

Integrating Foundational Learning



A training and mentoring project

Project results and helpful practices

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Integrating Foundational Learning: A training and mentoring project

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The following organizations and mentors participated in the project:

Calgary Catholic Immigration Society: Computer Training Program

Calgary Workers' Resource Centre

Canadian Mental Health Association: Peer Options, The Art of Friendship program

Deaf and Hard of Hearing Society: Family Focused American Sign Language program

Families Matter

Momentum: ABCs of Small Business

SCOPE Integrated Community Kitchen

Mentors:

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I can't thank all of you enough for your enthusiasm for this work and your willingness to grow through this project with me. I am so grateful that we are able to share our learning with others.

- Terri Peters, Project Manager and Facilitator for the Integrating Foundational Learning Project



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Overview of the project

Integrating Foundational Learning (IFL) was a special project funded through Calgary Learns' Initiative Funding. The project ran from September 2010 – October 2011.

Calgary Learns identified a specific need for training and mentoring of funded-agency staff in two categories of funded programs: Community Issues and Employability Enhancement. These programs offer meaningful learning opportunities to adult learners and intuitively meet foundational learners at their skill levels.

Foundational learning refers to the basic skills or competencies adults require to fully participate in life: the ability to participate as neighbours and citizens, have satisfying employment and prepare to pursue further learning (Calgary Learns, 2011).

The IFL project was designed to make explicit the literacy and essential skills included in foundational learning and to help program staff strategize around embedding this foundational learning in their programs. Project activities included the assessment of current program goals and group training on identifying and integrating foundational learning in their programs. A mentor assisted each program throughout the project.

Project activities

The activities in a nutshell:

- Teach program facilitators and their mentors what literacy and essential skills are.
- Observe programs to see which literacy and essential skills they already include in their training.
- In discussion with facilitators, decide which literacy and essential skills it would be best to teach their students.
- Teach facilitators literacy and essential skills strategies they can embed into their current training.
- Mentors help the facilitators embed the literacy and essential skills and reflect on their facilitation and the content they teach.

All organizations participated in the initial workshops:

- Orientation to the Integrating Foundational Learning (IFL) project and introduction to foundational learning
- Introduction to learning styles and plain language
- Assessment and evaluation

During the orientation, each organization learned about literacy and the nine essential skills:

- Reading
- Document use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Thinking
- Computer Use
- Continuous Learning

All organizations identified the literacy and essential skills they felt they were already delivering in their programs and the skills they felt they should be teaching their students.

Then the Project Manager/Facilitator observed a class or two at each organization. This observation and the organizations' facilitators' preferences for training then dictated the rest of the workshops the Project Manager/Facilitator offered to the organizations. The workshops are below, in order of popularity. Each workshop taught facilitation techniques to the various organizations' facilitators for the following literacy and essential skills:

- Working with others
- Thinking: Critical and creative thinking for problem solving
- Oral communication: Listening and speaking skills
- Computer use
- Writing common communication documents – emails, memos, and business letters
- Significant use of memory – techniques to help participants practice and remember American Sign Language between classes – customized workshop for DHHS
- Teaching thinking skills and problem solving to increase financial literacy and numeracy – customized workshop for Momentum
- Understanding documents

Objectives of the project

- Focusing on strengths, help Calgary Learns' funded Community Issues programs and selected Employability Enhancement programs identify how literacy and essential skills are embedded in their foundational learning programs and identify what literacy and essential-skills based activities and processes each organization needs to embed into their foundational learning courses.
- Use group training to teach program staff how to embed literacy and essential skills-based activities into their courses and to learn best practices from each other.
- Use adult and family literacy specialists as mentors to assist individual programs in embedding literacy and essential skills into their foundational learning programs.

Successes of the project

Some organizations redesigned their programs and intake processes.

Momentum redesigned some of their start-up financial literacy and small business training based on their experience with the IFL Project. They recognized a gap between one entry level program and the next program to which students were promoted. They also recognized that not enough time was spent developing the essential skills required to be successful in the programs and in the student's small business. As a result, Momentum created three classes to replace the original two to better address the needs of the students and enhance their success in their businesses.

In Momentum's own words:

We knew we had an increase in participation from foundational learners in our programs. We knew our programs were struggling to meet their needs. The IFL Project helped us identify the gaps in training and gave us the courage and the tools to redesign the programs. Our new program structure will officially roll out in January 2012.

SCOPE Integrated Community Kitchen had never had a foundational teaching component as part of the community kitchen activities. Usually clients of SCOPE participated in the community kitchen as helpers. The concept of integrating foundational learning was completely new to the organization and to the staff hired to run the community kitchen. The SCOPE facilitator who participated in the IFL Project not only had to learn all of the foundational learning concepts herself, she also had to teach these

concepts to the individual support workers for SCOPE clients, mentor the support workers, and convince the community kitchen staff to allow her to teach the clients during community kitchen activities. And all while she was a new employee of SCOPE herself. It was a difficult task, but now SCOPE support workers, SCOPE clients, and the community kitchen staff are all excited to have foundational learning integrated into their work together.

In SCOPE's own words:

The training and mentor support from the Integrating Foundational Learning Project has enhanced learning in a number of ways over the past 5 months. Four learners participated in the testing out of new techniques on an active level, with additional feedback coming from other support workers and participants in the community kitchen.

Most learners are long-time participants in the Integrated Community Kitchen. Their understanding of the purpose of the kitchen and their participation in it related to production of meals for themselves and/or others. In short, they had not considered having learning goals associated with their participation. The requirement to identify learning goals caused stress, particularly in those with negative experiences of learning in school and other formal settings. Their goals were to have fun making food with other people. Therefore, learning support strategies had to look like natural social interaction, rather than teaching.

Canadian Mental Health Association's (CMHA) Peer Options program improved the way

they do intakes with new clients. They are now more sensitive to incoming clients' literacy needs and have a process in place to better understand the other needs clients express.

