

# VOICE

<b>V</b>	<b>Values</b>
<b>O</b>	<b>Organize Time &amp; Overcome Barriers</b>
<b>I</b>	<b>Interests</b>
<b>C</b>	<b>Changes</b>
<b>E</b>	<b>Empower &amp; Engage in Life</b>

*A dynamic and interactive approach  
for exploring employment possibilities*

*Written by Nora Connolly*



# Acknowledgements

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## Explanation of Symbols



This graphic at the top outside corner of a page or in the Table of Contents or other lists indicates a page that is often photocopied and distributed as a **handout**.




This graphic at the top outside corner of a page or in the Table of Contents or other lists indicates a page that is a **Participant's Self-Evaluation** form.

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# Introduction

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**VOICE** was developed to assist facilitators working in employment preparation. The hands-on activities can be used to gain knowledge and empower participants to make transitions to the world of work by helping them to identify their interests, skills, and most importantly their own voice. While the activities were designed to be used in conjunction with employment preparation programs, they can also be used in general adult literacy programs to guide participants to make more informed decisions, expand their perceptions, find a suitable working life, manage time, interact and communicate effectively, access or create opportunities, and take action to move towards their goals.

Developing an understanding of one's role as an employee may involve changing perceptions and learning to be confident, self-managing, and to listen to and speak for oneself, i.e. finding our voice. The following units were developed to actively engage participants in a holistic learning environment. The activities were compiled and adapted from various sources and have proven to be an inspiration for both facilitators and participants.

The five units include reflecting and clarifying *values*, enhancing abilities needed to *organize time and overcome barriers*, finding new or renewed *interests*, viewing and communicating personal and societal *changes*, and discovering ways to *empower and engage in life*. At the end of each unit, a self-evaluation checklist is included to document discoveries and priorities.

Keeping a journal and/or using a participant VOICE workbook is strongly recommended. To create a workbook, facilitators can print and photocopy the handouts as needed from the accompanying CD. In addition, there is a blank journal page that can also be printed and copied for inclusion in the workbook. All of the handouts can be adapted by the facilitator to fit the particular needs of a group.

## Philosophy

VOICE became a larger, more organized package of a workshop I delivered entitled Vision Quest. The workshop was well-received by various literacy groups, which prompted me to do a more thorough search for arts-based activities and holistic learning approaches. While searching, I noticed the prevalence of similar approaches and activities for highly skilled and educated employees and wondered why these could not be extended to our learners. I was also greatly inspired by Katrina Grieve's work in self-management and self-direction for literacy learners. There seemed to be an obvious need for our learners to engage in non-academic activities that encouraged self-reflection opportunities, and provided tools for learners to connect to themselves as well as to the larger whole (social and work environment). Although the literacy program that I work in offers our learners work-related classes in retail, child care, and health care, we were not always reaching the learners who were unsure about how they fit into the work world. In other words, learners were not always sure of their own direction or comfortable using their own voice.

## Introduction

Building self-esteem and promoting the benefits of self-awareness is the philosophy of VOICE. Without promoting these characteristics in our learners, we deny them the courage needed to overcome their fears. It also addresses key employability skills such as effective communication, working with others, continuous learning, document use, computer use, problem solving skills, and personal management decisions.

VOICE challenges participants to analyse their world and their roles, vocalize their wants and needs, and become excited about a life with opportunities. In no way do the activities (or the facilitators) dictate or define what this could look like for participants. Instead, the activities have been carefully designed to encourage self-reflection, discussion, self-discovery, and in some cases challenge beliefs. But how participants decide to use their new understandings of themselves and their world is completely up to them. The activities may be the tools needed to gain new understandings and facilitators might provide the guidance in using this new knowledge, but ultimately it will be the participants who decide how this should be realized. The path that leads to a goal and the nature of the goal itself is always the choice of the participant who will be armed with knowledge of their values, barriers, strengths, and interests needed to make an informed choice. The participants will also be encouraged to understand change and how this might impact the ways they think of themselves and how others perceive them. One of the most important outcomes is that participants become enthusiastic about learning and their life goals.

This is not so much about reaching a goal; it's about reaching *for* a goal. It's about setting parameters and experiencing the journey when you make your life happen. It's about empowering the participant.

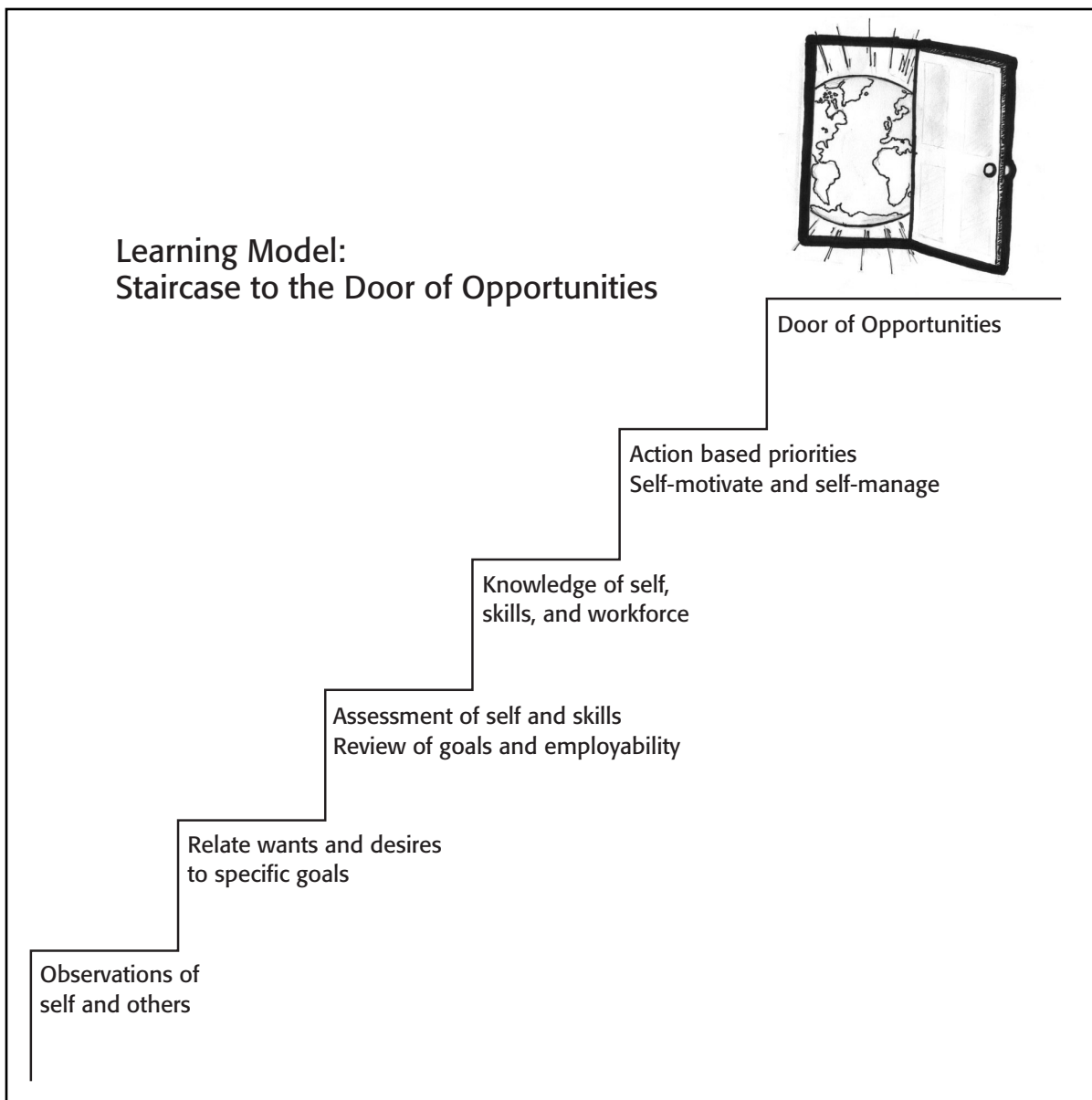
## Learning Model: Staircase to the Door of Opportunities

This learning model is based on our intrinsic ability to recognize and strive towards a goal. In the model, goals can refer to new opportunities, changes in outlook, and new understandings. The first step is to guide participants' observations of the environment to which they belong and value. Observations will promote the participants' self-knowledge and a sense of belonging. They then move into the desire stage.

Finding the key to a desired outcome instills the motivation needed for goal attainment. When stating a desired goal, the participant goes through a process of questioning their abilities in relation to the changes they want to make. The assessment and review stage supports them in recognizing their inherent strengths and abilities. Participants increasingly gain knowledge about the intended goal and themselves before initiating the actions required. The action is then triggered by the knowledge of their abilities to self-motivate and self-manage toward a goal and/or employment opportunities.

## Dynamic and Interactive Activities

Most of the activities in VOICE are not traditional pen and paper or workbook activities that many learners are most familiar with. The activities are often arts-based, require interaction, and



are often more dynamic and creative than traditional literacy learning activities. This is the key strength of VOICE. When introducing the activities I would recommend informing participants that these types of activities are used by corporate executives, professional athletes, movie stars, etc. for the purpose of promoting health and wellness, relieving stress, stimulating creativity and accessing our less dominant brain power to generate ideas and find solutions. Some participants may not be comfortable with these types of activities because they are unfamiliar with them. Explaining the unfamiliar and providing an example most often alleviates the problem. Encourage participants who are familiar with arts-based and dynamic learning activities to demonstrate or talk about how they may have used them in their lives.

### **Problem Solving**

Solving problems is an essential skill for everyday life. Activities focused on problem-solving will require participants to experience empathy in order to understand different points of view and at the same time voice their own opinions in a respectful manner. In addition, participants will better develop their own critical thinking skills by learning to reflect, analyze and synthesize information that will be used to develop solutions. Finally, problem-solving activities will be done both independently and in groups to help participants learn the value of teamwork and individual work in various situations.

### **Collages**

Participants will use pictures to help them discover or identify their interests, values, and priorities. The participants will be encouraged to interpret for themselves and communicate to others how the collages represent their perspectives. It is important for facilitators to create a safe environment to encourage participants to communicate their discoveries and reflections. Collage activities require numerous magazines to be available. To ensure a good selection and a large quantity, ask participants to bring in old magazines at least one month before doing the activities. Asking participants to do this helps to ensure they will be able to find pictures that best represent them.

### **Role Playing**

Empathy is often gained through role play scenarios. Role playing gives participants a chance to put themselves in a role that is different from their own and experience life from a different perspective. The role play activities will help participants to understand how others might react or feel, overcome shyness, re-evaluate their perspectives, and be placed in authoritative positions. One of the key ways participants will use role playing is by engaging in debates that focus on personal and general values.

### **Story Telling**

Story telling is a popular way to get participants to critically examine their perspectives and their lives in a non-threatening way. Although many common folk tales and fables contain morals or situations that participants can relate to and understand, they don't necessarily encourage readers to provide their own interpretation or solve a problem. It's helpful to use stories similar to the activities in VOICE that contain situations that leave the outcome up to the participant. Another way to involve participants more fully is to have them act out the scenes in a story, and/or have them make up their own story using a fictitious character with a real problem.

### **Visualization**

Visualization or guided imagery is a process of using imagination to form pictures in your mind. This type of activity can assist with finding solutions to problems and impresses upon the participant to expand their perceptions. Remember, it is important for all participants to feel comfortable and safe in their surroundings. If a participant does not wish to take part in a visualization activity, allow this person to observe and become an assistant to the facilitator. If there are participants who are familiar with this type of activity, allow them to share their experience with the rest of the group.

## Using the Activities to Create a Workshop

Although the activities in this book can be used selectively to enhance existing learning programs, it is recommended to use these activities in a stand-alone employment preparation workshop. The following workshop plan is suggested for 12 participants attending a workshop for five hours per day for a six-week period. It is recommended that participants be working at an LBS Level 2/3, although adaptations can be made to accommodate participants at LBS 1.

Each activity should first be introduced to the participants by using various teaching strategies. It is recommended to review key vocabulary and relate or discuss current news events or past events prior to doing the exercise, and/or relate the activity to the participants' experiences. The amount of time given for each activity is dependent on the class level and size, although for your convenience an approximate time is noted for each activity. Always allow a portion of time for opening remarks and discussions at the beginning of each day, and open discussions and reflections at the end of each day. After completing each unit, review the self-evaluation checklists with participants to encourage them to become familiar with self-descriptive vocabulary and phrases that may be useful in an interview. It is also recommended to have participants complete the self-evaluation *before* beginning the activities in each unit and then compare this with the evaluation done *after* completing a series of activities.

Week	Day 1	Day 2	Day 3
<b>Week 1</b> UNIT 1: Values	<ul style="list-style-type: none"> <li>• Introduction to VOICE</li> <li>• Introduce Unit 1 and do Unit 1 Self-Evaluation</li> <li>• Introduce Values Assessment Lists</li> <li>• <i>Cultural Values</i></li> <li>• <i>Societal Values</i></li> <li>• <i>Personal Values</i></li> <li>• <i>Work Values</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Work Values Inventory</i></li> <li>• <i>Life is a Circle Chart</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Paper Bag Boundaries</i></li> <li>• <i>Hopes &amp; Concerns</i></li> <li>• <i>Ask a Mentor</i></li> <li>• <i>Giving Advice</i></li> <li>• <i>The Mouse Story</i></li> </ul> <p>Homework: <i>The Stream of Life</i>, and Unit 1 Self-Evaluation</p>
<b>Week 2</b> UNIT 2: Organize Time & Overcome Barriers	<ul style="list-style-type: none"> <li>• Review homework and Unit 1 Self-Evaluation</li> <li>• Introduce Unit 2 and do Self-Evaluation</li> <li>• <i>The Time Quiz</i></li> <li>• Introduce <i>Organizing by Colour</i></li> <li>• <i>Pieces of the Pie</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Positive Steps to Mental Health</i></li> <li>• <i>The Ali Chant</i></li> <li>• <i>Making Affirmations</i></li> <li>• <i>Removing Barriers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Discovering Preferences for Work and Life</i></li> <li>• Introduce <i>The Interview Process (TIP's)</i></li> </ul> <p>Homework: <i>Refining Career Goals</i>, and Unit 2 Self-Evaluation</p>

<b>Week</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Week 3</b> UNIT 3: Interests	<ul style="list-style-type: none"> <li>Review homework and Unit 2 Self-Evaluation</li> <li>Introduce Unit 3 and do Self-Evaluation</li> <li>Introduce Part One – Individual Interests</li> <li><i>The Interest Quiz</i></li> <li><i>A Multiple Intelligence Inventory</i></li> <li><i>Identify Your Passions</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Acknowledging Successes</i></li> <li><i>The Doughnut of Life</i></li> </ul> <p>Homework: <i>Ask 50 Questions</i></p>	<ul style="list-style-type: none"> <li>Homework review</li> <li><i>Write Your Eulogy</i></li> <li>Introduce Part Two – Group Interests</li> <li><i>Team Sculpture</i></li> </ul> <p>Homework: <i>Three Wishes</i>, and Unit 3 Self-Evaluation</p>
<b>Week 4</b> UNIT 4: Changes	<ul style="list-style-type: none"> <li>Review homework and Unit 3 Self-Evaluation</li> <li>Introduce Unit 4 and do Self-Evaluation</li> <li>Introduce Part One – Personal Changes</li> <li>Introduce <i>Autobiography Presentations</i></li> <li>Do Presentations</li> </ul> <p>Homework: <i>A Turning Point</i> to be completed for Day 3</p>	<ul style="list-style-type: none"> <li>Introduce Part Two – World Changes</li> <li><i>Biographies of Unlikely Successes</i> (choose one or two only)</li> <li>Discuss World Changes</li> <li><i>Biographies of Societal Changes</i> (Choose either Inventors or Social Firsts)</li> <li>Computer lab to research biographies</li> </ul>	<ul style="list-style-type: none"> <li>Presentations: <i>A Turning Point</i></li> <li>Discuss information collected regarding Societal Changes</li> </ul> <p>Homework: Unit 4 Self-Evaluation</p>
<b>Week 5</b> UNIT 5: Empower & Engage in Life	<ul style="list-style-type: none"> <li>Homework review</li> <li>Introduce Unit 5 and do Self-Evaluation</li> <li><i>All for One and One for All</i></li> <li>Introduce the Mock Interview from <i>The Interview Process</i> in Unit 2: Organize &amp; Overcome Barriers; explain the process of peer evaluation</li> <li>Scour want ads from newspapers and set up for next day interviews</li> </ul>	<ul style="list-style-type: none"> <li>Hold <i>Mock Interviews</i> from Unit 2</li> <li><i>Identifying Support</i></li> </ul>	<ul style="list-style-type: none"> <li>Review <i>Preparing a Basic Resume</i> and <i>How to Write a Cover Letter</i></li> <li>Set up schedule for Formal Mock Interviews</li> <li>Introduce homework assignment</li> </ul> <p>Homework: <i>Taking Steps to Explore Employment</i> (Exploring Employment Chart and Questions to Ask an Employee and gather employment application forms)</p>
<b>Week 6</b> UNIT 5: Empower & Engage in Life	<ul style="list-style-type: none"> <li>Homework review</li> <li><i>Identifying Essential Skills</i></li> <li>Introduce and discuss <i>Portfolio Building</i></li> <li><i>Evaluate &amp; Engage</i> (Part 1)</li> </ul> <p>Homework: Presentations of Portfolios for Day 3</p>	<ul style="list-style-type: none"> <li>Hold <i>More Formal Interviews</i> from Unit 2</li> <li>Review employment application forms</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio Presentations</li> <li>Unit 5 Self-Evaluation</li> <li><i>Evaluate &amp; Engage</i> (Part 2)</li> </ul>

## Using the Activities to Enhance an Existing Program

The activities can also be used to enhance other literacy and language programs. Although the activities are discrete and flexible enough to be used alone, they were designed to flow within each unit and from one unit to the next. The following is a brief explanation of each unit.

### UNIT 1: Values

This first unit guides participants to explore their values in depth. Activities 1.1.1–1.1.4, Value Assessment Lists, are the most important activities to begin with. These lists encourage participants to explore what is most important for their own well-being and gives participants an overview of how values are integrated throughout their life. The following activities in Part Two: Exploring Personal Values ask participants to reflect more deeply on how they make judgments and decisions. Activities 1.2.1 through 1.2.13 do not necessarily have to be done in total, but can be used selectively. In particular, Activity 1.2.3 — Determine Your Value, reinforces the participants' view of themselves and encourages them to communicate with more conviction. The activities in Part Three: Exploring General Values can be selectively chosen to act as a support for solidifying and acknowledging values. I would suggest choosing two or three of these activities.

### UNIT 2: Organize Time & Overcome Barriers

This unit helps participants to become more organized and reflect on where their time is being used. In Part One: Organize Time, Activity 2.1.1 — The Time Quiz is a good indicator of how participants might value time and should be completed first to introduce the remaining activities, which will help participants to gain some organizational skills. Part Two: Overcome Barriers has activities that encourage communication skills and positive thinking. Activities 2.2.1 through 2.2.9 are reflective of this. Activities 2.2.10 through 2.2.16 deal with confirming employment preferences and studying interview practices. The reasons for placing the interview process activities in the Overcoming Barriers part is simply to allow participants to gain confidence and overcome shyness when in a job interview. Many participants will experience personal and/or societal barriers in this area of their life; therefore it is my hope that by participating in these activities they will gain a larger picture of the hiring process and prepare for their success.

### UNIT 3: Interests

This unit is divided into two categories of interests: Part One: Individual Interests, and Part Two: Group Interests. The Individual Interests part has several activities to help participants to acknowledge their successful endeavours and their activity preferences. Choosing any five of the ten activities should give participants a clearer picture of what they like to do and where their acquired skills lie. Activity 3.1.1 — The Interest Quiz, may be used as an introduction to either Activity 3.1.2 — A Multiple Intelligence Inventory, or Activity 3.1.3 — Identify Your Passions. Activity 3.1.10 — Three Wishes encourages participants to identify and work towards an achievable goal. Part Two: Group Interests develops team work and has only three activities. It is not necessary to do all three activities because group or team work is also developed in other units.

### UNIT 4: Changes

I began with the Personal Changes because it allows participants to not only value the changes in their lives but to also voice their insights about these changes. Activity 4.1.1 — Autobiography Presentations, is probably the most engaging of the three activities outlined in this part for participants to reflect and remark on their life changes. If making changes or getting something done is a problem for some participants in your group, I would suggest doing Activity 4.1.3 — No Excuses to help with procrastination problems that keep participants stuck. Part Two: World Changes examines the impacts individuals can have on society. I would recommend doing either Activity 4.2.1 — Biographies of Societal Changes: Inventions & Inventors, or Activity 4.2.2 — Biographies of Societal Changes: Social Firsts, for participants to gain an understanding of the value of life changing events. Activities 4.2.3 and 4.2.4 — A Parliamentary Debate, and An Advisory Committee, help participants to think about changes at a societal level. Activity 4.2.5 — Biographies of Unlikely Successes, presents a collection of sample biographies for you to use. These can easily be changed to reflect the interests and values of your participants (Search for brief biographies on Wikipedia.)

### UNIT 5: Empower & Engage in Life

Part One: Empowering Support Structures is vital for participants to identify where their personal and external support lies. Activity 5.1.1 — All for One, and One for All can be used as an introduction to the following activities in this part. It is my recommendation that Activities 5.1.2 — Identifying Support, and 5.1.3 — Identifying Essential Skills, be done sequentially. Activity 5.1.5 — Life Mapping, consists of four different mapping styles. Choose one map style that you feel is best suited for your group. Activity 5.1.6 — Strategize for Change, because of its extended involvement and focus on empowerment, should only be done after the previous activities have been completed. Part Two: Engaging in Life is designed to move participants towards obtaining their employment goal. All activities in this part should be completed in the order outlined in this guide. This area is no doubt the most employment-ready unit in this guide. It can be used as a stand-alone unit or as an additional resource for other employment preparation programs.

### Participant Self-Evaluations

All units in this guide have a self-evaluation for participants to reflect on what they have learned about themselves. The keywords noted on the bottom of each sheet will be particularly useful for participants to use to describe themselves in an interview. The self-evaluations do not allow for a 'maybe' or 'sometimes' answer. All answers are either 'yes' or 'no'. This was designed purposefully to encourage participants to be more decisive about how they feel about themselves. If a facilitator experiences problems with this, simply remind participants to decide what would be most true for them. For example, if it happens that they *most often* act one way in a certain situation, then the answer would be 'yes'. I would recommend that you use the checklists at the beginning and at the end of each unit in order to help participants recognize changes and progress.

### Suggested Teaching Strategies

I have always found it most helpful to lead into an activity with an open discussion to find how much the participants already know about the topic. Introducing the topic and brainstorming



ideas with participants reinforces unfamiliar vocabulary and may help in applying new terms to the actual activity. Involve participants when introducing each new activity by having them generate examples for using vocabulary and/or explaining or exploring ideas related to the activities. In addition, relate the topic being explored to a current or past news event or personal life event. It is also suggested to leave new vocabulary or sentences on the blackboard or flipchart where participants can easily refer to them. It is further recommended that all activities end with closing remarks and discussions. This will help participants gain a deeper understanding of the entire activity and its applicability to their lives.

Because VOICE involves using dynamic and interactive activities, maintaining calm in the class may not always be easy with 'hot' topics. If you sense the discussions are getting too heated, the facilitator should remind participants that everyone has value and a right to their opinion. The facilitator may want to use the situation and turn it into a learning moment by asking participants for guidelines to use when engaging in debates and discussions. Keeping a chart on the wall outlining the guidelines could be referred to before beginning any activity that requires participants to express personal opinions. The facilitator should always set the example and strive to keep the lines of communication open, honest, and respectful.



# UNIT 1

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# VOICE

<b>V</b>	<b>Values</b>
<b>O</b>	<b>Organize Time &amp; Overcome Barriers</b>
<b>I</b>	<b>Interests</b>
<b>C</b>	<b>Changes</b>
<b>E</b>	<b>Empower &amp; Engage in Life</b>



# Values

---

The most important factor in our lives, that shapes who we are, is our values. They set the tone for what we want and how we live. The first four activities in the Values unit introduce the idea that values are shaped by personal, cultural, societal and work factors. Then with this idea in mind participants will continue to explore their values using a variety of interactive and arts-based approaches. The activities are presented in three parts:

1. Value Assessment Lists
2. Exploring Personal Values
3. Exploring General Values (cultural, societal and work)

## Part One: Value Assessment Lists

Value assessment lists help participants to gain a larger perspective of what is important for their personal, work, and general areas of life. The insistence on prioritizing values allows for a clearer and more defined representation of the participants and their goals. These exercises are split into four areas: cultural values, personal values, work values, and societal values.

## Part Two: Exploring Personal Values

Personal values are the values we hold most dear for ourselves. These are most often recognized when they conflict with external values, i.e., cultural, societal, and work values. The following activities will help participants prioritize their personal values in relation to external values, and give participants the tools to create a balance between personal and external values. Underlying several activities is the question: How much of a priority do personal values have?

## Part Three: Exploring General Values

General values include cultural, societal and work values. These shape and influence who we are and how we live. The activities in this part will help participants to reflect on how these values might conflict and/or relate with their personal values. A close examination of their general values will help participants expand their perceptions and possibly change how they see themselves and others. Group discussions are recommended as they give participants a chance to acknowledge how different perspectives can be valuable, and the opportunity to reflect on how similarities can also create connection.

After each activity, ensure that participants have time to document and communicate their discoveries and reflections. The values activities will help participants ask themselves the following kinds of questions to envision their goals:

- Who am I?
- What do I believe in?
- How am I perceived? How do I perceive others?
- Where do I want to go from here?
- Why are there obstacles?

## Learning Objectives

Participants will identify values in their life and produce charts for display. Hands-on activities will provide clarification of values, enhance problem-solving skills, develop self-reliance, and promote teamwork strategies.

# Part One

## Value Assessment Lists

Activity	Page
1.1.1 Cultural Values .....	16
1.1.2 Societal Values .....	17
1.1.3 Personal Values .....	18
1.1.4 Work Values .....	19
📄 Work Values Inventory.....	21



## Activity 1.1.1 Cultural Values

---

<b>Purpose</b>	To understand core beliefs and acknowledge changes in self-development
<b>Materials</b>	Workbook/journal
<b>Time</b>	30 mins

### Method

1. Discuss with participants the idea that cultural values are learned throughout their lives. These values often come from parents, family and friends who surrounded them as they developed. Many societies are made up of different cultures, and different cultural values.
2. Facilitators should brainstorm with participants to identify familiar cultural values and note these on a blackboard or flipchart.
3. The following is a list of a few examples of cultural values that can be used to promote discussion:
  - be religious, believe in God, and attend church, synagogue, mosque, etc.
  - be practical and use common sense
  - be skeptical about things that cannot be easily proven
  - education in the arts and science is important
  - be true to yourself and make your own way in life
  - develop contacts and get to know the “right” people
  - some occupations are better than others
  - all work has dignity regardless of what it is
  - family comes first
  - a balance of physical and mental activity is important
  - money is power
  - money should be saved, not squandered
  - be humble about your talents
  - success is not based on winning, but on how hard you tried
  - a woman’s place is in the home
  - children should be seen and not heard
  - competition aids motivation
4. Based on the group list, participants should create their own list of about five values. These might be the same as some of the values in the group list or completely different. Have participants record their reflections on how their values developed. Where did they come from? Who or what in their lives shaped their values the most?
5. Ask participants to keep this list to see if these values will change after doing activities in each unit.

**Adapted from:** Xavier Career Services Center. (n.d.). *Career Exploration*.



## Activity 1.1.2      Societal Values

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<b>Purpose</b>	To understand differences between societal and personal values, and to gain insight into their own value priorities.
<b>Materials</b>	Workbook/journal
<b>Time</b>	1 hr

### Method

1. Explain to participants that societal values are things that we create in our society that reflect who we are. You may wish to give some examples such as the way our society values money, family, education, time, etc.
2. Discuss with participants the societal values that are important to them. The facilitator can write down all the words as they are said. The societal values list might look like this:
  - Family
  - Friends
  - Learning / Education
  - Spiritual / Religion
  - Money / Wealth
  - Health
  - Leisure Activities
  - Community Involvement
  - Employment
  - Love/Romance
3. As a group, they must choose 10 of these values.
4. The list of 10 chosen societal values is to be written down by each participant in their workbook or journal.
5. The participants can then rank each value in order of importance for themselves. (Number 1 is most important).
6. For further reflection, ask participants to focus on the first and last value on their list and note the reasons for their choice of placement. **Note:** This part can be done as a group discussion, or as a reflective assignment in their journal.
7. Ask participants to share their top three values with the group and determine if there are any matches with others.

## Activity 1.1.3      Personal Values

---

<b>Purpose</b>	To develop a clearer sense of personal values and their priority
<b>Materials</b>	Workbook/journal
<b>Time</b>	1 hr

### Method

1. Ask participants for some personal value words, e.g., freedom, happiness, honesty, etc., and record these. Facilitators should try to ensure that there are at least 30 or more words.
2. As a group, they will choose 20 of these words to create their own personal values list.
3. Participants will then rank these values in order of priority for themselves.

