

Essential Skills Development for New and Expectant Mothers

Facilitator's Guide

Alberta  Government

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Community Learning Network
Ministry of Innovation and Advanced Education, Government of Alberta

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Introduction

Overall aim of the program

This program aims to help build Essential Skills for new and expectant mothers. Through developing Essential Skills, this target population improves their chances to build a solid family foundation. In this program, learners examine the tasks and the Essential Skills required to improve the quality of their lives and become more proficient in using Essential Skills to make these tasks easier to do.

Target learner characteristics

Through Hinton Adult Learning Society's work in the community over the years, specifically with West Yellowhead Pregnancy Centre and Healthy Families, a need to help new and expectant mothers differently emerged. For these mothers, the deficit was found to be in the area of Essential Skills. The lack of these skills makes it problematic to develop their full potential and grow a solid family environment.

Financial hardship, mental health issues, abusive relationships, homelessness, isolation and lack of education are significant barriers to learning these mothers' experience. Addictions and mental health issues can also be challenging barriers. Although many of these women have attended tutoring and other community programs, these interventions have not been enough.

These mothers:

- Are often young, but not always. They can be single or in non-supportive relationships. They may or may not have family wanting to be supportive. However, due to a change in the family dynamic and functioning they are unable or unwilling to accept support.
- May have completed high school but have real literacy deficits. Some have dropped out of school and do not have the necessary academic skills required for positive growth and personal success in everyday life.
- Are ready, willing and able to participate.
- Will not respond well to insincere facilitation.
- Are women who are encouraged to be reflective and present.
- Are women who will impress you with their resilience and candor and who are going to expect from their facilitator candor and resilience too.

Desired learning outcomes

The vision for this program is that new and expectant mothers with barriers will acquire Essential Skills required to reach their learning and/or employment goals. Each learner is encouraged to set specific goals within the topics covered in the program. To reach their goals they will:

- Show increased self-confidence
- Practice all or some of the Essential Skills
- Explore further learning opportunities

Program content

In each of the modules, relevant topics to new and expectant mothers are emphasized. Each module starts with an overall purpose and specific goals, followed by a series of activities that intend to help the learner achieve the goals.

The complexity levels of the tasks in each of the activities vary. However, in the development of the activities an attempt was made to develop the tasks at Level 1 and 2, according to International Adult Literacy Survey (IALS). Some learners may not be at the level required to perform the activity. If this is the case, you may need to offer more one-on-one help and adjust the activity as required to suit the learner's needs.

Before launching into the activities, take a few minutes to read the following paragraphs and review Appendix 1: Principles of Adult Learning and Helping Skills as well as Appendix 2: Introduction to Essential Skills.

Facilitating adult learning programs or working one-on-one with an adult learner starts with a basic understanding of adult learning principles. Take a minute and reflect on your experiences as an adult learner, you may find that what made your experience either positive or negative was directly related to the instructor's knowledge about adult learning principles. Specifically, being recognized for the wealth of experience you've accumulated, your desire to learn, and your independence as a learner may have helped motivate you to readily engage in the learning tasks.

Moreover, equally important to understanding adult learning is having a good grasp of communication process fundamentals that aid in moving your learner towards meeting goals. In addition, since the focus of the activities described in this guide is to increase the learners' literacy in some or all of the nine Essential Skills, refreshing your memory about the skills and the literacy levels will make for more effective facilitation.

Overview of modules

Module 1: Introductions and program overview.

Module 2: Health concerns. Visit from the Public Health Nurse.

Module 3: Education. What types of schools are available, how to register your child for school, reading a report card, parent teacher interviews, dealing with school issues.

Module 4: Employment. What type of employment do you want? What skills do you require to do the job? Conducting a job search, building a resume and cover letter, filling out an application, conducting a job interview.

Module 5: Just for mom. Exploring ways to make time for yourself and do the things that interest you.

Module 6: Finishing up and next steps. Program evaluation, exploring next steps, program completion celebration.

Evaluation/measurement

Informal assessment and progress markers are used in this program. Assessment starts before the beginning of the program during intake.

Intake

1. Allow sufficient time during the intake interview to begin building a relationship with the prospective learner, to gather information and to set the tone for the program.
Through discussion with the prospective learner using Form 1: *Interview Questions* you will determine her suitability for the program. If she is accepted into the program she will complete Form 2: *Registration Form for New and Expectant Mothers Essential Skills Training*; Form 3: *Agreement and Signature*, and Form 4: *Confidentiality Agreement*.
2. Review Form 5: *Essential Skills Checklist*. Ask the learner to check the skills that she can already perform. Work together with the learner to ensure that she knows what each of the skills means. Through working together with the learner, you, as the facilitator, will learn helpful information that can guide your facilitation focus.
3. Next, you will complete Form 6: *Learning Plan*. The information that you gathered through completion of the *Essential Skills Checklist* and the *Interview Questions* forms the basis of the *Learning Plan*. It is very important that the learning plan is learner directed; it must be the learner who decides her goals. Your role is to help her figure out what she needs on her learning journey, but not to decide for her.
4. If your organization requires other forms to be completed, complete those during the intake process. Ensure compliance with all privacy and personal information protection laws.

Assessment during the program

1. Each module has an objective(s) and each activity within the module has goals. At the beginning of each module, record the objective(s) and goals on Handout 1: *Progress Summary*. At the completion of each module, you and your learner should review Handout 1 to see if the goals were met. Discussing the learner's progress one on one will offer you either the opportunity to explore in confidence progress made or lack thereof.
2. Keeping a Learning Journal is another way for the women to record their progress. They, at their own level of skill and with whatever assistance is needed, can keep their own journal. The journal acts as a tool for recording progress, as well as a tool for reflection and discovery. In your role as facilitator, you can write on a flipchart quotes and words of encouragement for the learners to write in their journal every day. Keep your learners positive, motivated and inspired to be the best they can be.

Evaluation at the end of the program

1. At the end of the program, you likely will want to conduct a formal evaluation as well as an informal one. A formal evaluation is provided for your use: Form 7: *New and Expectant Mothers Essential Skills Training Program Evaluation*
2. Questions to be explored in one-on-one interviews at the end of the program are: Do your learners, at the completion of the course, have a learning path? Do they have an employment path? Has the use of their Essential Skills improved?

Assessing your performance as facilitator

As a facilitator you may want to evaluate your performance. During the program, you could keep a journal about your role, how you currently see it and how you want it to evolve. Your journal is also a place to keep track of any anecdotal feedback you receive from your learners.

1. Have a colleague or peer attend your class. They can assist you with one-on-one work with learners, setup, writing on the board, and computer work. Invite them to offer you feedback on your strengths and areas that may need improvement.
2. Ask the learners for feedback as they progress through the program.
3. In the following quote, Horsman (2002) expresses nicely a dimension of your role as facilitator and a general way to reflect on your contribution to the learning environment.

“As co-facilitators, Judy, Mary and I also saw ourselves as participants, and participated in the course and workshops as fully as we could. We believe it is extremely important to ask not only participants to bring their whole selves to learning. If we are inviting others to risk and experiment with new approaches, as facilitators we need to take the same risks and be part of the same exploration. We need to take a reflective stance if we are to bring our whole selves to facilitating and to teaching.” (p. 25)

Delivery method

The completion of the activities in the guide are based on an eight week program. The program consists of six modules, one module per week with the exception of Modules 3 and 4, which will take two weeks each. The activities in each module indicate approximate times for completion. Depending on your time as facilitator and the time commitments of your learners, the program can be delivered either in:

- Eight weeks with one full day per module per week, or
- Shorter, more frequent sessions throughout the week

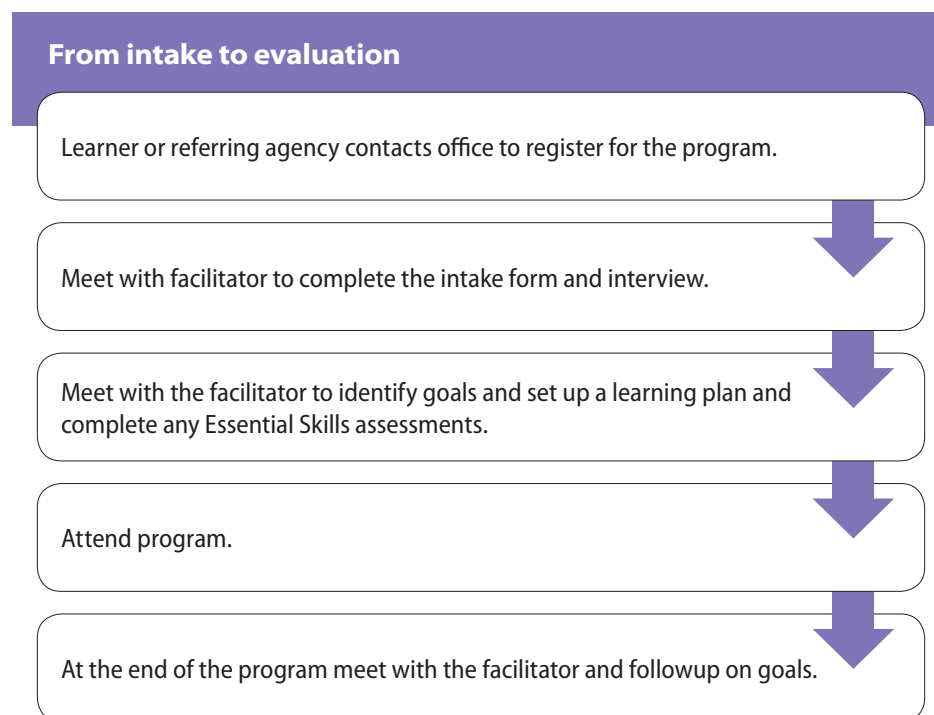
If it is not possible to gather individuals to offer the program in a group setting with structured days and hours, the guide still provides direction for the facilitator providing one-on-one assistance, small group or paired learning. Small group learning would consist of three to four learners. Paired learning would consist of two people, preferably with similar goals and Essential Skill needs. It may be very rare but possible to find learners with similar goals and Essential Skill needs.

Recruit learners before you begin

1. Whether you offer the program one on one or in a group setting, making contact with other agencies in your community is important. With a variety of contacts, agencies in your community may support the need for this program and provide you with referrals. Some ways to inform your community about the program:
 - Attend meetings in your area and in any areas that are included in your programs' physical boundary.
 - Prepare presentations for Chamber of Commerce meetings, Interagency, Business Network and other relevant organizations.
 - Prepare to meet one on one with other pertinent agencies such as Alberta Health Services, Women's Shelters, Family and Community Support Services and Pregnancy Centres. Depending on your community, you may have all or some of these agencies and/or additional ones.
2. Other ways to recruit learners may include:
 - Newspaper advertising
 - Posters in relevant spaces
 - Radio advertising
 - Social media marketing
 - Attending meetings where potential learners may attend (Alcoholics Anonymous, Friendship Centre to name a few)
3. Many of your learners will be referred by the agencies you previously contacted.

Note: Intake can take place when recruiting learners. Have your intake forms available at all times; fill in the forms for the learner as required.

Process from intake to post-program evaluation



Materials required

- Accessible venue available for the duration of the program
- A whiteboard and projector or Smart Board
- Journals
- Binders and paper
- Pens and pencils
- Markers and poster paper
- Laptops if available
- Community Directory
- Name tags
- Handouts and forms
- Career Planner – Choosing an Occupation – Alberta Learning Information Service (ALIS) Planning Series Booklet
- Find a Job – Easy Reading Workbook – ALIS

Resources

Progress Profile, *Measuring Progress in Literacy Development* by Literacy Coordinators of Alberta, 1997.

Horsman, J., Murphy, J., & Norton, M. (2002). *The violence and learning: Taking action (VALTA)*, *Literacy Alberta*, 25.

Module 1: Introductions and program overview

Purpose

The module aims to create an environment that will:

- Increase the comfort and trust level amongst the women
- Help them to get to know each other and to get to know you, the facilitator
- Help them to find similarities and differences in their situations
- Make them want them to come back

Further, in this module, learners are introduced to Essential Skills.