In Peer Options' own words:

In working with our mentor, we analyzed and improved our intake process. We no longer rely completely on our written referral form. Our mentor has guided us with a literacy conscious approach to ensure our learners are able to complete the process successfully. We have a shorter, simpler form and combine that with a second stage conversational interview. Our mentor suggested we ask the more difficult questions orally rather than list them on the form. Because of this format, more people are invited to come in for a face-to-face intake, which allows assessment in a relaxed, informal environment. Writing sensitive material can be intimidating to some clients with limited literacy (reading and writing) skills. A small percentage of our learners speak and write English only as a second language. We want to be sensitive to our learners' comfort in communicating. Receiving information through both mediums enables us to assess learners' fit in our program. We can assess their skill level tactfully, eliminating much anxiety.

Students enjoyed learning new skills.

Some quotations from various program evaluations:

Some participants said that it was fun!

These techniques empower adults to learn what they NEED to learn.

The foundational learning techniques helped students realize that there is a lot they already know.

Through observing and viewing, participants learn to interact with others in a more positive and meaningful way. Mentoring and modeling (such as role-plays) in the learning environment are essential to skill development.

These techniques help students to be active thinkers, share answers with each other, and discuss responses to questions and problems as a class.

The students felt their training needs were met and that they can use the skills acquired outside of the classroom in their real lives.

As our learners journey through our program they demonstrate enhanced proficiency in implementing foundational learning skills. They are independent thinkers with greater self-awareness and effective communication strategies. These enhanced abilities combine to create increased self-esteem and decreased anxiety and isolation. All graduates are more able to function comfortably and capably in a team.

Program learners who graduate from our current program are able to transition to other volunteer mentoring programs in our organization and get specialized mentor training. We survey these graduate learners once per year. This process involves self-evaluation and personal goal setting.

The facilitators in the various organizations felt learning how to embed literacy and essential skills in foundational learning was a valuable activity.

Some quotations from various program evaluations:

Support workers have said it has helped them give more choices to individuals in the program.

Over the project period, the work supporting social skills goals of learners (e.g., greetings, polite requests rather than demands) has transferred to other SCOPE staff who participate in the cook day. They are friendlier and have noted that the atmosphere makes it more fun for everyone.

I find it easier to get the students to understand the techniques I teach them.

The classroom is more active and encourages students to help each other, which will lead to improvements in everyone's knowledge in the class.

We were able to adapt instruction to the specific needs of each group of students. The students' learning goals are met on a more consistent basis.

The training challenged, in a safe and playful way, our tendencies towards certain methods of looking at problems or solving them.

The exercises are both simple and personal. They allow us to move beyond lecturing and the 'dead silence' to a more interactive and engaged learning experience with the participants. "That which is most personal, is most universal". These non-threatening ways of initiating engagement and conversation are very useful and create a sense of ease with the facilitators (especially new ones) who often feel a lot of pressure and need to 'teach'.

These techniques helped us build participant confidence and plan for future learning opportunities.

I feel inspired by everything I've learned – especially the Thinking Skills workshop. Embedding essential skills into programming really helps engage participants so that they are taking an active role in their learning.

After integrating the Thinking skill of problem solving into training: Each week, we would work as a group on a problem that one participant would bring forward. After two weeks, there was a waiting list of problems that people wanted to bring forward to discuss. Prior to this activity, participants had been much less likely to share information with the group.

So well facilitated. So much ease, humour, and expansiveness in how we could use and modify the techniques. It was very easy for us to use it with in-home support, small group learning, large group, and staff learning.

It has been gratifying and rewarding to have been walked slowly through our group process guided by our mentor. She has aided us in recognizing program facilitation skill enhancement opportunities. These in combination with the workshops facilitated by the IFL Project Manager provided us with additional exercises, graphic illustrations, and interactive activities all which will increase our effectiveness in reaching our diverse learners.

Organizations edited documents into plain language: program pamphlets, intake and referral forms, workshop manuals, posters for program rooms, and newsletters to clients.

Organizations had opportunities to share their learning stories.

Many of the organizations have presented on the project with the IFL Project Manager/Facilitator at the annual Literacy and Learning Symposium and a Calgary Learns networking event.

This Project Report is one way we can share our learning with you. We will continue sharing through our own networks and through various Literacy Alberta and Calgary Learns activities in future. We hope this report has given you some valuable insights into the positive impact that integrating literacy and essential skills can have on your own programs.

Challenges of the project

Adult learners sometimes have difficulty understanding why new learning is needed.

For some organizations, the concept of adding more learning into an established program felt overwhelming or intimidating for students. Formal strategies that made individuals feel less in control of their participation or pressured resulted in resistance. Some adults were uncomfortable with structured learning situations, most likely because of bad experiences with formal learning in school. This is a common issue for people with intellectual disabilities. The impact is heightened when the individuals also have mental health and behavioural issues.

Due to time constraints, it can sometimes be a challenge to put training into practice.

All of the organizations wanted more time to continue learning how to embed foundational skills into their programs. The facilitators also need time to get to know participants enough to talk about embedding new skills in the training. Our hope is that the organizations can continue to get together informally to learn from each other in future. Mentoring relationships may continue beyond the end of the project.

Staff turnover

For some organizations, there was staff turnover in the middle or near the end of the project. The outgoing staff were not always able to provide support around the IFL project. The Project Manager/Facilitator then had to orient new staff to the IFL project and essentially begin from the beginning. As a result, some organizations had longer to integrate foundational skills than others.

Resistance from other staff in the organization as foundational learning skills are integrated.

It takes time for people to understand what foundational learning, literacy and essential skills are. Initial resistance occurs sometimes because staff don't realize that they are already integrating literacy and essential skills into their programs; they just haven't been using that terminology. Once staff learn the concepts of foundational learning, they can more explicitly describe their programs in foundational learning terms and they begin to see it for the strengths-based approach it is. However, there are still challenges for staff to conceptualize how they could integrate more foundational learning into their programs. The Foundational Learning Checklists in Appendix A are one attempt to fill this conceptual gap.

Getting everyone from the various organizations in the same room at the same time for training.

It became increasingly difficult to deliver the workshops to all of the organizations as a group. Many of the organizations were running programming at different times, including evenings and weekends, so not all staff could attend the workshop times originally set. The Project Manager/Facilitator shifted to delivering the workshops to staff right at their organizations. This was very popular with the organizations because the Project Manager/Facilitator could provide specific suggestions about how to integrate the training into their programming right during the workshop.

