Indigenous Skills for Success Journey

Planting the Seeds for Growth

Facilitation Guide

adaptability | collaboration | communication
creativity & innovation | digital | numeracy
problem solving | reading | writing

DOUGLASCOLLEGE

These materials have been produced anticipating the needs of educators, workplace trainers and facilitators.

The CC BY-NC-ND[1] Creative Commons license enables users to distribute upon the material in any medium or format in unadapted form only for non-commercial purposes, and only so long as attribution is given to the original creator (Douglas College).

CC BY-NC-ND includes the following elements:

BY: credit must be given to the creator.

NC: Only non-commercial uses of the work are permitted.

ND: No derivatives or adaptations of the work are permitted.

If you would like to adapt this curriculum please contact Douglas College at essentialskills@douglascollege.ca.

This project is funded in part by the Government of Canada's Office of Skills for Success.	Canada

[1] https://creativecommons.org/licenses/by-nc-nd/4.0/

Contents

Acknowledgements 4
Overview 6
Intended Audience 7
Learning Outcomes 8
Grounding 8
Walking in Two Worlds 9
Learning tools 9
How to use this Guide 10
Online Facilitation 11
Number of Participants 11
Online Units 11
Discussion Boards 12
Personal Reflections 13
Suggested Activities and Topics 13
Four-Week Sample Facilitation Agenda 27
Week One 27
Week Two 30
Week Three 32
Week Four 34
In-person Facilitation 38
Adapting the Materials 38
Three-Day Sample Facilitation Schedule 40
Day One 40

Day Two.....42

Day Three 44

Acknowledgements

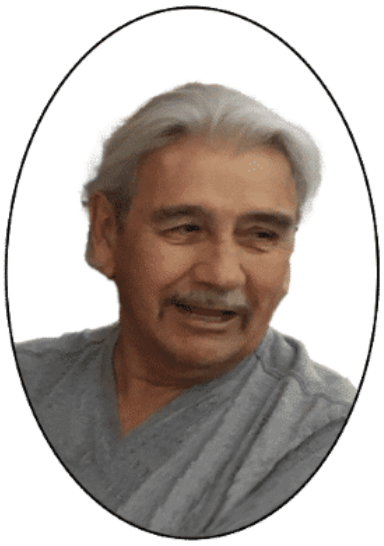
Developing this course was *itself* a journey, as we aimed to create a learning experience that was grounded in the lived experiences of Indigenous peoples across the country.

As such, we want to acknowledge the significant guidance, insights and contributions provided by our team and project partners:

- Douglas College
    - Pamela Tetarenko
    - Danica Isherwood
    - Cassandra Nichol
    - Janice Rempel
    - Larry McCallum
    - David Lalanne
- Paintedstone and Associates Learning Systems, who have been champions of skill development in Indigenous communities for many years.
    - Francesca de Bastiani
    - Colleen Yamamoto
- Essential Skills Group
    - Allen Keeley
- The Project Advisory Committee for the *Indigenous Skills for Success Journey*, included individuals from Indigenous communities, learning and employment sectors across Canada:
    - Ted Norris, Norris Consultants
    - Adriana Kusugak, Ilitaqsiniq
    - Brandon Stiles, Chippewas of Georgina Island First Nation
    - Carlene Quock, Aboriginal Community Career Employment Services Society (ACCESS)

  - Tsering Tsomo, YWCA of Toronto
  - Keith Jacque, Labrador Aboriginal Training Partnership
  - Ellie Tamura, ABC Literacy
  - Yvon Laberge, Collège Éducacentre
  - Ryan Jimmy, Saskatchewan Indian Institute of Technology
  - Matthew Gallina, Congress of Aboriginal Peoples
  - Ellen Langille, Native Women's Association of Canada
  - Marlene Gogal, Workplace Education Manitoba
  - Kara Finney, Workplace Education Manitoba

- The Elders, Nations, career practitioners, business owners, organizations and storytellers who shared their photos, videos, voices, perspectives, stories and experiences: Elder Moy Sutherland Sr., Elder Hazel Dixon, Jennifer Anaquod, the Brown family, Geena Powa Haiyupis, Sharon Meyer, Isaac Murdoch, Caroline Ian Phelps, Sheena Fineblanket, Blair Bellerose, Bibianna Norris, Marlon Weekusk, Marlin Ratch, Coreen Jenner, Sandra Bonner-Pederson, Yukon Soaps Company, Ilitaqsiniq, Stó:lō Nation, Kitselas First Nation, Chippewas of Georgina Island First Nation.
- The individuals and organizations who produced the beautiful Indigenous artwork and videos found throughout the course: Julie Flett, Bear Image Productions, College d'Alma.
- The models for our course guides: Brandon Stiles and Jasmin Smarch, and their respective voice actors: Chad Constant and Stephanie Koenig.
- Everyone who generously gave us their time and feedback by participating in a pilot session for this course.



Dedication

This course is dedicated to John Webster (1943-2018), who was a warrior and champion in this field. He was the CEO of ACCESS and pioneered the development of Essential Skills learning centres with the goal of improving employment opportunities for Indigenous Peoples.

We recognize his wholehearted dedication to supporting Indigenous people to fulfill hopes and dreams and make this world a better place for all.

His legacy lives on through this work.

Overview

The *Indigenous Skills for Success Journey, Planting the Seeds for Growth* introduces Canada's *Skills for Success*[2] framework through eight online units.

The course draws upon genuine experiences of Indigenous individuals, organizations and businesses to explore the *Skills for Success* from an Indigenous perspective. It is intended to create awareness and build capacity within Indigenous communities by equipping practitioners with knowledge and resources to help others build their skills for work, learning and life.

Course materials are available at no cost, on the Douglas College website[3].

[2] https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html

[3] https://www.douglascollege.ca/programs-courses/training-group/indigenous-skills-for-success

These include:

Virtual	PDF	Videos
Link to Virtual Course	Course Materials PDF	Link to Youtube Channel and all course videos
Link to Virtual Learning Tools	Participant Workbook	
	Facilitator Guide	
	Learning Tools	

Note: *this course is eligible for credit toward the Skills for Success Practitioner Certificate at Douglas College, if taken with a* ***certified facilitator****. Certified Facilitator information and fees can be found on the* Douglas College website

Intended Audience

The *Indigenous Skills for Success Journey* was developed for community leaders, career and employment practitioners, educators, workplace trainers, human resources professionals and anyone else in a helping role who support Indigenous persons.

It uses a "train-the-trainer" approach to introduce the *Skills for Success* framework. This means that the information and resources are meant to be used and adapted by practitioners, to help other people develop their skills. In other words, the course provides knowledge and tools that practitioners can add to their existing toolkit.