### The personal values list may look like this:

___ happiness	___ excitement	___ agreeable
___ excellence	___ co-operation	___ beauty
___ honesty	___ friendliness	___ active
___ intelligence	___ humour	___ achievement
___ peaceful	___ responsible	___ knowledge
___ organized	___ creative	___ autonomy
___ love	___ kindness	___ freedom

4. Have participants focus on the top five of their list and reflect on why these are the most important personal values for them. Facilitators may choose to ask participants to discuss the reasons for their choices.

## Activity 1.1.4      Work Values

---

<b>Purpose</b>	To develop a clearer sense of work values
<b>Materials</b>	Handout — Work Values Inventory Workbook/journal, optional use of magazine pictures and poster boards
<b>Time</b>	1 hr

### Method

#### Part 1

1. Inform participants that work values are things that we value as employees in a workplace, e.g., location, respect, etc. Brainstorm with participants words that reflect values in a workplace. The facilitator can record as the words are said. Again, try to develop a list of 20–30 words.
2. Next, ask participants to choose their own (not a group choice) top 10 work value words.
3. Participants can then write these in order of priority for themselves.
4. At the end of the activity, ask each participant to disclose their top three values and give a brief explanation of their reasons for choosing these values.
5. Ask participants to make a note of anyone else who has the same top three values. Discussions could reflect on similarities or on determining how their values were prioritized.

#### Here are some examples of words in a work values list:

___ security	___ respect
___ location	___ money
___ honesty	___ teamwork
___ individuality	___ recognition
___ creativity	___ organized
___ intellectual	___ physical
___ variety	___ excitement
___ independent	___ community
___ freedom	___ responsible

## Part 2

1. An additional activity (Work Values Inventory handout) can be used to help participants to become clearer in identifying their work values.
2. Participants simply write a T indicating that a statement is true for them.
3. After completing the inventory ask participants to review and compare their previous top three work value words to the sentences that they marked as important.
4. Discuss the matches between their personal list and the inventory.
5. Ask participants to create a new list using their top three work values as a heading. Then under each work value write the matching statements on the inventory. For example, a participant may say that a top work value is creativity. This matches with the Work Values Inventory statements “Finding solutions to problems is important to me” or “I need exciting work”.

**Here is an example of word headings and statements of importance:**

<b>creativity</b>	<b>praise</b>	<b>security</b>
Finding solutions to problems.	Recognition for doing a good job.	A steady job with a steady paycheck

### Optional Part 3:

You can also use a poster board to showcase participants’ values by having participants draw a logo or cut and paste magazine pictures above the appropriate headings to symbolize their top work values.

**Adapted from:** Xavier Career Services Center. (n.d.). *Career Exploration*.



## WORK VALUES INVENTORY

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**Write a 'T' beside the statements that you consider to be true for you.**

1. A steady job with a steady paycheck is important.
2. I want to be encouraged to come up with new ideas.
3. I want to work where activities change often.
4. Working with little supervision is important.
5. I want to set my own schedule or timetable.
6. Helping others is important.
7. I want people to look up to me.
8. Recognition for doing a good job is important.
9. Work location is important.
10. Finding solutions to problems is important.
11. I need to enjoy what I do.
12. I need to believe in what I do.
13. I like working as part of a team.
14. I need exciting work.
15. I like my work to be organized.
16. Paying attention to little details is important.
17. I like to look for information and facts.
18. I would like to work alone.
19. I would like to keep learning new knowledge/skills.
20. Belonging to a group is important.



# Part Two

## Exploring Personal Values

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 Diverse Situations Reaction Form. ....	26
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 The Mouse Story. ....	37
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## Activity 1.2.1

## R.E.S.P.E.C.T.

### Purpose

To gain a respectful and non-judgmental class environment

### Materials

Poster board, magazines, tape or glue, coloured pencils

### Time

2–3 hrs

### Method

This activity will lead to the creation of a RESPECT chart (or charts) for one wall in your room. Facilitators can decide whether this exercise should be done in teams or as individual work.

1. As a warm-up to this activity, discuss with participants what respect means to them. Write down any responses.
2. Explain the word *acrostic* and how poems or creative descriptions can be written with an acrostic. Tell participants that they are going to make a chart using an acrostic for the word **RESPECT**.
3. Offer an example of words, phrases or sentences that relate to respect using the available letters and/or brainstorm with participants for related words, phrases or sentences. Depending on your class level, you can write these for participants to copy or to be used as examples. Below is an example of a completed acrostic.

<b>R</b>	RESPOND in kindness.
<b>E</b>	EVERYONE belongs here.
<b>S</b>	SUPPORT one another.
<b>P</b>	Find PEACEFUL ways to disagree.
<b>E</b>	ENJOY each other's company.
<b>C</b>	CARE about someone's feelings.
<b>T</b>	TOLERATE differences.





## Activity 1.2.2      Diverse Situations

---

<b>Purpose</b>	To acknowledge situational prejudices and reactions
<b>Materials</b>	Handout — Diverse Situations Reaction Form
<b>Time</b>	1 hr

### Method

1. Inform participants that you are going to read a situation in which they are required to rate their reactions. (See handout on next page)
2. Begin by telling participants to close their eyes and imagine that it is a beautiful sunny day. Read each situation to the group. Ask participants to complete the handout.
3. After the participants have finished rating their reactions to the first situation, read the next situation.

**SITUATION 1:** You just sat down to rest on a bench in a park. A couple is across from you at the next bench. They start to argue very loudly. It is obvious from their conversation that it is a lovers' quarrel. The man begins to intimidate the woman with pushing and shoving movements. The woman is very upset and crying.

**SITUATION 2:** You just sat down to rest on a bench in a park. A couple is across from you at the next bench. They start to argue very loudly. It is obvious from their conversation that it is a lovers' quarrel. One man begins to intimidate the other man with pushing and shoving movements. The man who is being pushed around is very upset and crying.

4. When both situations have been rated by participants ask participants to talk about their comfort level in each situation. Did they have different reactions for different couples? Were they more helpful to one couple than the other? Why?
5. Guide a discussion on why the reaction would be different in similar situations. Is the situation being judged or are the people being judged in the situation?
6. Ask participants what they imagined these couples looked like. Does it make a difference when it comes to giving assistance?
7. What did they learn about themselves?



### DIVERSE SITUATIONS REACTION FORM

On a scale of 1 to 10, rate how you feel about this situation. The number 1 means not at all upset or uncomfortable, and the number 10 means extremely upset and highly uncomfortable. Circle the number.										
<b>SITUATION 1</b>	1	2	3	4	5	6	7	8	9	10
Circle the letter that matches how you would respond to that situation:										
I would:	(a) walk away and ignore it					(d) look and listen				
	(b) talk to the abuser to get him to stop					(e) call the police				
	(c) ask someone in the park to help me to get them to stop									
In your mind, is the couple young or old?										
Describe the people:										

On a scale of 1 to 10, rate how you feel about this situation. The number 1 means not at all upset or uncomfortable, and the number 10 means extremely upset and highly uncomfortable. Circle the number.										
<b>SITUATION 2</b>	1	2	3	4	5	6	7	8	9	10
Circle the letter that matches how you would respond to that situation:										
I would:	(a) walk away and ignore it					(d) look and listen				
	(b) talk to the abuser to get him to stop					(e) call the police				
	(c) ask someone in the park to help me to get them to stop									
In your mind, is the couple young or old?										
Describe the people:										

## Activity 1.2.3

## Determine Your Value

---

<b>Purpose</b>	To present an opportunity for participants to speak about their value
<b>Materials</b>	A candle or flashlight
<b>Time</b>	45 mins

### Method

1. Have participants sit in a circle on the floor together. Turn off all the lights and close the drapes or blinds on the windows. Explain that a lighted candle or flashlight will be passed on to a person who will then speak and continue around the circle.
2. Inform the participants that they are to imagine they are trapped in a submarine at the bottom of the ocean. All the electricity is out. The only escape is through the pressure hatch at the top of the submarine. It will take time to get to the pressure hatch and air is running out. Only the first few will make it.
3. Each participant will then take the candle or flashlight and tell why he/she should be included in the first few to go. The participants should tell what good things they have to give to the world and what plans they have for their lives, or how much others need them.
4. Facilitators should set the tone by going first and telling the group why they should be a survivor. After doing so, pass the light on to the next participant in the circle.
5. After everyone has spoken, take a vote to determine which four should go first.

### Questions to talk about after the exercise:

- Did you have a difficult time telling good things about yourself?
- Do you think that the person who said nothing or very little about themselves should be left behind? Why?
- How did people decide who to vote for?
- Have you thought about your life plans before or do you live for the moment?
- If someone told you that they wanted to commit suicide, what would you tell them?

**Adapted from:** Garnett, P. (1988). *Investigating Morals and Values in Today's Society*.

## Activity 1.2.4 Life is a Circle

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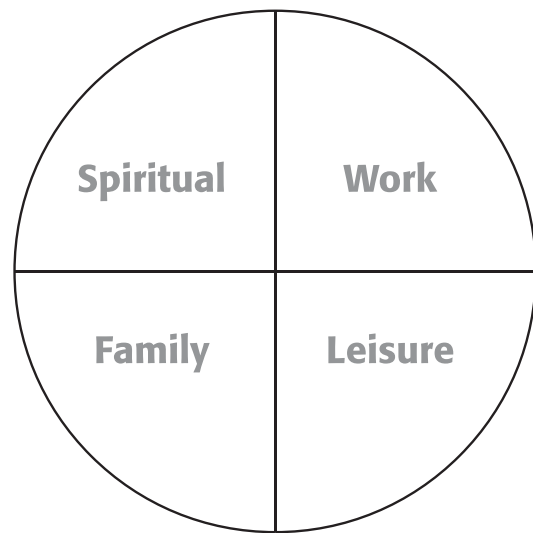
**Purpose** To have a visual of what is of value and recognize if one's life is balanced

**Materials** Various magazines, tape or glue, poster board, scissors, and markers

**Time** 2–3 hrs

### Method

1. Spread a pile of magazines over the floor and ask participants to choose three or four of them.
2. Instruct participants to cut out pictures that appeal to them. Allow about 30 minutes for this part of the exercise.
3. Give each participant a poster board and a marker. Ask them to draw a large circle on their board and then section the circle into 4 quarters.
4. Ask them to label each quarter as follows: **spiritual, work, family, leisure.**
5. Tell participants to choose one picture from their pile that they like the best and set it aside.
6. Then participants will decide which pictures should be placed in each quarter of their circle. Once their decisions are made, ask them to paste them to the board.
7. The picture that was set aside can be pasted in the centre of their collage.
8. At the end of this activity, ask participants to explain what their Life is a Circle collage means to them. Facilitators can ask the following kinds of questions:
  - Does your life look balanced?
  - Did you discover something new?
  - What does the center picture mean to you?
  - Is the collage a good reflection of who you are or what you stand for?



## Activity 1.2.5

## Paper Bag Boundaries

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### Purpose

To encourage positive views of oneself and others

### Materials

Medium-sized paper lunch bags, magazines, coloured markers, small sticky note pads or 3" × 5" pieces of paper, tape or glue, scissors

### Time

2–3 hrs

### Method

1. Ask participants to cut out pictures they like from various magazines. Give each participant a lunch bag.
2. The pictures they selected can be taped to the inside and the outside of the lunch bag. **Note:** coloured markers can be used to replace or add value to the magazine pictures.
3. Tell participants the inside pictures reflect how they see themselves and the outside pictures reflect what they believe they show to the world. You may want to give participants a few moments to relate to this idea and discuss informally.
4. Next, give each participant sticky notes or pieces of 3" × 5" papers to write a positive statement about each person in their group. **Note:** it is recommended to have about 4–6 people in a group.
5. The notes should be folded and put into the appropriate person's lunch bag. Ask participants not to look at the notes at this time.
6. Ask for volunteers to speak about their paper bag art. Then ask them to read the notes that were put inside.
7. At the end of this activity ask participants to talk about their discoveries and what they have learned about themselves. Were they surprised by some of the comments they received?
8. It is also recommended that a follow-up group discussion be added with suggested topics of:
  - The value of giving others positive comments
  - The value of receiving positive comments
  - The value of our true selves
  - What did participants learn by doing this activity?

## Activity 1.2.6

## The Stream of Life

---

### Purpose

To map progress towards a future goal

### Materials

Magazine pictures, coloured markers, scissors, tape or glue, poster board

### Time

2–3 hrs

### Method

1. Ask participants to draw a stream of water on their poster board, showing the smallest point of the stream flowing to the widest point. They can also colour and draw around the stream to give it more appeal, e.g., trees, flowers, etc. Example of stream drawing:



2. Have participants select pictures from magazines that represent an ideal future.
3. Participants can now tape or glue their pictures, and/or draw whatever represents their ideal future in the largest area of the stream.
4. Next, have participants select pictures that represent the present time. The smallest area of the stream represents the present time and pictures can be taped here.
5. Instruct participants to now select pictures that show progress towards their ideal future. The middle area of the stream is the progress area.
6. Questions to discuss:
  - How difficult was it to focus more on the future than the present?
  - What were some things that would help to progress to their ideal goal?
  - What are some adjectives that describe the future goal? Do these words match their personal values?
7. Have participants sign their posters and put them on display where they can be seen every day. They can act as a reminder of their goal.

## Activity 1.2.7 Hopes and Concerns

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<b>Purpose</b>	To gain insight and understanding of common concerns
<b>Materials</b>	Yellow and blue note paper
<b>Time</b>	1 hr

### Method

Inform participants that everyone has hopes and worries about their life. Some hopes are simple, and others are grand. Some worries are small, and some may appear as huge obstacles. This exercise will help participants to discover that many hopes and concerns are usually common ones. An example of a hope could be, “I hope I get a job”; and an example of a concern could be, “I am not sure if I can compete in the job market”. Having a chance to share these will allow for more insight and understanding of themselves and others, and create a more cohesive environment.

1. Instruct participants to think about a general concern and a general hope that they have. You can give examples.
2. Divide the class into two groups. One group will receive yellow note-paper, and the other will receive the blue note-paper. Each participant should have two pieces of note-paper. Instruct participants to not write their names on their papers.
3. The yellow paper group will write down their hopes (one hope per sheet). The blue paper group will write down their concerns (one concern per sheet).
4. The participants will fold their papers and place them at the front of the room on a table or desk in the appropriate coloured pile.
5. When all papers have been collected, the facilitator will give the pile of papers to the opposite colour group. In other words, the yellow paper group now has the blue papers.
6. Ask participants to read the papers out loud and ask their group members to acknowledge if they have ever had or still have any of the same hopes or concerns.
7. Groups will now acknowledge any of the notes as being true at one time or still true in their lives. Then have each group share their comments. Open discussions may bring a feeling of belonging and cohesiveness to the class.
8. Guide discussions to lead into solutions that participants may have experienced with some of the concerns. For example, a solution to the concern, “I am worried that I can not compete in the job market” may be “I worked on upgrading my skills and continue to do so”.

**Adapted from:** James, K. and Nightingale, C. (2004). *Discovering Potential*.

## Activity 1.2.8

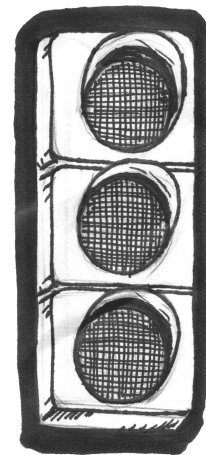
## Red Light / Green Light

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<b>Purpose</b>	To acknowledge problems and practise giving advice
<b>Materials</b>	Red and green note paper
<b>Time</b>	1 hr

### Method

1. This exercise requires participants to write a problem and a piece of advice. It is not entirely focused on a problem, nor is it focused on a solution. This is more about having participants experience a light-hearted insight and/or gain a viable solution to a problem.
2. The facilitator can give some examples of problems such as “I have difficulty with spelling” or “I need more money”. Brainstorm with participants for some examples of advice. These might include “You need to relax more”, “Ask someone for help”, “Don’t be so hard on yourself”, etc.
3. Participants are given one red note paper and one green note paper. The red paper is for writing down a problem. The green note paper is for writing a piece of advice. Participants should not sign their names to the papers.
4. When everyone has finished writing, the facilitator can collect all the papers. The red and green papers are then mixed up and put face-down on the floor.
5. Ask each participant to now randomly choose one red and one green paper from the pile. **Note:** it does not matter if a participant happens to pull their own paper.
6. Ask each participant to first read the red paper, and then the green paper.
7. Guide discussions around the range of uncanny and valuable insights gained from the random matches between problems and solutions. Ask participants what they felt was gained from this activity.
8. Another way for participants to do this activity is to have them imagine that they actually have the same problem as one of the ones written on the red papers. Get them to analyse what advice they would give themselves. For example, “If it were me, I would...”





## Activity 1.2.9

## Ask a Mentor

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<b>Purpose</b>	To discover inner wisdom
<b>Materials</b>	A blank white wall
<b>Time</b>	30 mins

### Method

This activity involves individual participants in seeking advice from an imagined mentor. The outcome is to have participants discover their own wisdom to solve a problem.

1. Ask participants to decide on a person that they would like to have as a mentor or who they consider to be a valuable human being in history, e.g., Dr. Martin Luther King, Jr.
2. Next, have participants sit in front of a blank wall (preferably white) and imagine their famous person or mentor is sitting in front of them.
3. Silently, participants can ask their mentor for help with a problem. They then imagine what the mentor would tell them.
4. Ask participants to continue imagining the conversation with their mentor for about five minutes.
5. At the end of this exercise, ask if everyone received good advice from their mentor.
6. Discuss the following:
  - How did participants feel about talking to an imaginary person?
  - Did they acknowledge that the sound advice they received was actually their own intellect talking?
  - Could they now believe themselves to be a good mentor for themselves and for others?

## Activity 1.2.10      Re-Focus on a Problem

---

### Purpose

To discover problem-solving techniques  
To practise mindfulness which can help to reduce stress

### Materials

Large white sheets of paper (or flip-chart paper) and markers,  
a 15-minute timer is optional

### Time

30 mins

### Method

1. Ask participants to write a problem or concern using big letters on a large sheet of white paper.
2. This paper is to be taped to a wall and participants will then sit themselves in front of it.
3. Tell them they must focus only on the problem written on the paper.
4. Explain to the participants the purpose is not to try to come up with solutions. They should only sit quietly and stay staring at their paper for approximately 15 minutes.
5. At the end of the time period, ask participants to return to their seats.
6. Ask if anyone actually found a solution to their problem and/or if they gained any knowledge by doing this exercise.
7. Have participants reflect on this activity. Do they think that sitting still and focusing on only one problem at a time is helpful in finding a solution or that sitting with a problem without action is non-productive, etc.?
8. Because I have found that participants do get a solution popping into their head about one or two weeks later, facilitators may want to do a follow up at a later date.

## Activity 1.2.11      Mirror Image

---

<b>Purpose</b>	To develop self-esteem
<b>Materials</b>	None
<b>Time</b>	30 mins

### Method

1. Ask participants to pair up with someone. (Preferably with someone they don't know very well).
2. Instruct one of the pair to start acting out a common activity using only actions and not words. For example, act out walking in a circle or brushing their teeth. The other person tries to mimic exactly what is being done.
3. After each person has had a couple of turns mimicking the other, instruct them now to act as mirror images, again without using sounds or words. Have participants switch roles every 15 seconds. The goal of the mirror-image activity is to have participants keep up and follow each movement as if they were mirrors.
4. Guide a discussion about the level of difficulty involved in imitating someone else. Also discuss the difficulty involved in trying to second-guess someone when using the mirror image routine.
5. Ask the question: "What are some reasons why people act like someone else?"



## Activity 1.2.12

## The Mouse Story

---

### Purpose

To have participants look at faith and hope; and to gain clarity on what is of personal value

### Materials

Handout — The Mouse Story

### Time

1 hr

### Method

1. Facilitators can either a) tell the story to the group and then ask them the questions below or b) give the story to the participants to follow along as it is read, then ask the questions.
2. Depending on the class level, you can decide whether the questions could be answered orally or in writing.
3. The Mouse Story questions:
  - What was your favourite part?
  - What part did you like the least?
  - Ask yourself why you like or dislike something in the story.



## THE MOUSE STORY

---

Once upon a time, there was a mouse who heard a huge roaring sound in his ears — a roaring sound so great that he could not get it out of his mind. When he asked the other mice if they could hear the roaring too, they all said no. The other mice all agreed that the mouse had gone crazy.

And so, the mouse set off to find where the roaring was coming from. He eventually came to a great river and this is where the huge sound (that only he could hear) was coming from —the great replenishing, cleansing, life-giving river.

The mouse is told that there is more to life than even this river. If he crouches down real low and then leaps up as hard as he can, he will see his true home. So, using his little skinny pink legs, the mouse leaps up as hard as he can. He suddenly sees, for just a moment, far away, the shining mountains. His heart opens with great love, and he knows he must go there.

On his dangerous journey he finds a village of old mice that live sheltered lives. They promise he will be safe and always have enough to eat if he will only stay and never leave. But he has seen the source of the roaring inside him, and he has glimpsed his true home. So, he tears himself away and continues his journey across a large desert with many dangers and hazards, until at last he comes to his true place.



**Adapted from:** Pinkola Estés, C. (2001). *Story as Medicine*.

## Activity 1.2.13      NLP Problem Solving: Take Three Steps

---

<b>Purpose</b>	To become aware of actions required to solve a particular problem
<b>Materials</b>	A blank white wall
<b>Time</b>	15–20 mins

### Method

NLP stands for Neuro-Linguistic Programming and is used to train the mind to reinforce positive messages. This light-hearted activity can be used to help individuals become consciously familiar with the messages given and the actions required to solve a problem. Letting go of a problem also comes into play and opens up an avenue of hope and belief for the problem poser.









1. Facilitators should demonstrate the exercise first and then ask for a volunteer to try it out. **Bolded phrases** are to be stressed aloud to the participant.
2. Face a blank white wall of the class and draw in the air in front of you (with your hands) the problem. It doesn't have to be a Picasso! Do not say what you are drawing or what your problem is. This is a silent exercise.
3. Draw a box around the problem. Now **move** or **lift the problem** and **put it behind you**.
4. Face the wall area again and **imagine how the problem is being solved**. Take some time to really see this unfolding in front of you.
5. **Take one step towards the solution. Look at what it takes** to reach the solution.
6. **Take another step.** Keep your **focus on the solution** in front of you. **See the action that is needed** to solve the problem.
7. **Take one more step** and see it being played out as **completely solved**.
8. **Take a final look** and **let it go**. Tell yourself that the **problem is now being taken care of**.



Tell participants it is important not to think about the problem anymore. You have already told yourself how the problem will be resolved and you saw the actions that are required.

## Part Three

# Exploring General Values

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## Activity 1.3.1      The \$20 Bill

---

<b>Purpose</b>	To gain a wider perspective on acknowledging the value of people
<b>Materials</b>	A crisp \$20 bill
<b>Time</b>	15–20 mins

### Method

1. The facilitator holds up a \$20 bill and asks if anyone would like it. Acknowledge those who put up their hand.
2. Now crumple the bill in your hand and ask again if anyone would like the money. Again, ensure you acknowledge those who raise their hand.
3. Next, throw the money on the floor and step on it. Grind it into the floor a little bit. (Facilitators should muster a little drama with these actions.)
4. Now ask if anyone would still like this \$20 bill. Acknowledge the participants who still want the money.
5. Ask participants why they still want the \$20, or explain to the class that although the \$20 was crumpled and stepped on, it still has value. It is still worth \$20. Like people, “No matter how many times someone has been crumpled or stepped on, they still have value.”
6. Guide a discussion with participants on the value of people. Do they agree when someone is “down and out” that they should be treated with respect? How does our society help people and why?



## Activity 1.3.2

## How Do We Judge?

### Purpose

To show how we make judgments and to reveal competitive motives

### Materials

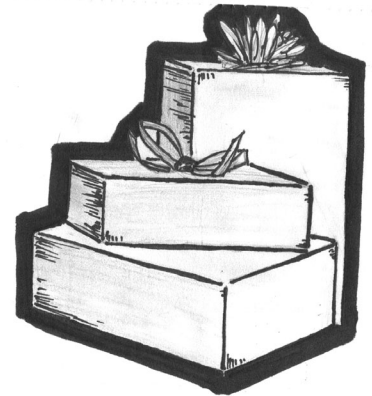
Three small boxes of different sizes: one wrapped in very nice wrapping paper with a bow; another wrapped in plain brown paper; and the third wrapped in newspaper. All boxes contain a note for a \$20 value.

### Time

1 hr

### Method

1. Set the wrapped boxes on a desk/table where everyone can see them. Participants cannot hold or touch the boxes.
2. Hold up one box at a time and ask participants to bid on the box. Tell them that they all contain something of value. Start the bid at one dollar. **Note:** facilitators can hand out play money for this exercise and ensure that all participants have an equal amount.
3. After the bidding war is over, congratulate the participants on their purchase.
4. Ask participants why they bid on certain boxes. Did the box look valuable? Did they base their bid on their belief that this exercise was a trick? Did they base their bid on the competition with others for a particular box?
5. Reveal what was in each box.
6. Ask participants for their opinion on this type of exercise. How did they feel about all the boxes containing the same value? Why?
7. Inform participants that since they used pretend money to bid on the boxes, they will get what they paid for...a pretend \$20 bill.



**Adapted from:** Garnett, P. (1988). *Investigating Morals and Values in Today's Society*.

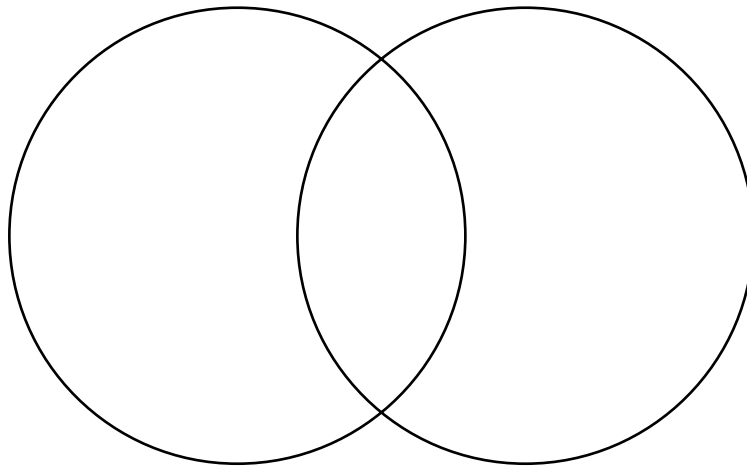
## Activity 1.3.3 Things in Common

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<b>Purpose</b>	To discover similarities with unfamiliar people
<b>Materials</b>	Large white flipchart paper and markers
<b>Time</b>	1 hr

### Method

Facilitators can draw this Venn diagram on the board as an example. Each participant has one circle to write facts about him or herself. The overlapping section is where participants write down things they have in common.



1. Have participants find a partner (someone they don't know, or someone they assume to be very different from themselves).
2. Instruct the pairs to draw two large circles overlapping each other on their flipchart paper. Each person will have a section of one circle to write in. They are to write in their circle section various facts about themselves, e.g. language spoken, foods they like, etc.
3. Then have each pair look at what their partner wrote. Have them focus on all the similarities. The area where the circles overlap is where they will acknowledge and write down the things that they have in common.
4. After the activity is completed, ask each pair to analyze whether they had more things in common or more differences. Did they learn something about themselves or the other person? Were they surprised by what they learned?

## Activity 1.3.4      Making Selections

---

<b>Purpose</b>	To develop critical thinking skills and to discover choice in making decisions
<b>Materials</b>	Handout — Choose Four People
<b>Time</b>	1 hr

### Method

1. Form groups of five to six people. Inform each group that due to over-population on Earth, the government has asked them to bring four other people to start a colony and a new life on the planet Mars.
2. Each group will be given a list (see handout) of 10 people who are available to go on the mission. Groups must choose only four to accompany them within 15 minutes.
3. At the end of this activity, ask participants why they chose their particular four people and how they made their decisions. Was it based on race or job skills? Did one person take a leadership role in their group?
4. The facilitator may want to note and discuss the most popular choices.



## CHOOSE FOUR PEOPLE

---

The following 10 people are available to go on the mission to Mars. Choose four.

1. A single white male, age 31, drug user, employed as a bartender and part-time musician
2. A widowed black male, age 75, retired university professor of Political Science
3. A single black male, age 28, previously employed as a wrestling champion, now an ex-convict who was previously charged with rape
4. A single white female, aged 42, retired prostitute
5. A married white male preacher, age 55, known to associate with white supremacist groups
6. A white female and wife of the preacher, age 50, employed as a nurse and refuses to be separated from her husband
7. An Asian male, age 26, a known homosexual, third year medical student
8. A divorced Hispanic female, age 38, previously employed as a lawyer, also a former government employee, but had to resign because she was caught stealing from government funds, also a single mother of a 10-year-old severely disabled daughter who she will leave
9. An Asian female, age 25, divorced because she refuses to have children, employed as a high school teacher of history
10. A single Hispanic male, age 25, employed as an architectural engineer, recently paralyzed from the waist down because of a car accident in which he was charged with drunk driving

## Activity 1.3.5 Giving Advice

---

<b>Purpose</b>	To practise giving advice
<b>Materials</b>	Handout — Problem Situations
<b>Time</b>	30 mins

### Method

This activity can be an open class discussion or group work.