Helpful practices

Each program submitted a final report on their favourite techniques learned throughout the project. Below are the most helpful facilitation techniques and learning topics the facilitators applied in their programs.

Each helpful practice has a description of the technique and feedback about the effectiveness of the technique quoted directly from each program's final report.

Some techniques are too complex to write out in full in this report. The original source for the technique is mentioned so that you can find it online or order the resource if it interests you.

Facilitation techniques

K-W-L (know/want to know/learned)

Put up a flipchart with three columns on it. At the top of each column write each of the three headings – Know, Want to Know, Learned. Give each participant in your workshop a block of square sticky notes. Briefly introduce your topic to the group and ask them to write on their sticky notes what they already know about the topic. One idea per sticky note.

Then ask them what they want to know about the topic. Again, one idea per sticky note. Give participants time to come up and put their sticky notes on the appropriate column on the flipchart paper.

Follow up at the end of class. Ask them to move sticky notes from the Want to Know column over to the Learned column. In this way, you'll quickly be able to see what people

learned and what they still want to know about the topic. Also tell participants that they can create new sticky notes to add to the learned column.

This exercise can be used instead of handing out evaluation forms if you wish.

Why is this technique effective?

- Helps students to be active thinkers.
- Helps learners realize that there is a lot they already know. Helps build their confidence.
- Helps instructors understand what participants' expectations of the workshop are.
- Helps instructors plan for future learning opportunities.
- Shows instructors the progress of the students throughout the course of study.
- While courses are designed to meet the needs of most learners, getting in-class feedback using the K-W-L approach ensures that all individuals have an opportunity to address their specific learning goals.
- It is important to acknowledge what learners already know; it validates them.
- Support workers can also help learners identify what they already know and what they'd like to learn.

Handouts

Give students websites or lists of resources on the topic you're teaching to take home with them after class.

Why is this technique effective?

- Learners choose the resources they'll use to reinforce their classroom learning.
- Students are able to determine what is being learned rather than having to follow a textbook all the time.

Jigsaw

Split a group of learners into small groups. Teach each small group a particular topic or task. They are now the experts on this.

Then redistribute the groups so that each new small group has one member from each of the original small groups. All of the individuals in this new small group teach the others what they learned in their first small group.

Why is this technique effective?

- Learners recognize themselves as experts.
- Learners who resist formalized learning respond well to being asked to show another learner how to perform a task or learn something new.

Think-Pair-Share

Give the group a topic to discuss. First, each person thinks quietly about it alone. Then they pair with one other person to discuss. Then that pair joins another pair to continue the discussion.

Why is this technique effective?

- Reduces group anxiety and validates the more shy individuals.
- There is opportunity to clarify your own thoughts and meet new people in a non-threatening way.

Demonstrations

Particularly in computer classes, learners want to see tasks demonstrated before they try them. Show learners what to do before asking them to try completing the task themselves.

Why is this technique effective?

- The classroom is more active and encourages students to help each other.

Practice

Learners need time to practice the skills they've learned, preferably with a mentor or instructor nearby, so that they can get one-to-one help understanding how to apply what they've learned.

Why is this technique effective?

- Students feel hands-on techniques are most effective for learning.

Sticky note technique

Write down statements on separate sticky notes. Put them up on the wall. Ask students to organize the ideas under columns that focus on the concept you're teaching.

Ex. Have various sticky notes with statements about the adult behaviours that might help children learn. Ask learners to organize them under the headings Helps or Doesn't Help.

Why is this technique effective?

- Helps participants who have a wide range of English language skills get involved without having to speak more than what they are comfortable with.

Learning topics

Creative problem solving

Identify a problem to solve. Use group brainstorming to identify solutions to the problem. Let the ideas incubate and then come back to them later in the class or at the next class. As a group, come to a consensus on what solution might be best or most practical.

Why is this technique effective?

- Helps learners to realize that others have the same problems.
- Gives everyone an opportunity to participate.
- Helps to create a small community of people who share similar life experiences.
- Each week, the class worked as a group on a problem that one participant would bring forward. After two weeks, there was a waiting list of problems that people wanted to bring forward to discuss. Prior to this activity, participants had been much less likely to share information with the group.

Six Thinking Hats of Edward DeBono

This technique focuses on the different ways that people think or react to problems. It validates all ways of thinking, rather than suggesting that any one way is better than another. You can find a complete description of this technique online by doing an internet search.

The purpose of learning this technique is so that you can respond to problems in many different ways in future rather than just one way. It's also about becoming more self-aware of how you typically engage with problem solving.

Why is this technique effective?

- Learners said, "I can put on a different hat instead of changing my whole self!"

- This is a fun and engaging technique.
- Learners can reflect on their own pattern of behaviour, and how helpful or unhelpful those patterns can be.
- Organizational staff loved using this to talk about how they solved problems as an organization. It helps to create acceptance of others.
- One mother in a program recognized herself as usually approaching problems emotionally (the red hat). She believed that this was the only way to view the problem. After working with the six hats, she was much more accepting of other family members' ways of approaching problems and open to trying on different hats.
- It challenged, in a safe and playful way, our tendencies towards certain methods of looking at problems or solving them.
- It's simple and personal. It allows facilitators to move beyond lecturing and the "dead silence" to a more interactive and engaged learning experience with participants. "That which is most personal, is most universal." These non-threatening ways of initiating engagement and conversation are very useful and create a sense of ease for facilitators (especially new ones) who often feel a lot of pressure and need to "teach."
- This was a valuable learning in that it gave us a tool for conversation in our reflective supervision of staff. We use it with them now when they feel "stuck" with a participant or client to help understand their own tendency towards looking at a problem from just one perspective. Great staff learning tool and we have incorporated this into our staff culture and vocabulary.
- We have reproduced and displayed the Six Thinking Hats as a poster on the wall and make quick reference to it when a learner

sounds stuck in one perspective. Our goal is to guide the thinking process through this learning structure to be open to other perspectives. A narrowed view often blocks communication or devalues others.

Sentence starters

Beginning phrases of sentences that help learners communicate to make requests and suggestions, express disagreement, manage conflict, and ask for and give an opinion.

These exercises were taken from a resource called "Common Ground: English in the Workplace." The resource can be purchased from Norquest College.

Why is this technique effective?