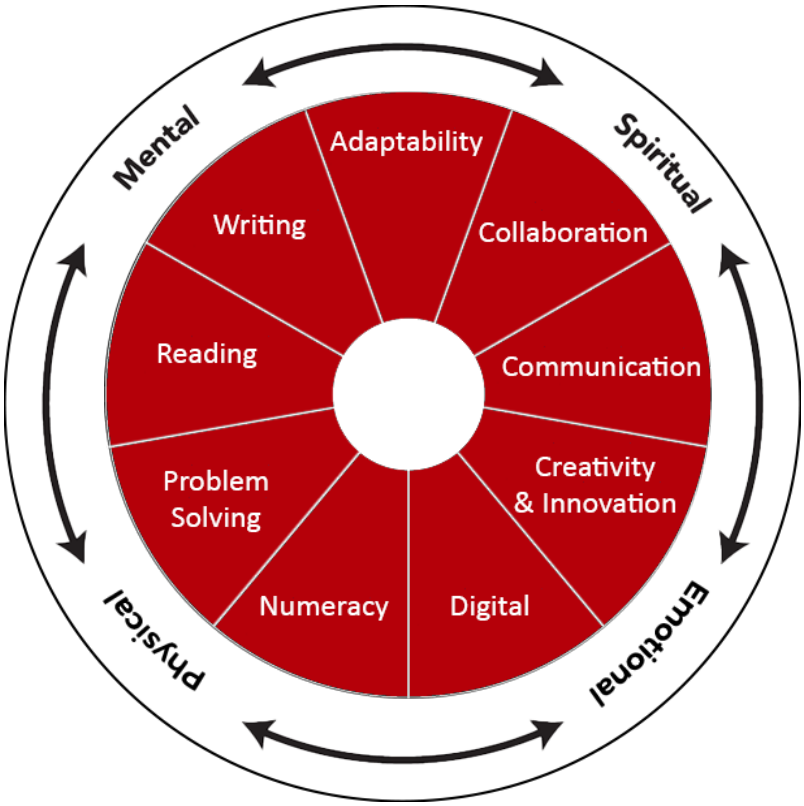
Learning Outcomes

After completing all eight units, participants will be able to:

1. Describe the nine *Skills for Success*.
2. Discuss the origins and value of the *Skills for Success* framework.
3. Explain the purpose and applications of skill assessments.
4. Locate and identify *Skills for Success* tools and resources.
5. Use Occupational Profiles to identify *Skills for Success*.
6. Describe how their knowledge of the *Skills for Success* can be applied.

Grounding

This course was developed with a holistic approach to learning in mind. When *all* levels of our being are in harmony, we are strongest. And the *Skills for Success* can support our spiritual, mental, emotional and physical well-being and help us find balance.



As a facilitator, we encourage you to incorporate grounding activities into your participant meetings – whether in-person or online. Grounding activities can help your participants enter their learning experience with an open heart and mind. These activities might center upon how to maintain personal well-being throughout the course, how to reflect upon or process what participants are learning, how the materials apply to participants' personal contexts or how participants are sharing their learnings with others.

We encourage you to use your experience and your knowledge of your participants to help your participants feel grounded and ready to join the conversation.

Walking in Two Worlds

A key feature of this course is that it walks in two worlds. It draws upon Indigenous knowledge and experiences to explore a framework based in Western understanding.

As you lead participants through this learning experience, you may want to discuss what this means to your participants. It may be beneficial to encourage them to reflect upon how the materials apply to *their* community, *their* values and *their* ways of being.

No two participants will have the same journey.

Learning tools

Nine Learning Tools[4] were developed alongside the *Indigenous Skills for Success Journey* course – one tool for each skill. These tools are intended to help practitioners introduce the *Skills for Success* to their own learners, participants and clients. Each tool includes a definition of the skill and a video that describes the skill in an Indigenous context, a reflection activity, two or three activities using the skill, and a review of each activity by a Skills Coach. Depending on your participants, you may want to introduce these tools as an example of how they can help people understand and practice using their skills.

[4] https://www.douglascollege.ca/programs-courses/training-group/indigenous-skills-for-success

How to use this Guide

Practitioners can complete the eight interactive units independently (online or by downloading the Course Materials PDF from the Douglas College website).

However, there is significant value in learning alongside others and having opportunities to discuss the content and its application. So, this Facilitator Guide is designed to help you facilitate the *Indigenous Skills for Success Journey* for a group of participants.

When facilitated, the course is designed to take roughly **20 hours**. This guide provides sample templates and resources to facilitate the course online or in-person.

- **Online:** Participants complete the eight online units on their own and join webinars where they share their thoughts, understandings and questions. During the webinars, the facilitator hosts activities and conversations to help participants make meaning of the materials.
- **In-person:** Participants meet as a group and the facilitator teaches the content and leads group activities to encourage participants to share their thoughts, understandings and questions and make meaning of the materials.
- **Hybrid:** Participants complete some elements of the course online independently and the group comes together for some guided facilitated activities.

The course is intended to be highly flexible. As a facilitator, you are encouraged to plan the facilitation schedules, templates, activities, discussion questions and other materials to meet the needs of your participants. We have provided some sample agendas for a facilitator, ideas for webinars, discussion boards and reflection topics as well as some information on how long units take to complete.

> ***Note:*** *If you wish to facilitate this course, it is recommended that you complete the eight units yourself, first, to familiarize yourself with the material.*

Online Facilitation

Online facilitation of this course is flexible, this guide contains a sample agenda with the course delivered over 4 weeks. During the pilots of this course we followed this 4-week agenda, but as the facilitator you are welcome to create your own delivery schedule based on the needs of your learners.

Number of Participants

We recommend a group of 6 to 16 participants when facilitating the *Indigenous Skills for Success Journey* online. This allows for dialogue and diverse perspectives during course activities while maintaining a group size that is manageable for one facilitator.

As the facilitator it's important that you have time to connect with participants who may require assistance and to review and respond to discussion board posts and/or weekly reflections (if you are using these elements).

Online Units

The eight online units include content, videos, activities, stories and examples to teach participants about *Skills for Success*.

Webinars

Online webinars provide the opportunity for participants to ask questions and engage in conversation about what they are learning. When facilitating the course online, we recommend that participants complete units independently *before* coming to the webinar.

This allows you to use the webinars to answer questions and lead activities that help participants strengthen their understanding of the material.

You may want to remind participants of the key concepts from the content, but we do not recommend spending the webinars teaching/re-teaching the material. Rather, we suggest

that you focus on helping participants make connections between the content and their own personal/professional contexts. This brings the content to life and encourages participants to consider how they could *use* what they are learning in their communities and/or workplaces.