This is the first class you will have with your group. Starting with this class, you and your learners begin to build a relationship that will endure throughout the program. To build a positive relationship here a few tips to remember:

- Be empathetic, but not condescending
- Be fair and understanding, but not a pushover.
- You are a facilitator, not a counsellor
- Keep an open mind
- If you stray from the content, remember that learning is more than just handouts and activities
- Give your group plenty of breaks, and time to reflect

Objectives

The objectives of this module are to help build group harmony, and establish guidelines and procedures for group behaviour throughout the program. The Essential Skills of Reading, Writing, Working with Others, Oral Communication, Continuous Learning and Thinking are practiced in this module.

Background information

Participants bring many life experiences, both positive and negative to the group. Likely, they may find some difficulty in sharing the negative experiences. With your guidance, the group needs encouragement and help to build a safe space to share their life experiences. As well, confidence and trust builds amongst the group through learning and practicing Oral Communication and Working with Others in this Module.

This module consists of four activities:

1. Introduction of learners and facilitator
2. Development of group guidelines
3. What are Essential Skills?
4. Overview of program modules

Time: 1 hour

Materials

Name tags

Paper and pens

Whiteboard or flipchart and pens

Time: 45 minutes

Materials

Flipchart and pens

Poster paper

Markers

Activity 1

Introduction of learners and facilitator

Goal: To become acquainted with each other.

STEP-BY-STEP INSTRUCTIONS

1. Explain that the learners are going to introduce each other in pairs. The facilitator says her name first and explains that the group learns more about each other through the exercise that comes next.
2. Next, describe the exercise. Ask the learners to write their names on the name tags provided.
3. Go around the circle and ask the learners to say their first and last name.
4. Distribute Handout 2: *Introductions* and explain that it is a reference sheet for what they ask each other. Let them know that the worksheet is a guideline only. Explain that if learners are not comfortable answering a question, they can refuse.
5. Pair up the learners and have them ask each other questions. Let the learners know that if they require help reading the questions, or writing down the answers, to please ask you for help.
6. Ask learners to write down their answers on the handout.
7. Once everyone has completed the task, go around the room and have each pair introduce each other. As the facilitator, introduce yourself first. Divulge information such as where you live, your job, what you have done in the past, how you came to facilitate this program, and anything else you want.
8. Write each person's name on the whiteboard as they introduce themselves.
9. At the end of introductions, emphasise that you are a group. Circle the names. You are on this journey together, to help and support one another without judgement. Thank everyone for sharing.

Activity 2

Development of group guidelines

Goal: Learners and facilitator develop group guidelines to follow for the duration of the program.

STEP-BY-STEP INSTRUCTIONS

1. Using Handout 3: *Guide to Brainstorming* ask the group to brainstorm ideas for guidelines and expectations that everyone agrees to follow during the program.
2. Ask the group to work together on developing a poster of the guidelines to display for the duration of the program. If there are too many learners, divide them into groups. There may be more than one poster displayed.
3. Remind participants that they have signed a confidentiality agreement. Review Form 4: *Confidentiality Agreement*.

Time: 45 minutes

Materials

Pens

Smart Board and laptop

YouTube video

Time: 30 minutes

Materials

Whiteboard or flipchart
and pens

Activity 3

What are Essential Skills?

Goal: To explore the definition of the nine Essential Skills.

STEP-BY-STEP INSTRUCTIONS

1. Give the group a short definition of the nine Essential Skills. Refer to Appendix 2: Introduction to Essential Skills.
2. Watch the YouTube video on Essential Skills:
www.youtube.com/watch?v=VXMDzT8x728
3. Work together to complete Handout 4: *The Nine Essential Skills*.

Activity 4

Overview of program modules

Goal: To provide an overview of the topics to be explored in the program.

STEP-BY-STEP INSTRUCTIONS

1. Review Handout 5: *Program Overview*.
2. Explain briefly each topic. Invite questions throughout the explanation.

Resources

Baumgartner, Jeffery. Step by Step Guide to Brainstorming. Retrieved from <http://www.jpb.com/creative/brainstorming.php>

Mann, Phyllis.[Don Present]. (2010, October 1). Essential Skills [VXMDzT8x728]. Retrieved from <https://www.youtube.com/watch?v=VXMDzT8x728>

Module 2: Health

Purpose

To learn about ways to maintain a healthy lifestyle for the new and expectant mother and her family. To practice the Essential Skills of Working with Others, Oral Communication, Continuous Learning and Thinking.

Objectives

The objectives of this module are to help improve Essential Skills introduced in module one while learning about health issues faced as a new or expectant mother. Further, the creation of a safe environment enables learners to share experiences, listen to a professional health care nurse and ask questions.

Background information

In this module, information is presented to help new and expectant mothers to make informed decisions conducive to good health, both physical and mental for themselves and their children. This module consists of one activity – a presentation from a Public Health Nurse. To prepare for the activity, you, as facilitator, meets well in advance of the session with the Public Health Nurse to determine the appropriate topics for the presentation. Some examples of topics are: visiting the doctor, medication, holistic medicine, mental health issues, child development.

Activity 1

Healthy lifestyle choices

Goal: To learn about health issues that can arise which are relevant to new and expectant mothers.

STEP-BY-STEP INSTRUCTIONS

1. Invite a Public Health Nurse from your community to present information to the group about health topics that are pertinent to new and expectant mothers and their children. Do this well in advance of the class. It is very likely that you have already met with the Public Health Nurse while promoting your program. Be sure to explain your expectations, such as:
 - Length of session
 - Materials required
 - Content of the presentation
 - Question and answer opportunity
2. Before you meet with the Public Health Nurse, ask the learners to write out questions they want answered by the nurse. This is completely anonymous, to ensure confidentiality. Their questions are added to the list of topics to be covered in the presentation.

Time: Length of the session depends on the number of topics to be covered by the Public Health Nurse

Materials: Materials determined by the Public Health Nurse

Module 3: Education

Purpose

To explore and prepare for tasks related to education for the new and expectant mothers' children. To practice the Essential Skills of Reading, Writing, Continuous Learning, Thinking, Document Use, Oral Communication, Working with Others, Computer Use and Numeracy.

Objectives

The objectives of this module are to help acquire and/or improve the Essential Skills necessary to navigate the educational system. The Essential Skills of Reading, Writing, Working with Others, Oral Communication, Continuous Learning, Thinking and Document Use are practiced in this module.

Background information

Some of the learners may have had negative experiences with education.

They may:

- Become defensive, emotional or scared when talking about school
- Have completed high school, but have literacy deficits
- Have dropped out of school and do not have the necessary skills required for success in everyday life
- Have support, or they may have people unwilling or unable to support them in their learning journey

You, as facilitator, will need to be attentive to the range of concerns. Further, it is likely that the learners will be at different levels of literacy. Some may need extra help to understand and use forms and/or communicate with school officials. For this module you may want help from a volunteer. You may have ideas for activities other than those presented. You have the freedom and knowledge to make changes as you want in an effort to help your learners along their learning journey.

This module consists of five activities:

1. What types of schools are available in the community?
2. Registering your child for school
3. Report cards
4. Parent teacher interviews
5. Problems at school

Time: 1 to 1.5 hours

Materials

Whiteboard or flipchart and pens

Laptops

Smart Board

Paper and pens

Community Directory

School pamphlets

Activity 1

What types of schools are available in the community?

Goal: To learn how to research the types of schools, such as Catholic and public schools in the learner's community using the internet and/or print material. To learn how to evaluate the best option.

Note: Prior to this activity, determine if schools in your community have websites. If not, gather information from either a Community Directory, if your community has one, or school pamphlets.

STEP-BY-STEP INSTRUCTIONS

1. Discuss with the class their prior experience with schools. Types of questions you can ask are: What type of school did you attend? What was your experience with school? What do you expect from a school?
2. If the schools have websites, ask learners to turn on their computers and explain that you will guide them through the process of searching using the internet to locate the number and kind of schools in their community. Some will need help, some will not. Help those who need it before proceeding to the next step.
3. Have your computer connected to the Smart Board. If you don't have a Smart Board, use a projector.
4. Show the group, step by step, how to connect to the internet and how to do an internet search.
5. Once everyone is on the correct website, navigate to the section on schools. Click on each school option; search for differences and similarities. Write down key information on the flipchart to discuss further.
6. Once everyone has read the information, have the students work in pairs.
7. Ask the pairs to work together and write down pros and cons of each school.
8. Share results with the class.
9. Ask if learners were able to make a decision about the school that best meets their child's needs.
10. Assist with weighing out options to help with decision making.

Time: 1 to 1.5 hours

Materials

Pens

Time: 1 to 1.5 hours

Materials

Pens

Projector or Smart Board

Laptop

Activity 2

Registering your child for school

Goals: To learn how to register a child for school. To practice completing a school registration form.

Note: In advance of the class and to prepare for this activity, find the website of your local school(s); download and print enough blank registration forms for your group. If the school(s) don't have a website, go in person to the school and get enough copies of the registration form for the group.

STEP-BY-STEP INSTRUCTIONS

1. Pass out to each learner a copy of the registration form you have chosen to use. All learners should complete the same form.
2. These documents are usually very hard to navigate, so be ready to help out as necessary.
3. If you can, project a copy of the form on the Smart Board.
4. Fill out the form together, explaining as you proceed.
5. Allow time for questions and answers.

Activity 3

Report cards

Goal: To learn how to decipher a report card.

Note: In advance of the class and to prepare for this activity, find the website of your local school(s); download and print enough student report card templates for your group. If the school(s) don't have a website, an example of an Alberta report card for your use can be found here: http://www.psd70.ab.ca/documents/Sample_Grade_7_Report_Card.pdf. If you are unable to retrieve a report card from the internet, you might want to go in person to the school and get enough copies of the report card for the group. If none of the above work, you may want to use Handout 7: *Student Report Card*.

STEP-BY-STEP INSTRUCTIONS

1. Pass out to each learner a copy the report card you have chosen to use. All learners should complete the same one. If you can, project a copy of it on the Smart Board.
2. Work through the report card form together, offering explanation and assistance.
3. Allow time for questions and answers.

Time: 1 to 1.5 hours

Materials

Paper and pens

Flipchart or whiteboard

Activity 4

Parent teacher interviews

Goals: To understand the objectives of a parent teacher interview. To prepare and practice for participating in a parent teacher interview.

STEP-BY-STEP INSTRUCTIONS

1. Pass out Handout 8: *Parent Teacher Interview Form*. Explain to the group that this is an example of a form that may be sent home with your child(ren).
2. Each learner fills out the form with you providing guidance.
3. Allow time for questions and answers.
4. Next, discuss with the group their expectations of a parent teacher interview. Write down key points on the board.
5. Using the Smart Board, project the link: Preparing for a Teacher Interview <http://www.teachers.ab.ca/Teaching%20in%20Alberta/Resources%20for%20Parents/Parent-Friendly%20Articles/Pages/PreparingforaParentTeacherInterview.aspx#some-resources-for-parents>
6. Review it with your group referring to the expectations generated by the group. You may want to role play with you as the teacher. Your communication as the teacher in the role play situation should be emotionally neutral, non-judgmental and informative. Go through a few scenarios with the learners. Ask the learners to add situations other than those listed. Examples of situations are:
 - Your child is awesome, great marks, no problem at school
 - Your child does great in schoolwork, but has problems in social situations
 - Your child does not get his homework done
 - Your child is falling behind in his schoolwork
 - Your child is disruptive in class
7. After they have had an opportunity to role play with you, you may want to encourage them to continue role playing with each other. Or, practice asking and answering questions in small groups.
8. Ask the learners to generate a list of questions that they could ask the teacher. The following is an informative website: <https://www.care.com/a/20-questions-to-ask-during-a-parent-teacher-conference-1309201640>

Time: 1 to 1.5 hours

Materials

Paper and pens

Flipchart or whiteboard

Activity 5

Problems at school

Goals: To discuss problems that may arise with children at school. To work together to find solutions.