1. Read to participants or give each group a problem to solve. See handout on next page.
2. Participants will be required to give advice for the various situations. Facilitators may hint to participants that they could imagine that they have the same problem. What advice would they give themselves?
3. If this activity is done in small groups, have one person from each group present the problem situation and the advice that was suggested.



## PROBLEM SITUATIONS

---

**Photocopy and cut along the dotted line to give each group or individual a separate problem.**

-----

1. **Marta:** I feel very tired because I have so much to do. I go to school in the mornings to get my high school credits. My husband works and our five children are all in school. My husband wants me to quit school so I can spend more time with our children. What should I do?

-----

2. **Ahmed:** I am going to school and working too. I get up at six in the morning and catch the seven o'clock bus to get to school for eight. I finish school at one in the afternoon. I work from three in the afternoon until eleven o'clock at night. I get home from work at midnight. I don't have time to study or do my homework. What should I do?

-----

3. **Zena:** I am a single mother, raising two small children. I am in a program to prepare for a job as a health care aide. My youngest daughter has health problems. I often have to take her to the doctor. I miss many days of school because of this. What should I do?

-----

4. **Rick:** The manager at the restaurant where I work gets angry with me if I refuse to work overtime. I like my job, but I don't like to work more than seven hours a day because I don't want to miss my night class. I work as a cashier in a busy 24-hour restaurant. Sometimes other cashiers call in sick. The manager has threatened to fire me if I refuse overtime again. I really need the job. The manager says she really needs to be able to count on me. What should I do?

## Activity 1.3.6

## Problem-Solving Tree

### Purpose

To develop problem-solving techniques

### Materials

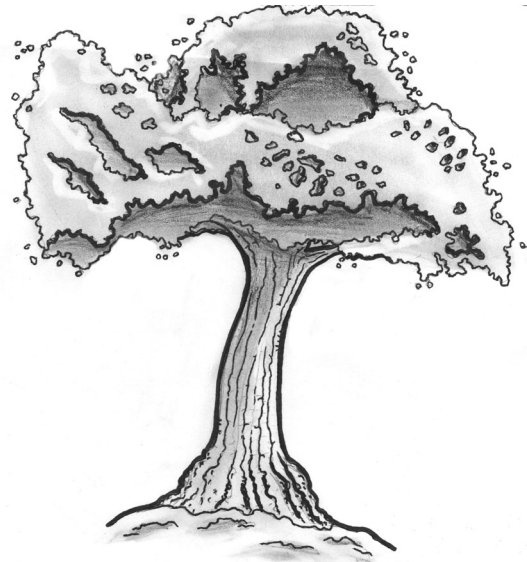
Large sheets of white paper (or use handout on next page),  
coloured markers

### Time

1–2 hrs

### Method

1. Give participants the tree diagram handout or show it as an example on an overhead projector and explain how it can be used for analyzing a problem. (See handout on next page.)
2. Ask participants for examples of global problems, e.g., pollution.
3. Show how the tree diagram can be used to look at the problem of pollution. Facilitators can use the following explanation: the trunk is the problem, the roots are the origins or causes of the problem, the leaves and branches are the effects on people's lives, and the watering can represent strategies to solve the problem. (You will have to draw in the watering can.)
4. As a group, brainstorm and record on the diagram the causes and effects of the problem.
5. Next, divide the class into three groups to brainstorm and write down solutions. Give groups about 15–20 minutes to analyze and come up with solutions.
6. As a whole group, discuss how difficult or easy it was to find solutions.
7. Instruct participants to now find an area in the room where they can work on their own.
8. Ask them to use this tool to help solve a personal problem. Allow about 30–45 minutes to complete the task.



Participants can share their problem-solving trees if they wish.

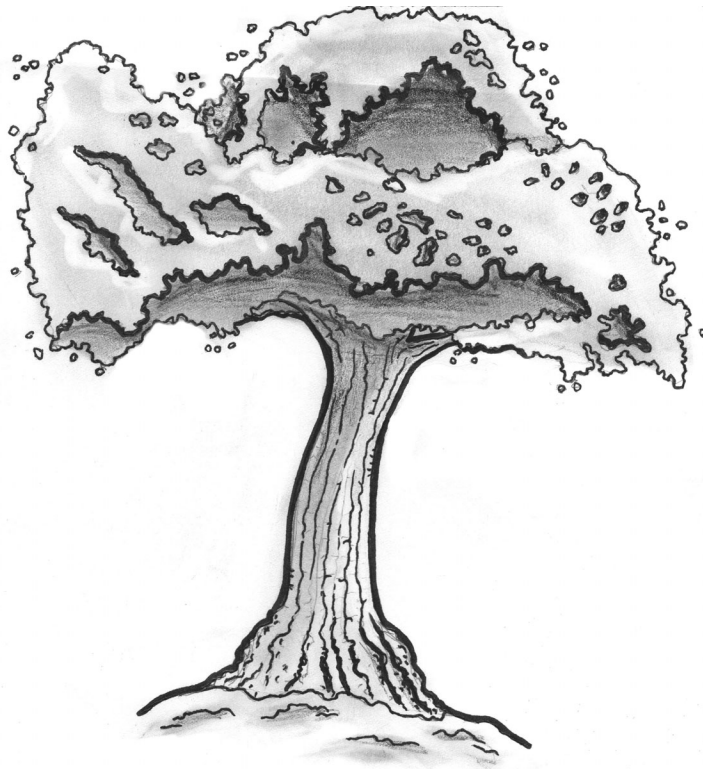


## PROBLEM-SOLVING TREE

---

**Write your ideas around the tree:**

1. The roots of the tree are the causes of the problem or underlying reasons for the problem.
2. The trunk of the tree is the actual problem.
3. The leaves and branches are the effects of the problem.
4. Draw a watering can to represent the strategies to solve the problem. Write your strategies in the watering can.





## Activity 1.3.7

## Opposites Attract

<b>Purpose</b>	To develop sensitivity to sexual harassment regardless of gender
<b>Materials</b>	Handouts — (1) Scene One (2) Scene Two
<b>Time</b>	1 hr

### Method

The facilitator will cut each handout in half.

1. Divide the class into two groups and ask them to pair up with someone in their group. One group will use the Scene One handout and the other group will use the Scene Two handout.
2. Give each pair the roles of Ricka and Edmund. Instruct them to decide how they will act these out. The participants must not talk to the other group about their role-playing scene. This will aid in observing their reactions when they see the opposite scenes being acted out. Participants must also decide on a solution for their character's problem. Ask them to really take on the character of their role.
3. When everyone has finished discussing the problem and possible solutions, ask for volunteers to act out their scene.
4. Choose paired participants who have Ricka and Edmund characters from Scene One to act this out in front of the class. Ask them to also include acting out the solutions to their character's problems.
5. Next, choose a pair of participants who have the Ricka and Edmund characters from Scene Two, and also have them include the acting out of the solution to their character's problem.
6. **Proposed Discussion**
  - Have participants discuss how it felt to be Ricka or Edmund in their particular scenes.
  - How did each participant react when they saw the opposite scene being played out?
  - Was it just as viable a problem for each character regardless of gender?
  - What are some of the solutions when a person feels harassed at work?
  - Are the solutions the same for men as they are for women?





## SCENE ONE

---

(1) Ricka is a young single mother of two. She works in the evenings cleaning women's washrooms in an office building. One of her male co-workers is always following her around the building. Several times he has even followed her into the women's washroom and says things like "You are so beautiful", and "I am the man for you". One time, he even exposed his chest and asked her to place her hand on his heart. Ricka feels scared and threatened by his actions. What should Ricka do?

-----

(2) Edmund is a hard-working man. He spent many years and long hours working as a cleaner in office buildings. His wife left him two years ago, and he is still angry about that. But lately he has found some joy. He sees a young woman (Ricka) working hard too. He thinks she is very beautiful and he wants her to know that he is a good man. Whenever he sees her, he feels happy and young again. What should Edmund do?



## SCENE TWO

---

(1) Edmund is a young single father of two. He works in the evenings cleaning men's washrooms in an office building. One of his female co-workers is always following him around the building. Several times she has even followed him into the men's washroom and says things like "You are so handsome", and "I am the woman for you". One time, she even pointed to her chest and asked him to place his hand on her heart. Edmund feels scared and threatened by her actions. What should Edmund do?

-----

(2) Ricka is a hard-working woman. She spent many years and long hours working as a cleaner in office buildings. Her husband left her two years ago, and she is still angry about that. But lately she has found some joy. She sees a young man (Edmund) working hard too. She thinks he is very handsome and she wants him to know that she is a good woman. Whenever she sees him, she feels happy and young again. What should Ricka do?

## Activity 1.3.8      You Be the Judge

---

<b>Purpose</b>	To encourage teamwork, voice an opinion, and use persuasion skills
<b>Materials</b>	Handouts — (1) Case One (2) Case Two (3) Case Three
<b>Time</b>	1 hr

### Method

This exercise requires groups of three or five. An uneven number of participants per group are important for voting purposes and engaging in the use of persuasion skills.

1. Give each group a case from the following pages to read and analyze.
2. Each group is required to act as a judge and jury for the case that is given to them.
3. Instruct participants to come up with a sentence to fit the crime for their case. All participants must agree on the same sentence and the lengths of time for each part of the sentence can be combined, e.g., two years probation with two years of community service.
4. The facilitator can write possible sentencing terms on the blackboard, e.g.,
  - Jail time
  - Probation
  - Community service
  - Counseling
  - Acquittal
5. After the verdicts are in, discuss the reasons for choosing a particular sentence.





## CASE ONE

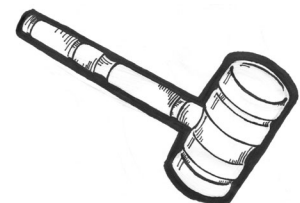
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A store detective saw an elderly lady (Mrs. Robin) putting socks and packages of nylons inside her coat. When the detective confronted her, she started to cry and said that she intended to pay for the items before she left the store. The detective also noticed other items with price tags still on them in the other pockets of her coat. The items looked like another store's products. The police were called and the woman was charged with shoplifting.

Mrs. Robin stands before the judge and claims that she was going to pay for the items and she feels that she has been unjustly treated. Her lawyer agrees and tells the judge that the store detective was too quick to grab his client and did not give her a chance to pay for the items. The lawyer is also recommending that his client sue the store detective for assault as Mrs. Robin suffered bruises on her right arm where the detective had held her.

About 10 years ago, Mrs. Robin was acquitted from a similar crime at the same store. According to the judge at that time, there was not enough proof to charge her with a shoplifting offense.

You be the judge...





## CASE TWO

---

Anita Moss claims that the Loans Officer (Morgan Richman) at the bank where she works continually harasses her. He makes suggestive comments about the way she dresses and tells her repeatedly that she has a great body. One time he took her out for lunch and told her that he often has sexual dreams about her. Lately, he has started to stalk her by parking his vehicle outside her apartment building.

Morgan Richman states he has been happily married for 20 years and has two teenage daughters. He says he and his wife have friends in the same apartment building where Anita lives and he is only visiting his friends. As for the suggestive comments, he claims he never said such things to her. He jokingly states with a grin, “Anita does have a nice body though.” He also adds that Anita does dress provocatively.

The other bank workers say that Mr. Richman is a bit of a jerk to work for, but they have never heard him say bad or suggestive comments to anyone. One worker does recall a time when Anita came back from lunch with Mr. Richman, and she appeared upset. All the workers agree that Anita keeps to herself and isn't a very friendly co-worker. She never takes her break with the rest of them. One co-worker states that Anita dresses very fashionably.

A former bank employee, Sara, states the reason she left the bank was because Mr. Richman kept harassing her with comments that made her feel uncomfortable. She never made a complaint against him because she needed him as a reference for another job. Mr. Richman says Sara is lying and the real reason she left was for a better job. He doesn't understand why she is saying these things about him.

You be the judge....





### CASE THREE

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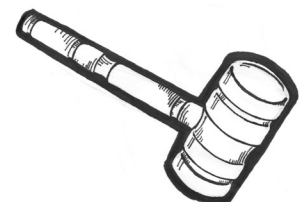
Jack was working as a carpenter for a popular hardware store. The Office Manager did not keep track of the overtime hours Jack put in. She claims that Jack never filled in the overtime forms needed for processing and documentation. Jack says he cannot read very well and the forms are confusing. He is sure that he told the Office Manager the number of hours he worked and states that it was up to her to document his time.

The store policy says that all employees must fill in their timesheets and overtime forms every week and hand them in to the Office Manager for processing.

The Office Manager is suing Jack for assaulting her. She claims he slapped her across the face when she told him that his lack of reading skills aren't her problem and it is not her job to fill in his timesheets or overtime forms. In fact, it is against store policy for someone else to fill in another worker's timesheet. Her job is to only process the sheets as they are given.

Jack admits he slapped the Office Manager. Jack is suing the store claiming that they still owe him money.

You be the judge...



## Activity 1.3.9

## Creating Stories to Music

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### Purpose

To access emotional inspiration and creativity

### Materials

Tape or CD player, three different instrumental music or nature sound tapes or CDs

### Time

2 hrs

### Method

1. Choose three different types of instrumental music, e.g., drumming, classical guitar, etc., or sounds from nature, e.g. ocean sounds, garden sounds, etc. Ensure that each music piece varies in tone and rhythm.
2. Tell participants to listen first to the three different recordings. Facilitators should play each piece for approximately 15 seconds.
3. Ask participants to choose a piece of music that will inspire them to create a story. Inform them that they will be required to write a story to that piece of music while it is playing. **Note:** depending on the writing skills of the group, the stories can range from three to ten sentences or may simply be words and phrases. If writing skills are very low, ask participants to think about a story in their minds.
4. The facilitator will play all the recordings again for approximately two minutes each. While the music is playing the participants can start writing their stories to their music choice. They should try to write as much as they can.
5. When all participants have finished the activity, ask for volunteers to tell their story.
6. While the participant is telling the story, the facilitator is to play (at low volume) the particular music piece that the participant had chosen.
7. Suggested discussion questions:
  - Why did they feel inspired by a particular music piece?
  - Did the music make them feel engaged in their creative abilities?



### An Alternative Method

1. Form two or three groups and have each group choose one tape.
2. Have participants go to an area of the room to collaborate and make up a small acting scene (perhaps mime) that would best fit the piece of music.
3. Allow approximately 30 minutes for groups to form their stories.
4. Participants will then act out their scene with the chosen music playing in the background.





## UNIT 1: VALUES — PARTICIPANT'S SELF-EVALUATION

Complete the assessment chart to acknowledge what you have learned or gained from this unit.

Comment	Yes	No
1. I have a good understanding about myself.		
2. I continue to learn about myself.		
3. I respect other people's differences.		
4. I am open to trying something new.		
5. I feel in control of my life's path.		
6. I can see a clear goal or path to my ideal future.		
7. I can believe in my future.		
8. I like solving problems in a group.		
9. I like solving problems by myself.		
10. I have a good understanding of others.		
11. I understand how everything I do affects others.		
12. I take a leadership role in group work.		
13. I feel comfortable sharing my opinions.		
14. I feel more confident in my abilities.		
15. I can trust myself to make good decisions.		

Circle the one word that you think best describes you:

Independent      Team Player      Leader      Helpful      Adaptable      Understanding



# UNIT 2

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# VOICE

<b>V</b>	Values
<b>O</b>	<b>Organize Time &amp; Overcome Barriers</b>
<b>I</b>	Interests
<b>C</b>	Changes
<b>E</b>	Empower & Engage in Life



# Organize Time & Overcome Barriers

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## **Organizing our time is organizing our life and vice-versa.**

Developing effective strategies to organize our time and our life can help to remove personal barriers. When participants discover that they can negotiate this part of life, their sense of well-being or accomplishment may help them develop a positive self-esteem and outlook. Practising job interview skills such as eye-contact, hand-shaking, and ending an interview, etc., will ultimately help participants gain valuable confidence and melt away some of the fears associated with the interview process. By taking an interactive approach, participants will be given many opportunities to acknowledge their strengths and develop self-assurance.

### **Part One: Organize Time**

The need to organize our lives and overcome self-defeating habits or ingrained barriers is crucial if we want to be a productive person. Whether it is organizing our thoughts, our papers or our time, all are relevant to prepare for an uncluttered and focused life. The activities in this part will allow participants to discover the amount of daily time that they can dedicate to their goal, and a chance to see how simple time reallocations could assist them.

### **Part Two: Overcome Barriers**

It is important to acknowledge barriers that may be a hindrance to productivity in our life, whether they are personal or external barriers. If barriers go unacknowledged, they will forever be looming right in front and prevent further movement towards one's goal. In this part participants will gain insight into perceived and unperceived barriers that may prevent them from going forward with their lives.

### **Learning Objectives**

Participants will produce a time allotment calendar/chart, and develop strategies to prioritize routines and commitments, and build self-esteem. They will also benefit from job interview tips, enact and develop interview skills, and receive/process peer evaluations. Each participant will also create a personal affirmations poster board to act as a reminder of his or her life's journey.



# Part One

## Organize Time

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## Activity 2.1.1      The Time Quiz

---

<b>Purpose</b>	To gain insight into the personal value of time
<b>Materials</b>	8½" × 11" blank paper
<b>Time</b>	30 mins

### Method

1. To begin this activity, facilitators can guide an open discussion about time and why our society values it so much.
2. Tell participants that they are going to take a time quiz. Instruct them to fold an 8½" × 11" piece of blank paper vertically. Then have participants write the numbers 1 to 10 on both the left and right sides.
3. Read the questions below and instruct participants to write either YES or NO on the left side of their paper.



### Facilitators will read the first 10 Time Quiz Questions:

1. Are you upset if the class runs over the scheduled time?
2. Does it bother you if your favourite TV program is suddenly rescheduled?
3. Do you mind waiting in front of a movie theater for your friend to come and join you?
4. Does it make any difference to you if the game at a sporting event starts on time?
5. Do you care whether a salesperson in a store comes immediately to wait on you?
6. When you are getting something fixed, do you mind if it is not finished on time?
7. Does it upset you to have to wait in a doctor's office when you were on time for your appointment?
8. Do you get upset or angry if you have to wait for a bus that is late?
9. When you call someone, does it bother you to be put "on hold"?
10. Do you mind if you get your paycheque a couple of days later?

**Now, have participants turn their papers over to the right side and answer the following 10 questions:**



1. Are you occasionally late for class?
2. Do you continue watching television when you know you are supposed to be somewhere else?
3. Have you ever been late to meet a friend who was waiting for you?
4. Do you ever get to an event (like a game) after it has started?
5. Do you know the exact time when this class began today?
6. Do you have trouble getting assignments done on time?
7. Because you know you have to wait at the doctor's office, do you sometimes get there late?
8. Do you think most people wear wristwatches because they like the way they look?
9. Do you occasionally return items you borrow a little later than expected?
10. Are you sometimes a little late to pay someone back the money you owe them?

**Scoring:**

Participants can open their answer sheets and score themselves.

Answers	Scoring
YES answer for the first (left) side is cancelled by YES answer on the second (right) side.	Two YES answers score zero.
NO answer for the first (left) side is added to a NO answer on the second (right) side.	Two NO answers score two points.
Any YES or NO on the left side with an opposite response on the right side	Score as one point.

**Example:**

Answer to Question	Answer to Question	Score
1. Yes	1. Yes	0
2. No	2. No	2
3. Yes	3. No	1

**Points = Meaning**

20 - 15 very punctual and considerate of others

14 - 10 above average

9 - 7 average

6 - 4 below average

3 - 0 better take a serious look at your punctuality and consideration of others

**Adapted from:** Garnett, P. (1988). *Investigating Morals and Values in Today's Society*.

## Activity 2.1.2

## Organizing by Colour

---

### Purpose

To keep papers organized and practise organizational skills

### Materials

Coloured markers or coloured photocopy paper

### Time

On-going

### Method

1. Many facilitators have mentioned the time-consuming process that often occurs when participants search in vain to find a previous paper that was worked on. If organization of notes and papers is a challenge for participants, and for facilitators, try colour-coding the papers used for handouts. If photocopying on coloured paper is not an option, use coloured markers to draw a line or circle identifying the section the papers belong to.
2. Instruct participants to keep the same coloured papers all together in one section of a binder.
3. After a period of about two weeks, ask participants how they like the colour-coding system. Do they feel more in control of their work?
4. Ask how they feel about themselves when they can readily find the paper or section they need.
5. Ask participants to name some jobs that require colour-coding, e.g., most clothing stores require their merchandise to have colour-coded price tags.

**Note:** Facilitators can ask participants to colour code all handouts or papers for themselves. In the beginning, facilitators may need to remind participants to put a coloured mark on their paper and file it in the appropriate section of their binder.

**From:** James, K. and Nightingale, C. (2004). *Discovering Potential*.

## Activity 2.1.3

## Paper Airplanes

---

<b>Purpose</b>	To practise charting information and making presentations
<b>Materials</b>	8½" × 11" white paper, large flipchart paper, coloured markers
<b>Time</b>	1 hr

### Method

1. Divide participants into small groups of three or four.
2. Give each participant one sheet of 8½" × 11" paper and ask them to construct a paper airplane.
3. When all participants in each group have finished making their airplanes, ask them to fly the planes one at a time. The planes will be rated on their distance, speed, grace, design, etc. Have participants develop and list criteria for judging the planes.
4. Ask participants to develop a way to show how they decided which plane was the best using the flipchart paper. As a group, they must also choose or vote on the best airplane. **Note:** participants should decide how to rate each plane, i.e. scoring system, checklist, etc. — not the facilitator.
5. One person from the group will act as a spokesperson to give a summary of their chart and talk about how the decision was formed to decide who the clear winner was within their group.
6. When all groups have completed the assignment, the whole class will vote on the best charted information and the delivery of the information. Was the chart clear and easy to follow? Was all the information there? Did the spokesperson present the facts in a logical and knowledgeable fashion?
7. Participants can write or talk about what they learned from others who presented their material, and acknowledge what they would do differently the next time they need to make a presentation.
8. Ask participants how they felt to be competing within their group. Discuss types of work that would require competition among employees, e.g., a salesperson in various environments.
9. As a follow-up, individuals can write directions for making the best paper airplane, or write about the competitive feelings they encountered in this exercise.

## Activity 2.1.4

## Pieces of the Pie

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### Purpose

To practise charting information, organizing daily activities, and to discover where time is actually spent

### Materials

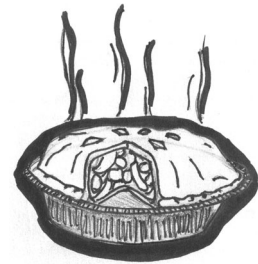
Poster board or large white sheets of paper, coloured pencils

### Time

1–2 hrs of preparation, plus two weeks to record information

### Method

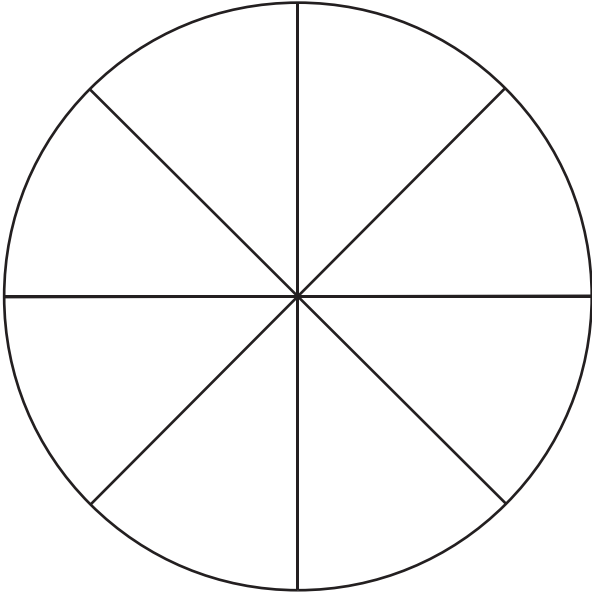
This is an interactive exercise to help participants see how time is being used in their daily lives. By using a pie chart to display how they spend their time, participants will see how much time they actually spend in different areas of their lives.



1. Participants will draw a large circle on a sheet of white paper or poster board. The circle is then sectioned into six or eight pieces. See diagram on the next page.
2. Ask participants to label each section with daily responsibilities and routine commitments, e.g., family, health, work, leisure, friends, education, etc. Make sure there are no more than eight and not less than six.
3. Have participants choose six or eight coloured pencils and identify each section with a different colour. They can outline the pie piece with the identifying colour. The actual time spent on each activity will also be written using the same colour.
4. Participants should now draw a one week calendar underneath the pie chart. Tell participants that they are to use this calendar every day for seven days and to write in the number of hours that were spent in each section. A daily log of the hours will be written with the corresponding colour.
5. At the end of one week, the same coloured numbers in the calendar are added up and the total is written in the appropriate pie piece.
6. Because of the colour coding, participants will readily see where most of their time is spent on a daily and weekly basis.
7. Ask participants what they have discovered about the way their time is used. Were they surprised by anything?
8. Do they see any problems with how they spend their time? Would they change anything? If yes, then why and how could it be changed? If a participant is not sure how to change something and agrees to share the problem with the group, facilitators can guide a discussion to solve the problem.
9. Participants should ask themselves how much time they would ideally like to spend in each area.

- 10. Once participants have a thorough understanding of how they actually spend their time, have participants draw another calendar week below the previous one and redo this exercise. Participants will use the second calendar to record the amount of time they would like to spend on certain activities as opposed to the time they actually spent.
- 11. For a period of one week, have participants attempt to consciously put more time into the areas that they would like to. At the end of that week, ask for participants' input on the exercise.

**Diagram example:**



**Week 1:**

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

**Week 2:**

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

## Activity 2.1.5

## A Personal Daily Living Priority Check

---

### Purpose

To practise prioritizing activities and setting time commitments

### Materials

Handout — Personal Daily Living Priority Checklist

### Time

30 mins initially, and ongoing practise for one or more weeks

### Method

1. Facilitators can begin by asking participants what they consider to be important things in their lives, e.g., owning a house, having a job, etc. Record their answers and discuss how they would rate these for themselves. Use the terms *very important*, *somewhat important*, and *not important*.
2. Hand out and review the Personal Daily Living Priority Checklist. Ask participants to rate the priorities on this list according to the instructions on the handout. They are then to keep this list posted or in a place where it can be easily viewed each day.
3. Ask participants to review their list on a daily basis for one week and put a checkmark beside the priorities that they had fulfilled for that day. This gives participants a chance to see how much time or effort they are actually giving to, or not giving to, their very important priorities.
4. After one week, ask participants to now make a new list with *only* the **very important** daily living priorities that they had previously selected. They are to keep this list posted where it can be easily viewed each day and practise committing more time to their **very important** priorities. Again, they should put a checkmark to show that they have committed some time to fulfilling this priority.



## PERSONAL DAILY LIVING PRIORITY CHECKLIST

---

Rate your personal daily living priorities. Write a 1, 2, or 3 on the line beside each priority to show how you rate them.

**1** = very important

**2** = somewhat important

**3** = not important

- |  |  |
|--|--|
| <p>_____ Time with family</p> <p>_____ Good health</p> <p>_____ Financial security</p> <p>_____ Own my own home</p> <p>_____ My children's future</p> <p>_____ Environmental/political issues</p> <p>_____ Good morals</p> <p>_____ Looking good</p> <p>_____ Satisfying job</p> <p>_____ Nice clothes</p> <p>_____ Belonging to a group</p> | <p>_____ Helping others</p> <p>_____ Improve my community</p> <p>_____ Avoid conflict</p> <p>_____ Own a car</p> <p>_____ Religious work</p> <p>_____ Education for myself</p> <p>_____ Friends</p> <p>_____ Intimate relationship</p> <p>_____ Healthy self-esteem</p> <p>_____ Leisure time for myself</p> <p>_____ Independence</p> |
|--|--|

For one week, put a checkmark beside the priority each time you do something that helps you to fulfill it.

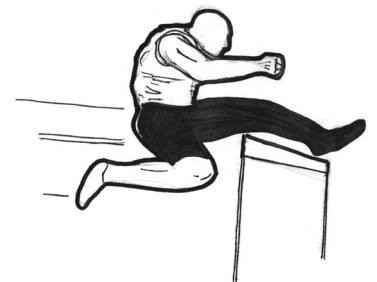




# Part Two Overcome Barriers



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## Activity 2.2.1      Communicating Beliefs and Social Behaviours

---

<b>Purpose</b>	To identify and communicate beliefs
<b>Materials</b>	Handout — Beliefs and Social Behaviours Checklist
<b>Time</b>	30 mins

### Method

1. Identifying beliefs and communicating about our social behaviours can help participants gain a wider knowledge of similarities/differences and overcome perceived barriers. Facilitators should take the opportunity to discuss that we live in a world of various cultures and there are no wrong answers. Facilitators should also instruct participants to avoid commenting on anyone else's beliefs; this is an exercise for participants to gain courage in speaking about what they believe in and what is true for them.
2. Facilitators can hand out the checklist, and ask participants to highlight the statements that best describe their beliefs. Facilitators may want to read these to the class and have participants follow along and highlight.
3. After completing the checklist, ask for volunteers to discuss their choices. Instruct other participants to listen without comment and remind them that this part of the exercise is not open for discussion or debate.
4. Facilitators can now use this same list to examine North American cultural norms. Participants can work in small groups or as a large group to make their choices. Did participants see many differences or very few differences between themselves and what they decided were North American beliefs and social behaviours?
5. Facilitators may choose to remind participants that many cultures make the fabric of North American culture and therefore, all of these social behaviours can apply.