When scheduling the webinars, consider how much time your participants will need to complete the necessary units assigned prior to the webinar. The sample schedule below takes place over four weeks (with a webinar every week), but you could adjust the schedule to eight weeks and host a webinar every other week if your participants need more time, or condense the time frame to two weeks with two webinars per week. We encourage facilitators to customize the time frame as needed for participants to complete all of the units.

Discussion Boards

Discussion boards are used to engage participants outside of the webinars, they are used to deepen understanding of concepts taught and to allow the participants to think critically about what they are learning and the application of Skills for Success in their own contexts.

Discussion boards pose questions that are relevant to the content. You can post your thoughts and ideas any time in the week and are encouraged to read and respond to other participants' posts.

Participants contribute to online discussion boards. These activities complement the online units and webinars by giving participants an additional way to interact with one another and to share their thoughts and ideas in a low-pressure format, at their own pace. The submissions give the facilitator insight into participants' understanding of the course material and provide an opportunity for the facilitator to offer feedback and coaching, as needed.

You can set up discussion boards using your choice of software (a Facebook group, Google Classroom, a Learning Management System, MS Teams, or other organization/company software). As the facilitator, you should participate in the discussion regularly to acknowledge participants' efforts (i.e. great point!) and to pose additional thoughts and questions to stimulate critical thinking and ongoing conversation.

**Facilitators are expected to engage in the discussion board conversations by commenting on participants posts and guiding participants to consider content and discussions of the other participants. Clear instructions should be provided to participants for each discussion board post. For example, each participant should post and answer to the prompt and read and comment on two other participants' posts.*

Personal Reflections

Personal reflections encourage participants to think about how the course content relates to their own experiences and to consider how they might apply what they are learning. You can encourage participants to write down their thoughts, have a conversation with someone they trust, or simply think about the question(s) each week. If you want to use these reflections to help participants deepen their understanding of the material, you can ask participants to email their reflections to you and then provide feedback.

Suggested Activities and Topics

Below are suggested discussion topics and reflection questions for each unit. Feel free to adapt these to suit your participants' needs. You don't need to use all the suggestions—select the webinar, discussion board, and reflection questions that best fit your learners.

Unit 1: Introduction	**Facilitation suggestion:** Welcome & Introductions ▪ Introduce yourself as the facilitator. ▪ Provide a welcome to the course, a land acknowledgement (if appropriate) ▪ Facilitate a grounding activity (if appropriate) ▪ Acknowledge that both speaking and listening are forms of active participation; point out the webinar's chat function (if applicable). ▪ Invite participants to introduce themselves. **Facilitation Suggestion:** Course logistics
▪ Navigate the eight online units ▪ Describe what the Skills for Success are.	

	▪ Review the course schedule and discuss expectations for participation in webinars, discussion boards, personal reflections, etc. ▪ Confirm that all participants have access to the necessary online systems you will use (the online units, discussion boards, where to submit personal reflections, etc.). ▪ Tips for online learning (pacing yourself (20/20/20 principle of online learning, after focusing on the screen for 20 minutes, look away from computer for 20 seconds, get up and move for 20 seconds) and taking regular breaks, taking notes – you could mention the printable Participant Workbook[5], etc.). **Facilitation suggestion:** Two or three discussion topics/activities that get participants thinking about how Skills *for Success* could be used in their own personal and/or professional contexts. Here are a few examples: ▪ Set up an online poll that lists the nine Skills for Success (most webinar software has a built-in Poll feature). Ask participants to select the skills that they used to join the webinar today. Share the results from the poll. ▪ Ask participants to share examples of *how* they used these skills to join the webinar. ▪ Ask participants how else they have used these nine skills today. ▪ Incorporate activities will resonate with your learners for example planning a hunting trip with family, gathering food from the land, attending a

[5] This is an optional resource that is available for participants to download in Unit 1. It can be used by participants to record their thoughts and questions as they move through each unit.

	pow wow, etc. Ask the participants to identify the skills used *(Planning a hunting trip could use Reading, Writing, Numeracy, Problem Solving, Collaboration, Communication, Adaptability, Digital, Creativity & innovation.)* ***Link the skills used to everyday tasks. Often individuals do not realize they are using the Skills for Success in those tasks.* *This activity could also take place in the second webinar depending on how long introductions and course logistics take.*
Discussion Board	Introductions – Introduce yourself. Name, location, profession. ▪ Where you are joining the course from (if taught online) ▪ Share any experience you have with Skills for Success ▪ What are you hoping to learn?
Reflection	▪ Why are you embarking on this journey? ▪ What is one thing you are excited to learn? ▪ What is one question you have about the Skills for Success?
Unit 2: The Literacy Skills & Unit 3: The Social-Emotional Skills ▪ Name and describe the Skills for Success ▪ Describe how Skills for Success are used for	**Facilitation suggestion:** Two or three discussion topics/activities that get participants thinking about how Skills *for Success* could be used in their own personal and/or professional contexts. Here are a few examples: ▪ Set up an online poll that lists the nine Skills for Success (most webinar software has a built-in Poll feature). Ask participants to select the skills that they used to join the webinar today. Share the results from the poll. ▪ Ask participants to share examples of *how* they

work, learning and life.	used these skills to join the webinar. ▪ Ask participants how else they have used these nine skills today. ▪ Incorporate activities will resonate with your learners for example planning a hunting trip with family, gathering food from the land, attending a pow wow, etc. Ask the participants to identify the skills used *(Planning a hunting trip could use Reading, Writing, Numeracy, Problem Solving, Collaboration, Communication, Adaptability, Digital, Creativity & innovation.)* **Link the skills used to everyday tasks. Often individuals do not realize they are using the Skills for Success in those tasks.* **Facilitation suggestion:** Two or three discussion topics/activities that get participants thinking and discussing skill components. ▪ Why do you think the Skills for Success framework breaks each skill down into six components? *(high-level answer: to make each skill teachable, learnable and measurable)* ▪ Choose one of the nine skills to look more deeply at its components. ▪ Put the six components for the chosen skill on the screen *(have them ready in a word document or on a PowerPoint slide for easy reference).* ▪ Brainstorm examples of what each component looks like in daily life *(at home, in community, or at work).* ▪ Show the six components for one of the skills, alongside an example of what each component could look like at

	home, in community, and in the workplace. *For example, one of the communication components is "listen with intention", so you could provide the following examples: home – actively listening to my child when they come home from school and want to share stories about their day; community – listen to the wisdom and guidance of an Elder when they are speaking at a ceremony; work – pay attention in a meeting about new policies and processes so that I can make adjustments to my work as needed.* **Facilitation suggestion:** Divide the participants into groups of three or four (using breakout rooms), assign each group a different skill to discuss, and ask them to come up with home, community, and workplace examples of the components for their assigned skill. After giving the groups time to discuss, bring everyone back together and ask each group to briefly share what they spoke about in their breakout room. ▪ *The goal is to help participants understand how components break down skills into more specific, descriptive behaviours and elements.* ▪ *Additionally, these components can help to focus in on curriculum development or skill development for learners.*
Discussion Board	▪ Are the 9 skills used independently of each other? Why or why not? ▪ Which of the 9 skills do you believe is the most crucial in today's rapidly changing work environment and why? ▪ How can the 9 skills and their components be incorporated holistically to support skill development of

