Indigenous Skills for Success Journey

Planting the Seeds for Growth

Participant Workbook

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

DOUGLASCOLLEGE

Contents

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:

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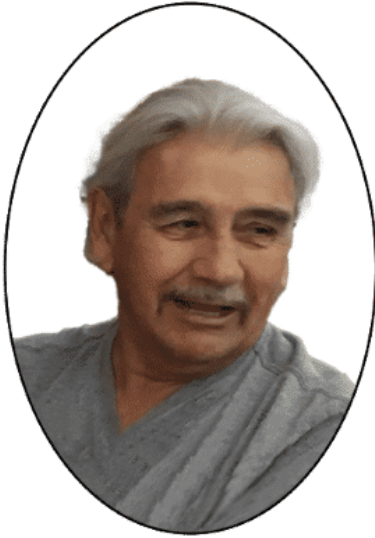
Dedication

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.

The course is available, at no cost, on the [Douglas College website](#)[3].

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[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

> **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 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 tools that practitioners can add to their existing toolkit.

How to use this Workbook

This printable, participant workbook can be used alongside the eight online units or at in-person workshops. It contains space to make notes about your thoughts and questions as you move through each unit. And it offers adapted versions of the interactive activities (with suggested answers).

There is no additional information in this Workbook beyond what is included in the online units. It simply provides an option for participants who wish to take physical notes as they move through the course material.

Unit 1: Introduction

My thoughts, ideas, and notes

To learn, we must begin from a place of balance.

We must be ready in mind, body and spirit. And we must be prepared to take care of ourselves. Because when all elements of our being are in harmony, we are strongest.

The wheel below shows four elements of well-being (in white), alongside the nine Skills for Success (in red). Each of these skills can support our well-being and promote balance.
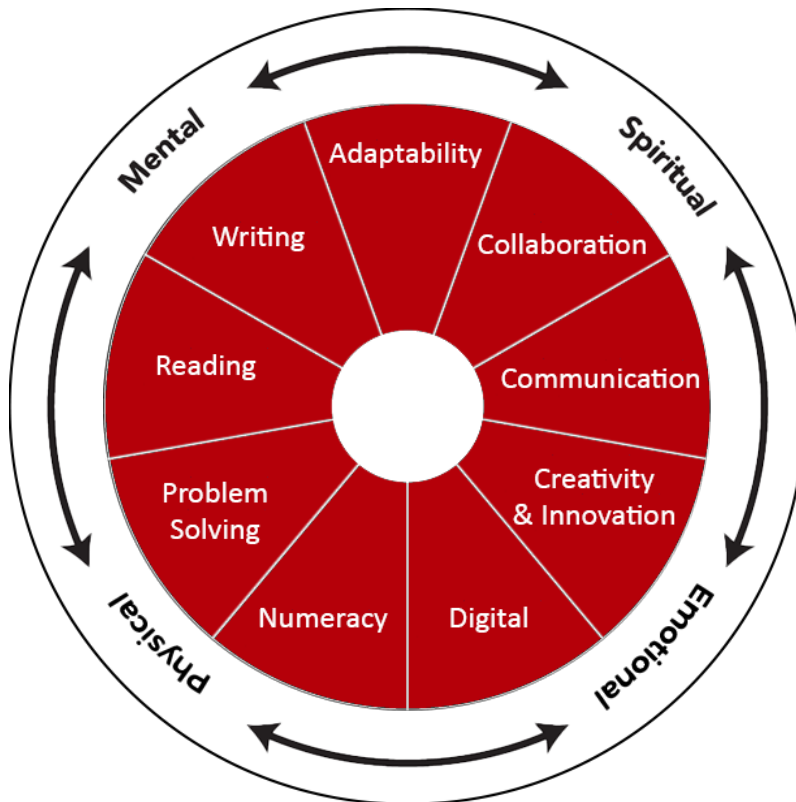
Reflect: What do *grounding* and *balance* mean to you? How will you prepare yourself to embark on this learning journey and take care of yourself along the way? How could each of the nine skills support your physical, mental, spiritual and emotional well-being?

The nine skills

The Skills for Success are the skills needed for work, learning and life.

Can you match each skill to its definition? (answers on page 46)

Adaptability	**Creativity & Innovation**	**Problem Solving**
Collaboration	**Digital**	**Reading**
Communication	**Numeracy**	**Writing**

_____   Your ability to adjust when change occurs.

_____   Your ability to imagine, develop and apply ideas in new ways.

_____   Your ability to understand and use mathematical information.

_____   Your ability to find, understand and use information presented through words, symbols, and images.

_____   Your ability to identify and analyze problems, propose solutions and make decisions.

_____   Your ability to contribute and support others to achieve a common goal.

_____   Your ability to share information using written words, symbols and images.

_____   Your ability to use digital technology and tools to find, create and share information.

_____   Your ability to understand and share information through speaking, listening and interacting with others.

Foundational, technical or workplace skill?

In the modern workforce, we need multiple types of skills.

Most specific

Workplace skills
(jobsite-specific)

Technical skills
(occupation-specific)

Foundational skills
(used in every job)

Most transferable

Skills the workforce needs

What type of skill do each of the following tasks require? *(answers on page 47)*
   a) Foundational skills
   b) Technical skills
   c) Workplace skills

____ Writing	____ Reading site-specific safety guidelines and processes	____ Communicating
____ Writing a newspaper article	____ Reading	____ Giving a presentation
____ Writing a job description for a new position in your store	____ Reading a patient's medical charts	____ Presenting company data in a team meeting

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Reflect

Now that you have completed the first unit, consider the following:

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?

My thoughts, ideas, and notes

When do you use reading skills?

Mark the examples of reading that you have done recently.

This is a reflection activity, there are no right or wrong answers.

In life

- ☐ Text messages, emails, letters
- ☐ Food labels or recipes
- ☐ Maps, compasses, road signs
- ☐ Social media posts
- ☐ Community bulletins
- ☐ Books or poems
- ☐ Knitting or weaving patterns

In learning

- ☐ News articles (physical/online)
- ☐ Instructions
- ☐ Non-fiction books

In work

- ☐ Reports or meeting minutes
- ☐ Training materials
- ☐ Emails

What other ways do you use your reading skills?

Six components

Each of the nine Skills for Success have six "components".

Components are **descriptive**, **measurable behaviours** that help us describe, teach and learn each skill. People and organizations can use the components to create skill-development plans and training programs.

For some skills, the components are listed in a specific order - they build upon one another to outline a process. For other skills, the components simply describe six ways we use that skill.

Example: components in nature

A component is something necessary to the whole. Without each part, the whole being will not function or survive.

> If you think about a tree, what components are necessary to keep the tree alive? *(see possible answers on page 47)*

When do you use writing skills?

Consider these writing tasks: emails, text messages, notes, lists, poems, stories, journal entries, filling out forms, summaries or reports, reminders, social media posts, meeting requests.

Think about when you do each task most often: at work, when learning something new or in daily life. Write each task under one of the headers. There are no right or wrong answers.

Work	Learning	Life

What other ways do you use your writing skills?

When do you use numeracy skills?

Think about when you use numeracy in your daily life, then look at the numeracy tasks below.

Shade in the number that is closest to how many times a month you do each task. There are no right or wrong answers.

Measuring ingredients   0   1   2   3   4   5   6   7   8   9   10+

Measuring construction materials   0   1   2   3   4   5   6   7   8   9   10+

Helping someone with math homework   0   1   2   3   4   5   6   7   8   9   10+

Calculating land size   0   1   2   3   4   5   6   7   8   9   10+

What other ways do you use your numeracy skills?

How do you use digital skills?

Think about when you use digital skills in your daily life, then look at the computer below.

Check off the examples of digital tasks that you have done recently. There are no right or wrong answers.

☐   *Connect with loved ones, near or far away*

☐   *Share photos, videos or other highlights of life*

☐   *Share information and resources*

☐   *Search or manage confidential records*

☐   *Find information for making decisions*

☐   *Record your thoughts*

☐   *Calculate distance or other measurements*
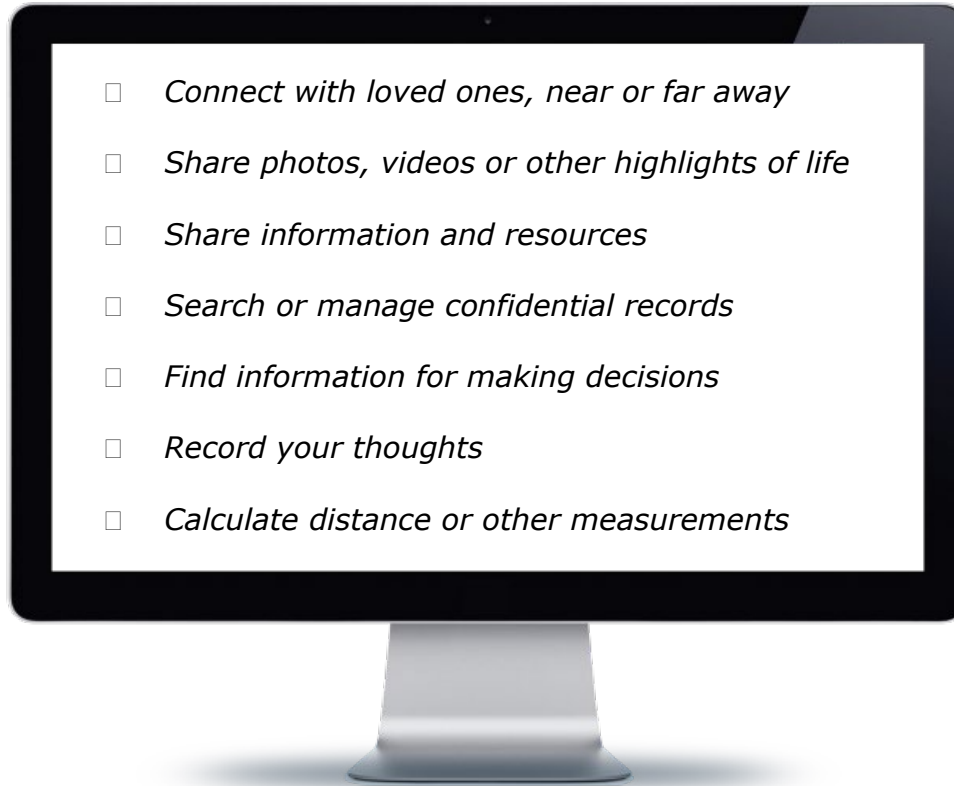
What other ways do you use your digital skills?