## BELIEFS AND SOCIAL BEHAVIOURS CHECKLIST

This list consists of various beliefs and social behaviours that shape our daily lives. Choose the ones (☑) that best describe your beliefs. You can choose more than one in each category.

<b>1. Sense of self and space</b>	<input type="checkbox"/> informal handshake, hugs <input type="checkbox"/> formal hugs, bows, handshakes
<b>2. Dress and appearance</b>	<input type="checkbox"/> dress for success <input type="checkbox"/> wide range of accepted dress <input type="checkbox"/> more casual <input type="checkbox"/> dress seen as a sign of position <input type="checkbox"/> religious rules <input type="checkbox"/> formal
<b>3. Food and eating habits</b>	<input type="checkbox"/> eating as a necessity; fast food <input type="checkbox"/> dining as a social experience <input type="checkbox"/> religious rules
<b>4. Time</b>	<input type="checkbox"/> time = money <input type="checkbox"/> time awareness <input type="checkbox"/> time is well spent on enjoyment <input type="checkbox"/> time is best calculated by nature
<b>5. Relationship, family, and friends</b>	<input type="checkbox"/> focus on nuclear family <input type="checkbox"/> responsibility for self <input type="checkbox"/> value on youth; age is seen as a handicap <input type="checkbox"/> focus on extended family <input type="checkbox"/> loyalty and responsibility to family <input type="checkbox"/> age is given status and respect
<b>6. Beliefs and attitudes</b>	<input type="checkbox"/> challenge authority <input type="checkbox"/> gender equality <input type="checkbox"/> behaviour and action affect the future <input type="checkbox"/> respect for authority and social order <input type="checkbox"/> different roles for men and women <input type="checkbox"/> fate controls and predetermines the future
<b>7. Mental processes and learning style</b>	<input type="checkbox"/> problem-solving focus <input type="checkbox"/> internal focus of control <input type="checkbox"/> individuals control their destiny <input type="checkbox"/> accept life's difficulties <input type="checkbox"/> external focus of control <input type="checkbox"/> individuals accept their destiny
<b>8. Work habits and practices</b>	<input type="checkbox"/> reward is based on individual achievement <input type="checkbox"/> reward is based on seniority <input type="checkbox"/> work has value <input type="checkbox"/> work is a necessity of life

**From:** Gardenswartz, L. and Rowe, A. (1994). *The Managing Diversity Survival Guide*

## Activity 2.2.2

## Positive Steps to Mental Health

---

<b>Purpose</b>	To develop positive steps to mental health
<b>Materials</b>	None
<b>Time</b>	30 mins

### Method

**Part 1: According to health education experts, the following 10 steps will lead to positive mental health.**

1. Accept who you are.
2. Talk about it.
3. Keep active.
4. Learn new skills.
5. Keep in touch with friends.
6. Do something creative.
7. Get involved in the community.
8. Ask for help.
9. Relax.
10. Survive.

1. Ask participants to make their own list of steps to stay mentally healthy. The facilitator can write these down on a blackboard or flipchart as everyone contributes to the list.
2. Ask participants to prioritize the steps. This can be done as an individual activity or group activity.
3. Facilitators can then share the above list for discussion.

### Part 2: Go ahead and laugh!

1. It is a well-known fact that laughter is the best medicine. Discuss with participants why laughter would be good for your health.
2. Inform participants that everyone is going to laugh for one minute.
3. Participants may feel shy at first, so the facilitator should begin the chorus of laughter and set the time by shouting GO!
4. This exercise is truly amazing at shedding self-consciousness and uplifting the spirit. Have fun with it!



## Activity 2.2.3

## Making Affirmations

<b>Purpose</b>	To develop positive affirmations
<b>Materials</b>	Handout — Personal Dislikes Chart Workbook/journal
<b>Time</b>	30 mins

### Method

- Using the handout, instruct participants to write down in their workbook or journal five things that they dislike about themselves.
- Participants will fill in the form for acknowledging dislikes and rewrite their top three personal dislikes in the appropriate column.
- Participants now put a checkmark in the appropriate columns: I can do something about this; or, I can't do anything about this.
- After participants have acknowledged their “can do” list, instruct them to rewrite these dislikes into a more positive affirmation, e.g.: “I make an effort to overcome my shyness in groups; or “I slow down my speech when I feel nervous.” (It's important to say these in the present tense and not in the future tense, as this convinces the brain that the action to overcome a dislike is already happening.)
- Ask participants to commit some time to practising these affirmations at home. These are practised by looking in a mirror and saying aloud each positive affirmation three times.

### Example:

<b>My personal dislikes:</b>	<b>I can do something about this</b>	<b>I can't do anything about this</b>
I am shy in group settings		
I speak quickly when I am nervous		
I am too tall		



### PERSONAL DISLIKES CHART

<b>My personal dislikes</b>	<b>I can do something about this</b>	<b>I can't do anything about this</b>

**Write your affirmation(s) here:**

## Activity 2.2.4      Removing Barriers

---

<b>Purpose</b>	To acknowledge barriers and observe what happens when these are removed
<b>Materials</b>	Handout — Diagram Example
<b>Time</b>	45 mins

### Method

1. Acknowledging barriers can assist in alleviating them. In this exercise, participants will imagine an hourglass cylinder with small holes on the sides (see diagram on next page). **Note:** you can ask participants to first draw out the image and then go through the complete activity in order to have a clear image in their minds.
2. Ask participants to imagine marbles labeled with their hopes and goals and then set them aside. They can have as many marbles as they wish.
3. Next, participants will imagine sticks being placed through the holes in the cylinder. These sticks are labeled with reasons (barriers) for not being able to obtain their goals.
4. The marbles (goals) they had set aside are now placed in the cylinder and held up by the sticks (barriers).
5. Once they have the complete picture in their mind, ask participants to imagine they are slowly removing each stick and acknowledge each barrier as they cast it aside.
6. They may not have to remove all the sticks to see their marbles start to fall.
7. Ask them to notice which marble fell first.
8. They should pretend to hold this marble in their hands and tell themselves that their goal is now in their hands. Ask them to silently acknowledge this and make a mental note on how this feels.
9. Ask them to note which stick they removed first and which stick allowed the marble(s) to fall.
10. Ask participants to talk about the process of getting their marbles to fall. Did they have to remove a lot of sticks, or just a few? Did the marble they want fall first?

**Adapted from:** Losier, M. J. (2003). *Law of Attraction*.

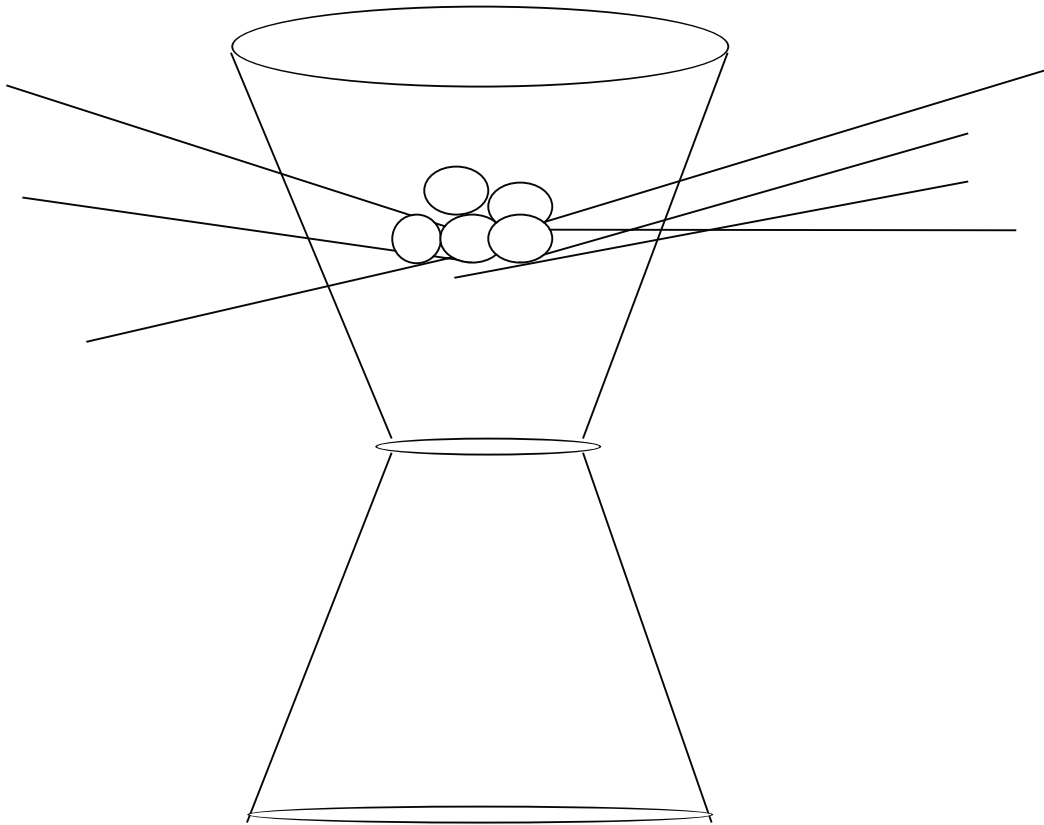


## DIAGRAM EXAMPLE

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Label the sticks with barriers to achieving goals.

Label the marbles with goals to be achieved.





**Activity 2.2.5****Making an Inspirational Poster for My Life**

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**Purpose**

To develop personal inspiration

**Materials**

Old calendars with inspirational pictures and magazines with lots of advertisements, poster boards, glue or tape, coloured markers

**Time**

1–2 hrs

**Method**

1. Discuss the meaning of the word “inspiration” with participants. The Merriam-Webster Dictionary defines inspiration as “the act or power of moving the intellect or emotions”. Ask if they know of anyone or anything that inspires them, e.g., walking along the waterfront or beach can give people a feeling of inspiration.
2. After discussion, participants will make an inspirational poster for their life.
3. Ask them to choose mostly words and phrases, and a few pictures that they feel are inspiring to them. They can also add their own words or phrases to the poster using coloured markers.
4. At the end of the activity, have participants discuss their inspirational poster and what it means to them.
5. Participants should keep this poster in a place where they can see it everyday to remind them of a life that they want and feel inspired by.

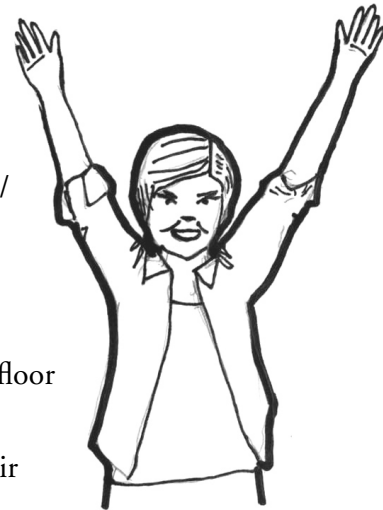
## Activity 2.2.6      The “Ali” Chant

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<b>Purpose</b>	To build confidence and develop positive affirmations
<b>Materials</b>	Handout — The Story of Mohamed Ali
<b>Time</b>	20 mins

### Method

1. Facilitators can introduce the boxer, Mohamed Ali, and talk about his belief in chanting positive affirmations. Read the story to participants (see handout on next page) or familiarize yourself with the story and retell it to the class.
2. After reading the story, ask participants what Ali’s affirmation/chant was and if they believed this contributed to his success.
3. Ask participants if they would like to experience that same confidence. Discuss how that might feel.
4. Instruct them now to stand and place their feet firmly on the floor (or stand on a chair or desk, if the furniture is solid enough).
5. Ask them to raise their arms above their heads and clench their fists.
6. Now, tell them to shout “I am the greatest!”
7. Have participants bring down their arms, and this time shout the Ali chant louder every time they raise their fists above their head. Do this about three times, reminding participants to make their voice louder after each chant.
8. After this activity, discuss with participants how their energy level feels at this time.





## THE STORY OF MOHAMED ALI

---

Mohamed Ali was a determined man who refused to take “no” for an answer. He started out as a poor black man living in the United States who had many barriers blocking his path to fame and fortune. He felt his chances of doing well in school were limited. But, he also acknowledged that he had a healthy and strong physique and maybe this is what he should focus on — his positive attributes.

Ali had a lot of qualities that would force others to look at him with reverence and awe. These would make him the greatest boxer in the world. Some of the qualities he possessed were stubbornness, determination, a gift for words, and the drive to be the best he could be. He never gave up on himself, even when others tried to deter him from going on. He never gave up on himself, even when he lost a round. He was also the most outspoken and egotistical boxer ever! Ali really believed in himself. He chanted his belief in the mirror while he practised his boxing moves.

Before every match, Ali would tell reporters, and whoever else was listening, that he was the greatest! Almost every day, Ali would hold up his fists in the air and shout, “I am the greatest!” Soon, everyone believed him...especially his opponents. Mohamed Ali became the most famous and feared boxer of his time. He really did become the greatest!

## Activity 2.2.7 Imagine

---

<b>Purpose</b>	To build confidence and promote abilities
<b>Materials</b>	None
<b>Time</b>	20 mins

### Method

Many professional speakers, athletes, etc., use this technique to build confidence and promote their abilities.

1. Ask participants to acknowledge a characteristic that they feel at times holds them back. An example could be “I feel shy around strangers.”
2. Have them close their eyes and imagine themselves as they would like to be.
3. Tell them to stay focused on their pictured self in their minds.
4. Begin to guide them to see and acknowledge what they are wearing, how they are standing, how they are feeling, and how they are acting in their pictured perfect self. Allow about two minutes for participants to get the full picture.
5. Be sure to encourage participants to think about how they feel.
6. Ask participants if they would really like to be the way that they imagined.
7. Tell participants to use this guided picture as a tool to help them overcome a barrier. They have already told their mind what they would look like and how it would feel. Participants should consciously practise or act in this imagined way whenever they can.
8. Facilitators can inform participants that at first it will feel like they are imagining themselves as actors in a role, but eventually with practise, this can become a natural way of being.



## Activity 2.2.8      Why I Deserve an “A”

---

<b>Purpose</b>	To build confidence and promote self-esteem
<b>Materials</b>	Workbook/journal
<b>Time</b>	30 mins

### Method

According to Ben Zander, conductor for the Boston Philharmonic Orchestra and professor at the New England Conservatory of Music, giving people the highest value eases tensions and promotes self-esteem. The philosophy is based on the fact that participants are already deserving of the highest grade.

1. Facilitators tell participants that they have received an “A” grade for this assignment or term.
2. Instruct participants to write in the past tense about why they think they deserved an “A”. Allow approximately 15–20 minutes for writing time. **Note:** as an alternative, you can have participants write in the future tense about what they could do to receive an “A” grade.
3. Participants will have to write all the good things about themselves (in the past tense) that is deserving of their “A” grade. As they recall traits and characteristics about themselves in their writing, this will encourage the building of confidence and self-esteem.
4. Participants will begin to realize and understand that they already possess good qualities. Even when they have days when they seem to have made some mistakes, they still possess these qualities and therefore are still grade “A” people.
5. Ask for volunteers to read their list and/or guide a discussion on why they believe everyone deserves an “A”.

**Adapted from:** Naiman, L. (2003). Ben and Rosamund Zander: *The Art of Possibility*.

## Activity 2.2.9

## Meeting New Acquaintances

---

### Purpose

To build confidence, practise socializing and making introductions

### Materials

3" × 5" paper, two-sided tape

### Time

45 mins

### Method

1. The facilitator will give each participant a 3" × 5" paper. (The diagram on the next page shows what the finished card will look like.)
2. In the middle of the card, each participant should print his or her name or nickname in large letters.
3. In the upper right corner, the participant should print: "My favourite food is \_\_\_\_\_."
4. In the lower right corner, the participant should print: "The day I'm looking forward to is \_\_\_\_\_," e.g., graduation, retirement, etc.
5. In the upper left corner, the participant should print: "I am good at \_\_\_\_\_". There can be more than one thing listed here.
6. In the lower left corner, the participant should print: "I am interested in \_\_\_\_\_". Hobbies and special activities should be listed here.
7. After participants have completed the information on their cards, have them tape the cards on the front area of their left or right shoulder.
8. Next, have them move around the room, shaking hands and meeting everyone else, and reading everyone's card. The facilitator can set the example and tell them this is an exercise on how to meet other people and talk to new acquaintances. Encourage participants to talk to people they don't know very well.
9. For the next part of the exercise, ask participants to find someone else who has a matching answer written on their card. Once they have found someone else with a match, ask them to sit together. If the class has an odd number of participants, the facilitator can pair up with the extra person.
10. After participants are paired up, have each one stand and introduce his or her partner, using the name card and whatever other information he/she has discovered about this new friend.

**Adapted from:** Garnett, P. (1988). *Investigating Morals and Values in Today's Society*.

**EXAMPLE OF CARD**

I am good at:	My favourite food is:
<b>NAME OR NICKNAME</b>	
I am interested in:	The day I am looking forward to is:

**Questions for discussion**

1. When you shook hands with others, did they look you straight in the eye, or did they look away and lightly shake your hand? Which person gave you the best impression?
2. When you meet new people, is it wise to talk about yourself or to talk about the other person?
3. Did you find it easier to meet people of the same sex or the opposite sex? Why? How can you overcome being self-conscious?
4. Is it easier to meet people who have the same interests as you do, or is it more interesting to meet people with different interests?
5. When you introduce someone to a group, what are the important things you should mention about this person?

## Activity 2.2.10

# Discovering Preferences for Work and Life

---

### Purpose

To find similarities between work preferences and life preferences

### Materials

Handout — Interests and Strengths Worksheet

### Time

3 hrs

### Method

1. Ask participants to describe and talk about their previous or present employment and their work preferences. A *work preference* could be “to work on my own”. Facilitators will make a note of the stated work preference on a flipchart or blackboard.
2. Next, ask for words and sentences related to work *skills* that are used in their employment, and record these to the right of the work preferences list.
3. Ask participants to discuss their *life preferences* and note these to the left of the work preferences list. (Life preference words could be independence, freedom, etc.)
4. Leave these lists of words on flipchart paper or a blackboard.
5. Have participants fill out the Interests and Strengths Worksheet. **Note:** the bottom chart (Work skills I already have) on the worksheet can be done as a whole class discussion to help individuals gain a clearer perspective before they fill it out.
6. As a class discussion, or in small groups, have participants talk about the similarities they can see between their life preferences, interests, strengths, personality traits, and work skills.





### INTERESTS AND STRENGTHS WORKSHEET

I can best describe my personality as: \_\_\_\_\_

My life preferences are:	My work preferences are:

My current interests are:	My strengths are:

Work skills I already have:	Personality traits, strengths, and interests these work skills use:

From: 2005-2006 Canada Prospects: Facilitator's Guide.

## Activity 2.2.11

## Establishing Employment Preferences

---

### Purpose

To establish work preferences and priorities

### Materials

Handout — Most Important to Me

### Time

1 hr

### Method

Knowing our priorities and knowing ourselves is the best formula for getting what we want. Life is full of choices and knowing what is important can help us make decisions.

1. Facilitators should first review the handout with participants to go over any unfamiliar vocabulary and to give explanations as required.
2. Ask participants to fill out the worksheet as best as they can. Facilitators should guide the participants to try to be as decisive as possible about their priorities and not have too many X's in the neutral area.
3. After they have completed the worksheet, ask them to make a list of absolute priority work preferences to keep as a guide or reference for future work explorations.



### MOST IMPORTANT TO ME

Put an X on the line where you feel your priorities are. If you are neutral about an item, put an X in the middle.

 Work Outside	Work Inside 
 Physical Work	Desk Work 
 Service to Others	Making Products 
 Various Jobs	Routine Job 
 Give Direction	Receive Direction 
 Work on a Team	Work by Myself 
 Research & Develop Ideas	Sales & Marketing 
 Salary, Benefits, & Opportunity	Type of Work 
 My Family & Friends	My Job & Career 

**My strongest preferences are:**


**From:** 2005-2006 Canada Prospects. (n.d.). *Where Are You Today?*

## Activity 2.2.12 Refining Career Goals

---

<b>Purpose</b>	To gain a realistic and clear understanding of work-related goals
<b>Materials</b>	Handout — My Priorities and Exploration for Work Questionnaire
<b>Time</b>	2 hrs

### Method

1. Instruct participants that they will be required to fill out a questionnaire to gain a clear understanding and perspective of work-related goals.
2. Facilitators should first give examples of occupations within the same field, e.g., the medical field has several related occupations such as nursing, health care aide, home care sitter, lab technician, etc.
3. Ask participants to brainstorm other fields and explore occupations within those fields.
4. Instruct participants to fill in the questionnaire as best as they can. Facilitators can decide how much time will be needed for participants to complete the questionnaire. Stress that it is not important to know all the answers at this time, but thinking about them is important.
5. Participants fill in the attached questionnaire.
6. After participants have completed the form to the best of their ability, discuss the questionnaire giving examples as required and allow participants to fill in areas they may have missed.
7. Ask if they know of other links to finding resources regarding training, employment opportunities, occupational skills, etc. List these on the blackboard or flip chart.
8. Discuss relevant barriers to obtaining their career goal, e.g., a participant may want to become a veterinarian but the high standards of education are intimidating or not easily attained. The whole class could offer alternative solutions such as visiting a local pet store for employment opportunities, contracting yourself out to become a dog walker or pet sitter, volunteering at a local animal shelter, etc.



## MY PRIORITIES AND EXPLORATION FOR WORK QUESTIONNAIRE

<b>Current Occupation:</b>
<b>Field of work that interests me:</b>
<b>Occupations within that field that I would like to explore:</b>
<b>Five reasons why this field and/or occupation appeals to me</b> (this may relate to hours, location, environment, independence, social contribution, etc.): 1 2 3 4 5
<b>What are the academic prerequisites?</b> 1 2 3
<b>What training paths are available to me?</b> 1 2 3
<b>What institutions offer these programs?</b> 1 2 3

**From:** 2004-2005 Canada Prospects. (n.d.). *Career Plan*.

## Activity 2.2.13      The Interview Process (TIPs)

---

<b>Purpose</b>	To gain an understanding of interview expectations To build self-confidence
<b>Materials</b>	Handouts — (1) Interview Techniques That Work (2) Effective Interviewing (3) Common Interview Questions (4) Dealing with Difficult Questions
<b>Time</b>	2–3 hrs initially, and ongoing practise for one to two weeks

### Method

Facilitators can explain the North American cultural norms that are important in job interviews. According to Judy Chau (1997), these may vary among other cultures and may be an obstacle to overcome. For example, in Chinese and Vietnamese cultures, direct eye contact in a formal situation is deemed disrespectful.

1. Ask participants to list important qualities that a person should have for a successful interview. The facilitator can note these on the blackboard or flipchart.
2. Explain or ask for their analysis on the importance of each point, e.g., good posture can tell you if a person is confident about themselves.
3. Practise with participants the top selling points in an interview, i.e., eye contact, a firm handshake, poise, and voice tone.
4. Distribute the handout Interview Techniques That Work, and discuss the points as outlined.
5. Next, review and brainstorm with participants what would be required for an effective interview.
6. Give participants the handout Effective Interviewing, and review the points as outlined.
7. On a daily basis for the next week, instruct participants to walk into the class every morning and greet either another participant or the facilitator as though they were just asked to come in for an interview. The participants should extend their hands to initiate a handshake and introduce themselves, e.g., “Good morning, my name is \_\_\_\_\_”.
8. The recipient of the handshake should respond by acknowledging the person and say, “Good morning. Please have a seat.”
9. Ask participants to analyze the eye contact and the confidence of the handshake, and give their feedback to the person.
10. Participants can also add to the conversation by making small talk, e.g., “How are you?” — “I’m fine, thank you.”



## INTERVIEW TECHNIQUES THAT WORK

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Preparing for interviews will help to reduce anxiety. Peter Newfield, President of Career Resumes, has developed a list of interview techniques that work. Below is a list of 10 steps to follow as a guide:

- 1. Be prepared.** Being prepared shows your interest level and conscientiousness. It also increases your confidence.
- 2. Interview companies for the job you want.** Pick the job you want and find out about the company that offers those positions.
- 3. Listening is a valuable interviewing skill.** By listening carefully, you communicate respect and can focus on the questions being asked.
- 4. Keep interviewing.** If you do not get your expected job offer, make sure you have plenty of others to go to.
- 5. Use props during interviews.** Show work samples and other documents that display your talents. Have a portfolio available.
- 6. Try to get the last interviewing time.** Ask the person who is setting up the interview for the times that are available. Statistics have shown that the person who is interviewed last has a better chance of being hired.
- 7. Honesty creates trust.** Do not lie about your abilities. If you don't know how to do something, explain that you are willing or keen to learn.
- 8. Build common ground.** Ask the interviewer about their philosophies on work ethics, abilities, skills, and let them know if you feel the same.
- 9. Write down questions that you find most difficult to answer in an interview.** Practise these by answering them using a tape recorder or video recorder. Listen for ways to answer clearly and confidently. You can also use 3" × 5" index cards and write out your questions.
- 10. Place yourself in the interviewer's chair.** What kinds of questions would you ask? What would you be looking for?
  - Using flash cards and recording devices can be time-consuming, but it will give you the poise, self-assurance, and confidence you need.
  - Don't sweat the small stuff! Try to be relaxed and comfortable in your interview. It is not the end of the world if you don't get the job. Think of it as another opportunity to look for something else that may be more suitable.

**From:** Newfield, P. (n.d.). *Interview Techniques That Work*.



## EFFECTIVE INTERVIEWING

---

- Arrive on time or maybe a few minutes early for your interview.
- Be neat and professional in appearance.
- Do not wear too much make-up, cologne or perfume.
- Walk with confidence, smile, and make eye contact.
- Present a firm handshake.
- Bring at least two copies of your resume and a portfolio if you have one.
- Answer questions clearly.
- Be prepared to sell yourself by highlighting your strengths, your accomplishments, and your eagerness to work for this employer.
- Give the impression that says “I’m great, but I know I have more to learn.”
- Try not to fidget in your chair, or do anything else that might give the impression that you are nervous.
- If you are not sure how to answer a question, ask for more details.
- You can ask questions about benefits, sick days, or vacation time. It is best to not negotiate about salary until you actually get the job offer.
- When the job interview is finished, stand up and extend your hand and thank the interviewer for his or her time. You may ask when a decision will be made.
- Walk out as confidently as you entered.

**From:** Newfield, P. (n.d.). *Interview Techniques That Work*.





## COMMON INTERVIEW QUESTIONS

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**Practise answering these questions.**

- Why do you want to work for this company?
- Why are you the best candidate for the job?
- What are your three greatest strengths?
- In your career/life so far, what do you think is your greatest success?
- How would other people describe you?
- If I called your last supervisor and asked for a recommendation, what would he/she say?
- What are your goals? Where do you see yourself in five years?
- How do you get along with your co-workers?
- Do you work well under pressure?

**From:** Oppliger, J. (1997) *Get That Job!*



## DEALING WITH DIFFICULT QUESTIONS

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In some interviews, you may be asked difficult questions. Decide how you would answer these questions. **Note:** never lie — you could lose the job if you do.

Question	Possible Answer
<b>Why did you leave your last job?</b>	The company downsized and I was laid off. I wanted to find a position with more room for growth.
<b>What are your weaknesses?</b>	(Try to mention a weakness that is also a strength). I am sometimes too much of a perfectionist or fussy about details. On the other hand my boss could always be sure that my work was carefully done.
<b>You don't have quite enough experience.</b>	I am a fast learner. I am willing and eager to learn. If there are any classes you think I should take, I'll be happy to do that.
<b>What did you dislike about your last job?</b>	(Mention only one thing and make it short). They didn't have enough work to keep me busy.
<b>You left your last job six months ago. Why didn't you find a job sooner?</b>	(Don't give the impression that you have been doing nothing). I've been working hard to find a good job, but the market is very tight. I have been going to school and upgrading my skills.

From: Oppliger, J. (1997). *Get That Job!*

## Activity 2.2.14      My Commercial

---

<b>Purpose</b>	To gain an understanding of interview expectations and to build self-confidence
<b>Materials</b>	Handouts — (1) My Commercial Example (2) My Commercial Worksheet
<b>Time</b>	1 hr

### Method

Facilitators should inform participants that interviewers often start the interview with a single and most important question: “Tell me something about yourself.” Instruct participants not to see this question as something to dread, but to see it as an opportunity to sell themselves and focus on their strong points.

1. Use the handout My Commercial Example as a guide for participants to write their “commercial”. Facilitators may want to copy this example onto an overhead for participants to view. Explain each area of the worksheet and what information is required.
2. Participants will be required to list their job title. If participants do not have a job title, they can put in the title of the job that they would like to have.
3. The “commercial” is a platform to be used by participants to gain a greater sense of what they have to offer and promote their skills and abilities to a prospective employer.
4. After everyone has completed writing their “commercial” ask them to pair up with another participant to re-enact the scene as it would play out in an interview. The same pair of participants will then switch roles.
5. When participants have practised by using their notes or worksheet, ask them to try again from memory to get a more natural feel and realistic setting for the interview.

