

Measuring Learning Readiness

**A Resource Guide
For
Students
And
LBS Practitioners**

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Chi Meegwetch!

INTRODUCTION

What is it?

The Measuring Learning Readiness manual was written to be used to look at the learner's ability that goes beyond academics. The intent is that the identified exercises be used as part of the student assessment and training plan development process hand in hand with an academic skills profile. Once a thorough review and discussion of the results has been conducted, both the facilitator and the learner will have a broader view of strengths and abilities, areas that need improvement, potential barriers, supports that are needed to help the student to get started and to continue to be involved, student goals and values, and the roles and responsibilities of all involved. It is hoped that the main achievement of this process is that the student's self-awareness has been activated and that they are looking at their decision to get involved in a learning program as an empowering, positive step they are ready and capable of taking. "Enhanced self-esteem and a more informed understanding of the process involved in self assessment are significant learning outcomes in a society in which 4 - 5 (or more) career Changes over a lifetime are predicted to be the norm n - Academic Resources Dept., Loyalist College, Belleville, 1994.

How can I use it?

I recommend that 15 hours be spent on these exercises. In an ideal situation conduct the sessions over 2 % full days or 3 hours a day over 5 days, before matching students with a tutor or entering them into a small group or class situation. Perhaps only part of the resource materials in this binder will be useful for your students, or some of the activities are more appropriate at a later date (e.g. when a student is having attendance problems). The facilitator and students should choose exercises as they deem it necessary. In addition, the exercises can be revisited so students can re-evaluate and see their behavioural changes over time. And, of course the exercises can be adapted by the facilitator and can be used in part, presented orally, completed at home and brought back for discussion, done as a group, and so on. As the instructor, you can and will make changes to suit the learner's needs. As you can see, this is a binder, so add to it from your favourite resources or move things around so that it suits you better. It would be great to know that the **Measuring Learning Readiness** resource binder is being used in some fashion, so please contact me and let me know how you are using it, and if your students are being assisted in any way, by doing the exercises. (Name and addresses, phone and fax numbers appear on the front cover.)

What results can I expect?

After the orientation series interview and good discussion, it will be easier for the learner to identify short term and long term goals and to know the starting point. It

will be helpful to the facilitator in that the training plan can be more clearly laid out. After completing the **Measuring Learning Readiness** series, it is expected that self-awareness will increase, the student's initial goals (if identified at intake) will be revised, necessary supports will be identified, a firmer commitment to the learning ahead will be made. Overall, a more active level of participation on the student's part will be noticed. And, it will be easier for us to assist them with a training plan that has taken shape with the learner as the major contributor.

What else can I expect?

Because this process can be highly cathartic students may need strong and healthy emotional support. They may, in some cases, decide that they are not ready to be in a learning program because of other priorities that need their attention. Your role as the facilitator is to listen, respect, guide and direct students toward making appropriate decisions that are in their best interests. You may be needed in assisting with locating the necessary resources that the student needs right now and making a referral. It may require some strong advocacy on your part to urge those who are receiving the referral to get your students' needs heard.

When the needs of the student warrant, get help from others in the community. If your student is involved with a number of agencies, this means working creatively as your student's "case manager" with these helping professionals (e.g. nurse, doctor, social worker, employment counsellor, minister). If appropriate, family members and other learners can help too. A supportive circle of individuals (not unlike the model used for the reintegration of ex-offenders into communities) with the learner as an equal member of that circle, works well in getting the learner on solid ground. All members are accountable to one another and have a relationship with the learner that supports, nurtures, listens to, challenges, and when necessary, prods into action in a caring, respectful way. Not only does this assist the learner tremendously, it takes a lot of the stresses and pressures away from the literacy facilitator who hears and wants to respond to the needs but cannot possibly do it alone. In keeping with the Aboriginal learning process, this approach deals with the whole person.

After they have completed the exercises and it's time to make a decision about the best choice of learning situation, it may be decided that the student is not yet ready for a learning program. It is quite likely that the individual will view the contact with literacy as a positive experience. It is quite common for those who decide they are not ready to drop by to touch base, get help with forms, and discuss what they have been told by professionals to see what you think. If this happens, it is a compliment. It means you have created a supportive, safe, respectful environment that students can trust and return to when ready. (so don't throwaway that paperwork!!!)

Background to Measuring Learning Readiness

Over the years, I have obtained a number of samples of intake and assessment forms used by practitioners when students want to "sign up" for literacy. Many being used within the Native literacy stream and within all community based programs in Peterborough County ask about goals, preferred learning environment, transferable skills, special considerations, prior learning and learning style, in addition to the data that is required for statistical purposes. In my experience once we present learners with the questions that go beyond demographics, they often hesitate to answer and frequently do not know how. It appears that most have never thought about their goals, skills, abilities, style of learning or preferences.

Probably because they've never been asked. They report that the approach taken to getting signed up in the past was through testing. What they don't know, hadn't accomplished, couldn't do and how far behind they were for their age, were the results of these tests. Feelings of hopelessness, frustration and "why bother?" have been shared with me by many learners who completed the tests and found they were (for instance) at a Grade 2 level English and Grade 4 level math and once again in their lives felt "stupid", "like a loser", a "failure", "a lost cause".

I have noticed that, during the intake and assessment stages, learners become very interested in discussing their goals, prior learning, learning style and acquired skills. They start to look at their learning experiences from a different perspective, like maybe it wasn't because they were "lazy", or "too dumb to learn". They begin to feel quite positive about their accomplishments just in discussing them for an hour or so during the assessment process!

It got me thinking that perhaps we should spend more time with learners on exercises that help to get them self-identifying where they are now and where they want to be. The importance of taking the time for self exploration and self awareness and considering special needs has not occurred to them as being as valid or useful when starting a learning program as being tested in academics. And yet, it is most often the lack of knowledge or discussion about adult learner needs, wants, strengths and that eventually presents the obstacles to their continuing in the program. They hit the wall, and drop out, unable to understand why and often with no discussion with the facilitator. They just disappear. Once again, a "failure".

We have great training available for volunteer tutors. As practitioners we are presented with opportunities to take training. Many of us take courses to stay current with adult learning methods. These are used effectively to improve and advance our skills. A lot of learning and personal growth occurs, especially when the workshops of conferences include time for discussions about our experiences in literacy and life. It occurred to me that learners should have similar

opportunities to develop their skills. From there, I began to investigate self evaluation methods that are in use and to think about using self- evaluation exercises at assessment time. As part of my exploration, I consulted with a number of students, in and out of literacy programs, and basic skills programs, and the members of the Peterborough Literacy Service Planning committee to get their input. I got lots of support and great ideas for topics. I applied to the National Literacy Secretariat for project funding and called it "Measuring Learning Readiness". I have been gathering information for various purposes through night school courses, seminars, conferences, Internet research and readings, and so many of them were great resources. I knew I should keep them for future reference, but I wasn't sure what I would do with them or when, because they would have to be adapted for students at a literacy level. The project provided me with the opportunity to adapt them and place them into a resource binder, which can be used in a variety of ways.

The narrative for practitioners provides some background on ***understanding the learner***, and I have placed quite a lot of emphasis on creating the ***respectful environment*** from a cultural perspective. The exercises could be used as part of an extended assessment (one on one) and/or in greater depth as part of a 15 hour (at least) student orientation series, which would be quite effective in small groups. (This would allow for the facilitators to make observations that can be shared with the learner at the feedback interview upon completion of the workshops.) At the intake interview, the learner should be made aware of the relevance of the information we ask them to provide. Anything that gives us insights into who they are, where they've been and where they'd like to be helps all of us to know how to best plan for them and with them. They must be seen as their own best resource and as capable adults who bring many skills to the program. The learners' skills, once recognized and celebrated by the learner form the basis from which we build our service to them.

Together we can:

- ❖ select the best methods and materials to be used
- ❖ look at their strengths, experiences and interests
- ❖ determine who works with them and how it will be done (e.g. one to one, small group, circle)
- ❖ decide when they attend (e.g. time of day, how often)
- ❖ establish supports they may need (e.g. child care, transportation, special accommodations for learning challenges)
- ❖ look at health considerations (e.g. heart, epilepsy, diabetes)
- ❖ offer to advocate on their behalf if this required (e.g. caseworker, family)
- ❖ address potential barriers (e.g. history of abuse, addictions) and make outside referrals if the learner is asking for help and if service is available in the community
- ❖ discuss appropriate use of computer technology.

From the learner we get some insights into all the dimensions of their lives. Hopefully we (learners and those working with them) are better prepared for what

lies ahead on the rough road to improving their communication skills. Raising self awareness in a caring and supportive environment leads to a more positive self image which is key to all the successes we enjoy throughout our lives.

Measuring Learning Readiness and Outcomes

After the Learning Outcomes document was made available, I immediately searched through it to see how it examined the student's learning from all the parts of their being-the whole person. There are huge sections on communicating and numeracy, which is reasonable because it is a literacy measurement tool developed for Literacy and Basic Skills programs. It also has a section on "Self Management and Self Direction". I was drawn to the Self-Management/Self Directed Domain, because it was as close to addressing the "rest" of the student that I could hope for. After all, Learning Outcomes was not intended to be used as a tool that helps students take a journey into themselves! However, within the Native stream, (and within the Deaf, and some Mainstream programs) we take the holistic approach to our learners. This simply means that to serve our students in a respectful and effective way, to help them get to where they are going we need to know something about where they are now and have been! We must look at the literacy adult learner as having a life that can place many challenges and obstacles in the way of making steady progress in academics. We have to look at them as physical, spiritual, emotional and mental beings that are often off balance. Neglecting the rest of the areas and focusing strictly on academics just doesn't work. This is not to say that literacy deals with making sure all areas of the students' lives are in balance. We do need to know however, what is going on with our students (who will only share with us because they have taken the risk to be here right now and we are listening and will be supportive). This is vital information. It tells us about what is going to impact on them as they begin and perhaps whether or not they are even ready to learn at this time.

As those of you who are familiar with the Learning Outcomes Matrix are aware, the Self Management/Self Directed domain is the least developed of all, but this is a good thing. The under development of the Self Management/Self Directed Domain provides us with an opportunity to propose some methods and tools for measuring and demonstrating these skills. It presented me with an opportunity that would fit very nicely with the *"Measuring Learning Readiness"* project. On the next pages I have placed Pages 141 and 142 of the Self Management/Self Directed matrix. In the boxes below the list of criteria I have listed the sections in this binder that relate to these criteria. The exercises within the stated sections will get the learner started on Self Management/Self Directed outcomes.

Become a Self-Directed Learner Capable of Achieving the Best Results Possible in Work and Personal Life.

HRDC Essential Skills Enhanced:

- ❖ Working With Others
- ❖ Continuous Learning

Criteria:

- Improved/steady attendance
- Assignments completed on prescribed or agreed upon time
- Learner reports greater confidence in his/her skill
- Learner reports a successful application of a newly-acquired skill in a real-life context
- Learner report a family member, friend, co-worker or supervisor noticing an improvement in his/her skill
- Increased participation in the program observed (e.g. in class, on committees, joining field trips, etc.)
- Increased readiness to attempt work independently
- Increased readiness to take responsibility for own work
- Increased readiness to try new learning challenges and assignments
- Increased readiness to accept praise for own work
- Increased readiness to take constructive criticism of own work
- Increased readiness to offer constructive criticism of own work
- Increased readiness to offer constructive criticism of other's work, if asked to do so

The Measuring Learning Readiness Binder addresses these areas in:

Section 3 - What motivates me?

Section 4 - What are my skills?

Section 5 - What will others expect from me?

Set, Monitor and Revise Long and Short-Term Goals

HRDC Essential Skills Enhanced:

- ❖ Thinking Skills: Decision Making
- ❖ Thinking Skills: Job Task Planning and Organization
- ❖ Working With Others
- ❖ Continuous Learning

Criteria:

- Learner sets short-term goals
- Learner sets long-term goals
- Many or most of the learner's short term goals directly relate to his or her long term goals
- Learner develops a plan for the achievement of personal goals
- Learner seeks and considers advice and guidance when goal-setting and planning
- Learner evaluates progress toward short and long term goals
- Learner revises short and long terms goals and plans in light of feedback
- Learner demonstrates increased goal-orientation (i.e. increased specificity and certainty in his/her goals or sub-goals)

The Measuring Learning Readiness Binder addresses these areas in:

Section 3 - What motivates me?

Section 6 - I really want to succeed but ...

Section 7 - Where am I now?

Some of the exercises in the resource binder take the learner to another "domain" that is not addressed in the matrix. These exercises look at the spiritual realm. In most learning situations this part of who we are and what we have learned and believe is not discussed. There is a potential for controversy and debate when we get into a values and beliefs discussion. We have become accustomed to not talking openly about our values and beliefs because someone may accuse us of being some kind of fanatic or of being politically incorrect or because it just doesn't belong in a public place, and for many other reasons. When I first began in Native literacy, I was so impressed to see that many programs and practitioners practiced, and openly discussed ceremonies and traditions as part of their delivery of literacy and learning. Every event I have attended opens and closes with greetings, prayers and a teaching, honour song or smudge. People are given the opportunity to participate. It is not forced and there is no disrespect for or mention of those who do not feel they were led to take part. I believe the focus on spirituality is what is most significant and helpful for us as practitioners and what makes the most difference in the lives of our learners.

Our spirituality is what truly makes us unique and it is the essence of everything we are now and can be. The development and growth of our spirit is the most significant of all in terms of how we view our self-worth, and yet it is often not acknowledged whatsoever, let alone fed and nurtured outside of a private or "holy" place. In most programs, we attend to the creature comforts and discuss whether or not the student is physically and emotionally okay enough to attend each session or class. Are we addressing their spiritual health? Without addressing the dimension of spirituality, we are not delivering literacy in a holistic manner.