	Indigenous learners? ▪ Provide an example of someone who struggled with a literacy or social-emotional skill. What were the multiple impacts on that person's work, learning and life?
Reflection	▪ How might you introduce the importance of literacy or social-emotional skills to someone? ▪ Choose one of the nine Skills for Success and explain its significance in both your community and work life. How do you practice this skill in your daily activities? ▪ Which of the nine Skills for Success do you find most challenging to develop? Share your experiences and any traditional practices or teachings that help you improve in this area.
Unit 4: Proficiency & Complexity ▪ Identify the ***five*** proficiency levels for reading, writing and numeracy skills. ▪ Identify the ***three*** proficiency levels for digital, problem solving, communication, collaboration, adaptability and creativity & innovation skills. ▪ Recognize that a	**Facilitation suggestion:** Have a conversation with the group about what "skill proficiency" and "task complexity" look like in everyday life. **Facilitation suggestion:** Use the below Discussion prompts to elicit dialog. ▪ Can someone describe "proficiency" and "complexity" in their own words? ▪ Allow others to build upon what is said until the group is satisfied that they have fully described each term. ▪ In your own life, what are some examples of times that you've needed to build additional proficiency to accomplish something? *If it hasn't come up, remind participants that we use basic skill proficiency every day to complete low-level tasks. And the level of proficiency we need in a given skill depends on the complexity of tasks we want/need to complete using that*

task's complexity impacts its difficulty.	*skill.* **Facilitation suggestion:** Small group discussion: ▪ Use breakout rooms to divide participants into small groups to discuss what "task complexity" looks like in daily life/workplace tasks. ▪ Give each group one literacy skill and one social-emotional skill (the groups should have different skills from one another, so they can learn from the other groups when they come back together). ▪ Ask each group to identify an easy, medium, and difficult task, for each of their assigned skills. *For example, if a group has "writing" they could come up with - easy: writing a grocery list; medium: writing an email to a co-worker; and difficult: writing an end-of-year report at work.* ▪ Let everyone know that you will ask each group to share a brief summary of their conversation when you all return to the larger group. *Suggestion: go into each group's breakout room for a few minutes while they are discussing and listen/provide feedback to ensure they are on the right track.* **Facilitation suggestion:** Follow-up question: ▪ How are complexity and proficiency related? *(high-level answer: the more complex a task is, the more skill proficiency a person will need to successfully complete that task)*
Discussion Board	▪ Describe a time you increased your own skill proficiency or supported someone to grow their skill proficiency.

	▪ Share are your thoughts on proficiency versus complexity.
Reflections	▪ What impact has building your own skill proficiency had on your life at home, in your community or at work? ▪ How could you introduce the idea of developing skill proficiency to the people you work with?
Unit 5: Evolution & Impact ▪ Broadly describe why the skills we need have evolved over time. ▪ Recognize that social sciences research was used in the development of the Skills for Success framework. ▪ Describe the impact of the Skills for Success on our lives.	**Facilitation suggestion:** Start with a group discussion on why the Skills for Success framework changed from Essential Skills **Facilitation suggestion:** Break the group into smaller groups to discuss one or more of the topics: ▪ Explore the journey from traditional Indigenous knowledge systems to the skills required in today's digital age, highlighting the continuity and adaptation of Indigenous skills in modern contexts. ▪ Discuss the skills that are becoming increasingly important for Indigenous communities in the face of technological advancements and globalization, and how to prepare for future job markets while honoring cultural traditions. ▪ Discuss success stories and case studies that demonstrate the positive effects of Skills for Success in various professional fields within Indigenous contexts. Share with the larger group. ▪ Discuss how the Skills for Success can help Indigenous and non-Indigenous individuals and organizations prepare for and thrive in a rapidly evolving global landscape. *Suggestion: go into each group's breakout room for a few minutes while they are discussing and listen/provide*

	feedback to ensure they are on the right track. *The importance of walking in two worlds should be discussed when discussing this topic. The Skills for Success Framework is based in Western Educational concepts and methodology, we are asking participants to apply this learning to Indigenous Contexts.*
Discussion Board	▪ What are some of the biggest changes between *Essential Skills* and *Skills for Success*? Why do you think these changes were made? • What are some of the biggest changes you have seen in your community? Has this driven the need for individuals to learn new skills?
Reflections	▪ In your own experience, how have the skills you need changed over time? ▪ What skills do you see becoming increasingly valuable in your own community or workplace? ▪ What value does the Skills for Success framework bring to your community?
Unit 6: Skill Assessments ▪ Recognize the purpose and value of skills assessments ▪ Describe the types of skill assessments ▪ Describe how skill	**Facilitation suggestion**: Collective brainstorm ▪ Does anyone have experience taking and/or administering a skill assessment? What was that experience like? *(If no, share your own experience)* ▪ Are there other ways that skills can be assessed in an Indigenous context? If participants have knowledge or experience with this, encourage them to share with the group. ▪ Do participants have an example of how assessment may

assessments can be used	look in community? ▪ What is the value of using a skill assessment? ▪ What clients would benefit from a skills assessment, and why? *Note: for many people, "assessment" is a scary word. If appropriate, acknowledge this and have an open conversation about it. It may be helpful to emphasize the difference between academic assessments and skill assessments. If you know that this would be triggering for your participants, please adapt this conversation as necessary to create a safe learning experience.* **Facilitation suggestion:** "create a client" exercise. This could be done in small groups in breakout rooms. Consider each type of assessment one at a time. Create a description of a client who would benefit most from that type of assessment For example: ▪ How well do you know this person? ▪ What are this person's goals? ▪ How well does this person understand their current skills? ▪ How would you prepare them to take the skill assessment? What would your priorities be, when debriefing the assessment with them afterward? **Facilitation suggestion:** Virtual treasure hunt ▪ Give participants five minutes to independently search for skills assessments online. They can use Google and/or use the resources in Unit 6 as a starting point