- Creates additional safety for learners as it ensure non-critical common language to learn speaking skills.
- Addresses the need for practical tools learners can take home and use in their family and community life.
- Improves the social skills of learners and decrease their feelings of anxiety or distrust of others.
- Staff members have noticed that learners are more polite and it makes for an atmosphere that is more fun for everyone.

Understanding Documents – Document Use Workshop

1. Empathize - Think about all the documents you see in your daily lives. Think about some of the emotions the documents bring forward. Then, think about the documents your clients are faced with each day and the feelings they might experience using the documents. What impact do these feelings have on success in programs?

2. Analyze - How is a document constructed? What are the concepts behind document

design and the parts that go into documents? What is the purpose of the document and does that match with the way the document has been constructed? How is it organized? How complex is the document? What processes do you need to use to find/fill in the information?

3. Revise - How can we make our documents better? What principles can we use to construct usable documents for our clients?

Why is this effective?

- Participants learn about the emotional impact documents can have through relating their own stories.
- Participants learn how to analyze a document by deconstructing its parts, understanding the concepts of document design, and going through a meta-cognitive process for finding information within a document. This helps participants find strategies around how to look at a document and then, how to create appropriate, generalized teaching for greatest impact. Finally, it helps participants design documents that make sense.
- Participants work on one document in terms of revising layout, content organization, adding pictures, diagrams and glossaries and then present reasons for the changes.

After the workshop, participants said they would:

- Use typography in design more effectively.
- Teach clients how to read documents typographically.
- Be more aware of the difference formatting makes to readability
- Keep in mind that different charts are used to express different information
- Start by reflecting before designing or handing out documents

Introduction to the appendices

Appendix A: Foundational learning checklists

These checklists use literacy and essential skills as the framework for foundational learning. The checklists combine the best of both literacy and essential skills to address the foundational learning needs we know exist in our communities. They will help community-based adult learning, employment, and literacy programs integrate foundational learning into their classes and programs.

Appendix B: Improving communication with your students

This is a brief series of statements about how to speak more clearly with students and how to create appropriate student handouts.

Appendix C: Helpful practices for integrating foundational learning in programs

This document contains the basic framework for integrating literacy and essential skills into your foundational learning programs. It is based on the experiences and lessons learned throughout the IFL Project.

Appendix D: Helpful practices for mentoring

This document combines the learning and experiences of the mentors involved in the IFL Project. It contains general tips on being a mentor and tells stories of mentoring experiences during the IFL Project.

Appendix E and F: Sample documents from two participating organizations

Both SCOPE Integrated Community Kitchen and Calgary Workers' Resource Centre (CWRC) opted to share some of their documents from the project. SCOPE shares their individualized foundational learning plans and checklists. CWRC shares some labour standards documents used to teach the concepts and numeracy/math skills in their workshops.

Appendices

Appendix A

Foundational learning checklists

Who should use these checklists?

- Adult learning and literacy facilitators
- Career and employment counsellors
- Teachers, instructors, or tutors
- Anyone who teaches or counsels adults

What are the foundational learning checklists for?

The checklists will help community-based adult learning, employment, and literacy programs integrate foundational learning into their classes and programs.

Foundational learning refers to the basic skills or competencies adults require to fully participate in life: the ability to participate as neighbours and citizens, have satisfying employment, and prepare to pursue further learning (Calgary Learns, 2011).

This tool uses literacy and essential skills as the framework for foundational learning. It combines the best of both literacy and essential skills to address the foundational learning needs we know exist in our communities.

The skills highlighted in the checklists are:

- Reading
- Document Use
- Numeracy and Math
- Writing
- Listening
- Speaking
- Working with Others
- Thinking
- Computer Use
- Continuous Learning

How will the checklists help me?

The checklists will help you identify the skills adults need to learn so that they can master the tasks you set them in your courses or programs. Adults need to use a wide variety of skills in order to complete any task. The checklists will help you think more clearly about all the skills involved in completing tasks for work, learning, and life.

Skills examples

Employability program: Resume Writing

If you run an employability program and you're teaching resume writing, adults will need to learn the following skills to complete the task of writing an effective resume:

- **Reading** – reading the job posting, understanding the importance of each part of the job posting
- **Document Use** – finding the information needed in the job posting to write an appropriate resume and cover letter
- **Writing** – preparing the content of the resume, choosing the appropriate tone and vocabulary for the resume
- **Thinking** – deciding which information to include in the resume and how to organize it
- **Computer Use** – creating the resume using a word processing program and possibly a resume template

Computer class: Introduction to Microsoft Word

- **Reading** – being able to find and read the Help feature in Word
- **Document Use** – the above Reading skill is also a Document Use skill because the Help feature displays as a document on the screen
- **Writing** – being able to use the Spelling and Grammar checker to improve documents typed into Word
- **Listening** – following step-by-step directions from the instructor
- **Speaking** – being able to clearly articulate questions about the computer program
- **Working with Others** – finding and asking another student in the room to help understand the content of the course if the instructor goes too fast
- **Thinking** – thinking of a way to phrase questions when searching the Help feature
- **Computer Use** – being able to use the mouse and the menus in Word
- **Continuous Learning** – being able to transfer the skills learned in the Word class to a home computer if it has a different version of Word

Health and wellness class:

Nutrition and You

- **Reading** – being able to understand and use new vocabulary learned about nutrition
- **Document Use** – being able to read and understand the Nutrition Facts chart that is printed on every food container
- **Numeracy and Math** – using the Nutrition Facts chart, being able to calculate how many calories consumed with the portion size selected of that particular food
- **Listening** – being able to restate the main ideas of the nutrition presentation
- **Speaking** – being able to tell someone else the main ideas of the nutrition presentation
- **Working with Others** – being able to discuss the information from the nutrition class with family
- **Thinking** – thinking of ways to change eating habits
- **Computer Use** – creating a spreadsheet to track daily intake of calories
- **Continuous Learning** – going online to search for other points of view on nutrition information just learned

How can I tell which checklists will be most effective for me?

You will want to read through all of the checklists to familiarize yourself with the foundational learning skills. However, the questions below will guide you to the most helpful sections for your context.

Are you running group classes?

