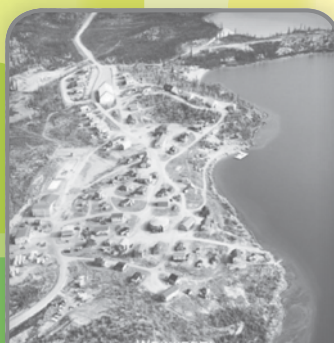


# Essential Skills at Work in the North

*Study Guide*



**Small Community  
Government**



**Municipal Works**



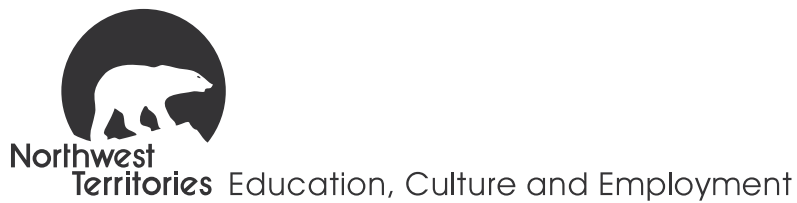
**Recreation  
Programmer**



**Home Support  
Worker**

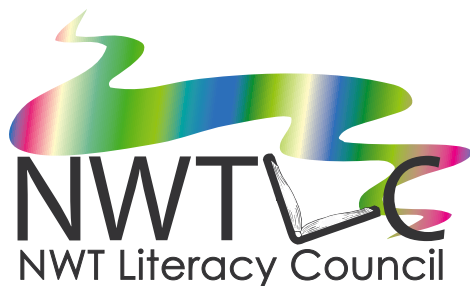
## Acknowledgements

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Contact the NWT Literacy Council to get print copies of this study guide or download it from our website.



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# Essential Skills at **Work in the North** *Study Guide*



**School of Community Government**

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## School of Community Government

The learning activities in this study guide introduce learners to information about the School of Community Government—an agency that provides training for people that work with community governments. The study guide features an interview with Mike Yakabuski, Coordinator with the School of Community Government, Department of Municipal and Community Affairs, GNWT.

The study guide is part of the online tool **Essential Skills at Work in the North**.

- Go to NWT Literacy Council website homepage.  
<http://www.nwt.literacy.ca/>
- In the **Resources** menu, choose **Youth and Adult Literacy**.
- Click on **Essential Skills—At Work in the North (Flash site)**.

There are 12 learning activities with instructor notes and learner handouts for each activity. See the list of activities below. The study guide includes the text for the interview with Mike.

Look for these symbols to help you find the things you need.



**Text for the interview with Mike Yakabuski, Coordinator with the School of Community Government.**



**Instructor notes for each learning activity, including the main essential skills that learners use during the activity**



**Learner handouts for each activity. Copy enough handouts before you start the activity.**

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## Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.

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## Interview with Mike Yakabuski

### Introduction to jobs with community governments

Local governments in the NWT have important responsibilities to keep their communities safe, healthy, and strong. And there are many jobs that come available to carry out these responsibilities.

Here are some examples:

- Water treatment and delivery.
- Waste management.
- Road and building maintenance.
- Maintenance of airport facilities, including air strips.
- Operation of recreation facilities such as arenas, community halls, parks, and sports fields.
- Mobile equipment maintenance.
- Heating and ventilation.
- Management of leases and land developments.
- Financial and staff management.

In small communities government jobs may be part-time. Workers may hold more than one part-time job or combine a part-time job with other activities. For example: caring for family, doing crafts, or being out on the land.

These are good jobs. Besides decent wages, steady employment, and ongoing training they offer opportunities for advancement and the satisfaction of contributing to the advancement of the community.

### Interview with Mike Yakabuski

Michael Yakabuski is a training and development coordinator for the Department of Municipal and Community Affairs in the NWT.

I spoke to him about the School of Community Government and the kind of training you might qualify for if you work for your municipal government. Mike also describes what you can do to improve your chances of getting a job in your community.

Mike, would you tell us what the School of Community Government is please?

**Mike:** Sure. The School of Community Government is a division of the Department of Municipal and Community Affairs. Our focus is training for people in community government positions. Our role is to support community governments. The community governments have the authority to manage their own services.

So the community governments figure out what their needs are and then they call on you to support them?

**Mike:** Exactly. We're available. We offer a series of training opportunities and they decide what their needs are at a given point in time.

Okay. So the School of Community Government trains staff. How big are community governments?

**Mike:** There's a large scope of what a community government can be. It could be a hamlet of about 600 people; it could be a town of 3,000; or it could be a small band, First Nation community of 200 or so. But all of these communities, regardless of their size, need to deliver safe drinking water. They need to maintain the roads. They need to provide public services like recreation. They need to collect the garbage.

So for all of these services, whether it's providing clean water or maintaining roads or delivering recreation services, there are skills attached to all of those. Is that right?

**Mike:** Right. Yeah. And what the School of Community Government does is it provides community-based training for those individuals

where they can attend a course or several courses and achieve a level of certification. So, for example, if the water treatment plant operator takes a series of courses and then passes a number of exams, they can be certified in the position.

So you train staff in very specific skills that will help them in their day-to-day jobs.

**Mike:** We do for sure. We have basic, fundamental skills courses for people in the Works department that are in say a labour position where they can:

- Advance their heavy equipment skills
- Learn more about road maintenance
- Learn about maintaining solid waste sites.

We try to make the courses very practical and accessible to them where they can attend the course either in their own community or in a regional centre—so that they don't have to travel down south to gain training.

Yeah, we talked to Vanessa Sanderson, a recreation worker, who travelled around the NWT to take courses.

**Mike:** In Vanessa's case, she's training under the Recreation Leadership Certification Program. And so we'll offer 10 different courses in that program and usually they're all in a different community. They might be close to her. She's in Fort Resolution and she might find a course in Hay River. Two or three months later she'll find a course in Yellowknife. Later on she'll find a course in Inuvik.

And that is another advantage that they're all attending courses with their peers from other communities. And the ability to network and to talk to other staff who are doing the same type of work is really valuable.



How important is it to have good literacy skills or to be working to improve your literacy skills?

**Mike:** For the public works staff, working to improve your literacy is going to serve you well in the long term. Because if you're able to improve your ability to read instructions, read checklists, look at some labels for products that you'll be using in your day-to-day work, those types of things.

Those are kind of fundamental skills that you want to work to be good at, so it's in definitely the best interests of the work staff to make visits to the adult ed centre and work on that. Because that in the long term is going to put them in a better personal position in terms of the wage that they can bring in.

Can they get any help from their employer to improve their skills or do they have to study on their own at night?

**Mike:** Most community governments that I speak to will usually provide time, often with pay, for the community government employees to go to the adult ed centre probably at least one afternoon a week to improve their literacy skills.

Is having good Aboriginal language skills important as well?

**Mike:** Definitely. Especially in our smaller communities where there's still a fair number of first language speakers. And often an elder will need like a service explained to them or may have an issue with a particular bill. Or they are wondering about their water delivery or snow removal or these types of things. And certainly if their first language is say North or South Slavey, Tłı̨chǫ, or Inuvialuktun, they often need these services explained to them. So to have staff that can speak their first language is a definite asset.

Okay, so we know it's important to have good literacy skills and it really helps to be able to speak the native language of your community. Being a good worker must be really important as well, eh?

**Mike:** Right, yeah. That's a great point to bring up because if you'll talk to any of the foremen or works managers in the community, you'll ask them maybe even that direct question "what's the most important skill?" —that they show up on time and that they're good workers. That would be two things that come to mind because if you start there, the rest will fall into place. Because you're showing up on time meaning you care about the job. And you're a good worker meaning that you'll be gaining skills every day you're on the job. Literacy and being hard working, being there on time, that's a great formula to advance yourself.

Thanks Mike. That was very helpful.

To learn more about the municipal government jobs, go to this link to see some job descriptions. [http://www.maca.gov.nt.ca/?page\\_id=552](http://www.maca.gov.nt.ca/?page_id=552)

Web links change from time to time, so here is how to find this page.

- Go to MACA website home page.
- Choose **Community Governments**.
- Choose **Tools and Resources** and find the PDF job descriptions on this page.



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## 1: Expand Your Vocabulary

### Instructor Notes

#### **Essential skills: reading, thinking, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Expand your vocabulary**

Learners explore the meaning of some words from the interview.

- To start, invite learners to rate their current knowledge of each word. At the end of the activity you can check with them to see if their knowledge changed/improved.
- Ask learners to read out loud each sentence on the handout.
- Discuss what each bold word means, using learners' common sense and the sentence context.
- Ask learners to work in pairs to match each word with the meaning (see handout).



## Expand Your Vocabulary

### Handout 1

Use the following table to rate how well you know these words right now. Check ☒ one column for each word.

Word	Do not know this word	Know this word a little	Know this word well
Local government			
Responsibilities			
Combine			
Decent			
Steady			
Advancement			
Practical			
Accessible			
Advantage			
Peers			
Formula			

Read each sentence out loud. Discuss what each bold word means, using your common sense and the sentence context.

1. **Local governments** in the NWT have important **responsibilities** to keep their communities safe, healthy, and strong.
2. Workers may hold more than one part-time job, or **combine** a part-time job with other activities.
3. These are good jobs. As well as **decent** wages and **steady** employment, they offer ongoing training, opportunities for **advancement**, and the satisfaction of contributing to the well-being of the community.
4. We try to make the courses very **practical** and **accessible** to them, where they can attend the course either in their own community or in a regional centre.
5. And that is another **advantage** that they're all attending courses with their **peers** from other communities.
6. Literacy and being hard working, being there on time, that's a great **formula** to advance yourself.

Match each word with the meaning. Work in pairs.

Words	Meanings
Local governments	People with the same job
Responsibilities	Mix or blend
Combine	Useful or helpful
Steady	Easy to get to
Advancement	Benefit or good thing
Practical	Regular
Accessible	Way to do things; rules to follow
Advantage	Municipal council or band council
Peers	Things we must do; things we are in charge of
Formula	Good, proper, full, satisfactory, ample
Decent	Making progress or improving



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## 2: Essential Skills Vocabulary

### Instructor Notes

#### **Essential skills: reading, thinking, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Essential skills vocabulary**

Learners match each essential skill with skills people need for different jobs with their community government.

The handout includes a list of the nine essential skills, with definitions. Discuss this part of the handout first if appropriate; or do the activity as a group.



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## Essential Skills Vocabulary

### Handout 2

Match each essential skill with an example of skills people need to get work with their community government.

- ☐ Computer use/digital literacy
- ☐ Document use
- ☐ Working with others
- ☐ Oral communication
- ☒ Continuous learning
- ☐ Reading
- ☐ Writing
- ☒ Numeracy
- ☐ Thinking

We did two as examples.



Essential skills	Examples of ways that municipal workers use essential skills
Continuous learning	Going to a training course.
Numeracy	Understanding your pay stub.
	Reading instructions.
	Using a checklist.
	Working as part of a team.
	Listening to someone that has a problem or complaint.
	Sending an email.
	Planning a work schedule.
	Writing a report.

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## Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.



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### 3: Story Questions

#### Instructor Notes

**Essential skills: thinking, reading, writing, oral communication**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### Story questions

Learners answer questions from the Mike Yakabuski interview.

First, read the interview out loud together. Encourage learners to complete the handout without checking back to the text.



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## Story Questions

### Handout 3

Answer the following questions. They are based on the interview with Mike Yakabuski. Try to answer without checking back to the text.

1. The School of Community Government is part of one government department. What department? What government?

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2. Different types or sizes of communities all have municipal workers. Give two examples of different types or sizes of communities.

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3. Community governments are responsible for different community services. Name four of those services.

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4. The foremen and managers for municipal workers name two things as the most important skills. What are they?

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5. It is a good thing if municipal workers—especially in smaller communities—have good Aboriginal language skills. Explain why.

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#### 4: Reflections—Discussion/Journal Writing

##### Instructor Notes

##### Essential skills: oral communication, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

##### Reflections—Discussion/Journal Writing

Ask learners to reflect on the interview. Use the questions below or make up your own questions to guide a discussion.

After the discussion, ask learners to write down their thoughts. Ask if they think the discussion added to their thoughts or changed them in any way?

- Did you find the interview interesting? Why or why not?
- The foremen and managers say that the most important skills are that people show up on time and that they're good workers. And that the rest will fall into place. What do you think they mean?
- What do you think is the best thing about being a municipal worker?
- What do you think is the most challenging thing about being a municipal worker?
- Community governments offer jobs in many different areas. Do any of those jobs interest you? Why or why not?



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## Reflections—Discussion/Journal Writing

### Handout 4

Use the following questions to guide a group discussion.

After the discussion use the questions to guide your journal writing.

Did the discussion add to or change your thoughts in any way?

- Did you find the interview interesting? Why or why not?
- The foremen and managers say that the most important skills are that people show up on time and that they're good workers. And that the rest will fall into place. What do you think they mean?
- What do you think is the best thing about being a municipal worker?
- What do you think is the most challenging thing about being a municipal worker?
- Community governments offer jobs in many different areas. Do any of those jobs interest you? Why or why not?



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## 5: Jobs with Community Governments

### Instructor Notes

#### Essential skills: thinking, reading, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### Jobs with Community Governments

Learners answer questions about different kinds of jobs with community governments. The handout has information about jobs under the following categories:

- Entry level jobs
- Semi-skilled jobs
- Skilled jobs
- Trades and technology
- Management and supervisory

If appropriate, review the handout with learners before they answer the questions.





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## Jobs with Community Government

### Handout 5

Use the information in the handout to answer the following questions.

1. What experience does a person need for entry level jobs? What education do they need?

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2. A person needs a college diploma or university degree for at least two kinds of jobs. What are they?

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3. In what category do you find each of the following jobs?

Finance officer \_\_\_\_\_

Truck driver \_\_\_\_\_

Youth coordinator \_\_\_\_\_

Recreation coordinator \_\_\_\_\_

Heavy equipment operator \_\_\_\_\_

Housing manager \_\_\_\_\_

SAO \_\_\_\_\_

4. What education and experience do people need for each job category?

**Entry level jobs**

Education \_\_\_\_\_

Experience \_\_\_\_\_

**Semi-skilled jobs**

Education \_\_\_\_\_

Experience \_\_\_\_\_

**Skilled jobs**

Education \_\_\_\_\_

Experience \_\_\_\_\_

**Trades and Technology**

Education \_\_\_\_\_

Experience \_\_\_\_\_

**Management and Supervisory**

Education \_\_\_\_\_

Experience \_\_\_\_\_

5. Six community government jobs are approved for certification under the *NWT Apprenticeship, Trade and Occupations Certification Act*. Name each job and the category.

Job \_\_\_\_\_

Category \_\_\_\_\_

Job \_\_\_\_\_

Category \_\_\_\_\_

Job \_\_\_\_\_

Category \_\_\_\_\_

Job \_\_\_\_\_

Category \_\_\_\_\_

Job \_\_\_\_\_

Category \_\_\_\_\_

Job \_\_\_\_\_

Category \_\_\_\_\_

The following information is from “Jobs in Community Government” career opportunities series, Department of Municipal and Community Affairs, Government of the NWT.

### ENTRY LEVEL JOBS

*Entry level jobs require little or no previous experience. You will need to demonstrate that you are responsible, willing to learn and work hard. On-the-job training may be provided and some jobs may require that you have a grade 12 level of education.*

<i>Administrative Assistant</i>	Keeps records, files and completes time sheets. Makes appointments for senior management, administrative and program staff. Responds to requests from the public, answers the telephone, and does some word processing. Other similar jobs include Office Clerk, Secretary, Administrative Clerk, Receptionist, Clerk/Receptionist and Secretary.
<i>Janitor/Custodian</i>	Responsible for performing custodial duties, minor maintenance and other miscellaneous duties in order to ensure that municipal buildings and facilities are maintained in a healthy, safe and sanitary manner.
<i>Labourer/Trades Helper</i>	Performs various light and heavy manual duties usually in support of trade's people.
<i>Municipal Service Worker</i>	Performs minor repairs and maintains buildings, roads, mobile equipment or the environment around buildings. May perform routine construction tasks such as installing shelves. Other similar jobs include Building Maintainer.
<i>Truck Driver</i>	Operates trucks, other equipment and tools to provide water, sewage, fuel and garbage services to community residents.



## SEMI-SKILLED JOBS

*Semi-skilled jobs require some skills, related training or work experience. Related training may be acquired through a one or two year college certificate, training through the School of Community Government or participation in on-the-job training activities.*

*\* Community Government Occupations approved for occupational certification under the NWT Apprenticeship, Trade and Occupations Certification Act.*

***By-Law Officer*** Responsible for enforcing municipal bylaws and providing public education and awareness programs and services in order to ensure the protection of residents, property and employees.

***\*Recreation Facility Operator*** Responsible for maintaining recreation facilities in order to ensure clean, safe and healthy facilities are available.

***Water Treatment Plant Operator*** Responsible for the water plant in order to ensure that residents have safe and clean water in accordance with federal, territorial and municipal legislation, policies and standards.

***Youth Coordinator*** Responsible for developing, implementing and evaluating youth programs in the community.

## SKILLED JOBS

Skilled jobs usually require a college certificate/diploma or a university degree and relevant work experience. Occupational training can be obtained from MACA's School of Community Government.

*\* Community Government Occupations approved for occupational certification under the NWT Apprenticeship, Trade and Occupations Certification Act.*

<i>*Community Works Foreman</i>	Responsible for the management, administration and delivery of all municipal works programs and services in order to ensure that residents receive effective and appropriate services. This includes public buildings, roads and mobile equipment.
<i>Economic Development Officer</i>	Responsible for facilitating, promoting and ensuring community and economic development in order to secure opportunities for economic and business development and increase local employment.
<i>Community Energy/ Sustainability Coordinator</i>	Responsible for organizing and assisting with the development and implementation of Community Energy Plans. Responsible for assisting community members to initiate and implement strategies of attaining improved energy efficiency and employing effective renewable energy programs.
<i>*Finance Officer</i>	Responsible for maintaining financial, accounting, administrative and personnel services in order to meet legislative requirements and support municipal operations.

## SKILLED JOBS

*Continued...*

### *Human Resource Officer*

Responsible for providing support in the various human resource functions, which include recruitment, staffing, training and development, performance monitoring and employee counseling.

### *Information Communications & Technology Officer*

Solves computer problems and ensures that computer technology meets the specific needs of the community government.

### *Land Administration Officer*

Responsible for managing land administration and maintaining lands records in order to ensure that community land is used in an appropriate manner.

### *\*Recreation Coordinator*

Responsible for management of all recreation facilities in order to provide clean and safe opportunities for sport and recreation and promote a healthy lifestyle for all community residents.

## TRADES AND TECHNOLOGY

*Trades and technical jobs require you to have some skills, related training or work experience. Related training may be acquired through a one or two year college certificate or diploma program, involvement in an apprenticeship program, or participation in on-the-job training activities. Journeyperson positions with community governments require the completion of both apprenticeship and technical training.*

<i>Electrician</i>	Repairs, maintains and installs electrical wiring and equipment at a journey tradesperson level.
<i>Carpenter</i>	Renovates and repairs structures and fixes wood, plywood and wallboard using carpenter's hand and power tools conforming to local building codes at a journeyperson level.
<i>Utilities Mechanic</i>	Service and repair heating systems in buildings such as oil fired burners, and utilidor systems at a journeyperson level.
<i>Heavy Duty Mechanic</i>	Repairs, rebuilds and maintains mobile heavy equipment at a journeyperson level.
<i>Heavy Equipment Operator</i>	Operates gasoline and diesel powered mobile heavy equipment used in snow removal, road maintenance or earth moving equipment at a journeyperson level.



## MANAGEMENT AND SUPERVISORY

*These jobs require a college/university degree or equivalent education and work experience. Occupational training can be obtained from MACA's School of Community Government.*

*\* Community Government Occupations approved for occupational certification under the NWT Apprenticeship, Trade and Occupations Certification Act.*

<i>*Senior Administrative Officer/Band Manager/First Nation Administrator</i>	Plans, organizes, directs and takes responsibility for all overall activities of the community government.
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<i>Comptroller/ Director of Finance</i>	Responsible for planning, directing and controlling financial, human resources and administrative functions for the municipality by following municipal policies and procedures and in accordance with Federal and Territorial legislation.
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<i>*Housing Manager</i>	Responsible for the administration, management and delivery of all public social housing programs, services and properties within the community
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## 6: School of Community Government

### Instructor Notes

**Essential skills: reading, thinking, writing, working with others, oral communication**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### School of Community Government

Learners insert commas, periods, and capital letters in two paragraphs about the School of Community Government. The handout includes some basic information about using commas, periods, and capital letters in a sentence. If needed, review this at the start of the activity.

Learners work in pairs. One person slowly reads the paragraphs out loud. The other person marks punctuation and capitals. Then they switch.

Then the two learners in each pair work together and:

- Compare their answers.
- Discuss their answers and agree on their 'correct' answer.
- Share their answers with the group.



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## School of Community Government

### Handout 6

Insert proper commas, periods, and capital letters in the following two paragraphs. If needed, review the basic information in the handout before you start.

Work in pairs. One person slowly reads the paragraphs out loud. The other person marks punctuation and capitals. Then switch. Then work together to:

- Compare your answers.
- Discuss your answers and decide on one 'correct' answer.
- Share your answers with the group.

the school of community government offers training for people who work with community governments the school has training in many topics the topics include governance management and finance emergency preparedness fire protection land administration public safety recreation facility operations recreation leadership water and waste services airports and infrastructure maintenance

the training involves partners from territorial and federal departments Aboriginal groups professional associations community governments educational institutions and business training is based on what skills the workers need to build and the available jobs with community governments

	Rules	Examples
Commas	To separate items in a list in a sentence.	The school of community government has courses in Hay River, Inuvik, Yellowknife, and Fort Smith.
	To separate an independent clause (complete thought) when it is joined by these transition words (and, nor, for, or, so, but, yet).	Vanessa finished the budget, and she still needs to produce a schedule.
	To separate an independent clause (complete thought) from the phrase that introduces it.	For the next course, Mike needs to take two weeks off work.
	To separate unessential words from the rest of the sentence.	Tausia, the SAO, used to be the recreation coordinator.
	With large numbers, dates, and addresses.	45,000 and 3,333 and 147,250 February 14, 2014 Yellowknife, NWT and Sochi, Russia
Periods	At the end of a sentence or phrase that makes a statement or request.	Courses can quickly fill up. Register for courses at least two weeks before the start date.
	After an abbreviation. A person's initials.	Mr. M. Yakabuski P.O. Box 500
Capital letters	First word in a sentence or phrase.	Four people finished the program.
	Pronoun I.	I took that course last fall.
	Proper nouns and adjectives.	Mike, Yellowknife, Slavey, Canadian
	Days of the week and months.	Monday, February 8
	Holidays.	Christmas, New Years, Canada Day



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## 7: What is Community Government?

### Instructor Notes

**Essential skills: document use, thinking, writing, reading**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### What is Community Government?

Learners explore different kinds of community government structures.

Go through the basic information on the handout.

Ask learners to mark the type of government for each community on the NWT Community Map, according to the legend.

Ask learners to answer the following questions.

- How many NWT communities fit into each category?

Hamlets: \_\_\_\_\_

Charter communities: \_\_\_\_\_

Tẖcho communities: \_\_\_\_\_

First Nations: \_\_\_\_\_

Cities, towns, villages: \_\_\_\_\_

- Are the communities in each category similar in any ways? If yes, how are they similar?



## What is Community Government?

### Handout 7

Different NWT communities have different kinds of community government.

- In some Aboriginal communities, the community government is the chief and band council.
- In a hamlet, village, town or city, the community government is called a municipal council. An elected mayor or chief and other members make up the municipal council.
- Some communities, called charter communities, combine responsibilities of the band council and municipal council to form the community government.

The following table shows each NWT community and the kind of community government it has.

On the NWT community map, use a sharpie or other marker to show what type of government each community has, based on the legend.

Answer the following questions.

1. How many NWT communities fit into each category?

- Hamlets: \_\_\_\_\_
- Charter communities: \_\_\_\_\_
- Tẖcho communities: \_\_\_\_\_
- First Nations: \_\_\_\_\_
- Cities, towns, villages: \_\_\_\_\_

2. Discuss: Are the communities in each category similar in any ways? If yes, how are they similar?

Community	Type of government	Community	Type of government
Aklavik	Hamlet	Kakisa	First Nations
Behchokoᑦ	Tłıchoᑦ community	K'atlodechee	First Nations
Colville Lake	First Nations	Lutselk'e	First Nations
Deline	Charter community	Nahanni Butte	First Nations
Dettah	First Nations	Norman Wells	Cities, towns, villages
Enterprise	Hamlet	Paulatuk	Hamlet
Fort Good Hope	Charter community	Sachs Harbour	Hamlet
Fort Liard	Hamlet	Trout Lake	First Nations
Fort McPherson	Hamlet	Tsiigehtchic	Charter community
Fort Providence	Hamlet	Tuktoyaktuk	Hamlet
Fort Resolution	Hamlet	Tulita	Hamlet
Fort Simpson	Cities, towns, villages	Ulukhaktok	Hamlet
Fort Smith	Cities, towns, villages	Wekweètì	Tłıchoᑦ community
Gamètì	Tłıchoᑦ community	Whatì	Tłıchoᑦ community
Hay River	Cities, towns, villages	Wrigley	First Nations
Inuvik	Cities, towns, villages	Yellowknife	Cities, towns, villages
Jean Marie River	First Nations		







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## 8: Worker Rights and Responsibilities

### Instructor Notes

**Essential skills: reading, writing, thinking, working with others**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Worker Rights and Responsibilities

Learners work in pairs or small groups to produce a brochure for municipal workers about their rights and responsibilities.

The handout has information about worker rights and responsibilities, taken from the Workers' Safety and Compensation Commission website (used to be the Workers Compensation Board).

<http://www.wcb.nt.ca/Pages/default.aspx>

Use the handout to go through worker rights and responsibilities and discuss them/what they mean. Or go to the website and click on **Rights and Responsibilities** in the **For Workers** menu.

Ask learners to work in pairs or small groups to produce the brochure. The handout has an outline or they can make up their own.



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## Worker Rights and Responsibilities

### Handout 8

#### Worker Rights and Responsibilities

Workplace health and safety laws protect workers against hazards on the job. Under those laws, workers have certain rights and responsibilities.

#### UNDERSTANDING WORKER RIGHTS

##### Right to Know

Workers have the right to know about hazards in the workplace. Employers are responsible to teach workers how hazards can affect them. The first step is to get proper health and safety training. This includes learning how to identify workplace hazards and knowing what to do if there is an incident or spill.

##### Right to participate

Workers have the right to be involved in health and safety concerns in the workplace. They can participate through a safety representative or be involved in your workplace health and safety committee.

##### Right to refuse unsafe work

Workers have the right to refuse unsafe work. If a worker has reasonable grounds to believe that the work they do or the equipment they use is unsafe, they can stop this work immediately.

- Contact the supervisor or health and safety representative to find out how to correct the unsafe situation.

- Do not work until the employer corrects the situation. If workers follow proper procedures, the employer cannot lay off, suspend, or penalize workers for refusing unsafe work.

## **UNDERSTANDING WORKER RESPONSIBILITIES**

### **Follow Safety Rules**

Safety rules and regulations exist for everyone in every workplace. Employers are responsible to make sure workers know the safety rules and regulations. Workers are responsible for following the rules.

### **Ask for Training**

Employers are responsible to make sure workers have proper safety training. And workers are responsible to ask for more training if they need it. Employers may not know about the training that each worker needs.

### **Report Incidents and Unsafe Work Conditions**

Workers must report any incidents and unsafe work practices or conditions they see. For example; if you notice a frayed electrical power cord, notify your supervisor as soon as possible to fix it before an incident or fatality occurs.

### **Ask Questions**

Employers are responsible to explain job duties and show workers what to do. If workers do not understand the instructions, they are responsible to ask questions. When workers understand instructions, they have a better chance of working safely and doing a good job.

Use the information in the handout to make a brochure for municipal workers in your community about worker rights and responsibilities. Use text and graphics.

Work in pairs or small groups. Use the following outline.

Share the brochure with the group and discuss.

Why is the information important?	Where to get more information?	Title page
Who is this information for?	What is the information?	What is the information?



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## 9: Skills, Values, Interests

### Instructor Notes

#### **Essential skills: computer use, thinking, reading, writing, oral communication**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Skills, Values, Interests**

Learners explore some aspects of their personal skills, values, and interests to gain some insight into the kind of job they may want to do.

1. Ask learners to complete the online learning styles quiz.  
<http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>  
After they complete the quiz, use the website to learn about and discuss different learning styles. Make sure that learners understand that each person has more than one learning style and can benefit from learning in many different ways.
2. Ask learners to complete the 'skills' section of the handout.  
Discuss their answers.
3. Ask learners to complete the 'interests' section of the handout.  
Discuss their answers.
4. Ask learners to complete the 'work values' section of the handout.  
Discuss their answers.
5. Discuss how it helps people find jobs that suit them when they know something about their skills, values, and interests.



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## Skills, Values, Interests

### Handout 9

1. Complete the online learning styles quiz.

<http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>

After you complete the quiz, use the website to learn about and discuss different learning styles.

- Do you agree with the results of the quiz? ☐ Yes ☐ No
- What are your three main learning styles?

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2. Name three things you have done that you are proud of. Be specific.

Examples: learned something, made something, looked after or helped someone, made a goal and reached it, did a good job with something, participated in something, made something happen.

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3. Think about the things you did that you are proud of. Name two skills that you used for each thing that you did.

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4. Name three things that you really like to do.

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5. Look through the list of work values on the following page. Circle all the values that are important to you. Add other values if the list is missing something that is important to you.



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**Examples of work values**

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Autonomy: little or no supervision

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Helping other people

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Prestige: important job

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Job security: keeping a job for the long term

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Working with others

---

Helping the community

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Recognition: getting attention for your work

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Good pay

---

Using skills and education on the job

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Leadership: managing and supervising others

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Creativity

---

Variety: doing different things on the job

---

Challenge

---

Schedule: Having time away from work

---

Making a change or having an influence

---

Cultural identity

---

Learning new things

---

Physical environment or location

---

Relaxed pace

---

Flexibility

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6. From the list, write down the five work values that are most important to you and your definition of each.

Top five work values	Your definition of each value



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## 10: Exploring Soft Skills

### Instructor Notes

**Essential skills: document use, thinking, speaking and listening, reading, writing, working with others**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Exploring Soft Skills

This activity offers learners a chance to explore some soft skills: what they are, why they are important, and how to build them.

This same activity appears with each of the four stories in this study guide. The activity has five parts.

- Intro to soft skills
- Communication
- Teamwork
- Attitudes, manners, values
- Problem solving

First go through the intro section. If learners have already done that, skip to the soft skill that you want to focus on. Focus on one of the soft skills at a time; choose a different one each time.



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### 10-a: Intro to soft skills

1. Introduce the concept of soft skills. Start with a brainstorm.
  - What are soft skills? What comes to mind when you hear the words soft skills?
  - Why are soft skills important in the workplace?
  - Can you think of some examples of soft skills? Encourage learners to think back to the interview (important to show up for work and be on time) or the job descriptions (personal attributes).
2. Give learners the first part of the handout—Intro to soft skills. Go through it with them and discuss.



## Handout 10-a: Intro to Soft Skills

Go through this section together after the brainstorm.

### What are soft skills?

- A group of skills that generally relate to personal qualities or characteristics.
- Traits that make up a person's personality and define who the person is.
- A person's general behaviour and how they deal with things.
- Each person learns and develops soft skills throughout their life.
- Adults can improve their soft skills as part of their lifelong journey.

### Why are soft skills important?

- In today's world, many employers highlight soft skills. They believe that if workers have good soft skills, the other skills "fall into place".

### Examples of soft skills

- No set list of soft skills.
- In general, soft skills include things such as:

Courtesy	Work ethic	Teamwork
Respect for others	Self-discipline	Self-confidence
Friendliness	Optimism	Good manners
Kindness	Resourcefulness	Active listening
Negotiating	Conflict resolution	Problem solving
Creativity	Reflection	Communication
Critical thinking	Leadership	Caring
Responsibility	Fairness	Flexibility
Cooperation	Self-awareness	Tolerance



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## 10-b: Communication

1. Before you give learners the handout about communication, discuss the following. Check with the handout for ideas.
  - Brainstorm: What is communication?
  - Brainstorm: What are the different ways we communicate?
2. Give learners the handout. Review the information. Combine their ideas with those on the handout.
3. Divide learners into five smaller groups. Ask each group to choose one of the ways we communicate (speaking, hearing/listening, writing, body language, seeing) and discuss the following questions.
  - Describe or demonstrate (role play, pictures, words) a situation where people use good communication skills. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - Describe or demonstrate (role play, pictures, words) a situation that shows how poor communication skills can create problems. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - What are the advantages of good communication skills?
    - ✓ Why are they important?

Ask learners to share their ideas with the whole group.

4. Ask learners to work in the same small groups. Each group thinks of a common situation where people communicate. Examples: asking for help, emailing or texting, discussing a problem, etc.
  - Describe or demonstrate (role plays, pictures, words) how this situation may look different among friends, among family, and among people in the workplace (co-workers, clients, employers).
  - What makes it different?Ask learners to share their ideas with the whole group.
5. As a whole group, discuss two of the common barriers. Then in the same small groups, ask learners to discuss the remaining five barriers, with each group looking at one barrier. Discuss the following questions.
  - Describe or demonstrate (role plays, pictures, words) how this barrier may prevent good communication.
  - What factors can help people overcome those barriers?Share your ideas with the whole group.
6. Brainstorm: In general, what factors can help people learn good communication skills and use them?



---

## Handout 10-b: Communication

1. Brainstorm:
  - What is communication?
  - What are the different ways we communicate?
  - What are the barriers to good communication?
2. Review the basic information on the handout.
3. Work in five small groups. Each group chooses one of the ways people communicate. Discuss the following questions.
  - Describe or demonstrate (role play, pictures, words) a situation where people use good communication skills. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - Describe or demonstrate (role play, pictures, words) a situation that shows how poor communication skills can create problems. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - What are the advantages of good communication skills?
    - ✓ Why are they important?

Share your ideas with the whole group.



4. Work in the same small groups you had before. Think of a common situation where people communicate. Examples: asking for help, emailing or texting, discussing a problem, etc.
  - Describe or demonstrate (role plays, pictures, words) how this situation may look different among friends, among family, and among people in the workplace (co-workers, clients, employers).
  - What makes it different?Share your ideas with the whole group.
5. As a whole group, discuss two of the common barriers. Then in the same small groups, discuss the remaining five barriers, with each group looking at one barrier. Discuss the following questions.
  - Describe or demonstrate (role plays, pictures, words) how this barrier may prevent good communication.
  - What factors can help people overcome those barriers?Share your ideas with the whole group.
6. Brainstorm: In general, what factors can help people learn good communication skills and use them?

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**Communication is**

- How we provide information to others, including how others want to receive it.
- How we receive information from others.

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**Different ways that people communicate**

- Speaking
- Listening/hearing
- Body language
- Writing/reading
- Seeing

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**Barriers to good communication can arise from:**

- Physical actions misinterpreted.
  - Mental or emotional challenges.
  - Cultural differences.
  - Gender differences.
  - Generational or age differences.
  - Different personal perceptions.
  - Different languages.
-



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### 10-c: Teamwork

1. Before you give learners the handout, discuss the following. Check with the handout for ideas.

Brainstorm:

- What is teamwork in the workplace?
- How do people behave when they are part of a working team?  
What actions, habits, and skills do people need to use?

2. Give learners the handout and combine their ideas with those on the handout.

Ask learners to work in pairs or small groups to go through the rest of the handout.

3. Describe or demonstrate (role plays, pictures, words) what makes a good team player. What does it take from each person on the team to make a team really work well?
4. Ask learners to look at the table in the handout and complete it. It lists 10 skills that help a person be a good team member.
  - Define each skill. What does it mean? Use a dictionary if needed. Look for the meaning that suits teamwork.
  - Rate your level of confidence or strength with each skill. Be honest. No one has all these skills; everyone has room to improve.
  - Identify one skill where you have strength and one area that you want to improve.
5. Ask learners to complete the following sentences based on their answers in the skills table.
  - I am most proud of my ability to \_\_\_\_\_
  - I want to improve my ability to \_\_\_\_\_

6. Brainstorm: What makes teamwork so difficult at times? Why do teams sometimes not work very well?
  - What is the best thing about working as part of a team?
  - What is the most difficult thing?
7. Choose one of the following team building exercises, or make up one of your own. Instruct learners to carry out the exercise.
  - Scenario (groups of at least four): You are part of the municipal or band council. As a group, you agreed to develop a team building exercise for the council. You have ½ hour to do this.
  - Human knot (for the whole group): Everyone stands shoulder to shoulder in a circle. Ask everyone to put their right hand in the air and grab the hand of someone standing across the circle. Then ask everyone to put their left hand in the air and grab the hand of a different person. The objective is to untangle the knot without breaking the circle.
  - Tallest structure (groups of four or more): Give each group a good supply of spaghetti and marshmallows, or pipe cleaners. Their task is to build the tallest free-standing structure, in 15 minutes. Before they start, ask each group to assign one person as leader. That person can supervise, support, and offer instructions; they cannot physically participate in building the structure.
8. Discuss the following questions after the exercise.
  - How did the group work together? What went well? What difficulties did you experience?
  - What different roles did people have? How was each person helpful? How are different roles important to teamwork?
  - What would you do differently if you had another chance to do the exercise?