**From:** Oppliger, J. (1997). *Get That Job!*



## MY COMMERCIAL EXAMPLE

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### Job

**“I am** a custodian and became a specialist in building maintenance.”

### Skills

**“I am good at** constantly checking on rooms in the building and doing all the repairs, such as plumbing, painting, carpentry, and fixing locks and lights. I am also experienced in supervising outside contractors.”

### Experience

**“In my last job** I maintained two buildings and ensured that a major repair of the roof was finished by the contractors on time.”

### Character

**“I am** responsible, reliable, and easy to work with. I’ve always had good working relationships with my superiors, my co-workers, and contractors. I can be firm when necessary.”

**From:** Oppliger, J. (1997). *Get That Job!*



## MY COMMERCIAL WORKSHEET

### Job

### Skills

### Experience

### Character

**From:** Oppliger, J. (1997). *Get That Job!*

## Activity 2.2.15      Mock Interviews

---

### Purpose

To gain an understanding of interview expectations  
To build self-confidence for effective interviewing

### Materials

Handout — Mock Interview Rating Sheet  
TV, VCR, video recorder and tape recorder, video and tape cassettes for each participant, sheets of blank white paper, small container or jar

### Time

3 hrs initially, and ongoing practise

### Method

1. Instruct participants to write down their ideal job on a sheet of blank paper and then write the skills they have to contribute to this job on a separate piece of paper. The ideal job papers are then collected, folded, and put into a container.
2. Another avenue to collecting job titles and a brief description is to have participants scour the local newspaper for want ads. Cut these out and place in a container. These can also be used to provide material for mock interviews.
3. The facilitator will pick a job title out of the container and read the title of the job that is available. Ask participants if anyone is interested in this job. (You may have more than one participant accept the job interview.)
4. The facilitator will tell the participants who are to be interviewed to wait in the selected waiting room area. **Note:** the facilitator should set up a mock interview waiting room, perhaps outside the room with two or three chairs for the participants to use while waiting to be called in for their interview.
5. **For this activity you must have the TV, VCR, video-camera, and tape recorder set up. You can ask participants to provide their own cassettes ahead of time. Ensure that participants write their name on their cassettes.**
6. Instruct the participant(s) who are going to the waiting room area to take their skill related paper with them to study before they are called in for their interview.
7. Wait approximately two minutes and then ask one participant to act as a professional receptionist and call the first interviewer in.
8. All class participants will have a mock interview rating sheet for each interview. Instruct participants to stay silent during the interview and write their comments using the Interview Rating Sheet. **Note:** make sure participants have enough copies for each person to be rated. Participants who are doing the rating are not to sign or put their name on the Interview Rating Sheet.

9. If you do not have a video recorder stand or tripod, ask one participant with a steady hand to record the interview. If using an audio recorder, the facilitator can place the tape recorder on the desk and press record when ready.
10. The interview process activity can be practised several times throughout the week or month. Participants should not erase their cassettes, but review each interview tape to note improvements. They can also review and rate themselves in the privacy of their own homes.



### MOCK INTERVIEW RATING SHEET

Evaluation for: \_\_\_\_\_

	Fair	Good	Very Good
Introduces self & handshake			
Posture			
Energy			
Eye Contact			
Volume of voice			
Speaks clearly			
Makes small talk			
Talks about education/skills			
Talks about past employment			
Talks about interest in the job			
Talks about strengths and work ethics			
Explains short and long term goals			
Gives examples to clarify points			
Asks appropriate questions about the job			
Sells himself/herself			
Says "thank you" and shakes hands			
Overall confidence rating			
Chances of getting the job			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Adapted from:** Chau, J. (1997). *Overcoming Cultural Barriers of a Job Interview*.



## Activity 2.2.16 More Formal Interviews

**Purpose** To gain an understanding of interview expectations  
To develop a more confident attitude for effective interviewing

**Materials** Handout — Mock Interview Checklist  
TV, VCR , video recorder, tape recorder, video and tape cassettes for each participant,

**Time** 2–3 hrs initially, and on-going practise

### Method

Completion of the mock interviews will definitely help participants gain a clear understanding of the expectations pertaining to job interviews. The expected outcome is for participants to develop a more confident attitude in facing the challenges and to overcome some of their nervousness in these situations.

1. Facilitators should give participants a date(s) when you will be holding “formal” interviews.  
**Note:** you may want to have another facilitator that participants are not familiar with to act as the employer to help with authenticity.
2. The facilitator should get all work choices from the participants and make a schedule of interview times.
3. Ask them to dress appropriately and act as though they are attending a real interview.
4. You can give participants a copy of the ‘Mock Interview Checklist’ as a guide to help them prepare for their interview.

Post the schedule in the classroom and have participants sign up for an interview.

Interview for:	Date:	Print name if interested:
Gardener	Monday - 09:00	
Housekeeper	Monday - 09:30	
Waiter	Tuesday - 10:00	
Yoga Instructor	Tuesday - 11:00	



### MOCK INTERVIEW CHECKLIST

Name of person being rated: \_\_\_\_\_

	Needs Improving	Good	Excellent
Clothing and personal grooming			
Introduction and handshake			
Eye contact			
Voice			
Posture			
Polite and listens well			
Talks about past employment/education/skills			
Positive and friendly attitude, makes small talk			
Talks about long & short term goals			
Answers questions confidently			
Asks appropriate questions			
Talks about strengths and explains relevancy			
Shows interest			
Ends with thank you and handshake			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**From:** Government of Saskatchewan. (n.d.). *Mock Interview Checklist*.



**UNIT 2: ORGANIZE TIME & OVERCOME BARRIERS**  
**— PARTICIPANT’S SELF-EVALUATION**

Complete the assessment chart to acknowledge what you have learned or gained from this unit.

Comment	Yes	No
1. I organize my work.		
2. I organize my time well.		
3. I organize my ideas to find solutions.		
4. I know what is important in my life.		
5. I know how to stay mentally healthy.		
6. I know my barriers / weaknesses.		
7. I make an effort to overcome barriers / weaknesses.		
8. I can motivate myself.		
9. I inspire others to do well.		
10. I know my strengths.		
11. I know how to balance my personal life and work.		
12. I know my work priorities.		
13. I know how to explore related work areas.		
14. I feel confident in my job interview skills.		
15. I am confident in my speaking abilities.		

Circle the one word that you think best describes you:

**Organized    Analytical    Conscientious    Self-Motivated    Flexible    Focused**



# UNIT 3

---

# VOICE

<b>V</b>	Values
<b>O</b>	Organize Time & Overcome Barriers
<b>I</b>	Interests
<b>C</b>	Changes
<b>E</b>	Empower & Engage in Life



# Interests

---

Knowing our interests and engaging in them can only benefit one's life, making it happier and more fulfilling. Without knowing our personal interests, we lack desire and motivation. Personal interests can also bolster the energy required to explore work areas that utilize similar skills.

Through reflection on both past interests and current interests, participants will discover how personal interests led to the development of the skills that they now have. The discoveries related to interests, whether group or individual interests, will help participants understand that life is a continuous learning experience.

## Part One: Individual Interests

Knowing what will motivate us to get up each morning is the key to opening the door to the room of individual interests. It is well known that the discovery or acknowledgement of passions in life can help to propel a person towards a more joyful life. As the French philosopher, Denis Diderot, once said, "Only passions, great passions, can elevate the soul to great things." In this part of the unit, participants will uncover their inner passions through reflective exercises. In addition, they will discover how they are accountable for their own happiness.

## Part Two: Group Interests

Discovering the power of groups will help participants gather the momentum they need to move towards a goal. Whether it is a group of friends, or a group of like-minded people, groups of any kind demonstrate the importance of sharing a common purpose, valuing each other's strengths, and co-operation. Without participating in group interests, there would no doubt be fewer patches in our life's quilt. In this part of the unit, participants will unlock the motivational power of teamwork and discover the essential need for group harmony.

Some of the questions participants may be able to answer after this unit are

- What are my interests?
- How does this benefit me? How does it benefit others?
- How did I learn this?
- Why did I learn this?
- What similar skills can be carried into my workplace?
- Where does my path lead now?

## Learning Objectives

Participants will identify group and individual interests through various hands-on and imaginative activities. They will produce a chart that captures their wants and needs, and identifies their passions. A sculpture will also be created to display shared ideals and to promote teamwork.



# Part One

## Individual Interests

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## Activity 3.1.1      The Interest Quiz

---

### Purpose

To discover one's personal level of openness to trying new things  
To examine decision-making factors

### Materials

A small gift-wrapped box, sheets of blank white paper

### Time

1 hr

### Method

1. Facilitators should prepare a small box with something inside, either something valuable (like a ring) or not (like a paper clip), and wrap it up with fancy paper or just plain paper. Place this box on the desk where participants can see it.
2. Tell the participants to take a sheet of paper and fold it vertically, turning the paper with the *left* side up. Write the numbers from one to six on the page and answer the following questions with either a yes, no, or maybe.
  1. Do you like starting a conversation with a stranger?
  2. Would you like to take a trip without knowing where you are going?
  3. Would you like to do something that you are afraid to do?
  4. Would you like to live in the Yukon?
  5. Do you like to do yoga exercises?
  6. Would you like to know what is inside this box?
3. Now, ask the participants to turn their papers over on the *right* side and answer the following questions:
  1. Have you ever started a conversation with a stranger?
  2. Have you ever taken a trip without knowing where you are going?
  3. Have you ever done something you were afraid to do?
  4. Have you ever been to the Yukon?
  5. Do you know how to do yoga exercises?
  6. Do you think there is something valuable in the box?
4. Inform the participants that this activity is an indicator of how open-minded they are. Ask the participants to open up their papers and score themselves according to the following system:
  1. If the answer on the left side was either yes or no and the right side answer was no, then score zero.
  2. If the answer on the left side was either yes or no and the right side answer was yes, then score one point.

3. If the answer on the left side was maybe and the right side answer was no, then score two points.
4. If the answer on the left side was maybe and the right side answer was yes, then score three points.
5. For question 6, participants get three points if they answered the right side with a maybe. All other responses get zero.

<b>Scoring</b>	
10 or more	very open-minded
6 - 9	mature approach to life and people
3 - 5	lacks an open attitude
0 - 2	low level of interest to life and people

**Example of scoring chart:**

<b>Left side</b>	<b>Right side</b>	<b>Score</b>
Yes	Yes	1
No	No	0
No	Yes	1
Maybe	No	2
Yes	Yes	1
Yes	Maybe	3
<b>Total Score</b>		<b>8</b>

**Questions for discussion**

1. Can you tell what is inside a box by its outside appearance?
2. Can you make a valid decision about a person without knowing all about him/her?  
What is a good way to overcome prejudice?
3. Are people like boxes with different wrappings?
4. Do you think you are open to trying new things and meeting new people?
5. What is a good way to overcome a lack of interest?
6. What does your level of interest about people and things tell you about yourself?

**Adapted from:** Garnett, P. (1988). *Investigating Morals and Values in Today's Society*.

## Activity 3.1.2

## A Multiple Intelligence Inventory

---

### Purpose

To acknowledge and gain insight into various intelligences  
To pinpoint areas of interests

### Materials

Handouts — (1) A Multiple Intelligence Inventory  
(2) The Eight Intelligences

### Time

2 hrs

### Method

1. Warm up by asking participants about things they love to do. Acknowledge their interests by recording these. Facilitators can also ask them what skills they might use to do these things.
2. Facilitators can explain the multiple intelligence theory. According to Howard Gardner, we can use several intelligences at once, or we may use one or two most of the time. There is no right or wrong way to be — all intelligences are of equal importance. The inventory is only a guide to pinpoint the participants' areas of interest.
3. Hand out the M.I. Inventory sheet (see next page for handout). Instruct participants to mark the statements and write a 0, 1, or 2 next to each, depending on how strongly they agree it.
4. After they have completed the inventory, ask participants to add up the marks for each category. This inventory will give them a very good idea of where their interests and skills are strongest.
5. Facilitators can explain the theory that this inventory is used to acknowledge people's interests, strengths, and skills. Each person possesses eight intelligences that function together in some form or another.
6. After completing the inventory checklist, ask participants to brainstorm work areas that could use their strongest skill. Or, give participants examples of job titles and ask them to describe the intelligences that these people use.
  - For example, a doctor will use interpersonal, verbal-linguist, and logical-mathematical intelligences in his or her field of work.
7. Share and discuss The Eight Intelligences handout with the participants.



## A MULTIPLE INTELLIGENCE INVENTORY

Read each statement. Write 0 if you disagree. Write 2 if you agree. Write 1 if you are somewhere in between. Total the number of points you have in each area. Compare your scores. Which score is the strongest intelligence? Which is the weakest intelligence?

<b>Verbal-Linguist</b>	<b>Visual-Spatial</b>
<input type="checkbox"/> I love to read and talk about books. <input type="checkbox"/> I can write well. <input type="checkbox"/> I love word games and tongue-twisters. <input type="checkbox"/> I often notice advertisements in magazines, TV, and on billboards. <input type="checkbox"/> I love poetry or making up rhymes. <input type="checkbox"/> I have a good vocabulary. <input type="checkbox"/> I love to tell jokes. <input type="checkbox"/> I like to talk with friends. <input type="checkbox"/> I enjoy public-speaking or storytelling.	<input type="checkbox"/> I love looking at pictures and drawings. <input type="checkbox"/> I can imagine pictures in my head with ease. <input type="checkbox"/> I can read maps and diagrams easily. <input type="checkbox"/> I doodle or draw often. <input type="checkbox"/> I like to make pictures or drawings to explain myself. <input type="checkbox"/> I love doing jigsaw puzzles and mazes. <input type="checkbox"/> I have vivid dreams at night and daydream often. <input type="checkbox"/> To remember something, I draw a diagram. <input type="checkbox"/> I love photography and taking pictures.
<b>TOTAL</b>	<b>TOTAL</b>
<b>Musical-Rhythmic</b>	<b>Bodily-Kinesthetic</b>
<input type="checkbox"/> I enjoy listening to all types of music. <input type="checkbox"/> I often have a tune in my head. <input type="checkbox"/> I like to hum or sing. <input type="checkbox"/> I can sing back a song that I have heard once or twice. <input type="checkbox"/> I can play a musical instrument. <input type="checkbox"/> I can tell when a musical sound is off-key. <input type="checkbox"/> I often tap or sing to myself while working. <input type="checkbox"/> I enjoy making up jingles/tunes. <input type="checkbox"/> I usually know the type of instrument that is being played in the background.	<input type="checkbox"/> I need to practise a new skill to learn it. <input type="checkbox"/> I play a sport or do some physical activity at least once a week. <input type="checkbox"/> I find it hard to sit still for a long time. <input type="checkbox"/> I am good at working with my hands. <input type="checkbox"/> I "talk" with my hands and body. <input type="checkbox"/> I know what is the best food or exercise for my body. <input type="checkbox"/> I need to touch things to learn about them. <input type="checkbox"/> I would rather walk than take a bus. <input type="checkbox"/> I make up my own physical exercises or dance moves.
<b>TOTAL</b>	<b>TOTAL</b>
<b>Naturalist</b>	<b>Interpersonal</b>
<input type="checkbox"/> I love to garden. <input type="checkbox"/> I have or would like a pet(s). <input type="checkbox"/> I am aware of slight changes in environment. <input type="checkbox"/> I am sensitive to sounds and smells in my environment. <input type="checkbox"/> I have a collection (e.g., stamps, hockey cards, figurines). <input type="checkbox"/> I am concerned about the ecosystem/environment. <input type="checkbox"/> I like to spend a lot of time outdoors. <input type="checkbox"/> I enjoy listening to the sounds of nature. <input type="checkbox"/> I know the names of different birds, insects, or plants.	<input type="checkbox"/> I love to work in groups. <input type="checkbox"/> My friends often come to me for advice. <input type="checkbox"/> When I have a problem, I talk to my friends. <input type="checkbox"/> I usually host parties or get-togethers. <input type="checkbox"/> I enjoy belonging to clubs or committees. <input type="checkbox"/> I am often the leader in a group. <input type="checkbox"/> I enjoy the challenge of teaching something to someone. <input type="checkbox"/> I have at least three close friends. <input type="checkbox"/> I love attending social functions.
<b>TOTAL</b>	<b>TOTAL</b>
<b>Logical-Mathematical</b>	<b>Intrapersonal</b>
<input type="checkbox"/> I like to play number games. <input type="checkbox"/> I like to make lists. <input type="checkbox"/> I like my environment to be organized and tidy. <input type="checkbox"/> I love to figure out how things work. <input type="checkbox"/> I love strategy games like chess and checkers. <input type="checkbox"/> I love(d) math class. <input type="checkbox"/> I love to create science experiments and set up situations even at home (e.g., what will happen if I change something in this recipe?). <input type="checkbox"/> I love logic problems. <input type="checkbox"/> I enjoy measuring things for sewing patterns or construction.	<input type="checkbox"/> I like to spend time alone reflecting or thinking about life. <input type="checkbox"/> I like to work alone. <input type="checkbox"/> I can tell you what I am good at and not good at. <input type="checkbox"/> I set goals for myself. <input type="checkbox"/> I am independent. <input type="checkbox"/> I have a hobby that I like to do on my own. <input type="checkbox"/> I enjoy quiet time alone. <input type="checkbox"/> I learn from my mistakes. <input type="checkbox"/> I work out problems for myself.
<b>TOTAL</b>	<b>TOTAL</b>

Adapted from: Christison, M. (2005). *Multiple Intelligences and Language Learning*.



## THE EIGHT INTELLIGENCES

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**Verbal Linguist:** You have the ability to use words very well both orally and in writing. This intelligence includes such skills as the ability to remember information, to convince others to help you, and to talk about language itself. Your strengths are in language, speaking, and writing. Possible career paths: receptionist, translator, salesperson, marketing.

**Visual-Spatial:** You have the ability to be sensitive to form, space, colours, lines, and shapes. It includes the ability to graphically represent visual or spatial ideas. Your strengths are in art and design. Possible career paths: sculptor, visual artist, inventor, architect, interior designer, mechanic, engineer, photographer, tailor or fashion designer, child care worker.

**Musical-Rhythmic:** You have the ability to be sensitive to rhythm and sound. Musical intelligence includes such skills as the ability to recognize songs and the ability to change speed, tempo, and rhythm in simple melodies. Your strengths are in music compositions and rhythms. Possible career paths: musician, disc jockey, singer, composer, child care worker.

**Bodily-Kinesthetic:** You have the ability to use the body to express ideas and feelings, and to solve problems. This includes such physical skills as co-ordination, flexibility, speed, and balance. Your strengths are in dance, gymnastics, and sports. Possible career paths: athlete, dancer, actor, firefighter, police officer, child care worker.

**Naturalist:** You have the ability to find patterns and recognize and classify plants, minerals, and animals, including rocks and all varieties of flora and fauna. It is also the ability to recognize cultural artifacts like cars or shoes. Your strengths are in understanding nature, animals, and environmental issues. Possible career paths: gardener, environmentalist, pet groomer, recreation or tour guide.

**Interpersonal:** You have the ability to understand another person's moods, feelings, motivations, and intentions. This includes such skills as responding well to other people in a pragmatic way, such as getting people to participate in a project. Your strengths are in political movements, leadership, and public relations. Possible career paths: counselor, salesperson, politician, business person, health care aide, child care worker, retail services.

**Logical-Mathematical:** You have the ability to use numbers and reason well. It includes such skills as understanding numbers, the ability to analyze information, understanding the principle of cause and effect, and being able to use simple machines. Your strengths are in math, science, and logistics (reasoning skills). Possible career paths: researcher, accountant, data entry clerk, computer analyst, construction worker, retail services.

**Intrapersonal:** You have the ability to understand yourself, your strengths, weaknesses, moods, desires, and intentions. This includes such skills as understanding how you are similar or different from others, reminding yourself to do something, knowing about yourself, and knowing how to handle your feelings such as what to do or how to behave when you are angry or sad. Your strengths are in being insightful, spiritual, and sympathetic. Possible career paths: researcher, health care aide, philosopher, counselor, child care worker.

**Adapted from:** Christison, M. (2005). *Multiple Intelligences and Language Learning*.

## Activity 3.1.3 Identify Your Passions

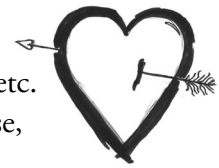
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<b>Purpose</b>	To identify special interests
<b>Materials</b>	Handout — Achievements and Experiences
<b>Time</b>	2 hrs

### Method

**1. Ask participants to write their answers to the following questions:**

1. What were some of your special achievements/experiences over the years? An example might be traveling on my own, learning a new skill, etc.
2. What did you get out of each experience, e.g., acknowledgements, praise, feelings of confidence, etc.?
3. When you think about your most satisfying experiences, what were the common motivations that inspired you?
4. What abilities did you use in each of the special achievements/experiences that you identified in the first question?



**2. Participants can also chart their information using the handout on the next page.**



**ACHIEVEMENTS AND EXPERIENCES**

<b>Achievements/ Experiences</b>	<b>Outcome</b>	<b>Motivation</b>	<b>Abilities used</b>



## Activity 3.1.4

## Acknowledging Successes

---

### Purpose

To acknowledge successes in life and discover how these were achieved

### Materials

Handout — My Successes in Life

### Time

1 hr

### Method

1. Give participants the handout — My Successes in Life.
2. Ask participants to list at least 20 successes they have had in their lives. If participants can list more than 20, that's great.
3. **Note:** If it is difficult for some people to begin, facilitators can start the process by informing participants that they were all successful at the age of four or five when they learned to tie their shoelaces. It does not matter how big or small the success was. It may be easier to begin from early ages and continue through the years from there.
4. Once they have completed their list, ask them now to note beside each success how they felt when they accomplished the task.
5. Next, participants should acknowledge how they were able to accomplish each success. Did someone help them? Did they follow their instincts, etc.?
6. Once the chart has been completed, ask participants to highlight the successes that they feel particularly proud of.
7. Guide a discussion on any surprises that participants may have about their successes in life, e.g., sometimes people forget how many others were involved in assisting them, or how their own instincts were valuable and trustworthy.



### MY SUCCESSES IN LIFE

<b>Successes</b>	<b>Feelings of success</b>	<b>Able to accomplish because....</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		
<b>15</b>		
<b>16</b>		
<b>17</b>		
<b>18</b>		
<b>19</b>		
<b>20</b>		

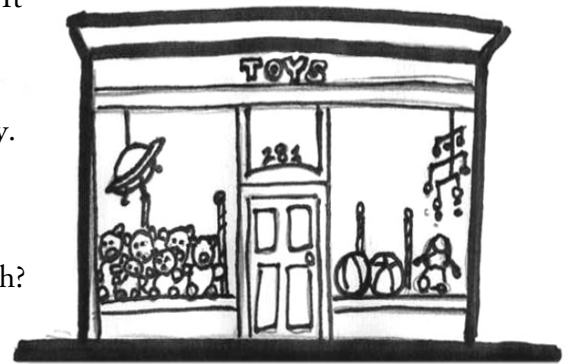
## Activity 3.1.5      The Toy Shop

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<b>Purpose</b>	To relate the world of work to the world of play
<b>Materials</b>	Large sheets of flipchart paper
<b>Time</b>	1–2 hrs

### Method

- This is a visualization activity that facilitators will have to carefully direct. Ask participants to close their eyes and listen very carefully. **Facilitators can now recite the following instructions. Note:** Pause about three to five seconds between each instruction.
  - Imagine you are in the largest toy shop ever built. It is so huge, that every toy imaginable is in there.
  - Really look around.... Now, go to the one toy that you feel drawn to. You can only have one toy.
  - When you have your toy, hold it in your hands. Look at its shape and colour.
  - Feel the texture. Is it hot or cold, rough or smooth? What does it feel like?
  - What does it do?
  - What does it need to make it work?
- Instruct participants that when they have finished completely seeing and examining this toy, draw it in the centre on a piece of flipchart paper and write down the name of their toy.
- Now, ask them to write down all the attributes and qualities that this toy has. Write the colours, the textures, the smells, etc.
- Next, write down words and phrases describing what this toy needs to work well.
- Following that, participants can now write down why this toy makes them happy.
- Ask participants to write down the phrases or words that jump out. What phrases can be related to work situations, e.g., “stay on track”, if they imagined a train; “put pieces together”, if it is a puzzle-type of toy, etc.?
- Guide a discussion to help participants discover how the words they used to describe this toy can fit into the work they do now, or their ideal job.



## Activity 3.1.6 The Doughnut of Life

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<b>Purpose</b>	To see how needs are met, and focus on getting what we want To practise committing time and action towards a goal
<b>Materials</b>	Handout — The Doughnut of Life Diagram Large sheets of flipchart paper, coloured markers
<b>Time</b>	1–2 hrs

### Method

#### Part 1:

1. Instruct participants to draw a large doughnut on their paper. See diagram on the next page and use this for an example if needed, or photocopy the diagram for participants to use as a guide.
2. Ask them to list their “needs” in the doughnut hole. “Needs” are what they must have in order to survive.
3. They will list their “wants” on the doughnut itself. “Wants” are what they don’t necessarily need to survive, but would like to have. **Note:** intangibles such as “respect” can be included in their lists.
4. On the left side of their paper, ask participants to write down how they got what they needed.
5. Ask participants if some of the ways their needs were met could apply to getting what they want. Ask them now to write how they think they will get their “wants” met on the right side of their paper.
6. At the end of this exercise ask participants to choose only one thing in their “want” list to focus on for one month and apply some action during this time to get closer to obtaining it.

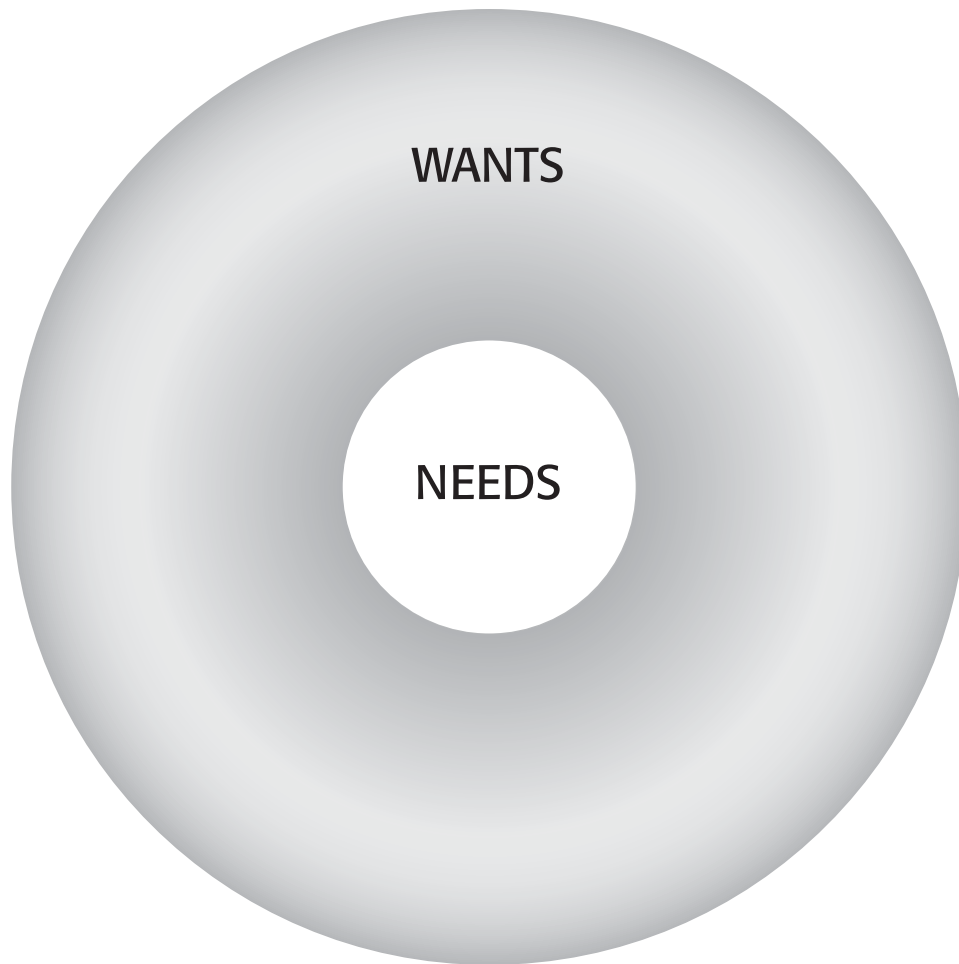
#### Part 2:

1. Additionally, facilitators may have participants draw another circle around their doughnut and list all the things they do have. This will create a clearer vision to see how they were able to obtain the things they have and relate the methods to getting what they want.
2. **Note:** Facilitators can share this quote from Dr. Philip C. McGraw, PhD: “BE, DO, AND HAVE”. You may want to write this quote on a blackboard or flipchart for an analytical discussion:
  - BE committed.
  - DO what you have to do. And,
  - HAVE what you want.