And now, back to Measuring Learning Readiness and Learning Outcomes ...

Once the student has completed as many of the exercises as it is deemed appropriate, they will have achieved Self Management / Self Directed Outcomes such as:

- ❖ gaining a new sense of self, and strength and confidence in their skills and abilities, being proud of their accomplishments
- ❖ becoming aware of their capabilities and gifts and freely moving ahead in pursuit of new achievements, becoming free because they abandon the destruction of self-criticism
- ❖ having a sense of peace from knowing how important they are in the order of things and how everything is connected
- ❖ learning to forgive and finding that they can move beyond the pain of past hurts
- ❖ obtaining a sense of excitement about learning and living
- ❖ trying new things without fear of ridicule or failure
- ❖ asking questions to gain clarity and learn more
- ❖ presenting ideas and thinking critically about the way things work
- ❖ accepting praise with humility and grace

- ❖ communicating their needs without hurting or disrespecting others
- ❖ standing up for their beliefs and values and being able to respect and accept what others believe in and stand for
- ❖ knowing their responsibility to the ones that came before and the ones that come after
- ❖ passing on their knowledge with a sense of pride, hope and excitement for the generations to come.

What if they aren't ready? Theft what? We're- the only game- in town .. ,

I have heard this said by practitioners many times, and, I have said it myself many times. This project was meant to provide additional resources that can be used to explore and prioritize the range of needs of learners (physical, spiritual, emotional and mental). They have to be in good enough shape to be able to focus on doing this. It doesn't have to and won't likely happen in the first interview. It should happen over time, once the relationship with us is established. We know that hitting someone between the eyes with "what are your goals?" in the first meeting can be an impossible, intimidating question. Common sense and timing means everything at the intake stage.

When- the time- has come- that the- student- can- identify--and--prioritize- their needs, it may become evident that the learner is not ready to learn in the formal sense. Is this the best time for them to be in a learning program if their greatest needs are: to regain custody of their child, attend to their medical problems, get sober, move or be moved, or eat for the first time this week? If we accept learners into our programs, with the full knowledge that many areas of life are in chaos, are we prepared to support them over the long haul? What if community resources are so limited that they may have nowhere to go for help. Do we have the skills to provide this -support? They may want to come to literacy anyway and not deal with their greatest needs (like food, accommodation, and safety. They are used to living this way, it's no big deal.) Are we as practitioners prepared to have an open, honest discussion with them about these obstacles?

We are in a position of trust and literacy is really one of the helping professions. We have an obligation to help, however, we have to be honest about what we can and cannot do, for their sakes and our own. We must extend them the respect they are due. We must believe they are capable of being their own best resource when it comes to deciding what they need to do. And, should they decide to attend the program, the best we can do is to give them the tools to problem solve, communicate clearly, make decisions, and encourage them to follow through. We can also advocate on their behalf, when it appears that doors are being closed on them. Don't assume that other professionals have a "feel" for the needs of literacy students. Remember also that often our learners have communication difficulties - sending and receiving. When they feel that they have been "screwed around" it is often the case that they did not understand what was being said. Often they are given a form or an explanation where they

have not heard what they wanted to hear or the language was full of jargon, so they relive those feelings of being "stupid" and will give up or get very angry.

Perhaps the learners' main difficulty is attitudinal. Is this the best time for them to be a learning program if they;

- ❖ resent authority
- ❖ cannot work in groups
- ❖ have trouble making their needs known
- ❖ they think: "I'm not going to make it -I always fail"

What if their life is 'right off the graph' when it comes to major stresses? If, when looking at coping with stress and overcoming obstacles they are:

- overwhelmed by what's ahead
- exhausted and depressed most of the time
- likely to do okay for a while and then quit because it's causing a problem at home

Maybe they have a problem (and always have had) with making a commitment to something and following a routine. Or someone is pressuring them into being here. They're not really "into it" at all.

When looking at commitment and attendance, is it the best time for them to be in a learning program if they:

- ❖ can't attend for the hours that the case worker is enforcing
- ❖ have to arrange for child care and there is no one that I can ask to baby sit
- ❖ have no transportation
- ❖ stay up all night and can't get up in the morning

Once learners have completed' the exercises in the ***Measuring Learning Readiness*** resource binder, either as a series or selected as appropriate, the practitioner should set aside some time to privately discuss the results with the students. At that time, the practitioner can make recommendations to:

- ❖ make an outside referral (for counselling, medical attention, etc.)
- ❖ for assistance with training supports (transportation, child care)
- ❖ arrange a flexible schedule (evenings, parts of some days, weekends)
- ❖ offer to advocate on behalf of the learner, e.g. with case workers who also "serve" your student to explain that the direct route to employment is loaded with detours for literacy students.

Whatever we do holds the awesome responsibility for impacting the next seven generations. If we make our contribution positively, practically and from the heart and view it as our privilege to have done so, we have helped in a good way.

For Practitioners:

The Learning Environment

Source: "The Importance of Aboriginal Teachings"
A Supporting Paper for
"Aboriginal Leadership Programs"
Bob Atone, 1995.

The Learning Environment

Aboriginal Approaches to Consider

"Regarding the concepts of "education and training", there is no distinction between the two in a traditional aboriginal view. Both education and training are simply matters of learning from experiences, which may or may not be structured within one's life. There are no fundamental differences between the way adults and children "learn" or synthesize and integrate information. Thus, **learning is both lifelong and experiential.**

All learners are viewed as human beings in the broadest sense of the word and as such, they must be provided with opportunities to internalize knowledge, skills, and attitudes (beliefs and feelings) which are based on the qualities and characteristics necessary for promoting a state of harmony, balance, and interdependence with all things. In aboriginal context, competence means that an individual is able to function in a number of roles, which is greater than one's ability to adequately perform a single task or activity. **Competence means the development of the whole person within the total environment and in all aspects of one's life.**

Therefore educational practice within aboriginal cultures was greatly based on the need for understanding one's self and one's total environment within the broader context of spiritual energy and dynamics. Thus, an aboriginal learner over the course of his or her lifetime would acquire not only the knowledge and skills necessary for survival, but also the attitudes (feelings and beliefs) necessary to achieve a life of quality beyond survival. Living beyond survival is living one's life with meaning, purpose and a profound thankfulness for life, which includes all of its trials and tribulations."

The Respectful Learning Environment

As the facilitator of adult learning we must recognize and consider the importance of:

Communicating:

Put some extra thought into how you express things. Your personal bias is critical to the way students will "view the world" because you are a role model for them. The words we use tell others, "this is how I operate, my personal code of ethics, what I believe in, what I think." It is very important to use non-discriminatory communication, which includes language that promotes equality.

Characteristics of the Adult Learner (Knowles)

(broadened by multicultural considerations)

Adult learners:

- want to be treated with respect
- need to have their culture, traditions and values reflected back to them
- want to learn, are (usually) highly motivated
- want to know instructors are sympathetic to their objectives
- want to be treated as adults and equal to other adults
- need to be encouraged to ask questions and argue freely
- need to practice as they learn and know that they will have opportunities to repeat and revise
- need to get a feeling that progress is being made and success will occur
- have a high level of motivation when change occurs (i.e. job loss)
- need to have clear learning goals

Cultural Differences not Cultural Deficits

There will be students from cultural backgrounds in the learning program whose values and beliefs are different from the traditional academic culture. These are differences not deficits. It is crucial that the educator recognizes this and incorporates cultural differences into the total learning experience (e.g. approaches, choice of materials, citing examples, language used, physical surroundings).

Source: Lecture Notes.
Effective Strategies,
Native Education Conference,
Winnipeg, May 1998

IDEAL METHODS TO CREATE A SAFE AND CULTURALLY SUPPORTIVE LEARNING ENVIRONMENT FOR ABORIGINAL STUDENTS

(presenter: Doreen Spence. She established the first, First Nations School in Canada.)
(More information about Doreen Spence appears in Section 4)

Dorothy recommends that we use these methods when teaching aboriginal students:

- ◆ Celebration of the Seasons - we have neglected the importance of observing these events because we don't rely on the seasonal changes for our survival like our ancestors did.
- ◆ Medicine Wheel - many (endless) applications. Very effective with visual and reflective learners especially.
- ◆ Retreats are very important - social interactions and self-awareness are the outcomes.
- ◆ Music - especially during exams, because it's calming and powerful. It also gives the teacher a chance to catch her breath.
- ◆ Drum and Drumming - teach the significance of it - when we use drumming for special events we are saying that the setting is welcoming and safe.
- ◆ Animal Teachings - students can learn about clan systems; animals know and live a life that wisely acknowledges interdependence - on each other, the earth and its elements, the seasons. We can learn a lot from them about survival and how we are connected.
- ◆ Deal with the *beauty* of what we have as a First Nations people. Don't differentiate between the Nations. We need to reconnect with Mother Earth and regain the balance we have lost.
- ◆ Make sure *you* are well, so you can *really* help. Watch your diet. Attend to your emotional, physical, spiritual and mental needs.

Use computers and technology in a positive way.

Defining Education

The original meaning of the word "education; to draw forth", needs to be restored. Education should mean, "caring enough to draw forth the greatness within each unique person."

Honouring Students as Individuals

"Each individual is inherently creative, has unique physical, emotional, intellectual, and spiritual needs and possesses an unlimited capacity to learn."

Innovative schools world-wide have replaced standardized tests with "personalized assessments" which result in the students development of "self-knowledge, self-discipline and enthusiasm for learning. "

Appealing to learning styles, working with multiple intelligences and allowing the time required for the task will improve students' likelihood of achieving desired outcomes.

The Role of Real Experience

- Education should: -
- "link learners to wonders of the natural world" through approaches that immerse the student in life and nature.
 - "connect the learner to the workings of the social world through real-life contact with the economic and social life of the community"
 - "acquaint the learner with the realm of his/her inner world through honest dialogue and rimes of quiet reflection"

The Role of Teacher

Educators need to be "facilitators of learning"; designing and implementing environments that suit the need of learners.

Educators should be aware of differences, needs, and abilities of learners and be able to respond to them.

Educators must consider each individual within the contexts of family, school, society and even the global community.

Educators must be accountable, above all, to their students.

Spirituality and Education

Spiritual experience and development provides us with our connection to others; and ourselves and gives meaning and purpose to everyday life. It recognizes the value of the interdependencies of life and provides us with a chance to rest, reflect, and meditate - escaping from the pressures and frenzy of our daily lives. It is our spirituality that allows us to truly respect and appreciate life. The most valuable part of the person is the self or soul. "The absence of the spiritual dimension is the crucial factor in self-destructive behaviour."

Drug and alcohol abuse, crime, family breakdown, empty sexuality are some of the results of not having a genuine source of fulfillment.

Education should nourish the growth of spiritual life and should help individuals become aware of the connectedness of all life. This is an individual empowerment concept in that "if everyone is connected to everyone and everything else, then the individual can and does make a difference. "

"Holism seeks to expand the way we look at ourselves and our relationships to the world by celebrating our human potentials - the intuitive, emotional, physical, imaginative, creative, as well as the rational, logical, and verbal."

"Holistic education recognizes that human beings seek meaning, not just facts of skills as an intrinsic aspect of their full and healthy development."

Relating to Others and Connecting with All Creation

The following quotations have been taken from "Returning to the Teachings." They are profound statements that describe the importance of striving for balance and seeing our connectedness to all things.

The ancient teachings that help people make changes must not only be given in words to those who have come for help; they must also be given by being manifested by the helpers themselves in everything they say, do and offer. The healing team must demonstrate the most fundamental teaching of all - that life is relationships and that acting in individualistic defiance of that reality will only lead everyone downhill. (Ross p.137)

"This focus on relationships is not confined to relationships between people. Of equal importance are the relationships between themselves and the rest of creation. ...Respect and sharing for instance, ... require effort and will and must be a part of continuing relationships with all aspects of creation. (Ross p.139)

"We must constantly monitor the relationships between our mental, physical, emotional and spiritual dimensions as individuals and do what we can to keep healthy and balanced connections between them." (If not) ... it is understood that the combinations of wisdom, stamina, courage, and faith needed for a "good life" will not exist society itself must be dedicated to maintaining the same balance (otherwise) it becomes increasingly difficult for individuals to maintain their own balance ... (Ross p.140)

"Once you see yourself as a product of, and constant contributor to, all the relationships that surround you, it becomes impossible to forget that what you absorb in one place you will pass on at the next, just as what you pass on will affect a hundred others as well".
(Ross p.146)

(the teachings indicate that)

" We must find a way to remind ourselves, each step of the way, that we are not important in ourselves, but only through what we bring to the relationships that surround us, including our relationships with the nonhuman parts of Creation. This is my understanding of the attribute of strength, the strength to acknowledge that while all the relationships that surround us do not need us, we have a responsibility to contribute to them positively as long as we remain within them."
(Ross p.191)

"(combination of) strength, humility, and courage seems to be the only way to open you enough to start learning who and what you might become."

"I would go even further and suggest that communication and connection on the mental level are seen as the weakest of all forms of connection ... Real communication is more of a "felt" thing than a rational one." (Ross p.172)

"Better to take a core of the healthiest people, help them become as healthy as they can be as individuals and as a functioning group, then return them to support each other as they bring their group power to bear on the challenge of turning (that) discord around."
(Ross p.138)

Source: The Importance of
Aboriginal Teachings,
Bob Antone, 1995.