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## Handout 10-c: Teamwork

1. Brainstorm:
  - What is teamwork in the workplace?
  - How do people behave when they are part of a working team?  
What actions, habits, and skills do people need to use?
2. Review the handout.
3. Work in pairs or small groups. Describe or demonstrate (role plays, pictures, words) what makes a good team player. What does it take from each person to make a team work really well?
4. Look at the following table. It lists 10 skills that help a person be a good team member.
  - Define each skill. What does it mean? Use a dictionary if needed. Look for the meaning that suits teamwork.
  - Rate your personal level of confidence or strength with each skill. Be honest. No one has all these skills; everyone has room to improve.

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**Some skills or abilities that help a person be a good team member**

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**Reliability**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

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**Respect**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Cooperating**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Flexibility**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Commitment**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Contributing**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Active listening**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Participating**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

5. Complete the following sentences based on your answers in the skills table above. Be prepared to share these with the group.

I am most proud of my ability to \_\_\_\_\_

\_\_\_\_\_

I want to improve my ability to \_\_\_\_\_

\_\_\_\_\_

6. Brainstorm: What makes teamwork difficult at times? Why do teams sometimes not work very well?

- What is the best thing about working as part of a team?
- What is the most difficult thing about working as part of a team?

7. Work in groups as instructed to do the team building exercise.

8. Discuss the following questions after you complete the exercise.

- How did the group work together? What went well? What difficulties did you experience?
- What different roles did people take on? How was each person helpful?
- What would you do differently if you had a another chance to do this exercise?

---

**Teamwork is:**

- Building relationships.
- Working with other people to do something.

---

**Each person applies important skills and habits.**

- Cooperating with others.
  - Contributing ideas, suggestions, effort.
  - Sharing and respecting different opinions, customs, preferences.
  - Participating in group decision-making.
  - Recognizing individual roles and how individual behaviour affects the group.
-





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### 10-d: Attitudes, Manners, Values

Learners explore how a person's attitudes, manners, and values affect the workplace and their potential for success there.

1. Brainstorm: What is a positive attitude?
  - If I have a positive attitude, what actions might I show?
  - What does a positive attitude look like to others?
2. Brainstorm: What is a negative attitude?
  - If I have a negative attitude, what actions might I show?
  - What does a negative attitude look like to others?
3. Ask learners to think about a time when they wanted to give up on something, but kept going. Each learner writes a short story that answers the following questions. Then they share their stories with the group.
  - What was the situation?
  - Why did you want to give up?
  - Why didn't you give up? What motivated you to keep going?
  - How did you deal with the situation? How did it end?
4. Read the following story out loud, one part at a time. Tell each part of the story and discuss the questions for that part before you go on to the next part.
  - Frank drives the water truck and delivers water to community homes and businesses. He only does what the boss tells him to do, no more and no less. He is often late for work and some days he does not show up, and he never calls to tell someone.

Does Frank have a good attitude towards his work? Why or why not?

- One morning Frank sees the sewer truck driver is stuck in a snowbank. He does not go to help. When he gets back to the garage for lunch he tells the mechanics about it.

If you were the sewer truck driver, what would you say to Frank? If you were one of the mechanics, what would you say?

- Later the same day Frank is fixing a hole in the water line. Another worker tries to help when he sees that Frank is making a mistake. Frank insists he is right and starts an argument with the other worker.

Was it right for Frank to argue with the other worker? What could he have done differently? Was it right for the other worker to offer their help?

- Just before the end of the work day, Frank overhears a personal conversation between two co-workers and the boss. He tells everyone what he heard. And soon the whole town is talking.

Was Frank correct to share what he overheard? Explain.

- When the boss found out what happened, she called Frank into the office for a chat.

What do you think the boss said to Frank?

At the end, discuss the following general questions:

- What attitudes do you believe Frank needs to work on, to improve his attitudes in the workplace?
  - In general, how can a worker's attitudes affect the workplace?
  - How can the boss's attitudes affect the workplace?
  - How can a co-worker's attitudes affect the workplace?
5. Ask learners to complete the table in the handout, to assess their personal attitudes, manners, and values. Encourage them to think in terms of the workplace.

6. Use this part of the activity to explore stereotypes and the idea that people with different perspectives need to respect each other and get along in the workplace.
  - Introduce the idea that people who work together come from different generations, different cultures, different genders, different physical and mental abilities, etc.
  - Ask learners to work in three or four small groups. Each group chooses one of the categories of differences listed above (each group a different one). Each group completes this part of the handout for their category. Then the groups share their ideas.
7. As a group, discuss what each attitude in the following list may mean to an employer. How do these attitudes benefit the employer? How do these attitudes benefit other workers?

▪ Work as hard as I can	▪ Pay close attention to work
▪ Do what I am told	▪ Ask questions when needed
▪ Am friendly	▪ Show respect for difference
▪ Follow rules	▪ Try to solve problems
▪ Care about my work	▪ Am flexible
▪ Am honest	▪ Am trustworthy
▪ Get to work on time	▪ Rarely miss work
▪ Call ahead if I'm going to be late or miss work	
▪ Sensitive to and aware of different perspectives	
▪ Treat others with positive and courteous manner	



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## Handout 10-d: Attitudes, Manners, Values

1. Brainstorm:
  - What is a positive attitude?
  - If I have a positive attitude, what actions might I show?
  - What does a positive attitude look like to others?
2. Brainstorm:
  - What is a negative attitude?
  - If I have a negative attitude, what actions might I show?
  - What does a negative attitude look like to others?
3. Think about a time when you wanted to give up on something, but you kept going. Write a short story that answers the following questions. Then share your story with the group.
  - What was the situation?
  - Why did you want to give up?
  - Why didn't you give up? What motivated you to keep going?
  - How did you deal with the situation? How did it end?
4. Listen to each part of the story that the instructor tells about a workplace situation. As a group, discuss the questions for each part. The instructor has the questions.

At the end, discuss the following general questions:

- What attitudes do you believe Frank needs to work on, to improve his job performance?
- How can a worker's attitudes affect the workplace?
- How can the boss's attitudes affect the workplace?
- How can a co-worker's attitudes affect the workplace?

5. Complete the following table to assess your own personal attitudes, manners, and values. Think in terms of the workplace.

	Check <input checked="" type="checkbox"/> One	Check <input checked="" type="checkbox"/> One
I get to work on time. If I'm going to be late, I let the boss know.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I rarely miss work. If I'm going to miss, I let the boss know.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I work as hard as I can.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I pay close attention to my work.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I do my work the way I am told. If I can't do something or have questions, I ask someone.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am friendly on the job.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I show respect for people different from me.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement

	Check <input checked="" type="checkbox"/> One	Check <input checked="" type="checkbox"/> One
I am sensitive to and aware of perspectives different from mine.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am friendly to people on the job: co-workers and clients.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I follow company and safety rules.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I try to solve problems that come up.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I care about my work.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am flexible—willing to try new things or old things in new ways.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I treat people with a positive manner; I am courteous and respectful.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am honest.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
People can trust me.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement

6. Work together in three or four groups. Each group chooses one of the following categories of people to explore stereotypes and how our attitudes about difference can affect the workplace.

- ✓ Younger generation/people—Older generation/people
- ✓ Aboriginal people—Non-Aboriginal people
- ✓ Women—Men
- ✓ People with mental or physical disabilities—People without mental or physical disabilities.

Discuss the following questions within your small group. Then share your ideas with the larger group.

- What characteristics do people often believe these two groups may have, that stereotype them?
- Do you think these ideas are always true? Sometimes true? Never true? Where do these ideas come from? Why do you think people have these ideas?
- What attitudes and behaviours can individuals use in the workplace that show they respect people different from themselves?
- Describe a situation or do a role play that shows one or more of these attitudes and behaviours.

7. As a group, discuss what each attitude in the following list may mean to an employer. How do these attitudes benefit the employer? How do these attitudes benefit other workers?

- Work as hard as I can
- Do what I am told
- Am friendly
- Follow rules
- Care about my work
- Am honest
- Get to work on time
- Call ahead if I'm going to be late or miss work
- Sensitive to and aware of different perspectives
- Treat others with positive and courteous manner
- Pay close attention to work
- Ask questions when needed
- Show respect for difference
- Try to solve problems
- Am flexible
- Am trustworthy
- Rarely miss work





---

### 10-e: Problem solving

1. Start with the following problem solving activity. Or choose your own activity; or go straight to the brainstorm.

Spread a tarp on the floor. Tell the group to put both their feet on the tarp. Then ask them to step away, fold the tarp in half, put it back on the ground, and tell the group to put both their feet on the tarp.

Repeat until the tarp is small enough that the group must come up with a 'solution'. For example, everyone can sit or lie on the floor with their feet forward, resting on the tarp.

Discuss how the group solved the 'problem' and how the rules people put on themselves can limit our options for solving a problem.

2. Brainstorm: What is problem solving? Review the handout.
3. Ask learners to work in pairs. Give each pair a set of the parts of the process people follow to solve problems (see the following page and cut the parts of the process to separate them).
  - Ask learners to organize the parts into the order that people use to solve a problem.
  - Discuss: What happens at each stage of the process?
  - Discuss: How is the process different when people solve a problem on their own versus when they solve a problem as part of a group.

---

**Identify the problem**

---

**Gather the facts and examine them**

---

**List two or three possible solutions**

---

**Decide which solution is best and why**

---

**Carry out the solution**

---

4. Present the following scenarios (or make up your own; or ask learners to create a scenario). Ask learners to work in pairs. Or work on one scenario with the whole group. Discuss the following questions:
  - Describe what happens at each stage in the problem solving process? Use words, role plays, pictures.
  - Consider each factor that can affect the process. Describe how each factor may help or hinder the process.

Scenario: Mike is always late for work and sometimes doesn't come at all. He never calls to let anyone know. When he comes to work, he often leaves before the work is done. The boss seems to not notice or care.

Scenario: Margaret has trouble reading some of the safety instructions and sometimes makes a mistake. The bosses get annoyed and tell her to do things over again. They have threatened to fire her.

Scenario: Martha's boss gave her some instructions to follow, but Martha disagreed with what her boss wanted her to do. She blew up and stomped away.

Scenario: Jack seems to know everyone's business. He spends a lot of time visiting with other workers when he should be working. He's always chatting about what is happening with people in the workplace and in the community.

5. Discuss: When people face a problem, is there always a right or wrong way to respond? Are there certain things people should always do? If yes, what are they?



---

### Handout 10-e: Problem solving

1. Follow your instructor's directions for a problem solving activity.
2. Brainstorm: What is problem solving?
3. Work in pairs.
  - Organize the parts of the problem solving process into the order that people use to solve a problem.
  - Discuss: What happens at each stage of the process?
  - Discuss: How is the process different when people solve a problem on their own versus when they solve a problem as part of a group.

Share your ideas with the whole group.

4. Work in pairs or as a whole group. Choose a scenario and discuss the following:
  - Describe what happens at each stage in the problem solving process? Use words, role plays, pictures.
  - Consider each factor that can affect the process. Describe how each factor may help or hinder the process.
5. Discuss: When people face a problem, is there always a right or wrong way to respond? Are there certain things people should always do? If yes, what are they?

---

**What is problem solving?**

- Using knowledge, facts, and data to solve problems.
- Thinking on your feet, assessing problems, and finding solutions.
- Developing a well thought out solution within a reasonable time frame.

---

People solve problems on their own or as part of a team.

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People solve big and small problems every day and often many times during the day.

- 
- Thinking critically and creatively.
  - Sharing thoughts and ideas.
  - Using good judgement.
  - Making decisions.

---

**Problem solving process**

- Define the problem.
- Gather the facts and study them.
- List two or three possible solutions.
- Decide which solution is the best and why.
- Carry out the solution.

The process may happen very quickly or it may take some time, depending on the type of problem and the people involved.

---

**Factors that affect the problem solving process**

- Learning style
  - Personality type
  - Temperament
  - Thinking patterns
  - Skills related to the problem at hand
  - Hierarchy
  - Environment
  - Past experiences in similar situation
  - Personal perceptions
-



---

## 11: Assess Your Essential Skills

### Instructor Notes

#### **Essential skills: thinking, document use, reading**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Assess your essential skills**

Activities 11 and 12 (Increase Your Essential Skills) are the same for all the stories in this study guide, and work hand in hand.

Activity 11 gives learners a chance to think about and evaluate their skills. Activity 12 gives learners a chance to think about their current skills and to move forward to improve their skills.

Choose to focus on one or two essential skills at a time, and copy those pages of the handout.

Alternately, learners can go online to assess their essential skills at the TOWES website <http://www.towes.com/en/home/home>. TOWES = Test of Workplace Essential Skills.



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## Assess Your Essential Skills

### Handout 11

Choose one or two essential skills to focus on. There is one table below for each essential skill. Each table lists some tasks that relate to that essential skill.

Check ☒ always, ☒ sometimes, or ☒ never for each task in the table to show how you measure your skill level. Add other tasks to the table if you want.

Be honest with yourself. There is no right or wrong answer and no scoring. Learn something about the skills you enjoy, the skills you're good at, and the skills you might want to improve.

Use the information you record here for Activity 12 'Increase Your Essential Skills'.

Reading			
I can:	Always	Sometimes	Never
Find the information I need in a pamphlet from the school or health care centre.			
Read, understand, and enjoy books or newspapers.			
Use a dictionary to look up the meaning of words I don't know or understand.			
Read reports, and understand and use the information.			
Read and understand letters from government, banks, or other agencies.			
Read stories out loud to children or to other adults.			



Computer Use/Digital Literacy			
I can:	Always	Sometimes	Never
Use computers and the Internet to find information.			
Use emails, Facebook, and/or Twitter to communicate with other people.			
Use computer software for word processing or other things.			
Use digital technology such as a camera, phone, or tablet.			
Use a computer keyboard properly, with all fingers and thumbs.			
Use digital tools such as a GPS or smart board.			

Writing			
I can:	Always	Sometimes	Never
Write a list, a recipe, directions, or a quick note.			
Write a letter or email.			
Write a story, poem, or other creative things.			
Write a report to communicate and analyze information, and to make recommendations.			
Fill out forms or a cheque.			
Check grammar, spelling, and punctuation and rewrite as needed.			
Communicate my thoughts and ideas in writing.			

Numeracy			
I can:	Always	Sometimes	Never
Understand and use numbers, fractions, and percentages.			
Add, subtract, multiply, and divide without using a calculator.			
Use money and make change. Figure out a bill or invoice and pay it.			
Measure things such as distance, volume, size, and weight.			
Understand and use numbers in a table, chart, or graph.			
Understand how much things cost. Estimate the GST.			

Document Use			
I can:	Always	Sometimes	Never
Understand and use diagrams, tables, charts, and graphs.			
Understand and fill out forms. Examples: apply for a job or a passport, or to replace a birth certificate.			
Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.			
Read maps and use them to see where I am and how to get somewhere.			
Use a manual to figure out how something works, and get it to work. Examples: computer software, a power tool or motor, a DVD player.			

Oral Communication			
I can:	Always	Sometimes	Never
Tell stories; listen carefully to others' stories.			
Listen to or give directions.			
Organize ideas and speak clearly.			
Ask and answer questions when needed.			
Listen carefully and respond in ways that show I understand.			
Talk comfortably on the phone, to get or receive information.			
Choose language, tone, and gestures that fit the listener and topic.			

Thinking			
I can:	Always	Sometimes	Never
Gather information, consider pros and cons, and make decisions.			
Use my imagination to come up with new ideas and combine ideas in new ways.			
Recognize a problem and figure out possible solutions.			
Plan and organize tasks.			
Remember things.			
Form an opinion. Realize that I have my own ideas and beliefs about things.			

Working with Others			
I can:	Always	Sometimes	Never
Cooperate with others and do my share of the work.			
Contribute ideas and effort to the team or group.			
Respect people of different races, abilities, and gender; and work well with them.			
Listen to team members, give support, help resolve problems.			
Be friendly and show respect and understanding for others.			
Clearly and calmly present the facts and arguments as I see them.			
Show empathy. Put myself in someone else's shoes. Understand another person's point of view—why they think and act the way they do.			
Assert myself in a positive way. Stand up for my ideas.			

Continuous Learning			
I can:	Always	Sometimes	Never
Identify new skills that I'm keen to learn and use.			
Look for and take part in new challenges and experiences.			
Share my skills and knowledge with others.			
Understand that it's important for me to keep learning new things throughout my whole life.			
Assess my own knowledge and skills accurately.			
Set well-defined and realistic goals for learning, and monitor my progress.			
Work hard and learn to do things really well.			





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## 12: Increase Your Essential Skills

### Instructor Notes

**Essential skills: thinking, document use, reading, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Increase your essential skills

To do this activity learners use information from the tables they completed in Activity 11 Assess Your Essential Skills.

Learners use this information to identify the essential skills that they:

- Do best.
- Most want to improve.
- Believe are most important to do well.
- Enjoy the most.

They use this information to make a simple plan to improve their essential skills.



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## Increase Your Essential Skills

### Handout 12

Answer the questions below. To complete this activity you need to look back at the tables you filled out in Activity 11 'Assess Your Essential Skills'. Focus on one or two essential skills.

1. Look at your responses. Write down three skills that you do well.

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2. Look again at your responses. Write down three skills that you most want to improve.

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3. Look at the following lists and check ☒ the five skills that you believe are most important to do well, in your life today and for the future. These may or may not be the same skills you checked in 1 and 2 above. Add and describe 'other' skills under each heading if needed.

### Reading

- ☐ Find the information I need in a pamphlet from the school or health care centre.
- ☐ Read, understand, and enjoy books or newspapers.
- ☐ Use a dictionary to look up the meaning of words I don't know or understand.
- ☐ Read reports, and understand and use the information.
- ☐ Read and understand letters from government, banks, or other agencies.
- ☐ Read stories out loud to children or to other adults.
- ☐ Other \_\_\_\_\_

### Computer Use/Digital Literacy

- ☐ Use computers and the Internet to find information.
- ☐ Use emails, Facebook, and/or Twitter to communicate with other people.
- ☐ Use computer software for word processing or other things.
- ☐ Use digital technology such as a camera, phone, or tablet.
- ☐ Use a computer keyboard properly, with all fingers and thumbs.
- ☐ Use digital tools such as a GPS or smart board.
- ☐ Other \_\_\_\_\_

### Writing

- ☐ Write a list, a recipe, directions, or a quick note.
- ☐ Write a letter or email.
- ☐ Write a story, poem, or other creative things.
- ☐ Write a report to communicate and analyze information, and to make recommendations.
- ☐ Fill out forms or a cheque.
- ☐ Check grammar, spelling, and punctuation and rewrite as needed.
- ☐ Communicate my thoughts and ideas in writing.
- ☐ Other \_\_\_\_\_

### Numeracy

- ☐ Understand and use numbers, fractions, and percentages.
- ☐ Add, subtract, multiply, and divide without using a calculator.
- ☐ Use money and make change. Figure out a bill or invoice and pay it.
- ☐ Measure things such as distance, volume, size, and weight.
- ☐ Understand and use numbers in a table, chart, or graph.
- ☐ Understand how much things cost. Estimate the GST.
- ☐ Other \_\_\_\_\_

### Document Use

- ☐ Understand and use diagrams, tables, charts, and graphs.
- ☐ Understand and fill out forms. For example to apply for a job or a passport, or to replace a birth certificate.
- ☐ Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.
- ☐ Read maps and use them to see where I am and to get somewhere.
- ☐ Use a manual to figure out how something works get it to work. Examples: computer software, a power tool or motor, a DVD player.
- ☐ Other \_\_\_\_\_

### Oral Communication

- ☐ Tell stories; listen carefully to others' stories.
- ☐ Listen to and give directions.
- ☐ Organize ideas and speak clearly.
- ☐ Ask and answer questions when needed.
- ☐ Listen carefully and respond in ways that show I understand.
- ☐ Talk comfortably on the phone, to get or receive information.
- ☐ Choose language, tone, and gestures that fit the listener and topic.
- ☐ Other \_\_\_\_\_

### Working with Others

- ☐ Cooperate with others and do my share of the work.
- ☐ Contribute ideas and effort to the team or group.
- ☐ Respect people of different races, abilities, and gender; and work well with them.
- ☐ Listen to team members, give support, help resolve problems.
- ☐ Be friendly and show respect and understanding for others.
- ☐ Clearly and calmly present the facts and arguments as I see them.
- ☐ Show empathy. Put myself in someone else's shoes.
- ☐ Understand another person's point of view—why they think and act the way they do.
- ☐ Assert myself in a positive way. Stand up for my ideas.
- ☐ Other \_\_\_\_\_

### Thinking

- ☐ Gather information, consider pros and cons, and make decisions.
- ☐ Use my imagination to come up with new ideas and combine ideas in new ways.
- ☐ Recognize a problem and figure out possible solutions.
- ☐ Plan and organize tasks.
- ☐ Remember things.
- ☐ Form an opinion. Realize that I have my own ideas and beliefs about things.
- ☐ Other \_\_\_\_\_

### Continuous Learning

- ☐ Identify new skills that I'm keen to learn and use.
  - ☐ Look for and take part in new challenges and experiences.
  - ☐ Share my skills and knowledge with others.
  - ☐ Understand that it's important for me to keep learning new things throughout my life.
  - ☐ Assess my own knowledge and skills honestly.
  - ☐ Set well-defined and realistic goals for learning, and monitor my progress.
  - ☐ Work hard and learn to do things really well.
  - ☐ Other \_\_\_\_\_
4. Think about what you can do to improve your essential skills in the areas you chose. Use the questions below to make a plan.
- ☐ Where am I right now? What skill(s) do I want to improve?
  - ☐ Where do I want to be? What is a goal that I can achieve?
  - ☐ What do I need to do to get there? What resources are available to help me reach my goal?
  - ☐ How do I get what I need? What actions can I take? How much time do I need?
  - ☐ How will I know when I reach my goal? When I'm there how do I make the most of it?

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## Resources

Essential Skills, Human Resources and Skills Development Canada

<http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml>

Essential Skills Equalizer <https://www.emploisetc.gc.ca/equalizer/> is an online tool – with demo – to help people learn more about essential skills and what they mean for work, learning, and life.

Links to online self-assessment sites

<http://www.sasknetwork.ca/html/JobSeekers/careerplanning/onlineselfassess.htm>

MACA job descriptions [http://www.maca.gov.nt.ca/?page\\_id=552](http://www.maca.gov.nt.ca/?page_id=552)

NWT Literacy Council

- Essential Skills: Fact Sheets and other information.  
<http://www.nwt.literacy.ca/adultlit.htm>

The Career Key and 'The Foundation Job Skills'

[http://www.careerkey.org/asp/career\\_development/foundation\\_skills.html](http://www.careerkey.org/asp/career_development/foundation_skills.html)

TOWES: Test of Workplace Essential Skills.

<http://www.towes.com/en/home/home> Plus other good links. Test your skills in reading, document use, and numeracy.



# Essential Skills at **Work in the North**

*Study Guide*



**Municipal Works in Small Communities**



## Municipal Works in Small Communities

The learning activities in this study guide help learners explore ideas and information about jobs with municipal works in small communities. Municipal works includes services such as water, sewer, and garbage. The study guide features two interviews with municipal works foremen: Robert Tanche in Fort Providence and Johnny Arrowmaker in Wekweètì.

The study guide is part of the online tool **Essential Skills at Work in the North**.

- Go to NWT Literacy Council website homepage  
<http://www.nwt.literacy.ca/>
- In the **Resources** menu, choose **Youth and Adult Literacy**
- Click on **Essential Skills—At Work in the North (Flash site)**

There are 12 learning activities with instructor notes and learner handouts for each activity. See the list of activities below. The study guide includes the text for the two interviews.

Look for these symbols to help you find the things you need.



**Text for two interviews: Robert Tanche, Fort Providence and Johnny Arrowmaker, Wekweètì.**



**Instructor notes for each learning activity, including the main essential skills that learners use during the activity.**



**Learner handouts for each activity. Copy enough handouts before you start the activity.**

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## Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.

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### Interview with Robert Tanche

Communities in the NWT have municipal works departments. They hire workers to operate the water treatment plant, deliver water to homes and businesses, and collect garbage. They also have seasonal workers. In some communities the municipal works department also takes care of the local airport.

To learn more about these northern jobs, we focussed on two communities: Fort Providence and Wekweètì.

Fort Providence is a hamlet in the South Slave region of the NWT, located west of Great Slave Lake. Fort Providence has a population of about 800 people. They have a municipal works department. I spoke to the foreman of the municipal works department, Robert Tanche.

Hi Robert. Thanks for doing this interview on municipal works jobs. Okay, let's begin. Robert, how long have you worked for the Fort Providence municipal works department?

**Robert:** As the foreman for about eight years. Before that I was the water plant operator. Twelve years as the water plant operator and eight years as the foreman.

Robert, how many workers do you have?

**Robert:** Three water truck drivers, one water plant operator, and me. The other two seasonal are the sanitation workers.

So your two seasonal workers, they're part time now but they come on full time at some point?

**Robert:** Yes. They come on full time from June to September.

For those of you who may want to explore getting one of these jobs, there are some things to consider. I asked Robert about this. What do you look for when you're hiring someone? What do you look for in a person?

**Robert:** That they show up every day; that they know how to handle tools and equipment. Especially to find someone with a license so that they can drive themselves around instead of having one of us away from our other duties just to drive them around.



The water truck drivers need a special license don't they?

**Robert:** Water truck drivers need at least a Class C.

Is that a hard license to get?

**Robert:** That depends. I guess it's easier to get a license than it is to get it air brake endorsed. That takes a lot more input.

Oh, so getting your air brakes is the tough part eh?

**Robert:** Yes. You have to know how an air brake system works.

Let's talk about the water plant operator. That's an important job. What does the water plant operator do?

**Robert:** Just basically regular maintenance—doing the regular tests every day.

Do you keep those test results in a computer?

**Robert:** No. It's just more about recording in the log book.

Okay, so you keep the test results in a log book. Do they have to be sent somewhere?

**Robert:** The monthly water samples which we have to send out to the lab in the Stanton Hospital, and annually the samples for the testing for all the parameters, that will be the Taiga Labs.

Okay, so the tests have to be sent to the Stanton Hospital and to the Taiga Laboratories.

**Robert:** Yes.

So water is a pretty important thing eh. You have to get it right or people's lives could be in danger.

**Robert:** Yes.

So do you add chemicals to the water?

**Robert:** Yes. The first one is aluminum sulphate and polymer. After that's treated and filtered out, the last one we add is chlorine.

Oh, you put chlorine in eh?

**Robert:** Yes. The health officer in Hay River needs a monthly water sample just to make sure there is no bacteria or coliform. And the lab records everything what's in the water like arsenic, lead, iron, turbidity.

Water plant operators need to study and take tests. Robert, what education do they need?

**Robert:** They ask for grade 12. Actually it has been raised in the last six years. It was at grade 10 but they raised it up to 12 now because there is a lot more to the water treatment plant. Like it needs a lot of reading and writing, and involves a lot of math.



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### Interview with Johnny Arrowmaker

Communities in the NWT have municipal works departments. They hire workers to operate the water treatment plant, deliver water to homes and businesses, and collect garbage. They also have seasonal workers. In some communities the municipal works department also takes care of the local airport.

To learn more about these northern jobs, we focussed on two communities: Fort Providence and Wekweètì.

In the community of Wekweètì, 195 kilometres north of Yellowknife, with a population of fewer than 200 people, Johnny Arrowmaker spoke to us about municipal works jobs.

**Johnny:** We have four of us working in the community. I also work with water treatment. It used to be only me. I used to be the only one mixing the chlorine powder. I used to be the only one also keeping the records of the chlorine sample. Now we changed the system. Whoever drives the water truck takes the chlorine sample.

Sometimes I do airport inspections. Sometimes you know when they get short-handed I help out driving sewer truck or water truck or heavy equipment work.

How many workers are there?

**Johnny:** Well including me, four of us working full time.

Okay, so four full-time workers. I understand that at your workplace you rotate the different jobs.

**Johnny:** Yeah, we take rotations. My brother works with me. Right now mostly he does on heavy equipment like road and airport. We have two other workers. They rotate water one week—one person on the water truck. And next week they're on the sewer truck. Whoever drives the sewer truck picks up garbage.

Johnny, you told me that attendance and punctuality are really important in these jobs.

**Johnny:** Yeah. You know you have to show up for work. And sometimes, you know, there's some activity somewhere out of the community that everybody wants to go to. And sometimes we get short-handed. But you still have to do some work eh, like airport work or stuff coming into the community like fuel or winter supplies or stuff like that. The important thing in the community work is showing up for work and doing your work.

What about training? Are there courses that you could take to keep your skills up-to-date?

**Johnny:** You know mostly nowadays you have to go on training a lot like the School of Community Government.

Okay. So the School of Community Government offers different training courses. Can you give me some examples?

**Johnny:** Mobile maintenance, water plant operator courses; and also we do airports, so airport maintenance courses like summer maintenance and winter maintenance. There are lots of courses being offered to learn as much as you can.



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## 1: Expand Your Vocabulary

### Instructor Notes

#### **Essential skills: reading, thinking, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Expand your vocabulary**

Learners explore the meaning of some words from the two interviews.

- To start, invite learners to rate their current knowledge of each word. At the end of the activity you can check with them to see if their knowledge changed/improved.
- Ask learners to read out loud each sentence on the handout.
- Discuss what each bold word means, using learners' common sense and the sentence context. Encourage them to check with the dictionary if needed.
- Ask learners to write each word in the blank space of the new sentences on the handout.



Expand Your Vocabulary

Handout 1

Use the following table to rate how well you know these words right now. Check ☒ one column for each word.

Word	Do not know this word	Know this word a little	Know this word well
Foreman			
Sanitation			
Samples			
Parameters			
Bacteria			
Coliform			
Turbidity			
Records			
Inspection			
Rotation			
Short-handed			
Maintenance			
Nowadays			

**From the Robert Tanche interview**

Read each sentence out loud. Discuss what each bold word means, using your common sense and the sentence context. Check with a dictionary if needed.

1. Twelve years as the water plant operator and eight years as the **foreman**.
2. Three water truck drivers, one water plant operator, and me. The other two seasonal are the **sanitation** workers.
3. The monthly water **samples** which we have to send out to the lab in the Stanton Hospital, and annually the samples for the testing for all the **parameters**, that will be the Taiga Labs.
4. The health officer in Hay River needs a monthly water sample just to make sure there are no **bacteria** or **coliform**.
5. And the lab records everything that's in the water like arsenic, lead, iron, **turbidity**.

Fill in the blanks in the sentences below with one of the words.

- ☐ foreman
- ☐ sanitation
- ☐ samples
- ☐ parameters
- ☐ bacteria
- ☐ coliform
- ☐ turbidity

1. The labs test certain \_\_\_\_\_ to make sure that drinking water is safe for people to drink.
2. Water may not be safe to drink if the \_\_\_\_\_ have \_\_\_\_\_ or \_\_\_\_\_ in them.
3. The \_\_\_\_\_ workers usually take care of garbage and sewage.
4. The \_\_\_\_\_ supervises the other workers.
5. To see how clear the water is, the labs test for \_\_\_\_\_.



**From the Johnny Arrowmaker interview**

Read each sentence. Write down the meaning of the bold word.

1. I used to be the only one keeping the **records** of the chlorine sample.

Meaning \_\_\_\_\_  
\_\_\_\_\_

2. Sometimes I do airport **inspections**.

Meaning \_\_\_\_\_  
\_\_\_\_\_

3. Yeah, we take **rotations**.

Meaning \_\_\_\_\_  
\_\_\_\_\_

4. And sometimes we get **short-handed**.

Meaning \_\_\_\_\_  
\_\_\_\_\_

5. You know mostly **nowadays** you have to go on training a lot like the School of Community Government.

Meaning \_\_\_\_\_  
\_\_\_\_\_

Write a new sentence using each of the words. Write a separate sentence for each word or use more than one word in the new sentence if you want.

As you write each new sentence, check off the word from the following list.

- ☐ records
- ☐ inspections
- ☐ rotations
- ☐ short-handed
- ☐ nowadays

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## 2: Essential Skills Vocabulary

### Instructor Notes

#### **Essential skills: reading, thinking, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Essential skills vocabulary**

Learners match each essential skill with skills people need for jobs with municipal works.

The handout includes a list of the nine essential skills, with definitions. Discuss this part of the handout first if appropriate; or do the activity as a group.



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## Essential Skills Vocabulary

### Handout 2

Match each essential skill with an example of the skills that municipal workers—like those in Fort Providence and Wekweètì—may need. Use the text from the interview, and your imagination and common sense.

- ☐ Computer use/digital literacy
- ☐ Document use
- ☐ Working with others
- ☐ Oral communication
- ☒ Continuous learning
- ☐ Reading
- ☐ Writing
- ☒ Numeracy
- ☐ Thinking

We did two as examples.

Essential skills	Examples of skills for municipal workers
<b>Continuous learning</b>	Going to an airport winter maintenance course at the School of Community Government. Or studying for and taking the air brakes test.
<b>Numeracy</b>	Measuring chemicals for water treatment.
	Reading instructions about the water treatment plant.
	Filling out an inspection report or a form to send to the lab.
	Taking turns with other workers and sharing different jobs. Showing up and working as part of a team.
	Telling an elder that they need to boil drinking water for a few days. Talking with a co-worker about the schedule.
	Sending an email to the lab or to the School of Community Government.
	Planning a schedule and route for garbage pickup, water delivery, and sewage pump-out.
	Writing test results in a log book. Keeping records of the chlorine samples.

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## Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.



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### 3: Story Questions

#### Instructor Notes

**Essential skills: thinking, reading, writing, oral communication**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### Story questions

Learners answer questions from the two interviews: Robert Tanche, Fort Providence and Johnny Arrowmaker, Wekweètì.

First, read the interviews out loud together. Encourage learners to complete the handout without checking back to the text.





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## Story Questions

### Handout 3

Answer the following questions about the interview with Robert Tanche. Try to answer without checking back to the text.

1. For how many years has Robert been the foreman? For how many years before that was he the water plant operator?

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2. Besides the foreman, name three other positions in the Fort Providence municipal works department.

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3. What class of driver's license do you need to drive the water truck?

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4. What lab tests the monthly water samples from Fort Providence?

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5. What basic education does a person need to apply for a job at the water treatment plant?

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6. What chemicals are added to the water? Can you guess why?

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Answer the following questions about the interview with Johnny Arrowmaker. Try to answer without checking back to the text.

1. In Wekweètì how many people have jobs with the municipal works department?

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2. The person that drives the water truck has another duty. What is it?

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3. Workers rotate duties with the water truck and sewer truck. Explain how the rotation works.

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4. The person that drives the sewer truck has another duty. What is it?  

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5. When they get short-handed, Johnny takes over some duties. What are they?  

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6. Johnny mentions one reason why they sometimes get short-handed. What is that reason?  

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7. What duties does Johnny's brother usually do?  

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8. Where does Johnny say that people have to go for training?  

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#### **4: Reflections—Discussion/Journal Writing**

##### **Instructor Notes**

##### **Essential skills: oral communication, thinking, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

##### **Reflections—Discussion/Journal Writing**

Ask learners to reflect on the interviews. Use the questions below or make up your own questions to guide a discussion.

After the discussion, ask learners to write down their thoughts. Ask if they think the discussion added to their thoughts or changed them in any way?

- Did you find the interviews interesting? Why or why not?
- Robert and Johnny both say that it is very important for workers to show up for work every day and do their work. Why do you think they make this particular point?
- What do you think is the best thing about having a job with municipal works?
- What do you think is the most challenging thing about having a job with municipal works?
- Would you be interested in having a job with municipal works in your community? Why or why not?



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## Reflections—Discussion/Journal Writing

### Handout 4

Use the following questions to guide a group discussion.

After the discussion use the questions to guide your journal writing.

Did the discussion add to or change your thoughts in any way?

- Did you find the interviews interesting? Why or why not?
- Robert and Johnny both say that it is very important for workers to show up for work every day and do their work. Why do you think they make this particular point?
- What do you think is the best thing about having a job with municipal works?
- What do you think is the most challenging thing about having a job with municipal works?
- Would you be interested in having a job with municipal works in your community? Why or why not?



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## 5: Job Description—Water/Sewer Truck Driver

### Instructor Notes

**Essential skills: reading, thinking, writing, oral communication**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Job Description—Water/Sewer Truck Driver

Learners explore the water/sewer truck driver job description. They answer questions about concepts and topics that come from the job description.

Do this activity as a group discussion or invite learners to work in pairs or small groups.



## Handout 5

Answer and discuss the following questions about topics from the water/sewer truck driver job description.

1. The truck driver delivers water and collects sewage according to a schedule. What is a schedule? Why is it important?

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2. Everyone follows a schedule in some part of their life. Describe how you follow a schedule.

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3. What are personal attributes? Name three personal attributes in the water/sewer truck job description.

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4. Choose two personal attributes from the list in the job description.

Describe how a person can show that they have this attribute.

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5. What is the minimum driver's license that a water/sewer truck driver needs?

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6. In your opinion, what three things are most challenging about the water/sewer truck driver's job? Why?

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## Job Description

### Water/Sewer Truck Driver

*Water/Sewer Truck Driver*  
*5/30/2005*

*Page 1*

### **PURPOSE**

(Major responsibilities and target accomplishments expected of the position including the typical problems encountered in carrying out the responsibilities.)

The Truck Driver is responsible for water delivery and sewage collection services in order to ensure that residents have a safe, clean supply of water and that sewage is transported and disposed of in an appropriate manner.