STEP-BY-STEP INSTRUCTIONS

1. Invite a discussion with your learners about challenging situations that their children have experienced or may experience. Some examples are: bullying – both your child being the bully and your child being bullied; child struggling with learning; teachers not meeting your expectation; child receiving too much homework and so on. Write down all ideas on the flipchart.
2. Ask learners to work in pairs or small groups. Give each group a situation to discuss. Ask them to generate solutions and write them down to share with the group.
3. Ask each group to share their list with the class. Discuss as a large group.
4. Invite the group to write down the problem and solutions for future reference.

Resources

Evergreen Catholic Separate Regional Division No.2. [Student Registration]. (2014, September 3).

Parkland School Division No. 70. [Student Progress]. Retrieved from http://www.psd70.ab.ca/documents/Sample_Grade_7_Report_Card.pdf

Ross, Meghan. Retrieved from: <https://www.care.com/a/20-questions-to-ask-during-a-parent-teacher-conference-1309201640>

The Alberta Teachers Association. Retrieved from: <http://www.teachers.ab.ca/Teaching%20in%20Alberta/Resources%20for%20Parents/Parent-Friendly%20Articles/Pages/PreparingforaParentTeacherInterview.aspx#some-resources-for-parents>

Module 4: Employment

Purpose

To explore the kind of employment suitable to the learner and available in her community. To understand and practice the tasks related to job search. To practice the Essential Skills of Reading, Numeracy, Oral Communication, Continuous Learning, Thinking, Writing, Working with Others, Computer Use, Document Use.

Objectives

The objectives of this module are to help learners acquire or improve the Essential Skills necessary to search and apply for employment in the community. Reading, Writing, Working with Others, Thinking and Document Use skills are the focus for completing the activities in this module.

Background information

This module consists of five activities:

- What types of occupations suit me?
- Finding a job
- Writing a resume
- Filling out job applications
- Interview practice

Activity 1

What types of occupations suit me?

Goals: To research occupations. To determine the most suitable occupation.

Note: Prior to this activity, request sufficient *Career Planner: Choosing an Occupation* booklets from the Alberta Works office, if there should be one in your community. This resource is also available online for your use. You may want to invite a volunteer to help with this activity.

STEP-BY-STEP INSTRUCTIONS

1. Have your computer hooked up to the Smart Board. If you don't have a Smart Board, use a projector.
2. Go to a new webpage and type into the address bar the following address:
<https://alis.alberta.ca/pdf/cshop/careerplanner.pdf>
3. Display online booklet on the Smart Board.
4. Hand out *Career Planner: Choosing an Occupation* booklet to your learners.

Time: 2 hours

Materials

Whiteboard or flipchart and pens

Laptop

Smart Board

Career Planner: Choosing an Occupation booklet

Paper and pens

Time: 1 hour

Materials

Smart Board

Flipchart and pens

Laptops

Copies of the most recent community newspaper

5. Discuss with the class the types of careers that interest them, work they have dreamed about doing, what they wanted to be when they grew up. Write the results on the flipchart.
6. Ask the learners to work in pairs to go through the exercise What Do I need to Know on page 21 of the booklet. Project this section of the booklet on the Smart Board.
7. Explain that each pair will work through the exercises with the objective of narrowing their choices. Be sure to work through the exercises with the learners to make sure they understand them.
8. After the learners complete the exercises, ask them to go to page 33. From page 33 to 46 they will read about occupations that are best suited to them based on the results of the first exercises they completed.
9. Elicit discussion with your learners as you work through booklet. Talk about your own personal experiences. Ask your learners about their experiences
10. Learners may keep the booklet for their own use.

Activity 2

Finding a job

Goal: To learn the steps of searching for a job.

Note: Prior to this activity, be sure that you are familiar with a couple of popular job search websites such as: www.monster.ca or www.jobbank.gc.ca. You may want to invite a volunteer to help work with the students when completing the activities. There are two parts to this activity.

STEP-BY-STEP INSTRUCTIONS

Part A

1. Brainstorm with the class ways to conduct a job search. Some responses may be: online, newspaper, job board and so on. Record the responses on the flipchart. Discuss the ideas as a class and answer questions as they arise.
2. Ask the learners to work in pairs. Hand out a newspaper to each of the pairs.
3. Direct them to the employment section of the newspaper.
4. Ask each pair to write down five jobs they saw.
5. Once all pairs are finished, have them share their results with the class. Write the jobs on the flipchart.
6. Discuss some of the jobs. What are the required qualifications? What are the instructions for applying? Are there deadlines to apply?

Part B

7. Ask the learners to open their laptops and turn them on. Explain to the class that they are going to use different ways to search for a job online.
8. Project your laptop on the Smart Board.

Time: 2 hours

Materials

Smart Board

Flipchart and pens

Laptops

Easy Reading Find a Job
booklet

9. Step by step, with demonstration, direct the learners to the job search website you chose and show them how to conduct an internet job search. Do this very slowly, as computer skills may be at low levels.
10. Teach the learners how to narrow their search to their community, their occupation of choice and so on. Every web site is different, but the basic search criteria is similar.
11. Throughout this activity, discuss and answer questions as they arise.

Activity 3

Writing a resume

Goals: To learn about the function and types of resumes. To write a resume.

STEP-BY-STEP INSTRUCTIONS

Note: You may want to invite a volunteer(s) to help work with the learners when completing the activities. Be prepared to offer considerable one-on-one help for this activity. There are two parts to this activity.

Part A

1. Connect your laptop to the Smart Board.
2. Type the following website address into the address bar:
<http://alis.alberta.ca/pdf/cshop/FindAJobStudent.pdf>
3. Hand out the *Easy Reading Find a Job* booklet to your learners.
4. Direct the learners to page 5. Explain to the learners that by working through the exercises they will identify skills and learn how to express their experience in order to write their resume.
5. Work through pages 5 to 7 as a large group. Break out into small groups and ask the learners to work individually within their group to complete pages 8 to 11. Have the volunteers work one on one within the group to assist with the exercises.

Part B

6. Explain the types of resumes.
7. Direct the learners to go to page 12 of the booklet. Project the page on the Smart Board. Work through pages 12 to 22 in the booklet to learn about types of resumes and with the objective for each learner to decide the most appropriate format for them.
8. Help the learners decide which the best format is for them. Once they decide, have them break into groups based on their choice. A volunteer should be ready to work with each group.
9. Using laptops or pen and paper, help the learners develop their resume. They can follow the examples and instructions on pages 22 to 28 of the booklet. If they have the skills to use Microsoft Word, learners can use it to develop a resume. If they do not have computer skills, suggest they write out their resume. A volunteer could assist in typing their resume in a Word document.
10. Ask the learners to hand in their resume. Explain that you will review, edit and revise it if needed.

Time: 1 hour

Materials

Pencils or pens

Smart Board

Laptop

Time: 2 hours

Materials

Smart Board

Flipchart and pens

Laptops

Easy Reading Find a Job
booklet

Activity 4

Filling out job applications

Goal: To complete a job application.

STEP-BY-STEP INSTRUCTIONS

1. Ask the learners if they have any prior experience filling out application forms. You can use a personal example from your own experience as well.
2. Distribute a job application form. You can find one at <http://www.walmartcanada.ca/careers/>
3. Work through the application line by line; ask the learners to complete it while you describe the expectations. Complete each section to demonstrate to the learners how to respond to each question.
4. Ask questions to ensure understanding.
5. Discuss the challenges and successes the learners had while doing this activity.

Activity 5

Interview practice

Goal: To practice interviewing for a job.

Note: There are three parts to this activity.

STEP-BY-STEP INSTRUCTIONS

Part A

1. Provide a paper copy of the booklet to the learners; explain to the class that they are going to learn about job interviews.
2. Have the learners turn to page 62 of the *Easy Reading Find a Job* booklet. Project the document on the Smart Board. Review pages 62 to 67 with the class. Learners can follow along in the paper copy of the booklet.
3. Discuss the content with the learners. Answer any questions which may arise.
4. Next, review pages 72 and 73. Explain the importance of learning the parts of the interview and being attentive to the tips.

Part B

5. Generate a list of questions that employers may ask. Write the questions on the flipchart.
6. Next, generate possible answers for each question. Suggest they use these questions as a guide: What is the employer really asking? What is the best response for each question?
7. Distribute Handout 10: *Job Interview Questions*.
8. Review the questions and generate answers for the questions. Discuss what the most appropriate answer for each question is.

Part C

9. Ask the learners to work with a volunteer interviewer, one on one.
10. Learners will be interviewed for three positions using Handouts 11, 12 and 13. Once completed, come back together as a group to discuss what was learned: What was easy? What was hard? What would they do different?
11. Have the volunteer interviewers speak about the positive aspects of each interview.

Resources

Career Planner: Choosing an Occupation Alis.alberta.ca Alberta Government.
Retrieved from <https://alis.alberta.ca/pdf/cshop/careerplanner.pdf>

Easy Reading Find a Job Alis.alberta.ca Alberta Government.
Retrieved from <http://alis.alberta.ca/pdf/cshop/FindAJobStudent.pdf>

Module 5: Just for mom

Purpose

To explore ways new and expectant mothers can take time for themselves.

Objectives

The objectives of this module are to help learners discover ways to make time for themselves. The Essential Skills of Oral Communication, Continuous Learning, Thinking, Writing, Working with Others, Reading, and Document Use are the focus in this module.

Background information

This module consists of three activities:

1. It's okay to take time for yourself
2. What are your hobbies and interests?

Activity 1

It's okay to take time for yourself

Goals: To discover ways to take time for themselves. To learn that taking time for themselves is necessary to maintain positive emotional and physical health.

Note: Before this session, find information about leisure activities offered by your community. Use the community directory, business pamphlets or community website to generate ideas. Some examples are yoga, walking trails, swimming, craft making, fitness classes, manicures, massages and so on. You may also want to invite a volunteer to help with computer use for this activity.

STEP-BY-STEP INSTRUCTIONS

1. Pass out Handout 14: *Moms' Me Time*.
2. Discuss with the group what taking time for themselves looks like. Questions such as: Do you take time for yourself on a daily basis? What do you do for yourself when taking "me" time? How difficult is it to make time for yourself?
3. Have your computer hooked up to the Smart Board. If you don't have a Smart Board, use a projector.
4. Have everyone turn on their computer and explain step by step how to find "me time" activities available in their community. Depending on your community, you may have to use Google or Facebook groups. Be prepared to help them with search words they can use.

Time: 1 hour

Materials

Whiteboard or flipchart
and pens

Laptops

Smart Board

Paper and pens

Community Directory

Leisure activity
pamphlets

5. Once everyone has found some information, have a class discussion about what they have found in their search. Learners will talk about what they found that interests them most. They can share experiences about what they have done in the past, or what they dream of doing. As a facilitator, use your personal experiences to elicit responses from your learners.
6. Using the information they learned through the internet search, Community Directory and pamphlets, have them complete Handout 15: *What I will do for My Time*.
7. Generate a group discussion about the kinds of “me” time each learner might enjoy and how they will make time for it.

Time: 1 hour

Materials

Whiteboard or flipchart
Paper and pens

Activity 2

What are your hobbies and interests?

Goals: To learn how hobbies are important to overall wellbeing. To identify hobbies and interests that are cost and time efficient.

STEP-BY-STEP INSTRUCTIONS

1. Ask the learners to work in pairs using Handout 16: *My Hobbies and Interests*. Explain that the handout offers guidance to help them focus their discussion on the hobbies and interests they have or would like to explore.
2. Ask them to think about how much time per day, week or month, their hobbies and interests require.
3. Have each pair present to the class their findings.
4. Allow time for questions and answers.

Module 6: Finishing up and next steps

Purpose

To evaluate the program. To help learners move forward with their goals and knowledge.

Objectives

The objectives of this module are to help learners reflect on the program benefits, and set goals for the future and discuss pathways to reach them. An opportunity to recognize and celebrate each other's success is part of this final group meeting. The Essential Skills of Reading, Writing, Working with Others, Oral Communication, Thinking and Continuous Learning are practiced in this module.