Identify the literacy skill

Being able to *describe* each of the literacy skills is just the beginning.

Once you start using the Skills for Success in your work, or in your community, it is important to identify when each skill is needed to complete a task. This allows you to help people recognize and develop their skills.

Identify the literacy skill used to complete each workplace task (answers on page 48).

A) Reading   **B) Writing**   **C) Numeracy**   **D) Digital**

— Early Childhood Educators use educational software to help children learn the alphabet.

— Cooks convert ingredient measurements, for example changing grams (g) into ounces (oz).

— Skill Coaches review facilitation guides to prepare for workshops, training sessions and seminars.

— Carpenters jot down notes on hazard assessment forms to warn co-workers of obstacles, such as overhead power lines.

— Accounting Clerks review monthly income and expenses to reconcile financial statements.

Reflect

Now that you have completed the second unit, consider the following:

In your own words, why are literacy skills important in work, learning and life?

How might you introduce the importance of literacy skills to someone?

My thoughts, ideas, and notes

Putting it all together

These three people are studying blueprints. This is a situation where all nine Skills for Success could be used - the five social emotional skills and the four literacy skills.

How could each skill be used here? There are many answers, use your imagination! (See possible answers on page 49)
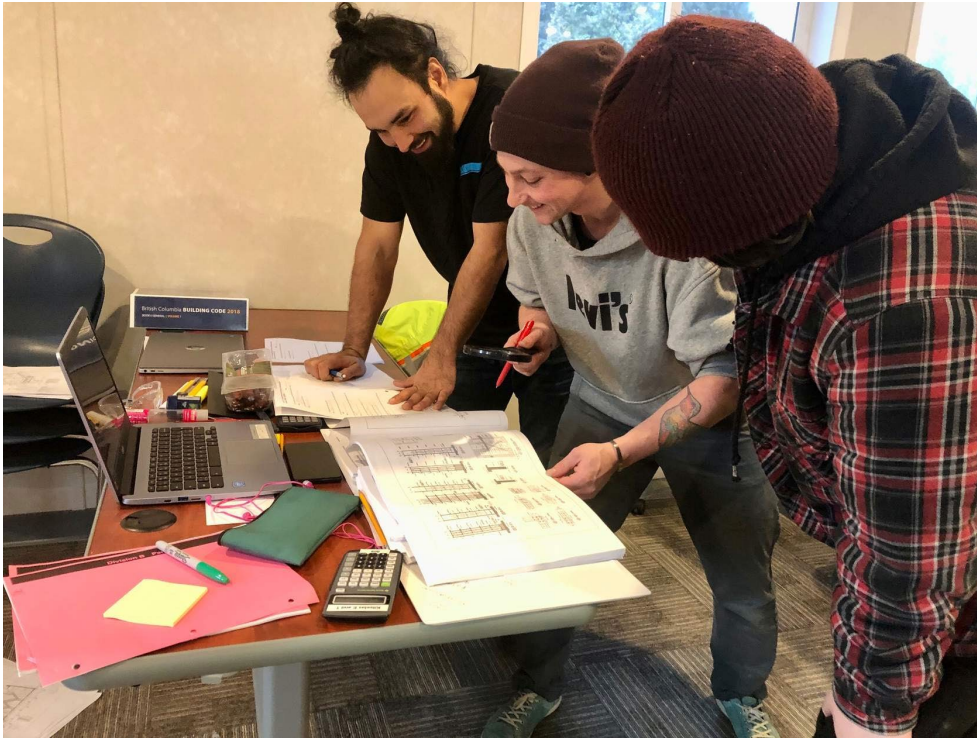
Photo: Level II Carpentry Program, Kitselas First Nation

Reading _____

Writing _____

Numeracy _____

Digital _____

*Collaboration*_____

*Problem Solving*_____

*Communication*_____

Adaptability _____

Creativity _____
& Innovation

Reflect

Now that you have completed the third unit, consider the following:

In your own words, why are social-emotional skills important in work, learning and life?

How might you introduce the importance of 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?

My thoughts, ideas, and notes

Let's play cards

We'll use playing cards to describe each complexity level.

If you have a deck of cards, play along!

Level 1: Locate

Level 1 tasks are quick tasks that require us to locate and use a single piece of information. We do this type of task every day.

For example, take a deck of 52 cards and spread them out, face-up on a table. Now, find the Ace of Clubs. That's a level 1 task. You have to locate a single card.

Level 2: Cycle

Level 2 tasks require additional steps, we have to locate or identify multiple things. These are also very common tasks.

For example, you have already found one of the four Aces – now find the other three. That's a level 2 task. You have to locate an Ace, then cycle back through the deck and do it again.

Level 3: Integrate

Level 3 tasks require us to integrate information into a meaningful order. We may need to identify similarities and differences between things, categorize things, put things into a sequence, etc. People who can integrate information can usually solve problems and learn new skills on their own.

For example, locate all of the cards in a single suit and put them into order from lowest to highest. That's a level 3 task. You have to locate a card, then cycle back through the deck until you have all thirteen cards in that suit. Then you can integrate (sort) them into a meaningful order – in this case, lowest to highest.

Level 4: Use

Level 4 tasks require us to use our own background knowledge about a topic.

For example, select the cards that represent the highest-scoring hand in your favourite card game. In addition to using the first three steps, you have to use background knowledge about that card game.

Level 5: Generate

Level 5 tasks are challenging. They require us to create something new.

For example, invent a brand-new card game. You might begin by identifying what you like about other games (locating ideas). You would likely cycle through many ideas. Then you would integrate the best ideas and use background knowledge

about other card games to create your new game's rules. In the end you would generate something new.

Using proficiency and complexity

So, why does it help to understand proficiency and complexity?

Imagine you're helping someone look for a new job. Their skill proficiency will inform the type of workplace tasks they can complete. So, we can use this information to help them find a role - in their preferred field - that involves tasks at a manageable complexity level.

We use entry-level proficiency in every job.

This looks like:

- being respectful of others (entry-level collaboration)
- understanding simple written directions (level 1 reading)
- staying positive when plans change (entry-level adaptability)
- speaking & listening to one person (entry-level communication)

   …and so on for all nine skills.

We do these things **no matter where we work**.

But there are also specific ways we use skills in different industries.

A Career Coach, an Accounting Clerk and a Cook will need different skill proficiency levels. That's because each of these jobs includes very different tasks. And, within an industry, more senior jobs tend to include more complex tasks, so they require more proficiency.

Brandon

Let's imagine someone is just starting their journey.

They want to work as a Cook. And they have level 1 or 2 (or entry-level) proficiency in most skills.

I would start by looking at a couple of job descriptions with them. Together, we would identify which tasks they feel confident that they could complete and which tasks they might need to build their skills in order to be successful.

Sample Job Description (Cook)

Cooks prepare and cook a wide variety of foods. They are employed in restaurants, hotels, hospitals and other health care institutions, central food commissaries, educational institutions and other establishments.

Possible responsibilities:

- reading signs, labels and packaging (level 1)
- reading contracts, such as for food purchase agreements (level 4)
- writing brief comments on recipes, such as changes to ingredients or cooking temperature changes (level 1)
- writing reports to managers, such as to request equipment upgrades (level 3)
- converting measurements between metric and imperial systems, e.g. mL to oz (level 2)
- estimating the quantity of ingredients needed (level 3)
- using email to communicate with suppliers (level 2)
- using spreadsheets to track ingredient inventory, create budgets and manage expenses (level 3)
- working with serving staff or other Cooks (entry-level)
- training or supervising kitchen staff (advanced-level)

- following restaurant policies to resolve problems (entry-level)

- evaluating the efficiency of kitchen operations and suggesting changes (intermediate-level)

- instructing kitchen staff on food safety processes (entry-level)

- negotiating with suppliers for better prices (intermediate-level)

- staying positive when the kitchen is much busier than usual (entry-level)

- making changes to recipes, without guidance, due to ingredient shortages (advanced-level)

- creating new recipe and improving it based on customer feedback (intermediate-level)

- designing a new menu by incorporating ideas from multiple kitchen staff (advanced-level)

Brandon

So, as you can see, a Cook has tasks at all complexity levels!

Someone with lower proficiency might find it hard to complete the more complex tasks.

By understanding someone's skill proficiency and the task complexity of the job they want to do, you can discuss their options.

If someone's skill proficiency is lower than the task complexity required for a job, there are two options.

1. **You can help them look for related jobs, with less complex tasks.**

   There are lots of jobs in the food industry, for example:

   - Apprentice Cook

   - Kitchen Helper

   - Food and Beverage Server

   By looking for a job with less complex tasks, they will have the proficiency to be more

successful. And, they can build their proficiency over time. Then, once their skill proficiency levels are a bit higher, they can find a job as a Cook.

2. **You can help them build their skill proficiency, so they can do the more complex tasks.**

   If someone doesn't quite have the skill proficiency for their dream job, we can help them build those skills. For example, they could participate in a training or apprenticeship program. Or they could find a mentor to learn from. Then, once their skill proficiency levels are a bit higher, they can go back to looking for a job as a Cook.

Brandon

In the end, it's all about helping people be successful.

And understanding skill proficiency and task complexity can help us do that!

Reflect

Now that you have completed the fourth unit, consider the following:

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 people you work with?

My thoughts, ideas, and notes

Essential Skills (1994) to Skills for Success (2021)

Many years of research and the rapidly changing world make it clear that we need different skills now than we did in 1994. So, what are the differences between *Essential Skills* and the *Skills for Success*?

Essential Skills (1994)	Skills for Success (2021)	
Reading	Reading	Reading, writing and numeracy skills remained the same. Basic literacy skills continue to be important in work, learning and life.
Writing	Writing	
Numeracy	Numeracy	
Document use	/	Document use was your ability to understand and use different types of documentation (charts, schedules, blueprints, etc.) Now, this is embedded within the reading, writing and numeracy skills (reading a blueprint; writing or drawing a blueprint; understanding measurements on a blueprint).
Computer use	Digital	Technology has changed since 1994. Being skilled at using a computer is no longer enough. Digital skills include the ability to use a wider range of digital devices and platforms, as well as online safety considerations.
Thinking	Problem Solving	Thinking already included finding information, critical thinking and decision making, so this skill was really just re-named.
Oral communication	Communication	Oral communication changed in recognition of additional elements of good communication, such as body language and listening.
Working with others	Collaboration	Working with others was expanded. Collaboration now includes working with others, but it also involves inclusivity and respect for diversity.
Continuous	Adaptability	Adaptability is a new skill. But it incorporates

learning	principles of continuous learning in its components.
Creativity & innovation	Creativity & innovation is a new skill. This reflects employers putting more emphasis on the importance of creativity and innovation in the workplace.