### **SCOPE**

(The way that the position contributes to and impacts on the organization)

The Truck Driver is responsible for operating single-axel water and sewer trucks in a safe and appropriate manner. He/she must conduct all activities according to the delivery and collection schedule and all relevant policies and procedures. The Truck Driver must also clean, maintain and secure all equipment as directed by legislation, policies and procedures.

The Truck Driver must also deal with residents and members of the public in a courteous and respectful manner. This includes receiving complaints about schedules and levels and quality of service. The Truck Driver must make note of and report on any such complaints and respond in a courteous and respectful manner.

The delivery of safe, clean water and the collection, transportation and proper disposal of sewage is vital to the health and well-being of residents and the community as a whole. Failure to provide adequate services will jeopardize the health of the community. Failure to deal with residents and the public in a courteous and respectful manner will lead to and complaints raised about municipal services. Failure to safely operate trucks and equipment may lead to injury and possibly loss of life.

## **RESPONSIBILITIES**

(Major responsibilities and target accomplishments expected of the position including the typical problems encountered in carrying out the responsibilities.)

1. Operate municipal trucks in a safe and effective manner in order to minimize the risk of injury, property damage or loss of life

### **Main Activities**

- Operate all equipment in a safe and efficient way according to all relevant legislation, policies and procedures
- Perform daily safety and maintenance checks
- Clean trucks as scheduled and/or required
- Ensure trucks and equipment are safely and securely stored
- Advise the Municipal Services Supervisor of any requirements for maintenance or repairs
- Participate in routine maintenance
- Practice workplace safety

2. Deliver water as per schedule to ensure an adequate and safe supply of drinking and residential water for all businesses, residences and buildings

### **Main Activities**

- Deliver water to residential buildings, businesses and other facilities as per scheduled routes
- Maintain daily records of deliveries
- Safely operate water pump system
- Clean water tank as required

3. Collect sewage from buildings, businesses and other facilities as per schedule to ensure sewage is removed, transported and disposed of according to set policies and procedures

### **Main Activities**

- Pump out septic tanks of residential buildings, businesses and other facilities
- Maintain daily records of pick-ups
- Dispose of sewage according to set policies and procedures
- Keep equipment clean as per established standards

4. Perform other related duties

*Water/Sewer Truck Driver  
5/30/2005*

*Page 3*

## **KNOWLEDGE, SKILLS AND ABILITIES**

(The knowledge, skills and attitudes required for satisfactory job performance)

### **Knowledge**

The incumbent must have proficient knowledge in the following areas:

- ✓ knowledge of truck and equipment safety
- ✓ knowledge of water, sewer and garbage truck and equipment operation
- ✓ knowledge of water delivery procedures
- ✓ knowledge of sewage collection and disposal
- ✓ knowledge of sewage pump out procedures
- ✓ knowledge of garbage collection and disposal procedures
- ✓ knowledge of scheduling system and procedures
- ✓ knowledge of record keeping system
- ✓ knowledge of equipment cleaning standards and procedures

### **Skills**

The incumbent must demonstrate the following skills:

- ✓ ability to operate single axel trucks in a safe and responsible manner
- ✓ ability to operate required equipment in a safe and responsible manner
- ✓ client service and public interaction skills
- ✓ team building
- ✓ analytical and problem solving skills
- ✓ decision making skills
- ✓ effective verbal and listening communications skills
- ✓ ability to communicate effectively in English and Slavey
- ✓ ability to read and write to record pickups and maintain daily records
- ✓ stress management skills
- ✓ time management skills

### **Personal Attributes**

The incumbent must demonstrate the following personal attributes:

- ✓ be honest and trustworthy
- ✓ be respectful
- ✓ possess cultural awareness and sensitivity
- ✓ be flexible
- ✓ demonstrate sound work ethics
- ✓ deal with the public in a positive, courteous and respectful manner

The Truck Driver is required to have, as a minimum, a clean Class 5 driver's license with air certification.

*Water/Sewer Truck Driver*  
5/30/2005

*Page 4*

## **WORKING CONDITIONS**

(The unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent including the frequency and duration of occurrence of physical demands, environmental conditions, demands on one's senses and mental demands.)

### **Physical Demands**

(The nature of physical effort leading to physical fatigue)

The Truck Driver has a physically strenuous and demanding job. He/she will be lifting, pulling and managing heavy equipment and objects. The Driver will have to work in all weather, and must be prepared for both extreme heat and cold. As the Driver is handling potentially dangerous materials he/she must ensure that all activities are completed in a safe and efficient way to eliminate the possibility of contamination and infection of themselves or others.

### **Environmental Conditions**

(The nature of adverse environmental conditions affecting the incumbent)

The Truck Driver must work outside in all different weather conditions including extreme cold and extreme heat. The Truck Driver is constantly exposed to unpleasant sights and smells. He/she may at times be exposed to dangerous and/or toxic substances and must take necessary precautions to protect eyes, nose and skin from irritation and infection.

### **Sensory Demands**

(The nature of demands on the incumbent's senses)

The Truck Driver is constantly exposed to unpleasant sights and smells. He/she may at times be exposed to dangerous and/or toxic substances and must take necessary precautions to protect eyes, nose and skin from irritation and infection.

### **Mental Demands**

(Conditions that may lead to mental or emotional fatigue)

The Driver must make all collections and deposits as scheduled to ensure effective and efficient service to all residences, businesses and facilities. The Truck Driver must work independently and is expected to maintain a schedule of delivery, collection and disposal. Any problems or inconveniences may result in increased stress to complete tasks in a limited time.

*Water/Sewer Truck Driver  
5/30/2005*

*Page 5*



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## 6: Compare and Contrast

### Instructor Notes

#### **Essential skills: reading, writing, thinking**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Compare and Contrast**

Learners compare and contrast the personal attributes in the job descriptions of the water/sewer truck driver and the water plant operator.

Before you start, brainstorm as a group:

- What does it mean to compare things?
- What does it mean to contrast things?

If needed, ask learners to look these words up in the dictionary and write down the meaning.



Compare and Contrast

Handout 6

Complete the following table to compare and contrast the personal attributes you find in two job descriptions: water/sewer truck driver (handout 5) and the water plant operator (handout 6).

Then answer the question.

Compare Personal attributes that are the same	Contrast Personal attributes that are different	
	Water/sewer truck driver	Water plant operator



After you complete the table, choose two personal attributes from the 'contrast' side and answer the following questions.

1. Personal attribute #1: \_\_\_\_\_

2. Important for what job: \_\_\_\_\_

3. Why do you think this personal attribute is important for this job  
and not so important for the other job?

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4. Personal attribute #2: \_\_\_\_\_

5. Important for what job: \_\_\_\_\_

6. Why do you think this personal attribute is important for this job  
and not so important for the other job?

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## Job Description

# Water Plant Treatment Operator

*Water Treatment Plant Operator*  
*5/30/2005*

*Page 1*

## **PURPOSE OF THE POSITION**

(The main reason for the position, in what context and what is the overall end result)

The Water Treatment Plant Operator is responsible for of the water plant in order to ensure that residents have safe and clean water in accordance with federal, territorial and municipal legislation, policies and standards.

## **SCOPE**

(The way that the position contributes to and impacts on the organization)

Reporting to the Public Works Foreman, the Water Treatment Plant Operator maintains the water plant. This includes maintaining the water and sewer treatment plant and facilities.

The delivery of safe and clean water is vital to the safety and health of the community. Failure to provide adequate services will jeopardize the health of the community. Failure to meet federal, territorial and municipal legislation and water quality standards will significantly jeopardize the health and well-being of residents and may result in liability for the municipality. Failure to deal with residents and the public in a courteous and respectful manner will lead to complaints concerning municipal services.

## **RESPONSIBILITIES**

(Major responsibilities and target accomplishments expected of the position including the typical problems encountered in carrying out the responsibilities.)

1. Maintain the water treatment plant systems in order to ensure the availability of a clean community water supply

### **Main Activities**

- Maintain the treatment plant systems
- Maintain and operate the filtering and chemical treatment processes
- Inspect, service and repair components of the water treatment plant including water intakes, pipes, water storage vessels, chemical treatment equipment controls, circulation pumps, boilers, heat exchangers and valves
- Ensure an adequate supply of water for human consumption and fire fighting activities
- Prepare work orders for servicing and repairs
- Arrange for major repairs
- Inspect the treatment plant systems on a daily basis to ensure effective operations

*Water Treatment Plant Operator*  
5/30/2005

*Page 2*

2. Maintain the physical plant and mobile equipment

Main Activities

- Conduct regular inspections of the physical plant
- Establish a preventative maintenance program
- Conduct inspections of mechanical, generators, electrical and other building components and systems
- Conduct inspections of heating, ventilation and air conditioning systems
- Maintain mobile equipment including vehicles
- Make arrangements for major repairs to the physical plant and mobile equipment

3. Maintain the general administration of the Water/Sewer system in order to ensure effective operations

Main Activities

- Prepare budgets and financial reports for the water/sewer system
- Assist with capital planning
- Establish preventative maintenance schedules
- Administer water and sewer distribution contracts
- Keep a daily log
- Track data using the On Tap Computer Program
- Prepare activity and work order reports
- Recommend the purchase of goods and equipment
- Maintain inventories
- Provide reports to government agencies, departments and other organizations as required
- Ensure records are maintained
- Supervise and schedule the activities of the Water Plant Operator Assistant and casual staff

4. Perform other related duties as required

## **KNOWLEDGE, SKILLS AND ABILITIES**

(The knowledge, skills and attitudes required for satisfactory job performance)

### **Knowledge**

The incumbent must have proficient knowledge in the following areas:

- ✓ water and sanitation systems management
- ✓ water sampling and testing techniques
- ✓ inspection procedures
- ✓ building maintenance
- ✓ basic knowledge of mechanical, plumbing, heating and electrical systems
- ✓ water plant operation and maintenance including pumps, valves, chemical treatment systems, etc.
- ✓ water and sewer distribution and collection systems including pipes, watermains, manholes, hydrants, etc.
- ✓ applicable bylaws and procedures

### **Skills**

The incumbent must demonstrate the following skills:

- ✓ excellent mechanical skills
- ✓ ability to operate and maintain water and sewer equipment and systems
- ✓ team leadership and management skills
- ✓ client service skills
- ✓ contract administration skills
- ✓ analytical and problem solving skills
- ✓ decision making skills
- ✓ negotiations skills
- ✓ literacy skills including the ability to read manuals
- ✓ effective verbal and listening communications skills
- ✓ computer skills including the ability to operate the On Tap Program
- ✓ effective public relations and public speaking skills
- ✓ stress management skills
- ✓ time management skills

### **Personal Attributes**

The incumbent must also demonstrate the following personal attributes:

- ✓ maintain standards of conduct
- ✓ be respectful
- ✓ possess cultural awareness and sensitivity
- ✓ be flexible
- ✓ demonstrate a dedication to the position and the community
- ✓ demonstrate sound work ethics
- ✓ be consistent and fair

*Water Treatment Plant Operator*  
5/30/2005

*Page 4*

The Water Treatment Plant Operator would normally attain the required knowledge, skills and attitudes through completion of a Level III of the Water and Waste Water Treatment Plant Operator Program combined with related experience. Equivalencies will be considered.

### **WORKING CONDITIONS**

(The unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent including the frequency and duration of occurrence of physical demands, environmental conditions, demands on one's senses and mental demands.)

#### **Physical Demands**

(The nature of physical effort leading to physical fatigue)

The Water Treatment Plant Operator has a physically strenuous and demanding job. He/she will be lifting, pulling and managing equipment and objects. The Operator will have to work in all weather, and must be prepared for both extreme heat and cold. As the Operator is handling potentially dangerous materials he/she must ensure that all activities are completed in a safe and efficient way to eliminate the possibility of contamination and infection of themselves or others.

#### **Environmental Conditions**

(The nature of adverse environmental conditions affecting the incumbent)

The Water Treatment Plant Operator must work outside in all different weather conditions including extreme cold and extreme heat. The Operator is constantly exposed to unpleasant sights and smells. He/she may at times be exposed to dangerous and/or toxic substances and must take necessary precautions to protect eyes, nose and skin from irritation and infection.

#### **Sensory Demands**

(The nature of demands on the incumbent's senses)

The Water Treatment Plant Operator is constantly exposed to unpleasant sights and smells. He/she may at times be exposed to dangerous and/or toxic substances and must take necessary precautions to protect eyes, nose and skin from irritation and infection.

#### **Mental Demands**

(Conditions that may lead to mental or emotional fatigue)

The Water Treatment Plant Operator must work independently and is expected to maintain a schedule of delivery, collection and disposal. Any problems or inconveniences may result in increased stress to complete tasks in a limited time. Stress is caused by the requirement to supervisor and direct others. The Operator must be sensitive to the culture of employees and residents.

*Water Treatment Plant Operator  
5/30/2005*

*Page 5*





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## 7: Exploring Symbols—Intro to WHMIS

### Instructor Notes

**Essential skills: document use, thinking, talking, reading, computer use, writing, working together**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Exploring Symbols—Intro to WHMIS

Before you give learners the handout, brainstorm: what is a symbol? Encourage them to give everyday examples.





- Definition: A picture, shape, or letter that represents an object, action, or idea and does not look exactly like the object, action, or idea it represents. People learn what a symbol means.

Give learners the first page of the handout—everyday symbols. Discuss the following.

- Do learners know these symbols? Where do they see them?
- What do the symbols mean?

Give learners the second page of the handout—symbols on household products that show danger. Discuss the following questions and ask learners to fill in the table. See a completed table on the following page.

- Do learners recognize these symbols?
- What does each symbol mean?
- Many products you use at home have danger symbols. Can you think of any examples for these symbols?

Symbol	Danger	Examples
	<b>Explosive</b> Container can explode if it is heated or punctured. Flying pieces of metal or plastic can cause serious injuries, especially to eyes.	<ul style="list-style-type: none"> <li>Anything in an aerosol container</li> <li>BBQ propane tank</li> </ul>
	<b>Corrosive</b> The product can burn skin or eyes on contact, or the throat and stomach if swallowed.	<ul style="list-style-type: none"> <li>Toilet bowl cleaner</li> <li>Oven cleaner</li> </ul>
	<b>Flammable</b> The product or its fumes can catch fire easily if it's near heat, flames, or sparks.	<ul style="list-style-type: none"> <li>Contact glues</li> <li>Gasoline</li> <li>Hair spray</li> </ul>
	<b>Poison</b> The product can cause illness or death if a person licks, eats, or drinks it, or sometimes even if they smell it.	<ul style="list-style-type: none"> <li>Windshield washer fluid</li> <li>Furniture polish</li> </ul>



Give learners the third page of the handout—WHMIS symbols. Discuss the following.

- Do learners recognize any of these symbols?
- What do the symbols mean?

Use the next page of the handout to explain WHMIS and to introduce what the WHMIS symbols stand for.









Ask learners to work in pairs. Each pair uses the internet to learn about one WHMIS symbol. They complete a flip chart page with the information they learn and share it with the group.

Each group works with a different symbol. Invite learners to choose a symbol or pick one out of a hat. Or find some other way to assign the symbols.

Hand out the following list of classes and symbols after the learners complete their research and present their findings to the group. Invite participants to add information from their research to the list.

This activity is one of three activities about WHMIS:

- Activity 7: Exploring Symbols—Intro to WHMIS
- Activity 8: Exploring Labels—More WHMIS
- Activity 9: Personal Protective Equipment

Symbol	Class	Notes
	<b>Class A</b> Compressed gas	Contents under pressure. Cylinder or container may explode or burst when heated, dropped, or damaged.
	<b>Class B</b> Flammable and combustible material	Includes solids, liquids, and gases that can catch fire when exposed to heat, spark or open flame, under normal working conditions. May burst into flames.
	<b>Class C</b> Oxidizing material	May cause fire or explosion when in contact with wood, fuels, or other flammable or combustible materials.
	<b>Class D1</b> Poisonous and infectious material	Can cause death or immediate injury when a person is exposed to a single exposure and/or small amounts.
	<b>Class D2</b> Poisonous and infectious material	May cause irritation. Repeated exposure may cause cancer, birth defects, or other permanent damage.
	<b>Class D3.</b> Poisonous and infectious materials	Contain an organism that can cause disease or serious illness; and may cause death.
	<b>Class E</b> Corrosive materials	Includes caustic and acid materials that can cause burns to eyes, skin, or respiratory system.
	<b>Class F</b> Dangerously reactive materials	May react violently and cause an explosion or fire, or release toxic gases when exposed to light, heat, vibration, or extreme temperatures.



## Exploring Symbols—Intro to WHMIS

### Handout 7

Brainstorm: What is a symbol?

Look at these everyday symbols. Where do you see them? What do they mean?







Hazard symbols on household products

- The upside down triangle shows that the **container** is dangerous.
- The stop sign shape shows the **product** inside is dangerous.
- Some products have more than one symbol or danger.

Do you recognize these symbols? What does each symbol mean? What is the danger?

Some products that people use at home may have these symbols. Can you think of any examples for these symbols?

Symbol	Meaning and Danger	Examples
		
		
		
		

Brainstorm: Have you seen these symbols anywhere before? Where?  
What do you think they mean?



### What is WHMIS?

WHMIS stands for:

**W**orkplace—a place where people work

**H**azardous—harmful, dangerous

**M**aterials—things people use at work—cleaners, solvents, etc.

**I**nformation—things people need to know about a product

**S**ystem—symbols, labels, safety sheets, training

WHMIS is a standard way to identify and label hazardous materials in the workplace. It includes rules that everyone has to follow.

WHMIS exists so that workers can safely use hazardous materials.

### Key parts of WHMIS


- Eight WHMIS symbols—alert us to danger.
- Labels—appear on products and alert us to dangers.
- Material Safety Data Sheets (MSDS)—technical documents in a binder at the workplace that give details about each hazardous product:
  - ✓ Hazards or risks
  - ✓ How to use the product
  - ✓ How to store the product
  - ✓ How to dispose of the product
  - ✓ What to do if something happens
- Training for workers.

Work in pairs. Choose one of the WHMIS symbols and use the internet to answer the following questions. Type the name of the symbol in the Google search box. Choose at least three different websites.

Make notes as you find information online.

Write the information on a flipchart page. When you are done, share it with the group.

1. Tape a picture of the symbol at the top of the flipchart page.
2. What does the symbol mean?
3. What danger does this symbol represent? What can happen if workers do not use this material in a safe way?
4. Name one or more products or materials in the workplace that have this symbol.
5. Name a workplace that may use one or more of these products or materials.

WHMIS Symbols	
	<b>Class A</b> Compressed gas
	<b>Class D2</b> Poisons that cause other harmful effects
	<b>Class B</b> Flammable and combustible material
	<b>Class D3</b> Bio-hazardous infectious materials
	<b>Class C</b> Oxidizing material
	<b>Class E</b> Corrosive materials
	<b>Class D1</b> Poisons that cause immediate serious illness or death
	<b>Class F</b> Dangerously reactive materials





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## 8: Exploring Labels—More WHMIS

### Instructor Notes

**Essential skills: thinking, document use, reading, writing, talking, working together**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Exploring Labels—More WHMIS

1. Before you give learners the handout, brainstorm: What is a label?
  - General definition: A label is attached to a product and gives the reader more information about that product.
2. Give learners the first page of the handout—everyday labels. Discuss the following:
  - Why do products have labels?
  - What does the clothing label tell us? What does the nutrition facts label tell us?
  - Can you think of other labels you see on everyday things?
3. Give learners the next page of the handout—an outline or template of the WHMIS supplier label. Discuss the following:
  - What categories of information do you see on the label template?
  - What does each category mean? What information do you think you'd find in each category?

4. Give learners the next page of the handout—two sample WHMIS labels: one for paint stripper and one for gasoline. Discuss the following:
  - What does the paint stripper label tell us when we look at the details?
  - What does the gasoline label tell us when we look at the details?
5. Give learners the next page of the handout—sample workplace label. Explain that this is the second kind of label that the WHMIS system uses. Discuss the following:
  - What does the workplace label tell us when we look at the details?
  - How is this label different from the supplier label?
  - Why do you think the WHMIS system has two kinds of labels?

This activity is one of three activities about WHMIS:

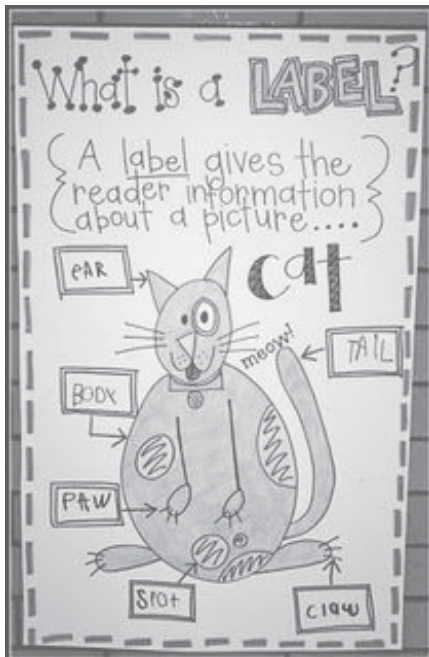
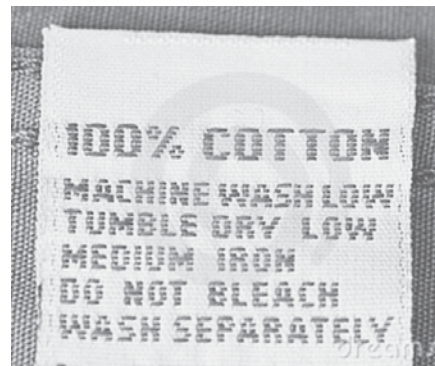
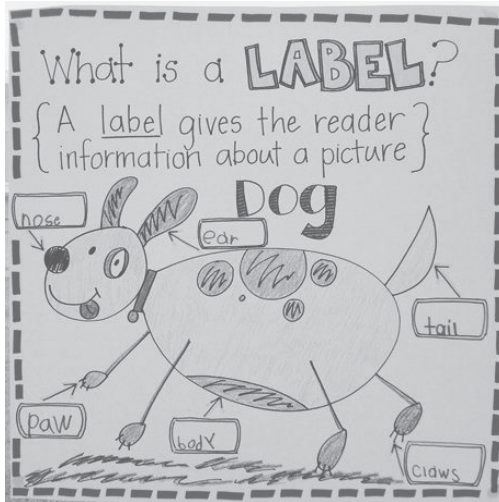
- Activity 7: Exploring Symbols—Intro to WHMIS
- Activity 8: Exploring Labels—More WHMIS
- Activity 9: Personal Protective Equipment



## Exploring Labels—More WHMIS

### Handout 8

Brainstorm: What is a label? What everyday products have a label?  
Why do these products have a label?

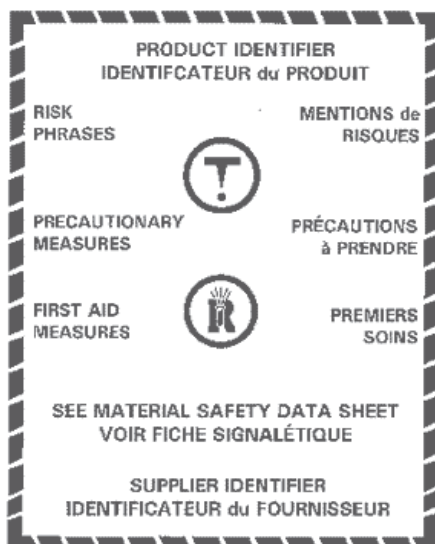


Nutrition Facts	
Valeur nutritive	
Per 4 Crackers (18 g)	
Pour 4 craquelins (18 g)	
Amount	% Daily Value
Teneur	% valeur quotidienne
<b>Calories / Calories 80</b>	
<b>Fat / Lipides 2.5 g</b>	<b>4 %</b>
Saturated / saturés 0.4 g	2 %
+ Trans / trans 0 g	
<b>Cholesterol / Cholestérol 0 mg</b>	<b>0 %</b>
<b>Sodium / Sodium 115 mg</b>	<b>5 %</b>
<b>Carbohydrate / Glucides 13 g</b>	<b>4 %</b>
Fibre / Fibres 2 g	8 %
Sugars / Sucres 0 g	
<b>Protein / Protéines 2 g</b>	
Vitamin A / Vitamine A	0 %
Vitamin C / Vitamine C	0 %
Calcium / Calcium	0 %
Iron / Fer	6 %
INGREDIENTS: WHOLE GRAIN WHEAT, SOYBEAN OIL, SALT.	

### WHMIS labels—outline or template

Look at the following label outline or template. Discuss the following questions.

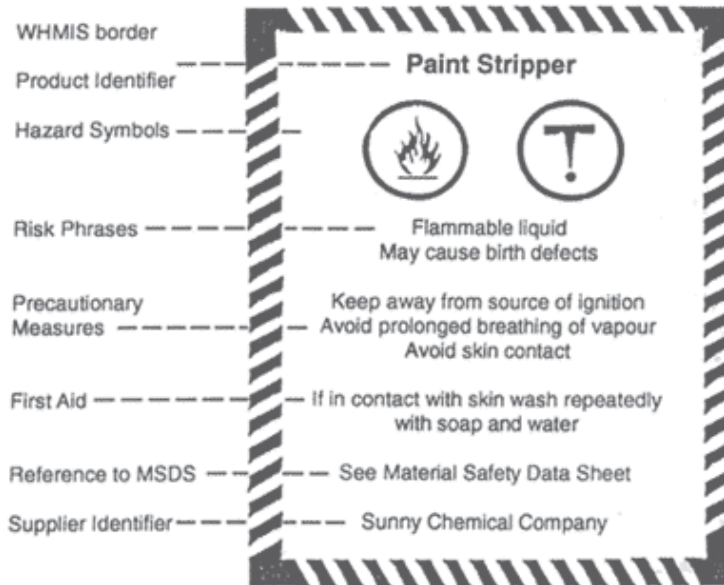
- What categories of information do you see on the template?
- What does each category mean? What information do you think you'd find in each category?



Labels are an important part of the WHMIS system. There are two kinds of labels: supplier labels and workplace labels. This template is for a supplier label.

A supplier is a person who manufactures, processes, packages, sells, or imports a hazardous material intended for use in the workplace.

### Sample supplier labels



WHMIS has very strict rules for supplier labels. Each product must have a supplier label; each label must have the following information:

- Name of product
- WHMIS symbols
- Risk phrases: how things can harm people
- Precautionary measures: how people should use the material
- First aid measures: what to do if something goes wrong
- Reference to Material Safety Data Sheet
- Name of supplier



**ACETONE ACÉTONE**

**SEE MATERIAL SAFETY DATA SHEET FOR THIS PRODUCT  
VOIR LA FICHE SIGNALÉTIQUE POUR CE PRODUIT**

**DANGER! EXTREMELY FLAMMABLE. IRRITATES EYES.**

**PRECAUTIONS:** Keep away from heat, sparks, and flames. Ground containers when pouring. Avoid breathing vapours or mists. Avoid eye contact. Avoid prolonged or repeated contact with skin. Wear splash-proof safety goggles or faceshield and butyl rubber gloves. If acetone is present in concentrations greater than 250 ppm, wear a NIOSH-approved respirator with an organic vapour cartridge. Use with adequate ventilation, especially in enclosed areas. Store in a cool, well-ventilated area, away from incompatibles.

**FIRST AID:** In case of contact with eyes, immediately flush eyes with lots of running water for 15 minutes, lifting the upper and lower eyelids occasionally. Get medical attention immediately. In case of contact with skin, immediately wash skin with lots of soap and water. Remove contaminated clothing and shoes. Get medical attention if irritation persists after washing. Wash clothing before reuse. If inhaled, remove subject to fresh air. Give artificial respiration if not breathing. Get medical attention immediately. If swallowed, contact the Poison Control Centre. Get medical attention immediately. Do not give anything by mouth to an unconscious or convulsing person.

**ATTENTION! THIS CONTAINER IS HAZARDOUS WHEN EMPTY. ALL LABELLED HAZARD PRECAUTIONS MUST BE OBSERVED.**

**DANGER! EXTRÊMEMENT INFLAMMABLE. IRRITE LES YEUX.**

**MESURES DE PRÉVENTION:** Tenir à l'écart de la chaleur, des étincelles et des flammes. Relier les récipients à la terre lors du transvasement. Éviter de respirer les vapeurs ou les brumes. Éviter le contact avec les yeux. Éviter le contact prolongé ou répété avec la peau. Porter des lunettes contre les éclaboussures de produit chimique ou une visière de protection, et des gants en caoutchouc butyle. Si l'acétone est présent en concentration de plus de 250 pour un million, porter un respirateur muni d'une cartouche à vapeur organique approuvé par NIOSH. Utiliser avec suffisamment de ventilation surtout dans les endroits clos. Entreposer dans un endroit frais, bien aéré, à l'écart des produits incompatibles.

**PREMIERS SOINS:** En cas de contact avec les yeux, rincer immédiatement et copieusement avec de l'eau courante pendant 15 minutes en soulevant les paupières inférieures et supérieures de temps en temps. Obtenir des soins médicaux immédiatement. En cas de contact avec la peau, laver immédiatement la région affectée avec beaucoup d'eau et de savon. Retirer les vêtements et les chaussures contaminées. Si l'irritation persiste après le lavage, obtenir des soins médicaux. Laver les vêtements avant de les réutiliser. En cas d'inhalation, transporter la victime à l'air frais. En cas d'arrêt respiratoire, pratiquer la respiration artificielle. Obtenir des soins médicaux immédiatement. En cas d'ingestion, contacter le Centre de Contrôle des Empoisonnements. Obtenir des soins médicaux immédiatement. Ne rien faire avaler à une victime inconsciente ou en convulsions.

**ATTENTION! CE RÉCIPIENT EST DANGEREUX LORSQU'IL EST VIDE. CHAQUE INDICATION DE DANGER SUR LES ÉTIQUETTES DOIVENT ÊTRE OBSERVÉES.**

**BIG** BIG Chemical Company / 123 Nitro Avenue, Vapour Town, BC / 123-4567

An example of a supplier label.

### Sample Workplace Labels

Look at these workplace labels and discuss the following questions:

- What kind of information does the workplace label tell us when we look at the details?
- How is the label the same as a supplier label?
- How is this label different from the supplier label?
- Why do you think the WHMIS system has two kinds of labels?





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## 9: Personal Protective Equipment in the Workplace

### Instructor Notes

**Essential skills: thinking, document use, talking, writing, reading, working together**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Personal Protective Equipment in the Workplace

Workers explore the symbols related to personal protective equipment.

1. Before you give them the handout, ask learners the following questions:
  - Has anyone ever worn a hard hat, safety boots, a lifejacket, rubber gloves, safety goggles, or other such equipment?
  - Why do people wear these things?
2. Give learners the first two pages of the handout—symbols for personal protective equipment. Say that employers use symbols to show workers that they must wear certain equipment in certain places or for certain jobs. Complete the table together.
  - Discuss what each image means. What are workers supposed to do when they see this symbol? Check the answers with the diagram on the following page.



### Symbols for Personal Protective Equipment

			
Respirator	Gloves	Boots	Hard hat or helmet
			
	Mask	Safety line	Protective clothing
			
Face shield	Goggles	Wash hands	Lift carefully
			
	Ear protectors	High visibility clothing	Lifejacket

3. Follow these steps for the last part of the activity.
  - Cut out each workplace label and put them in a hat. There are nine. See the following pages.
  - Cut out each description and put them in a separate hat. There are nine, separate from the labels. See the page after the labels.
  - Ask half the learners to choose from the labels hat. Use up all the labels. Some learners may have more than one label.
  - Ask the other half of the learners to choose from the descriptions hat. Use up all the descriptions. Some learners may have more than one description.
  - Ask learners to circulate to match each label with the correct description.

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Workplace signs with PPE Symbols

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THIS PROTECTIVE EQUIPMENT  
**MUST BE WORN**  
IN THIS AREA

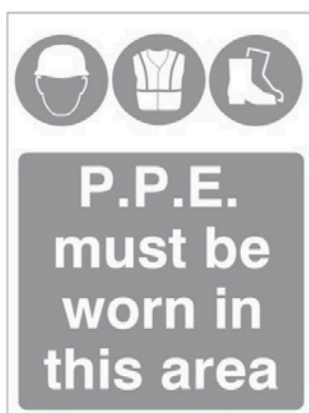
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**Workplace signs with PPE Symbols**

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Workplace signs with PPE Symbols

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**Approved Personal  
Protective Equipment  
must be worn**

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Descriptions for workplace signs with PPE symbols

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**Safety glasses, ear protection, respirator**

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**Ear protection, hard hat, gloves, safety glasses**

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**Face shield, boots, safety glasses, gloves, respirator**

---

**Boots, hard hat, goggles, gloves, safety line, high visibility clothing**

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**Safety glasses, boots, no fire**

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**Hard hat, high visibility clothing, boots**

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**Hard hat, safety glasses, goggles, ear protection, gloves, protective apron**

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**Boots, ear protection, safety glasses, hair net**

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**Hard hat, boots, gloves, ear protection, high visibility clothing**

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## Personal Protective Equipment

### Handout 9

#### Symbols for Personal Protective Equipment (2 pages)



Symbols for Personal Protective Equipment (2 pages)





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## 10: Exploring Soft Skills

### Instructor Notes

**Essential skills: document use, thinking, speaking and listening, reading, writing, working with others**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Exploring Soft Skills

This activity offers learners a chance to explore some soft skills: what they are, why they are important, and how to build them.

This same activity appears with each of the four stories in this study guide. The activity has five parts.

- Intro to soft skills
- Communication
- Teamwork
- Attitudes, manners, values
- Problem solving

First go through the intro section. If learners have already done that, skip to the soft skill that you want to focus on. Focus on one of the soft skills at a time; choose a different one each time.



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### 10-a: Intro to soft skills

6. Introduce the concept of soft skills. Start with a brainstorm.
  - What are soft skills? What comes to mind when you hear the words soft skills?
  - Why are soft skills important in the workplace?
  - Can you think of some examples of soft skills? Encourage learners to think back to the interview (important to show up for work and be on time) or the job descriptions (personal attributes).
7. Give learners the first part of the handout—Intro to soft skills. Go through it with them and discuss.



## Handout 10-a: Intro to Soft Skills

Go through this section together after the brainstorm.

### What are soft skills?

- A group of skills that generally relate to personal qualities or characteristics.
- Traits that make up a person's personality and define who the person is.
- A person's general behaviour and how they deal with things.
- Each person learns and develops soft skills throughout their life.
- Adults can improve their soft skills as part of their lifelong journey.

### Why are soft skills important?

- In today's world, many employers highlight soft skills. They believe that if workers have good soft skills, the other skills "fall into place".

### Examples of soft skills

- No set list of soft skills.
- In general, soft skills include things such as:

Courtesy	Work ethic	Teamwork
Respect for others	Self-discipline	Self-confidence
Friendliness	Optimism	Good manners
Kindness	Resourcefulness	Active listening
Negotiating	Conflict resolution	Problem solving
Creativity	Reflection	Communication
Critical thinking	Leadership	Caring
Responsibility	Fairness	Flexibility
Cooperation	Self-awareness	Tolerance



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### 10-b: Communication

1. Before you give learners the handout about communication, discuss the following. Check with the handout for ideas.
  - Brainstorm: What is communication?
  - Brainstorm: What are the different ways we communicate?
2. Give learners the handout. Review the information. Combine their ideas with those on the handout.
3. Divide learners into five smaller groups. Ask each group to choose one of the ways we communicate (speaking, hearing/listening, writing, body language, seeing) and discuss the following questions.
  - Describe or demonstrate (role play, pictures, words) a situation where people use good communication skills. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - Describe or demonstrate (role play, pictures, words) a situation that shows how poor communication skills can create problems. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - What are the advantages of good communication skills?
    - ✓ Why are they important?

Ask learners to share their ideas with the whole group.

4. Ask learners to work in the same small groups. Each group thinks of a common situation where people communicate. Examples: asking for help, emailing or texting, discussing a problem, etc.
  - Describe or demonstrate (role plays, pictures, words) how this situation may look different among friends, among family, and among people in the workplace (co-workers, clients, employers).
  - What makes it different?

Ask learners to share their ideas with the whole group.

5. As a whole group, discuss two of the common barriers. Then in the same small groups, ask learners to discuss the remaining five barriers, with each group looking at one barrier. Discuss the following questions.
  - Describe or demonstrate (role plays, pictures, words) how this barrier may prevent good communication.
  - What factors can help people overcome those barriers?

Share your ideas with the whole group.

6. Brainstorm: In general, what factors can help people learn good communication skills and use them?



---

## Handout 10-b: Communication

1. Brainstorm:
  - What is communication?
  - What are the different ways we communicate?
  - What are the barriers to good communication?
2. Review the basic information on the handout.
3. Work in five small groups. Each group chooses one of the ways people communicate. Discuss the following questions.
  - Describe or demonstrate (role play, pictures, words) a situation where people use good communication skills. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - Describe or demonstrate (role play, pictures, words) a situation that shows how poor communication skills can create problems. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - What are the advantages of good communication skills?
    - ✓ Why are they important?

Share your ideas with the whole group.

4. Work in the same small groups you had before. Think of a common situation where people communicate. Examples: asking for help, emailing or texting, discussing a problem, etc.
  - Describe or demonstrate (role plays, pictures, words) how this situation may look different among friends, among family, and among people in the workplace (co-workers, clients, employers).
  - What makes it different?Share your ideas with the whole group.
5. As a whole group, discuss two of the common barriers. Then in the same small groups, discuss the remaining five barriers, with each group looking at one barrier. Discuss the following questions.
  - Describe or demonstrate (role plays, pictures, words) how this barrier may prevent good communication.
  - What factors can help people overcome those barriers?Share your ideas with the whole group.
6. Brainstorm: In general, what factors can help people learn good communication skills and use them?