Look at these checklists first:

- Listening
- Speaking
- Working with Others
- Thinking

Do you use a large number of handouts or manuals in your classes?

Look at these checklists first:

- Reading
- Document Use
- Numeracy and Math

Do you do some counselling in your classes?

Look at these checklists first:

- Working with Others
- Thinking
- Continuous Learning

Do your students have to give speeches or presentations as part of your course?

Look at these checklists first:

- Writing
- Listening
- Speaking
- Computer Use

Do your course materials contain numerical information, including charts or graphs?

Look at these checklists first:

- Document Use
- Numeracy and Math

Are you preparing adults for employment?

Employers often hire people assuming that they have the basic reading, writing, math and computer skills needed for the job. However, when there is trouble at a workplace, employers often identify a lack in the following skills as the problem:

- Listening
- Speaking
- Working with Others
- Thinking

Completing the checklists

Read through all of the checklists so that you get an idea of the breadth of skills you could teach in your classes. Then use the six questions above to help you choose which of the checklists to fill out first.

The checklists are easy to fill out. You simply choose Yes or No after each question in the checklist. You can also choose N/A (Not Applicable), but think carefully before you choose that column. You may actually need to teach more skills than you suspect.

You could also ask students which of the skills in the checklists they want to learn. This might be very revealing. You may discover that students have skills gaps you couldn't have anticipated. You will also discover which skill strengths individual students have, perhaps they could serve as mentors to others in your class.

Reading	Yes	No	N/A
1. Do you review grammar with your students as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you give students time to talk about what they already know and think about a topic before they read?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you teach students how to skim through headings to get the main point of a piece of writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you teach students how to skim and scan for specific information in a piece of writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you teach students how to find the key messages or main ideas in a piece of writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you teach students how to distinguish between main ideas and supporting details in a piece of writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach students how to distinguish between fact and opinion in a piece of writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you teach students how to read instructions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you teach students how to adjust the speed at which they read for different purposes? (Example: You need to read a textbook more slowly than a novel so that you can understand and remember the information in the textbook.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do you teach students how to compare and contrast different pieces of information that they read?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you teach students how to find the meaning of new vocabulary they come across in their reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. What other Reading skills do you think you need to teach?			

Document Use

Documents include written text and a variety of graphs, lists, tables, blueprints, schematics, drawings, signs, labels, or forms.

	Yes	No	N/A
1. Do you teach students how information is organized in the handouts or textbooks you give them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you teach students how the table of contents is organized and how to use it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you teach students how to use an index or glossary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you teach students how to brainstorm key words that will help them find information in an index?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you teach students the meanings of the symbols or images that are included in the document?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you teach students how to read the charts or graphs that are included in the document?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach students how instruction or other manuals are organized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you teach students how forms are organized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you teach students which sections on a form must be filled out and which can be left blank? (Example: Some forms ask for your social insurance number, but you are not required to provide it most of the time.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. What other Document Use skills do you think you need to teach?			

Numeracy and Math	Yes	No	N/A
1. Do you review addition, subtraction, multiplication, and division with your students as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you review negative numbers with students as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you teach students how to convert between the metric and imperial measuring systems as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you teach students how to convert between Celsius and Fahrenheit as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you teach students how to perform math calculations in their head so that they do not always have to rely on a calculator or other technology?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you teach students how to round off numbers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach students when rounding off is acceptable and when mathematical accuracy is needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you review fractions and decimals with students as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you review geometry with students as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do you teach students how to interpret the numbers in charts or graphs included in your course materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you teach students the math skills they need to manipulate and use the numbers in the charts or graphs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Do you review averages, percentages, and estimates with students as needed and describe how they are used in your course materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do you teach students how to use a calculator or computer to solve the math problems included in your course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Do you use visuals, math toys, or diagrams to help students understand math concepts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Do you teach students how to create their own graphs, charts, or tables to represent numerical information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. What other Numeracy and Math skills do you think you need to teach?			

Writing	Yes	No	N/A
1. Do you teach students pre-writing activities like brainstorming, free writing, journaling, and identifying the audience and purpose for a piece of writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you review grammar, spelling, and punctuation with students as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you review sentence and paragraph structure with students as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you teach students the common conventions for margin size, line spacing, and indentation in various documents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you teach students how to organize their writing effectively for specific purposes? (Example: In time order sequence, step-by-step, from most important to least important.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you teach students when a formal or informal tone in writing is most appropriate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach writing skills for specific tasks like writing emails, cover letters, or business letters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you teach students note-taking skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you teach students how to give respectful and clear feedback about another's writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do you teach students how to listen respectfully to feedback about their own writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you teach students how to use common writing aids like a dictionary, thesaurus, or style guide?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. What other Writing skills do you think you need to teach?			

Listening	Yes	No	N/A
1. Do you teach students pre-listening strategies? (Example: Asking students to predict the topic of the speech and thinking about their own personal experiences in relation to the topic.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you teach students the appropriate body language to show the speaker that they are listening carefully? (Example: Turning away from the speaker can indicate that you aren't listening carefully. Sitting forward and facing the speaker shows interest.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you teach students how to take turns listening to others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you teach students how to ask the speaker questions for clarification?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you teach students how to listen for the key words or phrases in a spoken message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you teach students how to summarize the main points of what they have heard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach students how to check that they've understood the spoken message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you teach students how pauses and changes in the tone and pitch of voice indicate the main ideas in a spoken message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you give students time to talk about how their personal experiences relate to the topic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. What other Listening skills do you think you need to teach?			

Speaking	Yes	No	N/A
1. Do you teach students how to organize their thoughts before speaking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you teach students how to choose words which are familiar to their audience when speaking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you teach students how to present their ideas in an organized way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you teach students how to relax before speaking in groups with people they don't know?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you teach students when formal or informal modes of speaking are needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you teach students how to slow down or speed up the pace of their speaking to meet the needs of their listeners?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach students how to check that their listeners understand what they have just said?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you teach students how to give a verbal summary of the main points of their message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you teach students how to enunciate their words clearly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do you teach students how to make formal presentations if needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. What other Speaking skills do you think you need to teach?			

