will not share their names or contact information with anyone. You may want to use participants' feedback in your evaluation or reports to funders; let them know if you plan to do this, and that their names will not be used.

Evaluation

Evaluating your program is very important, not only to satisfy funders' requirements but also to let you know how the program is going and how you can improve it. You can evaluate your program by collecting or writing:

- a summary of the program and its benefits;
- a summary of successes and challenges;
- anecdotes from participants;
- evaluation questionnaires from participants;
- attendance records.

Budget

In order to receive funding for a program, you will have to create a budget. You will probably also have to provide a financial statement at the end of your program to show how closely you followed your budget. Things that are given to the program for free are called in-kind donations. Remember to include these in your budget.

Sample Budget

Here is an example of a budget for a 10-week program:

Item	Cost
Space \$15/week x 10 weeks (in-kind from school)	\$150
Transportation \$5/week x 8 participants x 10 weeks	\$400
Facilitator Salary/Honoria 2hrs/week x \$18 x 10 weeks	\$320
Photocopying/Printing (in kind from school)	\$ 25
Snack \$25/week x 10 weeks	\$250
Supplies -blankets -storage bins	\$50
Other Costs:	
Total:	\$1195
Total in Kind:	\$175
Total Requested:	\$1020

Session Planning

You can use this sheet to plan each session of your program. You will probably want to keep them all together in a binder or folder. You can make notes about what worked well and what didn't on each sheet.

Here is an example of what a *1-2-3 Rhyme With Me* session plan might look like:

Opening/Name Rhyme: Ickety Tickety Bumblebee	
Touching/Tickling/Bouncing Rhymes: Riding on an Elevator The Moon is Round	Songs/Fingerplays: Ga Goon Went the Little Green Frog <i>-Kids requested Eensy Weensy Spider</i>
New Rhymes to Teach: Five Little Pumpkins	Lullabies/Calming Rhymes: Rock a Bye Baby All Through the Night <i>-Toddlers lost interest during this part</i>
Snacktime Rhyme: Way Up High	
Snack: Apple slices, Juice	
Transition Rhyme: Everybody Take a Seat	
Circle Games: Hello, My Name is Joe Ring Around the Rosy <i>-Kids requested Zoon Zoon Zoom</i>	
Storytelling: The Great Big Enormous Turnip	
Goodbye Rhyme/Song: Goodbye Everybody	

Notes:

-Joey wants to do Where is Thumbkin? next week

Session Plan

Date:	Supplies to bring:		
Topic:			
Introduction/Icebreaker:			
Activity #1:		Activity #2:	
Activity #3:		Activity #4:	
Snack:			
Evaluation tool:			
Wrap up/reflection:			
Hand-outs/ materials to take home:			
Goodbye:			


Notes:

Participant Evaluation

Thank you for taking time to complete this evaluation. Your feedback is anonymous and will be used to improve the program.

1. I came to the program _____ times.
2. My overall satisfaction with the program is:

low fair high very high excellent
3. Would you attend another _____ program? If not, why not?
4. Have you noticed any changes in yourself and/or child as a result of the program?
5. Have you noticed any new skills you've developed as a result of coming to the program?
6. How could we improve the program?



NWTLC
NWT Literacy Council
Photo/Film Release & Consent Form

Name: _____

Address: _____

Phone Number: _____

1. I, _____, agree to let the NWT Literacy Council (NWTLC) use, reproduce and publish photographs and/or film footage of me.
2. By signing this form, I acknowledge that the NWTLC has asked for my permission to use these photographs and/or film footage of me in various media (for example: print, electronic, CD):
 - on NWTLC websites
 - in NWTLC documents, and
 - in NWTLC promotional materials.

These images may be electronic, and may be on their own or in groups.

3. I understand that anyone with Internet access will be able to access the photographs and/or film footage of me on NWTLC websites.
4. I also understand that the NWTLC will post a copyright notice on the website telling people they cannot copy an image without written permission from the NWTLC. I understand that the NWTLC is not responsible for, and has no control over, what other people might do with my photograph once it is published.
5. I also agree to release my name and home town if necessary to identify me in these photographs.
6. I have read this permission form carefully. I understand what is in it and agree with it. By signing this consent form, I am giving up any legal rights I may have to the photographs and/or film footage.

Signature: _____

Date: _____

IMPORTANT: If you are under 18 years of age, please ask your parent or legal guardian to read this document and complete the part below, if they agree to it.

Name of Parent/Legal Guardian: _____

Phone Number: _____

Signature: _____

Date: _____

You have the right to withdraw your consent at any time. To do that, you can contact us at the address below. If you have any questions, please contact Kathryn Barry Paddock, the Executive Director of the NWT Literacy Council at the same address.

NWT Literacy Council
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5122 48th Street
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Toll Free in the NWT: 1-866-599-6758
Fax: 867-873-2176
Email: nwtliteracy@nwtliteracy.ca

Ideas for *Emerging Wisely* Phase 2 Compliant Community Literacy Programs

- *Zoom* cooking class: Deliver ingredients and recipes to families and then have them join you online to work through the recipe.
- Outdoor sewing circle: invite youth to meet you outside for a sewing circle. Pre-mark seating areas to ensure participants are 2 meters apart.
- Physically distant *Storytime Adventures*: consider the size of your space and how many families can fit in the space while maintaining distance. You will need to put a maximum of 25 participants, or lower depending on the space size. Set up separate craft stations so families do not need to share supplies. Consider whether you will require face coverings or not.
- Host *Storytime on the Radio*: organize with your community radio station to host a story time. You can provide copies of the books to each family in the community and everyone can join in to listen.
- At home spa night: provide youth with supplies and instructions to make sugar scrubs or masks at home.
- Host a community scavenger hunt: depending on the age of participants, post clues around your community for families or youth to solve and complete. For children, you could provide picture clues.