	to locate additional assessments. ▪ After five minutes, ask participants to share about the tools and resources they found.
Discussion Board	▪ If you have experience taking and/or administering a skill assessment, what was that experience like? If you don't have this experience, what is one question you have about administering skill assessments? ▪ How can skill assessments be used to identify strengths and skills to build? How can this information be applied to set personal or professional goals? ▪ Share your thoughts and any traditional methods used in your community to assess skills and strengths.
Reflection	▪ If you have used skill assessments how have you decided what type of skill assessment would be the best fit for someone you are working with? ▪ Share your experience taking an assessment, was it a positive or negative experience? Why? ▪ What are some assessments you have used in the past for yourself or participants you have worked with? What type of assessment were they?
Unit 7: Skills for Success Resources ▪ Recognize tools and resources that can help you apply the Skills for Success to your work. ▪ Identify the Skills	**Facilitation suggestion:** Case study ▪ Use breakout rooms to divide participants into three groups to discuss how they would use the Skills for Success resources to support the person in their case study. Encourage them to consider what skills the person might have, their goals, their interests, etc. ▪ Give each group one case study from below (the groups should each have a different case study, so they can learn from the other groups when they come back together).

for Success within occupational profiles.	*Before you create the breakout rooms, you can copy and paste the scenarios into the Zoom chat for the groups to reference.* Let everyone know that you will ask each group to share a brief summary of their conversation when you all return to the larger group. **Cases** Bineshii is 33 years of age. They are planning to re-enter the workforce after being a stay-home parent for the past ten years. They have not formally worked since their part-time job in high school, but they are highly motivated to get started. How would you use Skills for Success information, tools, resources and/or assessments to help Bineshii? Joseph is a 45-year-old man with over 30 years of hands-on experience as a framer. A recent injury has left him unable to continue in this line of work so he must find something different. He left high school after finishing Grade 10. How would you use Skills for Success information, tools, resources and/or assessments to help Joseph move forward? **Facilitation suggestion:** Put small groups into breakout rooms. ▪ Assign each room an Occupational Profile from OaSIS[6]. Have the groups work in teams to identify Skills for Success used/needed in that occupation, *Occupations selected should be occupations that the learners are familiar with. For example, cooks, administrative assistants, cashier, employment counselors, etc.*

[6] https://noc.esdc.gc.ca/Oasis/OasisWelcome

	▪ Bring the group back together for a group debrief.
Discussion Board	▪ How can occupational profiles help individuals in your community with their career planning and development? Share an example of how you have used or plan to use these profiles. ▪ Share a specific tool or resource related to the Skills for Success that you have found helpful. Why was it helpful and how will you use it? ▪ Are there any culturally relevant resources you recommend?
Reflection	▪ Which of the Skills for Success tools and resources have you have found helpful? How will you use them with people in your community? ▪ Did you find any of the resources particularly helpful? How might you introduce these resources to others?
Unit 8: Wrapping up ▪ Describe how the Skills for Success framework can be applied by career practitioners, educators and employers. ▪ Identify opportunities to apply the Skills for Success, beyond this course.	**Facilitation suggestion:** Using an online whiteboard*, hold a reflection session to encourage participants to think back about what they have learned throughout the course. Encourage everyone to think about the questions below and then type notes onto the shared whiteboard – these notes can be named or anonymous. Potential reflection questions: ▪ What was the most interesting thing you have learned about the Skills for Success? ▪ What was your favourite Skills for Success content to learn about over the past four weeks? Why? ▪ What is one thing you learned that you can't wait to apply to your own work? ▪ What questions do you still have about the Skills for

	Success? **Platforms could include: Zoom Whiteboard, Miro, Canva, or even just typing in the Zoom chat.* **Facilitation Suggestion:** Group Brainstorm ▪ How will participants integrate what they have learned? ▪ How will you use Skills for Success to support others in community?
Discussion Board	▪ Congratulations on making it to the final unit! How do you plan to integrate Skills for Success in your work or community life after finishing this course?
Reflection	▪ Describe a situation in your personal or professional life where you could apply the Skills for Success framework. ▪ How can you use your understanding of the Skills for Success to mentor or support others in your community? Share a potential scenario or plan that incorporates Indigenous knowledge and practices.

Timing

Below are the average times in hours it took participants to work through the asynchronous online units, synchronous webinars, discussion boards and reflections during the pilot. Included is the suggested intervals to hold webinars, discussion boards and reflections. The course materials and activities will take approximately 20 hours to complete. As the Facilitator you are welcome to change the webinar formats, discussion board intervals and select the reflection questions to best suit your learners.

COURSE MATERIALS	WEBINARS	DISCUSSION BOARD	REFLECTION
Unit 1: Introduction 1 Hour	**Units 1-3** 1 Hour	**Units 1-3** 0.5 Hour	**Units 1-3** 0.5 Hour
Unit 2: The Literacy Skills 1.5 Hours			
Unit 3: The Social-Emotional Skills 1.5 Hours			
Unit 4: Proficiency & Complexity 1.5 Hours	**Units 4 & 5** 1 Hour	**Units 4 & 5** 0.5 Hour	**Units 4 & 5** 0.5 Hour
Unit 5: Evolution & Impact of the Skills for Success 1.5 Hours			
Unit 6: Skill Assessments 1.5 Hours	**Unit 6** 1 Hour	**Unit 6** 0.5 Hour	**Unit 6** 0.5 Hour
Unit 7: Skills for Success Resources 2.25 Hours	**Units 7 & 8** 1 Hour	**Units 7 & 8** 0.5 Hour	**Units 7 & 8** 0.5 Hour
Unit 8: Wrapping Up 1.25 Hours			
12 hours total	**4 hours total**	**2 hours total**	**2 hours total**

Four-Week Sample Facilitation Agenda

WEEK ONE

The first week focuses on getting to know your participants, discussing why they are interested in learning about the *Skills for Success* and introducing the nine skills and their components.