ABORIGINAL VALUES

Contained in the following description is a list of traditionally based values that have been consistent throughout time and across various aboriginal cultures within North America. These values have persisted despite the many physical and material changes which have occurred within aboriginal cultures. Viewed as desirable characteristics which support and enhance a harmonious state of co-existence, the majority of traditional aboriginal teachings focus on helping individuals to understand and to develop these qualities within them.

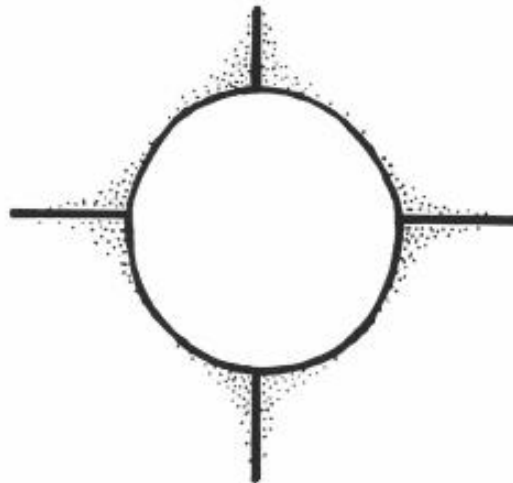
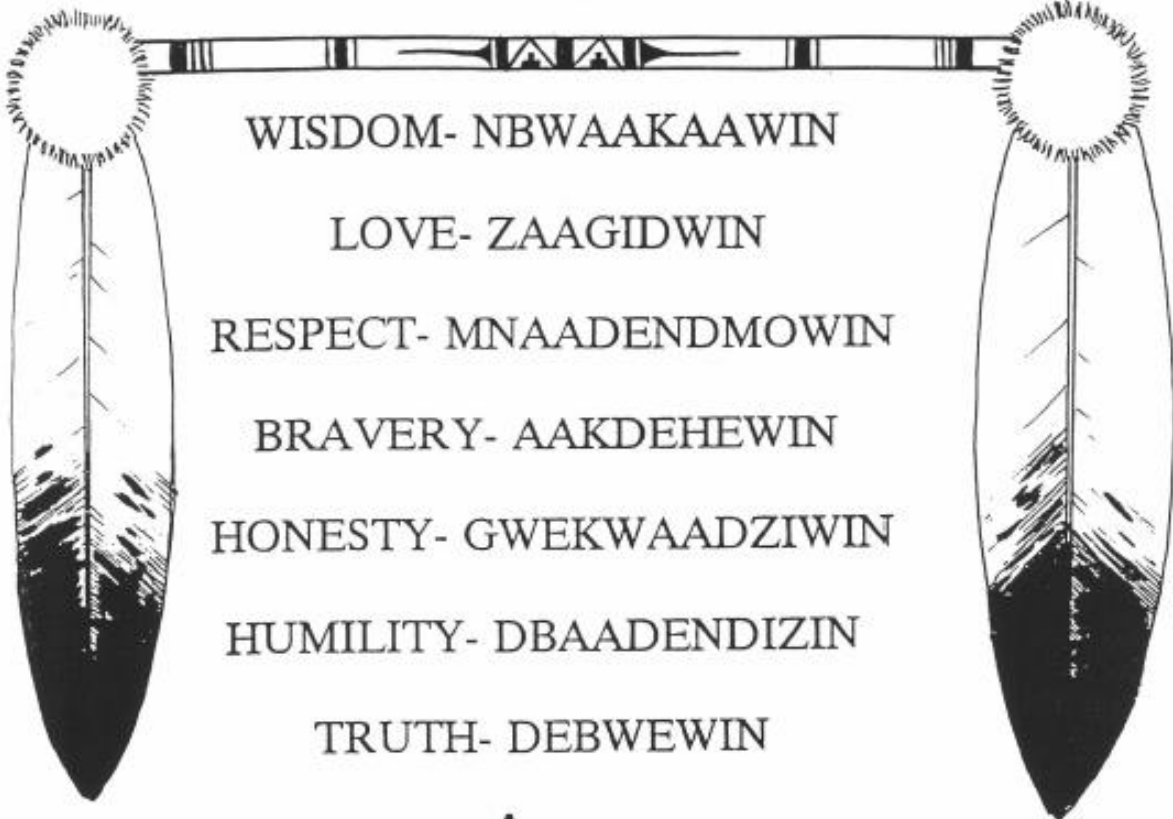
- RESPECT** A way of being in the world which honours the harmonious nature and interconnection with all of life. A human being who embodies respect understands that his or her personal relationship to all things and all life forms is based on mutual dependence, action and influence.
- KINDNESS** The capacity for caring coupled with the desire for harmony and the ability to be helpful, gentle and sympathetic in all relationships.
- HONESTY** The ability to freely act without fraud or deception. An honest human being acts with the utmost integrity in all relationships because he/she recognizes that the dignity and freedom of one's self and others is not to be violated.
- SHARING** The ability to recognize, to feel and to understand that the interdependence and interrelatedness of all life promotes the development of a collective consciousness and communal coexistence. To maintain harmony and balance within the collective requires the ability to act in a cooperative and generous manner for the purpose of experiencing the enjoyment and wellbeing of others.
- STRENGTH** The state of being which is supported by a conscious need for kindness and respect in relating one's self and others. A person who exercises his or her strength of character displays a strength of mind that enables them to encounter danger and to bear pain and adversity with courage for the purpose of generating and maintaining peace and harmony both within one's self and in relationships with others.
- COURAGE** The quality which enables a person to act in spite of one's fear so that the security, peace and dignity and freedom of one's self and others can be maintained.

WISDOM The ability to sense and to discern an appropriate course of action. This is an inner quality which is characterized by the ability to act with good sense and judgement in managing one's life. A person who is wise both intuitively understands and consciously respects the spiritual quality of life, helps to translate this understanding to others, and helps to develop discernment in others.

HUMILITY The recognition that all life forms constitute a sacred and equal part of creation. Humility is the state of being humble which means that a person recognizes and honours the importance of life, is sensitive to the need of good relations, and is able to act for the purpose of maintaining balance. It is the ability to act with the knowledge and understanding that all of life has the inherent right and freedom to be self governing and self-directing. No one life form is better or above another life form.
Measuring

Source: The Seven Grandfathers
Traditional Teachings
Ojibwe Cultural Foundation
Manitoulin Island, ON 1995

SEVEN GRANDFATHERS- SEVEN TEACHINGS



Source: The Seven Grandfathers
Traditional Teachings
Ojibwe Cultural Foundation
Manitoulin Island, ON 1995.

TEACHINGS OF THE SEVEN GRANDFATHERS

Take care of the earth and the community of life we need to remember the teachings of the First Elder, who has handed on the gifts of knowledge that he received from the Seven Grandfathers when he was just a little boy. Each grandfather gave him a great gift. One gave him the gift of Wisdom, and he learned to use that wisdom for his people. Another gave him the gift of Love so that he would love his brother and sister and share with them. The third offered the gift of Respect, so that the First Elder would respect everyone, all human persons and all the things that were created. Bravery was the next gift, bravery to do things even in the most difficult of times. One grandfather gave the boy Honesty so that he would be honest in every action and provide good feelings in his heart. One grandfather gave him Humility, to teach the boy to know that he was equal to everyone else. The last gift that he received was Truth. The Grandfathers told him, "Be true to everything that you do, Be true to yourself and true to your fellow man. Always speak the truth."

They told him, "Each of these teachings must be used with the rest; you cannot have wisdom without love, respect, bravery, honest, humility and truth. You can be honest if use only one. And to leave out one is to embrace the opposite of what that teaching is."

If each one of the seven gifts is not used together with the others, we cannot function. Today we should live by these seven teachings even though we need to work hard to embrace them. Sometimes it is hard to respect someone who has hurt you. If we don't practice honesty, we cheat. If we don't practice truth, we will lie. We must go back to the knowledge that the Seven Grandfathers taught the First Elder, who passed the teachings on to other generations.

The Native Code of Ethics

- ❖ Each morning upon rising, and each evening before sleeping, give thanks for the life within you and for all life, for the good things the Creator has given you and others, and for the opportunity to grow a little more each day. Consider your thoughts and actions of the past and seek for the courage and strength to be a better person. Seek for those things that will benefit everyone .
- ❖ Respect. Respect means to "feel or show honour or esteem for someone or something; to consider the well-being of, or to treat someone or something with deference or courtesy". Showing respect is a basic law of life.
 - Treat every person from the tiniest child to the oldest Elder with respect at all times.
 - Special respect should be given to Elders, parents, teacher and community Elders.
 - No person should be made to feel "put down" by you; avoid hurting other hearts as you would avoid a deadly poison.
 - Touch nothing that belongs to someone else (especially sacred objects) without permission, or an understanding between you.
 - Respect the privacy of every person. Never intrude on a person's quiet moments or personal space.
 - Never walk between people who are conversing.
 - Never interrupt people who are conversing.
 - Speak in a soft voice, especially when you are in the presence of Elders, strangers or others to whom special respect is due.
 - Do not speak unless invited to do so at gatherings where Elders are present (except to ask what is expected of you, should you be in doubt).
 - Never speak about others in a negative way, whether they are present or not.
 - Treat the earth and all her aspects as your mother. Show deep respect for the mineral world, the plant world, and the animal world.
 - Show deep respect for beliefs and religions of others.
 - Listen with courtesy to what others say, even if you feel that what they are saying is worthless. Listen with your heart .

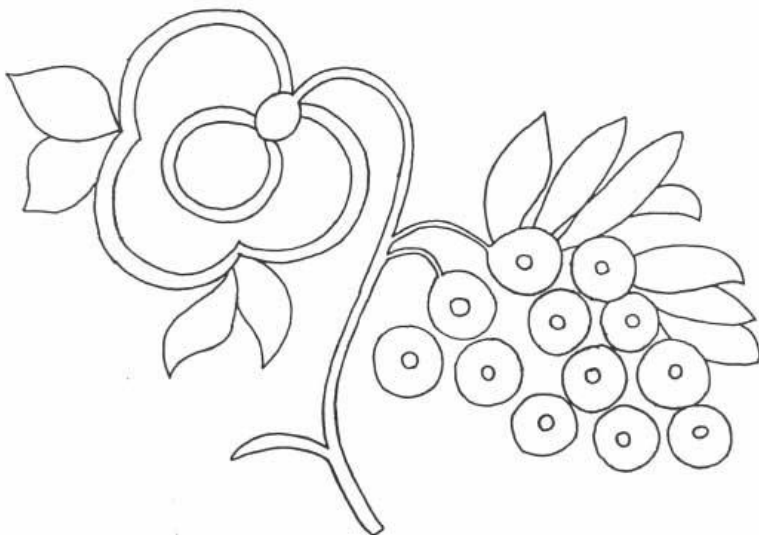
- ❖ Respect the wisdom of the people in council. Once you give an idea to a council or a meeting it no longer belongs to you. It belongs to the people .
- ❖ Be truthful at all times, and under all conditions .
- ❖ Always treat your guests with honour and consideration. Give your best food, you best blankets, the best part of your house and your best service to your guests .
- ❖ The hurt of one is the hurt of all, the honour of one is the honour of all.
- ❖ Receive strangers and outsiders with a loving heart and as members of the human family .
- ❖ All the races and tribes in the world are like the different coloured flowers of one meadow. All are beautiful. As children of the Creator they must all be respected .
- ❖ To serve others, to be of some use to family, community, nation or the world, is one of the main purposes for which human beings have been created. Do not fill yourself with your own affairs and forget your most important task. True happiness comes only to those who dedicate their lives to the service of others .
- ❖ Observe moderation and balance in all things .
- ❖ these things that lead to your well-being, and those things that lead to your destruction .
- ❖ Listen to-and follow the guidance given to your heart.

Reference: P. Lane, J. Bopp, M. Bopp; Authors
The Sacred Tree

The Twelve Teachings of the Sacred Tree

1. **Wholeness.** All things are interrelated. Everything in the universe is part of a single whole. Everything is connected in some way to everything else. It is therefore possible to understand something only if we can understand how it is connected to everything else.
2. **Change.** All of creation is in a constant state of change. Nothing stays the same except the presence of cycle upon cycle of change. One season falls upon the other. Human beings are born, live their lives, die and enter the spirit world. All things change. There are two kinds of change. The coming together of things (development) and the coming apart of things (disintegration). Both of these kinds of change are necessary and are always connected to each other.
3. **Change occurs in cycles or patterns.** They are not random or accidental. Sometimes it is difficult to see how a particular change is connected to everything else. This usually means that our standpoint (the situation from which we are viewing the change) is limiting our ability to see clearly.
4. **The seen and the unseen.** The physical world is real. The spiritual world is real. These two are aspects of one reality. Yet, there are separate laws which govern each of them. Violation of spiritual laws can affect the spiritual world. A balanced life is one that honours the laws of both of these dimensions of reality.
5. **Human beings are spiritual as well as physical.**
6. **Human beings can always acquire new gifts, but they must struggle to do so.** The timid may become courageous, the weak: may become bold and strong, the insensitive may learn to care for the feelings of others and the materialistic person can acquire the capacity to look within and to listen to their inner voice. The process human beings use to develop new qualities may be called "true learning".
7. **There are four dimensions of "true learning".** These four aspects of every person's nature are reflected in the four cardinal points of the medicine wheel. These four aspects of our being are developed through the use of our volition. It cannot be said that a person has totally learned in a whole and balanced manner unless all four dimensions of their being have been involved in the process.