Background information

This module consists of three activities:

1. Reflection on program experience
2. Next steps and evaluation
3. Completion ceremony

Activity 1

Reflection on program experience

Goal: To reflect on the experiences of the program

STEP-BY-STEP INSTRUCTIONS

1. Break the group into pairs.
2. Give each pair several pieces of poster paper and markers.
3. Invite each pair to write on the poster paper what they experienced in the class. They can use words, pictures or both. Explain that it could be what they learned, feelings, emotions, reactions, and so on.
4. Once completed, put all of the posters on the wall, and have each pair explain their poster.
5. You can compile all of the words on one paper. If pictures are used, they can be cut out and placed on the paper, or the group can discuss words that can be used instead of the picture. Or use a computer program such as Wordle which puts all of the words together. During a break, print or photocopy it to give to each learner to keep.

Time: 30 minutes

Materials

Poster paper

Markers

Time: 30 minutes

Activity 2

Next steps and evaluation

Goals: To have the learners evaluate the program. To meet individually with each learner to discuss their future learning goals.

STEP-BY-STEP INSTRUCTIONS

1. Meet with each individual learner to discuss her future learning goals, and what she liked and disliked about the program.
2. Ask the learner to bring Form 6: *Learning Plan* and Handout 1: *Progress Summary*. You should have copies of these in your file as well.
3. Go through each document with the learner. Encourage, inspire and raise their spirits about the progress they made. Be a cheerleader for your learners.
4. Discuss with them their next steps. Have they reached their goals, or do they need further help? Do they want to gain employment? Do they want further learning such as taking a college course or some other type of education, for example, computer basics, assertiveness, or anger management? Find out how you can help them. It may be helping to refer them to another agency for courses, job search or other kinds of help.
5. Establish a means for further contact. You will want to follow up with your learners. Make a plan to contact them in one week, one month, or whatever seems appropriate for the individual and you.
6. Ask the learner to complete Form 7: *New and Expectant Mothers Essential Skills Training Program Evaluation*. Help as necessary.

Time: 1 to 2 hours

Activity 3

Completion ceremony

Goal: To celebrate success.

Before the last session you may want to discuss with your group what they would like to do to celebrate their completion of the program on the last day. They and you come prepared to celebrate in the way the group has decided. Some ideas to guide the discussion are:

- Go out for lunch as a group
- Go out for dinner as a group
- Have a pot luck where everyone can invite their families, and you can invite people who were involved in the program
- Have a family picnic
- Hold a traditional graduation party
- Give the learners a small gift of appreciation
- Do something individually with each learner
- Do nothing

Some of the learners may be very uneasy in a group, and do not want to go out with other people. Be sensitive to personal preferences and attempt to reach consensus.

Appendix 1: Principles of adult learning and helping skills

Purpose

Facilitating adult learning programs starts with asking yourself:

- What do I know about adult learners?
- Do I have a good foundation in adult learning to guide my practice?

Without having a basic understanding of adult learning principles, building positive relationships may be challenging for reasons not known to you. Equally important to knowledge about adult learning is your understanding and use of a process that guides your communication with a learner. If you reflect on your own adult learning experiences you may find that what made your experience positive or negative is how grounded your learning experience was in adult learning principles and whether the process was an engaging one that moved you towards your goal.

In this section, you are introduced to a theoretical construct or model intended to provide the foundation to build your relationship with adult learners. First, you'll explore Malcolm Knowles' (1982) theory for the purposes of understanding adult learning in the context of the Community Adult Learning System. His theoretical principles are used extensively with adult literacy learners. Knowles' work is a helpful guide for essential aspects of your work with adult learners. These include:

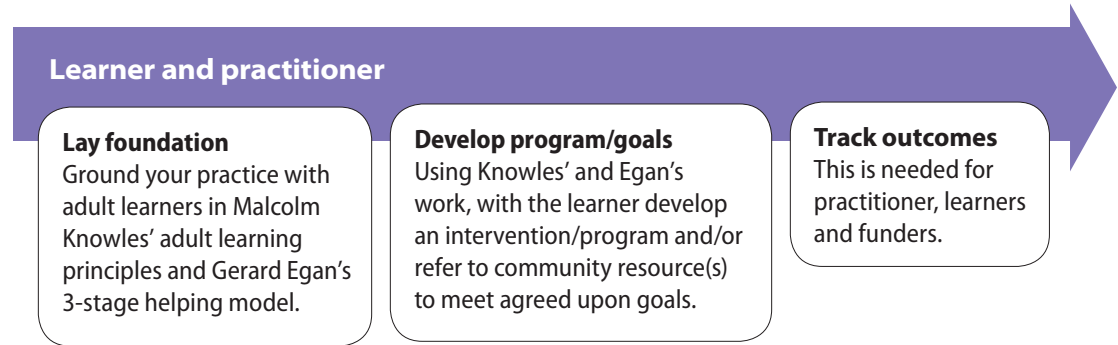
- Needs assessment
- Goal setting
- Action planning
- Development of an intervention/program
- Measurement of outcomes

For the purposes of this section, you will focus on adult learning principles only and not on adult learning styles. Learning styles elaborate the various ways learners learn, for example visual, auditory, kinesthetic and so on.

Second, an introduction to Gerard Egan's (1998) 3-stage model describes a simple process of "helping". A process provides a path with stopping off points for you the practitioner and your learner to explore important questions. Without a path, it is easy to get lost along the way in assisting your learner. From the starts and stops along the way, the learner and practitioner are continuously assessing the learner's progression and making adjustments as needed. Through consistent validation of the milestones accomplished, adult learners build the confidence and skills necessary to tackle further learning. For literacy learners, tackling further learning is one of the most important outcomes achieved.

The following schematic represents the process that lays the groundwork for the path shared by practitioner and learner.

Building a pathway with adult learners



Often one of your biggest challenges is bridging the gap between theory and the application of theory to real-life situations. For the purposes of working with literacy learners we'll explore the definition of learning first, followed by Knowles' theory. When discussing the definition of learning, an important aspect to remember is the depth to which skills and knowledge are processed. Generally this definition of learning includes the concepts of reflective and non-reflective learning.

Jarvis (1992) pointed out that learning may be reflective and non-reflective. Non-reflective learning is memorization or repetitive performance of a simple task. Reflective learning requires more thinking; it is when learners seek to understand the "why's" of something. The knowledge or skill can be broken down into parts and reassembled in a new form to be used differently. Learning in this respect moves along a continuum; at one end is non-reflective learning while reflective learning is at the other end. For example, simply memorizing how to add fractions would be leaning towards the non-reflective end of the continuum. If, however, you wanted to use this mathematical operation to measure and calculate various lengths of wood and fabric, or to measure ingredients for a recipe, you would be moving toward the reflective end of the continuum. You would be processing this skill at a deeper level in order to apply it across a variety of situations. If we accept that learning is best viewed as occurring along a continuum, then when facilitating learning or designing a learning opportunity the process also needs to be viewed as a continuum based on your learner's strengths, needs and goals.

Just as there is a continuum in learning there is a range in adult education approaches. In the last 50 plus years, adult education has swung from pedagogy, commonly understood as a "teacher-centered" approach to andragogy, understood as a "learner-centered" approach. Today, the approach rests somewhere in the middle.

The following table distinguishes nicely the differences between pedagogy and andragogy (Herod, 2002).

Pedagogy (teacher-centered)	Andragogy (learner-centered)
Learners are dependent	Learners are independent and self-directed
Learners are externally motivated	Learners are intrinsically motivated (interested in learning)
Learning environment is formal and characterized by competitiveness and value judgments	The learning environment is more informal and characterized by equality, mutual respect and cooperation
Planning and assessment is conducted by the teacher	Planning and assessment is a collaborative affair between teacher and student
Teaching is characterized by transmittal techniques (lectures, assigned readings etc.)	Teaching is characterized by inquiry projects, experimentation, independent study
Evaluation is accomplished mainly by external methods (grades, tests and quizzes)	Evaluation is characterized by self-assessment

As the table shows there is stark contrast between pedagogy and andragogy approaches. These terms are a bit of a mouthful so many adult educators use the terms “directed learning” when referring to pedagogy and “facilitated learning” when referencing andragogy. Knowles used the term andragogy to mean the “art and science of helping adults learn” and other adult educators too came to see the false distinction between andragogy and pedagogy. For example, some children do well with a “facilitated” approach and some adults do well with a “directed” approach. It is through this discovery that Knowles later on in his work recognized the middle of the continuum best represented his theory about adult learning.

Near the middle of the continuum, his assumptions about approaches to adult learning are best described as “problem-based and collaborative”. He did not subscribe to a didactic and lecturing approach nor to a completely self-directed one, both of which are represented on the extremes of the continuum. Further, he acknowledged at any given time a learner may shift position on the continuum due to factors such as the subject matter, learning objectives and learning style. Generally, the characteristics of directed and facilitated learning and that which falls in between, problem-based and collaborative, are captured in the snapshot below.

Characteristics of directed, problem-based/collaborative and facilitated learning

Directed learning	Problem-based and collaborative	Facilitated learning
Characterized by lecturing, drills, memorization, question and answer, and immediate feedback. Teacher acts as “sage on the stage” for setting learning objectives and assessing skills/knowledge.	Characterized by guided discussions, group work, problem-based learning. Teacher and students negotiate learning objectives to some extent. Assessment is a collaborative effort between teacher and learner.	Characterized by independent projects, learner-directed discussions, critical thinking. Teacher acts as “guide on the side”. Learners set learning objectives with some guidance.

This said, Knowles' (1984) research holds a set of assumptions about how adults learn. For adults to be engaged in learning he identified six principles. They are:

1. Adults are relevancy oriented
2. Adults are internally motivated and self-directed
3. Adults bring life experiences and knowledge to learning experiences
4. Adults are goal oriented
5. Adults are practical
6. Adult learners like to be respected

If you think back on your own positive and negative adult learning experiences, how many of the six adult learning principles were in place? Throughout your interactions with learners, being mindful of the six adult learning principles approaches to adult learning helps to stay focused more on the learner's needs and less on your own. Sometimes these principles may not always be evident with learners for a number of reasons – lack of confidence, fear, shame and so on. You as a practitioner, in building a relationship with your learner, must make every opportunity to recognize, use and applaud each of the six principles.

Developing a helping relationship with your learner

Armed with a deepening understanding of adult learning principles, let's return to mapping out how you would apply this to a learner interaction. The mapping usually involves three steps:

1. First, a learner comes to seek information; he/she may have been referred or comes on his own. Or, you may see a community need to offer literacy training to a group.
2. In both cases, either working one-on-one or with a group, you need to build a respectful, trusting, and caring relationship. Without these elements in a "helping" relationship, the outcomes may not reflect the desire.
3. Next, as a practitioner, how do you build this relationship to establish goals, processes and outcomes with your learner? For some, you may have years of experience and/or formal training that provides you with the skills and confidence. For others, intuitively you may have a sense of what needs doing but not a clear process of how to proceed. Still others may be completely new to the field and grappling with how to go forward. In any case, an introduction to a simple, effective framework may serve your needs.

Gerard Egan, author of *The Skilled Helper – A Problem Management Approach to Helping* (1998), developed a simple 3-stage model. This model guides helpers to build relationships that empower people to take responsibility for their own goals and develop opportunities. The person's own agenda is central, and the model seeks to move the person towards action leading to outcomes which they choose and value.

This model is a framework for conceptualising the helping process, and is best used in working on recent past and present issues. Helping takes place in a variety of settings – teaching, facilitating and counselling. Egan's model can be used in all these helping relationships and for this reason it was chosen for working with literacy learners. Furthermore, a model keeps us from thrashing around wondering where to go next; it provides a road map of sorts.

The Egan model aims to help the practitioner and learner address three main questions. They form the skeleton of Egan's model.

1. What is going on?
2. What do I want instead?
3. How might I get to what I want?

In each of the three stages, there are three overall aims prompted by questions. By using the questions and directives with the learner you will more easily be able to help the learner identify the issues and plan accordingly to work towards resolution.

- Stage 1 current scenario:
Gathering information will aid in getting a current picture of the learner's life and where the focus would be best placed.
- Stage 2 preferred scenario:
You are helping the learner determine what they want and need in their life. The aim is to establish realistic, manageable and measurable goals.
- Stage 3 action strategies:
The ultimate aim is to develop a realistic plan with specific actions to be taken complete with timelines.