Working with Others	Yes	No	N/A
1. Do you teach students how to provide positive and constructive feedback to others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you teach students how to share their feelings respectfully?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you help students explore and express their personal values and beliefs about various topics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you help students explore and express their personal strengths and challenges related to the topic you're discussing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you teach students how to disagree with someone else respectfully and with good listening skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you teach students how to be assertive rather than unintentionally aggressive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach students how to work in groups or teams?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you explore with students various cultural points of view on the information you're presenting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. What other Interpersonal skills do you think you need to teach?			

Thinking	Yes	No	N/A
1. Do you teach students how to brainstorm solutions to a problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you teach students strategies to see problems from many points of view, including cultural points of view?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you teach students how to do research to help solve a problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you teach students how to collaborate to solve problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you teach students how to evaluate which of various solutions are the best for them in their personal circumstances?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you teach students how to evaluate which of various solutions are the best for the group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach students memory aids to help them remember important information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you teach students how to organize their course work so that they can get it done efficiently and on time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. What other Thinking skills do you think you need to teach?			

Computer Use	Yes	No	N/A
1. Do you review mouse use and typing skills with students as needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you teach students how to use word processing to create the documents they need to complete your course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you teach students how to use the grammar and spell checker effectively?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you teach students how to save and print documents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you teach students how to sign up for free online email accounts if needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you teach students how to attach documents to emails?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach students how to create folders to save documents and email messages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you teach students how to use online search engines like Google?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you teach students how to choose appropriate key words to use in search engines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do you teach students how to create PowerPoint presentations, databases, or spreadsheets as needed to complete their course work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you teach students how to create a list of favourites in their web browser?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. What other Computer skills do you think you need to teach?			

Continuous Learning

Continuous learning means striving to improve your skills and knowledge throughout your life.

	Yes	No	N/A
1. Do you challenge students to practice the skills they learn from you by teaching them to someone else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you ask students to identify how their learning from your class transfers into their personal, family, and work lives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you help students identify their most important learning goal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you help students make a learning plan for their most important goal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you help students make plans for the future learning that they will need in their personal, work, and family lives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you give students the opportunity to learn from each other in your course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you teach students how to find other learning opportunities in their community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you help students identify their own learning styles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you plan activities in your class to appeal to your students' various learning styles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do you challenge students to try to strengthen their less preferred learning styles so that they become more flexible learners?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you help students find other sources of information about the content you're teaching them? (Example: Reputable websites, other experts on the content, books or newspapers.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. What other Continuous Learning skills do you think you need to teach?			

Appendix B

Improving communication with your students

Handouts

- Create clear handouts that duplicate the content you write on a whiteboard or flipchart paper during your class.
- If you are using PowerPoint, give students a copy of the content in a handout.
- Use plain language principles in the content and design of the handout.
- Write headers in clear language.
- Use white space between main ideas to help the reader track ideas.
- Replace jargon or technical vocabulary with more common words.
- If you need to teach jargon or technical vocabulary, include plain language definitions of words people need to learn.
- Create a glossary of terms that will help students remember key terms once they leave the class.

Speaking with students

- Use clear language to give directions or describe ideas.
- Define jargon or technical vocabulary using clear language.
- Repeat new vocabulary throughout the class so that students have a chance to memorize it.
- Use the same clear definitions in speaking as are on handouts.

Appendix C

Helpful practices for integrating foundational learning in programs

- Discover for yourself how literacy and essential skills connect to foundational learning. The foundational learning checklists in Appendix A will help you understand which skills you are already integrating in your programs and which you may want to include in future.
- Choose the foundational skills you teach carefully. Not every literacy or essential skill is appropriate in your context. You will be the best judge of which fit well within your program.
- Enlist the help of a mentor who understands foundational learning or who understands your teaching context and students well.
- Reflect on your facilitating as you try new things in the classroom or in tutoring.
- Ask your mentor to observe you and help you reflect on your facilitation skills.
- Ask your mentor to help you reflect on which new content to teach your students.
- Ask students how they are experiencing the new learning: What content do they enjoy? What might be confusing or hard to learn? For what reasons? Are the facilitation techniques you're using helpful? What improvements could be made to the facilitation?
- Change how you facilitate and the content of your lessons based on your own reflections, observations from your mentor, and feedback from the students.

All of the above describes a cycle of integrating foundational learning into your program. This will be an ongoing process. You do not need to integrate all of the literacy and essential skills into your programs. You also do not need to integrate all of the literacy and essential skills you choose all at once. This is a gradual process that takes time and careful reflection.

In fact, the above describes a constant process of reflecting on your teaching and asking students how they are experiencing the program. Enter into a mentoring relationship if at all possible. The best program results always come from self-reflection, student feedback, and a mentor who can help you think through what you do.

Appendix D

Helpful practices for mentoring

The following comments were created with feedback from the mentors who were part of this project.

Mentors and mentees should be willingly engaged in relationship for learning and practicing.

A true mentoring relationship is a choice between two individuals or a small group of people. Mentoring cannot be as effective if it is assigned or if the mentee has no choice of who their mentor will be. The best mentoring happens when people come together with similar intentions and a desire to work together to create positive change.

Mentors should be genuinely interested in the work and intentions of the mentees with whom they are building a relationship.

Helpful mentors enact, role model, and share the learning exemplified in the work of any project. They balance this with knowing that they are in a supporting and participant role.

Mentors should not be placed in a position of power over the mentee.

While the mentor may be recruited because of the knowledge they possess, the mentor should not have power over the mentee. In fact, the mentee's knowledge is more important because they understand the full context of their work.

A comment from Audrey Gardner: Mentoring relationships are designed around power similar to that of student and teacher with one having more *knowledge power* than another. I think being aware of this is important so that the knowledge that the mentor has does not overpower the knowledge that the mentee has. In fact, I (in the role of .mentor) believe that the mentee's knowledge is more important than the mentor's because the mentee knows the dynamics and parameters of the place (site/location/people) that the sharing of knowledges will be enacted within.

Listening and talking with the mentee are the mentor's most important tasks.

Mentors should encourage the mentees to talk and critically reflect on the questions and intentions that have brought them into a mentoring relationship.

Sometimes mentees just need someone to listen and respond to their ideas. Talking through ideas can help the mentee get ideas organized.

Keep in touch with the mentee.