Reflect

Now that you have completed the fifth unit, consider the following:

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?

My thoughts, ideas, and notes

Self-Assessment

With self-assessments, **participants rate their own skills** as accurately as they can. This typically involves providing a list of real-life tasks and asking them to reflect on their ability to complete those tasks.

Self-assessments are not tied to any formal metrics. They measure someone's impression of their own abilities - there are **no "right" or "wrong" answers**. This type of assessment can be used for **all nine skills**.

Try it: self-assessment

Below are seven statements. Each statement describes a reading task. Select the response (Yes, Somewhat, No) that best describes your ability to complete that task.

	Yes	Somewhat	No
Read and understand familiar names, words and simple sentences.			
Scan a short document, such as an email, memo or bulletin, and understand its meaning.			
Read and follow directions on a product label (e.g. on a prescription bottle).			
Read a paragraph to find a key piece of information.			
Read and correctly follow written instructions (such as a recipe or job assignment).			
Read several short documents, such as brochures or newspaper articles, to find new information (e.g. reading about a travel destination before a trip).			

This exercise is based on a longer [Reading Self-Assessment](#)[4], which could be used by employers, career practitioners or educators to help someone assess their skills.

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[4] https://www.canada.ca/content/dam/canada/employment-social-development/services/jobs/training/initiatives/skills-success/tools/reading-self-assessment/reading_self_assessment.pdf

Formal Assessments

Formal assessments are the most structured type of skill assessment. What makes them stand out is that formal assessments are **scientifically validated** by research. This means the results **reliably reflect** the test taker's **skill levels**.

Complete the following exercise to get a feel for formal assessments. This question measures the ability to read a document and locate specific information.
(answer on page 50)

Read a soup's product label and answer the question that follows.

Nutrition Facts

Per single 250 mL serving

Calories	70	Dietary Fiber	1g
Fat	3g	Sugars	2g
Saturated Fat	0.5g	Protein	3g
Trans Fat	0g	Potassium	50mg
		% Daily Values	
		Vitamin A	4%
Cholesterol	15mg	Vitamin C	2%
Sodium	890mg	Calcium	1%
Total Carbohydrates	8g	Iron	3%

How much sodium in there in a single serving?

o   50mg

o   890mg

o   2g

o   3g

This question is from the Skills for Success Assessment tool (S4SA);
formerly called the Workplace Essential Skills Assessment (WESA).

Choosing a skill assessment

In this activity, imagine that you are a career coach. You have two clients who are seeking support.

Select a skills assessment for each person (suggested answers on page 50).

Client 1: Dakota

Background
You have been working with Dakota for over a year. Together, you have done a lot of career exploration.

Currently
Dakota works as a general labourer. They love the work and want to pursue additional training. Recently, Dakota found a funding opportunity that would allow them to participate in a Carpentry Foundations program.

They want to apply for the funding, but are slightly worried whether they have good enough math skills for the program. The program requires at least level 3 numeracy skills.

What factors would you consider when choosing a skill assessment for Dakota?
Select all that apply.

- ☐ contributes to understanding of one's skills

- ☐ least intimidating option

- ☐ helps prepare the test-taker for formal assessments

- ☐ provides a scientifically validated skill level for reading, numeracy or problem solving

- ☐ can be completed quickly and easily

- ☐ shows one's own perception of their skills

- ☐ useful in high-stakes situations

Based on these factors, which type of assessment would you choose?

- ○ Self-assessment
- ○ Informal assessment
- ○ Formal assessment

Client 2: Mikom

Background
Mikom used to be an administrator in his band office. But he took a few years off to raise his young children.

Currently
Now that his children are a bit older, Mikom wants to go back to work - but he is very nervous. He is worried that he has been out of the workplace for too long and that he has no relevant skills.

Mikom also isn't sure what kind of jobs to apply for. He liked his previous job, but didn't love it. He tells you that he might be interested in trying something different, but doesn't know where to start.

What factors would you consider when choosing a skill assessment for Mikom?
Select all that apply.

☐ contributes to understanding of one's skills

☐ least intimidating option

☐ helps prepare the test-taker for formal assessments

☐ provides a scientifically validated skill level for reading, numeracy or problem solving

☐ can be completed quickly and easily

☐ shows one's own perception of their skills

☐ useful in high-stakes situations

Based on these factors, which type of assessment would you choose?

o Self-assessment

o Informal assessment

o Formal assessment

Reflect

Now that you have completed the sixth unit, consider the following:

How would you decide 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?

My thoughts, ideas, and notes

Resource Checklist

As a reminder, check off the resources you want to return to or explore further.

☐   Skills for Success website

☐   First Nations, Inuit and Metis Essential Skills Inventory Project (FIMESIP)

☐   SkillPlan

☐   ABC Life Literacy

☐   UP Skills for Work

☐   Skills/Compétences Canada

☐   Copian Library

☐   OaSIS Profiles

☐   NOC Profiles

☐   Essential Skills Profiles

What other tools and resources do you already use?

Reflect

Now that you have completed the seventh unit, consider the following:

> Which of the Skills for Success tools and resources have you 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

My thoughts, ideas, and notes

How could you apply the Skills for Success?

Below are examples of some of the many ways the Skills for Success can be used.

Mark the ways you might use the Skills for Success, based on your role at work, at home or in your community.

☐ Help people assess their current skill strengths.

☐ Help people set skill development goals.

☐ Co-create skill development plans to help people achieve their skill development goals.

☐ Help people identify the skills and proficiency levels needed to get their dream job.

☐ Develop industry-specific training tools and resources to help people improve their skills and workplace performance.

☐ Identify specific skills and skill levels for recruiting, hiring and/or training new workers.

☐ Help people learn to describe their transferable skills.

☐ Continuously using and improving upon your own skills.

How else could you use the Skills for Success?

Reflection

Now that you have completed the course, take a moment to reflect upon how your knowledge has grown.

> 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.

> How are you going to celebrate this accomplishment?

Continue learning

If you want to continue developing your Skills for Success knowledge, Douglas College offers a ***Skills for Success Practitioner Certificate***. The program includes six courses and is designed to balance theoretical and interactive learning.

- ✓ Introduction to the Skills for Success
    - ✓ or Indigenous Skills for Success Journey
- ☐ Skills for Success Methodology and Task Analysis
- ☐ Skills for Success Assessments, Interpretation and Application
- ☐ Creating a Skills for Success Portfolio
- ☐ Bridging the Gap: Enhancing Skills for Success
- ☐ Skills for Success Work Experience Study

For more information please see Douglas College's Skills for Success Practitioner Training website[5].

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[5] https://www.douglascollege.ca/programs-courses/training-group/skills-for-success/skills-for-success-practitioner-training-certificate

Unit 1

The nine skills (page 9)

Can you match each skill to its definition?

Adaptability	Your ability to adjust when change occurs.
Creativity & innovation	Your ability to imagine, develop and apply ideas in new ways.
Numeracy	Your ability to understand and use mathematical information.
Reading	Your ability to find, understand and use information presented through words, symbols, and images.
Problem solving	Your ability to identify and analyze problems, propose solutions and make decisions.
Collaboration	Your ability to contribute and support others to achieve a common goal.
Writing	Your ability to share information using written words, symbols and images.
Digital	Your ability to use digital technology and tools to find, create and share information.
Communication	Your ability to understand and share information through speaking, listening and interacting with others.

Foundational skill, technical skill, workplace skill? (page 10)

What type of skill do each of the following tasks require?

a) Foundational skill   b) Technical skill   c) Workplace skill

a Writing words and sentences is a foundational skill that allows us to build additional writing skills. It is used in all jobs.	**c** Reading and interpreting changes to jobsite safety guidelines is a workplace skill. It requires reading skills and requires you to be aware of the jobsite's previous guidelines in order to understand how the changes will impact the work site	**a** Communicating verbally is a foundational skill that allows us to share our thoughts and ideas with others. It is used in all jobs.
b Writing a news article requires additional writing and editing strategies. It is a technical skill that all reporters must have, regardless of where they work.	**a** Reading text is a foundational skill that allows us to build additional reading skills. It is used in all jobs.	**c** Presenting company data in a team meeting is a workplace skill. It requires communication skills and requires you to understand the data and the needs of the team members who will be attending.
c Writing an opening/ closing shift guide for your office is a workplace skill. It requires writing skills and knowledge of your company's specific policies and procedures.	**b** Reading medical charts involves understanding specific medical terms and navigating a specific type of document. It is a technical skill that all doctors must have, regardless of where	**b** Facilitating a workshop is a technical skill that many educators require, regardless of where they work. No matter the topic, workshop facilitation requires specific communication strategies to maintain participants' attention

	they work.	and encourage learning.

Unit 2

Components in nature (page 14)

A tree has many components. Here are a few that you may have thought of:

Bark protects the tree and insulates the tree from hot and cold temperatures.

Leaves use light from the sun, water from the soil and carbon dioxide from the air to create food for the tree.

Roots pull nutrients from the soil to feed the tree. And, they anchor the tree, keeping it upright.

Soil provides nutrients to feed the tree. And it stabilizes the tree.

Sun light is absorbed by the leaves, allowing growth to happen.

Rain provides water to the soil and roots.

Identify the literacy skill (page 18)

<u>d. Digital</u> - Early Childhood Educators use educational software to help children learn the alphabet.
Learning the alphabet also requires reading and writing, but using software requires digital skills.

<u>c. Numeracy</u> - Cooks convert ingredient measurements, for example changing grams (g) into ounces (oz).
A digital tool could be used to help complete this task, but understanding how to convert measurements into different units requires numeracy skills.

<u>a. Reading</u> - Skill Coaches review facilitation guides to prepare for workshops, training sessions and seminars.
"Reviewing a document" is another way of saying "reading a document".

<u>b. Writing</u> - Carpenters jot down notes on hazard assessment forms to warn co-workers of obstacles, such as overhead power lines.
"Jotting down notes" is another way of saying "writing notes". This task may include writing down numbers and the form may be completed online, but the primary skill being used here is writing.

a & c. Reading & Numeracy - Accounting Clerks review monthly income and expenses to reconcile financial statements.
To complete this task, the Clerk needs to review (or read) the financial statements and to understand the mathematical information they include (i.e. numeracy). This task is likely completed on a computer, so they may also need digital skills.