---

**Communication is**

- How we provide information to others, including how others want to receive it.
- How we receive information from others.

---

**Different ways that people communicate**

- Speaking
- Listening/hearing
- Body language
- Writing/reading
- Seeing

---

**Barriers to good communication can arise from:**

- Physical actions misinterpreted.
  - Mental or emotional challenges.
  - Cultural differences.
  - Gender differences.
  - Generational or age differences.
  - Different personal perceptions.
  - Different languages.
-





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### 10-c: Teamwork

1. Before you give learners the handout, discuss the following. Check with the handout for ideas.

Brainstorm:

- What is teamwork in the workplace?
- How do people behave when they are part of a working team?  
What actions, habits, and skills do people need to use?

2. Give learners the handout and combine their ideas with those on the handout.

Ask learners to work in pairs or small groups to go through the rest of the handout.

3. Describe or demonstrate (role plays, pictures, words) what makes a good team player. What does it take from each person on the team to make a team really work well?
4. Ask learners to look at the table in the handout and complete it. It lists 10 skills that help a person be a good team member.
  - Define each skill. What does it mean? Use a dictionary if needed. Look for the meaning that suits teamwork.
  - Rate your level of confidence or strength with each skill. Be honest. No one has all these skills; everyone has room to improve.
  - Identify one skill where you have strength and one area that you want to improve.
5. Ask learners to complete the following sentences based on their answers in the skills table.
  - I am most proud of my ability to \_\_\_\_\_
  - I want to improve my ability to \_\_\_\_\_

6. Brainstorm: What makes teamwork so difficult at times? Why do teams sometimes not work very well?
  - What is the best thing about working as part of a team?
  - What is the most difficult thing?
7. Choose one of the following team building exercises, or make up one of your own. Instruct learners to carry out the exercise.
  - Scenario (groups of at least four): You are part of the municipal or band council. As a group, you agreed to develop a team building exercise for the council. You have ½ hour to do this.
  - Human knot (for the whole group): Everyone stands shoulder to shoulder in a circle. Ask everyone to put their right hand in the air and grab the hand of someone standing across the circle. Then ask everyone to put their left hand in the air and grab the hand of a different person. The objective is to untangle the knot without breaking the circle.
  - Tallest structure (groups of four or more): Give each group a good supply of spaghetti and marshmallows, or pipe cleaners. Their challenge is to build the tallest free-standing structure, in 15 minutes. Before they start, ask each group to assign one person as leader. That person can supervise, support, and offer instructions; they cannot physically participate in building the structure.
8. Discuss the following questions after the exercise.
  - How did the group work together? What went well? What difficulties did you experience?
  - What different roles did people have? How was each person helpful? How are different roles important to teamwork?
  - What would you do differently if you had another chance to do the exercise?



---

## Handout 10-c: Teamwork

1. Brainstorm:
  - What is teamwork in the workplace?
  - How do people behave when they are part of a working team?  
What actions, habits, and skills do people need to use?
2. Review the handout.
3. Work in pairs or small groups. Describe or demonstrate (role plays, pictures, words) what makes a good team player. What does it take from each person to make a team work really well?
4. Look at the following table. It lists 10 skills that help a person be a good team member.
  - Define each skill. What does it mean? Use a dictionary if needed. Look for the meaning that suits teamwork.
  - Rate your personal level of confidence or strength with each skill. Be honest. No one has all these skills; everyone has room to improve.

---

**Some skills or abilities that help a person be a good team member**

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**Reliability**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Respect**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Cooperating**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Flexibility**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Commitment**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Contributing**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Active listening**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

**Participating**

Meaning:

Rating:     ☐ not my strength                      ☐ some strength                      ☐ strength

---

5. Complete the following sentences based on your answers in the skills table above. Be prepared to share these with the group.

I am most proud of my ability to \_\_\_\_\_

\_\_\_\_\_

I want to improve my ability to \_\_\_\_\_

\_\_\_\_\_

6. Brainstorm: What makes teamwork difficult at times? Why do teams sometimes not work very well?

- What is the best thing about working as part of a team?
- What is the most difficult thing about working as part of a team?

7. Work in groups as instructed to do the team building exercise.

8. Discuss the following questions after you complete the exercise.

- How did the group work together? What went well? What difficulties did you experience?
- What different roles did people take on? How was each person helpful?
- What would you do differently if you had a another chance to do this exercise?

---

**Teamwork is:**

- Building relationships.
- Working with other people to do something.

---

**Each person applies important skills and habits.**

- Cooperating with others.
  - Contributing ideas, suggestions, effort.
  - Sharing and respecting different opinions, customs, preferences.
  - Participating in group decision-making.
  - Recognizing individual roles and how individual behaviour affects the group.
-



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### 10-d: Attitudes, Manners, Values

Learners explore how a person's attitudes, manners, and values affect the workplace and their potential for success there.

1. Brainstorm: What is a positive attitude?
  - If I have a positive attitude, what actions might I show?
  - What does a positive attitude look like to others?
2. Brainstorm: What is a negative attitude?
  - If I have a negative attitude, what actions might I show?
  - What does a negative attitude look like to others?
3. Ask learners to think about a time when they wanted to give up on something, but kept going. Each learner writes a short story that answers the following questions. Then they share their stories with the group.
  - What was the situation?
  - Why did you want to give up?
  - Why didn't you give up? What motivated you to keep going?
  - How did you deal with the situation? How did it end?
4. Read the following story out loud, one part at a time. Tell each part of the story and discuss the questions for that part before you go on to the next part.
  - Frank drives the water truck and delivers water to community homes and businesses. He only does what the boss tells him to do, no more and no less. He is often late for work and some days he does not show up, and he never calls to tell someone.

Does Frank have a good attitude towards his work? Why or why not?

- One morning Frank sees the sewer truck driver is stuck in a snowbank. He does not go to help. When he gets back to the garage for lunch he tells the mechanics about it.

If you were the sewer truck driver, what would you say to Frank? If you were one of the mechanics, what would you say?

- Later the same day Frank is fixing a hole in the water line. Another worker tries to help when he sees that Frank is making a mistake. Frank insists he is right and starts an argument with the other worker.

Was it right for Frank to argue with the other worker? What could he have done differently? Was it right for the other worker to offer their help?

- Just before the end of the work day, Frank overhears a personal conversation between two co-workers and the boss. He tells everyone what he heard. And soon the whole town is talking.

Was Frank correct to share what he overheard? Explain.

- When the boss found out what happened, she called Frank into the office for a chat.

What do you think the boss said to Frank?

At the end, discuss the following general questions:

- What attitudes do you believe Frank needs to work on, to improve his attitudes in the workplace?
  - In general, how can a worker's attitudes affect the workplace?
  - How can the boss's attitudes affect the workplace?
  - How can a co-worker's attitudes affect the workplace?
5. Ask learners to complete the table in the handout, to assess their personal attitudes, manners, and values. Encourage them to think in terms of the workplace.



6. Use this part of the activity to explore stereotypes and the idea that people with different perspectives need to respect each other and get along in the workplace.
  - Introduce the idea that people who work together come from different generations, different cultures, different genders, different physical and mental abilities, etc.
  - Ask learners to work in three or four small groups. Each group chooses one of the categories of differences listed above (each group a different one). Each group completes this part of the handout for their category. Then the groups share their ideas.
7. As a group, discuss what each attitude in the following list may mean to an employer. How do these attitudes benefit the employer? How do these attitudes benefit other workers?

▪ Work as hard as I can	▪ Pay close attention to work
▪ Do what I am told	▪ Ask questions when needed
▪ Am friendly	▪ Show respect for difference
▪ Follow rules	▪ Try to solve problems
▪ Care about my work	▪ Am flexible
▪ Am honest	▪ Am trustworthy
▪ Get to work on time	▪ Rarely miss work
▪ Call ahead if I'm going to be late or miss work	
▪ Sensitive to and aware of different perspectives	
▪ Treat others with positive and courteous manner	



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## Handout 10-d: Attitudes, Manners, Values

1. Brainstorm:
  - What is a positive attitude?
  - If I have a positive attitude, what actions might I show?
  - What does a positive attitude look like to others?
2. Brainstorm:
  - What is a negative attitude?
  - If I have a negative attitude, what actions might I show?
  - What does a negative attitude look like to others?
3. Think about a time when you wanted to give up on something, but you kept going. Write a short story that answers the following questions. Then share your story with the group.
  - What was the situation?
  - Why did you want to give up?
  - Why didn't you give up? What motivated you to keep going?
  - How did you deal with the situation? How did it end?
4. Listen to each part of the story that the instructor tells about a workplace situation. As a group, discuss the questions for each part. The instructor has the questions.

At the end, discuss the following general questions:

- What attitudes do you believe Frank needs to work on, to improve his job performance?
- How can a worker's attitudes affect the workplace?
- How can the boss's attitudes affect the workplace?
- How can a co-worker's attitudes affect the workplace?

5. Complete the following table to assess your own personal attitudes, manners, and values. Think in terms of the workplace.

	Check <input checked="" type="checkbox"/> One	Check <input checked="" type="checkbox"/> One
I get to work on time. If I'm going to be late, I let the boss know.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I rarely miss work. If I'm going to miss, I let the boss know.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I work as hard as I can.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I pay close attention to my work.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I do my work the way I am told. If I can't do something or have questions, I ask someone.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am friendly on the job.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I show respect for people different from me.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement

	Check <input checked="" type="checkbox"/> One	Check <input checked="" type="checkbox"/> One
I am sensitive to and aware of perspectives different from mine.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am friendly to people on the job: co-workers and clients.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I follow company and safety rules.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I try to solve problems that come up.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I care about my work.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am flexible—willing to try new things or old things in new ways.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I treat people with a positive manner; I am courteous and respectful.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am honest.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
People can trust me.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement

6. Work together in three or four groups. Each group chooses one of the following categories of people to explore stereotypes and how our attitudes about difference can affect the workplace.

- ✓ Younger generation/people—Older generation/people
- ✓ Aboriginal people—Non-Aboriginal people
- ✓ Women—Men
- ✓ People with mental or physical disabilities—People without mental or physical disabilities.

Discuss the following questions within your small group. Then share your ideas with the larger group.

- What characteristics do people often believe these two group may have, that stereotype them?
- Do you think these ideas are always true? Sometimes true? Never true? Where do these ideas come from? Why do you think people have these ideas?
- What attitudes and behaviours can individuals use in the workplace that show they respect people different from themselves?
- Describe a situation or do a role play that shows one or more of these attitudes and behaviours.

7. As a group, discuss what each attitude in the following list may mean to an employer. How do these attitudes benefit the employer? How do these attitudes benefit other workers?

- Work as hard as I can
- Do what I am told
- Am friendly
- Follow rules
- Care about my work
- Am honest
- Get to work on time
- Call ahead if I'm going to be late or miss work
- Sensitive to and aware of different perspectives
- Treat others with positive and courteous manner
- Pay close attention to work
- Ask questions when needed
- Show respect for difference
- Try to solve problems
- Am flexible
- Am trustworthy
- Rarely miss work



---

### 10-e: Problem solving

1. Start with the following problem solving activity. Or choose your own activity; or go straight to the brainstorm.

Spread a tarp on the floor. Tell the group to put both their feet on the tarp. Then ask them to step away, fold the tarp in half, put it back on the ground, and tell the group to put both their feet on the tarp.

Repeat until the tarp is small enough that the group must come up with a 'solution'. For example, everyone can sit or lie on the floor with their feet forward, resting on the tarp.

Discuss how the group solved the 'problem' and how the rules people put on themselves can limit their options for solving a problem.

2. Brainstorm: What is problem solving? Review the handout.
3. Ask learners to work in pairs. Give each pair a set of the parts of the process people follow to solve problems (see the following page and cut the parts of the process to separate them).
  - Ask learners to organize the parts into the order that people use to solve a problem.
  - Discuss: What happens at each stage of the process?
  - Discuss: How is the process different when people solve a problem on their own versus when they solve a problem as part of a group.

---

**Identify the problem**

---

**Gather the facts and examine them**

---

**List two or three possible solutions**

---

**Decide which solution is best and why**

---

**Carry out the solution**

---



4. Present the following scenarios (or make up your own; or ask learners to create a scenario). Ask learners to work in pairs. Or work on one scenario with the whole group. Discuss the following questions:
  - Describe what happens at each stage in the problem solving process? Use words, role plays, pictures.
  - Consider each factor that can affect the process. Describe how each factor may help or hinder the process.

Scenario: Mike is always late for work and sometimes doesn't come at all. He never calls to let anyone know. When he comes to work, he often leaves before the work is done. The boss seems to not notice or care.

Scenario: Margaret has trouble reading some of the safety instructions and sometimes makes a mistake. The bosses get annoyed and tell her to do things over again. They have threatened to fire her.

Scenario: Martha's boss gave her some instructions to follow, but Martha disagreed with what her boss wanted her to do. She blew up and stomped away.

Scenario: Jack seems to know everyone's business. He spends a lot of time visiting with other workers when he should be working. He's always chatting about what is happening with people in the workplace and in the community.

5. Discuss: When people face a problem, is there always a right or wrong way to respond? Are there certain things people should always do? If yes, what are they?



---

### Handout 10-e: Problem solving

1. Follow your instructor's directions for a problem solving activity.
2. Brainstorm: What is problem solving?
3. Work in pairs.
  - Organize the parts of the problem solving process into the order that people use to solve a problem.
  - Discuss: What happens at each stage of the process?
  - Discuss: How is the process different when people solve a problem on their own versus when they solve a problem as part of a group.

Share your ideas with the whole group.

4. Work in pairs or as a whole group. Choose a scenario and discuss the following:
  - Describe what happens at each stage in the problem solving process? Use words, role plays, pictures.
  - Consider each factor that can affect the process. Describe how each factor may help or hinder the process.
5. Discuss: When people face a problem, is there always a right or wrong way to respond? Are there certain things people should always do? If yes, what are they?

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**What is problem solving?**

- Using knowledge, facts, and data to solve problems.
- Thinking on your feet, assessing problems, and finding solutions.
- Developing a well thought out solution within a reasonable time frame.

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People solve problems on their own or as part of a team.

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People solve big and small problems every day and often many times during the day.

- 
- Thinking critically and creatively.
  - Sharing thoughts and ideas.
  - Using good judgement.
  - Making decisions.

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**Problem solving process**

- Define the problem.
- Gather the facts and study them.
- List two or three possible solutions.
- Decide which solution is the best and why.
- Carry out the solution.

The process may happen very quickly or it may take some time, depending on the type of problem and the people involved.

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**Factors that affect the problem solving process**

- Learning style
  - Personality type
  - Temperament
  - Thinking patterns
  - Skills related to the problem at hand
  - Hierarchy
  - Environment
  - Past experiences in similar situation
  - Personal perceptions
-



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## 11: Assess Your Essential Skills

### Instructor Notes

#### **Essential skills: thinking, document use, reading**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Assess your essential skills**

Activities 11 and 12 (Increase Your Essential Skills) are the same for all the stories in this study guide, and work hand in hand.

Activity 11 offers learners a chance to think about and evaluate their skills. Activity 12 gives learners a chance to think about their current skills and to move forward to improve their skills.

Choose to focus on one or two essential skills at a time, and copy those pages of the handout.

Alternately, learners can go online to assess their essential skills at the TOWES website <http://www.towes.com/en/home/home>. TOWES = Test of Workplace Essential Skills.



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## Assess Your Essential Skills

### Handout 11

Choose one or two essential skills to focus on. There is one table below for each essential skill. Each table lists some tasks that relate to that essential skill.

Check ☒ always, ☒ sometimes, or ☒ never for each task in the table to show how you measure your skill level. Add other tasks to the table if you want.

Be honest with yourself. There is no right or wrong answer and no scoring. Learn something about the skills you enjoy, the skills you're good at, and the skills you might want to improve.

Use the information you record here for Activity 12 'Increase Your Essential Skills'.

Reading			
I can:	Always	Sometimes	Never
Find the information I need in a pamphlet from the school or health care centre.			
Read, understand, and enjoy books or newspapers.			
Use a dictionary to look up the meaning of words I don't know or understand.			
Read reports, and understand and use the information.			
Read and understand letters from government, banks, or other agencies.			
Read stories out loud to children or to other adults.			

Computer Use/Digital Literacy			
I can:	Always	Sometimes	Never
Use computers and the Internet to find information.			
Use emails, Facebook, and/or Twitter to communicate with other people.			
Use computer software for word processing or other things.			
Use digital technology such as a camera, phone, or tablet.			
Use a computer keyboard properly, with all fingers and thumbs.			
Use digital tools such as a GPS or smart board.			

Writing			
I can:	Always	Sometimes	Never
Write a list, a recipe, directions, or a quick note.			
Write a letter or email.			
Write a story, poem, or other creative things.			
Write a report to communicate and analyze information, and to make recommendations.			
Fill out forms or a cheque.			
Check grammar, spelling, and punctuation and rewrite as needed.			
Communicate my thoughts and ideas in writing.			



Numeracy			
I can:	Always	Sometimes	Never
Understand and use numbers, fractions, and percentages.			
Add, subtract, multiply, and divide without using a calculator.			
Use money and make change. Figure out a bill or invoice and pay it.			
Measure things such as distance, volume, size, and weight.			
Understand and use numbers in a table, chart, or graph.			
Understand how much things cost. Estimate the GST.			

Document Use			
I can:	Always	Sometimes	Never
Understand and use diagrams, tables, charts, and graphs.			
Understand and fill out forms. Examples: apply for a job or a passport, or to replace a birth certificate.			
Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.			
Read maps and use them to see where I am and how to get somewhere.			
Use a manual to figure out how something works, and get it to work. Examples: computer software, a power tool or motor, a DVD player.			

Oral Communication			
I can:	Always	Sometimes	Never
Tell stories; listen carefully to other's stories.			
Listen to or give directions.			
Organize ideas and speak clearly.			
Ask and answer questions when needed.			
Listen carefully and respond in ways that show I understand.			
Talk comfortably on the phone, to get or receive information.			
Choose language, tone, and gestures that fit the listener and topic.			

Thinking			
I can:	Always	Sometimes	Never
Gather information, consider pros and cons, and make decisions.			
Use my imagination to come up with new ideas and combine ideas in new ways.			
Recognize a problem and figure out possible solutions.			
Plan and organize tasks.			
Remember things.			
Form an opinion. Realize that I have my own ideas and beliefs about things.			

Working with Others			
I can:	Always	Sometimes	Never
Cooperate with others and do my share of the work.			
Contribute ideas and effort to the team or group.			
Respect people of different races, abilities, and gender; and work well with them.			
Listen to team members, give support, help resolve problems.			
Be friendly and show respect and understanding for others.			
Clearly and calmly present the facts and arguments as I see them.			
Show empathy. Put myself in someone else's shoes. Understand another person's point of view—why they think and act the way they do.			
Assert myself in a positive way. Stand up for my ideas.			

Continuous Learning			
I can:	Always	Sometimes	Never
Identify new skills that I'm keen to learn and use.			
Look for and take part in new challenges and experiences.			
Share my skills and knowledge with others.			
Understand that it's important for me to keep learning new things throughout my whole life.			
Assess my own knowledge and skills accurately.			
Set well-defined and realistic goals for learning, and monitor my progress.			
Work hard and learn to do things really well.			



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## 12: Increase Your Essential Skills

### Instructor Notes

**Essential skills: thinking, document use, reading, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Increase your essential skills

To do this activity learners use information from the tables they completed in Activity 11 Assess Your Essential Skills.

Learners use this information to identify the essential skills that they:

- Do best.
- Most want to improve.
- Believe are most important to do well.
- Enjoy the most.

They use this information to make a simple plan to improve their essential skills.



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## Increase Your Essential Skills

### Handout 12

Answer the questions below. To complete this activity you need to look back at the tables you filled out in Activity 11 'Assess Your Essential Skills'. Focus on one or two essential skills.

1. Look at your responses. Write down three skills that you do well.

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2. Look again at your responses. Write down three skills that you most want to improve.

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3. Look at the lists below and check ☒ the five skills that you believe are most important for you to do well, in your life today and for your future. These may or may not be the same skills you checked in 1 and 2 above. Add and describe 'other' skills under each heading if needed.



### Reading

- ☐ Find the information I need in a pamphlet from the school or health care centre.
- ☐ Read, understand, and enjoy books or newspapers.
- ☐ Use a dictionary to look up the meaning of words I don't know or understand.
- ☐ Read reports, and understand and use the information.
- ☐ Read and understand letters from government, banks, or other agencies.
- ☐ Read stories out loud to children or to other adults.
- ☐ Other \_\_\_\_\_

### Computer Use/Digital Literacy

- ☐ Use computers and the Internet to find information.
- ☐ Use emails, Facebook, and/or Twitter to communicate with other people.
- ☐ Use computer software for word processing or other things.
- ☐ Use digital technology such as a camera, phone, or tablet.
- ☐ Use a computer keyboard properly, with all fingers and thumbs.
- ☐ Use digital tools such as a GPS or smart board.
- ☐ Other \_\_\_\_\_

### Writing

- ☐ Write a list, a recipe, directions, or a quick note.
- ☐ Write a letter or email.
- ☐ Write a story, poem, or other creative things.
- ☐ Write a report to communicate and analyze information, and to make recommendations.
- ☐ Fill out forms or a cheque.
- ☐ Check grammar, spelling, and punctuation and rewrite as needed.
- ☐ Communicate my thoughts and ideas in writing.
- ☐ Other \_\_\_\_\_

### Numeracy

- ☐ Understand and use numbers, fractions, and percentages.
- ☐ Add, subtract, multiply, and divide without using a calculator.
- ☐ Use money and make change. Figure out a bill or invoice and pay it.
- ☐ Measure things such as distance, volume, size, and weight.
- ☐ Understand and use numbers in a table, chart, or graph.
- ☐ Understand how much things cost. Estimate the GST.
- ☐ Other \_\_\_\_\_

### Document Use

- ☐ Understand and use diagrams, tables, charts, and graphs.
- ☐ Understand and fill out forms. For example to apply for a job or a passport, or to replace a birth certificate.
- ☐ Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.
- ☐ Read maps and use them to see where I am and to get somewhere.
- ☐ Use a manual to figure out how something works get it to work. Examples: computer software, a power tool or motor, a DVD player.
- ☐ Other \_\_\_\_\_

### Oral Communication

- ☐ Tell stories; listen carefully to other's stories.
- ☐ Listen to and give directions.
- ☐ Organize ideas and speak clearly.
- ☐ Ask and answer questions when needed.
- ☐ Listen carefully and respond in ways that show I understand.
- ☐ Talk comfortably on the phone, to get or receive information.
- ☐ Choose language, tone, and gestures that fit the listener and topic.
- ☐ Other \_\_\_\_\_

### **Working with Others**

- ☐ Cooperate with others and do my share of the work.
- ☐ Contribute ideas and effort to the team or group.
- ☐ Respect people of different races, abilities, and gender; and work well with them.
- ☐ Listen to team members, give support, help resolve problems.
- ☐ Be friendly and show respect and understanding for others.
- ☐ Clearly and calmly present the facts and arguments as I see them.
- ☐ Show empathy. Put myself in someone else's shoes.
- ☐ Understand another person's point of view—why they think and act the way they do.
- ☐ Assert myself in a positive way. Stand up for my ideas.
- ☐ Other \_\_\_\_\_

### **Thinking**

- ☐ Gather information, consider pros and cons, and make decisions.
- ☐ Use my imagination to come up with new ideas and combine ideas in new ways.
- ☐ Recognize a problem and figure out possible solutions.
- ☐ Plan and organize tasks.
- ☐ Remember things.
- ☐ Form an opinion. Realize that I have my own ideas and beliefs about things.
- ☐ Other \_\_\_\_\_

### Continuous Learning

- ☐ Identify new skills that I'm keen to learn and use.
  - ☐ Look for and take part in new challenges and experiences.
  - ☐ Share my skills and knowledge with others.
  - ☐ Understand that it's important for me to keep learning new things throughout my life.
  - ☐ Assess my own knowledge and skills honestly.
  - ☐ Set well-defined and realistic goals for learning, and monitor my progress.
  - ☐ Work hard and learn to do things really well.
  - ☐ Other \_\_\_\_\_
4. Think about what you can do to improve your essential skills in the areas you chose. Use the questions below to make a plan.
- ☐ Where am I right now? What skill(s) do I want to improve?
  - ☐ Where do I want to be? What is a goal that I can achieve?
  - ☐ What do I need to do to get there? What resources are available to help me reach my goal?
  - ☐ How do I get what I need? What actions can I take? How much time do I need?
  - ☐ How will I know when I reach my goal? When I'm there how do I make the most of it?

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## Resources

Essential Skills, Human Resources and Skills Development

Canada <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml>

Essential Skills Equalizer <https://www.emploisetc.gc.ca/equalizer/> is an online tool – with demo – to help people learn more about essential skills and what they mean for work, learning, and life.

Links to online self-assessment sites

<http://www.sasknetwork.ca/html/JobSeekers/careerplanning/onlineselfassess.htm>

MACA job descriptions [http://www.maca.gov.nt.ca/?page\\_id=552](http://www.maca.gov.nt.ca/?page_id=552)

NWT Literacy Council

- Essential Skills: Fact Sheets and other information.  
<http://www.nwt.literacy.ca/adultlit.htm>

The Career Key and 'The Foundation Job Skills'

[http://www.careerkey.org/asp/career\\_development/foundation\\_skills.html](http://www.careerkey.org/asp/career_development/foundation_skills.html)

TOWES: Test of Workplace Essential Skills.

<http://www.towes.com/en/home/home> Plus other good links. Test your skills in reading, document use, and numeracy.

# Essential Skills at **Work in the North**

*Study Guide*



**Recreation Programmer**





## Recreation Programmer

The activities in this study guide help learners explore ideas and information about working as a recreation programmer. It features an interview with Vanessa Sanderson, Recreation Programmer in Fort Resolution.

The study guide is part of the online tool **Essential Skills at Work in the North**.

- Go to NWT Literacy Council website homepage  
<http://www.nwt.literacy.ca/>
- In the **Resources** menu, choose **Youth and Adult Literacy**
- Click on **Essential Skills – At Work in the North (Flash site)**

There are 12 learning activities with instructor notes and learner handouts for each activity. See the list of activities below. The study guide includes the text for the interview with Vanessa.

Look for these symbols to help you find the things you need.



**Text for the interview with Vanessa Sanderson, Recreation Programmer.**



**Instructor notes for each learning activity, including the main essential skills that learners use during the activity**



**Learner handouts for each activity. Copy enough handouts before you start the activity.**

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## Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the internet. They can also use other digital tools such as smart phones, tablets, cameras, GPS, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.

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### Interview with Vanessa Sanderson, Recreation Coordinator

**Vanessa:** My name is Vanessa Sanderson. I'm a recreation programmer for the hamlet of Fort Resolution.

Vanessa, I understand you're only 28 years old and you've been a recreation worker for 14 years. How did that happen?

**Vanessa:** I started when I was 14 years old. One of the ladies in the office had asked my mom if I was interested in working after school and opening up the gym and doing little programs. So I used to open up the gym at 3:30 and stay there sometimes till 11:00.

Wow. It sounds like you found your path early in life.

**Vanessa:** I like it. Since I was younger I wanted to be a teacher. And then when I was 14 they offered me this job and I have never left.

Can you tell us a bit about your job now?

**Vanessa:** I do special events like Deninoo Days Carnival that runs for three days, Canada Day, Mother's Day, Father's Day, Halloween, New Year's, Christmas, Easter—whatever special events there is, I run them.

What else do you do?

**Vanessa:** I run the Fort Res Youth Centre. We open it at 3:30 till 5:00 for all ages. They come in and they go on the computers and they go on games; sometimes movie night. And then we have air hockey for them. Now the pool's going to be opening ... and we also do 7:00 till 10:00. The little kids leave at 8:30—the 11 and under—and its 12 and over for the older kids till 10:00. All day throughout the youth centre there's probably 15 to 16 kids that go there all day.

And then at the gym, we get probably about 30 kids. We do badminton on Monday nights, we do soccer Wednesdays. They have volleyball on Tuesdays and Thursdays and Sundays. And now baseball will be starting up. We'll have minor ball. Sometimes kids play in the ball park,

they play outdoor soccer. They love soccer here. That's all they want to play.

Why are centres like this important for the community?

**Vanessa:** Just to keep kids off the streets and give them somewhere to go and feel comfortable.

Did they have a youth centre there when you were growing up?

**Vanessa:** No, they never did. I remember at a lot of meetings they asked for a youth centre, somewhere for the kids to go.

Vanessa, you're doing more than giving kids a place to go. You're helping them develop as well. In a way, it's almost like you're a teacher after all.

**Vanessa:** Yes, pretty much, cause you're teaching sports, you're teaching new things to them. So I really enjoy it. It's still working with kids of all ages, and still working with the community.

What's your favourite thing about your job?

**Vanessa:** I love working with the kids—just like the expressions on their face like when I take them to track and field and they're all happy and having fun. We take them swimming and stuff. They enjoy it. And then after when we're done the event they got a card saying thank you, and they all signed it. That was so sweet.

### **Job Skills**

Do you do all this work alone Vanessa, or are you part of a team?

**Vanessa:** I have another programmer that works with me, gives me a hand with special events. And she helps do things and watches the youth centre, like we do switches. One week she's on, the other week I'm doing other stuff. And then I also have the SAO Tausia.

What's an SAO?

**Vanessa:** An SAO is a Senior Administrative Officer. I kind of run to her and ask her questions if I have a problem because she used to be the recreation coordinator here years ago. When I first started, that's who I worked under—with her.

She's a big help because she used to be in recreation so I get a lot of feedback from her. A lot of information that I don't really know, I can go to her.

What does it take to be a good recreation worker?

**Vanessa:** Hard work, dedication. You have to have a lot of free time and flexibility because you could be going morning till night on special events. In all our courses they say that recreation is the hardest job of all because we're constantly going.

Do you need to have good people skills?

**Vanessa:** Yeah. You have to get along with everyone. And you have to have patience to deal with people.

And I imagine it's really important to be dependable and punctual.

**Vanessa:** Yes. You have to be there on time, make sure it's open. If it's not going to be open, make sure you have someone there to fill your position.

Is there any paperwork in your job?

**Vanessa:** Yes. I do forms. We do reporting after events are done. We do forms for funding for sports, for kids to go on sports and stuff. I do quite a bit of paperwork, but not the proposals yet. That's one thing I want to learn.

What about math?

**Vanessa:** When you're doing funding, you have to calculate all the numbers and what you estimate you're going to make, and how much



you're going to spend. And I have to put out a budget and then bring it to the council, and make sure that they like that budget; it's not too much. So I have to break down every little event and how much I'm going to spend in that event.

Do you do any of your work on the computer?

**Vanessa:** Now and then when I'm doing paperwork—posters, flyers, and stuff like that. And then when I'm doing my budgets I use the computer; and my planning.

I imagine you need to do quite a bit of planning.

**Vanessa:** Yes. My boss wants us to do months of planning. So say one weekend you want to have a dance. You have to have it on your calendar. And then you give it to your SAO and then the SAO says to the council “well this is what recreation is doing this month; and these are the events that they are going to have; and this is the fundraising they are going to do; and this is the stuff for the kids that are going to be happening.” So they go through it and then they approve it and then I run my events.

## Training

Vanessa, how did you learn to do your job?

**Vanessa:** I learned a lot of stuff from Tausia; and yeah, just mainly doing the job.

Would you say you're still learning?

**Vanessa:** Yes, I can say I'm still learning.

On the job is a great way to learn. But is there also training you can take in the NWT to become a recreation programmer?

**Vanessa:** I've been going for courses over the years trying to get my recreation certificate. They have this course at the School of

Government. They've been giving these courses every month. And you have to complete 10 of them and then plus, do your field work. And then you'll get your certificate for a recreation coordinator.

That's exciting!

**Vanessa:** Yes.

Where do you go to take those School of Community Government courses?

**Vanessa:** We go all over. We go to Smith, Norman Wells, Inuvik, Yellowknife, Simpson, Hay River.

When you go on those courses, do you meet recreation workers from other communities?

**Vanessa:** Yeah, we meet them. There was 10 or 12 of us, maybe more, some courses that we had.

Do you get lots of good ideas from each other when you get together?

**Vanessa:** Yeah. Like a lot of people have ideas. Like there was one, I think it was Yellowknives Dene Nation, one of the coordinators there did a camp. I thought about the camp that we used to have and how we could use it all year round if we do the houses and insulate them good.

That's interesting. Can you say a little more about that?

**Vanessa:** We used to have a summer camp across the lake—Moose Deer Island. And they had that years ago. My grandmother used to run it. She used to be one of the people that took out the kids. And now that camp, no one has used it in years. And we have an interagency going with all the other organizations. And the next meeting that I go to I'm going to ask—I'm going to bring it up and see if we can all come as one and put that camp together, so they can use it all year round.

At that summer camp, they could go out fishing. And then someone could show them how to do dry fish. Or they can go hunting for moose,

setting nets, rabbit snares, trapping fur. They have a few buildings there that need to be repaired. So if we can get money to repair those buildings and maybe get some of the youth to come out there and help us repair it. And then maybe if they see someone damaging it they'll be like, you know, "we did this and you guys should not be damaging it." You know, take ownership of it.

That sounds awesome. I hope the community comes together to make it happen. Vanessa, what would you like to be doing 10 years from now?

**Vanessa:** Hopefully maybe the same thing if it doesn't wear me out any more.



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## 1: Expand Your Vocabulary

### Instructor Notes

#### **Essential skills: reading, thinking, writing, speaking**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Expand your vocabulary**

To start, invite learners to rate their current knowledge of each word. At the end of the activity you can check with them to see if their knowledge changed/improved.

Ask learners to fill in the blanks in sentences with the correct word. The sentences come from the story text. The handout has a list of words for learners to choose from. Encourage them to try the activity first without looking at the story text.

Discuss what they think each word means, using the context of the sentence and their common sense. Ask them to write down the meaning.



## Expand Your Vocabulary

### Handout 1

Use the following table to rate how well you know these words right now. Check ☒ one column for each word.

Word	Do not know this word	Know this word a little	Know this word well
Dedication			
Proposals			
Patience			
Flexibility			
Budget			
Certificate			
Events			
Interagency			

Choose a word from the list below to fill in the blanks in each sentence. The sentences are from Vanessa's interview. Try to fill in the blanks without looking at the story text.

After you fill in all the blanks, use the sentence and your common sense to figure out what each word means. Or look it up in the dictionary. Write down the meaning.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> dedication | <input type="checkbox"/> proposals   |
| <input type="checkbox"/> patience   | <input type="checkbox"/> flexibility |
| <input type="checkbox"/> budget     | <input type="checkbox"/> certificate |
| <input type="checkbox"/> events     | <input type="checkbox"/> interagency |

1. We have an \_\_\_\_\_ going with all the other organizations.

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. I do quite a bit of paperwork, but not the \_\_\_\_\_ yet.

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. I have to put out a \_\_\_\_\_ and then bring it to council, and make sure that they like it, that it's not too much.

Meaning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Hard work and \_\_\_\_\_. You have to have a lot of free time and \_\_\_\_\_ because you could be going morning till night.

Meaning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Meaning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. You have to get along with everyone. And you have to have \_\_\_\_\_ to deal with people.

Meaning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. This is what recreation is doing this month. And these are the \_\_\_\_\_ that they are going to have.

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. I've been going for courses over the years trying to get my recreation \_\_\_\_\_.

Meaning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





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## 2: Essential Skills Vocabulary

### Instructor Notes

#### **Essential skills: reading, thinking, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Essential skills vocabulary**

Learners define a way that Vanessa uses each of the nine essential skills. The handout encourages learners to use their imagination.

In the handout we completed one example.

The handout includes a list of the nine essential skills, with definitions. Discuss this part of the handout first if appropriate; or do the activity as a group.



Essential Skills Vocabulary

Handout 2

Write down how Vanessa may use each essential skill in her job as a recreation programmer. Use the text from her interview, and your imagination and common sense.

We did two as examples.

Essential skills	Examples from Vanessa's story
Computer use/digital literacy	Vanessa does her budgets on the computer.
Document use	Vanessa makes a schedule for different events.
Working with others	
Oral communication	
Continuous learning	
Reading	

Essential skills	Examples from Vanessa's story
Writing	
Numeracy	
Thinking	

---

## Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.



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### 3: Story Questions

#### Instructor Notes

**Essential skills: thinking, reading, writing, speaking**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### Story questions

Learners answer questions about Vanessa's story.

First, read the story out loud together. Encourage learners to answer the questions without checking back to the story text.



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## Story Questions

### Handout 3

Answer each question below about Vanessa's story of being a recreation programmer. Try to answer the questions without looking back at the story text.

1. Name the community where Vanessa lives and works.

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2. How old was Vanessa when she started to work in recreation?

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3. Name three special events that Vanessa runs.

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4. Name three sports that kids can play at the gym.

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5. Name three communities where Vanessa has gone to take courses from the School of Community Government.

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6. How many courses does Vanessa have to complete to get a recreation certificate?

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7. What does Vanessa want to do with the camp at Moose Deer Island? Why does she want to do that?

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## 4: Discussion and Journal Writing

### Instructor Notes

#### Essential skills: thinking, speaking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### Discussion and Journal Writing

Ask learners to think about the story. Use the questions below or make up your own questions to guide a discussion.

After the discussion, ask learners to write down their thoughts. Ask if they think the discussion added to their thoughts or changed them in any way?