Sometimes in your work, relationships come to an abrupt end with some of your learners and often there is little you can do about it. This said, stage models focussing on beginnings, middles and endings do help you to think about what might be involved at different times in the relationship and develop appropriate guidance.

Egan's 3-stage model

Stage 1: Current scenario	Stage 2: Preferred scenario	Stage 3: Action strategies
<p>The Story What's going on?</p> <p>↓</p> <p>Blind spots What's really going on?</p> <p>↓</p> <p>Leverage Need to focus/prioritize.</p>	<p>Possibilities What do I want/need?</p> <p>↓</p> <p>Change Establish goal(s).</p> <p>↓</p> <p>Commitment Are goals right?</p>	<p>Possible actions How many ways are there?</p> <p>↓</p> <p>Best fit What will work for me?</p> <p>↓</p> <p>Plan What next and when?</p>

Summary

Using Knowles' theory and Egan's 3-stage model with your learners accomplishes two things. First, Knowles' work reminds you to view adults not as empty vessels waiting to be filled but rather as full vessels with a mixture of experience, skills and beliefs. This experience, skills and beliefs is what propels all of us in meeting our learning goals. At a different point and time in adult's lives, we may require adding new skills and experiences to the mixture in order to meet new goals.

Second, Egan's 3-stage model provides a process to guide how you and the learner ferret out the needed additions to the mix. The aim here is to help create a learner's pathway that will take us as learners from where we are now to where we want to be.

Resources

Egan, K. (1998) *The Skilled Helper. A problem-management approach to helping*, Pacific Grove: Brooks/Cole.

Knowles, M. S. et al (1984) *Andragogy in Action. Applying modern principles of adult education*, San Francisco: Jossey Bass.

Appendix 2: Introduction to Essential Skills

Over the years, the definition of “literate” has expanded beyond one’s ability to simply read, write and spell. With the increasing popularity of technology, demands on individuals to deal with a plethora of information in their workplace and at home has dramatically increased. Today being literate refers to the ability to locate, understand, evaluate, use and convey information at home, work and in the community. According to the Government of Canada (2014), this broader definition of being literate is best understood by referring to Essential Skills.

Generally, Essential Skills are used by people to carry out a wide variety of everyday life and work tasks. They are not the technical skills required by particular occupations but rather the skills applied in all occupations. For example, writing skills are required in a broad range of activities. The complexity and frequency of writing varies, of course. Some people write simple grocery lists, while others write training manuals.

Further, Essential Skills are **enabling skills** that:

- Provide people with a foundation to learn other skills
- Enhance people’s ability to adapt to change

The following table lists, describes and provides examples of the nine Essential Skills.

The Nine Essential Skills

Essential Skills	Typical applications	Workplace examples	Community examples
Reading Understanding materials written in sentences or paragraphs (e.g. letters, manuals).	Scan for information or overall meaning. Read to understand, learn, critique or evaluate. Analyze and synthesize information from multiple sources or from complex and lengthy notes.	An airline sales agent reads notices on a computer screen, such as special handling requirements or weather information.	You may use this skill to understand a lease agreement for a new apartment.
Document Use Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.	Read signs, labels or lists. Understand information on graphs or charts. Enter information in forms. Create or read schematic drawings.	A bricklayer interprets blueprints to determine the height, length, and thickness of walls.	You may use this skill when referring to a bus schedule to plan an outing.
Numeracy Using numbers and thinking in quantitative terms to complete tasks.	Make calculations. Take measurements. Perform scheduling, budgeting or accounting activities. Analyze data. Make estimations.	Payroll clerks monitor vacation entitlements to prepare budget and scheduling forecasts.	You may use this skill to complete an application for a credit card.

<p>Writing</p> <p>Communicating by arranging words, numbers and symbols on paper or a computer screen.</p>	<p>Write to organize or record information.</p> <p>Write to inform or persuade.</p> <p>Write to request information or justify a request.</p> <p>Write an analysis or a comparison.</p>	<p>Human resources professionals write recommendations on issues such as workplace health and safety.</p>	<p>You may use this skill to complete an application for a credit card.</p>
<p>Oral Communication</p> <p>Using speech to exchange thoughts and information.</p>	<p>Provide or obtain information.</p> <p>Greet, reassure or persuade people.</p> <p>Resolve conflicts.</p> <p>Lead discussions.</p>	<p>Office clerks take messages and share information by phone and in person.</p>	<p>You may use this skill to explain a food allergy to a server at a restaurant.</p>
<p>Working with Others</p> <p>Interacting with others to complete tasks.</p>	<p>Work independently, alongside others.</p> <p>Work jointly with a partner or helper.</p> <p>Work as a member of a team.</p> <p>Participate in supervisory or leadership activities.</p>	<p>Municipal engineers work with technicians, inspectors, and suppliers to complete</p>	<p>You may use this skill when working with volunteers to organize a fundraising activity.</p>
<p>Thinking</p> <p>Finding and evaluating information to make a rational decision or to organize work.</p>	<p>Identify and resolve problems.</p> <p>Make decisions.</p> <p>Find information.</p> <p>Plan and organize job tasks.</p> <p>Use critical thinking.</p> <p>Use memory.</p>	<p>Paramedics diagnose a patient's condition based on medical charts and their own observations. They use their judgment to start an appropriate treatment plan.</p>	<p>You may use this skill to research and select courses at your local adult learning centre.</p>
<p>Computer Use</p> <p>Using computers and other forms of technology.</p>	<p>Use different forms of technology, such as cash registers or fax machines.</p> <p>Use word processing software.</p> <p>Send and receive emails.</p> <p>Create and modify spreadsheets.</p> <p>Navigate the Internet.</p>	<p>Telephone operators use customized software to scan databases for telephone numbers or long distance calls.</p>	<p>You may use this skill when withdrawing or depositing money at an automatic teller machine (ATM).</p>
<p>Continuous Learning</p> <p>Participating in an ongoing process of improving skills and knowledge.</p>	<p>Learn on the job.</p> <p>Learn through formal training.</p> <p>Learn through self-study.</p> <p>Understand your own learning style.</p> <p>Know where to find learning resources.</p>	<p>Retail sales associates improve their skills and knowledge by attending sales training and reading product brochures.</p>	<p>You may use this skill when attending a first aid course at a community centre.</p>

Essential Skills titles and descriptions serve as a common language between workers, employers, educators and service providers. Since Essential Skills use the language of the workplace, they serve as a way for educators to discuss skill gaps with employers and employees. In addition, because they describe functional tasks, Essential Skills can be used to describe what individuals do at home, at school and in the community. This common language is useful to individuals involved in skills upgrading and to the service providers supporting individuals as they work towards their next steps.

The common language of Essential Skills is based on international research. In 1995 research to understand the literacy levels of populations as a whole was carried out by the International Adult Literacy Survey (IALS). They sought to understand and compare literacy levels across countries. It focused on measuring the proficiency levels of processing information across three literacy domains: prose, document and quantitative. Prose literacy is described as the knowledge and skills needed to understand and use information from texts including editorials, news stories, poems and fiction. Document literacy is described as the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, schedules, tables and graphics. While quantitative literacy is the knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing a chequebook, figuring out a tip, completing an order form or determining the amount of interest on a loan.

It was found that by simply categorizing commonly used skills into nine categories was not helpful enough for service providers to build training around acquisition of the skills. They needed to know whether the learner was a beginner or a more advanced user of the skill. This question led IALS to develop five broad literacy levels used to describe the level at which the learner was performing the task.

Descriptions of each of the five IALS literacy levels follows:

- **Level 1:** read relatively short text, locate and enter a piece of information into that text, and complete simple, one-step tasks such as counting, sorting dates or performing simple arithmetic.
- **Level 2:** the ability to sort through “distractors” plausible, but incorrect pieces of information, to integrate two or more pieces of information, to compare and contrast information and to interpret simple graphs.
- **Level 3:** demonstrate the ability to integrate information from dense or lengthy text, to integrate multiple pieces of information and to demonstrate an understanding of mathematical information in a range of different forms. Level 3 tasks typically involve a number of steps or processes in order to solve problems.
- **Level 4:** tasks involve multiple steps to find solutions to abstract problems. Tasks require the ability to integrate and synthesize multiple pieces of information from lengthy or complex passages, and to make inferences from the information.
- **Level 5:** requires the ability to search for information in dense text that has a number of distractors, to make high-level inferences or use specialized background knowledge and to understand complex representations of abstract formal and informal mathematical ideas.

Overall, it is generally accepted that individuals who can demonstrate competency with Level 3 tasks are able to manage the demands of daily life and of most entry-level jobs. For this reason, literacy programming tends to focus on skill development for tasks at Levels 1 and 2, with some upgrading reaching into Level 3. The key point here is that the level of literacy one needs depends on the context.

As a facilitator your goal is to:

- Help the learner assess which Essential Skills are needed to accomplish the task
- Assess the functioning literacy level of the learner
- Develop learning strategies that match the learner's level of literacy

To summarize, remember that Essential Skills are dormant until there is a task. Essential Skills are not tasks, they are used to complete a task. Furthermore, the literacy level of the learner needs consideration in order for the learning to be effective. For a more thorough discussion of Essentials Skills, review Unit 13 in *Creating Learning Partners* (2007).

Resources

Creating Learning Partners: A Facilitator's Guide for Training Effective Adult Literacy Tutors (2007). Calgary, Alberta. Literacy Alberta.

Kirsch, I. (2001). *The International Adult Literacy Survey (IALS): Understanding What Was Measured*. Educational Testing Service (ETS).

Ontario skills passport. (2010). Ottawa, Ontario: Government of Ontario. Queen's Printer of Ontario.

Essential Skills Development for New and Expectant Mothers

Forms

Interview Questions

How did you hear about our program?

Why do you want to join the program?

What is your goal after completing the program?

What are some skills you would like to improve?

What did you like and dislike about your previous educational experience?

How do you like to learn?

Do you have any comments or concerns?

Registration Form for New and Expectant Mothers Essential Skills Training

Name _____

Address _____

Phone Number _____

E-Mail Address _____

Birthdate _____ day _____ month _____ year

Marital Status

_____ Single _____ Married _____ Single Parent/Separated/Divorced/Widowed

Schooling History

No schooling, Gr. 1-3, Gr. 4-6, Gr. 7-9, Gr. 10+, Other

Where did you go to school? _____

Employment

Are you employed? _____ If yes, where? _____

Student Information

Do you have your own transportation? Yes No

When are you available for learning? Morning, Afternoon, Evening

How often would you like learning? Once a week, Twice a week

Do you require childcare? Yes No Sometimes

Agreement and Signature

Before signing, please carefully listen to the following waiver:

Waiver:

1. I agree to allow the personal information I have provided to be shared only with people willing to teach me. This information will not be revealed to anyone else without my permission.
2. Facilitators will be required to sign a confidentiality agreement before they receive the information
3. All of my personal information will be shredded after two years of inactivity, unless I give written directions otherwise.

Name (printed) _____

Signature _____

Date _____

HALS Representative Signature _____

Date _____



Confidentiality Agreement

Privacy is a very important right of all people who are part of the Hinton Adult Learning Society. Each person, whether student, staff, volunteer, contractor or board member, must respect the confidentiality of all private information and materials. It is especially important that the identity of learners be protected. A breach of confidence could be very damaging to the individual, and to the program as a whole.

In a small community, careful steps must be taken to prevent breaking confidentiality. Students, staff, volunteers, contractors and board members are encouraged to talk about adult learning and literacy, but should avoid using any details about learners that might reveal his or her identity. Learners should never be identified without their explicit permission. This restriction includes your family, close friends and acquaintances.

This is meant to guide students, staff, volunteers, contractors and board members in maintaining the privacy and dignity of our learners, as well as the integrity of Hinton Adult Learning Society.

I _____, agree to maintain confidentially at all times, even after conclusion of my relationship with Hinton Adult Learning Society.