8. The spiritual dimension of human development may be understood in terms of four **related capacities**.
First, the capacity to have and to respond to realities that exist in a non-material way such as dreams, visions, ideals, spiritual teachings, goals and theories.
Second, the capacity to accept those realities as a reflection (in the form of symbolic representation) of unknown or unrealized potential to do or be something more or different than we are now.
Third, the capacity to express these non-material realities using symbols such as speech, art or mathematics.
Fourth, the capacity to use this symbolic expression to guided future action- action directed towards making what was only seen as a possibility into a living reality.
9. Human beings must be active participants in the unfolding of their own potentialities.
10. The doorway through which all must pass if they wish to become more or different than they are now is the doorway of the will (volition). A person must *decide* to take the journey. The path has infinite patience. It will always be there for those who decide to travel it.
11. Anyone who sets out (i.e., makes a commitment and then acts out on that commitment) on a journey of self-development will be aided. There will be guides and teachers who will appear, and spiritual protectors to watch over the traveller. No test will be given that the traveller does not have the strength to meet.
12. The only source of failure on a journey will be the traveller's own failure to follow the teachings of The Sacred Tree.



Respecting
The
Individual
Differences
Of
Learners

Source: Returning
to the Teachings
Rupert Ross, 1997

Towards Understanding Behaviour

The Five Waves Teaching (Inuit woman from Hudson Bay as learned from her grandfather.)

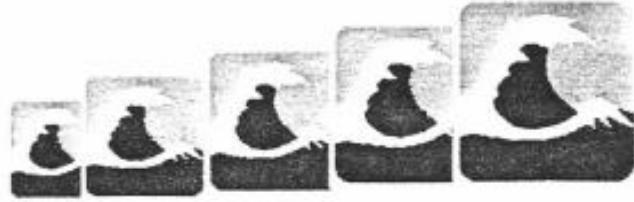
Mr. Ross tells about *The Five Waves Teaching* and how he considered the Teaching when working with Carl, a 15 year old young offender with a record for the "horrible abuse of others". The example used and Mr. Ross' field of expertise is within the corrections system. However, I believe that his points are right on when trying to understand the behaviour of an individual who has been profoundly influenced by a negative past. Sharing this teaching with a learner who may feel deeply resentful of historical injustices can be a tremendously effective reframing exercise that provides an opening for moving on.

"I could not deal with him effectively until I understood all the traumas that had affected him, his family, his community and his people." (Ross p.121)

...we cannot come to understand (their) behaviour until we gain some understanding of all the waves, old and new, that have converged on them during their lives...they will continue to face the same waves tomorrow and the day after that, and that many of them cannot be changed ...what is necessary in the face of that reality is a process that helps them develop the skills they will need to ride all those waves more successfully in the future ...the very last thing any (justice) process should do is cause a reduction in whatever (riding) skills they already possess." (Ross p.75)

"Going back is not for the purposes of finding fault or apportioning blame, it is done to gain an understanding of all the currents that swirl about aboriginal people at this point in time ...You can be at the mercy of forces beyond your control and yet significantly responsible for the course of your own life."

Note: An illustration of The Five Waves Teaching has been presented on the next page. - >- >



The Teaching of the Five Waves (Hudson Bay Inuit)



Fur traders arrive and press for a spokesman from the encampment to "act like a leader" and make a decision "on the spot" (the first "wave")



Centuries of slander and persecution of everything aboriginal



Father's waves of abuse began at residential school



Child's Early years – waves of abuse from his father



Child is now a 15 year old offender charged with "horrible abuse of others" (and so it continues ...)

The Five Waves Teaching illustrates:

Movement towards disharmony

Every force added seems headed in the same direction

Time permits waves to gain depth and power

The Emotional Brain

Our Emotions Have A Mind of Their Own

Brain research has revealed that we have a mind that thinks and a mind that feels. Therefore, we have rational (thinking) and emotional (feeling) intelligence.

- ⇒ The emotional centres are developed first, then the thinking parts are formed.
- ⇒ How we do in life is determined by both our emotional and rational intelligences.
- ⇒ Each of these is a "full partner" in our mental lives. When they are interacting well, both levels of ability rise.
- ⇒ I.Q. contributes 20% to the factors that determine life success. The rest is up to other forces ranging from "social class to luck"
- ⇒ Emotionally competent people know and manage their own feelings well and can read and deal effectively with the feelings of others. They also have a "leg up" in other aspects of their lives including relationships.

Howard Gardner's Theory on Interpersonal and Intrapersonal Intelligences

(Gardner is a Harvard psychologist who developed the theory of multiple intelligences)

- ⇒ Interpersonal: ability to understand other people i.e. what motivates them, how they work, how to work with them. A well-developed interpersonal intelligence is a valuable quality in day to day living. It helps us make good choices, and "pick up on" unspoken messages. 4 components (Hatch and Gardner) of interpersonal intelligence are:
 1. Organizing groups
 2. Negotiating solutions
 3. Personal connection
 4. Social analysis: being able to detect and have insight about people's motives, feelings, and concerns
 - ⇒ Intrapersonal: the ability to understand oneself and use self-knowledge to operate effectively throughout life and guide personal behaviour.
Learning to be in tune to our feelings is the key to making sounder personal decisions, setting goals, making choices (in school courses, career directions, who we spend time with, how we put effort out to accomplish certain things).
 - ⇒ The philosopher Socrates coined the phrase "know thyself" which is the well-known reference to the significance of self-awareness. Socrates philosophized that knowing yourself was the key to realizing successes in life.
 - ⇒ Some emotional reactions can be achieved without the brain thinking at all.
 - ⇒ The brain also has two memory systems, one for ordinary facts and the other for "emotionally charged ones."
 - ⇒ The brain's wiring is such that when we're upset we literally "can't think straight."
 - ⇒ Continual emotional distress can create deficits in the intellectual abilities of a child. Despite their potential to learn, their capacity to learn is impaired.
 - ⇒ The brain's circuits are monitoring moods and this allows you the chance to change your mood once it is identified
-
- ⇒ The brain's circuits are monitoring moods and this allows you the chance to change your mood once it is identified

The Power Struggle: Emotional Brain vs. Thinking Brain

The bottom line:

- ⇒ students who are anxious, angry, or depressed don't learn, don't take in information efficiently or deal with it.
- ⇒ during these emotionally-charged times the brain's "working memory" (the mind's ability to hold all information relevant to the task at hand)
- ⇒ Olympic athletes, world class performers, chess masters have the common trait of sticking to tough training routines and are relentless in reaching their goals. A combination of enthusiasm and persistence no matter what, along with strong work ethic gives them the emotional edge to focus solidly on their goals and succeed.
- ⇒ Our emotions can get in the way of our ability to think and plan or emotions can help us to think, plan, pursue a goal, solve problems, very effectively. Emotions determine how we do in life (this is our "metability")
- ⇒ Some people have an inability to express emotion because they are unable to know their feelings (see Repressing Emotion section).
- ⇒ Resisting impulse is a basic psychological skill that is looked at as the root of all emotional self-control. What shows up in a child in small ways ends up as a full blown -later-in-life ability or lack of ability to delay gratification, Goal directed, delay of gratification is key to regulating emotion (resisting impulses) and it must be learned, it is not "built in"

ANGER -Self Management and Resolving Conflict with Others

- ⇒ It can be difficult to find the balance between emotional (letting it out) and anger suppression (shoving feelings down deep inside)
- ⇒ Some psychoanalysts consider the ability to "soothe oneself" as an essential tool
- ⇒ Students involved in anger research found that when they reframed a situation more positively anger didn't take over. Reframing means that we look at the circumstances in a different way. For example, when all you're getting is lemons in life, make lemonade.
- ⇒ Stress activates a chemical that lowers our ability to stay calm and not get angry. We can cut the process of getting angry off if we wait it out - a psychological cooling off needs to occur
- ⇒ Self-awareness can be used to "catch" hostile thoughts. Writing them down, drawing them or physically "walking them off" gives the individual more control and often an opportunity to save face before the anger escalates to the rage stage

Strategies that can be used to help someone who is trying to manage anger:

- 1) distract the person, e.g. ask for something to be done in the classroom like opening a window, getting materials from the desk
- 2) empathize with feelings and point of view (see Empathy section)
- 3) bring them to the consideration of an alternative focus which leads to a more positive frame of mind, e.g. person becomes angry because someone in the class has said something they didn't like.

Person starts to slam things around, looks ready to punch something or someone. Ask person to help with something in another room (e.g. copying more sheets for class). Discuss calmly and quietly using active listening techniques (see Communicating Section). Ask the person to consider the fact that the other group member's comments were not very diplomatic and that he is learning how to curb comments and remarks that are hurtful - that he/she needs our help to become more aware of other's feelings. Ask the "angry" person to be a helper. Suggest making

the other member aware through a three-way discussion which you will facilitate at another time. Ask if this would be helpful, and offer time to do this. Follow through. Note: If this occurs during a talking circle, ask if the person is okay to return to class.

- ⇒ It is dealt with in a caring way by the members. At one time, allowing a person to vent rage (e.g. cursing and swearing sessions) was found to be the therapeutic method of choice. However over time research has shown that "lashing out" works only under special conditions. These conditions include:
- expressing the anger directly to the person who is the target
 - occasions when it restores a sense of control
 - when it inflicts "appropriate harm" on the other person who then changes the hurtful behavior

Six Steps for Impulse Control: Source: Emotional Literacy

Source: Emotional literacy
Dept. of Psych,
Collaborative for the
Advancement of Soc. and
Emotional Learning
Chicago, ILL..

1. Stop, calm down, think before you act.
2. Say the problem and how you feel.
3. Set a positive goal.
4. Think of lots of solutions
5. Think ahead to consequences.
6. Go ahead with your best plan

Group Approach to Conflict Resolution

Apply **SOCS** - **S**ituation **O**ptions **C**onsequences **S**olutions

Choose an issue - real is best.

Get the group to brainstorm ways a problem could be worked out so it ends as a win-win between the parties. Students take turns as facilitators. Best solution is suggested to the person who brought the issue in. Follow up with a report on how it worked out and an evaluation, positive and negative, of the process and the outcome.

WORRY: "the heart of all anxiety" - Borkovec's Worry Research Findings

- anxiety gets in the way of academic performance. It overpowers our rational intelligence.
- in the target group used for the worry research, insomniacs were kept up all night by "intrusive thoughts"
- the insomniacs studied found that when they focused on sensations created by relaxation techniques it worked effectively in ridding them of their worries
- Strategies that can be used to help someone who is worried:
- becoming aware of the onset of worry is the first step toward relaxing. It is at the moment that the worry is recognized, that the relaxation method should begin. If it is practiced daily, it can be used on the spot when needed most. There are many methods of relaxation such as listening to tapes (waves, birds, gentle breezes) or through guided relaxation where the facilitator has you escape in your mind to a peaceful, beautiful spot

where you, slow down, enjoy your surroundings and take some time for yourself You become aware of the body's tension starting at the head and release it until you are completely relaxed. Many people go to sleep by these exercises. It can be very effective and the individual can learn to do on his/her own.

- see also Stress section

GOOD MOODS:

- person thinks more positively and extensively when in a good mood
- good moods make us take a risk and seek adventure

IN EVERYTHING GIVE THANKS

We get so focused on our circumstances and miss out on the beauty and blessings that surround us. Our human nature tends to focus on the negative. Reframe it. Remember the Creator will not and has never given us anything that we cannot handle. If you wake up in the morning and take a breath on your own, you have something to be thankful for. So stop the negative thinking. Think of at least 10 things to be thankful for - as simple as they may be - a hug from a child, the blue sky, white snow, a bed to sleep in, warm socks, a cup of tea, a country where we enjoy peace, the freedom to make our own choices (good or bad), music, ears to hear it with, the seasons, on and on. Write them down. Keep thinking of more, until you feel better, more relaxed and calm, maybe even ready to smile. So easy to do and so effective in shifting a bad mood into a better one. The better mood gives you the energy to manage the challenges of the day ahead. Try it. It takes an effort to get started, just like any workout, but it does work. People will start to wonder about you - why you look so good - and ask what your "secret" is, just like they do when you've been on a diet. Practice this on your own. Discuss it and share it with anyone, anytime you hear or see negative thinking or "bellyaching". Be sure to pass it on.

HOPE: believing in the will and the way to goal achievement

- the degree of hope proved to be a better predictor of success than scores on the academic achievement lists of first year college students
- combine a reasonable amount of talent with the ability to keep going no matter what and success will be achieved. Elder give Teachings, invite Motivational speakers, who are former students or role models, referrals to Clergy, programs.
- Strategies to inspire hope:

EMOTIONAL CHANELLING:

FLOW: enter "the zone" where excellence becomes "effortless"

- flow is the point at which emotional intelligence is working at it's best, i.e., emotions are "harnessed" "positive" "energized" and "aligned" with what has to be done
- students achieving or working to their potential and beyond are apt to study because it puts them into flow
- person is performing at his/her peak but has no concern for how it's going to turn out. The act of just doing it is the motivator when the person is in the flow zone and the motivation

is coming from within not from external pressures, promises, threats, or rewards

How to enter "Flow"

- focus attention sharply on task at hand
- or - person finds a task he/she is skilled at and works at a level that is more challenging
- achieving flow is like reaching your mastery level in emotional channelling
- flow undeniably demonstrates the power of emotion to gain academic success

EMPATHY

- The more we know ourselves, the better we become at reading and feeling the emotions of those around us (we empathize with them).
- The "root of caring" comes from our capacity to empathize intuitively. When we observe non-verbal behaviours (e.g. tone of voice, gestures, facial expressions, posture, etc.) we are able to determine the emotional state of the other person.
- Nonverbal expressions are to emotional intelligence as words are to rational intelligence. They make up our emotional language. 90% of the real message is sent through nonverbal expression.
- The failure to register another's feelings is a major deficit in emotional intelligence.
- The term "dyssemia" is applied to those who have what is likened to a learning disability in the realm of reading nonverbal messages
- They can become anxious and get left behind in situations where understanding these cues is necessary to be successful. Attaining the academic learning is not possible because the emotional development lags behind.
- Empathy is learned as a child by the child's attention being directed toward how his or her actions have affected someone else. This leads to the development of morals later in life, e.g. the child is likely to be type of bystander in a crisis that will step into help
- **Strategies to help someone learn to be more empathetic:**
- A mirroring activity between individuals and counsellors has been found to be effective with people who lack a sense of what others are feeling. With a trusted helper, discussions about and practicing reading of nonverbal cues can assist an individual to achieve increased awareness of other's feelings
- Child molesters, rapists and many perpetrators of family violence have been found to have no capacity for empathy
- New treatment methods of offenders includes reading accounts of crimes similar to that they have committed, written from the perspective of the victims and then role playing the crime with the offender in the victim's role. It is difficult for the offender to deny the pain and this works very effectively towards awakening a sense of how their actions hurt, perhaps even killed, someone else.