- Did you find the story interesting? Why or why not?
- Vanessa believes that the youth centre helps keep kids off the streets, and gives them somewhere to go and feel comfortable. Do you agree? Why or why not?
- What do you think is the best thing about being a recreation programmer?
- What do you think is the most challenging thing about being a recreation programmer?
- Vanessa says that since she was young she wanted to be a teacher. Do you have any ideas about what kind of job you'd like to have? Why are you interested in that kind of work?





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## Discussion and Journal Writing

### Handout 4

Use the following questions to guide a group discussion.

After the discussion use the questions to guide your journal writing.

Did the discussion add to or change your thoughts in any way?

- Did you find the story interesting? Why or why not?
- Vanessa believes that the youth centre helps keep kids off the streets, and gives them somewhere to go and feel comfortable. Do you agree? Why or why not?
- What do you think is the best thing about being a recreation programmer?
- What do you think is the most challenging thing about being a recreation programmer?
- Vanessa says that since she was young she wanted to be a teacher. Do you have any ideas about what kind of job you'd like to have? Why are you interested in that kind of work?



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## 5: Navigating a Document—Rec Programmer Job Description

### Instructor Notes

#### Essential skills: reading, thinking, document use

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### Navigating a Document—Rec Programmer Job Description

Learners use the recreation programmer job description to explore the clues that a document offers, to help readers navigate a document and find the information they need.

The job description is part of the handout.

1. Brainstorm: What does it mean to navigate a document?
  - Readers use certain clues to find the information they need.
  - The way we design a document provides some important clues.
  - Some documents do a much better job of this than others.
2. Ask learners to skim the recreation programmer job description. What jumps out at them; what things do they notice right away? Why?
  - Headings and subheadings—note the difference
  - Fonts that are large, bold, underlined, all caps, etc.
  - Number lists
  - Bullet lists
  - Page numbers
  - Definitions in brackets

3. Ask learners to count the main headings and name them.
  - Six main headings or sections
  - Purpose; Scope; Responsibilities; Knowledge, Skills, and Abilities; Working Conditions; Certification
4. Discuss what each main section means—the information that a person can expect to find, based on the heading.
5. Ask learners what sections have subsections or subheadings.
  - Knowledge, Skills, and Abilities; Working Conditions
  - How are subheadings different from headings?
6. Ask learners to look at the ‘responsibilities’ section and say how many major responsibilities the job description lists.
  - Five
7. Ask learners to complete the table in the handout. You may want to do this as a group.
  - One column lists different pieces of information that a person may want to find in a job description. You may brainstorm other pieces of information that a person may want to find in a job description.
  - Learners choose the section (and subsection if applicable) where they expect to find that information.



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## Navigating a Document—Rec Programmer Job Description

### Handout 5

1. Brainstorm what it means to navigate a document.

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2. Skim the recreation programmer job description—glance through it quickly without really reading anything. What jumps out at you—what do you notice right away that can help you find information? Why?

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3. Count the main sections or headings and name them.

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4. Discuss what each heading means. What information might a person expect to find in the section, based on the heading?
5. What main sections have subsections or subheadings? How are subheadings different from headings?

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6. Look at the 'responsibilities' section. How many major responsibilities does the job description list?

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7. Complete the following table. One column lists different pieces of information that a person may want to find in the recreation programmer job description. Choose the section (and subsection if applicable) where you expect to find that information.

Information you want to find	Section (subsection if applicable)
Who does the rec programmer work for? Who is the boss?	
Does the rec programmer work with other people? If yes, who?	
What skills does the rec programmer need to have?	
What knowledge does the rec programmer need to have?	
What education does the rec programmer need to have?	
What is the rec programmer's work schedule like?	
How much work is inside and how much is outside?	

## Job Description

### Recreation Programmer

*Recreation Programmer*  
*5/30/2005*

*Page1*

### **PURPOSE OF THE POSITION**

(The main reason for the position, in what context and what is the overall end result)

The Recreation Programmer is responsible for delivery of all recreation, leisure and sport programs and activities in order to provide opportunities and encourage and promote a healthy lifestyle for all community residents.

### **SCOPE**

(The way that the position contributes to and impacts on the organization)

The Recreation Programmer reports to the Senior Administrative Officer. He/she will research and develop quality sport, recreation and leisure programs for implementation in the community. He/she will complete needs assessments to determine the programs that are required and create and implement the most appropriate programs. The Recreation Programmer will ensure that a wide range of sport, recreation and cultural programs are provided. He/she will promote programs and volunteer and leadership opportunities and provide training as required.

Failure to provide adequate services will result in a lack of recreation and sport programs in the community. This will have an impact on the quality of life for all residents and will affect the health and wellness of community members and youth and elders in particular.

### **RESPONSIBILITIES**

(Major responsibilities and target accomplishments expected of the position including the typical problems encountered in carrying out the responsibilities.)

1. Plan and develop sport and recreation programs in order to ensure that activities and events are made available for all community members

#### **Main Activities**

- Assess the recreation requirements of the community
- Communicate with community members to determine their needs and interests
- Research sport and recreation programs, funding sources and project requirements
- Develop and/or maintain recreation and sport programs
- Access funding and prepare funding proposals
- Ensure a variety of sport, recreation and cultural programs are planned and implemented
- Ensure recreation information is available
- Develop recreation and sports organizations
- Evaluate the effectiveness of programs and identify areas where new programs are needed

*Recreation Programmer*  
*5/30/2005*

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2. Implement recreation programs to ensure that residents have access to sport, recreation and leisure activities

Main Activities

- Schedule activities, facilities and volunteers as required
- Liaise with the Recreation Facility Coordinator to ensure programs and facilities are coordinated
- Supervise and lead activities, particularly for youth and elders
- Book all sport rental and community events
- Recruit, train and oversee volunteers
- Assist with and facilitate local involvement in regional and territorial programs and competitions
- Supervise casual employees
- Provide leadership, training opportunities and volunteer recognition

3. Administer recreation programs to ensure that programs are delivered within guidelines and budgets

Main Activities

- Prepare a recreation plan
- Prepare the recreation program budget
- Prepare financial and program reports
- Manage contracts associated with the recreation program
- Monitor the use of recreation equipment and facilities
- Be familiar with legislation, policies, procedures and rules about sport, recreation and cultural activities, events and competitions
- Distribute information about regional and territorial participation and competitions
- Record information on and prepare reports concerning community programs, costs, numbers of participants and equipment and facility use
- Provide monthly and yearly reports about recreation programs and opportunities
- Ensure that all programs and activities are implemented according to relevant legislation, policies and procedures

*Recreation Programmer*  
*5/30/2005*

*Page 3*

4. Promote recreation and sport programs in order to ensure that residents are aware of available opportunities and activities

Main Activities

- Coordinate an active community relations campaign to promote recreational and cultural programs
- Arrange for advertising of programs
- Maintain constant community liaison including contacts with local, regional and territorial sport and recreation organizations

5. Perform other related duties as required

*Recreation Programmer*  
*5/30/2005*

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## **KNOWLEDGE, SKILLS AND ABILITIES**

(The knowledge, skills and attitudes required for satisfactory job performance)

### **Knowledge**

The incumbent must have proficient knowledge in the following areas:

- ✓ recreation, sport and leisure program administration, management and delivery
- ✓ recreation, sport and leisure program evaluation
- ✓ coaching theory and practice
- ✓ volunteer training, development and recognition
- ✓ events coordination and planning
- ✓ northern cultural activities and traditional sports and games
- ✓ an understanding of relevant legislation, policies, procedures and rules
- ✓ an understanding of the northern cultural and political environment
- ✓ knowledge of emergency procedures, First Aid and CPR

### **Skills**

The incumbent must demonstrate the following skills:

- ✓ team leadership and management skills
- ✓ financial management skills
- ✓ supervisory skills
- ✓ contract management skills
- ✓ strategic planning skills
- ✓ analytical and problem solving skills
- ✓ decision making skills
- ✓ negotiations skills
- ✓ effective verbal and listening communications skills
- ✓ computer skills including the ability to operate spreadsheets and wordprocessing programs at a highly proficient level
- ✓ effective written communications skills including the ability to prepare reports
- ✓ effective public relations and public speaking skills
- ✓ research and program development skills
- ✓ stress management skills
- ✓ time management skills

### **Personal Attributes**

The incumbent must also demonstrate the following personal attributes:

- ✓ maintain standards of conduct
- ✓ be respectful
- ✓ possess cultural awareness and sensitivity
- ✓ be flexible
- ✓ demonstrate a dedication to the position and the community
- ✓ demonstrate sound work ethics
- ✓ be consistent and fair

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5/30/2005*

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### **WORKING CONDITIONS**

(The unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent including the frequency and duration of occurrence of physical demands, environmental conditions, demands on one's senses and mental demands.)

The Recreation Programmer would normally attain the required knowledge, skills and attitudes through completion of a Degree or Diploma in Recreation Management combined with related recreation programming experience. Equivalencies will be considered.

#### **Physical Demands**

(The nature of physical effort leading to physical fatigue)

The Recreation Programmer is expected to supervise, oversee and monitor recreational, leisure and sporting events in all weather conditions. He/she will be expected to lift, carry and manage equipment and supplies and participate in and train others in the rules of sport. He/she may have to work odd or long hours at a time to complete special requests or projects or to participate in or coordinate evening and off-hour activities. The Recreation Programmer may be participating in and leading strenuous physical activities, both indoors and out.

#### **Environmental Conditions**

(The nature of adverse environmental conditions affecting the incumbent)

The Recreation Programmer may work in a number of facilities and outdoor locations and may have to manage a number of people and projects at one time. He/she may be interrupted frequently to meet the needs and requests of residents. The Recreation Programmer may find the environments to be busy, noisy and will need excellent organizational and time and stress management skills to complete the required tasks. The Recreation Programmer must be prepared to deal with injuries and accidents as a result of recreational and sport events.

#### **Sensory Demands**

(The nature of demands on the incumbent's senses)

Sensory demands can include reading and use of the computer, which may cause eye strain and occasional headaches. The situations and programs may be noisy and busy making it difficult for the Programmer to concentrate.

#### **Mental Demands**

(Conditions that may lead to mental or emotional fatigue)

Sport and recreation are very important to the residents. The Recreation Programmer will have to manage a number of requests and projects at one time. He/she must be aware of all recreation programs in the community and any and all relevant legislation, policies and procedures. He/she

*Recreation Programmer*  
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## 6: Volunteers and Their Stories

### Instructor Notes

**Essential skills: speaking, thinking, writing, working with others**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Volunteers and Their Stories

Learners explore the world of volunteering.

Brainstorm: What is a volunteer? Why do people volunteer?

Brainstorm: What groups in our community use volunteers? What kinds of things do the volunteers do?

Using information from the second brainstorm, each learner finds someone who is a volunteer and interviews them. They write a short story about what they learned from the interview and present it to the group.

The handout includes an outline for the interview and report.

Instructors can help identify potential people for learners to interview.



---

## Volunteers and Their Stories

### Handout 6

Brainstorm: What is a volunteer? In general, why do people volunteer?

Brainstorm: What groups in our community use volunteers? What kinds of things do the volunteers do?

Use what you learned in the second brainstorm to find a person who volunteers, and interview them. Explain that you plan to use the information from the interview to write a short story and present it to the group.

Use the following interview guide or make up your own questions. Take notes or record the interview. If you record it, you must ask permission first.

#### Interview guide

- What group do you volunteer with?
- In general, what role do volunteers have with that group?  
How important are the volunteers to the group's work?
- As an individual, why do you volunteer?
- What work do you do as a volunteer?
- Is this your first time as a volunteer, or did you volunteer before with a different group?
- What do you like most about being a volunteer?
- What do you find is most challenging about being a volunteer?
- What advice would you give someone that wants to be a volunteer, but has never done that before?

Use the following outline to write the story.

## **Story Outline**

### **Introduction**

- Can be quite short—one or two paragraphs or less.
- Briefly introduce the story:
  - ✓ What is the story about?
  - ✓ Why should people want to read it?
- Example: complete these sentences:
  - ✓ This is a story about ...
  - ✓ This is an interesting story because ...

### **Main section**

- Write as many sentences and paragraphs as you need, to tell the volunteer's story. Be honest and accurate. That is more important than length.
- Answer these questions:
  - ✓ What did you learn from the interview?
  - ✓ Can you add anything from the brainstorm?
  - ✓ Can you add anything from your personal experience?

### **Conclusions**

- Can be quite short—one or two paragraphs or less.
- Answer these questions:
  - ✓ What results can you offer to people, based on what you learned?
  - ✓ What are your final thoughts?



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## 7: Traditional Dene and Inuit Games

### Instructor Notes

**Essential skills: computer use, reading, thinking, writing, oral communication, working with others**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Traditional Dene and Inuit Games

Learners work in pairs to choose one traditional game from a list of Dene and Inuit games. They research the game online and use the outline in the handout to record basic information about the game. They share this information with the group and get them to try the game. Encourage each pair to choose a different game and one that the group can try.

The handout includes internet resources and the outline. The internet resources have all the information that learners need to develop the plan. Learners may also find a video to show the group, to demonstrate the game. Or they may have local individuals who can demonstrate live.

Before they start, you may want to brainstorm and discuss ‘what are traditional games?’

When people learn about, watch, and play traditional Dene and Inuit games, they better understand Dene and Inuit culture and world view. Traditional games helped Dene and Inuit develop skills and stay fit and prepared for living on the land. The games are also a form of entertainment, competition, and sharing.





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## Traditional Dene and Inuit Games

### Handout 7

In this activity, learners work in pairs to learn about a traditional Dene or Inuit game and to introduce that game to the rest of the group. The handout includes internet resources and an outline to gather information. Follow these steps.

1. Work in pairs. Choose a partner.
2. Choose a Dene or Inuit game from the list on the following page.  
Or choose a different one.
3. Do research online about the game.
  - Use the resources listed on the handout.
  - Try a google search for the game you choose.
4. Use the information from the research to complete the outline.
5. Introduce the game to the group. Share the information from the outline. Show a video if available. Or find someone to do a live demonstration.
6. Try the game with the group.

<b>Dene Games</b> <ul style="list-style-type: none"><li>▪ Snow snake</li><li>▪ Finger pull</li><li>▪ Stick pull</li><li>▪ Pole push</li><li>▪ Hand games</li></ul>	<b>Inuit Games</b> <ul style="list-style-type: none"><li>▪ Bone and stick game</li><li>▪ Musk Ox push</li><li>▪ Back push</li><li>▪ Mouth pull</li><li>▪ Knee jump</li><li>▪ Back push</li><li>▪ Airplane</li><li>▪ Blanket toss</li><li>▪ Leg wrestle</li><li>▪ Knuckle hop</li></ul>
<b>Internet resources</b> <ul style="list-style-type: none"><li>▪ <a href="http://www.denegames.ca/introduction/index.html">http://www.denegames.ca/introduction/index.html</a></li><li>▪ <a href="http://www.yasc.ca/DeneGames.aspx">http://www.yasc.ca/DeneGames.aspx</a></li><li>▪ <a href="http://awg2012.org/en/Sports/DeneGames.aspx">http://awg2012.org/en/Sports/DeneGames.aspx</a></li></ul>	<b>Internet resources</b> <ul style="list-style-type: none"><li>▪ <a href="http://www.athropolis.com/news-upload/master/11-frames.htm">http://www.athropolis.com/news-upload/master/11-frames.htm</a></li><li>▪ <a href="http://icor.ottawainuitchildrens.com/node/21">http://icor.ottawainuitchildrens.com/node/21</a></li><li>▪ <a href="http://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/arctic-survival-skills-traditional-inuit-games">http://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/arctic-survival-skills-traditional-inuit-games</a></li><li>▪ <a href="http://www.ccproject.org/travel/arctic/games/index.html">http://www.ccproject.org/travel/arctic/games/index.html</a></li></ul>

**Outline—Traditional Dene or Inuit game**

Name of the game \_\_\_\_\_

Dene or Inuit \_\_\_\_\_

Equipment or supplies needed (if any)

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Number of players

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How to play the game: rules and instructions

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Safety issues as you play the game

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**Introducing the game to the group**

1. Share the information in the handout with the group.
2. If you have a video, show it. Or you may have a local person to do a live demonstration.
3. Act as the facilitator to get everyone in the group work to try the game. Take turns if needed.



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## 8: Email on the Job

### Instructor Notes

**Essential skills: writing, thinking, working with others, oral communication, reading**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Email on the Job

Learners explore the differences between email at work and email at home.

Before learners get the handout, brainstorm: How is personal email different from work-related email?

- Write learners' ideas on a flichart page.
- If needed, prompt them with questions about the subject line, greeting, writing style, and using emoticons and texting abbreviations.
- Review the handout page 'tips for email at work'. Add tips from the brainstorm if needed.

Ask learners to work in pairs. Each learner writes one email—one personal and one work-related—based on the scenarios in the handout (or they can make up their own scenario).

Learner pairs then study the emails together and identify ways that the personal email is different from the work-related email. They share their ideas with the group and compare them with the 'tips'. Add to/change the tips if needed.



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## Email at Work

### Handout 8

1. Brainstorm: How is personal email different from email at work?
2. Review the 'tips for email at work'.
3. Work in pairs. Write two emails (one each): one personal and one work-related. See the outline on the following page. To write the email, use the following scenarios or make up your own.
  - Scenario (personal email): You had a big argument with your sister. You want to talk to her but she's not answering your calls. You decide to send an email to make contact.
  - Scenario (personal email): You and a very close friend just finished a canoe trip that took years to plan. Your friend lives in a different community. You send an email to share how you feel about the trip.
  - Scenario (work-related email): You want some information about the recreation coordinator certification program at the School of Community Government. And you want to know what courses they plan to offer in the next six months, where and when each course takes place, and the cost.
  - Scenario (work-related email): You are the rec coordinator in your community. You just completed the budget and schedule for the next six months. You're sending the files to the SAO for their approval.

4. Study the emails together. Identify ways that the personal emails are different from the work-related email. Share your ideas with the group. Compare these ideas with the 'tips for email at work'. Add to/change the tips if needed.

**Outline to write the email**

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To:

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Subject:

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### Tips for email at work

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- ☐ Use a subject line that clearly shows what the email is about.
  - ☐ Use an appropriate greeting. An email is less formal than a letter so it is okay to use an informal greeting—such as ‘hello’—even if you don’t know the person.
  - ☐ Use short, complete sentences.
  - ☐ Do not use emoticons and acronyms or shorthand that people use for texting and online chats (and personal email).
  - ☐ Separate paragraphs at regular intervals.
  - ☐ Write clearly and carefully. The person who receives your email needs to understand what you say.
  - ☐ Review the email before you send it.
  - ☐ Practice safe email. Think before you send.
  - ☐ Send and receive only work-related emails.
  - ☐ Watch carefully for emails that may contain and spread viruses. Do NOT open emails or attachments from a source you don’t know or recognize. Avoid chain letters.
  - ☐ Create an automatic signature for your email. Include your name and position.
  - ☐
  - ☐
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## 9: Community Recreation Leader Certificate Program

### Instructor Notes

**Essential skills: document use, thinking, numeracy, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Community Recreation Leader Certificate Program

Learners explore information about the Community Recreation Leader Certificate Program. The School of Community Government offers the program. There is no recreation leader program with Aurora College.

The handout includes basic program information from the School of Community Government website, including sample calendars of when they offer some courses. Learners use the information in the handout to answer questions.



**Community Recreation Leader Certificate**

**Handout 9**

Answer each of the following questions. Use the handout to find the answers. The handout includes information about the courses that make up the Community Recreation Leader Certificate and sample course calendars with the School of Community Government.

1. How many courses make up the Community Recreation Leader Certificate?

\_\_\_\_\_

2. Vanessa wants to be responsible for writing proposals. What course does she need to take in the program to learn these skills? When is it offered? How long does the course last? What other skills do students learn with this course?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Volunteers are important for many recreation and sports programs. What course do recreation leaders take to learn about volunteers? When is it offered? How long does the course last?

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4. Recreation leaders like Vanessa need to know how to make a budget. What course do they take to learn these skills? When is it offered? How long does the course last?

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5. In her interview, Vanessa said that she does a lot of planning. What course do recreation leaders take to learn planning skills? When is this course offered? How long does it last?

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6. What course focuses on leadership styles, problem solving, conflict resolution, and oral communication? When is this course offered? How long does it last?

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7. What course focuses on skills that people need for greater personal and professional success? What are some of the skills that students learn about? When is the course offered? How long does it last?

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8. What course helps students develop skills to operate and maintain facilities such as the community arena? What topics does the course cover? When is the course offered? How long does it last?

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## **Community Recreation Leader Certificate**

Copied from [http://www.maca.gov.nt.ca/?page\\_id=1056](http://www.maca.gov.nt.ca/?page_id=1056)

This program is designed to provide recreation leaders in northern and aboriginal communities with practical and relevant skills and knowledge to effectively deliver recreation services. The curriculum is based on the approved occupational standard.

Students complete 10 courses plus two field placements.

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### **What do students learn?**

The program provides instruction in key competency areas for recreation leaders including leadership, communications, program planning, volunteer development, youth programs and services, traditional games and sport.

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### **What are the program objectives?**

- Encourage quality standards
- Facilitate adult learning in an adult environment
- Provide experiential learning
- Standardize training to occupational standards
- Facilitate networking among community recreation leaders
- Promote a spirit of professionalism

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## **Course Descriptions**

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### **Northern Recreation Leadership**

This course focuses on providing students with an understanding of the role leadership plays in developing and delivering recreation services in northern and aboriginal communities. It also focuses on understanding leadership styles, problem solving, conflict resolution, and oral communication.

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### **Recreation Program Planning**

This course examines the process to design and implement successful community recreation programs and special events. It also focuses on applying program planning models in a community context.

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### **Volunteer Development**

This course helps recreation leaders to understand how to develop a volunteer base. Topics include recruitment, retention and recognition strategies, volunteer organization development, and promoting volunteerism in the community.

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### **Recreation Finances and Fundraising**

This course introduces students to the key aspects of budgeting, record keeping, and financial management relevant to a community recreation operation. It also provides instruction in lottery licence applications and reporting, fundraising, and proposal writing.

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### **Youth Programs and Services**

This course focuses on providing an awareness and understanding of youth issues among northern and aboriginal youth, and how to develop and deliver effective programs and services for youth in the community.

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### **Northern Recreation Activities**

This course focuses on planning and implementing northern type activities such as outdoor pursuits and on-the-land activities. It provides instruction to plan and organize outdoor activities such as winter camping or canoe trips. Topics include wilderness survival, safety and emergency survival skills, and traditional knowledge.

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### **Recreation Facility Operations and Management**

This course provides instruction in facility design considerations, preventative maintenance, risk management, and practical skills involved in operating and servicing recreation facilities. Other topics include developing policy and procedure manuals, energy management, and facility scheduling.

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### **Traditional Games and Sport Coaching**

This course introduces students to all aspects of traditional Dene and Inuit games and the coaching skills needed to instruct athletes participating in the games. The course also provides community coaching certification.

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### **Computer and Business Communications**

This course offers instruction in planning, organizing, composing, and revising business messages. Documents include letters, memos, email, and other business messages with an emphasis on clear, concise communications. The course also provides an introduction to computer applications such as Microsoft 2010 Word, Excel, Access, and Power Point.

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### **Personal Management Skills**

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This course offers an opportunity to develop the personal management skills necessary for greater personal and professional success. Students develop skills in areas such as communication, problem solving and decision making, and self awareness. The course also focuses on learning how to develop the personal discipline necessary to be an effective recreation leader.

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### **Fieldwork I and II**

The fieldwork courses provide an opportunity for experiential learning. In the community or practicum placement, students complete assignments and projects related to all courses of study.

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Community Recreation Leaders are also encouraged to attend courses within the Recreation Facility Operator Program including:

- Risk Management
  - Operations Management
  - Arena Tech Level I
  - Arena Tech level II
  - Curling Operations
  - Ice Re-surfacers
  - Pool Operator Level I
  - Pool Operator Level II
  - Parks and Sports fields Level I
  - Parks and Sports fields Level II
-

### January Courses (adapted from School of Community Government website)

MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9 Plan Build & Maintain	10 Plan Build & Maintain	11 Plan Build & Maintain	12 Plan Build & Maintain
13 Plan Build & Maintain	14 Plan Build & Maintain Recreation Program Planning	15 Plan Build & Maintain Recreation Program Planning	16 Recreation Program Planning	17 Recreation Program Planning	18	19
20 Supervision Energy Management	21 Supervision Energy Management Lands Admin I	22 Supervision Energy Management Lands Admin I Heating & Ventilation	23 Supervision Energy Management Lands Admin I Heating & Ventilation	24 Supervision Energy Management Lands Admin I Heating & Ventilation	25 Supervision Energy Management Lands Admin I Heating & Ventilation	26 Lands Admin I Heating & Ventilation
27 Lands Admin I Heating & Ventilation	28 Lands Admin I	29	30	31		



### February Courses (adapted from School of Community Government website)

MON	TUE	WED	THU	FRI	SAT	SUN
					1	2
<b>3</b> Airport Winter Maintenance Class I Water Distribution By-law Enforcement Officer Level I	<b>4</b> Airport Winter Maintenance Class I Water Distribution By-law Enforcement Officer Level I	<b>5</b> Airport Winter Maintenance Class I Water Distribution By-law Enforcement Officer Level I	<b>6</b> Airport Winter Maintenance Class I Water Distribution By-law Enforcement Officer Level I	<b>7</b> Airport Winter Maintenance Class I Water Distribution By-law Enforcement Officer Level I	<b>8</b> Airport Winter Maintenance	<b>9</b> Airport Winter Maintenance
<b>10</b> Airport Winter Maintenance	<b>11</b> Airport Winter Maintenance	<b>12</b> Airport Winter Maintenance	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b> Volunteer Development	<b>18</b> Volunteer Development Keeping Account Records & Payroll	<b>19</b> Volunteer Development Keeping Account Records & Payroll	<b>20</b> Volunteer Development Keeping Account Records & Payroll	<b>21</b> Volunteer Development Keeping Account Records & Payroll	<b>22</b> Keeping Account Records & Payroll	<b>23</b> Keeping Account Records & Payroll
<b>24</b> Keeping Account Records & Payroll	<b>25</b> Keeping Account Records & Payroll	<b>26</b>	<b>27</b>	<b>28</b>		

### May Courses (adapted from School of Community Government website)

MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13 Recreation Facilities Operation & Management	14 Recreation Facilities Operation & Management	15 Recreation Facilities Operation & Management	16 Recreation Facilities Operation & Management	17 Recreation Facilities Operation & Management	18	19
20	21	22 Communications	23 Communications	24 Communications	25 Communications	26 Communications
27 Communications Solid waste management Small systems waste water treatment	28 Communications Solid waste management Small systems waste water treatment	29 Communications Solid waste management Small systems waste water treatment	30 Solid waste management Small systems waste water treatment	31 Solid waste management Small systems waste water treatment		

### June Courses (adapted from School of Community Government website)

MON	TUE	WED	THU	FRI	SAT	SUN
					1	2
3 Personal Management Skills	4 Personal Management Skills	5 Personal Management Skills	6 Personal Management Skills	7 Personal Management Skills	8	9
10 Airport Summer Maintenance Recreation Finances & Fundraising	11 Airport Summer Maintenance Recreation Finances & Fundraising	12 Airport Summer Maintenance Recreation Finances & Fundraising Accounting Cycle I	13 Airport Summer Maintenance Recreation Finances & Fundraising Accounting Cycle I	14 Airport Summer Maintenance Recreation Finances & Fundraising Accounting Cycle I	15 Airport Summer Maintenance Accounting Cycle I	16 Airport Summer Maintenance Accounting Cycle I Pools Level I
17 Airport Summer Maintenance Accounting Cycle I Pools Level I	18 Airport Summer Maintenance Accounting Cycle I Pools Level II	19 Airport Summer Maintenance Accounting Cycle I Pools Level II	20 Pools Level II	21	22	23
24	25	26	27	28		

### October Courses (adapted from School of Community Government website)

MON	TUE	WED	THU	FRI	SAT	SUN
	<b>1</b> Mobile Equipment Maintenance	<b>2</b> Mobile Equipment Maintenance	<b>3</b> Mobile Equipment Maintenance	<b>4</b> Mobile Equipment Maintenance	<b>5</b>	<b>6</b>
<b>7</b> Northern Recreation Leadership	<b>8</b> Northern Recreation Leadership	<b>9</b> Northern Recreation Leadership	<b>10</b> Northern Recreation Leadership	<b>11</b> Northern Recreation Leadership	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b> Municipal Finance	<b>16</b> Municipal Finance	<b>17</b> Municipal Finance	<b>18</b> Municipal Finance	<b>19</b> Municipal Finance	<b>20</b> Municipal Finance
<b>21</b> Municipal Finance	<b>22</b> Municipal Finance Contracts and Property Law	<b>23</b> Municipal Finance Contracts and Property Law	<b>24</b> Contracts and Property Law	<b>25</b> Contracts and Property Law	<b>26</b> Contracts and Property Law	<b>27</b> Contracts and Property Law
<b>28</b> Contracts and Property Law	<b>29</b> Contracts and Property Law	<b>30</b>	<b>31</b>			



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## 10: Exploring Soft Skills

### Instructor Notes

**Essential skills: document use, thinking, speaking and listening, reading, writing, working with others**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Exploring Soft Skills

This activity offers learners a chance to explore some soft skills: what they are, why they are important, and how to build them.

This same activity appears with each of the four stories in this study guide. The activity has five parts.

- Intro to soft skills
- Communication
- Teamwork
- Attitudes, manners, values
- Problem solving

First go through the intro section. If learners have already done that, skip to the soft skill that you want to focus on. Focus on one of the soft skills at a time; choose a different one each time.



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### 10-a: Intro to soft skills

1. Introduce the concept of soft skills. Start with a brainstorm.
  - What are soft skills? What comes to mind when you hear the words soft skills?
  - Why are soft skills important in the workplace?
  - Can you think of some examples of soft skills? Encourage learners to think back to the interview (important to show up for work and be on time) or the job descriptions (personal attributes).
2. Give learners the first part of the handout—Intro to soft skills. Go through it with them and discuss.



## Handout 10-a: Intro to Soft Skills

Go through this section together after the brainstorm.

### What are soft skills?

- A group of skills that generally relate to personal qualities or characteristics.
- Traits that make up a person's personality and define who the person is.
- A person's general behaviour and how they deal with things.
- Each person learns and develops soft skills throughout their life.
- Adults can improve their soft skills as part of their lifelong journey.

### Why are soft skills important?

- In today's world, many employers highlight soft skills. They believe that if workers have good soft skills, the other skills "fall into place".

### Examples of soft skills

- No set list of soft skills.
- In general, soft skills include things such as:

Courtesy	Work ethic	Teamwork
Respect for others	Self-discipline	Self-confidence
Friendliness	Optimism	Good manners
Kindness	Resourcefulness	Active listening
Negotiating	Conflict resolution	Problem solving
Creativity	Reflection	Communication
Critical thinking	Leadership	Caring
Responsibility	Fairness	Flexibility
Cooperation	Self-awareness	Tolerance



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### 10-b: Communication

1. Before you give learners the handout about communication, discuss the following. Check with the handout for ideas.
  - Brainstorm: What is communication?
  - Brainstorm: What are the different ways we communicate?
2. Give learners the handout. Review the information. Combine their ideas with those on the handout.
3. Divide learners into five smaller groups. Ask each group to choose one of the ways we communicate (speaking, hearing/listening, writing, body language, seeing) and discuss the following questions.
  - Describe or demonstrate (role play, pictures, words) a situation where people use good communication skills. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - Describe or demonstrate (role play, pictures, words) a situation that shows how poor communication skills can create problems. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - What are the advantages of good communication skills?
    - ✓ Why are they important?

Ask learners to share their ideas with the whole group.



4. Ask learners to work in the same small groups. Each group thinks of a common situation where people communicate. Examples: asking for help, emailing or texting, discussing a problem, etc.
  - Describe or demonstrate (role plays, pictures, words) how this situation may look different among friends, among family, and among people in the workplace (co-workers, clients, employers).
  - What makes it different?

Ask learners to share their ideas with the whole group.

5. As a whole group, discuss two of the common barriers. Then in the same small groups, ask learners to discuss the remaining five barriers, with each group looking at one barrier. Discuss the following questions.
  - Describe or demonstrate (role plays, pictures, words) how this barrier may prevent good communication.
  - What factors can help people overcome those barriers?

Share your ideas with the whole group.

6. Brainstorm: In general, what factors can help people learn good communication skills and use them?



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## Handout 10-b: Communication

1. Brainstorm:
  - What is communication?
  - What are the different ways we communicate?
  - What are the barriers to good communication?
2. Review the basic information on the handout.
3. Work in five small groups. Each group chooses one of the ways people communicate. Discuss the following questions.
  - Describe or demonstrate (role play, pictures, words) a situation where people use good communication skills. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - Describe or demonstrate (role play, pictures, words) a situation that shows how poor communication skills can create problems. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - What are the advantages of good communication skills?
    - ✓ Why are they important?

Share your ideas with the whole group.

4. Work in the same small groups you had before. Think of a common situation where people communicate. Examples: asking for help, emailing or texting, discussing a problem, etc.
  - Describe or demonstrate (role plays, pictures, words) how this situation may look different among friends, among family, and among people in the workplace (co-workers, clients, employers).
  - What makes it different?Share your ideas with the whole group.
5. As a whole group, discuss two of the common barriers. Then in the same small groups, discuss the remaining five barriers, with each group looking at one barrier. Discuss the following questions.
  - Describe or demonstrate (role plays, pictures, words) how this barrier may prevent good communication.
  - What factors can help people overcome those barriers?Share your ideas with the whole group.
6. Brainstorm: In general, what factors can help people learn good communication skills and use them?

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**Communication is**

- How we provide information to others, including how others want to receive it.
- How we receive information from others.

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**Different ways that people communicate**

- Speaking
- Listening/hearing
- Body language
- Writing/reading
- Seeing

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**Barriers to good communication can arise from:**

- Physical actions misinterpreted.
  - Mental or emotional challenges.
  - Cultural differences.
  - Gender differences.
  - Generational or age differences.
  - Different personal perceptions.
  - Different languages.
-



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### 10-c: Teamwork

1. Before you give learners the handout, discuss the following. Check with the handout for ideas.

Brainstorm:

- What is teamwork in the workplace?
- How do people behave when they are part of a working team?  
What actions, habits, and skills do people need to use?

2. Give learners the handout and combine their ideas with those on the handout.

Ask learners to work in pairs or small groups to go through the rest of the handout.

3. Describe or demonstrate (role plays, pictures, words) what makes a good team player. What does it take from each person on the team to make a team really work well?
4. Ask learners to look at the table in the handout and complete it. It lists 10 skills that help a person be a good team member.
  - Define each skill. What does it mean? Use a dictionary if needed. Look for the meaning that suits teamwork.
  - Rate your level of confidence or strength with each skill. Be honest. No one has all these skills; everyone has room to improve.
  - Identify one skill where you have strength and one area that you want to improve.
5. Ask learners to complete the following sentences based on their answers in the skills table.
  - I am most proud of my ability to \_\_\_\_\_
  - I want to improve my ability to \_\_\_\_\_

6. Brainstorm: What makes teamwork so difficult at times? Why do teams sometimes not work very well?
  - What is the best thing about working as part of a team?
  - What is the most difficult thing?
7. Choose one of the following team building exercises, or make up one of your own. Instruct learners to carry out the exercise.
  - Scenario (groups of at least four): You are part of the municipal or band council. As a group, you agreed to develop a team building exercise for the council. You have ½ hour to do this.
  - Human knot (for the whole group): Everyone stands shoulder to shoulder in a circle. Ask everyone to put their right hand in the air and grab the hand of someone standing across the circle. Then ask everyone to put their left hand in the air and grab the hand of a different person. The objective is to untangle the knot without breaking the circle.
  - Tallest structure (groups of four or more): Give each group a good supply of spaghetti and marshmallows, or pipe cleaners. Their challenge is to build the tallest free-standing structure, in 15 minutes. Before they start, ask each group to assign one person as leader. That person can supervise, support, and offer instructions; they cannot physically participate in building the structure.
8. Discuss the following questions after the exercise.
  - How did the group work together? What went well? What difficulties did you experience?
  - What different roles did people have? How was each person helpful? How are different roles important to teamwork?
  - What would you do differently if you had another chance to do the exercise?



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## Handout 10-c: Teamwork

1. Brainstorm:
  - What is teamwork in the workplace?
  - How do people behave when they are part of a working team?  
What actions, habits, and skills do people need to use?
2. Review the handout.
3. Work in pairs or small groups. Describe or demonstrate (role plays, pictures, words) what makes a good team player. What does it take from each person to make a team work really well?
4. Look at the following table. It lists 10 skills that help a person be a good team member.
  - Define each skill. What does it mean? Use a dictionary if needed. Look for the meaning that suits teamwork.
  - Rate your personal level of confidence or strength with each skill. Be honest. No one has all these skills; everyone has room to improve.

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**Some skills or abilities that help a person be a good team member**

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**Reliability**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐

---

**Respect**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐

---

**Cooperating**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐

---

**Flexibility**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐

---

**Commitment**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐

---

**Contributing**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐

---

**Active listening**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐

---

**Participating**

Meaning:

---



---

Rating:

☐ not my strength  
strength

☐ some strength

☐

---

5. Complete the following sentences based on your answers in the skills table above. Be prepared to share these with the group.

I am most proud of my ability to \_\_\_\_\_

\_\_\_\_\_

I want to improve my ability to \_\_\_\_\_

\_\_\_\_\_

6. Brainstorm: What makes teamwork difficult at times? Why do teams sometimes not work very well?

- What is the best thing about working as part of a team?
- What is the most difficult thing about working as part of a team?