Signature: _____ Date: _____

HALS: _____ Date: _____
Executive Director

Essential Skills Checklist

1. READING SKILLS

- Read for understanding information or meaning
- Read to understand and learn
- Read from more than one book or from long books and understand

2. DOCUMENT USE

- Read signs, labels and lists
- Understand information on graphs or charts
- Enter information on forms
- Understand prescriptions and forms

3. WRITING

- Write to communicate
- Write comments on a report card
- Write to journal or keep a diary

4. NUMERACY

- Add, subtract, multiply and divide
- Take a measurement, use a ruler or tape measure
- Understand a phone bill or utility bill
- Understand interest on bills and banking information

5. ORAL COMMUNICATION

- Make someone understand what you need
- Understand what someone is communicating to you
- Communicate calmly even if you are in a negative moment

6. THINKING

- Making good decisions
- Set long term goals and work towards them
- Plan to organize goals
- Know where to find information and resources
- Remember information or develop skills to help memory

7. WORKIING WITH OTHERS

- Work with another person/partner
- Work in a work setting as a member of a team
- Be able to work unsupervised and finish an assignment
- Help someone else with a job

8. COMPUTER USE

- Use the internet to find information
- Send and get an email
- Know how to use parental controls on your internet, cable etc.

9. CONTINUIOUS LEARNING

- Be able to know your own needs and what us stressing you
- Know who can help you in your community
- Know how to organize your time and resources
- Know you're valuable
- Make a contract with yourself and keep it
- Understand and live the difference between aggressive and assertive
- Understand your worth

Learning Plan			
Name			
Objective			
Skills I need to learn	I will know I can do this when	Resources	Strategies

New and Expectant Mothers Essential Skills Training Program Evaluation

Name: _____ Date: _____

Instructor's Name: _____

Where did you hear about this program? _____

Did you learn what you were hoping to learn from this program? Yes___ No___

Will you be using this information in the future? Yes___ No___

If Yes, How will you be using it?

Did the instructor know the material? Yes___ No___

Was the room comfortable? Yes___ No___, if not, how could we make it more comfortable?

Was there enough variety in learning styles, like power point, handouts, personal touches, etc.?
Yes___ No___

What could we change to make this program better?

Are you interested in taking future courses? Yes___ No___

If yes, which courses/workshops would you like to take?

Other comments or suggestions

OFFICE USE:

Volunteer Hours:_____ Total Hours:_____ Referral Out:_____

Barriers (if any):_____

Self Confidence: Low_____ Medium_____ High_____

Improved_____

Completion: successful:_____ needs improvement:_____

Post Program:_____

Essential Skills Development for New and Expectant Mothers

Handouts

Progress Summary

Student _____ Module _____ Date _____

Goal		Objectives									
Look at each objective and shade in the amount you have achieved											
Look at each objective and shade in the amount you have achieved											
Look at each objective and shade in the amount you have achieved											

Introductions

Name: _____

1. Where are you from?
2. How long have you lived here?
3. Do you have any children? How old? Boys or girls?
4. Do you have a nickname?
5. If you could live anywhere in the world, where would you live?
6. What is your favorite food?
7. What is your favorite drink?
8. Do you have any pets?
9. Do you have any hobbies?
10. Do you play sports?
11. Do you like to cook?
12. What is your dream vacation?
13. What is your dream job?
14. What is your favorite movie?
15. What is your favorite TV show?
16. What kind of music do you like?
17. Who is your favorite musician?

18. If you could have a superpower, what would it be?

19. Who is your hero?

20. Do you play a musical instrument?

21. Who is the most famous person you ever met?



Guide to Brainstorming

Brainstorming can be an effective way to generate lots of ideas on a specific issue and then determine which idea – or ideas – is the best solution. Brainstorming is most effective with groups of 8-12 people and should be performed in a relaxed environment. If participants feel free to relax and joke around, they'll stretch their minds further and therefore produce more creative ideas. Everyone in the group should contribute ideas.

A brainstorming session requires a facilitator, a brainstorming space and something on which to write ideas, such as a white-board a flip chart or software tool. The facilitator's responsibilities include guiding the session, encouraging participation and writing ideas down.

Brainstorming works best with a varied group of people. Participants should come from various departments across the organization and have different backgrounds. Even in specialist areas, outsiders can bring fresh ideas that can inspire the experts.

Creativity exercises, relaxation exercises or other fun activities before the session can help participants relax their minds so that they will be more creative during the brainstorming session.

Step by Step

1. Define your problem or issue as a creative challenge. Creative challenges typically start with: "In what ways might we...?" or "How could we...?"
2. Give yourselves a time limit. We recommend around 25 minutes. Larger groups may need more time to get everyone's ideas out. Alternatively, give yourself an idea limit. At minimum, push for 50 ideas. But 100 ideas is even better.
3. Once the brainstorming starts, participants shout out solutions to the problem while the facilitator writes them down – usually on a white board or flip-chart for all to see. There must be absolutely no criticizing of ideas. No matter how daft, how impossible or how silly an idea is, it must be written down. Laughing is to be encouraged. Criticism is not.
4. Once your time is up, select the five ideas which you like best. Make sure everyone involved in the brainstorming session is in agreement.
5. Write down five criteria for judging which ideas best solve your problem. Criteria should start with the word "should", for example, "it should be cost effective", "it should be legal", "it should be possible to finish before July 15".
6. Give each idea a score of 0 to 5 points depending on how well it meets each criterion. Once all of the ideas have been scored for each criterion, add up the scores.
7. The idea with the highest score will best solve your problem. But you should keep a record of all of your best ideas and their scores in case your best idea turns out not to be workable.

The Step by Step Guide to Brainstorming by Jeffrey Baumgartner. Retrieved from <http://www.jpbc.com/creative/brainstorming.php>

The Nine Essential Skills

Define each essential skill. Give examples of tasks for each skill.

<u>ESSENTIAL SKILL</u>	<u>DEFINITION</u>	<u>TASKS</u>
READING		
DOCUMENT USE		
WRITING		
NUMERACY		
ORAL COMMUNICATION		
THINKING		
WORKING WITH OTHERS		
COMPUTER USE		
CONTINUOUS LEARNING		

Program Overview

Module 1: Introductions and program overview

Module 2: Health – Promoting healthy lifestyle; visit from the Public Health Nurse

Module 3: Education – Exploring types of schools; registering your child for school; reading a report card; parent teacher interviews; school problems.

Module 4: Employment – What type of employment suits you? What skills do you require to do the job? Conducting a job search: building a resume and cover letter, filling out an application, job interview and practice.

Module 5: Just for Mom – It's okay to take time for yourself! Exploring hobbies and interests, ways to pamper yourself.

Module 6: Finishing up and next steps – Assessing goal completion and exploring next steps. Completion Ceremony!!

Do you have any questions? Is there anything else you would like to learn?

School Registration Form



EVERGREEN CATHOLIC SEPARATE REGIONAL DIVISION NO. 2
Suite 110, 381 Grove Drive, SPRUCE GROVE, ALBERTA T7X 2Y9 TELEPHONE: 780-962-5627 FAX: 780-962-4664

STUDENT REGISTRATION for the 20____/20____ school year

For Office Use Only:

Student ID# _____
Alberta Education Student I.D. # _____
School Assigned to: _____

This information is collected and distributed in accordance with the Freedom of Information and Protection of Privacy (FOIP) Act, Sections 33(1) and 37. Your personal information will be protected as per Part 2 of the Act. For further information concerning the completion of the form, please contact your FOIP Coordinator at Evergreen CSRD No. 2, Suite 110, 381 Grove Drive, Spruce Grove, AB T7X 2Y9. Telephone: (780)962-5627

STUDENT INFORMATION:

Legal Surname _____ First _____ Middle _____ Called first name _____ Grade _____
Sex M ___ F ___
Preferred Surname (would be different from Legal Surname) _____ Home Phone Number _____ Birthdate ____/____/____
Disclaimer: Student computer log in credentials will be created using: First Name, Middle Initial and Legal Surname Month / Day / Year

Mailing Address _____
City _____ Province _____ Postal Code _____
Rural Municipal Address: (example: 5 25162 Twp.Rd. 510) _____
Legal Land Description: (example: Cheryln Heights SE32-53-1-5) _____
Birth Certificate _____
Religion: Catholic _____
Other _____
Any of the following:
Baptismal Certificate of parent/guardian _____
Baptismal Certificate of child _____
Confirmation Certificate of child _____
Letter from a priest testifying to the faith life of the parent and/or child _____

Subdivision Name _____ Section _____ TWP _____ Range _____ Meridian _____

Student Alberta Health Care Number _____ Name of Doctor _____ Phone Number _____

Emergency Contact Person _____ Phone Number _____ Babysitter/Daycare _____ Phone Number _____
(if parent/guardian unavailable)

Parent/Guardian/Emergency Contact

Student lives with (please check one):
 Both Father only Mother only Guardian Living Independently Other*
*if Other, explain: _____

PARENT/GUARDIAN INFORMATION:

Father/Guardian:

Surname _____ First _____ Work: Phone Number Ext. # _____ Cell phone(s): _____ Religion: Catholic _____
Other _____
E-mail address: _____

Address (if different from student above) _____

Mother/Guardian:

Surname _____ First _____ Work: Phone Number Ext.# _____ Cell phone(s): _____ Religion: Catholic _____
Other _____
E-mail address: _____

Address (if different from student above) _____

SCHOOL HISTORY:

Previous School Name _____ Phone Number _____

Address _____ City _____ Prov. _____ Postal Code _____

SACRAMENTAL PREPARATION

In partial fulfillment of the right, responsibility and duty of Catholic separate schools to fully permeate Catholic theology, philosophy, practices and beliefs, the principles of the Gospel and teachings of the Catholic Church in all aspects of school life, this school is actively involved in sacramental preparation of students. To assist in sacramental preparation, please advise whether your child has received any of the following sacraments:

Baptism _____ (please provide copy of Baptismal Certificate)
 First Reconciliation _____ First Eucharist _____ Confirmation _____

HEALTH OF STUDENT:

List Allergies:

Please comment on any health problems or any other matters that will assist the school:

CITIZENSHIP OF STUDENT:

Check one: _____	Canadian Citizen	Student Visa Expiry Date _____	
_____	Permanent Resident/Landed Immigrant	Month / Day / Year	Verified
_____	Foreign Student (complete Entry/Visa Info.)	Entry into Canada _____	
_____	Other	Month / Day / Year	

Are the student's parents/guardians _____	Home Owner	School Support _____	100% Public
_____	Renter	_____	100% Separate
_____	Other	_____	Other

TRANSPORTATION INFORMATION:

Do you require bus service: _____ Yes _____ No

If Yes, from _____ Home _____ Daycare _____ Babysitter

Transportation Address: _____

SECTION 23 FRANCOPHONE EDUCATION ELIGIBILITY DECLARATION

Pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms*:
 Citizens of Canada

- whose first language learned and still understood is French; or
- who have received their primary school instruction in Canadian in French have the right to have their children receive primary and secondary instruction in French; or
- of whom any child has received or is receiving primary or secondary school instruction in French in Canada, have the right to have all their children receive primary and secondary instruction in the same language.

In Alberta, parents can only exercise this right by enrolling their child in a French first language (Francophone) program offered by a Francophone Regional Authority.

A. According to the criteria above as set out in the *Canadian Charter of Rights and Freedoms*, are you eligible to have your child receive a French first language (Francophone) education?

B. If yes, do you wish to exercise your right to have your child receive a French first language (Francophone) education?

CUSTODY:

In rare instances a child may be designated as "Protected" if a court has issued a restraining order under the Child Welfare Act, The Domestic Relations Act, The Divorce Act, or the Young Offenders Act.
Please indicate if the school administration should be aware of any such Court Order, for the protection of your child.

___ YES ___ NO

If YES, make arrangements to discuss this situation with the School Administration. You will be expected to provide legal documentation to support your request.

ABORIGINAL LEARNER DATA COLLECTION INITIATIVE:

If you wish to declare that your child is an Aboriginal person, please specify:

Status Indian/First Nations Non-Status Indian/First Nations Metis Inuit

Alberta Learning is collecting this personal information pursuant to section 33(c) of the FOIP Act as the information relates directly to and is necessary to meet its mandate and responsibilities to measure system effectiveness over time and develop policies, programs and services to improve Aboriginal learner success in addition to other legislation applicable to the educational institution.

For further information or if you have questions regarding the collection activity, please contact the office of the Director, Aboriginal Policy, Policy Sector, Information and Strategic Services Division, Alberta Learning, 10155 – 102 Street, Edmonton AB, T5J 4L5(780) 427-8501.