## THE DOUGHNUT OF LIFE DIAGRAM

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## Activity 3.1.7

## Ask 50 Questions

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<b>Purpose</b>	To pinpoint the main focus in life
<b>Materials</b>	Workbook/journal, highlighters
<b>Time</b>	1–2 hrs

### Method

**This activity requires participants to be able to write quickly and freely.**

1. Ask participants to write in their workbook/journal a list of 50 questions that are important to them. Examples of questions could be: How can I save more money? How can I have more fun? etc. Let participants know that their list will not be shared with anyone.
2. The list must be done as a continuous flow and written quickly. Ask them not to think too long about writing a question. Do not worry about spelling, grammar, or repeating the same question.
3. When everyone has finished writing, ask them to now read their list to themselves and highlight the themes that appear. Are most of the questions about relationships, work, finances, or fun? Ask participants to write down what the main theme or concern appears to be.
4. Ask participants to review the list of 50 questions and choose the top ten that seem most significant.
5. Next, rank the top ten questions in order of importance.
6. There is no need to answer the questions at this time. Participants will be able to see for themselves what their main focus is and this may assist them to know what is unconsciously important for them in their lives.
7. Ask participants if there were any surprises and discuss.

**Note:** Facilitators may decide to increase the number of questions to 100 or decrease the number of questions to 20 depending on the group level. There should not be less than 20 questions.

**Adapted from:** Gelb, M. (2004). *How to Think Like Leonardo da Vinci: Seven Steps to Genius*.

## Activity 3.1.8

## Write Your Eulogy

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<b>Purpose</b>	To build self-esteem and acknowledge personal value
<b>Materials</b>	Handout — Ten Valuable Questions Workbook/journal
<b>Time</b>	1 hr/day (over ten days)

### Method

#### Part 1: The Ten Valuable Questions

These questions will give participants the steps needed to organize their thoughts, and gain insight into their core value, which will then give them important information for writing their eulogy.

1. The facilitator can write the Ten Valuable Questions on the blackboard/flipchart or make copies of the handout to distribute. I suggest the questions be read to participants first, followed by a discussion of each.
2. Participants can copy the questions or use the handout, and write their answers in their workbook/journal.
3. Over the next ten days, participants will write their answers to these questions. Ask them to begin with Question 1 for the first day, and continue through the following days until all ten questions have been answered.

#### Ten Valuable Questions

1. What people, places, and activities allow me to be myself or feel most like myself?
2. What is one thing I could start doing today that would most improve my quality of life?
3. What is my greatest talent or my greatest skill?
4. How can I get paid for doing what I love?
5. Who are my most inspiring role models or mentors?
6. How can I be of service to others?
7. What do I really want in my life?
8. How do my closest friend, my worst enemy, my boss, my children, and my co-workers see me?
9. What are the good things in my life?
10. What would I like to be remembered for?

**Part 2: Write Your Eulogy**

1. Discuss the practice of eulogies with participants. Why do we have them? Are they common in all cultures?
2. The facilitator can cut out obituaries or eulogies from a newspaper to show as examples.
3. Ask participants to write their own eulogy.
4. The facilitator may choose to have participants share their eulogy with the group.





## TEN VALUABLE QUESTIONS

---

1. What people, places, and activities allow me to be myself or feel most like myself?
2. What is one thing I could start doing today that would most improve my quality of life?
3. What is my greatest talent or my greatest skill?
4. How can I get paid for doing what I love?
5. Who are my most inspiring role models or mentors?
6. How can I be of service to others?
7. What do I really want in my life?
8. How do my closest friend, my worst enemy, my boss, my children, and my co-workers see me?
9. What are the good things in my life?
10. What would I like to be remembered for?

**From:** Gelb, M.J. (2004). *How to Think like Leonardo da Vinci, Seven Steps to Genius Every Day*.

## Activity 3.1.9

## My Favourite Things Circle

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### Purpose

To discover and identify interests of importance

### Materials

Handout — My Favourite Things Circle  
Large sheets of flipchart paper

### Time

1 hr

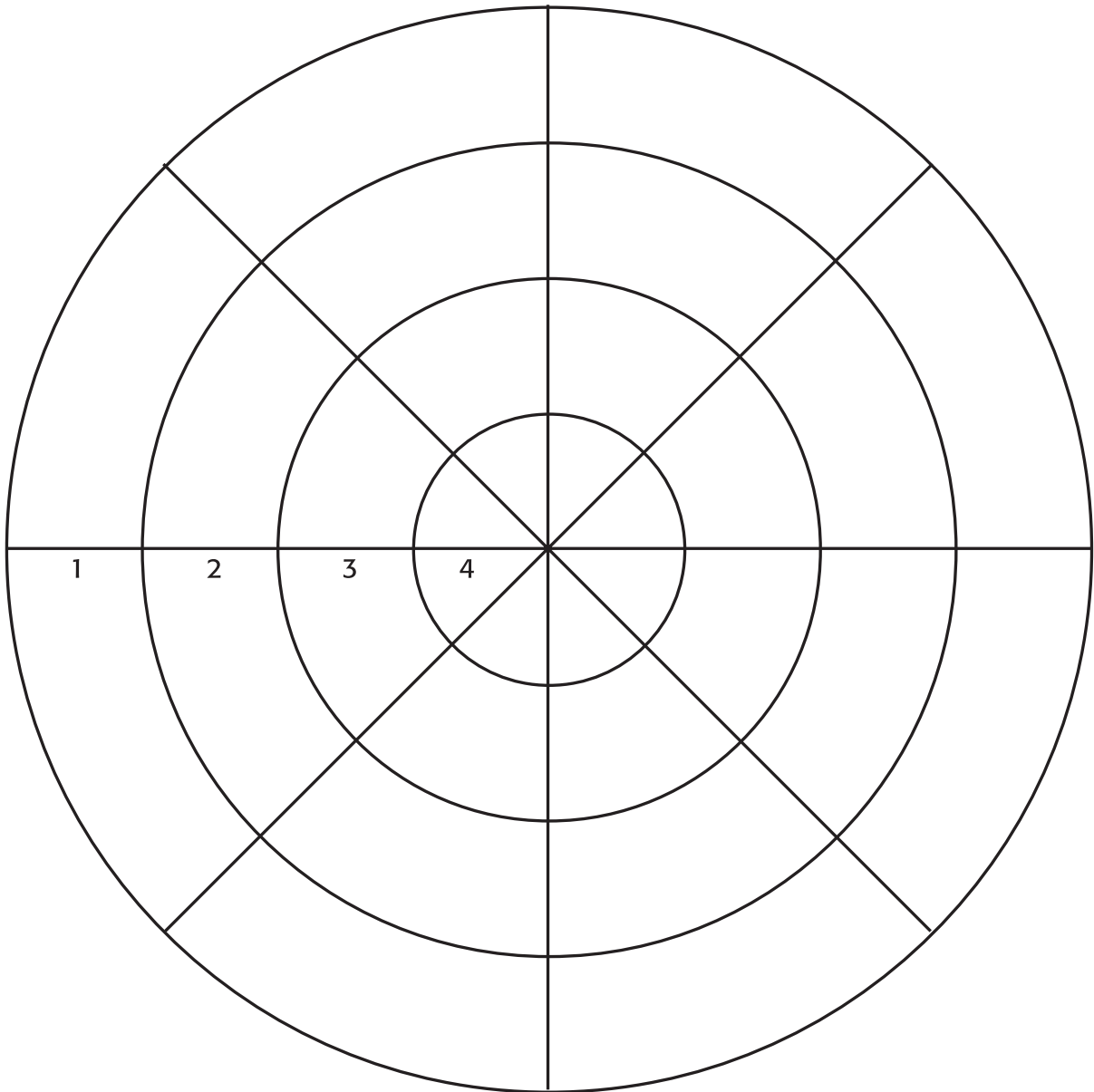
### Method

1. Show the diagram example (on next page) and ask participants to draw a circle similar to this and answer the questions below. **Note:** facilitators may choose to photocopy and enlarge the diagram for participants to use.
  - Ring 1: What are eight things I like to do?
  - Ring 2: How long has it been since I last did each of these eight things?
  - Ring 3: Is this planned or spontaneous?
  - Ring 4: Do I do this alone or with someone else?
2. Inform participants that it is important to answer each question in the order that they are given. They should answer each question before going on to the next.
3. Participants are to write down their answers to each question in the appropriate ring.
4. Once they have completed each section of the circle, ask them to take some time to think about what this says about them.
5. Discuss their findings



## MY FAVOURITE THINGS CIRCLE

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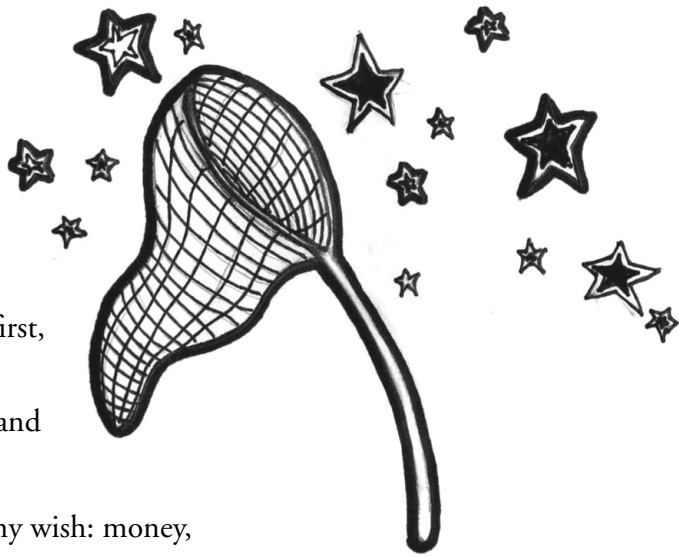
## Activity 3.1.10 Three Wishes

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<b>Purpose</b>	To gain perspective about and movement towards a goal
<b>Materials</b>	Workbook/journal
<b>Time</b>	1–2 hrs

### Method

1. Inform participants that they are going to make three wishes.
2. Have them write down things they would very much like to do. For example: I would like to be able to play a musical instrument; I would like to visit Disneyland; or I would like to have a better paying job, etc.
3. Next, have them rank their wishes as first, second, and third.
4. Ask them to consider their first wish and answer the following questions:
  - a) What will I need to accomplish my wish: money, equipment, etc.?
  - b) Is there someone who can help me accomplish my wish? How do I contact this person?
  - c) Write at least three steps to take in order to accomplish this wish.
  - d) Write down a realistic schedule or timetable to get this wish accomplished.
5. Participants should do this for all three wishes, and then select one of the three wishes to attempt.
6. The facilitator can keep a record of this and discuss the participants' progress toward their goal at a later time.

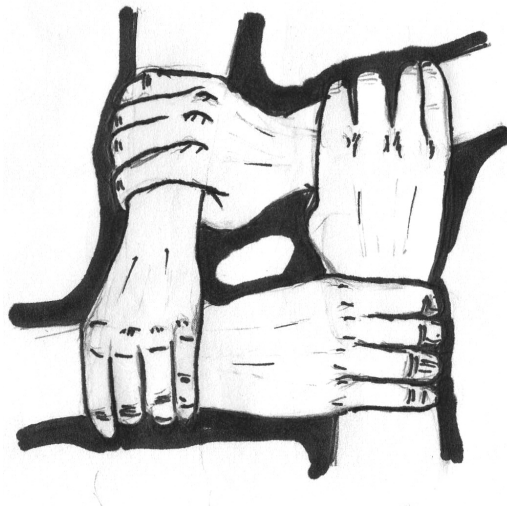


**Adapted from:** Garnett, P. (1988). *Investigating Morals and Values in Today's Society*.

# Part Two

## Group Interests

Activity	Page
3.2.1 Team Spirit Advertisements .....	134
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3.2.3 A Talker or a Listener? .....	136



## Activity 3.2.1      Team Spirit Advertisements

---

<b>Purpose</b>	To promote teamwork
<b>Materials</b>	Magazines (with a lot of advertisements)
<b>Time</b>	30 mins

### Method

1. Participants should form groups of three.
2. Ask each group to choose one magazine. All members in the group must agree on the magazine they will use.
3. Next, all members of the group must choose one picture from an advertisement. It is important to stress that they are not choosing an ad, but only the picture.
4. As a group, they must all be in agreement on the one picture they have chosen.
5. Once the picture has been chosen, participants can give words that describe the picture.
6. Participants must now agree on the one word that they feel best describes the picture.
7. Participants can now read the ad or story that their picture is related to. Does the ad have a common thread for the group? For example, when a group chooses an ad for asthma inhalers and all members of the group suffer from asthma, that is a common thread.
8. After all groups have completed their task, ask for one member from each group to talk about their chosen picture and the word they all agreed on. Was there a common thread for each person in the group?
9. Ask participants about the level of difficulty when choosing as a group. Did it take a long time to decide on a picture? Was there one person who acted as a mediator?
10. Ask participants for some employment situations that would require agreement on something visual, for example, when working as a window dresser, store manager, or architect.

## Activity 3.2.2

## Team Sculpture

### Purpose

To develop teamwork  
To promote creativity within timelines

### Materials

One roll of aluminum foil for each participant, measuring tape or rulers

### Time

2½ hrs

### Method

1. Ask all participants to bring in one roll of aluminum foil (approx. 7.62 m or 25 ft.).
2. Participants are to be placed in equal groupings. Four or six people per group are ideal.
3. Instruct groups to build a sculpture using only the aluminum foil that they have. No other material or accessories can be used.
4. The sculpture must be *no more than three feet tall or wide*. Tell participants that it is very important to stay within the dimensions. The completed sculpture must be able to stand on its own.
5. As a group, they need to decide on the theme for their sculpture.
6. All participants must have a hand in building the sculpture. That means not having one person doing all the work. Each participant has to decide which part of the sculpture they can best contribute to. **Note:** two people can contribute to the same part of the sculpture, as long as they are working together on it.
7. Inform participants that they will have half an hour to get organized, and one hour to complete their sculpture. Total time for the activity is 1.5 hours.
8. At the completion of this task, ask each group to explain their work of art. How did they come to an agreement? Was it built equally by all members of the group? Was there a leader of their group? Why did they choose this theme, and/or what does this sculpture mean to them?
9. As a whole class, ask participants to vote for the best sculpture.
10. Follow up discussions can include types of employment that require teamwork and timelines, for example, a project manager, sales personnel, etc.
11. Other discussions could be about the usefulness of having a team leader within a group in order to facilitate effective working methods and to produce a final product.



## Activity 3.2.3                      A Talker or a Listener?

---

<b>Purpose</b>	To develop listening skills
<b>Materials</b>	None
<b>Time</b>	1–2 hrs

### Method

1. Instruct participants to choose a partner so that the whole class is divided into pairs. If one person is left over, that participant can team up with the facilitator.
2. Explain to participants that they are going to take turns talking to each other to find out how well they can listen. Participants are to talk for three minutes about his or her parents, telling what is important about them. After three minutes, they change roles and the listener becomes the talker and vice versa.
3. When the person is talking, they should not be interrupted with questions. Instruct participants who are listening, to simply nod and listen.
4. When both partners have had their turns, explain that they are now going to find out how well they listened.
5. The listener now tells the talker how he/she feels about his or her parents. When this is done, the talker decides whether or not it was recalled accurately. They now reverse the roles and the other partner goes through the same process.

### Questions for discussion:

1. Did you prefer to be the talker or the listener? Why?
2. Do you listen to other people as well as you listened to this partner?
3. Were you surprised when your partner was able (or not able) to accurately recall your feelings about your parents?
4. How much listening do you think takes place on a bus, or in a busy restaurant?
5. Can people tell you things other than what they say in words using body language, tone, and expression of voice?
6. Have participants repeat the exercise with a new partner and a new topic. Each talker now gives a complete description of himself/herself for three minutes. When both partners have had their turn, they should write down the answer to this question: What did each person feel were the most important qualities about the other person?
7. As an alternative, the facilitator could single out one participant and purposely tell him/her to ignore the partner while he/she is talking. Then have a discussion about how the “slighted” partner felt when he/she was not listened to.

**Adapted from:** Garnett, P. (1988). *Investigating Morals and Values in Today's Society*.





### UNIT 3: INTERESTS — PARTICIPANT'S SELF-EVALUATION

Complete the assessment chart to acknowledge what you have learned or gained from this unit.

Comment	Yes	No
1. I know what my personal interests are.		
2. I have a hobby(s).		
3. I feel connected through shared interests.		
4. My interests can be employment opportunities.		
5. I know where my intelligences can be applied.		
6. I am confident in my stated abilities.		
7. I am aware of what it takes to be a team player.		
8. I am motivated when I am engaged in my hobby or interests.		
9. I feel in control of my destiny to pursue my goals.		
10. I am open to exploring other areas of interest.		
11. I enjoy competing.		
12. My happiness is more important than money.		
13. I feel good about my successes in life so far.		
14. I am confident in my abilities to go after my goals.		
15. I listen well to others.		

Circle the one word/phrase that you think best describes your strongest interest:

Language    Mathematics    Nature    Music    Physical Activity    Colour and Design

Working on  
My Own

Working  
with Others



# UNIT 4

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# VOICE

<b>V</b>	Values
<b>O</b>	Organize Time & Overcome Barriers
<b>I</b>	Interests
<b>C</b>	Changes
<b>E</b>	Empower & Engage in Life



# Changes

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Everyone has had changes in his or her life. That's what makes life interesting. When we look back at the changes that have occurred over our lives, we can determine our life's path and why changes were and are important. Many people have survived, overcome, and succeeded following life-changing events. The world too has grown as a result of changes brought about by exploration, invention, and research. Embracing change is needed to create a life with trust and purpose. The following activities will assist participants to explore and acknowledge the value of changes in their own lives, other people's lives, and in the world at large.

## Part One: Personal Changes

Changes in one's personal life often lead to previously undiscovered reserves of inner strength, altered outlooks, and unmitigated resolve. Taking a look at yesterday, and discovering the changes that led to the here and now, is a powerful tool to discover our inner flexibility and trust. The activities that explore personal changes will have participants present their personal biographies and life challenges (turning points). It is hoped that participants will find their unique and personal challenges an inspiration to themselves and to others. It is also hoped that participants can see that one's life, when lived with continuous learning, is always changing.

## Part Two: World Changes

The world is always turning and changing, along with the people in it. Changes in the world can assist mankind to unlock the mystery to developing a better way to a more peaceful existence. This part will provide participants the opportunity to uncover why and how the world and society change. Participants will discover the power of ordinary people who had dreams, and perhaps discover the value of their own dreams.

## Learning Objectives

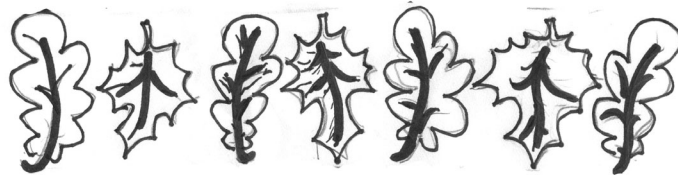
Participants will develop and present a personal autobiography, as well as determine, document, and communicate findings about a turning point in their lives. World social developments and biographies of renowned people who overcame barriers will be reviewed, discussed, and analyzed by the participants.



# Part One

## Personal Changes

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## Activity 4.1.1

## Autobiography Presentations

---

### Purpose

To practise communication skills and gain confidence in public speaking  
To discover the growth experienced from life changes

### Materials

Handout — Autobiography Presentation

### Time

1–2 hrs

### Method

1. Instruct participants to complete the handout. They will look at their lives in five-year increments.
2. The first section of the handout asks participants to examine what their lives were like 10 years ago and what stands out in their mind from that time period.
3. The next section asks participants to examine what their lives were like just five years ago. Again, what was life like for them, and what was significant at that time?
4. Section three of the form asks participants to describe their life now, and what is important at this time.
5. The final section requires participants to predict where they would like to be and what they would like to have happening in their lives five years from now.
6. At the bottom of the form, participants are asked to communicate/write about the changes in their lives.
7. Once the handout has been completed, facilitators should set up dates and times for participants to give an autobiographical presentation to the class. Participants may also bring in objects that are relevant to their information.
8. Inform participants that they will not be able to use their completed handout as a guide. They will be required to speak to the class in a casual and informal way, and deliver their information from memory.
9. Facilitators may wish to use this opportunity to evaluate the participants' presentation skills. This could be done as a peer evaluation or self-evaluation. Criteria might include: communicates clearly, has organized information, presents with confidence, etc.





### AUTOBIOGRAPHY PRESENTATION

Ten years ago.....	Five years ago.....	Presently.....	Five years from now.....

**How do you feel about the changes in your life?**

## Activity 4.1.2

## A Turning Point

---

### Purpose

To facilitate positive thinking  
To practise communication skills and develop confidence in public speaking

### Materials

Poster board, tape or glue, magazine pictures, coloured markers

### Time

1–2 hrs

### Method

1. Instruct participants to recall a time in their lives that signified a turning point for them. Explain that a turning point in one's life is usually an event that causes them to think about things differently, or to make a positive change in a less than perfect situation. This could be anything from moving to a new country to the death of a friend, a divorce, going back to school, etc. Anything or anyone that helped make a change or acted as a catalyst in their lives, or changed the way they thought about life could be a turning point.
2. Have them draw a facsimile of their turning point event on the poster board, or cut out magazine pictures that remind them of the event or person in a positive way. Participants should make small notations around the pictures to describe how these act as a positive reminder.
3. When the project is complete, ask participants to make a presentation to talk about their turning points.
4. Facilitators should give participants approximately 10 minutes for their presentations.

## Activity 4.1.3      No Excuses

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<b>Purpose</b>	To promote positive thinking
<b>Materials</b>	Handout — Just Do It! Workbook/journal
<b>Time</b>	1–2 hrs

### Method

#### Part 1:

1. Brainstorm with participants about the meaning of the phrase “no excuses.” The facilitator should record their ideas on a blackboard or flipchart.
2. Ask the question: Why do we excuse ourselves from being the best that we can be? Write whatever answers you are offered.
3. Ask participants how they might use excuses in their own lives. For example, they might say: “I don't have time to do my homework.”; “The bus is always late.”; or “I can't get a good night's sleep because I drink too much coffee.”
4. Writing exercise: participants are to reflect on what “no excuses” means to them and what their lives would feel or be like if they had “no excuses.”

#### Part 2:

The “Just do it!” phrase was an advertising slogan used by the Nike running shoe company. Their slogan propelled millions of people to become more active and physically fit.

1. Ask participants if they are familiar with the phrase “Just do it!” If participants are not familiar with the phrase, inform them of the company that used it. Ask and discuss what they think the outcome was for the company by using this as a slogan in their advertising.
2. Hand out the **Just Do It!** worksheet and ask participants to fill in their responses. Facilitators may choose to do this part of the exercise as a whole group or have participants work individually.



## JUST DO IT!

The manufacturer of a well-known brand of running shoes uses the phrase *Just Do It!* in their advertising. This is an excellent motivational phrase for athletes. Does this work for you? Why or why not?

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Sometimes, we have excuses for not taking responsibility for our own learning. The following list of “I can’t because...” statements may seem like familiar phrases for not *just doing it*. Think of a positive response you could give to each negative statement. Imagine someone is giving you these excuses. What would you say in response?

### I can’t because...

1. It costs too much money. 

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2. I don’t have time. 

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3. I can’t afford a babysitter. 

---
4. I don’t know how to do it. 

---
5. Why should I? 

---
6. I am not interested. 

---
7. It’s too difficult. 

---
8. I don’t think I am qualified. 

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**From:** Bond, J. and Nicholson, G. (n.d.). *Through The Looking Glass*.

# Part Two

## World Changes

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## Activity 4.2.1

# Biographies of Societal Changes: Inventions & Inventors

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### Purpose

To understand the value of life changes and the growth of ideas

### Materials

Computer with Internet access, and/or library access, poster board

### Time

2–3 hrs initially, and ongoing over a two-week period

### Method

1. Discuss with participants what life was like 100 years ago. Discuss fears that people may have had toward new inventions. For example, some people believed the telephone was the work of the “devil”. Why would people fear change?
2. Ask participants to name inventions that changed the world.
3. Ask for ideas on how people must have lived in the world before these inventions. List all the ideas.
4. Each participant will choose an invention and present a biography on the inventor(s). In order to ensure that everyone has a different invention, the facilitator can write the names of inventions on separate pieces of paper, fold, and put them into a box. Participants will draw one paper from the box.
5. Participants can find the inventor's name by using a computer search engine and typing “inventor/invention name”, e.g., inventor/telephone.
6. Instruct or guide participants in using a local library and/or computer Internet access to find information on their inventor, as well as pictures that relate to their invention.
7. Facilitators may ask participants to highlight important information from the text that they gather, and then write a brief biography on their inventor.
8. The questions that participants should answer are:
  - Why did this person want to create this item?
  - What were their lives like when they were growing up?
  - How were they able to make their ideas a reality?
  - What were some of the struggles they encountered?
  - What would our world be like if this invention did not exist today?
  - What do you think this person's greatest asset was?

9. Give each participant a poster board to display the collected information and pictures.
10. Allow approximately two weeks to complete this assignment. Inform participants that they will be required to present their inventor's biography to the rest of the group.

**Some ideas for inventors are:**

- Alexander Graham Bell (telephone)
- Konrad Zuse (modern computer)
- John Biggins (credit card)
- Gregor Mendel (modern genetics)

## Activity 4.2.2

## Biographies of Societal Changes: Social Firsts

### Purpose

To gain insight and understanding into controversy that leads to societal change

### Materials

Computer with Internet access, and/or library access, poster board

### Time

2–3 hrs initially, and ongoing over a 1–2 week period.

### Method

*It is considered controversial to change the status quo, yet it is controversy that expands people's perceptions and helps to rid the world of injustices.*

1. Write the above quotation so the group can see it (if you are not using a workbook) and explore issues that were once considered controversial. Examples of discussion topics could be inter-racial marriage, voting rights for women and aboriginals, equal pay for women, etc. Ask participants to identify some controversial issues in the world today.
2. Instruct participants to develop a biography on an individual or a group of people who were instrumental in changing social perceptions that helped to eliminate prejudices. Examples could be Rosa Parks (the first black woman to challenge the bus laws in Alabama), Axel and Eigil Axgil (the first legally married gay couple in Copenhagen), Elaine Burton (the first woman to race in shorts at a major sporting event), Terry Fox (the first amputee runner to attempt a cross-Canada run), Steven Fletcher (the first Canadian with a permanent disability to be elected to the House of Commons), and Sue Rodrigues (the first terminally ill patient to challenge the law against euthanasia in Canada). Participants can choose a person (or people) from either the past or present that they consider to be “Social Firsts” in making changes that were instrumental in altering prejudices or injustices.
3. The facilitator can guide participants in using the Internet or library to find information.
4. Give participants about one week to gather information and write their biographies. At the end of one week, ask participants to deliver a one to three minute presentation. Participants should ensure they clearly identify the individual(s) and why their actions are considered to be a “social first”.
5. After all participants have had a chance to speak, ask participants to vote for the top three people or groups of people that they consider to have been most instrumental in changing people's perceptions.
6. Guide a discussion with participants about what they learned by doing this activity.



## Activity 4.2.3

## A Parliamentary Debate

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<b>Purpose</b>	To express opinions on social challenges and to consider different perspectives
<b>Materials</b>	None
<b>Time</b>	1 hr

### Method

1. Facilitators may ask participants for their views on the televised House of Commons debates. (The facilitator may want to copy a five-minute video sample of a House of Commons debate to view with the class if they are not familiar with these proceedings.) Inform participants about how these debates are usually carried out and the reasons for them. For example, Members of Parliament must first ask the Speaker of the House for permission to speak. The Speaker will say whether or not he/she will allow the Member to speak. This is done to keep some order in the House of Commons, and to give everyone a chance to be heard. However, in reality, discussions can become rather heated and members do not always pay attention to the rules. Inform participants that in our version of the activity, the rules will be respected.
2. Tell participants that you will act as the Speaker of the House and explain the Speaker's role (to keep order in the House of Commons and ensure that everyone has a chance to speak). Also explain that before an MP can speak he/she must first ask the Speaker for permission. Tell participants they must address the Speaker as either "Mr. or Madam Speaker" and ask for permission to speak. Although this form of politeness is not always practised by our parliamentary members, I have found that it provides a calmer environment for participants to be better able to listen to another point of view and to not feel intimidated to speak. Facilitators can decide if they wish to use this rule or not.
3. Have participants line up in a single file (one person behind the other) and face the Speaker. The facilitator will instruct them to either take a step to the left or to the right, depending on how they feel about an issue. Movement towards the right means you agree with an issue; movement towards the left means you disagree. The interpretation of "left" or "right" views could also be further explored with participants. Inform participants that they cannot stay in the center; they must make a decision or "take a stand".
4. The facilitator will raise a social challenge issue that is up for debate, and then ask participants to take a step either to the left or to the right, depending on whether they agree or disagree.
5. After participants have taken their step, ask them to now face the opposing members. Choose one participant to express his or her opinion on their choice to move to the left or right. All opposing voters should now be facing each other to express their opinions. Remind participants to ask the Speaker for permission to speak before they begin their argument.