7. Work in groups as instructed to do the team building exercise.

8. Discuss the following questions after you complete the exercise.

- How did the group work together? What went well? What difficulties did you experience?
- What different roles did people take on? How was each person helpful?
- What would you do differently if you had another chance to do this exercise?

---

**Teamwork is:**

- Building relationships.
- Working with other people to do something.

---

**Each person applies important skills and habits.**

- Cooperating with others.
  - Contributing ideas, suggestions, effort.
  - Sharing and respecting different opinions, customs, preferences.
  - Participating in group decision-making.
  - Recognizing individual roles and how individual behaviour affects the group.
-



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#### 10-d: Attitudes, Manners, Values

Learners explore how a person's attitudes, manners, and values affect the workplace and their potential for success there.

1. Brainstorm: What is a positive attitude?
  - If I have a positive attitude, what actions might I show?
  - What does a positive attitude look like to others?
2. Brainstorm? What is a negative attitude?
  - If I have a negative attitude, what actions might I show?
  - What does a negative attitude look like to others?
3. Ask learners to think about a time when they wanted to give up on something, but kept going. Each learner writes a short story that answers the following questions. Then they share their stories with the group.
  - What was the situation?
  - Why did you want to give up?
  - Why didn't you give up? What motivated you to keep going?
  - How did you deal with the situation? How did it end?
4. Read the following story out loud, one part at a time. Tell each part of the story and discuss the questions for that part before you go on to the next part.
  - Frank drives the water truck and delivers water to community homes and businesses. He only does what the boss tells him to do, no more and no less. He is often late for work and some days he does not show up, and he never calls to tell someone.

Does Frank have a good attitude towards his work? Why or why not?

- One morning Frank sees the sewer truck driver is stuck in a snowbank. He does not go to help. When he gets back to the garage for lunch he tells the mechanics about it.

If you were the sewer truck driver, what would you say to Frank? If you were one of the mechanics, what would you say?

- Later the same day Frank is fixing a hole in the water line. Another worker tries to help when he sees that Frank is making a mistake. Frank insists he is right and starts an argument with the other worker.

Was it right for Frank to argue with the other worker? What could he have done differently? Was it right for the other worker to offer their help?

- Just before the end of the work day, Frank overhears a personal conversation between two co-workers and the boss. He tells everyone what he heard. And soon the whole town is talking.

Was Frank correct to share what he overheard? Explain.

- When the boss found out what happened, she called Frank into the office for a chat.

What do you think the boss said to Frank?

At the end, discuss the following general questions:

- What attitudes do you believe Frank needs to work on, to improve his attitudes in the workplace?
  - In general, how can a worker's attitudes affect the workplace?
  - How can the boss's attitudes affect the workplace?
  - How can a co-worker's attitudes affect the workplace?
5. Ask learners to complete the table in the handout, to assess their personal attitudes, manners, and values. Encourage them to think in terms of the workplace.

6. Use this part of the activity to explore stereotypes and the idea that people with different perspectives need to respect each other and get along in the workplace.
  - Introduce the idea that people who work together come from different generations, different cultures, different genders, different physical and mental abilities, etc.
  - Ask learners to work in three or four small groups. Each group chooses one of the categories of differences listed above (each group a different one). Each group completes this part of the handout for their category. Then the groups share their ideas.
7. As a group, discuss what each attitude in the following list may mean to an employer. How do these attitudes benefit the employer? How do these attitudes benefit other workers?

▪ Work as hard as I can	▪ Pay close attention to work
▪ Do what I am told	▪ Ask questions when needed
▪ Am friendly	▪ Show respect for difference
▪ Follow rules	▪ Try to solve problems
▪ Care about my work	▪ Am flexible
▪ Am honest	▪ Am trustworthy
▪ Get to work on time	▪ Rarely miss work
▪ Call ahead if I'm going to be late or miss work	
▪ Sensitive to and aware of different perspectives	
▪ Treat others with positive and courteous manner	



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## Handout 10-d: Attitudes, Manners, Values

1. Brainstorm:
  - What is a positive attitude?
  - If I have a positive attitude, what actions might I show?
  - What does a positive attitude look like to others?
2. Brainstorm:
  - What is a negative attitude?
  - If I have a negative attitude, what actions might I show?
  - What does a negative attitude look like to others?
3. Think about a time when you wanted to give up on something, but you kept going. Write a short story that answers the following questions. Then share your story with the group.
  - What was the situation?
  - Why did you want to give up?
  - Why didn't you give up? What motivated you to keep going?
  - How did you deal with the situation? How did it end?
4. Listen to each part of the story that the instructor tells about a workplace situation. As a group, discuss the questions for each part. The instructor has the questions.

At the end, discuss the following general questions:

- What attitudes do you believe Frank needs to work on, to improve his job performance?
- How can a worker's attitudes affect the workplace?
- How can the boss's attitudes affect the workplace?
- How can co-worker's attitudes affect the workplace?

5. Complete the following table to assess your own personal attitudes, manners, and values. Think in terms of the workplace.

	Check <input checked="" type="checkbox"/> One	Check <input checked="" type="checkbox"/> One
I get to work on time. If I'm going to be late, I let the boss know.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I rarely miss work. If I'm going to miss, I let the boss know.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I work as hard as I can.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I pay close attention to my work.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I do my work the way I am told. If I can't do something or have questions, I ask someone.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am friendly on the job.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I show respect for people different from me.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement



	Check <input checked="" type="checkbox"/> One	Check <input checked="" type="checkbox"/> One
I am sensitive to and aware of perspectives different from mine.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am friendly to people on the job: co-workers and clients.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I follow company and safety rules.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I try to solve problems that come up.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I care about my work.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am flexible—willing to try new things or old things in new ways.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I treat people with a positive manner; I am courteous and respectful.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am honest.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
People can trust me.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement

6. Work together in three or four groups. Each group chooses one of the following categories of people to explore stereotypes and how our attitudes about difference can affect the workplace.
- ✓ Younger generation/people—Older generation/people
  - ✓ Aboriginal people—Non-Aboriginal people
  - ✓ Women—Men
  - ✓ People with mental or physical disabilities—People without mental or physical disabilities.

Discuss the following questions within your small group. Then share your ideas with the larger group.

- What characteristics do people often believe these two group may have, that stereotype them?
- Do you think these ideas are always true? Sometimes true? Never true? Where do these ideas come from? Why do you think people have these ideas?
- What attitudes and behaviours can individuals use in the workplace that show they respect people different from themselves?
- Describe a situation or do a role play that shows one or more of these attitudes and behaviours.

7. As a group, discuss what each attitude in the following list may mean to an employer. How do these attitudes benefit the employer? How do these attitudes benefit other workers?

- Work as hard as I can
- Do what I am told
- Am friendly
- Follow rules
- Care about my work
- Am honest
- Get to work on time
- Call ahead if I'm going to be late or miss work
- Sensitive to and aware of different perspectives
- Treat others with positive and courteous manner
- Pay close attention to work
- Ask questions when needed
- Show respect for difference
- Try to solve problems
- Am flexible
- Am trustworthy
- Rarely miss work



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### 10-e: Problem solving

1. Start with the following problem solving activity. Or choose your own activity; or go straight to the brainstorm.

Spread a tarp on the floor. Tell the group to put both their feet on the tarp. Then ask them to step away, fold the tarp in half, put it back on the ground, and tell the group to put both their feet on the tarp.

Repeat until the tarp is small enough that the group must come up with a 'solution'. For example, everyone can sit or lie on the floor with their feet forward, resting on the tarp.

Discuss how the group solved the 'problem' and how the rules people put on themselves can limit our options for solving a problem.

2. Brainstorm: What is problem solving? Review the handout.
3. Ask learners to work in pairs. Give each pair a set of the parts of the process people follow to solve problems (see the following page and cut the parts of the process to separate them).
  - Ask learners to organize the parts into the order that people use to solve a problem.
  - Discuss: What happens at each stage of the process?
  - Discuss: How is the process different when people solve a problem on their own versus when they solve a problem as part of a group.

---

**Identify the problem**

---

**Gather the facts and examine them**

---

**List two or three possible solutions**

---

**Decide which solution is best and why**

---

**Carry out the solution**

---

4. Present the following scenarios (or make up your own; or ask learners to create a scenario). Ask learners to work in pairs. Or work on one scenario with the whole group. Discuss the following questions:
  - Describe what happens at each stage in the problem solving process? Use words, role plays, pictures.
  - Consider each factor that can affect the process. Describe how each factor may help or hinder the process.

Scenario: Mike is always late for work and sometimes doesn't come at all. He never calls to let anyone know. When he comes to work, he often leaves before the work is done. The boss seems to not notice or care.

Scenario: Margaret has trouble reading some of the safety instructions and sometimes makes a mistake. The bosses get annoyed and tell her to do things over again. They have threatened to fire her.

Scenario: Martha's boss gave her some instructions to follow, but Martha disagreed with what her boss wanted her to do. She blew up and stomped away.

Scenario: Jack seems to know everyone's business. He spends a lot of time visiting with other workers when he should be working. He's always chatting about what is happening with people in the workplace and in the community.

5. Discuss: When people face a problem, is there always a right or wrong way to respond? Are there certain things people should always do? If yes, what are they?



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### Handout 10-e: Problem solving

1. Follow your instructor's directions for a problem solving activity.
2. Brainstorm: What is problem solving?
3. Work in pairs.
  - Organize the parts of the problem solving process into the order that people use to solve a problem.
  - Discuss: What happens at each stage of the process?
  - Discuss: How is the process different when people solve a problem on their own versus when they solve a problem as part of a group.

Share your ideas with the whole group.

4. Work in pairs or as a whole group. Choose a scenario and discuss the following:
  - Describe what happens at each stage in the problem solving process? Use words, role plays, pictures.
  - Consider each factor that can affect the process. Describe how each factor may help or hinder the process.
5. Discuss: When people face a problem, is there always a right or wrong way to respond? Are there certain things people should always do? If yes, what are they?

---

**What is problem solving?**

- Using knowledge, facts, and data to solve problems.
- Thinking on your feet, assessing problems, and finding solutions.
- Developing a well thought out solution within a reasonable time frame.

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People solve problems on their own or as part of a team.

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People solve big and small problems every day and often many times during the day.

- 
- Thinking critically and creatively.
  - Sharing thoughts and ideas.
  - Using good judgement.
  - Making decisions.

---

**Problem solving process**

- Define the problem.
- Gather the facts and study them.
- List two or three possible solutions.
- Decide which solution is the best and why.
- Carry out the solution.

---

The process may happen very quickly or it may take some time, depending on the type of problem and the people involved.

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**Factors that affect the problem solving process**

- Learning style
  - Personality type
  - Temperament
  - Thinking patterns
  - Skills related to the problem at hand
  - Hierarchy
  - Environment
  - Past experiences in similar situation
  - Personal perceptions
-





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## 11: Assess Your Essential Skills

### Instructor Notes

#### **Essential skills: thinking, document use, reading**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Assess your essential skills**

Activities 11 and 12 (Increase Your Essential Skills) are the same for the five stories in this study guide, and work hand in hand.

Activity 11 offers learners a chance to think about and evaluate their skills. Activity 12 gives learners a chance to think about their current skills and to move forward to improve their skills.

Choose to focus on one or two essential skills at a time, and copy those pages of the handout.

Alternately, learners can go online to assess their essential skills at the TOWES website <http://www.towes.com/en/home/home>. TOWES = Test of Workplace Essential Skills.



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## Assess Your Essential Skills

### Handout 11

Choose one or two essential skills to focus on. There is one table below for each essential skill. Each table lists some tasks that relate to that essential skill.

Check ☒ always, ☒ sometimes, or ☒ never for each task in the table to show how you measure your skill level. Add other tasks to the table if you want.

Be honest with yourself. There is no right or wrong answer and no scoring. Learn something about the skills you enjoy, the skills you're good at, and the skills you might want to improve.

Use the information you record here for Activity 12 'Increase Your Essential Skills'.

Reading			
I can:	Always	Sometimes	Never
Find the information I need in a pamphlet from the school or health care centre.			
Read, understand, and enjoy books or newspapers.			
Use a dictionary to look up the meaning of words I don't know or understand.			
Read reports, and understand and use the information.			
Read and understand letters from government, banks, or other agencies.			
Read stories out loud to children or to other adults.			

Computer Use/Digital Literacy			
I can:	Always	Sometimes	Never
Use computers and the internet to find information.			
Use emails, Facebook, and/or Twitter to communicate with other people.			
Use computer software for word processing or other things.			
Use digital technology such as a camera, phone, or tablet.			
Use a computer keyboard properly, with all fingers and thumbs.			
Use digital tools such as a GPS or smart board.			

Writing			
I can:	Always	Sometimes	Never
Write a list, a recipe, directions, or a quick note.			
Write a letter or email.			
Write a story, poem, or other creative things.			
Write a report to communicate and analyze information, and to make recommendations.			
Fill out forms or a cheque.			
Check grammar, spelling, and punctuation and rewrite as needed.			
Communicate my thoughts and ideas in writing.			

Numeracy			
I can:	Always	Sometimes	Never
Understand and use numbers, fractions, and percentages.			
Add, subtract, multiply, and divide without using a calculator.			
Use money and make change. Figure out a bill or invoice and pay it.			
Measure things such as distance, volume, size, and weight.			
Understand and use numbers in a table, chart, or graph.			
Understand how much things cost. Estimate the GST.			

Document Use			
I can:	Always	Sometimes	Never
Understand and use diagrams, tables, charts, and graphs.			
Understand and fill out forms. Examples: apply for a job or a passport, or to replace a birth certificate.			
Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.			
Read maps and use them to see where I am and how to get somewhere.			
Use a manual to figure out how something works, and get it to work. Examples: computer software, a power tool or motor, a DVD player.			

Oral Communication			
I can:	Always	Sometimes	Never
Tell stories; listen carefully to other's stories.			
Listen to or give directions.			
Organize ideas and speak clearly.			
Ask and answer questions when needed.			
Listen carefully and respond in ways that show I understand.			
Talk comfortably on the phone, to get or receive information.			
Choose language, tone, and gestures that fit the listener and topic.			



Thinking			
I can:	Always	Sometimes	Never
Gather information, consider pros and cons, and make decisions.			
Use my imagination to come up with new ideas and combine ideas in new ways.			
Recognize a problem and figure out possible solutions.			
Plan and organize tasks.			
Remember things.			
Form an opinion. Realize that I have my own ideas and beliefs about things.			

Working with Others			
I can:	Always	Sometimes	Never
Cooperate with others and do my share of the work.			
Contribute ideas and effort to the team or group.			
Respect people of different races, abilities, and gender; and work well with them.			
Listen to team members, give support, help resolve problems.			
Be friendly and show respect and understanding for others.			
Clearly and calmly present the facts and arguments as I see them.			
Show empathy. Put myself in someone else's shoes. Understand another person's point of view—why they think and act the way they do.			
Assert myself in a positive way. Stand up for my ideas.			

Continuous Learning			
I can:	Always	Sometimes	Never
Identify new skills that I'm keen to learn and use.			
Look for and take part in new challenges and experiences.			
Share my skills and knowledge with others.			
Understand that it's important for me to keep learning new things throughout my whole life.			
Assess my own knowledge and skills accurately.			
Set well-defined and realistic goals for learning, and monitor my progress.			
Work hard and learn to do things really well.			



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## 12: Increase Your Essential Skills

### Instructor Notes

**Essential skills: thinking, document use, reading, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Increase your essential skills

To do this activity learners use information from the tables they completed in Activity 11 Assess Your Essential Skills.

Learners use this information to identify the essential skills that they:

- Do best.
- Most want to improve.
- Believe are most important to do well.
- Enjoy the most.

They use this information to make a simple plan to improve their essential skills.



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## Increase Your Essential Skills

### Handout 12

Answer the questions below. To complete this activity you need to look back at the tables you filled out in Activity 11 'Assess Your Essential Skills'. Focus on one or two essential skills.

1. Look at your responses. Write down three skills that you do well.

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2. Look again at your responses. Write down three skills that you most want to improve.

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3. Look at the lists below and check ☒ the five skills that you believe are most important for you to do well, in your life today and for your future. These may or may not be the same skills you checked in 1 and 2 above. Add and describe 'other' skills under each heading if needed.

### Reading

- ☐ Find the information I need in a pamphlet from the school or health care centre.
- ☐ Read, understand, and enjoy books or newspapers.
- ☐ Use a dictionary to look up the meaning of words I don't know or understand.
- ☐ Read reports, and understand and use the information.
- ☐ Read and understand letters from government, banks, or other agencies.
- ☐ Read stories out loud to children or to other adults.
- ☐ Other \_\_\_\_\_

### Computer Use/Digital Literacy

- ☐ Use computers and the internet to find information.
- ☐ Use emails, Facebook, and/or Twitter to communicate with other people.
- ☐ Use computer software for word processing or other things.
- ☐ Use digital technology such as a camera, phone, or tablet.
- ☐ Use a computer keyboard properly, with all fingers and thumbs.
- ☐ Use digital tools such as a GPS or smart board.
- ☐ Other \_\_\_\_\_

### Writing

- ☐ Write a list, a recipe, directions, or a quick note.
- ☐ Write a letter or email.
- ☐ Write a story, poem, or other creative things.
- ☐ Write a report to communicate and analyze information, and to make recommendations.
- ☐ Fill out forms or a cheque.
- ☐ Check grammar, spelling, and punctuation and rewrite as needed.
- ☐ Communicate my thoughts and ideas in writing.
- ☐ Other \_\_\_\_\_

### Numeracy

- ☐ Understand and use numbers, fractions, and percentages.
- ☐ Add, subtract, multiply, and divide without using a calculator.
- ☐ Use money and make change. Figure out a bill or invoice and pay it.
- ☐ Measure things such as distance, volume, size, and weight.
- ☐ Understand and use numbers in a table, chart, or graph.
- ☐ Understand how much things cost. Estimate the GST.
- ☐ Other \_\_\_\_\_

### Document Use

- ☐ Understand and use diagrams, tables, charts, and graphs.
- ☐ Understand and fill out forms. For example to apply for a job or a passport, or to replace a birth certificate.
- ☐ Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.
- ☐ Read maps and use them to see where I am and to get somewhere.
- ☐ Use a manual to figure out how something works get it to work. Examples: computer software, a power tool or motor, a DVD player.
- ☐ Other \_\_\_\_\_

### Oral Communication

- ☐ Tell stories; listen carefully to other's stories.
- ☐ Listen to and give directions.
- ☐ Organize ideas and speak clearly.
- ☐ Ask and answer questions when needed.
- ☐ Listen carefully and respond in ways that show I understand.
- ☐ Talk comfortably on the phone, to get or receive information.
- ☐ Choose language, tone, and gestures that fit the listener and topic.
- ☐ Other \_\_\_\_\_



### Working with Others

- ☐ Cooperate with others and do my share of the work.
- ☐ Contribute ideas and effort to the team or group.
- ☐ Respect people of different races, abilities, and gender; and work well with them.
- ☐ Listen to team members, give support, help resolve problems.
- ☐ Be friendly and show respect and understanding for others.
- ☐ Clearly and calmly present the facts and arguments as I see them.
- ☐ Show empathy. Put myself in someone else's shoes.
- ☐ Understand another person's point of view—why they think and act the way they do.
- ☐ Assert myself in a positive way. Stand up for my ideas.
- ☐ Other \_\_\_\_\_

### Thinking

- ☐ Gather information, consider pros and cons, and make decisions.
- ☐ Use my imagination to come up with new ideas and combine ideas in new ways.
- ☐ Recognize a problem and figure out possible solutions.
- ☐ Plan and organize tasks.
- ☐ Remember things.
- ☐ Form an opinion. Realize that I have my own ideas and beliefs about things.
- ☐ Other \_\_\_\_\_

### Continuous Learning

- ☐ Identify new skills that I'm keen to learn and use.
  - ☐ Look for and take part in new challenges and experiences.
  - ☐ Share my skills and knowledge with others.
  - ☐ Understand that it's important for me to keep learning new things throughout my life.
  - ☐ Assess my own knowledge and skills honestly.
  - ☐ Set well-defined and realistic goals for learning, and monitor my progress.
  - ☐ Work hard and learn to do things really well.
  - ☐ Other \_\_\_\_\_
4. Think about what you can do to improve your essential skills in the areas you chose. Use the questions below to make a plan.
- ☐ Where am I right now? What skill(s) do I want to improve?
  - ☐ Where do I want to be? What is a goal that I can achieve?
  - ☐ What do I need to do to get there? What resources are available to help me reach my goal?
  - ☐ How do I get what I need? What actions can I take? How much time do I need?
  - ☐ How will I know when I reach my goal? When I'm there how do I make the most of it?

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## Resources

### 33Strong

- <http://33strong.ca/>

### Aurora College, Aboriginal Language and Cultural Instructor Program

- <http://www.auroracollege.nt.ca/live/pages/wpPages/ProgramInfoDisplay.aspx?id=38&tp=PRG>

### Dene Games

- <http://www.denegames.ca/introduction/index.html>

### Department of Municipal and Community Affairs, Government of the NWT

- Job descriptions: [http://www.maca.gov.nt.ca/?page\\_id=552](http://www.maca.gov.nt.ca/?page_id=552)
- School of Community Government home page  
<http://www.maca.gov.nt.ca/home/for-community-governments/school-of-community-government/>
- Community Recreation Leader Certificate Program, School of Community Government  
[http://www.maca.gov.nt.ca/?page\\_id=1056](http://www.maca.gov.nt.ca/?page_id=1056)
- Certification requirements  
[http://www.maca.gov.nt.ca/?page\\_id=550](http://www.maca.gov.nt.ca/?page_id=550)

### Essential Skills, Human Resources and Skills Development Canada

- <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml>

Essential Skills Equalizer — an online tool, with demo, to help people learn more about essential skills and what they mean for work, learning, and life.

- <https://www.emploisetc.gc.ca/equalizer/>

### Inuit Games

- <http://www.athropolis.com/news-upload/master/11-frames.htm>
- <http://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/arctic-survival-skills-traditional-inuit-games>

### Links to online self-assessment sites

- <http://www.sasknetwork.ca/html/JobSeekers/careerplanning/onlineassess.htm>

### NWT Literacy Council

- Essential Skills: Fact Sheets and other information.  
<http://www.nwt.literacy.ca/adultlit.htm>

### The Career Key and 'The Foundation Job Skills'

- [http://www.careerkey.org/asp/career\\_development/foundation\\_skills.html](http://www.careerkey.org/asp/career_development/foundation_skills.html)

### TOWES: Test of Workplace Essential Skills

- <http://www.towes.com/en/home/home> Plus other good links.  
Test your skills in reading, document use, and numeracy.

### Volunteering in Canada

- <http://www.statcan.gc.ca/pub/11-008-x/2012001/article/11638-eng.htm>

# Essential Skills at **Work in the North**

*Study Guide*



**Home Support Worker**



## Home Support Worker

The learning activities in this study guide help learners explore ideas and information about being a home support worker. The study guide features an interview with Rena Chapple, a home support worker in Tulita.

The study guide is part of the online tool **Essential Skills at Work in the North**.

- Go to NWT Literacy Council website homepage  
<http://www.nwt.literacy.ca/>
- In the **Resources** menu, choose **Youth and Adult Literacy**
- Click on **Essential Skills – At Work in the North (Flash site)**

There are 12 learning activities with instructor notes and learner handouts for each activity. See the list of activities below. The study guide includes the text for the interview with Rena Chapple.

Look for these symbols to help you find the things you need.



**Text for the interview with Rena Chapple, Home Support Worker.**



**Instructor notes for each learning activity, including the main essential skills that learners use during the activity.**



**Learner handouts for each activity. Copy enough handouts before you start the activity.**

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## Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.



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### Interview with Rena Chapple

My name is Rena Chapple. I am originally from Tulita. I work as a home support worker. I work at the health centre in Tulita. I work with the Elders. I do the home support here at the health centre. I've been working here at the health centre for five, going on five years in August.

When I first started off about five years ago there was one—there was just me. And then they recently hired another home support worker about a year and a half ago. So right now there are two, just because the number of Elders keeps going up.

My interest in this work is about six and one-half years ago when I lost my father. And I was so interested because there was medical terminology and helping the Elders. And just seeing how important it was to help the Elders and help other people with medical and the medical history.

What I do in my job is:

- Deliver medication.
- Do personal care.
- Translate between the nurse and the client.
- Work alongside with the families.
- Do transportation and appointments.
- Work onsite with professional people—OT, PT, doctors, dentists.
- Prepare some meals.
- Do some light cleaning for the Elders.

Every day is different.

Question: What kind of reading and writing do you do in your work?

You need some reading and writing because you do charting; you do computer work and you have to do your schedule for the client. You have to document the client's progress and you need to write them into the charts.

Question: How important is having good communication skills?

It's very important to have good communications skills because—especially today with the medications that you have—that we deliver meds.

You have to make sure that it's the right person and you're communicating with the nurses or professional people. And especially with the interpreting when you're translating their medicine or their progress with them.

Question: How important is punctuality and attendance for success?

It's very important because people are counting on you out there. And you come to work every day and you're on time and say there is an appointment—you have to make sure you're there and picking up the client because time is so important because they're scheduled in.

I find it for myself it's important to be on time. Your job all depends on it.

Question: What training did you have for the job?

I had to go to college before I come to this position. And then I had to get some training and did my personal care certificate. And there were some office administration courses that I had to take. Now I'm taking some online course on palliative care.

Question: Where did you do your training for your home support worker course?

I did my training—it took a couple of years to do it because it's in modules so I had to go to different communities and do my

practicum—all over like Inuvik and Simpson, Providence, Yellowknife—it was multi places.

Question: Did you do that training before you started the work?

While I was in my job and some of the courses I had was from previous. Like it was kind of a mixture.

Question: What do you think it takes to be a good home support worker?

What it takes to be a good home support worker is flexibility and being on time and motivated. It's good to have communication skills and you're always busy so you've got to make sure you're on your feet all the time.

You have that good communication skills and you're always having to make sure that—things change—it's not just a one thing. It's a daily thing that you share with because I have another co-worker so we kind of share our delivery if one of us gets too busy.

Question: What advice would you give to someone who wanted to work in this area?

My advice to them is to be—you have to be very motivated, flexible, on time, and to learn about the medical terminology. You're always going; always busy, busy, busy. There's never a time when you're sitting. And you do have to do home visits and stuff; and you're always interacting.

Transportation is one of the most important because you're always driving from house to house delivering medication. So you're always on the go.

Likes and challenges

What I love about my work is the Elders; and I love my language because I get to learn my language and the terminology. And interpreting because I work with a lot of professional people and for

myself it's like every time I translate or every time I get to meet them  
it's like I learn different things.

Question: What do you find challenging?

What I find challenging is palliative care; is when someone—don't have  
very much time to live and then you work with them and there comes a  
time after when they have to go. And you lose them. For me that's very  
hard.



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## 1: Expand Your Vocabulary

### Instructor Notes

#### **Essential skills: reading, thinking, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Expand your vocabulary**

Learners explore the meaning of some words from the Rena Chapple interview.

To start, invite learners to rate their current knowledge of each word. At the end of the activity you can check with them to see if their knowledge changed/improved.





## Expand Your Vocabulary

### Handout 1

Use the following table to rate how well you know these words right now. Check ☒ one column for each word.

Word	Do not know this word	Know this word a little	Know this word well
Palliative care			
Practicum			
Flexible			
Motivated			
Medications			
Terminology			
Transportation			
Bridge			
Charts			

Read each sentence. Write down the meaning of the bold word.

1. Rena finds that **palliative care** is challenging.

Meaning \_\_\_\_\_

\_\_\_\_\_

2. During her training, Rena went to different communities to do her **practicum**.

Meaning \_\_\_\_\_

\_\_\_\_\_

3. Among other things, Rena says that a good home support worker needs to be **flexible** and **motivated**.

Meaning \_\_\_\_\_

\_\_\_\_\_

Meaning \_\_\_\_\_

\_\_\_\_\_

4. One part of Rena's job is to deliver **medications**.

Meaning \_\_\_\_\_

\_\_\_\_\_

5. What Rena loves about her work is the eElders; she gets to learn her language and the medical **terminology**.

Meaning \_\_\_\_\_  
\_\_\_\_\_

6. **Transportation** is very important for a home support worker so they can drive from house to house, to deliver medication.

Meaning \_\_\_\_\_  
\_\_\_\_\_

7. One of the key roles in Rena's job is to be a **bridge** between the English world and the North Slavey elder population of Tulita.

Meaning \_\_\_\_\_  
\_\_\_\_\_

8. A home support worker records each client's progress onto their **charts**.

Meaning \_\_\_\_\_  
\_\_\_\_\_

Choose three of the words. Write a new sentence using each of the words.

Word: \_\_\_\_\_

New sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

New sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

New sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## 2: Essential Skills Vocabulary

### Instructor Notes

#### **Essential skills: reading, thinking, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Essential skills vocabulary**

Learners match each essential skill with skills Rena needs for her job as a home support worker.

The handout includes a list of the nine essential skills, with definitions. Discuss this part of the handout first if appropriate; or do the activity as a group.



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## Essential Skills Vocabulary

### Handout 2

Match each essential skill with an example of the skills that a home support worker may need. Use the text from the interview, and your imagination and common sense.

- ☐ Computer use/digital literacy
- ☒ Document use
- ☐ Working with others
- ☐ Oral communication
- ☐ Continuous learning
- ☒ Reading
- ☐ Writing
- ☐ Numeracy
- ☐ Thinking

We did two as examples.

Essential skills	Examples of skills for a home support worker
Reading	Reading instructions for medications.
Document use	Using charts to record and keep track of each client.
	Taking an online course about palliative care.
	Measuring medications.
	Working closely with nurses and other health care professionals.
	Talking with Elders and translating medical terms.
	Using the computer for different parts of the job.
	Planning a schedule and making appointments.
	Writing reports.

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## Nine Essential Skills

People need and use essential skills for work, for fun, and in their daily lives. Essential skills help people grow and adapt to change.

The Government of Canada has identified nine essential skills:

- **Reading:** People can read books, pamphlets, information sheets, newspapers, and other documents.
- **Document Use:** People can understand and use documents that have text, graphs, symbols, numbers, and colours.
- **Writing:** People can fill out forms or a cheque. They can write things like a letter, a list, a recipe, a story, or an email.
- **Numeracy:** People can use and understand numbers and money. They can measure weight, volume, and size.
- **Oral Communication:** People can talk to others to give or obtain information or directions, and to share stories.
- **Thinking:** People can solve problems, make decisions, plan and organize tasks, use memory, and find information.
- **Working with Others:** People can cooperate with others to carry out tasks, and work as part of a team.
- **Computer Use/Digital Literacy:** People can use computers and software, and get information from the Internet. Now it also means people can use other digital tools such as smart phones, tablets, audio and video recorders, etc.
- **Continuous Learning:** People learn and use new knowledge and skills throughout their lives. They look for new challenges and experiences. They share their skills and knowledge with others.





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### 3: Story Questions

#### Instructor Notes

**Essential skills: thinking, reading, writing, oral communication**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### Story questions

Learners answer questions from the Rena Chapple interview.

First, read the interview out loud together. Encourage learners to complete the handout without checking back to the text.



**Story Questions**

**Handout 3**

Answer the following questions. They are based on the interview with Rena Chapple. Try to answer without looking back to the text.

1. What does it mean when we say that Rena is a bridge between the English world and the North Slavey elder population of Tulita?

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2. For how long has Rena been a home support worker at the health centre in Tulita?

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3. How did Rena become interested in this kind of work?

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4. Name four things that Rena does at her job.

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5. What training did Rena take to get this job?

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6. Name four things that Rena says are important skills for a good home support worker to have.

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#### 4: Reflections—Discussion/Journal Writing

##### Instructor Notes

##### Essential skills: oral communication, thinking, writing

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

##### Reflections—Discussion/Journal Writing

Ask learners to reflect on the interview. Use the questions below or make up your own questions to guide a discussion.

After the discussion, ask learners to write down their thoughts. Ask if they think the discussion added to their thoughts or changed them in any way?

- Did you find the interview interesting? Why or why not?
- Rena says that someone who wants to work as a home support worker needs to be motivated, flexible, and on time. Why do you think she says that?
- What do you think is the most rewarding thing about being a home support worker?
- What do you think is the most challenging thing about being a home support worker?
- Do you know anyone that uses a home support worker? What is their situation? What would happen to them if they did not have the home support worker?
- Would you be interested in having a job as a home support worker? Why or why not?



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## Reflections—Discussion/Journal Writing

### Handout 4

Use the following questions to guide a group discussion.

After the discussion use the questions to guide your journal writing.

Did the discussion add to or change your thoughts in any way?

- Did you find the interview interesting? Why or why not?
- Rena says that someone who wants to work as a home support worker needs to be motivated, flexible, and on time. Why do you think she says that?
- What do you think is the most rewarding thing about being a home support worker?
- What do you think is the most challenging thing about being a home support worker?
- Do you know anyone that uses a home support worker? What is their situation? What would happen to them if they did not have the home support worker?
- Would you be interested in having a job as a home support worker? Why or why not?



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## 5: Job Description—Home Support Worker

### Instructor Notes

**Essential skills: reading, thinking, writing, oral communication**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Job Description—Home Support Worker

Learners explore the home care worker job description

- Go through the job description together. Point out main headings and what information they find there. The job description is part of the handout.
- Ask learners to work in pairs and answer the questions on the handout.
- Invite learners to share and discuss their answers.



## Job Description—Home Support Worker

### Handout 5

Look at the home care worker job description. Use the information in the job description to answer the following questions.

Work in pairs. Then share your ideas with the group.

- The job description lists four major responsibilities and some activities under each responsibility. In the following table, match each activity with one responsibility (write the letter in the 'Responsibility' column). We did the first two as examples.

- Provide home care to individual people.
- Administer the home care program.
- Coordinate case management.
- Coordinate community resources and supports.

Activity	Responsibility
Set up and keep a reporting system.	C
Make meals, do washing, sweep the kitchen floor.	A
Identify people in the community that need home care.	
Educate the family and others about the home care program.	
Encourage the family to get involved in care, if appropriate.	
Take a person to an appointment with the nurse.	
Share information with other health care professionals.	
Talk with the family and other support people.	
Recommend changes that can improve the program.	

2. Part of the home care worker's job is to educate families about the program. Name four skills, areas of knowledge, or personal attributes from the job description that help them do that.

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3. Part of the home care worker's job is to keep confidential records. Name four skills, areas of knowledge, or personal attributes from the job description that help them do that.

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4. Part of the home care worker's job is to identify First Nations people that need care. Name four skills, areas of knowledge, or personal attributes from the job description that help them do that.

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5. In your own words, describe three challenges to the working conditions for a home care worker.

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6. In your own words, describe three advantages to the working conditions for a home care worker.

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7. Under personal attributes, the job description says “the incumbent must maintain strict confidentiality in performing the duties of a home care worker.” Who is the incumbent? What does it mean to maintain strict confidentiality? Why is this important?

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# Job Description

## Home Care Worker

*Home Care Worker*  
*5/30/2005*

*Page 1*

### **PURPOSE OF THE POSITION**

(The main reason for the position, in what context and what is the overall end result)

The Home Care Worker is responsible for providing care to elders and others who require care and resources in their homes.

### **SCOPE**

(The way that the position contributes to and impacts on the organization)

The Home Care Worker provides and coordinates individualized care and resources to elders, disabled and others so that they may continue to live in their homes and in the community. Home Care may include transportation, house cleaning, personal hygiene, providing meals, and other health and wellness related activities.

The Home Care Worker is also responsible for administering the Home Care Program. The Coordinator will maintain confidential client files and will prepare and present reports and information as required. The Home Care Worker will ensure that all Home Care is provided in a caring and respectful way in keeping with all relevant policies and procedures and NWT Coordinated Home Care Standards.

The Home Care Worker will liaise with other community services and resources to ensure that other resources are involved, if required. The Coordinator will also provide information and education to individuals and groups in the community, as required and requested.

Failure to provide adequate services may put elders and others at risk and/or force elders to move from their homes before they are prepared to do so.

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5/30/2005

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## **RESPONSIBILITIES**

(Major responsibilities and target accomplishments expected of the position including the typical problems encountered in carrying out the responsibilities.)