Online Units to Complete

Unit 1 – Introduction

Unit 2 – The literacy skills

Unit 3 – The social-emotional skills

Webinar

By the end of this webinar, participants should be able to:

1. Identify Skills for Success skills used in everyday tasks
2. Access all online materials and systems
3. Understand the expectations for completing discussion boards and reflections and participating in webinars

Participant Check-in 10 minutes	Welcome & Introductions • Introduce yourself as the facilitator. • Provide a welcome to the course, a land acknowledgement and facilitate a grounding activity. • Acknowledge that both speaking and listening are forms of active participation; point out the webinar's chat function. • Invite participants to introduce themselves.
Technical check-in 10 minutes	Course Logistics • Review the course schedule and discuss expectations for participation in webinars, discussion boards, personal reflections, etc. • Confirm that all participants have access to the necessary online systems you will use (the online units, discussion boards, where to submit personal reflections, etc.). • Tips for online learning (pacing yourself (20/20/20 principle of online learning, after focusing on the screen for 20 minutes, look away from computer for 20 seconds, get up and move for 20 seconds) and taking regular breaks, taking notes –mention the

	printable Participant Workbook[7], etc.).
Skill Identification 25 minutes	Small group brainstorm Break participants up into smaller groups using breakout rooms. • Ask participants to brainstorm the skills that they used to join the webinar today. • Ask participants to share examples of *how* they used these skills to join the webinar. o *Link the skills used to everyday tasks. Often individuals do not realize they are using the Skills for Success, select tasks that will resonate with the Indigenous participants.*
Discussion Debrief 15 minutes	Give each group up to five minutes to share back what they discussed.

Discussion Board

For the first week, please introduce yourself (your name, location, and any hobbies or interesting facts you want to share). We would also love to hear why you are interested in learning about the *Skills for Success*!

Reflection Questions

- Why are you embarking on this journey?
- What is one thing you are excited to learn?
- What is one question you have about the Skills for Success?

[7] This is an optional resource that is available for participants to download in Unit 1. It can be used by participants to record their thoughts and questions as they move through each unit.

WEEK TWO

Online Units to Complete

Unit 4 – Proficiency & Complexity

Unit 5 – Evolution & Impact of the Skills for Success

Webinar

By the end of this webinar, participants should be able to:

1. Describe how skill components can be used to help someone build their skills.
2. Identify personal examples of how they have developed skill proficiency over time.
3. Apply the concept of task complexity to real-life, daily tasks.

Participant Check-in 5 minutes	Ice Breaker Activity How everyone is doing today. If you could be a type of weather what would it be?
Technical check-in 5 minutes	Make sure everyone has been successful in accessing the online materials and making progress so far.
Skill Components 10 minutes	Large group brainstorm Skill components were covered in Units 2 and 3 (Week One content) but are discussed here as a way of bridging the conversation about the nine skills before diving into the discussion on proficiency and complexity. Discussion prompt: • Why do you think the Skills for Success framework breaks each skill down into six components? *(high-level answer: to make each skill teachable, learnable and measurable)* • Choose one of the nine skills to look more deeply at its components. • Put the six components for the chosen skill on the screen (have them ready in a word document or on a PowerPoint slide for easy reference). • Brainstorm examples of what each component looks

	like in daily life (at home, in community, or at work). *Note: Show participants the Skills for Success website, which goes into much more detail about the components than this course. Previous participants have appreciated this.*
Skill Proficiency & **Task Complexity** 10 minutes	Large group discussion Have a conversation with the group about what "skill proficiency" and "task complexity" look like in everyday life. Discussion prompt: • Can someone describe "proficiency" and "complexity" in their own words? • Allow others to build upon what is said until the group is satisfied that they have fully described each term. • In your own life, what are some examples of times that you've needed to build additional proficiency to accomplish something? • If it hasn't come up, remind participants that we use basic skill proficiency every day to complete low-level tasks. And the level of proficiency we need in a given skill depends on the complexity of tasks we want/need to complete using that skill.
Task Complexity 15 minutes	Small group discussion • Use breakout rooms to divide participants into small groups to discuss what "task complexity" looks like in daily life/workplace tasks. • Give each group one literacy skill and one social-emotional skill (the groups should have different skills from one another, so they can learn from the other groups when they come back together). • Ask each group to identify an easy, medium, and difficult task, for each of their assigned skills. *For example, if a group has "writing" they could come up with - easy: writing a grocery list; medium: writing an email to a co-worker; and difficult: writing an end-of- year report at work.* Let everyone know that you will ask each group to share a brief summary of their conversation when you all return to the larger group.

	Suggestion: go into each group's breakout room for a few minutes while they are discussing and listen/provide feedback to ensure they are on the right track.
Discussion Debrief 15 minutes	Give each group up to five minutes to share back what they discussed. Follow-up question: • How are complexity and proficiency related? *(high-level answer: the more complex a task is, the more skill proficiency a person will need to successfully complete that task)*

Discussion Board

This week we looked at skill proficiency, task complexity, and how the *Skills for Success* model has evolved over time.

In your own experience, how have the skills *you* need changed over time? What impact has learning new skills had on your life at home, in your community and/or at work?

Reflection Questions

- What impact has building your own skill proficiency had on your life at home, in your community or at work?
- What are some of the biggest changes between *Essential Skills* and *Skills for Success*? Why do you think these changes were made?

WEEK THREE

Online Units to Complete

- Unit 6 – Skill Assessments

Webinar

By the end of this webinar, participants should be able to:

1. Determine the most effective type of skill assessment for someone, based upon that person's goals.

2. Identify personal examples of how they could use skill assessments and/or the Learning Tools in their workplace and/or community.

Participant Check-in 5 minutes	Ice Breaker. One word to describe how you are feeling about this week's webinar topic.
Skill Assessments 10 minutes	Collective brainstorm Share your screen and use a Word document to take shared notes as participants discuss skill assessments (this document can be shared with participants after the webinar). • Does anyone have experience taking and/or administering a skill assessment? What was that experience like? *(If no, share your own experience)* • Are there other ways that skills can be assessed in an Indigenous context? • Do participants have example of how assessment may look in community? *Note: for many people, "assessment" is a scary word. If appropriate, acknowledge this and have an open conversation about it. It may be helpful to emphasize the difference between academic assessments and skill assessments. If you know that this would be triggering for your participants, please adapt this conversation as necessary to create a safe learning experience.*
Using skill assessments 30 minutes	**Facilitation suggestion:** "create a client" exercise. Put participants into break out rooms in small groups. Have each group consider each type of assessment one at a time. Create a description of a client who would benefit most from that type of assessment (take notes in the same shared document as above). For example: • How well do you know this person? • What are this person's goals? • How well does this person understand their current skills? • How would you prepare them to take the skill

	assessment? • What would your priorities be, when debriefing the assessment with them afterward? • Bring the larger group back together to share their client descriptions
Finding skill assessments 10 minutes	Virtual treasure hunt Give participants five minutes to independently search for skills assessments online. They can use Google and/or use the resources in Unit 6 as a starting point to locate additional assessments. After five minutes, ask participants to share about the tools and resources they found.

Discussion Board

This week is all about skill assessments.

If you have experience taking and/or administering a skill assessment, what was that experience like? If you don't have this experience, what is one question you have about administering skill assessments?