Unit 3: Activity Answers

Putting it all together (page 21)

There are many possible ways these three people could be using the nine skills. Here is just one example of each:

Reading   *The team is reading details on their blueprints*

Writing   *There are pens, paper and post-it notes nearby to jot down measurements*

Numeracy   *The team uses a calculator to figure out costs, dimensions and quantities*

Digital   *The laptop is open to search for new information as needed*

Collaboration *All three workers are engaged and contributing to the project*

Problem Solving *One person has been assigned to take notes to keep everyone on-track*

Communication *The team frequently asks questions of each other to clarify information*

Adaptability *A magnifying glass helps the team read small text on the blueprints*

Creativity   *The team is looking for ways to make the design more cost-effective*
& Innovation

Unit 6: Activity Answers

Formal Assessments (page 34)

How much sodium is there in a single serving?

- ○ 50mg

- ○ **890mg < correct answer**

- ○ 2g

- ○ 3g

Choosing a skill assessment (page 35)

Client 1: Dakota

For Dakota, here are the primary factors we would consider:

☐   contributes to understanding of one's skills

☐   least intimidating option

✓   **helps prepare the test-taker for formal assessments**

✓   **provides a scientifically validated skill level for reading, numeracy or problem solving**

☐   can be completed quickly and easily

☐   shows one's own perception of their skills

✓   **useful in high-stakes situations**

Jasmin

In my opinion, a formal assessment would provide the best information for Dakota.

Their goal is to participate in the Carpentry Foundations program, which requires level 3 numeracy skills. This is an example of a high-stakes situation.

A formal assessment will build Dakota's understanding of their skills by identifying their scientifically-validated numeracy proficiency level.

Then, once we know Dakota's numeracy level, we can either complete the funding application – or help them build their numeracy skills before applying.

It's all about making sure someone has the skill levels they need to be successful!

Client 2: Mikom

For Mikom, here are the primary factors we would consider:

✓ **contributes to understanding of one's skills**

✓ **least intimidating option**

☐ helps prepare the test-taker for formal assessments

☐ provides a scientifically validated skill level for reading, numeracy or problem solving

✓ **can be completed quickly and easily**

✓ **shows one's own perception of their skills**

☐ useful in high-stakes situations

Jasmin

In my opinion, a self-assessment would be the best option for Mikom!

It will help Mikom build an understanding of his skills in a quick and easy way.

And, because self-assessments are based on personal perception, they can be less intimidating than other

assessment types.

At this stage, it sounds like Mikom needs help exploring his options and building his confidence. A self-assessment provides a good starting point for both of these things. They are also a good way to get to know a new client!

Learning Tools

Contents

Adaptability

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

What is adaptability?

The Office of Skills for Success defines adaptability as:

Your ability to achieve or adjust goals and behaviours when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks.

Reflection

There are many tasks that require adaptability.

Check off the adaptability tasks that you can confidently complete.

☐ Follow directions to adjust an existing process.
For example, using a new form or template in the workplace.

☐ Take responsibility for managing time to meet deadlines.
For example, prioritizing tasks based on deadline.

☐ Adjust plans when faced with an unexpected change or setback.
For example, finding a new way to get to work after missing the bus.

☐ Manage feelings and emotions when faced with an unexpected change.
For example, remaining calm and positive after missing the bus.

☐ Adjust goals when provided with new information.
For example, adjusting to unexpected course training dates.

☐ Continue pursuing goals when faced with an unexpected change.
For example, completing a certificate despite it taking 6 extra months.

Look at the tasks you did not check off. We call these your "skills to build".

How do you use your adaptability skills at home and/or at work?

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Activity One

You work in an Elder Care Home as a Healthcare Aid responsible for bathing, feeding, dressing, and providing other basic care for residents.

When you arrive for work, you discover that all of the social activities have been cancelled for the day as you are short staffed. Many of the Elders are quite disappointed. Your supervisor suggests that you figure out something to brighten the residents day.

Describe what you would do, below.

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Activity One: Review

Skills Coach suggestions:

- **Ask a few of the Elders to come up with an idea and oversee the activity. This will let you focus on your regular responsibilities.**
- **Post a list of movies and play times and oversee the start of each movie.**
- **Ask your co-workers to help cover some of your job tasks so you have time to host an activity.**

If your answer isn't the same that doesn't mean it's wrong! There are so many ways to demonstrate adaptability.

A strong answer to this question includes one or more ideas to set up and run activities that requires minimal time on your part so you still have the ability to complete your regular tasks. Alternately, you could reduce the time it takes to complete your tasks so you are able to host an activity.

This is an entry-level adaptability task. To adapt effectively you want to stay positive and follow standard processes to make sure your regular tasks are completed. This requires balancing usual priorities while thinking of time efficient ways to run activities.

Activity Two

A new policy at the Elder Care Home requires all Healthcare Aides to fill out a log sheet when delivering toiletries and other common items to residents. The purpose of the log sheet is to help keep track of inventory, so that the Care Home can order more supplies when inventory gets low.

Your current routine is:

1. Check in with each resident throughout your shift and ask whether they need any items.
2. Record any requests in the Notes app on your phone.
3. Collect all of the requested items.
4. Deliver items to residents at the end of your shift.

Unfortunately, you keep forgetting to complete the log sheet.

Suggest one or two ways that you could adapt your current routine to help you remember to complete the log sheet, below.

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Activity Two: Review

Skills Coach suggestions:

- **Set a reminder on your phone for 15 minutes before the end of your shift to complete the log sheet.**
- **Carry a copy of the log sheet with you when you check in with residents throughout your shift and record their requests right on the log sheet.**
- **Ask one of your co-workers to remind you about the log sheet.**

If your answer isn't the same as the Skill Coach answer, that doesn't mean it's wrong! There are many possible ways to adapt your routine.

A strong answer to this question includes one or more ideas about how to adapt your current routine noting the specific actions to be taken.

This is an intermediate-level adaptability task because it requires making an ongoing adjustment to a well- established routine. Habitual behaviours can be difficult to change and this can cause a degree of stress which will lessen as you learn to adapt to a new process.

> **Importance of Adaptability skills**
>
> Changes brought about by technology and other factors affect how you work, live, and learn and requires constant adaptability. Building adaptability skills will help you to deal effectively with change, manage stress, learn new skills and stay focused on goals and responsibilities not giving up when life gets challenging. For more information on Adaptability visit the skill components and proficiency descriptors on the **Skills for Success** Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the **Douglas College** Website.

Continue the Journey

How can you continuously improve your adaptability skills?

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Collaboration

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

What is collaboration?

The Office of Skills for Success defines collaboration as:

Your ability to contribute and support others to achieve a common goal.

Reflection

There are many tasks that require adaptability.

Check off the adaptability tasks that you can confidently complete.

☐ Work on a task with a small group of people, whom I know.
For example, plan a meeting with your work team.

☐ Be respectful and cooperative, when working on a task with others.
For example, listen to everyone's ideas and be respectful.

☐ Discuss different perspectives with others, without creating conflict.
For example, share your opinion without expecting everyone to agree.

☐ Work on a task with a small group of unfamiliar people.
For example, plan a PD event with co-workers from different departments.

☐ Work on a task with people from different cultures and/or backgrounds than your own.

☐ Work on a task with a large group of people.
For example, organize a community event with several different organizations and businesses.

☐ Adjust your work approach to include the strengths of others.
For example, adjust your own contributions to the group.

☐ Discuss, negotiate and resolve difficult interactions respectfully.
For example, help a diverse group reach a decision by consensus.

Look at the tasks you did not check off. We call these your "skills to build".

How do you use your collaboration skills at home and/or at work?

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Activity One

You work at a shop in your band's Resource Centre.

Your co-worker, Mark, has been busy organizing a merchandise display for an upcoming sale. He has lots of experience setting up these displays.

Halfway through the day, Mark tells you that he needs help and asks whether you have any experience setting up displays. You do not.

Which of the following responses show that you are willing to collaborate with Mark on this task? *(Select all that apply)*

☐ Ask Mark what he needs help with and follow his directions.

☐ Tell Mark that you haven't set up sales displays before, but you're eager to learn.

☐ Offer to start by working on the displays that Mark has already started and tell him that you will let him know if you have questions.

☐ Tell Mark that since you have no experience with this task, you cannot help.

Activity One: Review

Skills Coach Answer:

The first three responses demonstrate a willingness to collaborate:

- Ask Mark what he needs help with and follow his directions.
- Tell Mark that you haven't set up sales displays before, but that you're eager to learn.
- Offer to start by working on the displays that Mark has already started and tell him that you will let him know if you have questions.

The last response option, 'Tell Mark that since you have no experience with this task, you cannot help' does not show a willingness to collaborate. This response shuts down Mark's request and leaves him to complete the task on his own.

The Skills for Success has three levels of complexity, or difficulty, for collaboration tasks: entry, intermediate, and advanced.

This is an entry-level collaboration task. To demonstrate collaboration in this situation, you must be willing to engage with a single person whom you know well. Asking questions, following directions, being open to learning, and offering to try out the new task all show that you are open to collaborating with Mark.

Activity Two

You are volunteering at a drum making workshop as part of the festivities to celebrate National Indigenous People's Day.

There were supposed to be four volunteers running this workshop, but unfortunately one person is sick and can no longer attend.

Which of the following actions demonstrate collaboration? *(Select all that apply)*

☐ Have a discussion with the other two volunteers about how to divide up the responsibilities so the workshop can be run by three people, instead of four.

☐ Cancel the workshop.

☐ Suggest that everyone take turns throughout the day, covering the absent person's portion of the workshop.

☐ Find an additional volunteer who can help run the workshop and train them on what to do.

Activity Two: Review

Skills Coach Answer:

- **Discuss with the other volunteers: how to divide the responsibilities
  so the workshop can be run by three people, instead of four.**
- **Suggest that everyone take turns throughout the day, covering the absent person's portion of the workshop.**
- **Find an additional volunteer who can help run the workshop and train them on what to do.**

Cancelling the workshop does not demonstrate collaboration. This response avoids the problem, rather than working with the people available to collectively build a solution.

This is an intermediate-level collaboration task. To demonstrate collaboration in this situation, you must be willing to engage with multiple people whom you may not know well. You may also need to take on a leadership role within the group and help organize or train others.

Importance of Collaboration skills

The collective nature of many Indigenous communities' places emphasis on collaboration. Individuals bring their strengths and identities contributing to collaboration to complete tasks and achieve common goals.

Today's workplaces are becoming more diverse and many jobs require you to work with others from different backgrounds and cultures to complete tasks, solve problems and achieve a common goal. Collaboration helps us to perform in a team so others feel valued and supported. Strong collaboration skills help individuals to manage difficult interactions and contribute thoughts and ideas in a respectful way.