FEAR

Fear is the emotion that is crucial to our survival. However misplaced fears often hold us back from achieving or even trying to get what we want from life. Fear of rejection and fear of failure are two of the greatest we have as humans.

The fearful student can be shy and withdrawn or aggressive and angry. Recognize that these behaviours are rooted in fear and you are halfway to developing a rapport. Don't take it personally. Don't take the hands off or confrontational approach because you are simply mimicking their emotional state and that leaves you stuck in neutral. Reach out. Engage them in conversation about them or something you know they're interested in. It is essential to build a rapport through consistently and actively listening, observing and taking an interest in them. Remember that our students have had many hurts, disappointments, rejections, and difficulties in relationships throughout their lives. Their ability to determine if you are genuine is highly developed. Show them the highest regard and respect. Don't make empty promises to them. Extend them the same courtesies you give to colleagues. If you make an appointment with them and can't make it -let them know. They are watching your example all the time. You will be tested to see if you mean what you say and if you are for real. They are taking a risk to be at your program. Take care of the fragile and very important relationship that is forming between you. If you truly believe that they can learn and consider your role as teacher to be a privilege, all of this will fall into place quite naturally. The best way to help someone overcome fear is by caring. When you have evidence that the student's fear (of relationships with you or others) has been replaced by caring (about you or others) then you know he/she has overcome fear. They are on their way to experiencing the excitement of taking other "risks".

HANDLING RELATIONSHIPS - "handling emotions in someone else"

- before tuning into someone else's emotions, a sense of calm must be maintained
- within us
- the expression of one's feelings demonstrates social competence
- society has a set of display rules which tell us what is and what is not socially accepted in public emotional expression
- we unconsciously imitate the emotions displayed by someone else through a "motor mimicry" that we are not aware of Perhaps this explains the patterns that we swore we would not pass on to our children but automatically do.

- **Strategies:**

- Help the person to recognize the pattern (The five Waves Teaching), encourage and support them to come up with healthier choices and alternatives which breaks the cycle. This is very difficult to achieve. What is known as comfortable, change is scary.

DEPRESSION OR BEREAVEMENT

- a new look at depression in young people pinpoints deficits in two areas of emotional competence: relationship skills ... and a way of interpreting setbacks that is depression "promoting"
- long term studies have revealed that resilient individuals who have grown up and survived terrible sets of circumstances, share these key emotional skills:
 - winning social skills that draws people to them
 - self confidence
 - optimism in the face of frustration
 - ability to recover quickly from upsets
 - easygoing nature

Some strategies:

- ⇒ Spending time with our sadness provides us with an opportunity to mourn the loss, ponder its meaning, make the necessary emotional adjustments and new plans that allow us to move on
- ⇒ Seeing the loss in a more positive light is an antidote to sadness (there are no answers). Don't ask why, ask what is ahead for me?
- ⇒ Cognitive therapy: the degree to which people turn the situation over in their minds is a determinate of whether or not the depressed mood will lift or persist.
- ⇒ Bringing people who are suffering from depression or grief into a circle of friendship and support

This is a process that takes time and requires active participation on a cognitive level. Passively wallowing in it makes the sadness worse.

Efforts people have made to change the thought patterns attached to a sad event have been found to be on par with medication in the treatment of clinical depression and actually work better than meds at preventing the return of depression. Two effective steps to take in this "cognitive therapy" are:

- 1) challenge the thoughts, question their validity and think of possible alternatives
- 2) purposely schedule pleasant distracting activities (upbeat ones)

Other Strategies for Coping with Bereavement and Depression

Crying is nature's way of lowering distress. The chemical process that crying creates in the brain causes short term memory loss. People feel better because some of the reasons for the pain and sadness have been "forgotten".

Exercise moves the body from the low arousal state created by depression to a high arousal state which shifts the mood from "down" to "feeling much better" mind frame.

Helping others in need lifts us out of our preoccupation as we empathize with others who are suffering.

Turning to a higher power for those who believe, giving the burden of sadness over in a faithful way to a higher power, provides the greatest comfort and hope for the future.

A traditional ceremony, e.g. feast on the anniversary of the death of a loved one.

"LETTING GO CEREMONY"

- ❖ ∴ as shared with Rupert Ross by an Alberta Cree Woman following the suicide of her young nephew

"It was wintertime, and the ceremony centred on a sled with long, strong ropes tied to each end. In traditional times, certain items meant to accompany the deceased on his or her journey would have been put on the sled. In this case, the grave marker was tied on. Then the family of the boy lined up on one rope, while a larger number lined up on the other. A tug of war began, with the larger group pulling the sled towards the graveyard for the burial. The family group pulled in the opposite way, doing whatever it could to keep the sled from getting there, to keep the burial from taking place".

As she described it, it wasn't long before all the family members - men, women, and children - were down in the snow and slush and dirt, their clothes wet and muddy, their hands raw, their backs, arms, shoulders and legs giving it everything they had. People up and down the rope were breaking into tears and groans, often repeating the name of the young man. And then, they started saying the names of other people who had passed away, people whom they had never been able to let go of before. All along that rope there were eruptions of grief at so many losses in the family, none of them resolved, none of them put to rest.

It took quite a while to make it to the grave site. By then the entire family had, quite simply, nothing left. The burial took place in exhausted silence. However, by the time of the feast later that night, everything had changed completely. "You would have thought we were Irish!" she told me. "It was almost like one of those wakes where you're supposed to celebrate, instead of mourn. It was like that for us too!" (Ross p.157).

REPRESSING EMOTION - people who appear to regulate their emotions effectively can be seething underneath the calm exterior. This pattern occurs in 1 out of 6 persons. They are not faking their lack of awareness about how upset they are; their brain is actually keeping information from them. This condition impedes the person's ability to tap into self-knowledge and to release strong feelings like anger and grief. Depression can result and with it the individual may experience long term health complications (e.g. Tension headaches, chronic stomach upset, respiratory problems)

HOW TO HANDLE OTHER EMOTIONALLY CHARGED SITUATIONS

CRITICISM - dishing it out and taking it (Levinson)

As the instructor, you are struggling with someone in the group who is constantly jabbing and baiting you:

- when you as the facilitator become angry, criticism and sarcasm come easily in a study of 108 managers and workers, the use of sarcasm and unfounded criticism, followed by threats, were the # 1 reasons named for conflict on the job and simply added to the problem because of how angry the recipient became

- these management techniques are the worst way to motivate
 - in the same way you give praise, give criticism
 - 1) Be specific
 - 2) Offer a solution
 - 3) Be present
 - 4) Be sensitive
- as the recipient of the criticism:
- try to see it as advice and information on how to do better, not as a personal attack
 - watch that you don't become defensive, rather than responsible towards the problem
 - if too upset, ask to resume later after a cooling down has happened
 - work together with the critic to solve the problem

DEALING WITH PREJUDICE AND DISCRIMINATION

- as the facilitator you must speak out, even against low-key acts of harassment and discrimination. Educate your students on their rights and practice methods of responding with assertive statements like: "I am offended by what you said (did) and I want you to stop it now."
- set a ground rule for the classroom that makes bias in any form out-of-bounds
- "silent witnesses" to the prejudice will feel supported to express discomfort in this kind of environment. Most often, those who are being 'judged' will not speak out. Memories of past discriminating experiences may come flooding back to them. Nonverbal clues are down cast eyes, lowering of the head and slumped shoulders. The emotions are repressed. Being judged may be so common to them, you will see no reaction. Almost a resigned acceptance of the racism is occurring (i.e. who cares? It's bigger than I am so why fight it? This is just the way it is for me.). The victim of discrimination may even laugh and add to the comments a "laughing is better than crying" attempt to cover up their hurt. Then there are the individuals who react violently by "losing it". Those who have the violent (rage) reactions need to be supported with anger management strategies as well as those methods.

If as a non-Native instructor you find you are experiencing "reverse" prejudice the same strategies apply, i.e. it is not acceptable, based on the norms (code of behaviour) of the program. It is against the Teachings, it is offensive and it must stop now.

Remember that this behaviour is coming from past hurts or out of fear of rejection or failure. The student must be made aware of how his/her behaviour is making an impact on you and the rest of the class. This is a tough one, especially when you are committed to providing a bias-free, safe learning environment. You will be sorely tempted to react with anger statements that you will regret later on. Fight the urge to lash out. Don't take it personally. Keep working on it. Everyone benefits when attempts to stop racism are made.

A HEALTHY WAY TO UNLOAD TROUBLING FEELINGS

- express a high level of sadness, anxiety or anger or whatever the feelings are
- over the course of the next few days, create a narrative or a picture which leads to the discovery of some meaning within the trauma
- as a facilitator, be supportive, listen, encourage the expression, offer to take notes, provide a safe and private environment, suggest other resources in the community that can be helpful if the individual reveals a degree of emotion that you are not comfortable with and your common sense tells you that you are "in over your head". E.g. imminent family violence, seriously active suicidal and homicidal thoughts or ideation. Share with the individual that you are concerned for their well being and that is the basis for the "outside" referral being recommended. Help them with this process - offer the use of your phone and the privacy of your office, encourage them to have notes and questions ready, prepare them for the fact that might be on a waiting list and discuss things they can do in the meantime that are stress relievers (see Stress section). Suggest that they turn to friends, church or family members for support. Explore other alternatives (e.g. getting away, a sweat or retreat, talking circle, seeking support from an Elder).

LAUGHTER: tell them a joke to help them think!

- laughter creates a mild natural high
- allows for "broader" thinking, noticing of relationships between situations that would otherwise go unnoticed
- assists creativity and flow, helps slow down consequences

7 KEY INGREDIENTS FOR LEARNING READINESS

(from the report on School Success from the National Centre for Clinical Infant Programs)

All 7 relate to emotional intelligence

- Confidence
- Curiosity
- Intentionality (how I purposely set out to achieve a goal)
- Self-control
- Relatedness (how I relate to you, everyone else in the class, the school, community, Mother Earth, the Universe)
- Capacity to Communicate
- Co-operativeness
- development of the brain within the first 4 years of life is more rapid than at any other time in a person's lifespan (brain attains 2/3 of it's entire size).
- The "habits the emotional brain has learned over and over will dominate for better or worse"

TRAUMA AND EMOTIONAL RELEARNING

- disasters cause "emotional wounding" to the brain
- violence makes a longer lasting imprint than a natural disaster (like a hurricane) because the victims of violence believe they have been sought out and hurt intentionally and have deep-rooted feelings of helplessness
- POST TRAUMATIC STRESS DISORDER (PTSD) emotions can sometimes be unlocked through art and discussion and identification of the symptoms such as nightmares, jumpiness, and panic. Once the symptoms are identified as possibly being linked to PTSD, the individuals become less agitated and frightened by them and they may even begin to feel a sense of control over the symptoms. The feelings of helplessness start to become unlearned
- retelling and reconstructing the story of the trauma allows our "emotional circuitry" to gain a more realistic understanding of and response to the memory
- even the most deeply implanted habits of the heart can be reshaped
- "Emotional Learning is Lifelong"

Emotional Literacy:

"As important for learning as instruction in math and reading"

Outcomes of Emotional Literacy

(from W.T. Grant's Active Ingredients of Prevention Programs)

❖ *Emotional Self Awareness and Emotional Skills*

Skills Sets:

Better able to understand the causes of feelings
Identifying and labelling feelings
Expressing feelings
Assessing the intensity of feelings
Managing Feelings
Delaying gratification
Controlling impulses
Reducing Stress
Knowing the difference between feelings and actions

❖ *Managing Emotions*

Skills Sets:

Better frustration tolerance and anger management
Fewer verbal put-downs, fights and classroom disruptions
Better able to express anger appropriately, without fighting
Fewer suspensions and expulsions
Less aggressive or self-destructive behaviour
More positive feelings about self, school and family
Better at handling stress
Less loneliness and social anxiety



❖ ***Harnessing Emotions Productively***

Skill Sets:

More responsible
Better able to focus on the tasks at hand and pay attention
Less impulsive, more self control
Improved scores on achievement tests

❖ ***Empathy: Reading Emotions***

Skill Sets:

Better able to take another person's perspective
Improved empathy and sensitivity to others' feelings
Better at listening to others

❖ ***Handling Relationships***

Skill Sets:

Increased ability to analyze and understand relationships
Better at resolving conflicts and negotiating disagreements
Better at solving problems in relationships
More assertive and skilled at communicating
More popular and outgoing; friendly and involved with peers
More sought out by peers
More concerned and considerate
More "pro-social" and harmonious in groups
More sharing, co-operation, and helpfulness
More democratic in dealing with others

Cognitive Skills

Skill Sets:

Self-task
Reading and interpreting social cues
Using steps for problem-solving and decision-making
Understanding the perspective of others
Understanding behavioural norms (what is and is not acceptable behaviour)
A positive attitude towards life
Self-awareness, for example, developing realistic expectations about oneself

❖ ***Behavioural Skills***

Nonverbal- communicating through eye contact, facial expressiveness, tone of voice, gestures and so on
Verbal - making clear requests, responding effectively to criticism, resisting negative influences, listening to others, helping others, participating in positive peer groups.