Does the student have treaty status? ___ Yes ___ No

Does the student reside on a reserve? ___ Yes ___ No If yes, On which reserve does he/she reside? _____

Band of Membership: _____ Band No. _____ Family No. _____

Child Position No. _____

NOTICE TO PARENT OR GUARDIAN OF RELIGIOUS PERMEATION

The *Alberta Human Rights Act* requires a school board to give notice to a parent or guardian when courses of study, educational programs, institutional materials, instruction or exercises include subject matter that deals primarily and explicitly with religion. All of the schools in this district are Catholic Separate Schools, the essential purpose of which is to fully permeate Catholic theology, philosophy, practices and beliefs, the principles of the Gospel and teachings of the Catholic Church, in all aspects of school life, including in the Curriculum of every subject taught, both in and outside of formal religion classes, celebrations and exercises. Every course of study and educational program, institutional materials instruction and exercises will at all times, include subject matter that deals primarily and explicitly with religion.

DECLARATION BY PARENT, LEGAL GUARDIAN, OR STUDENT (ONLY IF STUDENT IS LIVING INDEPENDENTLY) :

I HEREBY CERTIFY THE INFORMATION PROVIDED ON THIS FORM AND ALL ADDENDUMS TO BE TRUE, CORRECT, AND COMPLETE.

SIGNATURE: _____

DATE: _____



EVERGREEN CATHOLIC SEPARATE REGIONAL DIVISION NO.2
 ADDENDUM TO STUDENT REGISTRATION FORM
 PARENTS - PLEASE READ CAREFULLY

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student Name	Birth date	School	Grade
--------------	------------	--------	-------

On September 1, 1998 the Freedom of Information and Protection of Privacy Act [FOI/PP] came into effect for all Alberta Schools. Under this legislation schools will continue to gather student information [allowed under the School Act] but schools will begin to indicate to parents how the information will be used. The purpose of this notice is to inform you of the uses of student information collected by Evergreen CSRD No. 2 Schools.

There is virtually no change in the use of the information collected from our previous practice, and the uses listed below are considered to be a vital part of a healthy, functioning school.

The following items describe activities where student information may be used and such uses [as legislated by the FOI/PP Act] now require your consent.

NOTICE OF ACTIVITIES

- A. students' names, photos and comments may be included in the school calendar, yearbook, newsletter, annual report, website, Division website, or other school publications
- B. individual, class or team photos may be taken and used for the purpose of identification
- C. students' names may be included on artwork or other materials displayed at school or Division sites or at school sponsored displays in the community
- D. students' names and parents'/guardians' telephone numbers may be used for the purpose of taking attendance at school, field trips and transportation services
- E. students' names, telephone numbers and addresses may be included in school directories
- F. students' names may be included in listings of honour rolls, graduations, scholarships, awards or for special recognition (e.g. birthday) purposes
- G. students' names may be included on class lists posted for the purpose of class placement
- H. students' names and telephone numbers may be provided to classroom parent representatives [e.g. hot lunch programs] or for fan-out purposes [e.g. notification of emergency school closures]
- I. family information for the purpose of disseminating School/Division satisfaction surveys
- J. students' names and grade level may be provided to the Public Health Nurse for the purposes of health and immunization programs

Please note: Where individual students are identified or interviewed and the material will be used outside the school, a separate and specific consent will be requested of parents. Parents will be contacted prior to such events taking place.

Photos and videos of school activities however, that are open to the general public may be taken and used for purposes outside the school, and are beyond the School Division FOI/PP mandate.

*****All information placed in a student's record will continue to be protected and used in compliance with the FOI/PP Act*****

If there are uses in the foregoing list (A through J) with which you are not in agreement, please indicate by identifying the applicable letter(s) in the space provided below.

I do **not** consent to items:

Please sign this notice and return it to your child's school.

 Signature of Parent/Guardian

 Date

If you have questions concerning the Freedom of Information and Protection of Privacy Act, please contact your school principal, or the Evergreen Division Office at 780-962-5627.



EVERGREEN CATHOLIC SEPARATE REGIONAL DIVISION NO. 2

ADDENDUM TO STUDENT REGISTRATION FORM

PARENTS – PLEASE READ CAREFULLY

Student Name Birth date School Grade

All schools in Evergreen CSRD function in accordance with our ***Division Mission Statement:***

In response to an expressed need for Christ-centered schools, our Evergreen Catholic Separate Regional Division # 2 was initiated by the parents of the Catholic community. We openly celebrate our common bond of faith in God.

Following in the footsteps of Jesus Christ and in partnership with the Home and Parish, we are committed to serve each individual student in an atmosphere of Faith, Hope and Love. We strive to educate the whole student spiritually, Intellectually, esthetically, emotionally, socially and physically.

Through this mission we promote the highest quality of Catholic education in order to prepare all students to live as compassionate, competent and contributing citizens in a changing society.

In congruence with the Mission Statement, all parents and students registering in Evergreen CSRD schools agree to the following:

All students are expected to take Religious Education and to participate in various religious celebrations that occur from time to time. Non-Catholic students, however, are not expected to participate in the Sacrament of Holy Communion.

Traditional Catholic religious symbolism and art are prominently displayed throughout our buildings. The Cross and Crucifix are especially important symbols of our faith as well as portraits of Jesus, Mary, and various saints.

We view each person as created in the image of God. Consequently we emphasize the need for each person in our schools to respect the rights of others. We hope, as a result of attending our Catholic schools, students of other denominations will grow stronger in their own traditions and Faith.

I hereby acknowledge the foregoing conditions and circumstances and agree to adhere to these conditions.

Signature of Parent/Guardian Date

Signature of Student (junior high or older)

Student Report Card



Where the world opens up

VISION STATEMENT

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

MISSION STATEMENT

Our purpose is to prepare, engage and inspire our students to be their best in a quickly changing global community.

STUDENT PROGRESS

School Year: 2012-2013
Student Name: Jane Doe
Grade: 7
Teacher: Mrs. Smith



Tomahawk School

6119 Township Road 512 | Box 5 | Tomahawk, AB | T7X 2T6
Phone: 780.339.3935
Email: tomahawk@psd70.ab.ca
Principal: Mr. Scott Johnston

PURPOSE OF REPORTING STUDENT PROGRESS

This report card is designed to provide you with an accurate interpretation of your child's achievement on graded curriculum over a period of time. It emphasizes "how" students learn and where they are on the learning continuum, rather than "what" students learn. It also reflects the consistency of the skills outcomes across all grade levels Kindergarten through Grade 9. It will assist you and your child in understanding areas of strength, areas for growth and strategies for improvement. The report card is one means of reporting achievement and it should be considered within a comprehensive approach to reporting learning (e.g. student led conferences, celebrations of learning, digital portfolios, emails, blogs, etc.). If you require more information, or have any questions about the information contained in this report please contact the school at your earliest convenience. Meaningful communication is important in order to support student learning.

Student Name:	Homeroom:
Alberta Student Number:	Homeroom Teacher:
Grade:	Reporting Period:
Date:	Days Absent: Times Late:

The student is working towards the outcomes of his or her enrollment grade for each subject unless stated otherwise.

An Individual Program Plan (IPP) is in place for this student.
or
A Regular Program Accommodation (RPA) is in place for this student.

INDICATORS OF ACHIEVEMENT

The level at which your child is demonstrating learning **in relation to the expectation for this time in the school year** is reported by the following indicators:

For Alberta Education Subjects

Indicators	Descriptors
EXM (Exemplary)	Applies new concepts in a wide variety of learning situations, has in-depth understanding and uses skills and strategies independently
PRF (Proficient)	Applies new concepts in most learning situations, has thorough understanding and uses skills and strategies with little support
APP (Approaching Proficiency)	Applies new concepts in some learning situations, has general understanding and uses skills and strategies with moderate support
BEG (Beginning)	Rarely applies new concepts, and has limited or incomplete understanding and consistently requires high levels of support
U	Unable to assess

For Options

Indicators
M (Meets)
N (Does Not Meet)

For Citizenship and Social Responsibility

Indicators
M (Meets)
G (Requires Growth)

Citizenship and Social Responsibility			
The indicators reflect personal and social development, as well as work habits and study skills.			
Demonstrates the following skills, attitudes and behaviours	Reporting Period		
	1	2	3
Respect			
Treats self and others with dignity Cares for property and environment			
Integrity			
Tells the truth Is reliable, dependable and trustworthy Demonstrates consistent effort Follows through with individual and group plans			
Empathy and Compassion			
Seeks to understand ideas and opinions of others Considers the feelings of others			
Independence			
Sets personal goals Seeks help as needed Initiates and engages in tasks Demonstrates perseverance to complete tasks			
Cooperation			
Volunteers to help others Willingly includes others Participates and engages in group activities Listens and observes attentively			
Self-Control & Responsibility			
Demonstrates good choices Follows expectations Takes responsibility for behaviour choices Completes tasks within the time provided Organizes and takes responsibility for tasks and materials			
Comments:			

English Language Arts – Teacher Name		Grade Level of Achievement –(final reporting period only)			
<p>The following General Outcomes are interrelated and interdependent, and are addressed throughout the year.</p> <p>General Outcomes:</p> <p>Explore thoughts, ideas, feelings and experiences</p> <p>Comprehend and respond personally and critically to ideas and information</p> <p>Manage ideas and information</p> <p>Enhance the clarity and artistry of communication</p> <p>Respect, support and collaborate with others</p>	Demonstrates skills:		Reporting Period		
			1	2	3
	Reading Fluency				
	Reads with accuracy and appropriate rhythm, pace and intonation				
	Reading Comprehension				
	Constructs meaning from direct and implied information				
	Writing – Content				
	Selects ideas and details to achieve a purpose				
	Writing - Organization				
	Organizes ideas and information				
	Writing - Sentence Structure				
	Structures sentences effectively				
	Writing - Vocabulary				
	Uses words correctly and effectively				
	Writing - Conventions				
	Uses spelling, punctuation, capitalization and grammar appropriately				
Listening					
Understands the ways in which language may be used to convey ideas, values and beliefs					
Speaking					
Communicates thoughts, feelings, experiences, information and opinions					
Viewing					
Attends to and comprehends visual media					
Representing					
Communicates information and ideas in a variety of ways					

French Language Arts – Teacher Name		Grade Level of Achievement – (final reporting period only)		
General Understandings:	Demonstrates skills and attitudes:	Reporting Period		
		1	2	3
Values French Language Learning	Values French Language Learning			
Understands Oral Language	Demonstrates a positive attitude towards learning the French language			
Understands Written Language	Oral Comprehension			
Produces Oral Language	Understands spoken language			
Produces Written Language	Oral Comprehension			
	Plans and uses appropriate listening strategies			
	Reading			
	Understands written texts			
	Reading			
	Plans and uses appropriate reading strategies			
	Speaking			
	Speaks and is understood in different situations			
	Speaking			
	Speaks clearly and correctly			
	Speaking			
	Plans and uses language appropriate to the task			
	Writing			
	Writes in different situations and the message is understood			
	Writing			
	Writes correctly			
	Writing			
	Plans and writes appropriately for the task			

Mathematics – Teacher Name				Grade Level of Achievement (final term only)			
Concepts addressed during this reporting period:	Explored in Term			Demonstrates knowledge, skills and processes:	Reporting Period		
	1	2	3		1	2	3
Number				Knowledge Understands and applies mathematical concepts being studied			
Patterns				Connections Connects ideas to other concepts and the real world			
Variables and Equations				Mental Mathematics and Estimation Demonstrates fluency with mental mathematics and estimation			
Measurement				Problem Solving/Reasoning Solves problems, uses a variety of strategies to find solutions and checks and evaluates the effectiveness of the process used			
3-D Objects and 2-D Shapes				Communication Expresses mental processes and understanding using words, symbols and objects			
Transformations Describes the position and motion of objects and shapes							
Data Analysis							
Chance and Uncertainty							