For more information on Collaboration visit the skill components and proficiency descriptors on the **Skills for Success** Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the **Douglas College** Website.

Continue the Journey

How can you continuously improve your collaboration skills?

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Communication

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

What is communication?

The Office of Skills for Success defines communication as:

Your ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.

Reflection

There are many tasks that require communication.

Check off the communication tasks that you can confidently complete.

☐ Speak in familiar situations, about predictable topics.
For example, discuss plans for a weekend fishing trip with uncles.

☐ Share information clearly.
For example, tell your supervisor what time you will be at work.

☐ Pay attention when other people are speaking.
For example, actively listening to what is being said and asking questions to confirm your understanding.

☐ Adjust your language and tone depending on who you are speaking to.
For example, use basic words when speaking to children.

☐ Speak in unfamiliar or unpredictable situations.
For example, respond to questions when giving a group presentation to people you don't know.

☐ Speak to large groups of people.
For example, leading a large group tour.

☐ Recognize cultural influences on communication style.
For example, in some cultures making eye contact is a sign of respect and a way to indicate that you are actively listening. In other cultures, it is more respectful to avoid direct eye contact.

☐ Pay attention to nonverbal communication cues and body language.
For example, if someone steps back when you are speaking you might want to give them more personal space.

Look at the tasks you did not check off. We call these your "skills to build".

How do you use your communication skills at home and/or at work?

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Activity One

Today is your first day working in the kitchen at a restaurant in your community.

You and another community member are being trained by the Kitchen Supervisor.

The Supervisor is describing the restaurant's safety procedures and pointing out the fire exits.

What can you do to show that you are paying attention? *(Select all that apply)*

☐ Position your body to face the Supervisor and/or look at them while they are speaking.

☐ Try not to interrupt the kitchen supervisor while they are speaking.

☐ Nod your head to indicate that you understand what they are saying.

☐ Turn to look at the fire exits as they are pointed out.

☐ Once the kitchen supervisor has finished speaking, ask questions about anything that was unclear.

Activity One: Review

Skills Coach Answer:

All of these actions demonstrate that you are paying attention.

If you didn't select all of the options, that's okay too. Everyone has different communication styles. The options included above are simply some of the most common forms of body language that people use to indicate attention. And there are probably many other ways you could show that you are paying attention in this situation!

The Skills for Success has three levels of complexity, or difficulty, for communication tasks: entry, intermediate, and advanced.

This is an entry-level communication task because it simply requires listening to information, in a small group. You may not need to speak much, but, listening is just as important as speaking when it comes to effective communication.

Activity Two

You are part of a flagging team working on a remote section of highway that is under construction.

During the Site Supervisor's morning safety meeting, a very loud piece of machinery started up.

You heard everything that was said, but you are concerned that some of your co-workers may not have been able to hear the Supervisor clearly.

Who should you speak to about your concerns and what would you say to each person you speak to?

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Activity Two: Review

Skills Coach Suggestions:

There are multiple people you could speak with.

1. Your co-workers

- Ask whether they were able to hear what was being said during the meeting.
- If they did not, either tell them what you heard, or suggest that they speak with the Site Supervisor to make sure they know the important details for the day.

2. Site Supervisor

- Let them know that the background noise made it difficult to hear during the safety meeting
- If your co-workers said they missed a lot of the information, suggest that the Site Supervisor call an additional meeting to review the information.

3. The Machinery Operator/Site Supervisor:

- Ask whether heavy machinery can be left off during the safety meetings.

If your answer was different than these suggestions, that doesn't mean it's wrong! A strong answer to this question involves identifying one or more people might have been impacted by the loud noise and asking them questions and/or informing them about the problem.

This is an intermediate-level communication task. It is more complex than the previous task because it involves more people and there are more barriers to understanding. It also involves communicating different things to different people. And, for each person you speak with, their response will inform what you do next.

Importance of Communication skills

Developing communication skills help individuals to build strong relationships with co-workers, friends and community including those from different backgrounds and cultures. The ability to listen, pay attention to and understand others impacts one's capacity to collaborate (teamwork), solve problems and innovate new ways of doing things whether at work or in your daily life. For more information on Communication visit the skill components and proficiency descriptors on the **Skills for Success** Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the **Douglas College** Website.

Continue the Journey

How can you continuously improve your communication skills?

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Creativity & Innovation

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

What is creativity & innovation?

The Office of Skills for Success defines creativity & innovation as:

Your ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.

Reflection

There are many tasks that require creativity & innovation.

Check off the creativity & innovation tasks that you can confidently complete.

☐ Generate new ideas when guided or encouraged by others.
For example, with encouragement from your family discuss weekend activities ideas.

☐ Use my imagination and curiosity to generate ideas on my own.
For example, think of weekend activity options on my own.

☐ Communicate or share your ideas with others.
For example, discuss options for increasing efficiency with co-workers.

☐ Be open to other people's new ideas and suggestions to do things differently.
For example, listen and consider the benefits and drawbacks of other people's suggestions to increase office efficiency.

☐ Encourage others to discuss ideas for improving upon processes.
For example, lead a group brainstorming session to improve the sales of eco tours and making sure everyone has an opportunity to contribute.

☐ Try out new ideas.
For example, make an effort to do something differently even if it seems challenging at first.

☐ Learn from mistakes and failures and develop new ideas from them.
For example, when a new recipe doesn't work out instead of giving up, alter the recipe based on what you learned.

Look at the tasks you did not check off. We call these your "skills to build".

How do you use your creativity & innovation skills at home and/or at work?

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Activity One

You work as a customer service representative in a local store.

Your supervisor asks you to create a merchandise display beside the Customer Service Desk to highlight three products that will be on sale this week.

Which of the following options demonstrate your ability to be creative?
(Select all that apply)

☐ Brainstorm ideas for the display with your supervisor.

☐ Look at other displays in the store to get ideas, then modify what has been done before to suit the sale items.

☐ Put together the display, then ask your co-workers for feedback and make changes based on their ideas.

Activity One: Review

Skills Coach Answer:

All of these actions demonstrate creativity!

The Skills for Success has three levels of complexity, or difficulty, for creativity & innovation tasks: entry, intermediate, and advanced.

This is an entry-level creativity & innovation task. To demonstrate creativity in this situation you need to generate and try out some new ideas, but there are people available to help you out. There is also plenty of opportunity to try one idea for the display, then make changes over time. The impact of trying out an idea that doesn't work is very low.

Activity Two

Your supervisor was very happy with the small display you set up for the sale products, and now they would like you to create an eye-catching window display at the front of the store.

The goal is to increase customers coming in to the store from the street. You have the freedom to do whatever you think will work.

How could you use this request to show your creativity and innovation skills? What will you do if your first attempt doesn't have the desired result of increasing customers?

Activity Two: Review

Skills Coach Suggestions:

There are multiple people you could speak with.

- Imagine the display from a customer's perspective.
- Choose some of the bestselling store items to include in the display.
- Display items that have not been highlighted before.
- Watch how customers respond to the display and make changes over time.
- Encourage your co-workers and customers to share their thoughts and ideas with you and make changes based on their feedback.

If your answer doesn't match the Skills Coach's suggestions, that doesn't mean it's wrong! There are so many ways to use your creativity. A strong answer to this question is one that considers the purpose of the display (to attract customers) and makes decisions based on that purpose. And it's important to be open to making changes over time!

This is an intermediate-level creativity and innovation task. To complete this task, we have to consider what we've done in the past and how we could do things differently in the future. We also need to actively monitor the results to see if our initial choices are effective. If they are not, we need to make ongoing changes by generating new ideas and approaches, until we are successful.

> **Importance of Creativity & Innovation skills**
>
> A curious mindset contributes to developing creativity and innovation skills which are important for overcoming the challenge of coping with change and thinking of new ways to do things and solving problems. Employers are increasingly seeking people who can apply creativity and innovation skills to their work in our increasingly diverse workplaces. For more information on Creativity and Innovation visit the skill components and proficiency descriptors on the **Skills for Success** Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the **Douglas College** Website.

Continue the Journey

How can you continuously improve your creativity & innovation skills?

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Digital

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

What are digital skills?

**The Office of Skills for Success defines digital skills as:**

Your ability to use digital technology and tools to find, manage, apply, create and share information and content.

Reflection

Check off the digital tasks that you can confidently complete.

☐ Use digital devices.
For example, computers, tablets and smart phones.

☐ Use word processing apps/software.
For example, Microsoft Word (PC) or Pages (Mac).

☐ Use social media platforms.
For example, Facebook, Instagram or LinkedIn.

☐ Apply online safety practices to protect personal information.
For example, creating strong passwords and only clicking on links you trust.

☐ Download and update phone apps.
For example, downloading apps from the App Store (Apple) or Google Play Store (Android) and regularly checking for updates.

☐ Run computer security scans to check for corrupt files, viruses or malware.
For example, using built-in programs like Windows Defender or paid programs like Norton Antivirus.

☐ Complete and submit online forms.
For example, job application forms or online order forms.

☐ Think critically about the credibility of online information.
For example, when reading a post on social media or online news, considering who posted it, where the information came from, and whether the information is true/accurate.

☐ Write code to create custom digital applications.
For example, using html or java script to create a personal/business website.
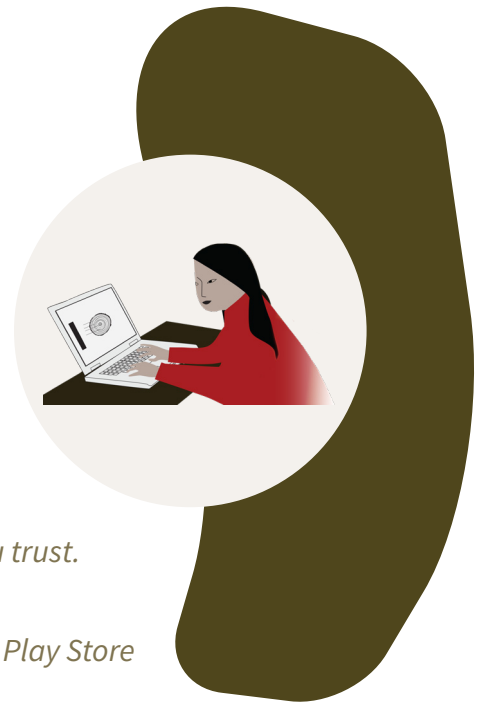
Look at the tasks you did not check off. We call these your "skills to build".