More information on emotional literacy courses:

The Collaborative for the Advancement of Social and Emotional Learning
Department of Psychology (MIC 285)
University of Illinois at Chicago
1007 West Harrison Street
Chicago, IL 60606-7137

THE SELF SCIENCE CURRICULUM

(NOTE: these elements closely *resemble* the Outcomes outlined in Self Management, Self Directed Domain of the LBS Outcomes Document)

MAIN COMPONENTS:

- ❖ Self-awareness
- ❖ Personal decision-making
- ❖ Managing feelings
- ❖ Handling stress
- ❖ Empathy
- ❖ Communications
- ❖ Self-disclosure
- ❖ Insight
- ❖ Self-acceptance
- ❖ Personal responsibility
- ❖ Assertiveness
- ❖ Group dynamics
- ❖ Conflict resolution

"Self Science Program" (findings of a 12 week program of training for angry students who attended 40 minute sessions, twice a week).

- 1) while the everyday substance of emotional literacy classes may look mundane the outcome - decent human beings - is more critical to our culture than ever
- 2) how a facilitator/teacher handles a group is a lesson in emotional competence; a response to one teaches a lesson to all the rest
- 3) self-science program
- 4) traditional circle to open each class
- 5) trouble that used to be kept secret become topics of discussion. Lessons on feelings and relationships are blended with other subjects being taught. These can "emerge naturally into reading and writing, health, science and social studies." Also works to improve study skills. Student learns how to put side distractions, be self-motivated, to study and to manage impulse so full attention can be paid to learning.
- 6) taught to see how some of the social cues they thought were mean and hostile were friendly or neutral.
- 7) learned to take the perspective of the other person to get a sense of how they were being seen and how their behaviour was affecting them.
- 8) received training in anger control by enacting scenes where they became angry (e.g. taunted, teased). One of the main methods of control was achieved by learning how to monitor feelings and become aware of the body's responses such as muscles tensing and becoming flushed. They were taught to use the onset of those feelings as the cue to stop and think about what they could do next as an alternative to losing their temper and lashing out.

Source: Learning and Reading Partners
Program C, PEI Alliance,
1997.
(Adapted)

Basic Principles About The Nature Of Human Beings

1. That all individuals have personal strengths, assets and abilities which are often unidentified and unused.
2. That all individuals, no matter what their present situation, have goals and objectives which are personally meaningful to them.
3. That all individuals have within themselves the desire to change and grow.
4. That given the opportunity to design their own growth situation (learning experience) they will do so with enthusiasm.
5. That a group is usually necessary to encourage and reinforce exploration and constructive change. (After the group experience, an individual must eventually become self-motivated.)
6. That in many situations it is inappropriate to explore the negative past in order to alter the present. We look to the past to understand and appreciate what came before our relationship and what comes after.
7. That physical environment is a critical factor in the process of human behaviour.
8. That meaningful education (behavioural change) is a continuous process, largely determined by needs and desires and not by what is expected of us according to others.
9. That peers learn best from peers when there is any additional information available in that relationship.

Source: Motivating Employees Handout
Received Oct 1998 at
Facilitation Skills Course
Fleming College, Peterborough

Persons with high Self esteem

1. Likely to think well of others
2. Expect to be accepted by others
3. Evaluate their own performance more favorably than other people with low self-esteem
4. Perform well when being watched: not afraid of others reactions
5. Work harder for people who demand high standards of performance
6. Inclined to feel comfortable with others they view as superior in some way
7. Able to defend themselves against negative comments of others

Persons with low self esteem

1. Likely to disprove of others
2. Expect to be rejected by others
3. Evaluate their own performance less favorably than people with high self-esteem
4. Perform poorly when being watched: sensitive to possible negative reaction
5. Work harder for undemanding less critical people
6. Feel threatened by people they view as superior in some way
7. Have difficulty defending themselves against others' negative comments: more easily influenced

Source: Handout received at
Facilitation Skills Course
(source not provided)
Fleming College,
Peterborough
October 1998.

BASIC PRINCIPLES OF MOTIVATION

1. All behaviour is motivated.
2. You cannot motivate another person.
3. People are motivated to do what they want to do, not necessarily what you want them to do.
4. As facilitators of adult learning, we can create an environment where people motivate themselves.
5. As facilitators of adult learning, we hold people responsible for their own performance.



Source: Adapted from handouts
Received at Facilitation
Skills Course, October 1998
Fleming College, Peterborough
(not sourced)

Motivation

The learner must want or need to learn if there is to be any learning. The greater the motivation the greater the learning.

Motivation:

- is the most important element of learning
- is the drive which forces a person to move toward a goal

It is what makes a learner:

- want to know
- to understand
- to believe
- to act
- to gain a skill

Factors that Affect Motivation:

- the need for security
- new experience(s)
- recognition
- self-esteem
- conformity (be and do like others) *and*
- the need to help others

To be motivating the goals must be clear. The learners should know what they are expected to learn and what they are to do with the new skill or knowledge.

The goal must be desirable and attainable. If the material is long and complex it is best to set a series of achievable, short-range goals so success is realized all along the way. Motivation is enhanced if the learners are kept informed of their progress. Provide encouragement to bolster confidence and praise for good performance and what has been done right.

Motivation increases when:

- the knowledge or skills gained will be used in the immediate future
- the learners will have a chance to perform what is being learned immediately after the instruction
- the learners know they will be tested on context soon after the learning. Frequent quizzes and reviews, if presented in the spirit of reinforcing the learning, help sustain learner motivation
- the material and learning are challenging. If learners are pressed to move somewhat faster and farther than they expect to, the learning is more motivating. If the work is too easy, learners lose interest. It is not realistic for all of our learning experiences to end in success.

Note: Learning conditions have to maintain a fine balance between success and failure. There has to be some failure against which to measure success.

MOTIVATION

McClelland (1976), the leading researcher on self-concept, has studied human behaviour for many years. He has theorized that people are motivated by 3 basic needs:

achievement
affiliation
and power.

He has further stated that, although we have all 3 needs, we feel them in varying degrees.

Persons with High Achievement Needs:

- ❖ enjoy challenges, but also want to know they will succeed so they set "safe" goals for themselves
- ❖ plan ahead to avoid problems with meeting deadlines
- ❖ when working in groups, enjoy having personal responsibility for the outcomes of tasks. Being close to the successful results is personally important to them .
- ❖ are concerned with meeting appropriate deadlines and experience anxiety about a project until it is completed successfully
- ❖ require the details of a task to be made very clear and may ask for this information to be repeated so they know they are on the right track. May check in at various points in the work to make sure.

Persons with High Affiliation Needs:

- ❖ direct energy and efforts towards the system's expectations (as long as it is working for the good of most of the people)
- ❖ want to maintain good working relationships with others when in a group project
- ❖ when decisions are being made want to know what effect on people these plans will have
- ❖ concerned with being liked by others and this becomes a critical factor when they are making decisions
- ❖ see the interrelationships of group members a higher priority than deadlines
- ❖ try to maintain harmony and respect among members

Persons with High Power Needs:

- ❖ are usually confident speakers
- ❖ enjoy arguing and confronting conflict
- ❖ in groups tend to see situations as "I win/you lose" or "I'll make the decisions, you get it off the ground"
- ❖ are political realists and look at situations from a political perspective and base their decisions from that vantage point
- ❖ may consider people as a "means to an end"
- ❖ often don't consider the development and maintenance of satisfactory relationships as valuable to positive end results

HOW TO MOTIVATE FIRST NATIONS STUDENTS TO SUCCEED IN SCHOOL AND LIFE

The Presenter: Howard Rainer.

Howard Rainer is a Taos Pueblo-Creek Indian from Taos Pueblo, New Mexico. He has worked among Native American people for 25 years throughout Canada and the U.S.A. He has a great faith in Native people and is a firm believer in 3 things:

- 1) the potential Native people have
- 2) that Native people must experience love, encouragement and direction if the Nations are to survive
- 3) that faith and spiritual values are what Native Americans desperately need today

Note: Howard is a great speaker and inspiration for teachers. If you get a chance to hear him, go!

Teaching Big Picture People

Mr. Rainer spoke to us about how the systems of education aren't prepared to teach big picture people. We must give reflective learners the time they need to process and determine where the concept fits in their big picture view of the world and they must have time to relate this new information to experiences they've had in life. Schools do not teach this way, so a huge number of people appear to be "slow" and often end up being pushed through until they drop out. In his experience, many Native learners are reflective.

Making Connections

Pay attention to your learners. Listen to them, notice things about them and make positive remarks, touch them, (note: be respectful, some do not want this kind of interaction until they really know you), use their lingo, give them compliments (sincere ones). Give them responsibility by getting them to help with something and then challenge them to do more.

Your Teaching Credo:

- ◆ Say: "I see the endless potential and possibilities in Native students."
- ◆ Pray for yourself and for them. Be kind, unselfish, see the good in yourself and others. The more you praise, the better you look.
- ◆ Say: "I want to make a difference. I am willing to take the time they need and not force my way."

Howard's "Genius" Story

Howard described himself as a sullen, defensive and belligerent teen. Eventually, in school he ran into someone who was named Mrs. Johnson, who really bugged him. She would pass by him as he sat, not working, legs outstretched and arms folded, and touch him on the head and say, "You're a genius, Howard!" How Howard hated that. He wanted to get even. He didn't even know what the word genius meant! He asked his dad, and got such a long explanation, that his head was aching by the time he finished.

Next day at school, same thing. "You're a genius, Howard!" preceded by a touch. Howard was really mad then and threw an eraser at the board. He had to stay in after school for six weeks.

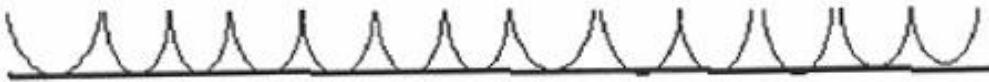
During that time, Mrs. Johnson taught him how to read. She wanted him to be a guest speaker at the awards ceremony, but the principal was against it. He held Howard responsible for most of the problems and pranks at the school, like the Volkswagen on the roof, for example! Mrs. Johnson's reply was "You see! He's a natural leader!" She got her way and Howard spoke at the school awards ceremony. He never forgot it and has been using the same approach successfully with students of all ages for years and years!

HOWARD RAINER'S GROUP EXERCISE ON MOTIVATION

1. What is the greatest barrier, to being motivated, for Native people?

Brainstorm all the possibilities and record all the answers.

Get the students to draw a straight line. On the top of the line, have them draw a bunch of rounded "W's" .



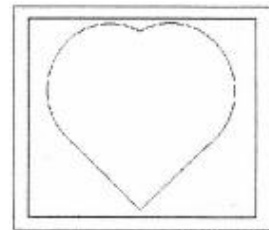
Ask-them what it looks like.

Then tell them Howard Rainer's answer: "This is too many people sitting on their butts not doing anything. Like in from of the *TV*, at a powwow or bingo."

As far as Mr. Rainer is concerned, "This is the number one barrier to motivation. Doing nothing.

Nothing happens when nothing is being done! This is a real challenge in communities, in programs and at schools."

2. Get the students to draw a big box then place a smaller box inside of it. In the centre of the smaller box, have them place a heart. Ask them: What does this represent? Record all answers.



Share Howard Rainer's response to this: "This drawing represents two strong boxes to keep feelings away. The heart holds our motivation but it's all locked up. Students will have their hearts protected in this way because they have tried and failed, their self-esteem is low and their pain is great. Get the box open and then, like magic, good things start to happen. We all have motivation. Negative experiences can push it down. It gets comfortable there, because we don't have to do anything. If you are motivated, you have to do something. This is the magical part!

3. Draw a duck swimming gracefully along the top of the water. (It doesn't matter what it looks like. There will be no sharing of the artwork!)



Ask the students: "What do you see?" Record all the responses. Then share Mr. Rainer's explanation of this graphic.

"When we see a duck floating along the surface of a pond, we see a graceful creature that appears to be calm and in control. Smooth on the surface. Think about what is going on below the surface. What are the feet doing? Under the surface, they are moving fast, paddling hard, trying hard to stay upright and afloat. This is what many students are showing us—a smooth, outward appearance. Inside there is often turmoil. It's important to be aware of this."

4. Get the students to draw a TV with a snowy screen. Ask them what it represents.



" Tuned in, but on the wrong channel. We have self-defeating, negative thinking to overcome because of constant exposure to negativity, and because of fear of trying and not succeeding", says Mr. Rainer. We have to be positive, and encourage our students to try. We have to get them to improve the way their signals are coming in and being sent out.



ATTITUDE

The following is an expanded version of lecture notes blended with real experiences I have had in dealing with "attitude". The presenters at the Effective Strategies Conference are faculty members who work with disadvantaged students attending the University of Arizona under special agreement.