**Social Challenges for Debate:** There are always plenty of headlines from the newspaper that can be used for debate ideas, but here are a few statements for debate that you may wish to try:

- The World Soccer Federation does not allow hijabs (head scarves) to be worn by female soccer players. For safety reasons, they do not allow anything to be worn on the heads or around the necks of any player regardless of gender. This rule should be changed to allow the wearing of head scarves in all sports.
- Dental care should be covered under provincial health insurance plans.
- The legal drinking age should be changed to 25 years of age.
- The legal driving age should be changed to 21 years of age.
- The legal voting age should be lowered to 16 years of age.
- Single parents should have free daycare (government sponsored) for their children if they wish to upgrade their employment skills and/or attend school. This means the people of Canada will have to pay 1% more in federal tax.
- The amount for minimum wage should be increased to become more in line with the average costs of living. As the minimum wage stands now in every province, people earning income at this wage will live below the poverty line.
- All couples who have been living together as husband and wife or life-long partners (including same-sex couples) for more than one year are considered to be legally married. If one person dies, the surviving partner should receive Canada Pension Plan benefits as other married couples do.
- Marijuana should be a legal drug similar to alcohol and cigarettes.

**An alternative method:** This method will work well for small groups and you should not have more than four participants per group.

- Another way to do this activity is to ask participants to first choose whether they are “for” something or “against” it *before* they hear the social challenge that is up for debate. This will help participants to find value in an alternative viewpoint and/or be forced to look at something in a different way, which could assist them in expanding their perceptions.
- Place all the “for” participants in one line (or you can arrange desks or chairs to have two rows of teams facing each other). Line up the “against” participants to face the opposing team.
- Pose the social challenge. Choose the first person from the “for” group to begin, and give one reason why he/she agrees with the situation. The next person in line must give a different reason. Continue down the line until everyone has had a chance to give a reason.
- The “against” group will now have a turn to voice their opinion. Again, choose the first person in the line and then follow through to the end. Remind participants that they cannot give the same reason as someone else in their group.

## Activity 4.2.4      An Advisory Committee

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<b>Purpose</b>	To make decisions and plans that affect others
<b>Materials</b>	None
<b>Time</b>	1 hr

### Method

1. Facilitators should give an example of how a committee works before beginning this activity or ask participants for their views on how a committee works and why we have them.
2. Place participants into groups of five or six people. Facilitators should give each group the same issue to work on. Below are some suggested issues, or you can ask participants for some ideas.
3. Inform participants that the Prime Minister of Canada has asked them to find solutions for environmental and daily living issues that affect all Canadians. The committee members are also asked to make recommendations for changes to any existing laws.

**Suggested Issue #1:** Air Quality. The P.M. says too many children are suffering from asthma, and too many adults are dying from lung diseases. Doctors and scientists agree that smog and other air pollutants are the major causes. Your committee must make a plan to lower air pollution and suggest how much time it will take to enforce the new rules.

**Suggested Issue #2:** Hospital Care. The P.M. says that hospital care is becoming too much of a tax burden for Canadians. The committee must come up with a plan to offset the costs of hospital care. Doctors and nurses are threatening to leave if they cannot hire more staff to help out in their busy hospitals. Canadians don't want to pay more taxes and they don't want private hospitals.

**Suggested Issue #3:** Fisheries and Oceans. The P.M. says the oceans are becoming more polluted causing some fish to die, and some fishing companies are over-fishing. Many fish have been poisoned from living in the polluted waters and people are getting sick from eating them. Oil spills and toxic wastes are the main causes of water pollution. Your committee needs to find solutions to these problems.

**Suggested Issue #4:** Children Committing Crimes. The P.M. says that more and more young children are committing major crimes by the time they are 12 years old. These crimes include murder, drug trafficking, and armed robbery. The schools for young offenders are full of petty criminals and cannot handle big-time criminals. The jails are full of adult criminals and are not fit for young offenders. Your committee must come up with some solutions to this major problem.

4. Give participants approximately 20–30 minutes to complete their assignments. Ask each group to present their work to the rest of the class. (Each group may choose a leader to represent them.)
5. Ask each group to discuss any difficulties they encountered with this task.  
What did they learn? Were there many similarities or differences among the groups?

## Activity 4.2.5      Biographies of Unlikely Successes

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<b>Purpose</b>	To gain insight into adversity and overcoming challenges
<b>Materials</b>	Handouts — (1) Oprah Winfrey      (2) Temple Grandin (3) Chris Burke                      (4) Hirotada Ototake (5) Fantasia Barrino
<b>Time</b>	2–3 hrs

### Method

Open the discussion by asking participants what challenges in life could prevent people from succeeding.

1. Ask participants to offer opinions about the prejudices in our society against the poor, visible minorities, mentally challenged, and the physically challenged.
2. Brainstorm with participants about famous people who overcame challenges in their lives.
3. Ask why these people were able to be successful. Did they have a special quality? Write down answers given by the participants.
4. Included are readings of successful people who overcame challenges: Oprah Winfrey, Temple Grandin, Chris Burke, Hirotada Ototake, and Fantasia Barrino. **Note:** facilitators may use their own personal choices. Video biographies are also available at most local libraries and are a wonderful addition to the readings.
5. Instruct participants that they will read and analyze the following material about people who were not expected to succeed in life. \*Facilitators may choose one or all of the readings and the time to allot to this exercise.
6. Questions to pose after the readings:
  - Was anyone surprised by what they read about these famous people?
  - What was the one quality shared by these people in order to succeed? What did they give to the world? How has the world changed because of them?
  - Ask participants to discuss their views on fate vs. hard work.
  - What is a quality or characteristic that *does not* allow people to succeed in life?
  - What is one quality that the participants have that would propel them to succeed?
  - What is success? Is it fame and fortune? Is it working at doing what you love?
  - What does success look like? Facilitators may ask participants to communicate/draw this image.
7. As an extra activity: After reading about famous people who overcame barriers, ask participants to choose one person and then write a biography about how this person made a difference in the world and how it altered their view on certain barriers.



## OPRAH WINFREY

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Oprah Gail Winfrey was born on January 29, 1954. Her teenaged parents were unwed. Her mother was an eighteen-year-old housemaid, and her father was a twenty-year-old doing armed forces duty.

Oprah had a mountain of obstacles to overcome: she was born to unwed parents, she was female, she was black, and she was poor. For the first six years of her life, she lived with her grandmother on a farm in Mississippi. It was her grandmother who instilled in her a love of reading. She began her public speaking career at the age of three when she began reading aloud and reciting sermons at her church.

At the age of six, Oprah's mother decided that she could care for her young daughter. From the age of six to thirteen, she stayed with her mother in Milwaukee. She was raped by a cousin when she was nine years old and later molested by a male friend of her mother's and by an uncle. The young girl never told anyone about the abuse that she was suffering. Instead, she held her anger and pain inside and she rebelled. She repeatedly ran away and got into trouble.

Her mother decided to put her into a detention home. Oprah was denied admission to the home because there were no openings. So, she was sent to live with her father in Nashville. When she was fourteen she became pregnant and gave birth to a stillborn baby. The death of her baby devastated her and she vowed to turn her life around.

Her father helped her by making her listen to his strict rules and discipline. He made sure she stuck to a curfew and maintained high grades in school. He also encouraged her to do her best. Oprah's father helped her turn her life around.

At age nineteen, Oprah landed her first job as a reporter for a radio station in Nashville. She entered university to pursue a career in radio and television broadcasting.

In 1976, Oprah Winfrey moved to Baltimore, where she hosted a TV show called *People Are Talking*. The show was a success and she stayed there for eight years. She was then recruited by a TV station in Chicago to host her own morning show — *A.M. Chicago*. After several months, Oprah's warm-hearted style had taken her to first place in the ratings. Her success led to a role in Steven Spielberg's film, *The Color Purple* in 1985, for which she was nominated for an Academy Award.

In 1986, Oprah started the *Oprah Winfrey Show*. After more than 20 years on the air, people report that her show's success seems to be due to her openness to learn, to be honest with herself and others, and to help as many people as she can.

Oprah came from being a poor, black, farm girl from Mississippi to a national celebrity. She is now one of the richest women in the world.

**From:** Wikipedia. (n.d.). *Oprah Winfrey*.



## TEMPLE GRANDIN

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Temple Grandin is one of the more successful adults with autism. She was born August 29, 1947. She grew up in a time when very little was known about autism. At age two, she was diagnosed with “brain damage”. Despite showing autistic traits such as rocking, fixation, and emotional distance, doctors did not recognize her condition as autism until several years later.

Based on her personal experience, she advocates early intervention and supportive teachers who can direct the fixations of the autistic child to more fruitful directions. She acknowledges and understands her own hypersensitivity to noise and other sensory stimuli, as well as her need to visualize everything. She regularly takes anti-depressants and uses a squeeze-box (hug machine) she invented at the age of eighteen.

It was her visual memory and her ability to notice small details that led her to design humane animal handling equipment. Her insight into the minds of cattle have taught her to value the changes in details to which animals are particularly sensitive to.

Temple is considered to be a philosophical leader of both the animal welfare and autism advocacy movements. She knows too well the anxiety of feeling threatened by everything in her surroundings, and of being dismissed and feared, all of which motivate her to promote humane livestock handling processes. Her design of sweeping curved corrals was intended to reduce stress in animals being led to slaughter and is being used world-wide.

She became well-known after being described by Oliver Sacks in the title narrative of his book, *An Anthropologist On Mars*. She has also been featured on major television programs, such as ABC's *Primetime Live*, the *Today Show*, and *Larry King Live*, and profiled in *Time* magazine, *People* magazine, *Forbes*, and the *New York Times*.

Temple Grandin sought out answers to her challenges of living with autism and used her unique abilities to help others, and offered insight and structure for the more humane treatment of animals.

**From:** Wikipedia. (n.d.). *Temple Grandin*.



## CHRIS BURKE

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Chris Burke was born with Down Syndrome, and doctors advised his parents to put their newborn son in an institution. The Burkes ignored the advice and treated Chris the same as their other children. As he grew, so did his enthusiasm for acting and Hollywood. The family tried to gently dissuade him from his dreams. But undaunted, Chris pursued his interest — writing TV scripts, reading books, corresponding with people in the film industry, and attending evening classes in New York City. His persistence paid off.

Chris Burke is best known for his role as Corky Thatcher on the ABC-TV series “Life Goes On” and most recently as Taylor on the CBS-TV series “Touched By An Angel”. Chris is living out his dreams thanks to his perseverance, a belief in himself and a willingness to focus on his abilities rather than his disabilities.

He has also released several uplifting and inspiring music albums with his long time friends Joe and John DeMasi, capturing his incredible positive spirit. A portion of the proceeds from the sale of the records is donated to Very Special Arts, an international organization providing programs in the arts for individuals with physical and mental disabilities.

Chris also serves as spokesperson for the McDonald’s McJobs program, the National Down Syndrome Congress, and the National Down Syndrome Society.

**From:** Wikipedia. (n.d.). *Chris Burke*.



## HIROTADA OTOTAKE

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Hirotsada Ototake was born in Japan in 1976 with tetra-amelia, a congenital condition that left him with almost no arms or legs. His parents were determined that he would live a “normal” life. That meant no special treatment either at home or at school. Oto, as he is affectionately called, ended up playing sports like basketball, and pulling himself around on his behind to run the 50-meter dash.

He had a willingness to take on anything and still does. He recently wrote a bestseller titled “No One’s Perfect”. This is the second largest selling book in Japan in fifty years, which is more amazing in light of the fact that in Japan there is a powerful prejudice against *fumanzoku* meaning “not all there”.

Oto has become a celebrity in Japan and many other parts of the world, and it’s easy to see why. He is daring, alive, charming and apparently never sad. He undertakes to work and to play with minimal help, always with a smile, and he is always upbeat.

**From:** Milam, L. (2000). *No One’s Perfect*.





## FANTASIA BARRINO

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Fantasia grew up in a poor black family in the United States. She was a teenager when she became pregnant and dropped out of high school. She had a baby girl and people doubted that she would be able to support herself and her child. But, she got a job and struggled to get the things her baby needed. Fantasia also kept a secret; she could not read very well.

One day she wondered what kind of an example she was setting for her daughter. So, she went back to school and managed to earn her diploma. She proved everyone wrong. But she didn't tell anyone about the problems she had with reading.

Fantasia Barrino had many good qualities, one of which was her singing voice. She decided to audition for American Idol. Some audience members were shocked when they discovered she had a three-year-old child. They asked, "What kind of a role-model would she be for young girls who look up to singing stars?" Despite the negative press, and her struggle to read the cue cards, Fantasia ended up winning.

People loved her energetic personality and her soulful singing voice. She now has a debut album, "Free Yourself." She has also written her autobiography which includes her struggle with reading. Her book has helped many people not to be ashamed or embarrassed about their lack of reading abilities. She says about herself, "Not being able to read well kept me in the box, and I wouldn't come out." She feels it is important for people to be honest and not to be ashamed about reading disabilities. Fantasia is currently getting tutored in reading. She knows it's important to be able to read in order to understand the legal recording contracts that she signs.

Fantasia Barrino uses her strong voice, not just to sing, but to advocate for those who struggle with reading, and to tell teenage mothers who drop out of school not to give up.

**Source:** [www.wikipedia.com](http://www.wikipedia.com)



### UNIT 4: CHANGES — PARTICIPANT’S SELF-EVALUATION

Complete the assessment chart to acknowledge what you have learned or gained from this unit.

Comment	Yes	No
1. I am comfortable with the changes in my life.		
2. Change often means progress or self-growth.		
3. I have learned from the changes in my life.		
4. I understand the significance of societal changes.		
5. Knowledge helps to change prejudices.		
6. I can see how attitude affects progress or success.		
7. I make an effort to think positively.		
8. I recognize that life means continuous learning.		
9. My struggles could help someone else.		
10. I feel a kinship to people on a larger scale.		
11. The meaning of “success” is much broader now.		
12. I can find the positive from a negative situation.		
13. I do not fear challenges in my life.		
14. I can search for information using the Internet.		
15. I am inspired by other people’s success.		

Circle the one word/phrase that you think best describes you:

Empathic/Sympathetic

Continually Learning

Successful/Accomplished

Positive Attitude

Fearless/Adventurous

Progressive

# UNIT 5

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# VOICE

<b>V</b>	Values
<b>O</b>	Organize Time & Overcome Barriers
<b>I</b>	Interests
<b>C</b>	Changes
<b>E</b>	Empower & Engage in Life



# Empower & Engage in Life

---

To be fully engaged in life makes self-empowerment more easily attained by paying attention and staying focused on your goals. Everyone has the ability to take charge of his or her life and to feel energized by doing so. In the end, personal growth and security is a managed effort built from within. In this unit, participants will identify their avenues for employment/life successes and take the steps required to meet their goals.

## **Part One: Empowering Support Structures**

No one goes through life alone, although at times this is what it may feel like. There is always someone who has been or will be an instrumental part of our lives. In order to live a meaningful life, engaged and empowered, we need to interact with people in a loving and supportive way. It's a basic essential for personal growth. In this part, participants will acknowledge the people in their lives who are supportive of their goals. These activities will help participants to understand and see all the support structures available to them, including the support they give to themselves.

A life map will be created to provide a clear visual representation of their goal path. Participants will also be required to realistically look at their skills and develop a progress log to track how their skills are being used to achieve their objectives.

## **Part Two: Engaging in Life**

This part requires participants to make a commitment to accomplish their life goals. With a strong commitment, they will learn the power of “motion with emotion”, and holding onto beliefs and faith within themselves. To be engaged is to be fully focused in the moment. It is this kind of focus that allows for movement towards their dreams and their goals. At the end of this part, participants should be feeling more in control and energized by their readiness to explore and make concrete connections to their desired employment areas.

## **Learning Objectives**

Participants will research and identify support structures required for their goals, and create a progress log to attain a learning objective. They will develop and organize charts of information for successful completion of goals and produce a portfolio for employment readiness.



# Part One

## Empowering Support Structures

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## Activity 5.1.1

## All for One, and One for All

---

<b>Purpose</b>	To foster teamwork, leadership, and the energy required to win
<b>Materials</b>	None
<b>Time</b>	15–20 mins

### Method

1. Facilitators will divide the class into two teams. Try to ensure that physical size and ability are as even as possible, between the two groups.
2. Have the two teams select a team name and team captain. Each team should determine their own cheer and say it loudly to the rest of the class to generate the spirit and energy required for the task.
3. Inform participants that they are about to play a game that requires silence and teamwork. The two teams should line up facing each other. The team captains should be the last person in each line.
4. To begin, the team players are lined up side by side so that when they extend their arms out from their sides (shoulder height), they slightly touch the fingertips of their own team player. There is absolutely no talking from this point on.
5. Ask participants to now lower their arms, and to take this task seriously keeping a poker-face demeanour as best they can. It might help to stare straight ahead past the other team's faces.
6. When the facilitator says "GO", the team players are to raise their arms out from their sides (not above or below their shoulders) and maintain this position for as long as possible.
7. The first person to lower his or her arms causes the team to lose the game. Team players can support each other by using their fingertips only. There is to be NO TALKING.

### Questions for discussion:

1. What kept you from lowering your arms when it began to hurt?
2. Did you feel you were a good team member or a poor one? Why?
3. Were you satisfied by your team's performance?
4. How did the team captain help the team or not help the team perform?
5. Does teamwork require cooperation or effort? Why is this an important life skill?

**Adapted from:** Garnett, P. (1988). *Investigating Morals and Values in Today's Society*.



## Activity 5.1.2 Identifying Support

---

<b>Purpose</b>	To identify support structures to achieve an employment goal.
<b>Materials</b>	Handout — Identifying Support Chart Workbook/journal
<b>Time</b>	1 hr initially and ongoing

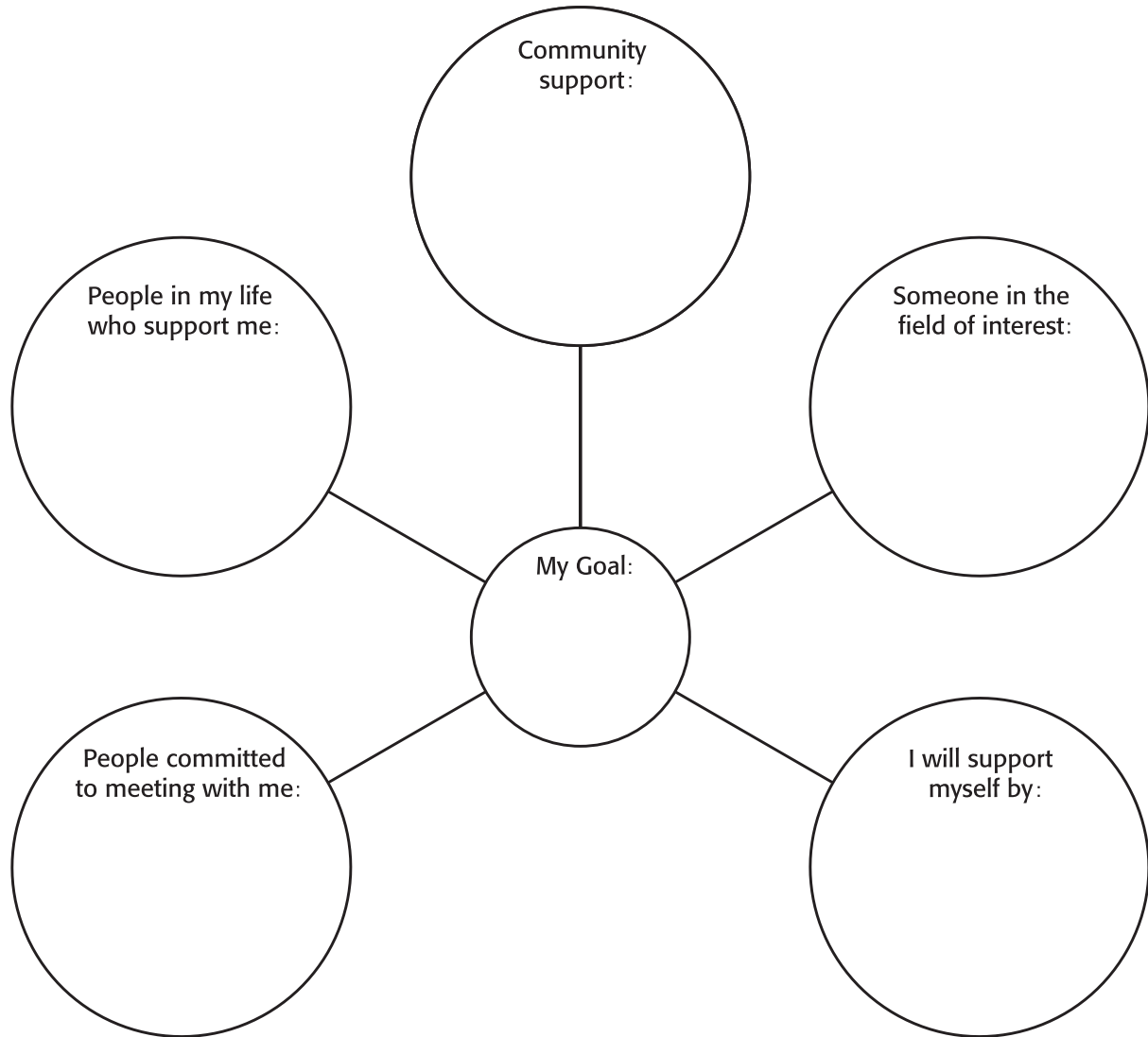
### Method

1. Using the handout, instruct participants to chart their support structures as follows:
  1. Who are the people in my life who want me to succeed? Write their names.
  2. Do I know anyone in the field of work that I want to work in? Or, do I know anyone who knows someone in the field of work that I want to work in? Write their names.
  3. Can I enlist at least three people to commit to meeting with me to keep me on track? Write their names.
  4. Are there any employment support groups in my community? Check with the program or with government agencies available in your area.
  5. How can I best support myself to achieve my goals? Write what is required from you.
  6. Instruct participants to keep this chart available for viewing every day and practise keeping a diary or daily journal where they can highlight each day's event that supported them in achieving their goal.
2. Facilitators may want to include a follow-up plan with this activity or devote some time each day to help participants stay focused on the task.



## IDENTIFYING SUPPORT

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## Activity 5.1.3 Identifying Essential Skills

---

<b>Purpose</b>	To identify general employment skills and compare to the nine Essential Skills listed by HRSDC To become familiar with Essential Skills vocabulary
<b>Materials</b>	Handouts — (1) HRSDC Nine Essential Skills (2) Identifying Essential Skills for Work Chart (3) Identifying Essential Skills for Work Chart (blank) (4) Learning More Essential Skills Chart  Blank sheets of flipchart paper
<b>Time</b>	3 hrs initially, and on-going

### Method

#### Part 1:

1. Discuss with participants what the word “essential” means.
2. Brainstorm with participants the essential skills they believe are needed for life. Facilitators will record all the words/phrases as they are given under the heading *essential skills for life*.
3. Ask participants to give an explanation for the phrase *essential skills for work*. What does this mean? Again, the facilitator should record the examples given.
4. Discuss with participants how essential skills for life are also used for work.
5. Ask participants to make a list of nine words/phrases that they consider to be essential skills for work based on these two lists and their discussions.
6. Ask participants if they could prioritize these skills. Why or why not?
7. Hand out the HRSDC (Human Resources and Skills Development Canada) Essential Skills list for review. Ask participants to compare this list to their list and discuss any insights or concerns.

**Suggested Questions for Discussion:** What are the similarities between the lists?  
What are the differences?  
Do these skills help them to become a better employee?  
Can the Essential Skills be prioritized? Why or Why not?



## HRSDC NINE ESSENTIAL SKILLS

---

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

**Part 2:**

1. Brainstorm with participants the work-related tasks that would involve using Essential Skills. The facilitator should create a chart similar to the one below.

<b>Skills</b>	<b>Tasks</b>
Reading Text	
Document Use	
Numeracy	
Writing	
Oral Communication	
Working with Others	
Continuous Learning	
Thinking Skills	
Computer Use	

2. The facilitator can record task examples next to the related skills. I would suggest using a different coloured marker or chalk when recording to show the difference between tasks and skills. Compare participants' responses to the task examples given for these skills in the responses to the Identifying Essential Skills for Work Chart (on the next page). If responses are similar, use the handout as is for the next part of the activity. If responses are too different, you may want to adapt this handout using the blank chart provided and/or create your own.
3. Participants will then complete their own Identifying Essential Skills for Work chart based on their own experiences and examples. Some of these may be the same as the tasks that were already recorded.
4. When participants have completed their chart, instruct them to review the tasks in each skill area. Put a check under "yes", if they have already acquired these tasks. Put a check under "no", if the task is yet to be developed under that skill.
5. For every task that was checked with a "yes", participants will need to give an example of when, where, and how they used this.
6. After participants have completed their Identifying Essential Skills for Work chart, instruct them to now review their charts to focus on three tasks that require more effort or learning.
7. Ask participants to use the Learning More Essential Skills Chart (see handout) to develop their own plan for when and how these tasks can be learned.
8. Facilitators may want to include a follow-up to this activity to check the participants' progress.



### IDENTIFYING ESSENTIAL SKILLS FOR WORK CHART

<b>Skill</b>	<b>Yes</b>	<b>No</b>	<b>Example of using this skill</b>
<b>Reading Text</b> Read text at work: read notices, letters, computer screen, etc.			
<b>Document Use</b> Use forms and fill them out as needed: fill out order forms, applications, etc.			
<b>Numeracy</b> Figure out math problems; use measurements, use a calculator, etc. Handle money: use a cash register, count and sort, etc.			
<b>Writing</b> Write at work: write up order forms, write letters, etc.			
<b>Oral Communication</b> Make myself understood: ask questions, talk to customers, etc. Listen to others			
<b>Working with Others</b> Work together to get something done: take inventory of stock, help out a co-worker, etc.			
<b>Continuous Learning</b> Sign up for a course Go to staff training Ask someone to teach me something			
<b>Thinking Skills</b> Solve problems: offer suggestions to help with a situation, suggest how to make something better, etc.			
<b>Computer Use</b> Use email and the Internet Use the computer for work			



**IDENTIFYING ESSENTIAL SKILLS FOR WORK CHART (BLANK)**

<b>Skill</b>	<b>Yes</b>	<b>No</b>	<b>Example of using this skill</b>
<b>Reading Text</b>			
<b>Document Use</b>			
<b>Numeracy</b>			
<b>Writing</b>			
<b>Oral Communication</b>			
<b>Working with Others</b>			
<b>Continuous Learning</b>			
<b>Thinking Skills</b>			
<b>Computer Use</b>			



### LEARNING MORE ESSENTIAL SKILLS

Essential Skill to Learn	Activity to help me	How I will know I've learned this
1.		
2.		
3.		



## Activity 5.1.4

## Researching Job Skills

---

<b>Purpose</b>	To become familiar with job descriptions that use Essential Skills vocabulary and the Ontario Skills Passport website
<b>Materials</b>	Handout — Researching Job Skills Chart Computer with Internet access and printer, highlighters
<b>Time</b>	2–3 hrs

### Method

1. Ask participants to write down job titles or occupations that interest them.
2. Using the Internet, instruct participants to go to the website: <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp> (Ontario Skills Passport) to search for the Essential Skills listed for a particular job title or occupation. (Facilitators should familiarize themselves first with the website in order to help participants navigate it.)
3. Scroll down and tell participants to click on the blue diamond icon that says “Create a Work Plan” and follow the instructions. Once completed, have participants print out the complete work plan for that job.
4. Participants can then highlight the tasks that are familiar to them. Facilitators should ensure that participants focus only on the general idea of the each task, e.g., read labels and not the specific context, e.g., read labels on food products.
5. Participants will then transfer the highlighted information onto the Researching Job Skills Chart (see handout). Highlighted tasks will be recorded under the column “Tasks I am familiar with”. Any tasks not highlighted will be entered under the “Tasks not familiar to me” column.
6. Discuss their findings:
  - Was the site helpful and easy to use?
  - Did it complicate or confirm opinions about the skills they need for a particular job?
  - Was the information easily understood?
  - Did they notice if there was one skill that is used most often for different occupations?
7. Tell participants to keep this chart as a record for learning unfamiliar tasks and getting closer to their ideal job. When they have completed steps to learn an unfamiliar task they should put a checkmark beside it to show that it has been accomplished.



## RESEARCHING JOB SKILLS CHART

Job Title or Occupation: \_\_\_\_\_

Tasks I am familiar with	Tasks I am not familiar with	Steps I will take to familiarize myself with these tasks	Done ✓

## Activity 5.1.5 Life Mapping

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<b>Purpose</b>	To explore and contemplate a goal in its entirety To see connections between goals, priorities, and values To use repetition to clarify goal attainment
<b>Materials</b>	Handout — Story Board Mapping Large sheets of flipchart paper, poster board, coloured markers/pencils, magazine pictures
<b>Time</b>	1 to 3 hrs (depending on the map style being used), and on-going.

### Method

This activity is broken down into four different styles of life mapping. Reassure participants that artistic ability is not important. Not all maps are appropriate for every level. Facilitators should use their discretion and may choose to use one or two of the life maps that are described on the following pages.

Mapping involves writing down a key idea and thinking up new and related ideas. By focusing on key ideas written down in their own words, and then looking for connections between the ideas, participants are mapping knowledge in a way that will help them to understand and remember new information.

Participants should use lines, colours, arrows, branches, etc. to show connections between the ideas generated on their map. These connections may be important in understanding new information or in building a structured plan. By personalizing the map with their own symbols and designs, they will be constructing visual and meaningful connections between ideas, which will assist in recall and understanding.