How do you use your digital skills at home and/or at work?

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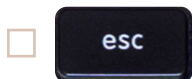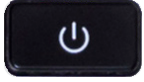_____

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Activity One

Which button would you press to turn the computer on?

☐   esc

☐   ▶‖ F8

☐   ⏻

☐   ⌘ command

Activity One: Review

Skills Coach Answer:

To answer the question, you located the power button on a computer keyboard.

The Skills for Success has three levels of difficulty for digital tasks. Entry, Intermediate and Advanced. This is an entry-level digital task because it involved recognizing a basic function on a common digital device. With this task, we needed to identify the symbol that is most often used to represent the "power" function on digital devices.

Activity Two

You are flying into a remote community with your fire fighting team tomorrow. You want to make sure you have the most up-to-date flight information, as flight schedules have been unpredictable lately.

How can you make sure you have the latest information? *(Select the two best options)*

☐ Download and set up the airline's app on your phone.

☐ Bookmark the airport's flight status page on your computer and check the website before you leave for the airport.

☐ Set up your email to notify you when the airline sends out information.

☐ Ask a friend to keep you updated.

Activity Two: Review

Skills Coach Answer:

- **Download and set up the airline's app on your phone.**
- **Set up your email to notify you when the airline sends out information.**

The two best options for this task are to either download and set up the airline's app on your phone or to set up your email to notify you when the airline sends out information. While you could find your flight information by bookmarking the arrivals and departures link, it would not be as quick or convenient. The same applies to asking a friend to keep you updated.

This is an intermediate-level digital task because we had to identify how technology could help us complete a specific task. And, we had to know how to use that technology – in this case, a phone app and email. We are using our digital skills to locate up-to-date and reliable online information sources to inform our decisions.
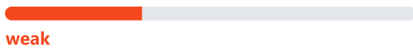
Activity Three

Having a strong password helps keep your online accounts safe.

Which of the following is the strongest password?

Password

| • • • • • |

■■■■■

weak

Password

| • • • • • • |

■■■■■■

medium

Password

| • • • • • • • • • • |

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strong

☐ Plant

☐ Plant 123

☐ Planting

☐ Planting379!

Activity Three: Review

Skills Coach Answer:

Planting379!

Strong passwords for online accounts should be eight or more characters and should include a variety of letters (lower-case and upper-case), numbers and symbols.

This is an advanced digital task because you need an understanding of how digital accounts and information technology systems work. It involves considering the differences between each of the provided password options and identifying which one would be the most difficult to guess or "hack".

In this example, we had password choices that included five lower-case letters (plant), eight lower-case letters (planting), upper- and lower-case letters and numbers (Plant123), and - the correct choice (Planting379!) - which has upper- and lower-case letters, numbers, and a symbol (the exclamation mark).

Using a random string of characters would be even stronger than using a common word, like "plant", but this can make passwords difficult to remember. People with a lot of online accounts sometimes use an encrypted password manager to remember their passwords.

Importance of Digital skills

In today's rapidly evolving world of technology the ability to understand and confidently use digital skills is more important than ever, at work and in daily life activities.

For more information on Digital Skills visit the skill components and proficiency descriptors on the **Skills for Success** Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the **Douglas College** Website.

Continue the Journey

How can you continuously improve your digital skills?

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Numeracy

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

What is numeracy?

The Office of Skills for Success defines numeracy as:

Your ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.

Reflection

Check off the numeracy tasks you can confidently complete.

☐ Perform simple calculations using addition or subtraction.

☐ Perform more complex calculations using multiplication or division.

☐ Perform calculations that require multiple steps/operations.
For example, finding the average test score for a class of 30 learners (add all of the scores and divide by 30).

☐ Convert numbers from one unit of measurement to another.
For example, converting inches to feet or grams to ounces.

☐ Perform financial transactions.
For example, giving change for a cash payment or adding a tip to a dinner bill.

☐ Measure quantities or dimensions.
For example, measuring the area of a room.

☐ Use templates to organize numerical data.
For example, creating a work schedule for shift workers or managing a budget.

☐ Analyze numerical data to identify trends or compile statistics.
For example, reviewing twelve months of financial transactions to identify the highest and lowest sales periods.

☐ Make estimations when values are unknown.
For example, estimating the amount of time required to complete a task.

Look at the tasks you did not check off. We call these your "skills to build".

How do you use your numeracy skills at home and/or at work?

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Activity One

Tom was rushed when he left for work this morning and forgot to get gas on the reserve. He ended up paying $50.00 for gas at an off-reserve gas station. If he had filled up at the reserve gas station, where fuel tax is not charged, he would have saved $7.00.

How much would Tom have paid for the same amount of gas at the reserve gas station?

☐ $7.00

☐ $25.00

☐ $37.00

☐ $43.00

Activity One: Review

Skills Coach Answer:

$43.00

To answer this question there are two steps:

- First, you need to identify the mathematical operation (addition, subtraction, multiplication, or division) needed to complete the task. In this case you need to use subtraction.
- Second, is to use that operation to find your answer.

So, 50 minus 7 is 43. That means Tom would have paid $43.00 for gas if he purchased it on the reserve.

The Skills for Success has five levels of difficulty for numeracy tasks. This is a level one numeracy task because we had to identify and use one mathematical operation. With level one tasks, operations are used one at a time. Identifying the numbers we need to use to complete a numeracy task is also known as "translation".

Activity Two

You and your cousin need to fly from Calgary to Fort McMurray to work a 14-day cycle in camp. You have been asked to purchase both plane tickets. One plane ticket for this flight costs $1,300.00, without GST (which is 5%).

How much is the total cost of the two tickets, including GST?

☐ $1,365.00

☐ $2,730.00

☐ $2,800.00

☐ $125.00

Activity Two: Review

Skills Coach Answer:

$2,730.00

This question is more complex than the first question. It requires multiple steps of calculation. Additionally, you need to recognize that GST must be added to the total ticket cost. This question also requires you to identify that two operations, multiplication and addition, are needed.

There are two ways to perform these operations.

Option 1:

1. First, you multiply the flight cost by 2 tickets.
   $1,300.00 (flight cost) x 2 (tickets) = $2,600.00
2. Second, you multiply the cost of the two flights by the 5% GST.
   $2,600.00 (2 flights) x 5% (GST) = $130.00
3. Third, you add the cost of the tickets to the cost of the GST, this will give you the correct answer to this question.
   $2,600.00 (2 flights) + $130.00 (GST) = $2,730.00 (total cost of two tickets, including GST)

Option 2:

1. First, you multiply the cost of one flight by the 5% GST.
   $1,300.00 (flight cost) x 5% (GST) = $65.00
2. Second, you add the cost of the ticket to the cost of the GST.
   $1,300.00 (flight cost) + $65.00 (GST) = $1,365.00 (total cost of one ticket, including GST)
3. Third, you multiple the total cost of one ticket by two, this will give you the correct answer to this question.
   $1,365.00 (flight cost, including GST) x 2 (tickets) = $2,730.00 (total cost of two tickets, including GST)So, 50 minus 7 is 43. That means Tom would have paid $43.00 for gas if he purchased it on the reserve.

This question has a higher level of complexity than the previous question. This is a level two numeracy task because we needed to complete two types of calculation: addition and multiplication over several steps. And we needed to know how to calculate percentages and interpret the results.

Activity Three

At the airport you meet another worker taking the same flight to Fort McMurray. They had found an online discount coupon for their flight. Your ticket cost $1,300.00. But their ticket only cost $975.00.

What percentage discount did the coupon provide?

☐ 25%

☐ 40%

☐ 0%

☐ None of the above.

Activity Three: Review

Skills Coach Answer:

25%

This question is more complex than the previous ones.

1. First, you take the last-minute flight cost of $1,300.00 and subtract the discounted ticket price of $975.00, which would leave you with $325.00.
   $1,300.00 (last-minute flight cost) - $975.00 (discounted ticket) = $325.00
2. Next, you would take the discounted amount of $325.00 and divide by the original ticket price of $1,300.00 to determine the percentage.
   $325.00 (discount amount) ÷ $1,300.00 (full last-minute ticket price) = 0.25
3. Finally, you then need to recognize that 0.25 is 25% and decide the coupon provided a 25% discount.

This is a level three numeracy task; it is more complex than the previous questions. We had to make connections between the information we know (the two different ticket prices) and the information we are trying to figure out (the percentage difference between these two ticket prices). We used a combination of operations (subtraction and division) to complete this task.

> **Importance of Numeracy skills**
>
> Understanding mathematical computations allows us to manage our budgets and more, however understanding numbers goes beyond basic arithmetic and helps us to understand the world we live in. For example, a steady rise in global temperatures over time allows us to interpret and understand complex global phenomena like climate change.
>
> For more information on Numeracy Skills visit the skill components and proficiency descriptors on the **Skills for Success** Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the **Douglas College** Website.

Continue the Journey

How can you continuously improve your numeracy skills?

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Problem Solving

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

What is problem solving?

The Office of Skills for Success defines problem solving as:

Your ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success and learn from the experience.

Reflection

There are many tasks that require problem solving.

Check off the problem solving tasks that you can confidently complete.

☐ Find accurate information to fix a problem on my own.
For example, labels or text messages with product instructions.

☐ Ask for help solving a problem, when needed.
For example, calling an internet provider to help fix a lost connection.

☐ Evaluate the different possible actions you could take to solve a problem.
For example, decide the easiest way to locate a phone number which could be by calling a friend, finding a business card or looking online.

☐ Think critically about a problem, and break it into parts to determine potential causes and/or solutions.
For example, watching YouTube video's or read the manual to help diagnose the sound your washing machine is making.

☐ Consider solutions that have worked before and apply them to a new problem.
For example, Indigenous communities have adapted traditional fishing traps to catch trash and clean up floating garbage while still allowing water and fish to pass through to clean unpolluted waterways.

☐ Reflect on how I managed a problem and learn from the experience.
For example, reading and considering information from multiple websites, books, or other pieces of text before making a decision.

Look at the tasks you did not check off. We call these your "skills to build".

How do you use your problem solving skills at home and/or at work?

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Activity One

You work as a Healthcare Aide in an Elders Care Home.

On your daily rounds, one of the Elders who is usually quite healthy tells you that they have a fever. You take their temperature and confirm that it is slightly higher than normal.

The Care Home's policy is to report all new health issues to the shift supervisor, so that they can contact a doctor and/or coordinate treatment as required.

What is the first thing you would do in this situation?
(Select one response)

☐ Give the Elder two Tylenol and tell them to go back to bed.