Reflection Questions

- If you have used skill assessments how have you decided what type of skill assessment would be the best fit for someone you are working with?
- Share your experience taking an assessment, was it a positive or negative experience? Why?

WEEK FOUR

Online Units to Complete

- Unit 7 – Skills for Success Resources
- Unit 8 – Wrapping Up

Webinar

By the end of this webinar, participants should be able to:

- Describe how they plan to apply what they have learned about *Skills for Success*.

- Acknowledge and celebrate what they have learned in this course.

Participant Check-in 5 minutes	Ice Breaker See how everyone is doing today. What is one question they still have about Skills for Success?
Applying Skills for Success 20 minutes	**Facilitation suggestion:** case study • Use breakout rooms to divide participants into three groups to discuss how they would use the Skills for Success to support the person in their case study. Encourage them to consider what skills the person might have, their goals, their interests, etc. • Give each group one case study from below (the groups should each have a different case study, so they can learn from the other groups when they come back together). *Before you create the breakout rooms, you can copy and paste the scenarios into the Zoom chat for the groups to reference.* Let everyone know that you will ask each group to share a brief summary of their conversation when you all return to the larger group. **<u>Cases</u>** Alasie is a 22-year-old student taking general studies at a local college. She has no idea what she wants to do in the future. How would you use Skills for Success information, tools, resources and/or assessments to help Alasie? Bineshii is 33 years of age. They are planning to re-enter the workforce after being a stay-home parent for the past ten years. They have not formally worked since their part-time job in high school, but they are highly motivated to get started. How would you use Skills for Success information, tools, resources and/or assessments to help? Joseph is a 45-year-old man with over 30 years of hands-on experience as a framer. A recent injury has left him unable to continue in this line of work so he must find something different. He left high school after finishing

	Grade 10. How would you use Skills for Success information, tools, resources and/or assessments to help Joseph move forward?
Applying Skills for Success - debrief 15 minutes	Give each group up to five minutes to share back what they discussed.
Course Reflection 10 minutes	**Facilitation suggestion:** online whiteboard Using an online whiteboard*, hold a reflection session to encourage participants to think back about what they have learned over the past four weeks. Encourage everyone to think about the questions below and then type notes onto the shared whiteboard – these notes can be named or anonymous. Potential reflection questions: • What was the most interesting thing you have learned about the Skills for Success? • What was your favourite Skills for Success content to learn about over the past four weeks? Why? • What is one thing you learned that you can't wait to apply to your own work? • What questions do you still have about the Skills for Success? **Platforms could include: Zoom Whiteboard, Miro, Canva, or even just typing in the Zoom chat.*
Read the Reflections 10 minutes	Once everyone has had time to think and contribute to the shared reflection board, read the responses together. If there are repeated comments or themes, point these out and encourage people to share their thoughts as you review what has been written. Sometimes, what one person has written will uncover a thought that someone else couldn't quite put down in writing.

Discussion Board

Congratulations on making it to the final week! How do you plan to integrate Skills for Success in your work or community life after finishing this course?

Reflection Questions

- What is the most interesting thing you learned about the Skills for Success? Did anything surprise you?
- What is one thing you can't wait to apply to your own context – at work, in your community or at home?

In-person Facilitation

The *Indigenous Skills for Success Journey* can also be facilitated in-person. It should take roughly the same amount of time to facilitate the course in-person as it would for participants to complete the course online (approximately 18-20 hours). Facilitating in-person sessions will include both teaching the content and engaging your participants in interactive exercises and discussions about how the content can be applied to their personal and/or professional contexts.

To begin, you will want to create a meeting schedule that works for your participants. For example, you could meet one evening a week, over several weeks. Or you could facilitate the course over three full days. It is also possible to deliver in a hybrid format where some of the learning is done online and some in person. There are many possibilities.

Once you have decided upon your facilitation schedule, you can begin adapting the online materials for your sessions.

Adapting the Materials

There are many ways to adapt the online units and create in-person learning materials.

- You can draw upon the content in the online units to create your own, customized, presentations. This would involve reviewing each online unit and pulling content into your preferred presentation software (such as PowerPoint or Google Slides). You can even download the course videos for use offline[8]. By adapting the content in this way, you can fully customize the content to your audience's needs.
- If you have stable internet access, you could use the online units themselves as your presentation. To do this, you would simply project the online course onto a screen and use it as your "slides". This requires significantly less work for the

[8] A downloadable folder of course videos can be found on the Douglas College website

facilitator but does not allow as much customization.

- If you prefer to facilitate without a visual aid (such as slides), you can print and use the Course Materials PDF[9] to guide your sessions. You may also want to use/adapt the Participant Workbook[10], so that participants have something visual to refer to while moving through the material.

Regardless which format you choose for presenting the content, we encourage you to include regular opportunities for your participants to engage with one another, the curriculum and to consider how the material applies to their unique personal and/or professional contexts. For example, you can use large-group discussions, small group/partner breakout conversations, worksheets, games, storytelling, personal reflection time, etc. Use your creativity and personal facilitation style to design your sessions!

Below we have included a template for a three-day facilitation schedule. It offers one example of how you could break up and facilitate the content.

[9] The Course Materials PDF can be found on the Douglas College website. It includes all course content, including adapted (printable) versions of the interactive online exercises.

[10] The Participant Workbook is a printable resource that can also be found on the Douglas College website. It includes space to make notes about each unit, personal reflection questions, and the same adapted (printable) versions of the interactive online exercises that can be found in the Course Materials PDF.

Three-Day Sample Facilitation Schedule

Day One

The first day focuses on getting to know your participants, discussing why they are interested in learning about the *Skills for Success* and introducing the nine skills and their components.

Online Units covered:

- Unit 1 – Introduction
- Unit 2 – The literacy skills
- Unit 3 – The social-emotional skills

Sample Agenda – Day One (8:30am-3:00pm)

8:30am – 9:00am

Participant Introductions	Choose two or three things for everyone to share when they introduce themselves. Potential introduction prompts: • Name, Nation, and experience with skills coaching • Name, job, and why you're interested in learning about the Skills for Success • Make it interactive by having participants introduce each other

9:00am – 9:30am

Welcome & Overview	• Introduce the Participant Workbook (if applicable) and any other learning materials • Review the plan for the next three days • Have a group discussion about participation expectations (for example, acknowledging that speaking *and* listening are both forms of active participation)

9:30am – 10:30am

What are Skills for Success? *Unit 1; Course Materials PDF pages 8-25*	• Introduce the nine skills • The Skills for Success support holistic well-being • Foundational, technical and workplace skills • Value of the Skills for Success for the individual, the

Participant Workbook pages 7-11

community and the workplace

10:30am – 10:45am

Break

10:45am to 12:00pm

The Literacy Skills

Unit 2; Course Materials PDF pages 26-58

Participant Workbook pages 12-19

- What is "literacy" and why is it important?
- What are the four literacy skills?
- How do we use these skills in work, learning and life?
- What are "components" and how could we use the skill components to help someone build their skills?