### **1. Provide individualized home care**

#### **Main Activities**

- Provide Home Care to elders, disabled persons, and others in the community with identified needs
- Provide Home Care including general housekeeping, personal hygiene and Meals-on-Wheels
- Transport Home Care clients to appointments and activities
- Assist with exercises, physiotherapy and other medical plans
- Monitor blood pressure and other physical conditions, as required
- Follow medical instructions carefully and consistently
- Organize time and resources based on the individual needs of clients
- Manage any unanticipated events or unstable situations

### **2. Administer the Home Care Program in order to ensure that the program is delivered in an appropriate, caring and respectful manner**

#### **Main Activities**

- Ensure that care is provided according to all relevant policies, procedures and regulations
- Monitor supplies and resources
- Identify persons requiring home care and client needs
- Make recommendations for changes and improvements to the program, as required
- Discuss any concerns with the supervisor

### **3. Coordinate Case Management**

#### **Main Activities**

- Ensure that all First Nations members needing care are identified
- Coordinate appropriate care and equipment including other community resources, as required
- Establish and maintain a current, accurate, confidential client reporting system
- Provide information to other health care professionals, as required
- Consult with family members and other supports to ensure that care is on-going and that all client needs are identified and met

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5/30/2005*

*Page 3*

4. Coordinate community resources and supports

Main Activities

- Encourage clients and families to be involved in care, if appropriate
- Encourage clients and families to take responsibility for care, if appropriate
- Liase with all family, medical and other resources, as required
- Advocate on behalf of clients for additional service and resources, as required
- Establish and maintain current, accurate, confidential files for each client
- Educate clients, families and support systems about the Home Care Program – what can be provided and when to access other resources

5. Perform other related duties as required

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5/30/2005

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## **KNOWLEDGE, SKILLS AND ABILITIES**

(The knowledge, skills and attitudes required for satisfactory job performance)

### **Knowledge**

The Home Care Worker requires knowledge of:

- ✓ client assessment
- ✓ proper home care techniques including house cleaning, feeding and personal hygiene
- ✓ appropriate Home Care interventions
- ✓ services and resources in the community
- ✓ staff and program management and evaluation
- ✓ the culture and traditions of Northern Peoples
- ✓ all relevant legislation, policies and practices
- ✓ first aid and CPR

### **Skills**

The incumbent must demonstrate the following skills:

- ✓ team building skills
- ✓ supervisory skills
- ✓ analytical and problem solving skills
- ✓ decision making skills
- ✓ effective verbal and listening communications skills
- ✓ stress management skills
- ✓ time management skills
- ✓ financial management skills
- ✓ human resources management skills
- ✓ administrative skills
- ✓ strong interpersonal skills
- ✓ conflict resolution skills
- ✓ well developed organizational
- ✓ excellent communication skills
- ✓ demonstrate good decision making in dealing with safety and other medical issues

### **Personal Attributes**

The incumbent must maintain strict confidentiality in performing the duties of Home Care Worker. The incumbent must also demonstrate the following personal attributes:

- ✓ possess cultural awareness and sensitivity
- ✓ demonstrate sound work ethics
- ✓ be consistent and fair
- ✓ be compassionate and understanding
- ✓ be flexible, adaptable and able to work effectively in a variety of settings
- ✓ respect cultural differences
- ✓ work independently with little supervisor
- ✓ work effectively as a member of a team

*Home Care Worker*  
5/30/2005

*Page 5*

## **WORKING CONDITIONS**

(The unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent including the frequency and duration of occurrence of physical demands, environmental conditions, demands on one's senses and mental demands.)

### **Physical Demands**

(The nature of physical effort leading to physical fatigue)

The Home Care Worker is required to safely lift and move clients, and may be required to bathe and /or clean clients. The Worker may be required to administer interventions and treatments that cause discomfort to the client or to themselves. The Worker will often work in the client's home and must practice clean, safe care to eliminate the possibility of infection or cross contamination between clients, family members and/or themselves.

### **Environmental Conditions**

(The nature of adverse environmental conditions affecting the incumbent)

The Home Care Worker spends some time in their office, and some time in client homes. The Worker may be dealing with patients with potentially infectious conditions. They must be extremely careful to ensure that all medications, treatments and activities are completed safely so as to ensure the safety of all clients, families, the community and themselves. The Home Care Worker may be required to drive in winter conditions and make visits during periods of cold temperatures

### **Sensory Demands**

(The nature of demands on the incumbent's senses)

The Home Care Worker will be exposed to sights and sounds associated with clients who are ill and injured. They may also find a variety of conditions and circumstances as they visit clients in their homes. The incumbent will be exposed to unpleasant odors in providing health care. The incumbent must make acute use of the senses in assessing health care needs such as hearing (listening for heart, lung and abdominal sounds), visual to look for symptoms of illness, touch in palpitation of clients and manual dexterity and smell to detect unusual odors from wounds and physical surroundings

### **Mental Demands**

(Conditions that may lead to mental or emotional fatigue)

The Home Care Worker is faced with stress from dealing with clients and family members who may be stressed and difficult to work with. Stress is caused by the fact that the Worker must work independently in unfamiliar and uncontrolled situations. There is significant emotional stress in providing care for clients who are dying and providing support for their families. Stress is also caused by the need to manage and evaluate staff and program issues.

*Home Care Worker*  
5/30/2005

Page 6





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## 6: Personal Support Worker Certificate

### Instructor Notes

#### **Essential skills: document use, reading, thinking**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Personal Support Worker Certificate**

Learners explore information about the Aurora College personal support worker certificate program.

The handout includes some information on the program, adapted from the Aurora College website.

[http://www.auroracollege.nt.ca/\\_live/pages/wppages/ProgramInfoDisplay.aspx?id=93&tp=PRG](http://www.auroracollege.nt.ca/_live/pages/wppages/ProgramInfoDisplay.aspx?id=93&tp=PRG)

Go through this information together.

Ask learners to complete the questions in the handout. Work individually, in pairs, or as a group.





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## Personal Support Worker Certificate

### Handout 6

Read through the outline of the personal support worker program at Aurora College—part of this handout.

Answer the following questions about the program.

1. How old does a person need to be, to apply to the personal support worker program? \_\_\_\_\_

2. What are the other three criteria a person needs to meet, to apply?

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3. What is “current immunization status”?

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4. Students must complete all courses to get a certificate. How many courses does the program have? How many credits in total?

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5. How many practicums does the program have? Which practicum is the longest? How long is it?

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6. Look at the following table and name the course where students learn about each topic.

Topic	Course
Using the body properly to lift a client.	
Giving medication properly.	
Understanding health and lifestyle issues at each stage of life.	
Learning skills for communication and problem solving.	
Planning a menu, shopping, cooking.	
Learning about common illnesses.	
Meeting the personal care needs of Elders or people with disabilities.	
Learning how to keep written records about a client.	
Promoting health and protecting clients from injury and disease.	

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**Personal Support Worker Program**

**Aurora College**

[http://www.auroracollege.nt.ca/\\_live/pages/wpPages/ProgramInfoDisplay.aspx?id=93&tp=PRG](http://www.auroracollege.nt.ca/_live/pages/wpPages/ProgramInfoDisplay.aspx?id=93&tp=PRG)

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**Program Description**

The program prepares people to work as part of the community's health care team, to help promote and maintain their clients' physical, psychological, and social well-being so they can live as independently as possible, at home.

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**How and Where**

The program is flexible. It may be full-time or part-time. It may use online courses or modules. The curriculum reflects the program needs of the community.

Program delivery is based at Aurora College, Inuvik or North Slave campus.

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**Who can apply**

Applicants must meet the following criteria:

- 18 years or older.
- Grade 10 or ABE English 130, or take a placement test.
- Criminal records check.
- Proof of current immunization status.

The college considers mature students with relevant work experience on an individual basis.

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**List of Courses**

- 159-101: Personal Support Worker Role. 3 credits.  
Role and responsibilities, ethics and knowledge of caring for people in their home. Students reflect of their own experiences of health and what health means in their community.
  - 159-102: The Care Environment. 3 credits.  
How to promote comfort, safety, and independence of people in their home. How to protect against injury and disease and promote health. Includes skills related to medical asepsis, universal precautions, time management, and basic home making.
  - 159-103: Lifespan Growth and Development. 3 credits.  
Examines normal growth and development throughout life, milestones during development, and common health and lifestyle issues at each stage.
  - 159-104: Personal Care I. 3 credits.  
How to meet a client's personal care needs. Combines theory, demonstration, and practice. How to use proper body mechanics and techniques to help a
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client with daily living activities and teach them to care for themselves.

- 159-105: Personal Support Worker Practicum I. Non credit, 110 hours.  
Students demonstrate how to make and record accurate observations about the client's health.
- 159-111: Nutrition. 3 credits.  
Introduces basic principles of nutrition, safe food handling, menu planning, shopping, and food preparation. Focuses on healthy nutrition as described in the NWT Food Guide.
- 159-112: The Human Body and Common Illnesses. 3 credits. Study the basics of human anatomy and physiology. Focus on common illnesses across the lifespan.
- 159-121: Working in a Challenging Environment. 3 credits.  
Learn skills to be safe, to prevent harm to self and others, and to deal with challenging individuals. Focus on working with children, people with disabilities or mental health concerns, and Elders.
- 159-125: Personal Support Worker Practicum III. Non credit, 150 hours.  
Practice with increased independence in personal support worker role.
- 159-201: Personal Care II. 3 credits.  
Focus is on personal care of people with age-related changes or disabilities. Combines theory, demonstration, and practice in an institution, group home, or home setting.
- 159-205: Personal Support Worker Practicum II. Non credit, 110 hours.  
Students demonstrate how to make and record accurate observations about the client's health, using advanced skills that apply in an institution, group home, or home setting.
- 163-130: Communications and Personal Development. 2 credits.  
Develop skills for communication, problem solving, and personal development. Practice basic communication techniques with role playing and other classroom activities. Examine issues of confidentiality and ethical conduct in the community. Discuss concepts of self-awareness, self concept, self-esteem, life style, and risk assessment. Introduce basic medical terminology and professional communication.
- 159-110: Pharmacology for Personal Support Workers. 3 credits.  
Introduction to basic principles of pharmacology. Discuss medications and their therapeutic use, how to administer them, and the responsibilities related to side/adverse effects.

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### **Certification**

To get a certificate, students must complete all program courses and assignments. Graduates may look for jobs with home care services, Elders' homes, group homes, daycares, long term care units, or other services.

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## 7: Growing Need for Home Care Workers

### Instructor Notes

**Essential skills: document use, numeracy, reading, thinking, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Growing Need for Home Care Workers

Learners explore information about the growing need for home care workers in the NWT and Canada.

The handout includes some information from two reports from the Department of Health and Social Services, GNWT:

- Our Elders, Our Communities 2014
- Continuing Care Review 2013

As a group, review the handout.

Learners use the information to answer questions. Invite them to work individually, in pairs, or small groups. Or work together with the whole group.

For the final question (#9) ask each individual, small group, or pair of learners to choose a different region. If the group is working together as one large group, consider repeating question 9 for more than one region. Or break the larger group into smaller groups or pairs for this question. This means the group can compare regions.



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## Growing Need for Home Support Workers

### Handout 7

Home care—the work that Rena and others like her do—is part of a broad range of health services. Home support workers provide services to people who need help with daily activities and personal care. These people may live in their own home or in a group home or supported living.

Home care services include things such as:

- Shopping, cooking and eating.
- Cleaning and laundry.
- Giving clients a ride to appointments or social activities.
- Helping client have a bath.
- Measuring and giving medications.
- Doing foot care.
- Helping with exercise or other therapies.

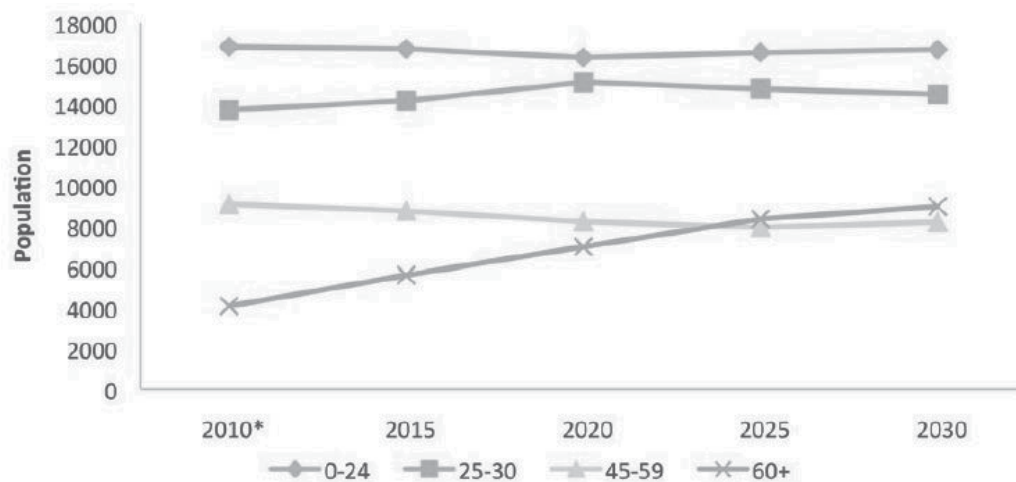
“Aging in place” is an approach that relies on services such as home support workers to meet people’s needs. “Aging in place” means Elders can live in their own home and community for as long as possible. It means they have access to home and community services that support them to do that. It means Elders can stay close to their family, friends, and community

This approach promotes a better quality of life. It also saves money for the health care system. It costs much less to provide home care than it costs to take care of a person in a facility such as a hospital or extended care home.

From 2001 to 2013 the need for home care services grew quite a bit. And the need will grow even more into the future. Elders are the fastest growing age group in the NWT.

**NWT projected population by age group**

(from page 17 NWT Health Status Report 2011)



Most Elders live with one or more chronic condition that affects their health, independence, and quality of life. For example: arthritis, rheumatism, hypertension, heart disease, dementia, diabetes, cancer, stroke, cataracts, glaucoma, and mental health problems.

An increase in Elders means an increase in demand for health care services, including home care.

Review the information on the following pages and answer the questions.

1. Look at the following chart. It describes the percent of the total population 65 years and older (Elders) in Canada and each province and territory.

For the NWT, Elders are what percent of the total population in 2011? \_\_\_\_\_

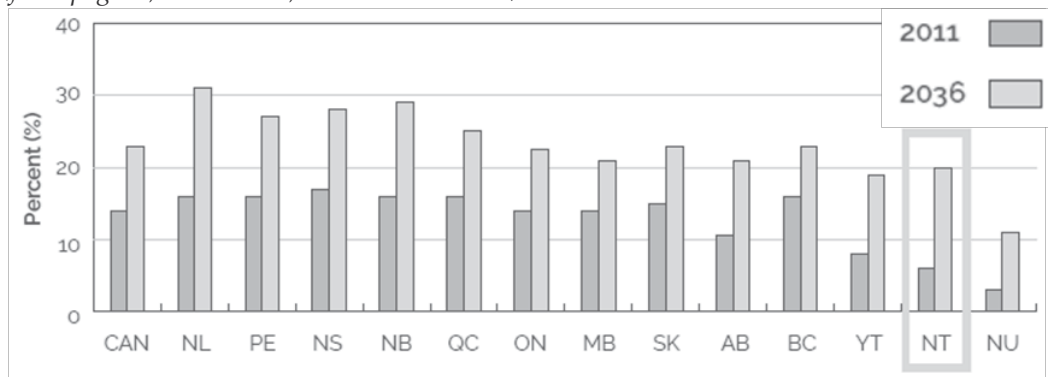
For the NWT, Elders are what percent of the total population in 2036? \_\_\_\_\_

For the NWT, how does the percent of Elders change from 2011 to 2036 and by how much? \_\_\_\_\_

2. Name two other provinces or territories where the increase from 2011 to 2036 is more than 10%.  
  
\_\_\_\_\_  
  
\_\_\_\_\_

### Population 65 years and over, 2011 and projected to 2036

(from page10, *Our Elders, Our Communities*)





3. Look at the following pair of charts. They show the increase in Elders in each NWT region from 2011 to 2031 (projected).

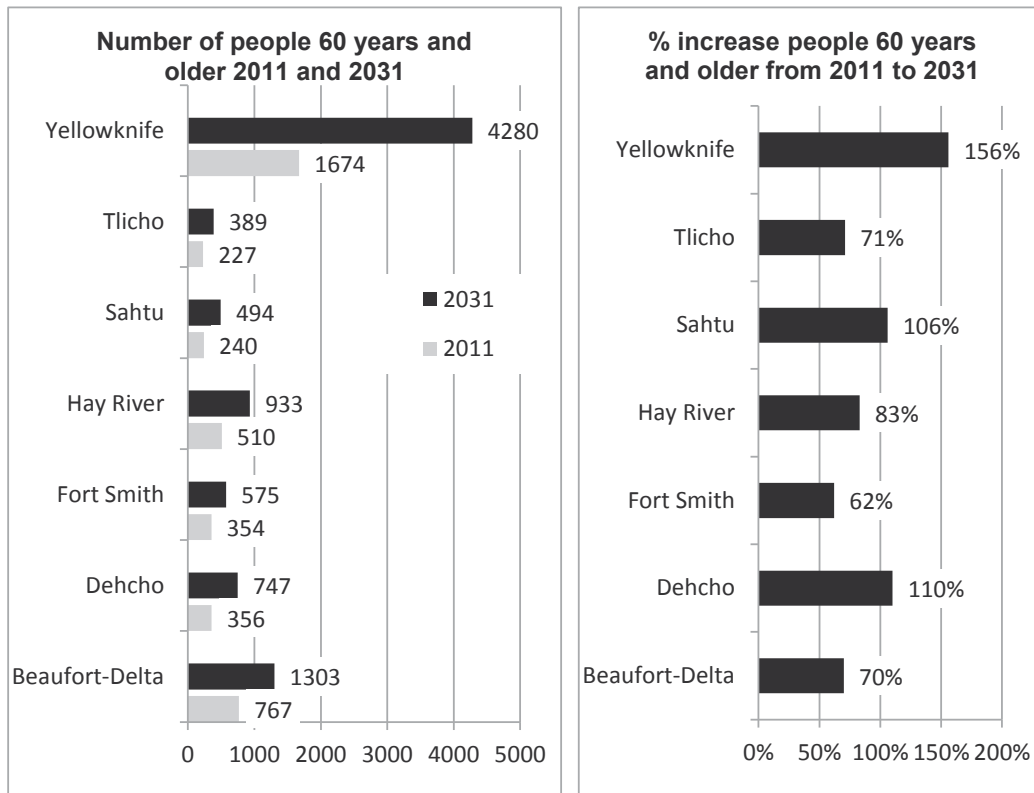
What region has the biggest increase? \_\_\_\_\_

What region has the smallest increase? \_\_\_\_\_

What is the increase in the region where you live? \_\_\_\_\_

**People 60 years and older 2011 and 2031**

(adapted from page 113 Continuing Care Review)



4. Look at the following pair of charts. They show the increase in the number of home care clients in each NWT region from 2011 to 2031 (projected).

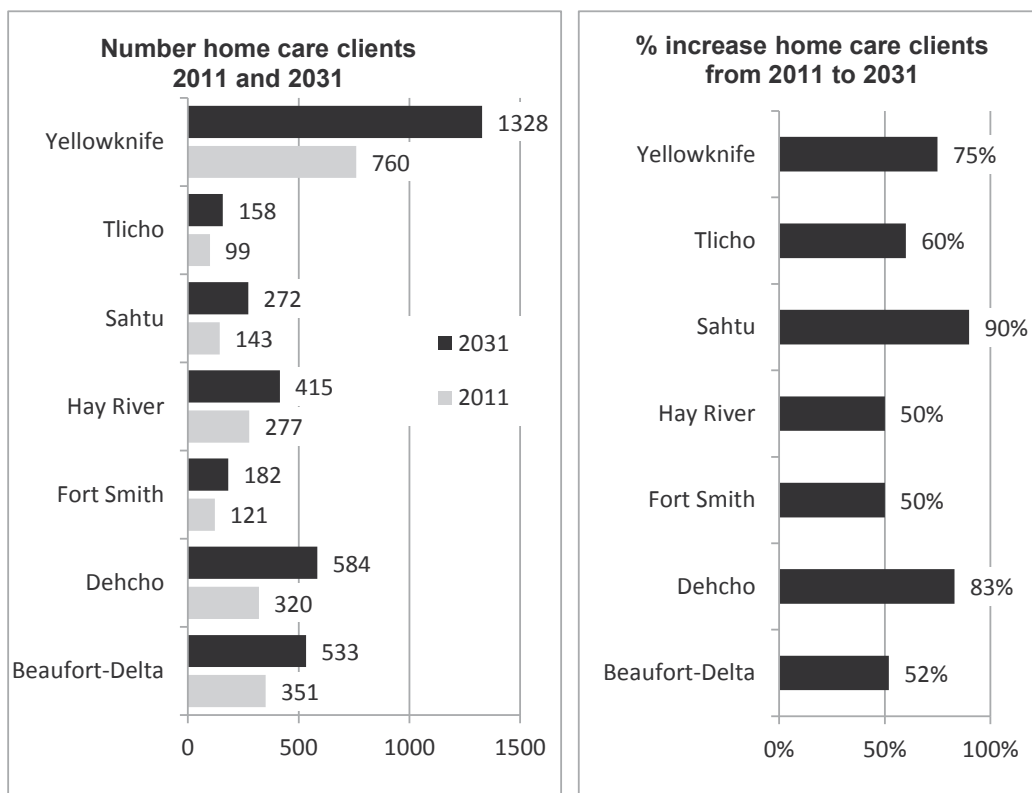
What region has the biggest increase? \_\_\_\_\_

What region has the smallest increase? \_\_\_\_\_

What is the increase in the region where you live? \_\_\_\_\_

**Clients in Home and Community Care 2011 and 2031 (projected)**

(adapted from page 113 Continuing Care Review)



5. Look at the following pair of charts. They show the increase in the number of home support workers in each NWT region from 2011 to 2031 (projected).

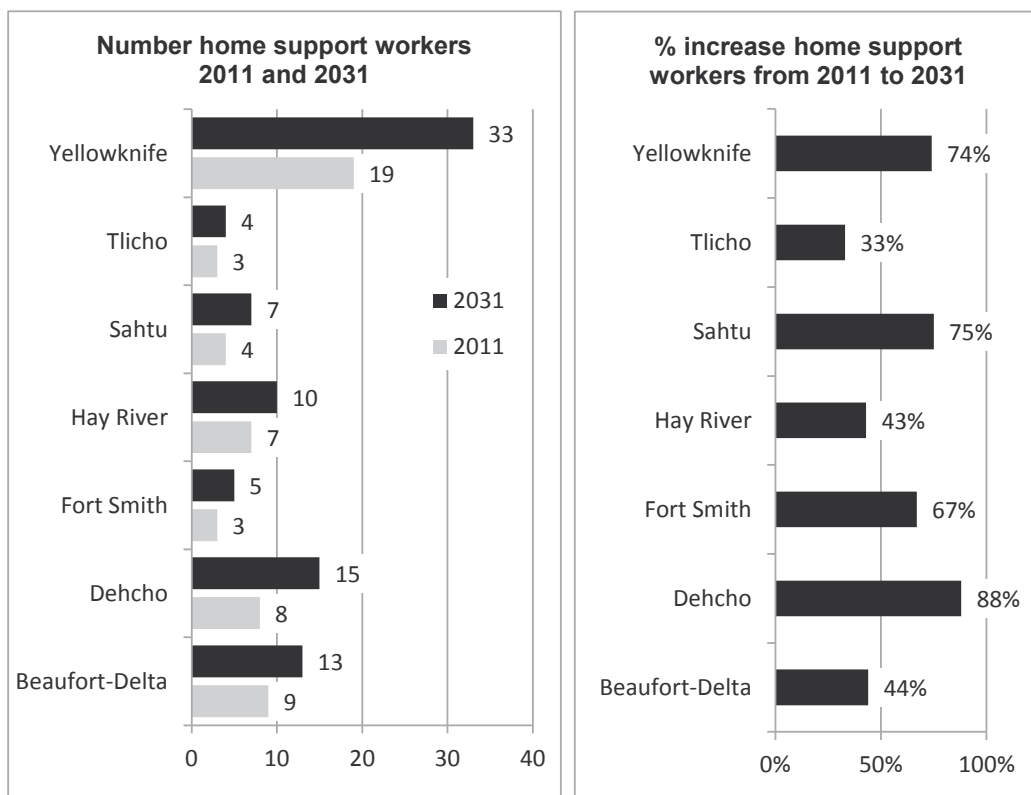
What region has the biggest increase? \_\_\_\_\_

What region has the smallest increase? \_\_\_\_\_

What is the increase in the region where you live? \_\_\_\_\_

### Home Support Workers 2011 and 2031 (projected)

(from page 114 Continuing Care Review)



6. Look at the following table. Compare it with the first set of charts (question 3).

How is the information the same?

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How is the information different?

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Do you find the table or the chart easier to understand? Why?

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**Number of people 60 years and older, 2011 and 2031 (projected)**

Region	2011	2031	% increase
Beaufort-Delta	767	1065	70%
Dehcho	356	747	110%
Fort Smith	354	575	62%
Hay River	510	933	83%
Sahtu	240	494	106%
Tlicho	227	389	71%
Yellowknife	1674	4280	156%

7. Look at the following table. Compare it with the second set of charts (question 4).

How is the information the same?

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How is the information different?

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Do you find the table or the chart easier to understand? Why?

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Number of clients in home and community care 2011 and 2031 (projected)			
Region	2011	2031	% increase
Beaufort-Delta	351	533	52%
Dehcho	320	584	83%
Fort Smith	121	182	50%
Hay River	277	415	50%
Sahtu	143	272	90%
Tlicho	99	158	60%
Yellowknife	760	1328	75%

8. Look at the following table. Compare it with the third set of charts (question 5).

How is the information the same?

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How is the information different?

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Do you find the table or the chart easier to understand? Why?

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**Number of home support workers 2011 and 2031 (projected)**

All numbers rounded to nearest whole number.

Region	2011	2031	% increase
Beaufort-Delta	9	14	44%
Dehcho	8	15	88%
Fort Smith	3	5	67%
Hay River	7	10	43%
Sahtu	4	7	75%
Tlcho	3	4	33%
Yellowknife	19	33	74%

9. Choose one region. Use the information from the charts or tables to answer the following questions.

Name of region: \_\_\_\_\_

Number of clients 2011: \_\_\_\_\_

Number of workers 2011: \_\_\_\_\_

Number of clients per worker: \_\_\_\_\_

*(2011 number of clients divided by 2011 number of workers)*

Number of clients 2031: \_\_\_\_\_

Number of workers 2031: \_\_\_\_\_

Number of clients per worker 2031: \_\_\_\_\_

*(2031 number of clients divided by 2031 number of workers)*

Did the number of clients per worker change from 2011 to 2031? If yes, how did it change?

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## 8: Playing with Homonyms, Homophones, and Homographs

### Instructor Notes

**Essential skills: reading, writing, thinking, oral communication**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Playing with Homonyms, Homophones, and Homographs

To introduce the activity:

- Explain that this activity is about some groups of words that people easily confuse, because the words look the same or sound the same (or both), and have different meanings.
- Review the first page of the handout. For each group of words, ask learners if they can think of any other examples.

There are three parts to the activity—one each for homonyms, homophones, and homographs.

- One at a time, ask learners to complete each part of the activity.
- Consider what grouping works best for your learners: large group working together, pairs, individuals, etc.





## Playing with Homonyms, Homophones, and Homographs

### Handout 8

Review the basic information about homonyms, homophones, and homographs. Then complete the questions in the handout—one part each for homonyms, homophones, and homographs.

	Homonyms	Homophones	Homographs
Same sounds	X	X	
Different sounds			X
Same spelling	X		X
Different spelling		X	
Same meaning			
Different meaning	X	X	X
Five examples of each	Fair, fair Bank, bank Will, will Lying, lying Pen, pen	There, their New, knew Cord, chord Hare, hair Brake, break	Tear, tear Does, does Minute, minute Wind, wind Lead, lead

Homonyms

Two or more words with:

- Same sound
- Same spelling
- Different meaning

Work in pairs. For each homonym, read the two sentences and write down the two meanings for the homonym/**bold** word. It has a different meaning in each sentence. Use the dictionary if needed.

Homonym	Meanings
lying	Sentence 1: I hope that John is not <b>lying</b> to Mary.
	Sentence 2: Frank’s boots are <b>lying</b> in the porch.
	Meaning 1:
	Meaning 2:
watch	Sentence 1: Heather likes to <b>watch</b> her grandchildren.
	Sentence 2: Lorraine set her <b>watch</b> to the right time.
	Meaning 1:
	Meaning 2:

Homonym	Meanings
<b>will</b>	Sentence 1: Jonas has a very strong <b>will</b> .
	Sentence 2: Robert plans to make a <b>will</b> next week.
	Meaning 1:
	Meaning 2:
<b>bank</b>	Sentence 1: Some northern communities do not have a <b>bank</b> .
	Sentence 2: The river <b>bank</b> is too steep to climb.
	Meaning 1:
	Meaning 2:
<b>pen</b>	Sentence 1: The red <b>pen</b> works better than the black <b>pen</b> .
	Sentence 2: The dogs are locked in their <b>pen</b> .
	Meaning 1:
	Meaning 2:

Homonym	Meanings
<b>bit</b>	Sentence 1: A mosquito <b>bit</b> me on my eyelid.
	Sentence 2: I like to have a <b>bit</b> of brown sugar with my oatmeal.
	Meaning 1:
	Meaning 2:
<b>play</b>	Sentence 1: The grade six girls <b>play</b> soccer after school on Tuesday.
	Sentence 2: Our class wrote a <b>play</b> about racism and friendship.
	Meaning 1:
	Meaning 2:
<b>page</b>	Sentence 1: The homework exercise starts on <b>page</b> 35.
	Sentence 2: Emma wants to be a <b>page</b> at the Legislative Assembly.
	Meaning 1:
	Meaning 2:

## Homographs

Two or more words with:

- Different sound
- Same spelling
- Different meaning

Work as a group. For each homograph, read the two sentences and match the meaning for the homograph/**bold** word. Then write a word that rhymes with the **bold** word in each sentence.

Homograph	Meanings
<b>wound</b>	<p>Sentence 1: The nurse took care of Jimmy's <b>wound</b>.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Sentence 2: She <b>wound</b> the rope around the post.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Meaning a: wrapped around.</p>
	<p>Meaning b: injury.</p>
<b>present</b>	<p>Sentence 1: All the students are <b>present</b> today.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Sentence 2: The premier came to town to <b>present</b> the award.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Meaning a: give, hand over.</p>
	<p>Meaning b: here, at hand, nearby.</p>

Homograph	Meanings
<b>close</b>	<p>Sentence 1: We need to stay <b>close</b> to home.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Sentence 2: Please <b>close</b> the door when you leave.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Meaning a: near.</p>
	<p>Meaning b: shut.</p>
<b>bow</b>	<p>Sentence 1: My little sister has a red <b>bow</b> in her hair.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Sentence 2: We take turns sitting in the <b>bow</b> of the canoe.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Meaning a: front.</p>
	<p>Meaning b: ribbon for decoration.</p>
<b>live</b>	<p>Sentence 1: How many people <b>live</b> in your community?</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Sentence 2: Many people like <b>live</b> music.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Meaning a: reside, are at home.</p>
	<p>Meaning b: in person, in present or real time.</p>

Homograph	Meanings
<b>tears</b>	<p>Sentence 1: He shed many <b>tears</b> when he broke his arm.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Sentence 2: She <b>tears</b> her jacket when she climbs the fence.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Meaning a: clear, salty fluid from the eyes.</p>
	<p>Meaning b: rips, splits.</p>
<b>does</b>	<p>Sentence 1: The <b>does</b> go single file down the path.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Sentence 2: He <b>does</b> a really good job starting the fire.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Meaning a: female deer.</p>
	<p>Meaning b: performs, acts, carries out.</p>
<b>lead</b>	<p>Sentence 1: They can <b>lead</b> us to a safe place.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Sentence 2: <b>Lead</b>-based paint is unsafe if it peels or cracks.</p> <p>Meaning (check <input checked="" type="checkbox"/> one)      <input type="checkbox"/> a    <input type="checkbox"/> b</p> <p>Word that rhymes:</p>
	<p>Meaning a: guide, show the way.</p>
	<p>Meaning b: type of metal.</p>

## Homophones

Two words with:

- Same sound
- Different spelling
- Different meaning

Choose the correct word/homophone to fill in the blank in each sentence.

Use a different word/homophone and write a new sentence.

1. The (heal, he'll, heel) \_\_\_\_\_ of her boot is worn out.

New sentence: \_\_\_\_\_  
\_\_\_\_\_

2. She broke her (nose, knows) \_\_\_\_\_.

New sentence: \_\_\_\_\_  
\_\_\_\_\_

3. I got a new (sell, cell) \_\_\_\_\_ phone.

New sentence: \_\_\_\_\_  
\_\_\_\_\_



4. We broke the window (pain, pane) \_\_\_\_\_.

New sentence: \_\_\_\_\_

\_\_\_\_\_

5. He (road, rode) \_\_\_\_\_ his  
bicycle to the store.

New sentence: \_\_\_\_\_

\_\_\_\_\_

6. My family likes to spend lots of at (there, they're, their)  
\_\_\_\_\_ camp.

New sentence: \_\_\_\_\_

\_\_\_\_\_

7. Can I go (to, too two) \_\_\_\_\_?

New sentence: \_\_\_\_\_

\_\_\_\_\_

8. Last winter I froze my (toes, tows) \_\_\_\_\_.

New sentence: \_\_\_\_\_

\_\_\_\_\_

9. This is my warmest (pare, pear, pair) \_\_\_\_\_  
of socks.

New sentence: \_\_\_\_\_

\_\_\_\_\_

10. My sister has (for, four, fore) \_\_\_\_\_  
dollars in her piggybank.

New sentence: \_\_\_\_\_

\_\_\_\_\_

11. My brother had very long (hare, hair) \_\_\_\_\_  
when he was young.

New sentence: \_\_\_\_\_

\_\_\_\_\_



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## 9: Opposites

### Instructor Notes

**Essential skills: thinking, document use, oral communication, working with others**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Opposites

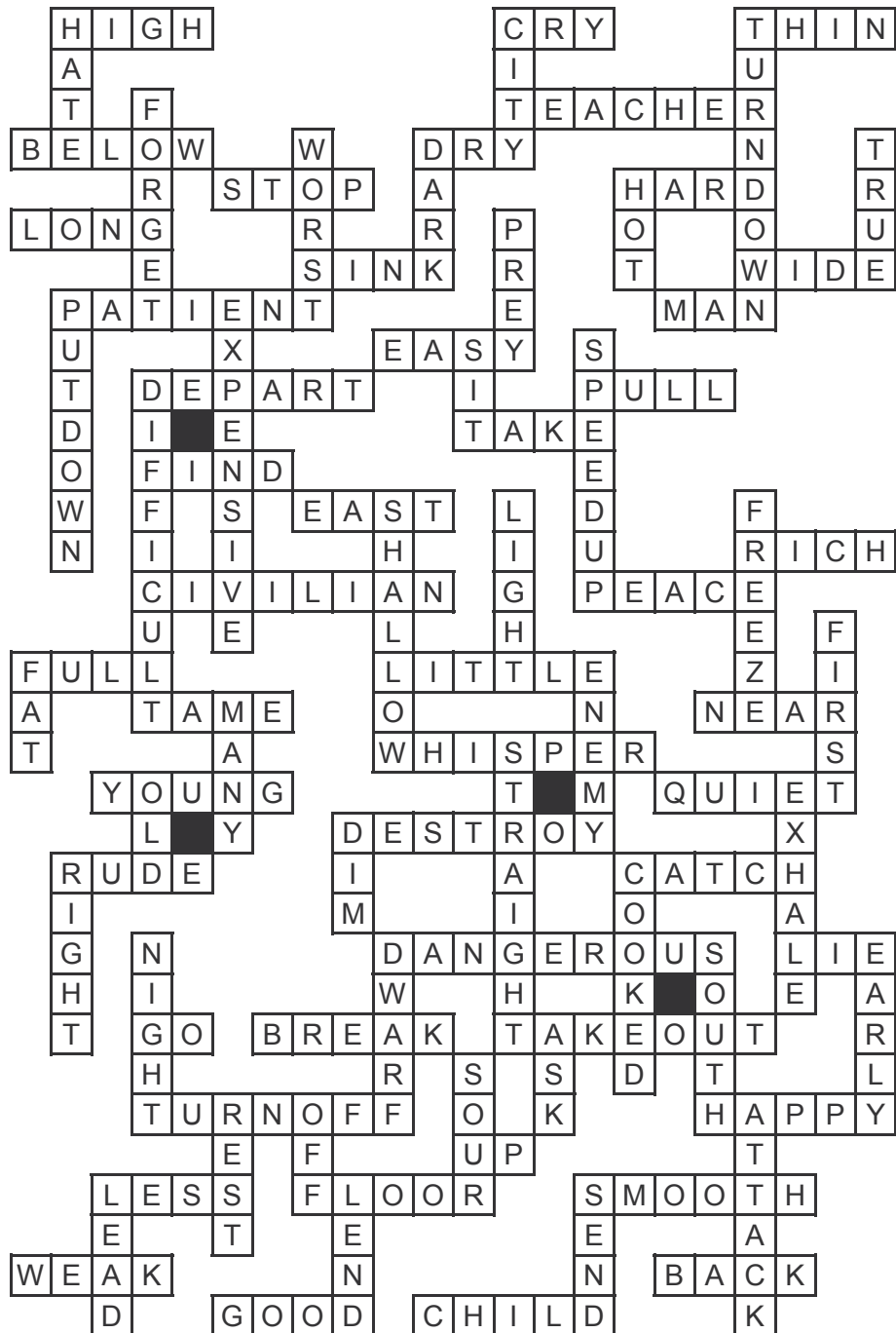
Learners explore and play with the concept of opposites.

1. Brainstorm: What is an opposite?
2. Brainstorm a list of opposites. See the following page for ideas. Use lots of prompts if needed.
3. Ask learners to look at the list of opposites and say if each set is a noun, verb, or adjective.
4. Ask learners to complete the crossword. Ask them to work in pairs. If appropriate, give a prize for the pair that finishes first. See the answers on the following page.