☐ Wait a couple of hours to see if the fever goes down.

☐ Report the Elder's fever to the shift supervisor.

☐ Call a doctor.

Activity One: Review

Skills Coach Answer:

Report the Elder's fever to the shift supervisor.

The Skills for Success has three levels of complexity, or difficulty, for problem solving tasks: entry, intermediate, and advanced.

This is an entry-level problem-solving task. It requires you to make a single decision, in a familiar environment (your workplace), and there is an existing procedure to follow. Because the fever is only slightly higher than normal temperature, it is safe to assume that this is not an emergency situation which might require deviating from the usual procedure.

Activity Two

You work as a Prep Cook in the kitchen of a busy local restaurant.

The large sink used to wash food items is clogged and can't be used.

There are still fruits and vegetables to be washed and prepared for the lunch rush, which is an hour away.

What could you do to help solve this problem? *(Select all that apply)*

☐ Find containers large enough to wash and rinse the food.

☐ Inform the Kitchen Manager that there is a maintenance issue.

☐ Ask the cook to change the items on the lunch menu to use frozen produce that has already been washed, instead of fresh items.

☐ Use the clogged sink and hope for the best.

Activity Two: Review

Skills Coach Answer:

- **Find containers large enough to wash and rinse the food.**
- **Inform the Kitchen Manager that there is a maintenance issue.**
- **Ask the cook to change the items on the lunch menu to use frozen produce that has already been washed, instead of fresh items.**

This is an intermediate-level problem-solving task. We must consider the problem and identify who is impacted by it in order to come up with a solution.

Additionally, there are both short-term and long-term considerations in this situation. In the short term, we need to make sure lunch can be served. We can do this by either finding a way to wash the produce, or by finding a way to change the menu so that the produce isn't needed. Then we also have to resolve the long-term issue of the clogged sink so that it doesn't impact additional meals.
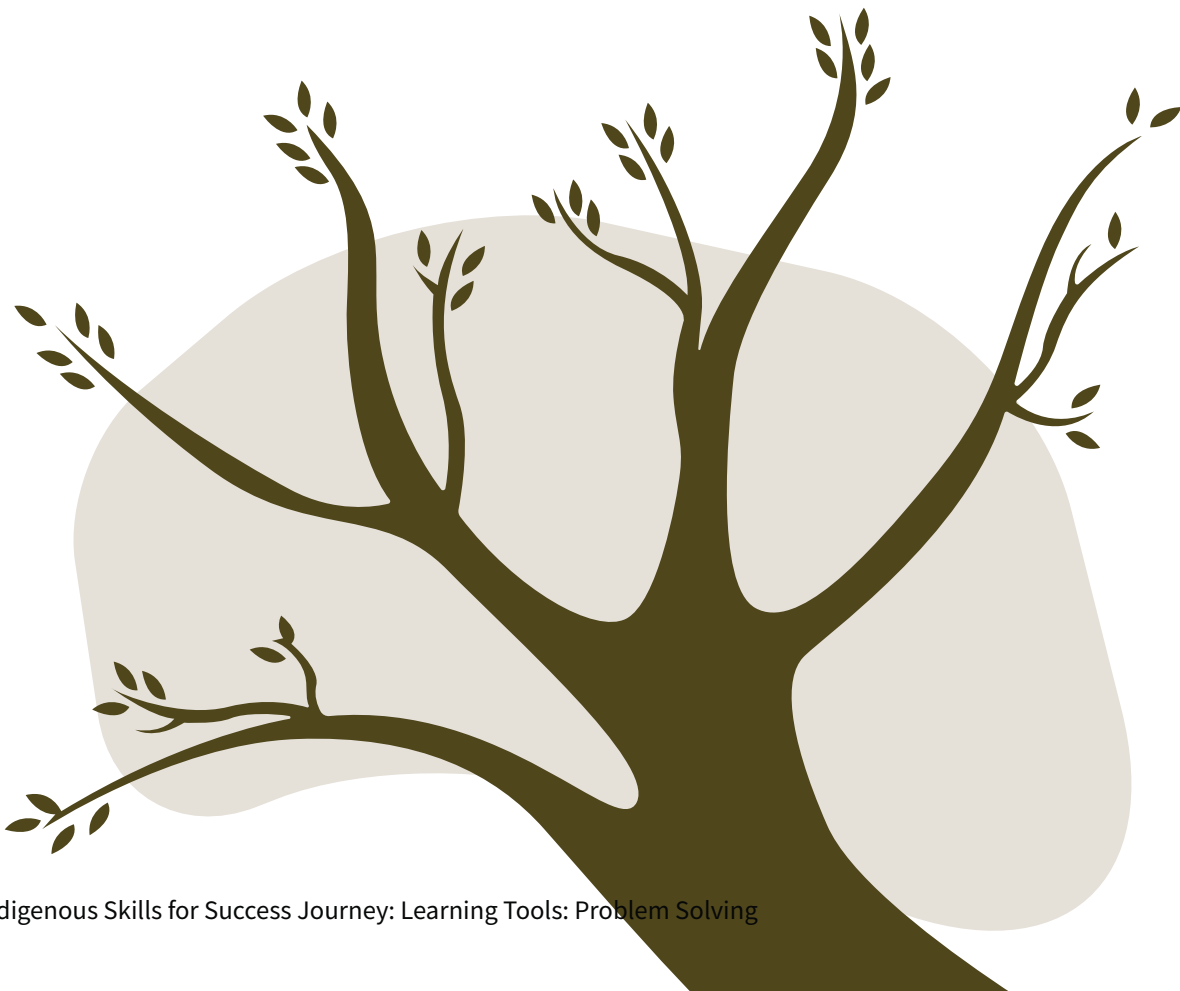
Activity Three

You are the Environmental Coordinator for your band.

When you arrive at the project site, you do a quick inventory and notice that the pond liners, soil test kits and other important materials for your work are not there. The project is tightly scheduled and you must conduct your assessment before additional work can be completed.

What are one or two things that you could do to solve this problem?

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Activity Three: Review

Skills Coach Suggestions:

- **Phone the supply company to see if/when the materials will arrive.**
- **Phone a different supplier, if one is available, and see whether they can provide the missing materials.**
- **Call the Project Manager for the development project to see if they have any flexibility in their work schedules, to give you additional time to resolve the problem.**

If your answer isn't the same as the Skill Coach's suggestions, that doesn't mean it's wrong! Most problems have lots of possible solutions. A strong answer to this question is one that helps you learn more about the problem (for example, finding out why the materials haven't arrived yet) or helps you resolve the problem (for example, identifying an action you could take).

This is an advanced-level problem-solving task because there are several issues to identify and unknown factors to consider. Additionally, there could be multiple significant consequences if the problem is not resolved – such as increased cost or schedule delays.

There will be multiple steps required to solve this issue and you may need to wait for additional information and/or other people before the problem can be fully resolved. This is also an example of a problem that you want to avoid in the future. So, it will be important to understand what happened to cause the problem and then take measures in the future to prevent it from happening again.

> **Importance of Problem-Solving skills**
>
> Your ability to solve problems effectively is important and requires you to interpret and evaluate information, make decisions and prioritize actions. Building problem-solving skills will improve the way you carry out activities and achieve your goals at work or in other life situations. For more information on Problem-Solving skills visit the skill components and proficiency descriptors on the **Skills for Success** Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the **Douglas College** Website.

Continue the Journey

How can you continuously improve your problem solving skills?

Reading

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

What is reading?

The Office of Skills for Success defines reading as:

Your ability to find, understand and use information presented through words, symbols and images.

Reflection

There are many tasks that require reading.

Check off the reading tasks that you can confidently complete.

☐ Read and understand short pieces of text.
For example, read a medicine bottle label to identify the dosage of a medication to give a child.

☐ Read and understand written instructions.
For example, read to follow a workplace process on how to submit electronic time sheets.

☐ Read to locate specific information.
For example, finding a company's phone number on their website.

☐ Skim long pieces of text to identify the key ideas.
For example, read a request for proposals to understand the main objectives of the call.

☐ Identify relevant versus irrelevant information in a piece of text.
For example, read a newspaper article about a water advisory to share only the information on how to sterilize water for safe consumption.

☐ Read and combine information from several sources.
For example, before deciding on a what job to pursue review labour market information from several different sources to gain a fuller perspective.

☐ Read and understand complex visual information.
For example, read and interpret blueprints, graphs, charts, or schematic drawings.

☐ Read and understand complex or formal documents.
For example, read mortgage or rental agreement documents.

Look at the tasks you did not check off. We call these your "skills to build".

How do you use your reading skills at home and/or at work?

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Activity One

Band members must dress to work in a variety of weather conditions when harvesting medicinal ingredients.

According to the forecast, what is the temperature expected to be on November 21?

Sat 18/11	Sun 19/11	Mon 20/11	Tue 21/11	Wed 22/11	Thu 23/11	Fri 24/11
Mainly sunny	A few flurries	Sunny	Mainly sunny	Cloudy with showers	Snow	A mix of sun and clouds
4°	-1°	2°	8°	3°	-1°	2°

☐ 6° C

☐ 8° C

☐ 3° C

☐ 9° C

Activity One: Review

Skills Coach Answer:

8° C

In this question you were asked to locate a specific piece of information: the temperature. Once you know what information you are looking for, this question requires three steps:

- First, you scan the forecast to locate the date: November 21.
- Second, you locate the temperature on that date: 8 degrees Celsius.
- Third, you decide that the answer is 8 degrees Celsius.

The Skills for Success has five levels of difficulty for reading tasks. This is a level 1 task because you had to find a single piece of information. We know that reading includes words, symbols and images. In this example, we had to read all three types.

Activity Two

According to the weather forecast, on which days should band members plan on having raingear?

Sat 18/11	Sun 19/11	Mon 20/11	Tue 21/11	Wed 22/11	Thu 23/11	Fri 24/11
Mainly sunny	A few flurries	Sunny	Mainly sunny	Cloudy with showers	Snow	A mix of sun and clouds
4°	-1°	2°	8°	3°	-1°	2°

☐ Saturday and Sunday

☐ Monday

☐ Wednesday

☐ All of the days require raingear

Activity Two: Review

Skills Coach Answer:

Wednesday

Once you know what information you are looking for, this question requires four steps:

1. First, you scan the forecast to identify how rain is represented. This forecast uses icons and words to describe the weather.
2. Second, you infer the icon showing a grey cloud with raindrops and the word "showers" mean that raingear is needed.
3. Third, you look at each day and identify which day or days have the rain icon and/or the word "showers": Wednesday.
4. Fourth, you look at the list of answers and decide that the correct answer is Wednesday.