Social Studies – Teacher Name				Grade Level of Achievement (final term only)			
Concepts addressed during this reporting period:	Explored in Term			Demonstrates knowledge and skills:	Reporting Period		
	1	2	3		1	2	3
Toward Confederation				Knowledge Understands and applies concepts being studied			
Following Confederation: Canadian Expansions				Thinking and Problem Solving Develops thinking strategies that assist in making connections and solving problems Thinks critically, creatively, historically and geographically			
Local and Current Affairs				Social Participation as a Democratic Practice Cooperates, resolves conflicts and builds consensus through social involvement			
				Research and Critical Inquiry Researches to find and use information Reflects on changes of perspective based on information gathered			
				Communication Interprets and expresses ideas using oral, written, visual and media literacy			

Science – Teacher Name							
Concepts addressed during this reporting period:	Explored in Term			Demonstrates knowledge and skills:	Reporting Period		
	1	2	3		1	2	3
Topic A: Interactions and Ecosystems				Knowledge Understands and applies scientific concepts being studied			
Topic B: Plants for Food and Fibre				Initiating and Planning Identifies questions to investigate and predicts what will happen Selects appropriate methods and tools for collecting data			
Topic C: Heat and Temperature				Performing and Recording Carries out procedures initiated by self or others Uses instruments effectively Organizes data			
Topic D: Structures and Forces				Analyzing and Interpreting Interprets patterns in data and identifies discrepancies States a conclusion			
				Communication and Teamwork Works cooperatively with teammates to develop and carry out a plan and summarize findings Evaluates individual and group processes			
Topic E: Planet Earth							

Wellness							
Health – Teacher Name				Physical Education – Teacher Name			
Demonstrates an understanding of the following Health choices:	Reporting Period			Demonstrates knowledge, skills and positive attitudes:	Reporting Period		
	1	2	3		1	2	3
Wellness Choices Displays safe and responsible behaviours to manage risks and prevent injuries				Activity Acquires skills through a variety of developmentally appropriate movement activities			
Relationship Choices Develops skills to establish and maintain healthy interactions				Benefits Health Identifies nutritional needs Describes benefits of physical activity Describes ways to achieve personal level of fitness			
Life Long Learning Choices Uses resources effectively to manage and explore life roles and career opportunities and challenges				Cooperation Interacts positively with others			
				Do it Daily Participates regularly Demonstrates awareness of safety Sets goals to improve personal or group performance			

French as a Second Language – Teacher Name							
Themes addressed during this reporting period:	Explored in Term			Demonstrates skills and positive attitudes:	Reporting Period		
	1	2	3		1	2	3
School				Oral Communication			
People Around Me				Understands French being spoken Expresses an oral message effectively in various situations			
Weather				Written Communication			
Holidays and Celebrations				Understands French being read Expresses a written message effectively in various situations			
				Culture			
				Appreciates and uses the knowledge of different Francophone cultures			
				Language Learning Strategies			
				Uses a variety of strategies to enhance learning in French			

Visual Arts – Teacher Name			
Throughout the grades 7-9 art program, students focus on the 3 major components of visual learning:	Reporting Period		
	1	2	3
Drawing			
Uses a variety of materials and techniques to demonstrate an individual expressive response to a specific experience			
Compositions			
Articulates meaning through control of elements and their relationships Organizes materials to make thought visible			
Encounters			
Identifies similarities and differences in expressions of selected cultural groups Recognizes the significance of the visual symbols which identify selected cultural groups			

Choral Music – Teacher Name			
Throughout the grades 7-9 choral music program, students will develop:	Reporting Period		
	1	2	3
Singing			
Develops correct vocal techniques and skills			
Reading			
Interprets rhythm, melody, harmony, form and expression as they appear in musical notation			
Listening			
Develops the ability to make aesthetic judgments based on critical listening and analysis of music			
Creating			
Composes, improvises and creates music			
Valuing			
Develops an awareness of the history of music and the implications of music in our society with respect to music careers and leisure uses			
Playing			
Develops functional instrumental skills as an aid to individualized vocal practice			

General Music – Teacher Name			
Throughout the grades 7-9 general music program, students will develop:	Reporting Period		
	1	2	3
Singing/Playing			
Explores and develops musical skills, using a wide variety of traditional and contemporary music			
Listening			
Develops the ability to make aesthetic judgments based on critical listening and analysis of music			
Creating			
Composes, improvises and creates music			
Valuing			
Develops functional instrumental skills as an aid to individualized vocal practice			

Instrumental Music – Teacher Name			
Throughout the grades 7-9 instrumental music program, students will develop:	Reporting Period		
	1	2	3
Playing			
Develops and evaluates their talents and abilities relative to playing a musical instrument, and to establish and correct techniques and skills			
Listening			
Develops the ability to make aesthetic judgments based on critical listening and analysis of music			
Reading			
Interprets rhythm, melody, harmony, form and expression as they appear in musical notation			
Creating			
Composes, improvises and interprets music			
Valuing			
Develops an awareness of the history of music and the implications of music in our society with respect to music careers and leisure uses			

Drama – Teacher Name			
Throughout the grades 7-9 drama program, students will develop:	Reporting Period		
	1	2	3
Orientation			
Applies basic concepts, skills and attitudes of drama			
Movement			
Uses elements of energy, focus and control to respond and express non-verbally			
Speech			
Effectively communicates verbally and demonstrates the importance of listening critically			
Improvisation/Acting			
Acts out an idea or situation in using spontaneous improvisation, planned improvisation and written material			
Theatre Studies			
Analyzes performances, theatre history and script			
Technical Theatre			
Selects, constructs and manipulates staging variables			

Complementary Course - Teacher Name							
Concepts addressed during this reporting period:	Explored in Term			Demonstrates knowledge and skills:	Reporting Period		
	1	2	3		1	2	3
Theme/Concept 1				Skill 1			
Theme/Concept 1				Skill 2			
Theme/Concept 1				Skill 3			
Theme/Concept 1				Skill 4			

Areas of Strength:

Areas for Growth:

Strategies for Improvement:

Additional Comments:

Parent Teacher Interview Form

Parent Teacher interviews are scheduled for April 23rd and 24th, 2015. Below is a list of times I am available to discuss your child's progress at school. Please circle THREE times which work the best for you. I will try to accommodate you the best I can. If I cannot meet with you at your specified time, I will call you to find an alternate timeslot. **Please return this form no later than APRIL 19th, 2015.** I will write your time slot in your child's agenda on April 20th. Interviews should take approximately 20 minutes and will be held in room 201.

Thank you.

Ms. Jones

Childs Name: _____

<u>Monday, April 23</u>	<u>Tuesday, April 24</u>
3:00 pm	3:00 pm
3:20 pm	3:20 pm
3:45 pm	3:45 pm
4:10 pm	4:10 pm
4:30 pm	4:30 pm
4:50 pm	6:30 pm
5:10 pm	6:50 pm
5:30 pm	7:10 pm
5:50 pm	7:30 pm
6:10 pm	7:50 pm
6:30 pm	8:10 pm

Job Interview Questions

1. Tell me a little bit about yourself.
2. What are your strengths?
3. What are your weaknesses?
4. Why are you interested in working for this company?
5. Where do you see yourself in 5 years? 10 years?
6. What can you offer us that someone else can not?
7. What are three things your former manager would like you to improve on?
8. Are you willing to relocate?
9. Are you willing to travel?
10. Tell me about an accomplishment you are most proud of.
11. Tell me about a time you made a mistake.
12. What is your dream job?
13. How did you hear about this position?
14. What would you look to accomplish in the first 30 days/60 days/90 days on the job?
15. Tell me how you handled a difficult situation.
16. Why should we hire you?
17. Would you work holidays/weekends?
18. How would you deal with an angry or irate customer?
19. What are your salary requirements?
20. Give a time when you went above and beyond the requirements for a project.
21. What motivates you?

22. What's your availability?
23. Tell me about a time when you disagreed with your boss.
24. How do you handle pressure?
25. What are your career goals?
26. Are you a leader or a follower?
27. What was the last book you've read for fun?
28. What are your hobbies?
29. What is your favorite website?
30. What makes you uncomfortable?
31. What are some of your leadership experiences?
32. How would you fire someone?
33. What do you like the most and least about working in this industry?
34. Do you have any questions?

Retail Job Interview

1. Tell us a little bit about yourself.
2. Tell me about your previous work experience as a retail salesperson.
3. What type of merchandise have you had the most success selling?
4. What do you know about this company's products and services?
5. What makes you a great candidate for this particular job?
6. What are your strengths and weaknesses when interacting with customers?
7. What do you enjoy about working in retail sales?
8. What have you done at your present/last company to increase revenues, reduce costs or save time?
9. Tell me about a time when you felt you were at your best with helping a customer.
10. Talk about a time when you were challenged in the sales process. Why was that, and how did you handle it?
11. What type of retail sales systems have you used?
12. How much did they require you to use your math skills?
13. What was the management structure in your previous retail sales jobs?
14. Did you work on commission?
15. What have you done to become a better retail salesperson?
16. What type of schedule are you looking to work?
17. Would you be available to work additional shifts?

Restaurant Job Interview

1. Can you tell me a little bit about yourself?
2. What do you like to do in your free time?
3. Why do you want to be in the food and beverage industry?
4. Why are you leaving your job?
5. What do you love about working in a restaurant? What do you hate?
6. Name a time when you had to deal with a conflict between staff members (i.e. verbal dispute or two people not getting along) and how did you manage this dispute?
7. What do you drink? What are your go-to wines, personally?
8. How do you make a Caesar? How do you make a Pina Colada?
9. If a guest presents you with a coupon which clearly reads, “not valid with any other offers or discounts” and they try to use two offers, how would you react?
10. What’s your favorite restaurant dining memory?
11. How do you gauge the success of a restaurant?
12. Which restaurants do you think of when you think of great service and food?
13. If there is one thing about the restaurant industry you would change, what would it be?
14. Can you tell me one of your proudest moments at work?
15. What does hospitality mean to you and how can you show that to our guest?
16. Have you dined with us? How could our service improve?
17. If I were to ask your past co-workers which you were best at: guest interaction, food knowledge, keeping the place clean or creating a fun work environment, what would they answer?

Office Administrative Job Interview

1. Tell me a little bit about yourself.
2. Describe how your work experience relates to this job?
3. Can you give me an example of how you would answer the telephone?
4. What software packages are you proficient in?
5. What sort of documents have you produced on Excel?
6. What sort of word documents have you been responsible for typing?
7. What experience do you have with planning meetings?
8. Describe how you handled your manager's work schedule.
9. How have you gone about prioritizing your work?
10. What sort of correspondence were you responsible for generating?
11. What kind of inquiries did you have to respond to?
12. Describe what record-keeping you were responsible for.
13. What sort of confidential information did you have to deal with?
14. What cash handling experience do you have?
15. Tell me about the manager/s you worked for?

Moms' Me Time

What is your most stressful time of the day?

- ✓ Early Morning
- ✓ Mid-Morning
 - ✓ Lunch
- ✓ Afternoon
- ✓ Dinner
- ✓ Late Night

Why don't you take time for yourself?

- ✓ Busy
- ✓ No Time
- ✓ Feel Guilty
- ✓ Taking Care of Kids
- ✓ Family Is More Important

Some ways to help get your mind off things is to:

- Go to the movies
- Write something
- Dance
- Yoga
- Go for a bike ride
- Go for a walk (maybe pick flowers)
- Take a nap
- Take a bath
- Get a pedicure or massage
- Go shopping
- Connect with a friend
- Have a tea party
- Go for lunch
- Read a good book
- Do nothing

What will you do on your 'me' time?

What I will do for My Time

Everyone deserves time for themselves. Moms have numerous competing demands on their time. They seem not to have enough time in a day for 'me time'.

Take a few minutes and think of ways you could incorporate some time for yourself during the day. It could be a 5 minute activity or a couple of hours; time for yourself might vary from day to day too. Write down your ideas and how you can make even 1 activity happen for you.

Time for me ideas	How do I incorporate these hobbies and interests into my day?

My Hobbies and Interests

<u>Hobbies/Interests</u>	<u>What is the Cost? Free?</u>	<u>How will I incorporate time for my Hobbies/Interests</u>
E.G. Reading Books	FREE	When I put the baby down for a nap, I will read for ½ hour.