### **Map 1 — A Personal Life Map: Getting Started**

1. Participants will start with a sheet of flipchart paper and draw a large circle in the center of the page.
2. In the circle, have them write their dream or goal. Participants may draw an emblem or logo to represent their goal.
3. They should now draw lines radiating out from the circle and write whatever occurs to them about their goal. Ask them not to judge what they are writing.
4. Ask them to note if there are any recurring themes.

### **Map 2 — The Wheel of Fortune**

1. Give participants a large sheet of flipchart paper or poster board.
2. Have them draw a circle and divide it into four parts.
3. Ask participants to label each part of the circle with something they want to obtain this year. Tell them to draw images or write words that support this intention. For example, if earning more money is a priority, then draw dollar signs, or cut pictures from magazines of successful looking people.
4. Instruct participants to put this personal fortune map somewhere where they can see it on a regular basis.

### **Map 3 — Stream of Consciousness**

1. For this activity, participants must be able to write quickly without taking too much time to think about answers. Facilitators should give about one to two minutes of writing time after each question is read.
2. Ask participants to write approximately 10 items in answer to each of the following questions:
  - What do I want to do?
  - What do I want to have?
  - What do I want to be?
  - What do I want to contribute to society?
  - What do I want to accomplish in one week?
  - What do I want to accomplish in one month?
  - What do I want to accomplish in six months?
  - What do I want to accomplish in one year?
  - What do I want to accomplish in five years?
  - What do I want to accomplish in ten years?
  - What do I want to accomplish in twenty years?

**Map 4 — A Story Board**

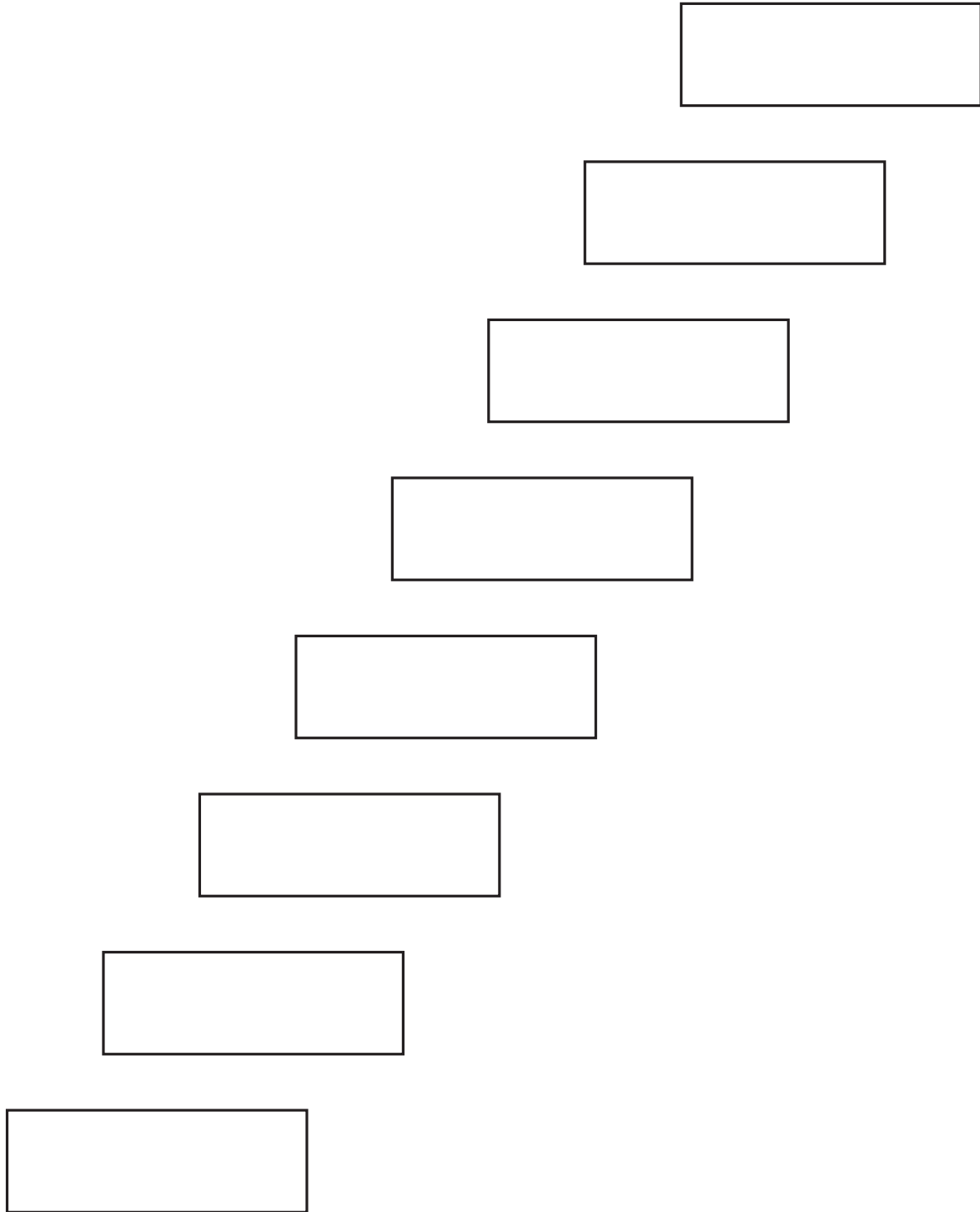
1. A story board is a planned strategy that uses creative steps towards a dream or desired outcome. Facilitators should draw or use the diagram on the next page to explain the mapping style.
2. On step 1: Write out what you want to achieve in a single sentence.
3. On step 2: Decide what the first thing is that you need to do to bring your dream to a reality.
4. Step 3: What is the second thing you need to do?
5. Step 4: What is the third thing you need to do?
6. Keep doing the step-by-step process until you reach your desired outcome.
7. Look for themes and patterns that appear.
8. When everyone has completed the activity, have participants discuss their story board map.

**From:** Creating Strategies. (2007). *Right Brain Goal Setting*.



## STORY BOARD MAPPING

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## Activity 5.1.6

## Strategize for Change

### Purpose

To develop strategies needed to implement a plan

### Materials

Large sheets of flipchart paper, coloured markers/pencils, a previously completed life map

### Time

3 hrs initially, and on-going.

### Method

Inform participants that to define goals and vision they need to ask the question, “What do I want?” In order to clarify values and purpose they also need to ask themselves the question, “Why do I want it?” Then, **to develop strategies they need to ask, “How will I get it?”**

1. Have participants go through their goals from their life map(s) and ask themselves how they will get the resources and investments they will need for realizing each one. The facilitator may help to brainstorm some ideas. For example, if owning a house is a goal, participants will have to set up an appointment with the bank to discuss a mortgage loan, set aside savings every month for a down-payment, etc.
2. Give participants a large sheet of flipchart paper to make a five-year plan for one of their goals.
3. After they have completed their five-year plan, give them another sheet of flipchart paper and ask them now to scale it down to a one-year plan.
4. When the one-year plan is completed, ask them to decide on the steps that they will take this week towards their goal. Using another sheet of flipchart paper, participants can now make a one-week plan/map that will bring them closer to their goal.
5. Ask them to look at the whole picture of their weekly plan. Is the week balanced? Have they realistically planned enough time to attain it? How does each planned activity support the realization of their goal?
6. Their weekly map should be placed in an area of their home where they can easily see it and review the challenges for that week.



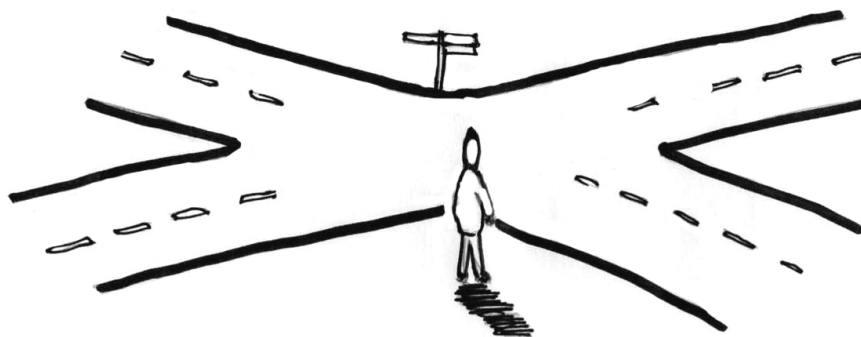
**Adapted from:** Gelb, M.J. (2004). *How to Think like Leonardo Da Vinci, Seven Steps to Genius.*





## Part Two Engaging in Life

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## Activity 5.2.1

## A Review of Employability Skills

---

### Purpose

To assess current employability skills

### Materials

Handouts — (1) Self-Review of Employability Skills  
(2) Skill Improvement Planning Chart

### Time

30 mins

### Method

1. Brainstorm with participants on what they believe would be the most important employability skills. The facilitator may make a note of these on a flipchart or blackboard for discussion.
2. Facilitators may want to review the handout first with participants before they fill it out. Ask participants to read the handout carefully and tick the box that matches their current skills at a previous job or in their course.
3. After participants have completed filling in the handout, ask if there were any areas that they believe could be improved upon. Discuss how these can be achieved.
4. Participants can use the planning chart provided to record their own ideas on how to improve specific skills.



## SELF-REVIEW OF EMPLOYABILITY SKILLS

Look at the list of skills below. Read each one carefully and tick the box that matches your current skills either at a previous job or on your course.

Employability Skills	1	2	3
<b>Punctuality</b>	<input type="checkbox"/> I am always on time	<input type="checkbox"/> I am usually on time	<input type="checkbox"/> I have difficulty arriving on time
<b>Attendance</b>	<input type="checkbox"/> My attendance is good	<input type="checkbox"/> My attendance is satisfactory	<input type="checkbox"/> My attendance is poor
<b>Attitude towards your work</b>	<input type="checkbox"/> I am hardworking with a strong enthusiasm	<input type="checkbox"/> I am usually involved and have a steady approach	<input type="checkbox"/> I find it difficult to be interested and to get involved
<b>Working with others</b>	<input type="checkbox"/> I work very well with others and enjoy it	<input type="checkbox"/> I can work well with others but need help sometimes to get a point across	<input type="checkbox"/> I would rather be alone and prefer not to be asked to work with others
<b>Working on your own</b>	<input type="checkbox"/> I am well organized to begin a task, get on with it and work out how to complete it	<input type="checkbox"/> I usually work well but need help from time to time to keep on track	<input type="checkbox"/> I prefer to have a lot of help in carrying out all stages of a task
<b>Asking for help</b>	<input type="checkbox"/> I am happy to check things out with my trainer or employer	<input type="checkbox"/> I sometimes leave it too long to ask for help from my trainer or employer	<input type="checkbox"/> I don't really like asking for help. It makes me feel uncomfortable
<b>Completing Work</b>	<input type="checkbox"/> All my work is completed on time to a high standard	<input type="checkbox"/> Most of my work is completed on time to a reasonable standard	<input type="checkbox"/> A small amount of my work is completed. I have trouble with missing bits and not doing what is required
<b>Personal Appearance</b>	<input type="checkbox"/> Clean clothes and body, good personal appearance at all times	<input type="checkbox"/> Clean clothes and body, good personal appearance most of the time	<input type="checkbox"/> Clean clothes and body, good personal appearance occasionally

**From:** Denny, R. and Reid, S. (2005). *A Guide to Placing Learners on Work Experience*.



### SKILL IMPROVEMENT PLANNING CHART

Skills to be improved	I will achieve this by...

## Activity 5.2.2 Taking Steps to Explore Employment

---

<b>Purpose</b>	To prepare for employment opportunities To increase self-confidence
<b>Materials</b>	Handout — Questions to Ask an Employee Flipchart paper, coloured markers/pencils, computer Internet access
<b>Time</b>	12–15 hrs

### Method

#### Part 1: Searching Employment Opportunities

1. Give participants a sheet of flipchart paper and have them design an Exploring Employment Chart with the headings: 1) **Potential work**, 2) **Target places of employment**, 3) **Resume preparation**, 4) **Feelings or keywords associated with visit**, and 5) **Expectations of the workplace**.
2. Participants will list at least 10 types of employment under the heading **Potential work**. Encourage them to list jobs in which they would feel comfortable working.
3. Beside each of the jobs listed, participants should now decide where these employment opportunities could become a reality. Write these under the heading **Target places of employment**. For example if a dog walker is listed under **Potential work**, listed under **Target places of employment** could be local veterinary clinic, local pet store, etc. Facilitators may wish to work with the whole group or divide into smaller groups so participants can brainstorm with each other.
4. Next, beside each potential workplace and under the heading **Resume preparation**, have participants list the job skills required for the type of work and what the potential employer may be looking for in an employee.
5. Once the charts are completed, have participants use the Internet to research their potential places of employment. Some businesses will have a website that displays key company information as well as contact information. If a business does not have a website, try using the telephone book/yellow pages, ask friends or personal contacts, or look for publications or search job fairs. Participants should write down the contact names and addresses, and all other important information on a sheet of paper which will then be transferred onto a new Exploring Employment Chart.
6. All information gathered from the Internet will then be transferred onto a new sheet of flipchart paper making a chart outlining the major areas: **Potential work**, **Target places of employment**, **Resume preparation**, **Feelings or keywords associated with visit**, and **Expectations of the workplace**.

- Under **Potential work**, participants will write down the job title; under the **Target places of employment**, they will list the company name; and under **Resume preparation**, participants are to list key words that would be required to note as a personal strength to bring to this employer. This should be done for every potential contact.

**Example of Exploring Employment Chart:**

Potential work	Target places of employment	Resume preparation	Feelings or keywords associated with visit	Expectations of the workplace

**Part 2: Interviewing Places of Business**

- Have participants choose three businesses from the list on their charts that they are interested in working for. They will visit each place of business that week to seek information and/or ask for an application. It should be stressed that they are not setting up an interview for a job, but they are only to speak to someone at the place of business.
- Facilitators should now brainstorm with participants the types of questions they can ask an employee and/or use the handout (Questions to Ask an Employee) on page 192.
- Before participants go out to work sites to visit they should have a notepad to jot down any important information they would ask in their interview.
- Instruct participants to explain the reason for their visit and that they would like to inquire about interviewing and/or job shadowing with one of their employees for approximately 20 minutes. Participants can explain that they are interested in that field of work and would like to gain more insight, etc. Facilitators should have participants practise this first in a role-play activity.

5. If employment opportunities are not available or required skills are lacking, participants should also inquire about volunteer opportunities where they can gain the necessary skills. It is important to explain to participants that alternative actions might be required before they can realize their full goal, but not to give up and to look at every possible solution.
6. After each visit, participants should transfer their notes onto a new Exploring Employment Chart. Write the type of work explored under the **Potential work** heading, the employer's name and business under the **Target places of employment** heading, and keywords or skills required under the **Resume preparation** heading. Participants will now use the other two columns to note any feelings or key words associated with this visit, and the expectations of the workplace, under the appropriate headings.
7. Discuss the following with participants about their work site visits: expected hours of work, dress code, employer expectations, and participant expectations.
8. Ask participants for their feedback on doing this exercise. Did they gain more courage after each encounter? Were potential employers open to their visit?
9. Review the application forms that were collected and discuss the various designs and wording on these forms.
10. Ask participants to choose any or all of the application forms that they would like to practise filling in.



## QUESTIONS TO ASK AN EMPLOYEE

---

1. What are your normal job duties?
2. What are your normal working hours?
3. Is working overtime required in your job? How often?
4. What skills and abilities are needed for your job?
5. What education and training requirements are needed?
6. What is the starting salary? What is the average salary after five years? Are there any benefits?
7. Is there a dress code?
8. What do you enjoy about your job?
9. Are there any disadvantages to your work?
10. Do you think the demand for workers in your field will increase or decrease over the next five years? Why?



## Activity 5.2.3 Preparing a Basic Resume

---

<b>Purpose</b>	To prepare for employment opportunities To increase self-confidence
<b>Materials</b>	Handouts — (1) Example of a Basic Resume (2) A Basic Resume Worksheet
<b>Time</b>	3 hrs

### Method

1. This resume style has been proven to be very effective when work experience or work history is lacking. Because most of our participants have little work experience or a scattered work history, I chose to showcase only a basic resume style. The facilitator may decide for themselves which type of resumes are most suitable for their participants, or may choose to discuss the different types and allow participants to explore their own options.
2. Facilitators should brainstorm with participants on what information a resume should have. If participants are not familiar with the DOs and DON'Ts of resumes, you can share and discuss the following information:

#### Resume DOs and DON'Ts:

The facilitator can put this list on a blackboard or flipchart for review and discussion:

Do	Don't
organize the information	put social insurance number
use short descriptive sentences	put age or citizenship
use point form	repeat the same words/sentences
be honest	put contact information of past employers
use action verbs	

3. Facilitators may also choose to show an example of a poorly done resume and have participants critique it.
4. Review and discuss the example of a basic resume (handout 1).
5. Ask participants to fill out the information required for the basic resume worksheet (handout 2).

**Note:** There are many websites that facilitators may choose to use to research job resumes and functions: [www.workopolis.com](http://www.workopolis.com), [www.quintcareers.com](http://www.quintcareers.com), [www.career-resumes.com](http://www.career-resumes.com), and [www.collegegrad.com](http://www.collegegrad.com) are just a few sites that give relevant information and pointers regarding resume writing.



## EXAMPLE OF A BASIC RESUME

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Daphne Konagulu  
1800 Thread Road  
Ottawa, ON, K1T 2B2

Telephone: (613) 555-1234  
E-mail: konagulu@yikes.com

### **Job Objective**

To acquire employment where I can develop my organizational and interpersonal skills

### **Skills**

- Bilingual English and French; can also speak Swahili and two other African languages
- Excellent customer service skills
- Strong organizational skills

### **Work Experience**

Seamstress — Tailored Needs, Ottawa ON, 2001–2006

- Set up appointments for customers
- Measured and determined specific needs for clients
- Followed patterns and oral/written instructions as required

Cashier — Delicious Donuts, Ottawa ON, 1996–2001

- Followed through on customer orders
- Used cash register and handled sales transactions
- Followed safe food handling procedures

### **Education**

Retail Service Program, 2006

The Adult Continuing Education School, 123 Book Street, Ottawa ON

Grade 10, 1991–1992

The Balao Refugee Camp School, Kanakia, Africa

### **Other Interests**

- Volunteer coach for little league baseball

### **References**

Available upon request



## A BASIC RESUME WORKSHEET

Name:	Phone:
Address:	Email:

<b>I Job Objective:</b> (optional)

<b>II Skills:</b> (accomplished transferable skills)

<b>III Work Experience:</b> (list most recent first)		
Years Employed	Job Title	Employer and Location
Summary of job duties		
Years Employed	Job Title	Employer and Location
Summary of job duties		

<b>IV Education:</b>	
Years Attended	Program or Grade Completed
Name of School and Location	
Years Attended	Program or Grade Completed
Name of School and Location	

<b>V Other Interests:</b>

<b>VI References:</b> (available on request)
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## Activity 5.2.4

## How to Write a Cover Letter

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### Purpose

To prepare for employment opportunities

### Materials

Handouts — (1) Example of a Cover Letter  
(2) Cover Letter Worksheet  
Computer word processing program

### Time

3–4 hrs

### Method

1. Share these tips (from the Ottawa Human Resource Centre of Canada for Students) or brainstorm with participants on what would be required to write a good cover letter.
  - Do not use a general greeting. If you are not sure who the letter is to be directed to, call the business and ask for the name of the person responsible for hiring.
  - Be consistent. Use the same font for your letter as you chose for your resume.
  - Personalize your cover letter. Change it to suit every individual job application you send.
  - Try to use the same vocabulary as the employer used in the job offer — those are the key words/qualifications they are looking for.
  - Do a little research on the business first to learn more about the nature and functions of the business.
2. Show and discuss with participants the handout Cover Letter Style. Facilitators may choose to form participants into small groups to read and discuss this. Participants can share ideas using their own personal information to write a cover letter or the facilitator can ask for volunteers to give examples.
3. Make copies or use the handout Cover Letter Worksheet for participants to practice writing their cover letter.
4. When participants have finished writing, have them type their cover letter using a word processing program. Facilitators may ask participants to provide their own disks to save copies of their resumes and cover letters.



## COVER LETTER STYLE

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Your Name  
Your Address  
Phone Number  
E-mail address

Month day, year

Employer Name  
Title of Position Held  
Name of Business  
Business Address

Mr./Ms. Employer Name,

Re: Title of Position, Ref. #

First paragraph should state the purpose of your letter. Submit your application, mention the job title and reference number, as well as the source of the job offer (for example, the newspaper). If someone has referred you to the company, mention it.

Second paragraph should explain why this job interests you and explain why the employer should hire you; invite the employer to refer to your resume. Describe your qualities by presenting examples taken from your previous work experience. It is important to show that this experience will add to their company.

Third paragraph should encourage the employer to contact you for an interview by mentioning your availability and your phone number. Thank the reader for his or her time.

Sincerely,

*Signature*

Name



## COVER LETTER WORKSHEET

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Month day, year

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Re: \_\_\_\_\_

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Sincerely,

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## Activity 5.2.5 Portfolio Building

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<b>Purpose</b>	To create a portfolio To increase self-confidence
<b>Materials</b>	Handout — Items to Include in a Portfolio Binder or file folder
<b>Time</b>	1–2 hrs and on-going for two to three weeks

### Method

1. A portfolio is like a portable “show and tell” collection that demonstrates past skills and accomplishments. Portfolios can be organized in a binder, file folder, video or on a computer disk. The facilitator may want to have different samples of portfolios for review. For cost and easier access, the binder or file folder portfolio is probably best.
2. Ask participants to brainstorm what items could be included in a portfolio to showcase their education and work experience.
3. The facilitator may review with participants the handout Items to Include in a Portfolio, on the next page. You may also want to suggest how to organize these items in their portfolios.
4. Instruct participants to obtain a binder or file folder for their portfolio and begin to work on their items to be included. Participants should be given approximately two weeks to develop, organize and complete their portfolios.
5. The facilitator can ask participants to bring in their completed portfolios for review and presentation. Set up some time for each participant to practise talking about themselves in front of the class using his or her portfolio as a prop. This will give them some confidence in using a portfolio before going to an actual job interview.



## ITEMS TO INCLUDE IN A PORTFOLIO

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- Career summary and goals — describe what you stand for and where you see yourself in two to five years
- Professional philosophy/mission statement — a short description of principles that drive you and give you purpose
- Copies of your resume
- Letters of recommendation
- School transcripts or reports
- Certificates or diplomas
- A list of references
- Past work performance reviews/samples of your work
- A picture of something you built or accomplished
- A picture of any awards received
- Professional development activities
- Volunteer/community service activities
- Flyers advertising courses taken
- A list of questions for your actual interview

**From:** Government of Saskatchewan. (n.d.). *What Is A Portfolio?*



## Activity 5.2.6 Evaluate & Engage

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<b>Purpose</b>	To develop personal evaluations To gain confidence from previous accomplishments
<b>Materials</b>	Handouts — (1) My Personal Learning (2) My Strengths Completed self-evaluations from all five units of this book Optional: flipchart paper and coloured markers
<b>Time</b>	1–2 hrs

### Method

#### Part 1:

1. Ask participants to look back at the self-evaluations for each unit they have completed, *including* the final one at the end of this unit. They should note the key words and outcomes that best describe them.
2. Instruct participants to discuss how they see themselves now and what they have learned.
3. Ask participants to complete an evaluation chart — My Personal Learning (handout 1).
4. After they have completed the handout, ask participants to design a map drawing on a sheet of flipchart paper showing their plan of action for the next two weeks that will move them towards accomplishing something they need to work on. Tell them to include any personal motivational triggers and supports within this plan.

**Note:** A plan of action could be shown in a list, chart, or a map drawing. You can allow the participants to decide what their plan of action will look like on paper.

#### Part 2:

1. Ask participants to complete the sentences in handout 2 — My Strengths, using the words they circled from their previous self-evaluations, *including* the final one at the end of this unit.



### MY PERSONAL LEARNING

<b>Things I have learned about myself</b>	<b>This makes me feel...</b>	<b>Things I need to work on</b>



### MY STRENGTHS

Copy the words you circled from all the self-evaluations, *including* the final one at the end of this unit. Give an example of how you use each strength.

These are my strengths	How I use this strength
Unit 1: Values I am _____ .	
Unit 2: Organize Time & Overcome Barriers I am _____ .	
Unit 3: Interests I enjoy using my _____ skills.	
Unit 4: Changes I am _____ .	
Unit 5: Empower & Engage in Life I am _____ .	



## UNIT 5: EMPOWER & ENGAGE IN LIFE — PARTICIPANT'S SELF-EVALUATION

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Complete the assessment chart to acknowledge what you have learned or gained from this unit.

Comment	Yes	No
1. I am confident in my abilities and skills.		
2. I am ready to actively look for employment.		
3. I have support from family and/or friends.		
4. I know what I have to offer potential employers.		
5. I can see more employment opportunities available to me.		
6. I have a plan of action to meet my goals.		
7. I can communicate confidently about my skills and abilities.		
8. I am willing to learn and improve what is needed.		
9. My purpose in life is clear.		
10. I know how or where to get employment support if needed.		
11. My life goals are balanced and realistic.		
12. I feel motivated and excited about my future goals.		
13. I am proud of my past accomplishments.		
14. My portfolio is organized and ready for interviews.		
15. I am committed to seeing my goals through to completion.		

Circle the one word that you think best describes you:

Hopeful

Motivated

Realistic

Prepared

Confident

Enthusiastic

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### Additional Internet Resources

Website	Name of Site	Go to
<a href="http://www.aspect.bc.ca">www.aspect.bc.ca</a>	B.C. Community Based Trainers	• Resources
<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>	BBC home, International Version	• School Games
<a href="http://www.canadapropects.com">www.canadapropects.com</a>	Canada Career Week	• Canada Prospects • Essential Skills • Tool Box • Exercises
<a href="http://www.career-resumes.com">www.career-resumes.com</a>	Career-Resumes	• Resume Samples
<a href="http://www.cewa.org">www.cewa.org</a>	Centre for Education and Work, Winnipeg, Manitoba	• Publications
<a href="http://www.creatingstrategies.com">www.creatingstrategies.com</a>	Creating Strategies	• Articles
<a href="http://www.creativityatwork.com">www.creativityatwork.com</a>	Creativity At Work	• Articles • Tips and Tools
<a href="http://srv108.services.gc.ca/english/general/home_e.shtml">http://srv108.services.gc.ca/english/general/home_e.shtml</a>	Essential Skills	
<a href="http://www.hotjobs.yahoo.com">www.hotjobs.yahoo.com</a>	Yahoo Hot Jobs	• Career Tools

## References

<b>Website</b>	<b>Name of Site</b>	<b>Go to</b>
<a href="http://www.jobsmart.org">www.jobsmart.org</a>	Job Star Central	<ul style="list-style-type: none"> <li>• Get Smart</li> <li>• Resumes</li> </ul>
<a href="http://www.lakelandc.ab.ca">www.lakelandc.ab.ca</a>	Adult Development Lakeland College	<ul style="list-style-type: none"> <li>• Programs</li> </ul>
<a href="http://www.mindtools.com">www.mindtools.com</a>	Mind Tools: Essential Skills for an Excellent Career	<ul style="list-style-type: none"> <li>• Time Management</li> </ul>
<a href="http://www.quintcareers.com">www.quintcareers.com</a>	Quintessential Careers	<ul style="list-style-type: none"> <li>• Your Career Tool: Career Change Dos and Don'ts</li> </ul>
<a href="http://www.rileyguide.com">www.rileyguide.com</a>	The Riley Guide – How to Job Search	<ul style="list-style-type: none"> <li>• Job Search</li> <li>• Resume Writing</li> <li>• Cover Letters</li> </ul>
<a href="http://www.resume-help.org">www.resume-help.org</a>	Resume Help.Org	<ul style="list-style-type: none"> <li>• Cover Letter Help</li> <li>• Resume Writing</li> <li>• Job Tools</li> <li>• Interview Tips</li> </ul>
<a href="http://www.sabes.org">www.sabes.org</a>	System for Adult Basic Education Support	<ul style="list-style-type: none"> <li>• ResourcesPublications</li> </ul>
<a href="http://www.sasknetwork.ca">www.sasknetwork.ca</a>	SaskNetWork	<ul style="list-style-type: none"> <li>• Career Planning</li> </ul>
<a href="http://www.saskschools.ca">www.saskschools.ca</a>	SaskSchools.ca – Evergreen Curriculum	<ul style="list-style-type: none"> <li>• Career Guidance</li> <li>• Career Guidance: A Curriculum for the Middle Level</li> <li>• Wellness</li> <li>• Life Transitions</li> </ul>
<a href="http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp">http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp</a>	Ontario Skills Passport	<ul style="list-style-type: none"> <li>• Create a Work Plan</li> </ul>
<a href="http://www.snow.utoronto.ca">www.snow.utoronto.ca</a>	Special Needs Ontario Window	<ul style="list-style-type: none"> <li>• Ideas and Innovations</li> </ul>
<a href="http://www.workopolis.com">www.workopolis.com</a>	Workopolis.com – Resource Centre	<ul style="list-style-type: none"> <li>• Background Information</li> <li>• TipsCareer</li> <li>• Management</li> </ul>