Attitude: Where does it come from?

- From the time we are born, our parents, or those who care for us most of the time, influence us. They demonstrate particular attitudes--towards other people, themselves, and life in general, and we take on these attitudes. These attitudes may be positive or negative and can be carried on from one generation to the next.
- Occasionally, children are predisposed to having a negative attitude even when the parents don't. It could be due to biological factors and it gives us strong indication of the child's temperament.
- There are certain sub groups of society with known low expectations. These sub groups include "jocks", blacks and aboriginal people. Educators and systems often display negative attitudes toward these sub groups. For example, an instructor sees a jock/ black/ aboriginal student and draws a conclusion about ability, motivation and attitude. It becomes a chicken/egg situation. Did the subgroup learn to meet the low expectations of the system or were the low expectations developed before they experienced the negativity of the system?

How can we deal with poor attitudes towards learning?

1. Make yourself aware of where the attitudes were formed originally. Ask the student about their parent's experiences with formal education systems, both positive and negative. Also, ask them about their experiences. The intent of this exercise is not to lay blame, but rather to help the student see how they are influenced by what happened in the past, (see The Five Waves Teaching) the purpose is to raise self awareness and remind them how they are in control of what happens now and how what we do affects the generations to come.
2. There are certain steps we can take that encourage desired behaviours in students. We can make changes to our learning environment, for example. If we have the flexibility to do so, we should try:
 - Starting at a later time of day
 - Making learning as relevant to real life as possible.
 - Going outside of the school (into the community) for an activity which becomes the learning experience. They plan it. All kinds of outcomes result.
 - Offering training supports, like transportation and child care
 - Including students in the program planning and evaluation.

Note: the power of the reinforcers will diminish over time, so it is important that you come up with new ideas and incentives from time to time.

3. We can encourage the seeking and acceptance of help. This has lifelong implications for students and it can be very helpful to the instructor. There is no better evidence of learning than when a student is able to successfully "teach" a fellow student.
4. Start out small, and use different methods. Don't get overwhelmed by how big the responsibility we have really is. Don't do it alone.
 - Consider forming a circle of learners who are at risk of dropping out and a facilitator for the circle. Let the students set the norms and direction of the group with as little interference as possible. Many outcomes result.
 - Bring in Elders, family members, employment or life skills counsellors, healers, motivational speakers, especially those who have come up the ranks of literacy ,and, despite many obstacles, are reaching their goals.
 - Pair up the student who is having difficulty with one who is motivated, cooperative and positive.

- Consider *The Seven Generations Principle* when you are dealing with attitudinal changes. It is likely that you are faced with generational problems. Do what you can in a good way with your students now. Although you may not see a lot of change, believe that the next generation and those to come will benefit, because the attitude towards learning will be more positive. In addition, no matter how small an improvement in attitude you see from your student, it is movement and a change for the better. This could be the first breakthrough ever for the student who has had an attitude for a long, long, time. Celebrate and compliment these changes, no matter how tiny they are. This motivates the student and it will keep you motivated as the teacher.

Breakthrough in Attitudes

When you notice positive changes in attitudes, react to it positively by:

1. Rewarding the student with little things (but they mean a lot to them. Keep in mind that they most likely never got the stars, stickers or extra recess time years ago.) by remembering birthdays, by speaking kind words of encouragement.
Note: This must be genuine. Your student will spot insincerity a mile away.
2. Giving them responsibility. Students who come across as helpless and demanding often have not learned responsibility. Trust them. Have them do things that will help you and provide valuable experiences for them, such as: answering phones, photocopying, going to the post office, making refreshments, coming up with test questions or assignment suggestions, etc.
3. Believing in them. Believe that they can learn. Believe that they deserve the best instruction and support and give it to them. Then tell them they can do it. Make sure you mean it.
4. Providing opportunities for the student to enjoy success. When the student has success, there will be a change in attitude.
5. Going after the behaviour first. The attitude will eventually adjust. (Note the word "adjust", not change. It may never change completely.) Behaviours, however, can change. Not everyone will like it but they do have to meet standards. Bring it to their attention that with a minor adjustment in behaviour, their goals could be closer at hand.
6. Breaking down their goals so they are manageable. Their goals may be a long way off. For example, the student has a goal of becoming an educational assistant. Start with the lowest step in the process. This gives the student more hope for success because it is achievable and gets them on their way to their big goal.

Get up every morning»»»complete upgrading>>> take required college»» graduate»»» get E.A. job!!
and come to school courses
on time

To Get the Behaviours You Want:

- Work on one behaviour change only (e.g. being on time for class)
- Give it lots of time
- Make it tiny and manageable (e.g. be on time for three sessions or classes, or start with one if needed)
- Comment positively on the improvements, no matter how small (e.g. on time once gets a "thumbs up!" response).

An Attitude Example and Practitioner Responses

1. Student has a negative attitude. You often hear them say "it doesn't matter". You wonder what has happened to make them feel this way. You're thinking: "It's not going to be easy to work with this student!" A real challenge.
2. The behaviours you will see are:
 - poor attendance, lateness when they do make it, and no phone call or apology
 - disruptive
 - rudeness, threatening statements, swearing
 - tone of voice is antagonistic, angry, resentful, blaming others
 - body language is aggressive, angry, closed
3. Behaviours you want are: regular attendance, respect for him/herself and others and co-operation. Choose only one and work on it first. Look for the reinforcers that the student wants, like computer time. If the regular attendance that is agreed upon (one day, two, three, whatever) is achieved, give more or take away, computer time.
4. Continue working on developing the social relationship you have with the student so you become more "human" in the student's eyes.
 - Ask how you can be of assistance. Let the student identify it and if it is doable, help out. (E.g., get them a day timer where they can write all their appointments down. Tell them how much you depend on your date book to stay organized.)
 - Find out their interests and go after them with conversation, ask questions about it (if you know nothing about their area of interest), use learning materials that relate to their interests.

5. Use your expertise as a teacher of adults and a "helping" professional:

- Determine their learning style. Get them to complete some of the profiles that look at how they learn, or interact with others. If this is not appropriate, i.e. if they are not ready to sit down and work on anything that looks at them, point out that there is such a thing as learning style. Suggest what their style may be based on what you have observed or what you have discussed with them. Appeal to this style whenever possible.
- Give the student responsibility. This builds trust and shows belief in the student's competence, ability to follow through and maturity. Compliment them on their helpfulness. Be specific and genuine with your compliments.
- Value their opinions and carefully examine the explanations they give you for their behaviour. Determine if there are patterns, point them out and discuss them. Often they are unaware of the patterns. It is impossible to change something if you aren't aware it's there.
- Meet with others involved with them (where possible and if appropriate) and come up with a consistent plan to be used, especially with the student that tends to manipulate others.
- Insist on positive attitudes from everyone who is working with the "bad attitudes". Approaching these individuals in a positive, respectful fashion works much better than coming at them with negatives and threats. Don't put up with the "low expectations of certain sub groups" that was previously mentioned.

6. Brainstorm activities with the student that would help change the behaviour:

- A wake up call to their home
- Give responsibility for a morning activity so they have to get there on time
- Give them computer time (or favourite activity) right away so they look forward to coming in
- Present them with an activity that examines attitude. Discuss it when completed, or help them do it.
- Suggest they try for an earlier bedtime if it's possible. (It may not be.)
- Set up extra computer time (or favourite activity time) based on their promptness or some other positive change.
- Remind them of enjoyable things that are coming up so they have something to look forward to.

Source: Adapted from The Modern Practice
Of Adult Education,
Malcolm S. Knowles, Assoc. Press,1970.

SUGGESTED TECHNIQUES FOR WORKING WITH LEARNERS

Type of Behavioural Outcome

Most Appropriate Techniques

Knowledge:

generalizations about experience
internalization of information

lecture, television, debate, dialogue,
interview, symposium, panel, group
interview, colloquy, motion picture,
video, slide film, recording, reading,
book-based discussion

Understanding: .

application of information and
generalizations

audience participation, demonstration,
motion picture, dramatization, problem
solving discussion

Skills:

incorporation of new ways of
performing through practice

role-playing, exercises, games,
non-verbal exercises, skill practice
exercises, drills, coaching

Attitudes:

adoption of new feelings/behaviours
through experiencing greater success
with them

experience-sharing discussion, group-centred
discussion, role-playing,
games

Values:

the adoption and priority
arrangement of beliefs

television, lecture, debate, dialogue,
motion picture, guided discussion,
experience sharing discussion, role-playing,
games

Interests:

satisfying exposure to new
activities

television, demonstration, motion
picture, slide film, dramatization,
experience-sharing discussion, trips,
exhibits, non-verbal exercises

Some Statements About Self Esteem Building and Expectations

Here are some statements about self esteem, behaviour and expectations. I like to look at these now and again, especially when I have a student who "lacks enthusiasm" and is really down on themselves. They serve as good reminders for me to stick by the "tough" students. They need us to hang in with them and believe in them. Some of these "pearls of wisdom" can be printed out and hung up as reminders. They make good discussion pieces and critical thinking exercises too. Ask the students the following questions: "What do you think the author means by this statement?" What does it mean to you personally?, and other questions. I'm sure you can come up with tons of ways to use them effectively with students who need encouragement, motivation and positive changes in behaviour and attitude. And reminders for us now and again, about just what the power of believing in the potential of our students can do.

- People who feel good about themselves produce good results.
- Everyone is a potential winner. Some people are disguised as losers. Don't let their appearances fool you.
- We are not just our behaviour, We are the person managing our behaviour.
- Take a minute. Look at your goals. Look at your performance. See if your behaviour matches your goals.
- If you don't know where you're going, how will you know when you get there?
- Today is a new day. You'll get out of it just what you put into it. If you have made mistakes, even serious ones, you can make a new start whenever you choose, for the thing we call failure is not the falling down but the staying down. - Mary Pickford
- No one can do everything, but everyone can do something.
- **S** ee your goal,
- **U** nderstand your obstacles,
- **C** lear your mind of doubts,
- **C** reate a positive mental picture,
- **E** mbrace the challenge,
- **S** tay on track,
- **S** how yourself you can do it.

The Concept of Learning Style: The Learning Style Inventory

In addition to presenting 3 Learning Styles, the "Learning Style Inventory" examines level of maturity and modes of learning experiences recalled by the learner, i.e., the approach that was taken to their learning and was a positive experience for them.

MODES (from the research conducted by Glenn Johnson, 1976).

"D(ependence) score"

- the teacher or trainer is primarily responsible for the learning
- learner had positive experiences where the teacher/trainer assumed total responsibility for content, objectives, materials
- learner sees teacher/trainer as expert

"C(ollaboration) score"

- learner and teacher/trainer share responsibility for learning
- learner had positive experiences where the teacher encouraged participation in the design of their learning plan
- these learners enjoy interaction and view peers and teachers as having expertise and valuable input

"I(ndependence) score"

- high score indicates learner is responsible for setting goals and attaining them with some support and encouragement
- positive experiences have occurred where the teacher shared expertise but helped the learner develop their own level of competency and was more of a resource person for learners

Very high scores in anyone mode means the learner has been quite successful with that mode or is overly reliant on that method. This means that other modes have been underdeveloped. Very low score in anyone mode means the learner has not been successfully exposed to the particular style or learning has been avoided. As with learning style, we adjust to learn in all three modes and one approach is no better or worse than the other.

As teachers we need to learn to use the most appropriate teaching style. Our approach will vary according to learners' willingness and ability to learn the content. Teachers who show a preference or only know one method should consider seeking additional training or experience in all the styles.

Maturity

Less intellectually mature students and older adults tend to be more dependent on their dominant learning style. Once they learn about their styles and are encouraged to stretch themselves by being exposed to all the methods they become more collaborative and independent in their approach to learning over time, examination of learning style will reveal that they are a mix of styles unless they are in an area of study or training that requires a specific approach e.g. a computer course in spreadsheets where the trainer is primarily responsible for the learning.

Hershey and Blanchard (1982) in their Situational Leadership model, view ABILITY as "a person's skill, knowledge or experience to perform a task" and equate willingness with motivation. They also assess maturity by referring to "the person's ability and willingness to assume responsibility for directing his or her own behaviour." According to Hershey and Blanchard, when students are willing or motivated to learn a particular subject, they think that the subject is important. They complete required tasks and often become more confident in performing the tasks. Having increased their level of confidence in one subject area, they move to higher maturity levels and their "command of their learning increases."

The chart that follows illustrates the Teacher/Learner Styles.

In designing learning experiences, teachers/trainers need to account not only for learner preferences but also for their own experience and preferences. Table 1 details the relationships between learner styles and teacher/trainer roles.