Whether it's through email, by phone, or in person, the mentor needs to make sure they are checking in with the mentee regularly. Mentors can discuss things that are working for the mentee and help the mentee think through problems that arise. This also helps the mentee keep their plans on track or change them as needed.

Take a broad perspective on the mentor role.

Even though the mentor role is to help without doing the work for the mentee, sometimes the mentor can be most helpful by creating tools and processes with the mentee. Mentees can become overwhelmed by their roles at times and need the mentor's expertise to help them move forward.

For example, the mentor for SCOPE helped to create individual learning plans for the mentee's clients and reviewed a report the mentee needed to make to her funder. In this way, the mentor was able to assist the mentee in very practical ways, but the final decision about how the plans were used was still left to the mentee.

Mentors and mentees should share some common personal characteristics and ways of thinking and doing to make the best possible match.

Not only should a mentor exhibit all of the characteristics listed above, but if a mentor has a similar style to the mentee then the match has a better chance of success. For example, a key characteristic of one of the mentor/mentee matches was that they both had a need for achievement. This personal style helped in the mentor/mentee relationship because the mentor didn't feel she needed to manage the mentee's work, but could play a more supportive and guiding role. Had that personal need for achievement not been present in both the mentor and the mentee, the mentor felt she might have tended to over-manage what happened throughout the project.

Appendix E

Sample documents from SCOPE Integrated Community Kitchen

Foundational skills checklist to help identify what the individual clients of SCOPE want to learn

Community Kitchen Foundational Skills

Learner Name _____ Date _____

K = Knows Skill

W = Wants to Learn Skill

L = Learned/Demonstrated Skill

Reading	K	W	L
Reads/recognizes own written name (by packaged food for self)			
Reads/decodes food labels (e.g., on tins or prepared packages)			
Reads menu of meals to be prepared			
Distinguishes between food and non-food (e.g., soap, bleach)			
Document Use	K	W	L
Uses label information to choose meal to prepare for supper			
Follows directions on labels for mixing ingredients (e.g., mashed potato mix)			
Numeracy	K	W	L
Counts number of containers and lids needed for assembly			
Divides sauces or pasta into multiple bins evenly as required during preparation			
Sets oven and stove to appropriate temperature as directed			
Divides food evenly among containers during meal assembly			
Divides packaged meals among that month's recipients			
Sets oven or microwave to correct temperature/time to prepare meal for supper			
Writing	K	W	L
Writes name of meal on container lids			
Writes number on container lid			
Writes names of those receiving food for distribution			

Appendix E: Sample documents from SCOPE Integrated Community Kitchen

Oral Communication	K	W	L
Greets others in Community Kitchen upon arrival			
Demonstrates listening by appropriate verbal responses (empathy)			
Initiates social conversations with others appropriately (does not interrupt)			
Makes appropriate level of eye contact during conversation (attends to task at hand)			
Maintains appropriate tone of voice for situation			
Expresses concerns assertively			
Asks appropriate questions to move conversation forward			
Working with Others	K	W	L
Follows directions			
Asks for help if confused or unable to carry out task independently			
Suggests other ways to carry out work or improve process			
Completes tasks/stays focused on task (e.g., even while talking)			
Arrives when expected/notifies if delayed or plans changed			
Shares tasks with others			
Computer Use	K	W	L
Searches for new recipes			
Emails food request for month			
Creates labels for containers			
Continuous Learning/Meta-Learning	K	W	L
Aware of own learning style preference (learn by seeing, hearing, doing)			
Knows how to find out (ask, look at label picture, check list, read, open & check)			
Can articulate own goals (including learning goals)			
Takes steps to achieve goals (seeks information or new experience)			
Identifies what support is helpful and what support is not helpful			
Understands reasons for actions (hygiene/food handling practices)			
Thinking/Problem-Solving	K	W	L
Takes steps to find out what to do next (ask, looks around, checks menu plan)			
Remembers and practises health & safety skills (hygiene, sharp objects, hot food/stove)			
Places dishes in dishwasher for maximum capacity and cleaning			
Follows 2- or 3-step instructions			
Prepares food in correct sequence (starts with items taking most time to cook)			
Creates balanced meal combinations (protein, veg, carbohydrate)			

Sample lesson plan form to work with individual clients

Lesson Plan: Community Kitchen Foundational Skills

Learner Name _____ Learner's Name _____ Date _____

Foundational Skill	Teaching Strategy	
Reading		
Reads/or recognizes own written name (by packaged food for self)	Name tag – prompt match to sample	
	Use initial and name length/shape	
	Start with name/photo/or symbol combo as label	
Reads/decodes food labels (e.g., on prepared packages)	Prompt guessing at label pictures	
	Use initial and word length/shape	
	Ask learner to locate item as needed	
Has staff read instructions at work stations	Locate where station info is posted	
	Asks questions to understand info	
	Learn from “expert” of station	
	Eg. Ken is expert at dishwash station	
Distinguishes between food and non-food (e.g., soap, bleach) *Asks to make sure items are safe	Learns hazard labels (general & specific)	
	Prompt to look for hazard label	
	Identify food/non-food container characteristics & overlap (oil/bleach)	
	Identify picture of contents on label	
Document Use		
Uses label information to choose meal to for staff to prepare for supper <ul style="list-style-type: none"> Looks at pictures to determine if wants chicken, fish etc... 	Staff indicates on contact notes if Jan picked meals via label	

Appendix E: Sample documents from SCOPE Integrated Community Kitchen

Numeracy		
Counts with her staff number of containers and lids needed for assembly		
Watches staff divide sauces or pasta into multiple bins evenly as required during preparation		
Watches staff divide packaged meals among that month's recipients		
Divides food evenly among containers during meal assembly (counts, 2 or 4)		
Writing/Symbols		
Writes his reaction to the day's cook/lesson whether in words or symbol, eg. Happy face, ambiguous face, or sad face.		
Watches staff write and count out numbers on container lids		

Appendix E: Sample documents from SCOPE Integrated Community Kitchen

Oral Communication		
Greet others in Community Kitchen upon arrival		
Demonstrates listening by appropriate verbal responses (empathy)		
Initiates social conversations with others appropriately (does not interrupt)		
Makes appropriate level of eye contact during conversation (attends to task at hand)		
Maintains appropriate tone of voice for situation		
Expresses concerns assertively		
Asks appropriate questions to move conversation forward		