This question is more difficult than the previous question. This is a level two reading task because you had to review the forecast multiple times (looking at the predicted weather on each of the seven days) to come to an answer.

You also had to make an inference about what it meant to "need raingear". An inference is when we come to a conclusion based on the information we have. For example, you could have initially thought that band members should also have raingear on Sunday and Thursday - when the forecast calls for snow. But since "Sunday, Wednesday, Thursday" was not one of the answer options, you could infer that the question was simply about rain, not snow, and therefore the answer was just "Wednesday".

Activity Three

Different seasons bring different weather patterns.

What factor in the chart below can help band members predict when they might get snow instead of rain?

Sat 18/11	Sun 19/11	Mon 20/11	Tue 21/11	Wed 22/11	Thu 23/11	Fri 24/11
Mainly sunny	A few flurries	Sunny	Mainly sunny	Cloudy with showers	Snow	A mix of sun and clouds
4°	-1°	2°	8°	3°	-1°	2°

☐ Location

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☐ Air quality

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☐ Time

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☐ Temperature

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Activity Three: Review

Skills Coach Answer:

Temperature

You are looking for something that is different about the days that call for snow.

Once you know what information you are looking for, this question requires four steps:

1. First, you scan the forecast to identify how snow is represented. As we learned in the previous question, this forecast uses icons and words to describe the weather.
2. Second, you infer the icon showing a cloud, sun, and snowflakes with the word "flurries" means snow. Additionally, the icon showing a cloud and snowflakes with the word "snow" also means snow.
3. Third, you look for a common factor between these two days (Sunday and Thursday) that makes them different than the day that predicts rain (Wednesday).
4. Fourth, you notice that Sunday and Thursday are the only two days with predicted temperatures below zero (represented by negative numbers), determine the correct answer is temperature.

This question has several things that make it more complex than the first two questions because you had to use information from multiple parts of the forecast to figure out the answer. You had to infer that "flurries" and "snow" both meant snow and then compare the information about these days to the information about the other days.

> **Importance of Reading skills**
>
> Building reading skills is important for daily activities whether at work or in life to understand and interpret the world around you. For more information on Reading Skills visit the skill components and proficiency descriptors on the **Skills for Success** Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the **Douglas College** Website.

Continue the Journey

How can you continuously improve your reading skills?

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Writing

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

What is writing?

The Office of Skills for Success defines writing as:

Your ability to share information using written words, symbols and images.

Reflection

There are many tasks that require writing.

Check off the writing tasks that you can confidently complete:

☐ Write brief text (less than a paragraph).
For example, a grocery list or a reminder note.

☐ Follow a template to write text.
For example, fill in the entry fields on a time sheet for your employer.

☐ Write text that is a paragraph or longer.
For example, a letter, email or memo.

☐ Use correct grammar and spelling when writing.

☐ Write with a clear purpose.
For example, request information or providing instructions.

☐ Write informal text.
For example, casual text messages or notes to friends and family.

☐ Write formal text.
For example, emails to your employer or reports at work.

☐ Identify and apply the appropriate tone for a piece of writing.
For example, compassionate, celebratory, or apologetic.

☐ Write text that requires original content, without a template.
For example, write a new report at work or draft a long email message.

☐ Write to influence the actions or ideas of other people.
For example, create a business plan or funding proposal.

How do you use your writing skills at home and/or at work?

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Activity One

You and your cousin have planned to meet for lunch on Wednesday afternoon. On Wednesday morning, you get a text message from them that says, "Hi, are we still going out for lunch today?"

Hi, are we still going for lunch today?

Write a text message that you could send in response.

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Activity One: Review

Skills Coach Suggestions:

1. **"Yes, I'm looking forward to meeting you for lunch today. Let's meet at (provide information on time and location)"**
2. **"No, sorry but I can't make it anymore."**

If your answer isn't the same as the Skill Coach answer, that doesn't mean it's wrong! There are many ways to respond.

This is a fairly straight-forward writing task. The answer is either yes or no. How formal you want to be depends on your relationship with your cousin. A short and informal response (such as the Skills Coach suggested) would be fine here. But a more formal or longer message would also be appropriate if that's how you prefer to communicate!

The Skills for Success has five levels of difficulty for writing tasks. This is a level one writing task because you are writing to inform someone and the writing is less than a paragraph. Anything less than a paragraph to organize, remind or inform someone is considered a level one task.

Activity Two

Your supervisor in the fish processing plant where you work
wants you to contact an equipment rental company to get an extra
forklift for a large shipment leaving next week. The supervisor wants to know what rental
options are available. The company's name is Quick and Easy Rental.

New message — ↗ ✕

← → ↻

To: Quick and Easy Rental

Subject: Forklift rental for next week

A 🔗 ✏ 🖼 🔍 Send ▾

Write an email that you could send to Quick and Easy Rental.

Activity Two: Review

Skills Coach Suggestion:

"Hello Quick and Easy Rental,

Our company needs to rent a forklift for next week. What kind of rental options do you have available?

Please provide the costs for renting by the hour, day and week.

Thank you for your time,

[Your name]"

If your answer isn't the same as the Skill Coach answer, that doesn't mean it's wrong! There are many ways to respond.

This is a slightly more complex writing task than the first question. Because you are requesting information, you need to be clear about what information you want from the rental agency. The writing in this email should be a little more formal than the writing in a text to a friend or family member.

A strong response to this question includes: a greeting, a description of why you are contacting the company, a clear request for information, and a sign-off that includes your name.

This is a level two writing task. In addition to getting your message across, level two tasks also require the right tone, grammar and spelling.
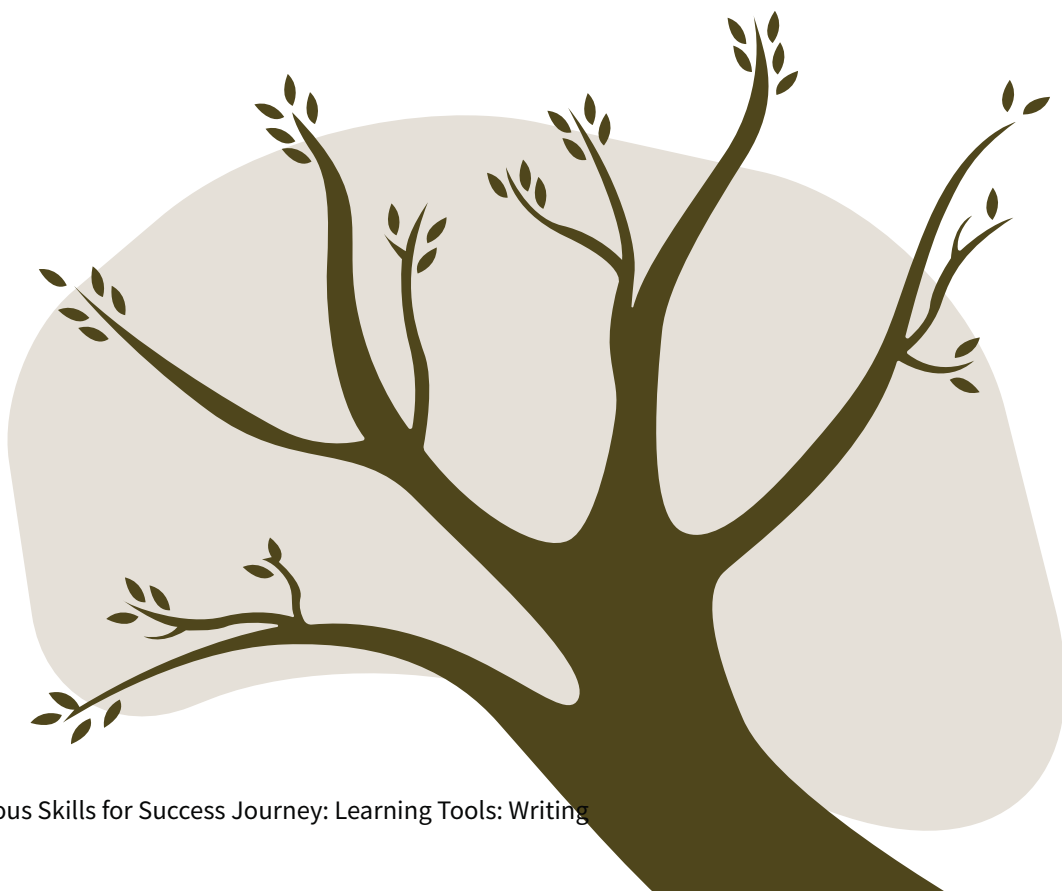
Activity Three

You work as a shipper-receiver and must write a damage report to your supervisor, Rita, regarding a recent shipment of toothpaste.

The pallet of 30 cases arrived at the warehouse on April 15th. When you inspected it with the delivery driver you noticed that half of the cases were damaged. You accepted the delivery, but noted the damage on the delivery slip and had the delivery driver sign it. You are concerned the entire shipment might be contaminated, so you don't want to add it to the warehouse inventory.

DAMAGE REPORT

To: Rita	**Date:** March 1, 2024
Re: Toothpaste Delivery	

Priority:
☐ Low
☒ Medium
☐ High

Comments:

Write a short report that you could send to your supervisor to inform her of the issue. *(5-6 sentences)*

Activity Three: Review

Skills Coach Answer:

"**Attention: Rita**

A toothpaste shipment was delivered to the warehouse on April 15th. I unloaded the pallet, which contained 30 cases of toothpaste.

Upon closer inspection, I noticed that half of the cases were damaged. I brought this to the driver's attention and recorded the information on the paperwork.

Given what happened, I am concerned about the safety and quality of the toothpaste. I think it might be best if we return the entire shipment. I have set the order aside for now and will wait for your direction.

[Your Name]"

If your answer isn't the same as the Skill Coach answer, that doesn't mean it's wrong! There are many ways to approach this writing task.

A strong response to this question includes: a description of the issue and a description of what actions you have taken so far.

This is a level three writing task. You need to provide specific details to inform the supervisor about the situation. This information should be clear, organized and factual. For example, you should include the date, the number of cases that were damaged, and what you are concerned about. You may have included questions in your report to request direction from the supervisor on what to do next.

> **Importance of Writing skills**
>
> Writing is used to communicate and share information. Developing writing skills are important whether communicating through digital platforms, paper or other methods. For more information on writing skills visit the skill components and proficiency descriptors on the **Skills for Success** Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the **Douglas College** Website.

Continue the Journey

How can you continuously improve your writing skills?