### List of some opposites

Nouns		Verbs		Adjectives	
Ceiling	Floor	Start	Finish	Many	Few
Inside	Outside	Come	Go	Raw	Cooked
Children	Adults	Throw	Catch	Heavy	Light
Comedy	Tragedy	Fix	Break	Soft	Hard
Compliment	Insult	Buy	Sell	Deep	Shallow
Courage	Fear	Exit	Enter	Dim	bright
Day	Night	Sit	Stand	True	False
Birth	Death	Ask	Answer	Smooth	Rough
Victory	Defeat	Pull	Push	New	Old
Dusk	Dawn	Find	Lose	Thick	Thin
East	West	Give	Take	Rude	Polite
North	South	Love	Hate	Safe	Harmful
Friend	Enemy	Melt	Freeze	Crooked	Straight
Morning	Evening	Forget	Remember	Cheap	Expensive
Entrance	Exit	Arrive	Leave	Best	Worst
Export	Import	Follow	Lead	More	Less
Failure	Success	Create	Destroy	Fast	Slow
Female	Male	Sink	Float	Rich	Poor
Front	Back	Save	Spend	First	Last
Future	Past	Raise	Lower	Low	High
Hardworker	Slacker	Bend	Stretch	Clean	Dirty
Disease	Health	Attack	Defend	Easy	Hard

Answer key for opposites crossword





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## Opposites

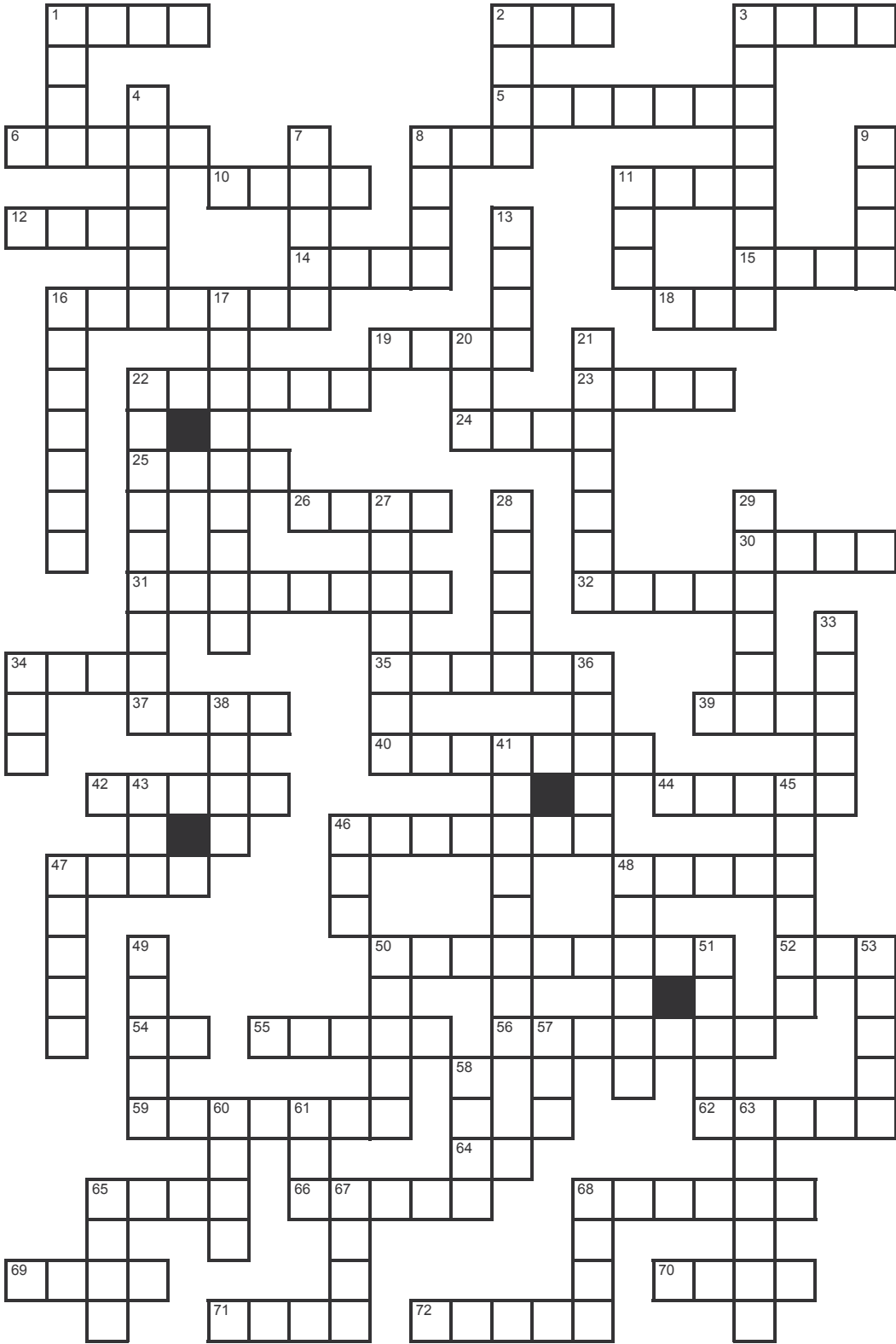
### Handout 9

1. Brainstorm: What is an opposite?
2. Brainstorm a list of opposites.
3. Look at the list of opposites and decide if the words are a noun, adjective, or verb.
4. Work in pairs to complete the crossword.

Fill in the blanks of the following crossword<sup>1</sup> with the opposite of each of these words.

Across		Down	
1. low	37. wild	1. love	43. new
2. laugh	39. far	2. country	45. inhale
3. thick	40. yell	3. turn up	46. bright
5. student	42. old	4. remember	47. left
6. above	44. noisy	7. best	48. raw
8. wet	46. create	8. light	49. day
10. start	47. polite	9. false	50. giant
11. soft	48. throw	11. cold	51. north
12. short	50. safe	13. predator	53. late
14. float	52. tell the truth	16. pick up	57. answer
15. narrow	54. come	17. cheap	58. sweet
16. doctor	55. fix	20. stand	60. work
18. woman	56. put away	21. slow down	61. on
19. difficult	59. turn on	22. easy	63. defend
22. arrive	62. sad	27. deep	65. follow
23. push	64. down	28. heavy	67. borrow
24. give	65. more	29. melt	68. receive
25. lose	66. ceiling	33. last	
26. west	68. rough	34. thin	
30. poor	69. strong	36. friend	
31. soldier	70. front	38. few	
32. war	71. bad	41. crooked	
34. empty	72. adult		
35. big			

<sup>1</sup> [http://bogglesworldesl.com/opposite\\_worksheets.htm](http://bogglesworldesl.com/opposite_worksheets.htm)







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## 10: Exploring Soft Skills

### Instructor Notes

**Essential skills: document use, thinking, speaking and listening, reading, writing, working with others**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Exploring Soft Skills

This activity offers learners a chance to explore some soft skills: what they are, why they are important, and how to build them.

This same activity appears in the study guide for jobs with municipal government. The activity has five parts.

- Intro to soft skills
- Communication
- Teamwork
- Attitudes, manners, values
- Problem solving

First go through the intro section. If learners have already done that, skip to the soft skill that you want to focus on. Focus on one of the soft skills at a time; choose a different one each time.



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### 10-a: Intro to soft skills

5. Introduce the concept of soft skills. Start with a brainstorm.
  - What are soft skills? What comes to mind when you hear the words soft skills?
  - Why are soft skills important in the workplace?
  - Can you think of some examples of soft skills? Encourage learners to think back to the interview (important to show up for work and be on time) or the job descriptions (personal attributes).
6. Give learners the first part of the handout—Intro to soft skills. Go through it with them and discuss.



## Handout 10-a: Intro to Soft Skills

Go through this section together after the brainstorm.

### What are soft skills?

- A group of skills that generally relate to personal qualities or characteristics.
- Traits that make up a person's personality and define who the person is.
- A person's general behaviour and how they deal with things.
- Each person learns and develops soft skills throughout their life.
- Adults can improve their soft skills as part of their lifelong journey.

### Why are soft skills important?

- In today's world, many employers highlight soft skills. They believe that if workers have good soft skills, the other skills "fall into place".

### Examples of soft skills

- No set list of soft skills.
- In general, soft skills include things such as:

Courtesy	Work ethic	Teamwork
Respect for others	Self-discipline	Self-confidence
Friendliness	Optimism	Good manners
Kindness	Resourcefulness	Active listening
Negotiating	Conflict resolution	Problem solving
Creativity	Reflection	Communication
Critical thinking	Leadership	Caring
Responsibility	Fairness	Flexibility
Cooperation	Self-awareness	Tolerance



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### 10-b: Communication

1. Before you give learners the handout about communication, discuss the following. Check with the handout for ideas.
  - Brainstorm: What is communication?
  - Brainstorm: What are the different ways we communicate?
2. Give learners the handout. Review the information. Combine their ideas with those on the handout.
3. Divide learners into five smaller groups. Ask each group to choose one of the ways we communicate (speaking, hearing/listening, writing, body language, seeing) and discuss the following questions.
  - Describe or demonstrate (role play, pictures, words) a situation where people use good communication skills. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - Describe or demonstrate (role play, pictures, words) a situation that shows how poor communication skills can create problems. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - What are the advantages of good communication skills?
    - ✓ Why are they important?

Ask learners to share their ideas with the whole group.

4. Ask learners to work in the same small groups. Each group thinks of a common situation where people communicate. Examples: asking for help, emailing or texting, discussing a problem, etc.
  - Describe or demonstrate (role plays, pictures, words) how this situation may look different among friends, among family, and among people in the workplace (co-workers, clients, employers).
  - What makes it different?

Ask learners to share their ideas with the whole group.

5. As a whole group, discuss two of the common barriers. Then in the same small groups, ask learners to discuss the remaining five barriers, with each group looking at one barrier. Discuss the following questions.
  - Describe or demonstrate (role plays, pictures, words) how this barrier may prevent good communication.
  - What factors can help people overcome those barriers?

Share your ideas with the whole group.

6. Brainstorm: In general, what factors can help people learn good communication skills and use them?



---

## Handout 10-b: Communication

1. Brainstorm:
  - What is communication?
  - What are the different ways we communicate?
  - What are the barriers to good communication?
2. Review the basic information on the handout.
3. Work in five small groups. Each group chooses one of the ways people communicate. Discuss the following questions.
  - Describe or demonstrate (role play, pictures, words) a situation where people use good communication skills. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - Describe or demonstrate (role play, pictures, words) a situation that shows how poor communication skills can create problems. Use a personal experience if possible.
    - ✓ What do the people in this situation look and sound like?
  - What are the advantages of good communication skills?
    - ✓ Why are they important?

Share your ideas with the whole group.

4. Work in the same small groups you had before. Think of a common situation where people communicate. Examples: asking for help, emailing or texting, discussing a problem, etc.
  - Describe or demonstrate (role plays, pictures, words) how this situation may look different among friends, among family, and among people in the workplace (co-workers, clients, employers).
  - What makes it different?Share your ideas with the whole group.
5. As a whole group, discuss two of the common barriers. Then in the same small groups, discuss the remaining five barriers, with each group looking at one barrier. Discuss the following questions.
  - Describe or demonstrate (role plays, pictures, words) how this barrier may prevent good communication.
  - What factors can help people overcome those barriers?Share your ideas with the whole group.
6. Brainstorm: In general, what factors can help people learn good communication skills and use them?

---

**Communication is**

- How we provide information to others, including how others want to receive it.
- How we receive information from others.

---

**Different ways that people communicate**

- Speaking
- Listening/hearing
- Body language
- Writing/reading
- Seeing

---

**Barriers to good communication can arise from:**

- Physical actions misinterpreted.
  - Mental or emotional challenges.
  - Cultural differences.
  - Gender differences.
  - Generational or age differences.
  - Different personal perceptions.
  - Different languages.
-





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### 10-c: Teamwork

1. Before you give learners the handout, discuss the following. Check with the handout for ideas.

Brainstorm:

- What is teamwork in the workplace?
- How do people behave when they are part of a working team?  
What actions, habits, and skills do people need to use?

2. Give learners the handout and combine their ideas with those on the handout.

Ask learners to work in pairs or small groups to go through the rest of the handout.

3. Describe or demonstrate (role plays, pictures, words) what makes a good team player. What does it take from each person on the team to make a team really work well?
4. Ask learners to look at the table in the handout and complete it. It lists 10 skills that help a person be a good team member.
  - Define each skill. What does it mean? Use a dictionary if needed. Look for the meaning that suits teamwork.
  - Rate your level of confidence or strength with each skill. Be honest. No one has all these skills; everyone has room to improve.
  - Identify one skill where you have strength and one area that you want to improve.
5. Ask learners to complete the following sentences based on their answers in the skills table.
  - I am most proud of my ability to \_\_\_\_\_
  - I want to improve my ability to \_\_\_\_\_

6. Brainstorm: What makes teamwork so difficult at times? Why do teams sometimes not work very well?
  - What is the best thing about working as part of a team?
  - What is the most difficult thing?
7. Choose one of the following team building exercises, or make up one of your own. Instruct learners to carry out the exercise.
  - Scenario (groups of at least four): You are part of the municipal or band council. As a group, you agreed to develop a team building exercise for the council. You have ½ hour to do this.
  - Human knot (for the whole group): Everyone stands shoulder to shoulder in a circle. Ask everyone to put their right hand in the air and grab the hand of someone standing across the circle. Then ask everyone to put their left hand in the air and grab the hand of a different person. The objective is to untangle the knot without breaking the circle.
  - Tallest structure (groups of four or more): Give each group a good supply of spaghetti and marshmallows, or pipe cleaners. Their challenge is to build the tallest free-standing structure, in 15 minutes. Before they start, ask each group to assign one person as leader. That person can supervise, support, and offer instructions; they cannot physically participate in building the structure.
8. Discuss the following questions after the exercise.
  - How did the group work together? What went well? What difficulties did you experience?
  - What different roles did people have? How was each person helpful? How are different roles important to teamwork?
  - What would you do differently if you had another chance to do the exercise?



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## Handout 10-c: Teamwork

1. Brainstorm:
  - What is teamwork in the workplace?
  - How do people behave when they are part of a working team?  
What actions, habits, and skills do people need to use?
2. Review the handout.
3. Work in pairs or small groups. Describe or demonstrate (role plays, pictures, words) what makes a good team player. What does it take from each person to make a team work really well?
4. Look at the following table. It lists 10 skills that help a person be a good team member.
  - Define each skill. What does it mean? Use a dictionary if needed. Look for the meaning that suits teamwork.
  - Rate your personal level of confidence or strength with each skill. Be honest. No one has all these skills; everyone has room to improve.

---

**Some skills or abilities that help a person be a good team member**

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**Reliability**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐ strength

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**Respect**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐ strength

---

**Cooperating**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐ strength

---

**Flexibility**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐ strength

---

**Commitment**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐ strength

---

**Contributing**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐ strength

---

**Active listening**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐ strength

---

**Participating**

Meaning:

Rating: ☐ not my strength ☐ some strength ☐ strength

---

5. Complete the following sentences based on your answers in the skills table above. Be prepared to share these with the group.

I am most proud of my ability to \_\_\_\_\_

\_\_\_\_\_

I want to improve my ability to \_\_\_\_\_

\_\_\_\_\_

6. Brainstorm: What makes teamwork difficult at times? Why do teams sometimes not work very well?
- What is the best thing about working as part of a team?
  - What is the most difficult thing about working as part of a team?
7. Work in groups as instructed to do the team building exercise.
8. Discuss the following questions after you complete the exercise.
- How did the group work together? What went well? What difficulties did you experience?
  - What different roles did people take on? How was each person helpful?
  - What would you do differently if you had a another chance to do this exercise?

---

**Teamwork is:**

- Building relationships.
- Working with other people to do something.

---

**Each person applies important skills and habits.**

- Cooperating with others.
  - Contributing ideas, suggestions, effort.
  - Sharing and respecting different opinions, customs, preferences.
  - Participating in group decision-making.
  - Recognizing individual roles and how individual behaviour affects the group.
-



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### 10-d: Attitudes, Manners, Values

Learners explore how a person's attitudes, manners, and values affect the workplace and their potential for success there.

1. Brainstorm: What is a positive attitude?
  - If I have a positive attitude, what actions might I show?
  - What does a positive attitude look like to others?
2. Brainstorm: What is a negative attitude?
  - If I have a negative attitude, what actions might I show?
  - What does a negative attitude look like to others?
3. Ask learners to think about a time when they wanted to give up on something, but kept going. Each learner writes a short story that answers the following questions. Then they share their stories with the group.
  - What was the situation?
  - Why did you want to give up?
  - Why didn't you give up? What motivated you to keep going?
  - How did you deal with the situation? How did it end?
4. Read the following story out loud, one part at a time. Tell each part of the story and discuss the questions for that part before you go on to the next part.
  - Frank drives the water truck and delivers water to community homes and businesses. He only does what the boss tells him to do, no more and no less. He is often late for work and some days he does not show up, and he never calls to tell someone.

Does Frank have a good attitude towards his work? Why or why not?

- One morning Frank sees the sewer truck driver is stuck in a snowbank. He does not go to help. When he gets back to the garage for lunch he tells the mechanics about it.

If you were the sewer truck driver, what would you say to Frank? If you were one of the mechanics, what would you say?

- Later the same day Frank is fixing a hole in the water line. Another worker tries to help when he sees that Frank is making a mistake. Frank insists he is right and starts an argument with the other worker.

Was it right for Frank to argue with the other worker? What could he have done differently? Was it right for the other worker to offer their help?

- Just before the end of the work day, Frank overhears a personal conversation between two co-workers and the boss. He tells everyone what he heard. And soon the whole town is talking.

Was Frank correct to share what he overheard? Explain.

- When the boss found out what happened, she called Frank into the office for a chat.

What do you think the boss said to Frank?

At the end, discuss the following general questions:

- What attitudes do you believe Frank needs to work on, to improve his attitudes in the workplace?
  - In general, how can a worker's attitudes affect the workplace?
  - How can the boss's attitudes affect the workplace?
  - How can a co-worker's attitudes affect the workplace?
5. Ask learners to complete the table in the handout, to assess their personal attitudes, manners, and values. Encourage them to think in terms of the workplace.



6. Use this part of the activity to explore stereotypes and the idea that people with different perspectives need to respect each other and get along in the workplace.
  - Introduce the idea that people who work together come from different generations, different cultures, different genders, different physical and mental abilities, etc.
  - Ask learners to work in three or four small groups. Each group chooses one of the categories of differences listed above (each group a different one). Each group completes this part of the handout for their category. Then the groups share their ideas.
7. As a group, discuss what each attitude in the following list may mean to an employer. How do these attitudes benefit the employer? How do these attitudes benefit other workers?

▪ Work as hard as I can	▪ Pay close attention to work
▪ Do what I am told	▪ Ask questions when needed
▪ Am friendly	▪ Show respect for difference
▪ Follow rules	▪ Try to solve problems
▪ Care about my work	▪ Am flexible
▪ Am honest	▪ Am trustworthy
▪ Get to work on time	▪ Rarely miss work
▪ Call ahead if I'm going to be late or miss work	
▪ Sensitive to and aware of different perspectives	
▪ Treat others with positive and courteous manner	



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## Handout 10-d: Attitudes, Manners, Values

1. Brainstorm:
  - What is a positive attitude?
  - If I have a positive attitude, what actions might I show?
  - What does a positive attitude look like to others?
2. Brainstorm:
  - What is a negative attitude?
  - If I have a negative attitude, what actions might I show?
  - What does a negative attitude look like to others?
3. Think about a time when you wanted to give up on something, but you kept going. Write a short story that answers the following questions. Then share your story with the group.
  - What was the situation?
  - Why did you want to give up?
  - Why didn't you give up? What motivated you to keep going?
  - How did you deal with the situation? How did it end?
4. Listen to each part of the story that the instructor tells about a workplace situation. As a group, discuss the questions for each part. The instructor has the questions.

At the end, discuss the following general questions:

- What attitudes do you believe Frank needs to work on, to improve his job performance?
- How can a worker's attitudes affect the workplace?
- How can the boss's attitudes affect the workplace?
- How can a co-worker's attitudes affect the workplace?

5. Complete the following table to assess your own personal attitudes, manners, and values. Think in terms of the workplace.

	Check <input checked="" type="checkbox"/> One	Check <input checked="" type="checkbox"/> One
I get to work on time. If I'm going to be late, I let the boss know.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I rarely miss work. If I'm going to miss, I let the boss know.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I work as hard as I can.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I pay close attention to my work.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I do my work the way I am told. If I can't do something or have questions, I ask someone.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am friendly on the job.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I show respect for people different from me.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement

	Check <input checked="" type="checkbox"/> One	Check <input checked="" type="checkbox"/> One
I am sensitive to and aware of perspectives different from mine.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am friendly to people on the job: co-workers and clients.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I follow company and safety rules.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I try to solve problems that come up.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I care about my work.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am flexible—willing to try new things or old things in new ways.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I treat people with a positive manner; I am courteous and respectful.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
I am honest.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement
People can trust me.	<input type="checkbox"/> Important <input type="checkbox"/> Not important	<input type="checkbox"/> On target <input type="checkbox"/> Needs improvement

6. Work together in three or four groups. Each group chooses one of the following categories of people to explore stereotypes and how our attitudes about difference can affect the workplace.

- ✓ Younger generation/people—Older generation/people
- ✓ Aboriginal people—Non-Aboriginal people
- ✓ Women—Men
- ✓ People with mental or physical disabilities—People without mental or physical disabilities.

Discuss the following questions within your small group. Then share your ideas with the larger group.

- What characteristics do people often believe these two group may have, that stereotype them?
- Do you think these ideas are always true? Sometimes true? Never true? Where do these ideas come from? Why do you think people have these ideas?
- What attitudes and behaviours can individuals use in the workplace that show they respect people different from themselves?
- Describe a situation or do a role play that shows one or more of these attitudes and behaviours.

7. As a group, discuss what each attitude in the following list may mean to an employer. How do these attitudes benefit the employer? How do these attitudes benefit other workers?

- Work as hard as I can
- Do what I am told
- Am friendly
- Follow rules
- Care about my work
- Am honest
- Get to work on time
- Call ahead if I'm going to be late or miss work
- Sensitive to and aware of different perspectives
- Treat others with positive and courteous manner
- Pay close attention to work
- Ask questions when needed
- Show respect for difference
- Try to solve problems
- Am flexible
- Am trustworthy
- Rarely miss work



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### 10-e: Problem solving

1. Start with the following problem solving activity. Or choose your own activity; or go straight to the brainstorm.

Spread a tarp on the floor. Tell the group to put both their feet on the tarp. Then ask them to step away, fold the tarp in half, put it back on the ground, and tell the group to put both their feet on the tarp.

Repeat until the tarp is small enough that the group must come up with a 'solution'. For example, everyone can sit or lie on the floor with their feet forward, resting on the tarp.

Discuss how the group solved the 'problem' and how the rules people put on themselves can limit their options for solving a problem.

2. Brainstorm: What is problem solving? Review the handout.
3. Ask learners to work in pairs. Give each pair a set of the parts of the process people follow to solve problems (see the following page and cut the parts of the process to separate them).
  - Ask learners to organize the parts into the order that people use to solve a problem.
  - Discuss: What happens at each stage of the process?
  - Discuss: How is the process different when people solve a problem on their own versus when they solve a problem as part of a group.

---

**Identify the problem**

---

**Gather the facts and examine them**

---

**List two or three possible solutions**

---

**Decide which solution is best and why**

---

**Carry out the solution**

---



4. Present the following scenarios (or make up your own; or ask learners to create a scenario). Ask learners to work in pairs. Or work on one scenario with the whole group. Discuss the following questions:
  - Describe what happens at each stage in the problem solving process? Use words, role plays, pictures.
  - Consider each factor that can affect the process. Describe how each factor may help or hinder the process.

Scenario: Mike is always late for work and sometimes doesn't come at all. He never calls to let anyone know. When he comes to work, he often leaves before the work is done. The boss seems to not notice or care.

Scenario: Margaret has trouble reading some of the safety instructions and sometimes makes a mistake. The bosses get annoyed and tell her to do things over again. They have threatened to fire her.

Scenario: Martha's boss gave her some instructions to follow, but Martha disagreed with what her boss wanted her to do. She blew up and stomped away.

Scenario: Jack seems to know everyone's business. He spends a lot of time visiting with other workers when he should be working. He's always chatting about what is happening with people in the workplace and in the community.

5. Discuss: When people face a problem, is there always a right or wrong way to respond? Are there certain things people should always do? If yes, what are they?



---

### Handout 10-e: Problem solving

1. Follow your instructor's directions for a problem solving activity.
2. Brainstorm: What is problem solving?
3. Work in pairs.
  - Organize the parts of the problem solving process into the order that people use to solve a problem.
  - Discuss: What happens at each stage of the process?
  - Discuss: How is the process different when people solve a problem on their own versus when they solve a problem as part of a group.

Share your ideas with the whole group.

4. Work in pairs or as a whole group. Choose a scenario and discuss the following:
  - Describe what happens at each stage in the problem solving process? Use words, role plays, pictures.
  - Consider each factor that can affect the process. Describe how each factor may help or hinder the process.
5. Discuss: When people face a problem, is there always a right or wrong way to respond? Are there certain things people should always do? If yes, what are they?

---

**What is problem solving?**

- Using knowledge, facts, and data to solve problems.
- Thinking on your feet, assessing problems, and finding solutions.
- Developing a well thought out solution within a reasonable time frame.

---

People solve problems on their own or as part of a team.

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People solve big and small problems every day and often many times during the day.

- 
- Thinking critically and creatively.
  - Sharing thoughts and ideas.
  - Using good judgement.
  - Making decisions.

---

**Problem solving process**

- Define the problem.
- Gather the facts and study them.
- List two or three possible solutions.
- Decide which solution is the best and why.
- Carry out the solution.

The process may happen very quickly or it may take some time, depending on the type of problem and the people involved.

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**Factors that affect the problem solving process**

- Learning style
  - Personality type
  - Temperament
  - Thinking patterns
  - Skills related to the problem at hand
  - Hierarchy
  - Environment
  - Past experiences in similar situation
  - Personal perceptions
-



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## 11: Assess Your Essential Skills

### Instructor Notes

#### **Essential skills: thinking, document use, reading**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

#### **Assess your essential skills**

Activities 11 and 12 (Increase Your Essential Skills) are the same for all the stories in this study guide, and work hand in hand.

Activity 11 offers learners a chance to think about and evaluate their skills. Activity 12 gives learners a chance to think about their current skills and to move forward to improve their skills.

Choose to focus on one or two essential skills at a time, and copy those pages of the handout.

Alternately, learners can go online to assess their essential skills at the TOWES website <http://www.towes.com/en/home/home>. TOWES = Test of Workplace Essential Skills.



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## Assess Your Essential Skills

### Handout 11

Choose one or two essential skills to focus on. There is one table below for each essential skill. Each table lists some tasks that relate to that essential skill.

Check ☒ always, ☒ sometimes, or ☒ never for each task in the table to show how you measure your skill level. Add other tasks to the table if you want.

Be honest with yourself. There is no right or wrong answer and no scoring. Learn something about the skills you enjoy, the skills you're good at, and the skills you might want to improve.

Use the information you record here for Activity 12 'Increase Your Essential Skills'.

Reading			
I can:	Always	Sometimes	Never
Find the information I need in a pamphlet from the school or health care centre.			
Read, understand, and enjoy books or newspapers.			
Use a dictionary to look up the meaning of words I don't know or understand.			
Read reports, and understand and use the information.			
Read and understand letters from government, banks, or other agencies.			
Read stories out loud to children or to other adults.			

Computer Use/Digital Literacy			
I can:	Always	Sometimes	Never
Use computers and the Internet to find information.			
Use emails, Facebook, and/or Twitter to communicate with other people.			
Use computer software for word processing or other things.			
Use digital technology such as a camera, phone, or tablet.			
Use a computer keyboard properly, with all fingers and thumbs.			
Use digital tools such as a GPS or smart board.			

Writing			
I can:	Always	Sometimes	Never
Write a list, a recipe, directions, or a quick note.			
Write a letter or email.			
Write a story, poem, or other creative things.			
Write a report to communicate and analyze information, and to make recommendations.			
Fill out forms or a cheque.			
Check grammar, spelling, and punctuation and rewrite as needed.			
Communicate my thoughts and ideas in writing.			



Numeracy			
I can:	Always	Sometimes	Never
Understand and use numbers, fractions, and percentages.			
Add, subtract, multiply, and divide without using a calculator.			
Use money and make change. Figure out a bill or invoice and pay it.			
Measure things such as distance, volume, size, and weight.			
Understand and use numbers in a table, chart, or graph.			
Understand how much things cost. Estimate the GST.			

Document Use			
I can:	Always	Sometimes	Never
Understand and use diagrams, tables, charts, and graphs.			
Understand and fill out forms. Examples: apply for a job or a passport, or to replace a birth certificate.			
Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.			
Read maps and use them to see where I am and how to get somewhere.			
Use a manual to figure out how something works, and get it to work. Examples: computer software, a power tool or motor, a DVD player.			

Oral Communication			
I can:	Always	Sometimes	Never
Tell stories; listen carefully to other's stories.			
Listen to or give directions.			
Organize ideas and speak clearly.			
Ask and answer questions when needed.			
Listen carefully and respond in ways that show I understand.			
Talk comfortably on the phone, to get or receive information.			
Choose language, tone, and gestures that fit the listener and topic.			

Thinking			
I can:	Always	Sometimes	Never
Gather information, consider pros and cons, and make decisions.			
Use my imagination to come up with new ideas and combine ideas in new ways.			
Recognize a problem and figure out possible solutions.			
Plan and organize tasks.			
Remember things.			
Form an opinion. Realize that I have my own ideas and beliefs about things.			

Working with Others			
I can:	Always	Sometimes	Never
Cooperate with others and do my share of the work.			
Contribute ideas and effort to the team or group.			
Respect people of different races, abilities, and gender; and work well with them.			
Listen to team members, give support, help resolve problems.			
Be friendly and show respect and understanding for others.			
Clearly and calmly present the facts and arguments as I see them.			
Show empathy. Put myself in someone else's shoes. Understand another person's point of view—why they think and act the way they do.			
Assert myself in a positive way. Stand up for my ideas.			

Continuous Learning			
I can:	Always	Sometimes	Never
Identify new skills that I'm keen to learn and use.			
Look for and take part in new challenges and experiences.			
Share my skills and knowledge with others.			
Understand that it's important for me to keep learning new things throughout my whole life.			
Assess my own knowledge and skills accurately.			
Set well-defined and realistic goals for learning, and monitor my progress.			
Work hard and learn to do things really well.			



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## 12: Increase Your Essential Skills

### Instructor Notes

**Essential skills: thinking, document use, reading, writing**

At the end of each activity, discuss the essential skills that learners used to complete the activity. All activities involve continuous learning.

### Increase your essential skills

To do this activity learners use information from the tables they completed in Activity 11 Assess Your Essential Skills.

Learners use this information to identify the essential skills that they:

- Do best.
- Most want to improve.
- Believe are most important to do well.
- Enjoy the most.

They use this information to make a simple plan to improve their essential skills.



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## Increase Your Essential Skills

### Handout 12

Answer the questions below. To complete this activity you need to look back at the tables you filled out in Activity 11 'Assess Your Essential Skills'. Focus on one or two essential skills.

1. Look at your responses. Write down three skills that you do well.

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2. Look again at your responses. Write down three skills that you most want to improve.

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3. Look at the lists below and check ☒ the five skills that you believe are most important for you to do well, in your life today and for your future. These may or may not be the same skills you checked in 1 and 2 above. Add and describe 'other' skills under each heading if needed.



### Reading

- ☐ Find the information I need in a pamphlet from the school or health care centre.
- ☐ Read, understand, and enjoy books or newspapers.
- ☐ Use a dictionary to look up the meaning of words I don't know or understand.
- ☐ Read reports, and understand and use the information.
- ☐ Read and understand letters from government, banks, or other agencies.
- ☐ Read stories out loud to children or to other adults.
- ☐ Other \_\_\_\_\_

### Computer Use/Digital Literacy

- ☐ Use computers and the Internet to find information.
- ☐ Use emails, Facebook, and/or Twitter to communicate with other people.
- ☐ Use computer software for word processing or other things.
- ☐ Use digital technology such as a camera, phone, or tablet.
- ☐ Use a computer keyboard properly, with all fingers and thumbs.
- ☐ Use digital tools such as a GPS or smart board.
- ☐ Other \_\_\_\_\_

### Writing

- ☐ Write a list, a recipe, directions, or a quick note.
- ☐ Write a letter or email.
- ☐ Write a story, poem, or other creative things.
- ☐ Write a report to communicate and analyze information, and to make recommendations.
- ☐ Fill out forms or a cheque.
- ☐ Check grammar, spelling, and punctuation and rewrite as needed.
- ☐ Communicate my thoughts and ideas in writing.
- ☐ Other \_\_\_\_\_

### Numeracy

- ☐ Understand and use numbers, fractions, and percentages.
- ☐ Add, subtract, multiply, and divide without using a calculator.
- ☐ Use money and make change. Figure out a bill or invoice and pay it.
- ☐ Measure things such as distance, volume, size, and weight.
- ☐ Understand and use numbers in a table, chart, or graph.
- ☐ Understand how much things cost. Estimate the GST.
- ☐ Other \_\_\_\_\_

### Document Use

- ☐ Understand and use diagrams, tables, charts, and graphs.
- ☐ Understand and fill out forms. For example to apply for a job or a passport, or to replace a birth certificate.
- ☐ Follow written directions to put something together or to fix something. Examples: shelves, a bed, a chair.
- ☐ Read maps and use them to see where I am and to get somewhere.
- ☐ Use a manual to figure out how something works get it to work. Examples: computer software, a power tool or motor, a DVD player.
- ☐ Other \_\_\_\_\_

### Oral Communication

- ☐ Tell stories; listen carefully to other's stories.
- ☐ Listen to and give directions.
- ☐ Organize ideas and speak clearly.
- ☐ Ask and answer questions when needed.
- ☐ Listen carefully and respond in ways that show I understand.
- ☐ Talk comfortably on the phone, to get or receive information.
- ☐ Choose language, tone, and gestures that fit the listener and topic.
- ☐ Other \_\_\_\_\_

### Working with Others

- ☐ Cooperate with others and do my share of the work.
- ☐ Contribute ideas and effort to the team or group.
- ☐ Respect people of different races, abilities, and gender; and work well with them.
- ☐ Listen to team members, give support, help resolve problems.
- ☐ Be friendly and show respect and understanding for others.
- ☐ Clearly and calmly present the facts and arguments as I see them.
- ☐ Show empathy. Put myself in someone else's shoes.
- ☐ Understand another person's point of view—why they think and act the way they do.
- ☐ Assert myself in a positive way. Stand up for my ideas.
- ☐ Other \_\_\_\_\_

### Thinking

- ☐ Gather information, consider pros and cons, and make decisions.
- ☐ Use my imagination to come up with new ideas and combine ideas in new ways.
- ☐ Recognize a problem and figure out possible solutions.
- ☐ Plan and organize tasks.
- ☐ Remember things.
- ☐ Form an opinion. Realize that I have my own ideas and beliefs about things.
- ☐ Other \_\_\_\_\_

### Continuous Learning

- ☐ Identify new skills that I'm keen to learn and use.
  - ☐ Look for and take part in new challenges and experiences.
  - ☐ Share my skills and knowledge with others.
  - ☐ Understand that it's important for me to keep learning new things throughout my life.
  - ☐ Assess my own knowledge and skills honestly.
  - ☐ Set well-defined and realistic goals for learning, and monitor my progress.
  - ☐ Work hard and learn to do things really well.
  - ☐ Other \_\_\_\_\_
4. Think about what you can do to improve your essential skills in the areas you chose. Use the questions below to make a plan.
- ☐ Where am I right now? What skill(s) do I want to improve?
  - ☐ Where do I want to be? What is a goal that I can achieve?
  - ☐ What do I need to do to get there? What resources are available to help me reach my goal?
  - ☐ How do I get what I need? What actions can I take? How much time do I need?
  - ☐ How will I know when I reach my goal? When I'm there how do I make the most of it?

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## Resources

Continuing Care Review, Department of Health and Social Services, GNWT <http://www.hss.gov.nt.ca/sites/default/files/continuing-care-review.pdf>

Essential Skills, Human Resources and Skills Development Canada <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml>

Essential Skills Equalizer <https://www.emploisetc.gc.ca/equalizer/> is an online tool – with demo – to help people learn more about essential skills and what they mean for work, learning, and life.

Links to online self-assessment sites

<http://www.sasknetwork.ca/html/JobSeekers/careerplanning/onlineselfassess.htm>

MACA job descriptions [http://www.maca.gov.nt.ca/?page\\_id=552](http://www.maca.gov.nt.ca/?page_id=552)

NWT Health Status Report, 2011, Department of Health and Social Services GNWT  
[http://www.hss.gov.nt.ca/sites/default/files/nwt\\_health\\_status\\_report.pdf](http://www.hss.gov.nt.ca/sites/default/files/nwt_health_status_report.pdf)

NWT Literacy Council

- Essential Skills: Fact Sheets and other information.  
<http://www.nwt.literacy.ca/adultlit.htm>

Our Elders Our Communities, Department of Health and Social Services, GNWT <http://www.hss.gov.nt.ca/sites/default/files/our-elders-our-communities.pdf>

Personal Support Worker Program, Aurora College  
<http://www.auroracollege.nt.ca/live/pages/wppages/ProgramInfoDisplay.aspx?id=93&tp=PRG>

The Career Key and 'The Foundation Job Skills'

[http://www.careerkey.org/asp/career\\_development/foundation\\_skills.h  
tml](http://www.careerkey.org/asp/career_development/foundation_skills.html)

TOWES: Test of Workplace Essential Skills.

<http://www.towes.com/en/home/home> Plus other good links. Test your skills in reading, document use, and numeracy.