Appendix E: Sample documents from SCOPE Integrated Community Kitchen

Working with Others		
Follows directions		
Asks for help if confused or unable to carry out task independently		
Suggests other ways to carry out work or improve process		
Completes tasks/stays focused on task (e.g., even while talking)		
Arrives when expected/notifies if delayed or plans changed		
Shares tasks with others		

Appendix E: Sample documents from SCOPE Integrated Community Kitchen

Continuous Learning/Meta-Learning		
Aware of own learning style preference (learn by seeing, hearing, doing)		
Knows how to find out (ask, look at label picture, check list, read, open & check)		
Can articulate own goals (including learning goals)		
Takes steps to achieve goals (seeks information or new experience)		
Identifies what support is helpful and what support is not helpful		
Understands reasons for actions (hygiene/food handling practices)		

Appendix E: Sample documents from SCOPE Integrated Community Kitchen

Thinking/Problem-Solving		
Takes steps to find out what to do next (ask, looks around, checks menu plan)		
Practises health & safety skills when prompted (hygiene, sharp objects, hot food/stove)		

Signs for clients and case workers to use while at the kitchen

Dishwashing Station

- Keep sharp things on counter and wash one at a time
 - Make sure you test water so you don't get burned
 - Wash dishes as we go – NOT just at the end
- 1) Fill one side of sink with warm water and a little bit of soap
 - 2) Wash both sides of dish/pot
 - 3) Rinse with warm water
 - 4) Dry ASAP and put away on correct side of kitchen
 - 5) Ask Ken if you need any help – He is our dishwashing expert

Container/Label Station

- Get Staff/Frankie to count out how many containers are needed
- Match stickers to type of food
- Once lids are on, put sticker on food
- Give appropriate number of meals to each order

Can Opening Station

- Careful, can openers and lids are sharp
- 1) Get all cans together that need to be opened
 - 2) Put all lids immediately in garbage
 - 3) Dump canned food in strainer or bowl
 - 4) Rinse cans and put in recycling bag
 - 5) Put opener back in drawer in correct side of kitchen
 - 6) Wash hands

Appendix F

Sample documents from Calgary Workers' Resource Centre

Handouts to help participants understand the labour standards concepts and practice some numeracy and math skills.

Example of Overtime Hours

Anything more than 8 hours a day or 44 hours per week whichever is more
You count all hours you are paid for (so if there is an unpaid break do not count this)

Days of the week							My Guess		Actual Answer	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Regular Hours	Overtime Hours	Regular Hours	Overtime Hours
0	8	8	8	8	8	0				
0	8	8	8	8	8	8				
0	8	8	8	8	10	0				
0	10	10	10	0	0	0				
0	10	10	10	10	0	0				
0	10	10	10	10	10	0				

Calgary Workers' Resource Centre True as of November 25, 2011

Appendix F: Sample documents from Calgary Workers' Resource Centre

Example of Statement of Earnings and Deductions (Paystub)

Name	Pay Period End Date
Employee Number	Date Paid (must be within 10 days of pay period end date)

Earnings					Deductions		
What	Hours	Rate	Total	YTD	What	Total	YTD
Regular (Reg)	40	\$10/hour	\$400	\$400	EI (Employment Insurance)		
Overtime (OT)	2	\$15/hour	\$30	\$30	CPP (Canada Pension Plan)		
General Holidays (GH/SH/Stat)	8	\$15/hour	\$120	\$120	Income Tax		
Vacation if unpaid (Vac)	42	\$0.40	\$16.80	\$16.80			
Vacation if paid (Vac)	0	0	0	0			

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Other things that may be on paystubs but the deductions must be signed by employee before they can occur

Earnings					Deductions		
What	Hours	Rate	Total	YTD	What	Total	YTD
Bonus					Uniform		
Tips					Union Dues		
RRSP (this is a form of bonus money from company)					RRSP (this is money you agreed to have put into different account)		
Shift Premium					Benefits		
					Missing Money (ONLY if you were the ONLY person who had access to the money)		

YTD = Year To Date (It is a running total of the amounts from the beginning of the year)

If you pay for a uniform and return the uniform you are entitled to the full amount you paid for it back

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Hand out about Employment Insurance (EI)

****Most important thing with EI is to apply within 4 weeks of last day of work****

Record of Employment (ROE)

- company contact information
- worker's contact information
- insurable hours - all hours worked in the **last 52 weeks** that EI was paid for
- insurable earnings - all earnings in the **last 26 weeks** that EI was paid for
- first day of work
- last day of work
- reason no longer working

Waiting period

There is a 2 week waiting period with no money from EI for all types of benefits

Benefit Rate

55 % of income to a maximum of \$468/week - whichever is less

Types of benefits

Regular

- need to have at least 910 hours to qualify
- maximum 45 weeks of benefits but this can vary from region to region and number of hours worked
- expected to be ready, willing and available for work and actively seeking employment
- must be in Canada Monday - Friday to collect benefits

Medical (Sickness)

- need to have 600 hours to qualify
- maximum 15 weeks of benefits
- doctor states too ill or injured to work
- do not need to be looking for a job during this benefit period
- must be in Canada entire time to collect benefits unless doctor states need to leave Canada for medical reasons

Maternity

- need to have 600 hours to qualify
- maximum 15 weeks of benefits
- mothers to be only
- can begin as early as 8 weeks before due date of child
- do not need to be in Canada to collect benefits

Parental

- need to have 600 hours to qualify
- maximum 35 weeks of benefits
- can be mother gets all 35 weeks OR father gets all 35 weeks OR both parents share the 35 weeks
- can be for birth child or adopted child
- do not need to be in Canada to collect benefits but if leaving Canada child MUST be with parent collecting benefits

Compassionate Care

- need to have 600 hours to qualify
- maximum 6 weeks of benefits
- this is to take time off from job to be with someone who the doctor states only has 6 months left to live
- if the person dies before the 6 weeks of compassionate care benefits have occurred the benefits end
- it is only 6 weeks per dying person - these 6 weeks can be split but 2 people cannot each take 6 weeks of benefits

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