12:00pm – 12:30pm

Lunch

12:30pm – 1:45pm

The Social-Emotional Skills

Unit 3; Course Materials PDF pages 59-95

Participant Workbook pages 20-22

- What are "social-emotional skills" and why are they important?
- What are the five social-emotional skills?
- How do we use these skills in work, learning and life?
- Social-emotional skills are often considered personality traits – but how could we use the skill components to help someone build these skills?

1:45pm – 2:00pm

Break

2:00pm – 3:00pm

Day One Recap

- In your own words, how would you describe Skills for Success?
- We rarely use only one skill at a time. How do all nine skills work together to help us complete daily tasks at home, in our

communities, and at work?

- Think about your own personal context – how will the Skills for Success be useful at work and/or in your community?

Day Two

Now that your participants have learned about each of the nine skills, the second day can go deeper into exploring the purpose and background behind the *Skills for Success* framework.

Online Units covered:

- Unit 4 – Proficiency & Complexity
- Unit 5 – Evolution of the Skills for Success

Sample Agenda – Day Two (8:30am-3:00pm)

8:30am – 9:00am	
Participant Check-in & Energizer	See how everyone is doing today. If they were a type of weather, what would it be?
9:00am – 9:30am	
Day One Review	Now that everyone has had some time to think, what is one thing that stands out for you?
9:30am – 10:30am	
Proficiency & Complexity *Unit 4; Course Materials PDF pages 96-109* *Participant Workbook pages 23-28*	• What is skill proficiency? • Literacy proficiency scale (5-level) • Social-emotional scale (3-level)
10:30am – 10:45am	

Break

10:45am to 12:00pm

Proficiency & Complexity

Unit 4; Course Materials PDF pages 96-109

Participant Workbook pages 23-28

- What is task complexity?
- Five complexity levels
- Describing complexity (locate, cycle, integrate, use, generate)

12:00pm – 12:30pm

Lunch

12:30pm – 1:15pm

Proficiency & Complexity

- How can we use proficiency and complexity to support others in building their skills?
- Practice identifying tasks with varying complexity
- Create task examples at varying task complexity and proficiency.

1:15pm – 1:30pm

Break

1:30pm – 2:30pm

Where did the Skills for Success come from?

Unit 5; Course Materials PDF pages 110-124

Participant Workbook pages 29-32

- How have your jobs, communities and lives changed over the past few decades? How has this impacted the skills you need?
- History of Skills for Success and Canadian skills research
- Essential Skills (1994) to Skills for Success (2021)
- What are some of the biggest changes between the Essential Skills and the Skills for Success? Why do you think these changes were made?

2:30pm – 3:00pm

Day Two Recap

- In your own words, how would you describe skill proficiency and task complexity? How does understanding skill proficiency and task complexity help people adapt to changes at home and at work?
- Think about your own personal context – how have the tasks you need to complete changed in complexity over the last 5 years? How did you develop proficiency in these new skills?

Day Three

The third (and final) day can focus on how your participants will apply the Skills for Success to their personal contexts at home, work, and/or in their community.

Online Units covered:

- Unit 6 – Skill Assessments
- Unit 7 – Skills for Success Resources
- Unit 8 – Wrapping Up

Sample Agenda – Day Three (8:30am-3:00pm)

8:30am – 9:00am

Participant Check-in & Energizer

See how everyone is doing today. Draw an emoji that shows how you feel about being here today.

9:00am – 9:30am

Day Two Review

Now that everyone has had some time to think, what is one question you have?

9:30am – 10:30am

Skill Assessments

Unit 6; Course Materials PDF pages 125-143

Participant Workbook pages

- Why are skill assessments used?
- Five steps for conducting a skill assessment
- Types of skill assessment (self-assessment, informal, formal)
- Choosing a skill assessment based on someone's goals

33-38

10:30am – 10:45am

Break

10:45am to 12:00pm

Applying the Skills for Success

Unit 7; Course Materials PDF pages 144-157

Participant Workbook pages 39-41

- Who uses the Skills for Success and why?
- Breaking down a task to identify which skill(s) it requires
- Skills for Success tools and resources (Skills for Success website, Occupational Profiles, etc.)

12:00pm – 12:30pm

Lunch

12:30pm – 1:45pm

Applying the Skills for Success to your own context

- How could *you* apply the Skills for Success (at home, in your community and/or in your workplace)?
- Reflection on the course as a whole and applying the learning to participants' own workplaces, communities and/or personal lives.

1:45pm – 2:00pm

Break

2:00pm – 3:00pm

Wrapping Up

Unit 8; Course Materials PDF pages 158-168

Participant Workbook pages 42-45

- Celebrate completing the course!
- Next steps if continuing with practitioner certification

Conclusion

A message from the project team; Pam Tetarenko, Danica Isherwood, Francesca de Bastiani, Colleen Yamamoto:

As we wrap up this facilitation guide, *The Indigenous Skills for Success Journey: Planting the Seeds for Growth*, we want to acknowledge the meaningful work you've undertaken with your network.

Throughout this journey, we've highlighted the importance of key skills like adaptability, problem-solving, and collaboration—skills that are vital in every aspect of life. Your role as a practitioner is to cultivate a safe, inclusive, and supportive environment where participants can connect these skills to their own experiences and values. By doing so, you may witness their growing confidence and self-esteem.

As you bring these insights into your practice, remember that the seeds we plant take time and care to flourish. Your willingness to provide ongoing support, guidance, and encouragement will play a crucial role in helping others grow and succeed.

In applying this knowledge and these tools, you'll not only help others develop skills but also refine your own facilitation style, adapting it to fit the unique needs of your community and environment.

We want to express our heartfelt thanks for your dedication to this journey and for the significant role you play in supporting learners. Together, we are building a future where the Skills for Success are nurtured and celebrated. We raise our hands in gratitude to honor both you, the practitioner, and the learners you support.

Facilitation Resources

Legacy Schools Resources - The Gord Downie & Chanie Wenjack Fund (downiewenjack.ca)

First Peoples Principles of Learning – First Nations Education Steering Committee FNESC

View of Two-Eyed Seeing (mapletransactions.org)

https://abclifeliteracy.ca/news/3-adult-teaching-strategies-for-indigenous-learners

https://abclifeliteracy.ca/news/how-to-incorporate-indigenous-ways-of-knowing-into-your-teaching