Table 1. Learner-Teacher / Trainer Descriptors

Learner Style	Learner Needs	Teacher / trainer Role	Teacher / Trainer Behavior
DEPENDENT (May occur in introductory courses, new work situations, languages, and some sciences when the learner has little or no information on entering the course.)	Structure Direction External reinforcement Encouragement Esteem from authority	Director Expert Authority	Lecturing Demonstrating Assigning Checking Encouraging Testing Reinforcing Transmitting content Grading Designing materials
COLLABORATIVE (May occur when the learner has some knowledge, information or ideas and would like to share them or try them out.)	Interaction Practice Probe of self and others Observation Participation Peer Challenge Peer esteem Experimentation	Collaborator Co-learner Environment Setter	Interacting Questioning Providing resources Modeling Providing feedback Coordinating Evaluating Managing Observing process Grading
INDEPENDENT (May occur when the learner has much knowledge or skill on entering the course and wants to continue to search on his or her own or has had successful experiences in working through new situations alone. The learner may feel that the instructor cannot offer as much as he or she would like.)	Internal awareness Experimentation Time Nonjudgmental support	Delegator Facilitator	Allowing Providing requested feedback Providing resources Consulting Listening Negotiating Evaluating Delegating

CHARACTERISTICS OF CONSTRUCTIVE FEEDBACK

1. It is *descriptive* rather than evaluative. By describing one's own reactions, it leaves the individual free to use or not to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to respond defensively.
2. It is *specific* rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "in the conversation that just took place, you did not appear to be listening to what others were saying, and I felt forced to accept your arguments. "
3. It is focused on *behaviour* rather than the person. It is important that we refer to what a person does rather than what we think or imagine he is. Thus we might say that a person "talked more than anyone else in this meeting" rather than that he "is a loudmouth." The former allows for the possibility of change; the latter implies a fixed personality trait.
4. It takes into account the *needs of both the receiver and giver of feedback*. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end. It should be given to help, not to hurt. We often give feedback because it makes us feel better or gives us a psychological advantage.
5. It is directed toward *behaviour which the receiver can do something about*. Frustration is only increased when a person is reminded of shortcomings over which he has no control.
6. It is *asked for* rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer or when he actively seeks feedback.
7. It is *well-timed*. In general, feedback is most useful at the earliest opportunity after the given behaviour (depending, of course, on the person's readiness to hear it, support available from others, and so forth). The reception and use of feedback involves many possible emotional reactions. Excellent feedback presented in an inappropriate time may do more harm than good.
8. It involves *sharing of information*, rather than giving advice. By sharing information, we leave a person free to decide for himself, in accordance with his own goals and needs. When we give more than can be used, we are more often than not satisfying some need of our own rather than helping the other person.

9. It involves the amount of information the receiver can use rather than the amount we would like to give. To overload a person with feedback is to reduce the possibility that he may be able to use what he receives effectively. When we give more than can be used, we are more often than not satisfying some need of our own rather than helping the other person.
10. It concerns what is said and done, or how, not why. The "why" takes us from the observable to the inferred and involves assumptions regarding motive or intent. Telling a person what his motivations or intentions are more often than not tends to alienate the person and contributes to a climate of resentment, suspicion, and distrust; it does not contribute to learning or development. It is dangerous to assume that we know why a person says or does something, or what he "really" means, or what he is "really" trying to accomplish. If we are uncertain of his motives or intent, this uncertainty is feedback and should be revealed.
11. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind. No matter what the intent, feedback is often threatening and thus subject to considerable distortion or misrepresentation.
12. It is checked to determine the degree of agreement from others. When feedback is given in the presence of other people, both giver and receiver have an opportunity to check with others in the group about the accuracy of the feedback. It is one person's impression or an impression shared by others. Such "consensual validation" is of value to both sender and receiver.
13. It is followed by attention to the consequences of the feedback. The person who is giving feedback may greatly improve his helping skills by becoming acutely aware of the effects of his feedback. He can also be of continuing help to the recipient of the feedback.
14. It is an important step toward authenticity. Constructive feedback opens the way to a relationship which is built on trust, honest, and genuine concern. Through such a relationship, we will have achieved one of the most rewarding experiences that you can achieve and will have opened a very important door to personal learning and growth.

Communicating

Introduction to Active Listening

The term active listening refers to everything that we might do to not only listen to a person, but also let that person know that he or she is being listened to. It is a way of keeping the focus of attention on the other person, not on us. Being listened to and understood is very important to every relationship we have.

Cues to letting people know that we are listening to them are: nodding our heads in agreement, saying "mm hmm," encouraging them to "go on", etc. It is not telling people what *we* would do... in their circumstances. It is not taking over the conversation with some story of our own that outshines theirs. And it is not trying to find solutions for their problems. When we actively listening to someone, we are giving people space, not advice. Space to think out loud, to unload, and to explore their own ideas and feelings without having to defend them against someone else's logic, bias, or value system.

The use of silence:

"The most difficult skill to acquire is the skill of not saying anything."
We are often uncomfortable with periods of silence and it is so easy to jump in just to ease our own discomfort. Try to resist the temptation to speak during silences, because the other person may be seeking the best words or just taking a moment to regain composure. Depending on the situation, a comforting touch on the arm or hand may be appropriate.

Know Your Limitations as the Listener:

It is important to be able to recognize, based on what has been said, that the person needs help from outside your range of expertise (e.g. the person tells you about a violent home situation). Be clear about this with the person. Don't make promises to help that you can't keep, but do offer reasonable support and follow through with your offer. Provide the person with details on help that is available. Help the person access the "outside assistance".

Other Active Listening Techniques:

Restating - repeat what the person has said using slightly different wording.

You have been working with this person and you know that they have an ongoing rocky relationship with their live-in partner. The person comes in visibly upset and says:

"That's it I'm never going back there again!"

Restating response:

"So, you got so fed up that you've moved out."

Person will agree or disagree and give more information.

Questioning - can use this to clarify details or to get to new issues.

"That's it I'm never going back there again!"

Questioning response:

"You moved out!" Are you saying that you left _____ for good?"

Person will answer and conversation continues.

Focusing - stepping outside of exactly what the conversation is about and describing the larger context where it occurs (symptoms vs. big picture).

"That's it I'm never going back there again!"

Focusing response:

"You and _____ have had some hard times for quite awhile now, with no money coming in and your mom being sick."

The person has a chance to think about the bigger picture and may express feelings e.g. I know, I guess we're both under a lot of stress.

Reflecting Feelings - identifying the feelings underlying what the person is talking about.

"That's it. I'm never going back there again!"

Response:

"It sounds like you are really upset."

If the person is really rattled, it gives them a chance to vent and eventually calm down.

Validating - indicating that the feelings the person has are making sense based on what they have told you.

"That's it. I'm never going back there again."

Response:

"You have every right to be upset after what you've been through over the past few days."

Confronting - identifying some inconsistencies or confusion between what the person says and how he/she is acting or between statements that have been made.

"That's it. I'm never going back there again."

Response:

" Hang on. Yesterday you told me two were getting along much better and you were picking out rings! What happened?"

CASE STUDY ON GOAL REVISION

This sample is taken from a real situation that occurred with a student who was a regular participant in our program. The name and some details have been changed to respect her privacy. "Susan" had an agreement with Ontario Works to be in the learning centre daily for 4 hours to work on a high school credit. She was working on a grade It}keyboarding course through ILC (correspondence) and needed to use the centre's computers. She was doing quite well with her lessons and attended regularly. When her daughter came to Peterborough with her 3 children and a drug addiction, things changed.

"Susan" did not come in for-a couple of weeks or call me. When I met her on the street, pulling a toddler in a wagon, she told me about her situation. She looked tired and seemed to be overwhelmed. This was clearly someone who needed support, not additional pressure from me, to get back to school. We agreed to meet at her place, to look at some options for her. After a good discussion, we came up with a plan. She asked me to send the notes to the caseworker, which I did. I put this on the following form, and sent her a copy with a note of encouragement and to offer my help in any way.

She seemed relieved to have gotten all of this offer chest and thanked me for seeing her and understanding. It was difficult for "Susan" to call me because she has had a number of starts and stops with her upgrading and felt like a failure. Besides, she had an agreement with Ontario Works. She hadn't realized that, under her circumstances, anyone would be overwhelmed and would need some time off to organize a new routine. I commended her for the commitment she had made to her family. I could see how important it was for her to care for her grandson regardless of the changes she would be making in her life. I was reminded of the many times I have seen this kind of selfless commitment from the Aboriginal grandmothers I have come to know. I admire how the priority of family is so clear to the grandmothers.

If you have a grandmother in your program who has custody of her grand babies, you may find that periodic breaks may be needed while they establish new routines. If you can, be flexible with hours and methods of teaching and reaching them, Advocate on their behalf if asked, (or offer), e.g. with caseworkers. Often a word or two, on a student's behalf, "colleague-to colleague", makes a difference.

The format that follows is an aid to use when a learner's goals need to be revised or help a learner- identify obstacles and consider possible solutions to overcoming them

OVERCOMING OBSTACLES

This format is called "Closing the Sale" and is used by a private computer training school in Peterborough. Once the student has been presented with the information on available courses, the intake worker uses this to get them to sign up. I adopted it to address questions we have for students who are showing signs of dropping out. It could help them (and us):

- (1) identify the key obstacles
- (2) consider alternatives to overcome them
- (3) determine if it is possible to continue in the program at this time, make some revisions to the training
- (4) identify ways the facilitator can help
- (5) make a commitment to the new goals
- (6) agree to provide some information to the facilitator as follow up at specified times

SAMPLE: (using the case study that precedes this page)

OVERCOMING OBSTACLES

REVIEW OF GOALS

- Find out what the obstacle is
- Isolate the obstacle
- Give further information
- Get commitment
- Give alternate choices
- Review students' needs/wants

1. What is stopping you from coming to the program?

I now have custody of my grandson, and I don't have the time to come in like I used to.

2. What would you like to happen to overcome this problem?

I would have to get him into nursery school or daycare:

3. What else would you need to do?

Get into a routine. I'm out of practice with kids and I'm really getting tired. My life has changed a lot. I need a break.

4. How could I help you? (This was the most difficult information to get).

Give me more homework. Give me permission to take a break while I find daycare and meet with workers. Provide me with a letter for my worker so she knows I am still interested and want to come back.

5. Get commitment to the new goals.

I will talk to the workers - C.A.S., Ontario Works, about the need for daycare (where, when, costs?). Facilitator will put homework together. I will take homework and return completed lessons once/week (Friday mornings). Facilitator will call me with comments on Tuesday nights. I can call with questions anytime -leave messages on voice mail, or wait until office is open.

6. Action

Phone facilitator after meeting with caseworkers to report on their advice. Meet with facilitator and revise schedule to be at the centre once my grandson is in daycare.

Signed (Student)

Signed (Facilitator)

Follow Up Procedure

1st Follow Up

Date: _____

Comments: _____

2nd Follow Up

Date: _____

Comments: _____

OVERCOMING OBSTACLES

REVIEW OF GOALS

**Find out what the obstacle is
Give further information
Get commitment**

**Give alternate choices
Isolate the obstacle
Review students' needs/wants**

1. What is stopping you from coming to the program?

2. What would you like to happen to overcome this problem?

3. What else would you need to do?

4. How could I help you? (This was the most difficult information to get).

5. Get commitment to the new goals.

6. Action

Signed (Student)

Signed (Facilitator)

Follow Up Procedure

1st Follow Up

Date: _____

Comments: _____

2nd Follow Up

Date: _____

Comments: _____

Student Directed Learning Methods



PORTFOLIO ASSESSMENT: OPPORTUNITIES AND CHALLENGES

"A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas."

PURPOSE:

The purposes for using portfolios include:

- ❖ Documenting emotional (affective) and mental (cognitive) growth
- ❖ Encouraging students' reflections regarding their work
- ❖ Increasing student-teacher collaboration
- ❖ Documenting selected learning outcomes

CONTENTS:

Portfolios are portable and can contain anything that reflects the students' strengths, growth, and goals:

- ❖ Self-assessments
- ❖ Teacher observations
- ❖ Samples of writing
- ❖ Attitude and interest surveys
- ❖ Anecdotal accounts (verbally given to the instructor or taped and noted with permission. These accounts may be about anything, e.g. learning that has occurred (evidence) or anything of interest or importance to the student that they are not yet ready to write about, or they just want to tell us as a story
- ❖ Summaries
- ❖ Journal entries
- ❖ Samples of the students' best work (their choice)

Portfolios should reflect "the experiences of the learner". A range of presentation media is possible: hardcopy collections of student writing, pictures, dictated reports, descriptions and diagrams of problem-solving processes, photographs of projects, copies of awards, and video-, audio-, and computer generated work samples.

A number of subject areas can be covered by demonstrations. For example, Native-American legends can integrate the academic areas of science, social studies, and oral and written language. If the student chose to study legends, contents may include original legends written by students, student poetry, a list of references, video of a student play on legends, audiotape of a legend being retold, artwork inspired by the legend, an account of how they thought the legend originated and was used by the people who heard it, and so on.

SELECTION PROCESS:

If the purpose of a portfolio is to show growth, student selection would seem to be the most appropriate method of selection. About 15 entries is reasonable with 5 - 7 of these demonstrating a mastery level. When using selections to demonstrate transition learning outcomes, it may not be the student's best ever but the best at that point in time.

To demonstrate numeracy outcomes, the following should be included in the portfolio:

Puzzle: Where the student used logic and reasoning to solve a problem, e.g. what fraction of a dollar is 75 cents? The student recalls that 25 cents is a $\frac{1}{4}$ a dollar, thus the name. The student knows that to make 75 cents, 3 quarters is $\frac{3}{4}$ of a dollar.

Investigation: Where the student explored a topic, e.g. name brand vs. store brands. Which is the best buy? How do I know? What did I do to reach this conclusion?

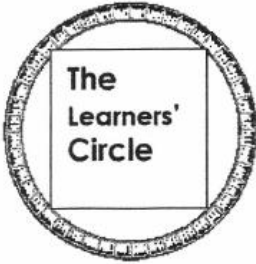
Application: Where the student used knowledge, e.g. student about estimating the amount of materials needed for shelving and purchased it and put up the shelf and it fit.

EVALUATION:

Increased student motivation may be a benefit of portfolio assessment. By participating in the development of personal portfolio, students become active participants in their learning, and increasing feelings of self-esteem.

Applying learning outcomes to portfolio contents is a true application of evaluating student selected learning. The instructor, once familiar with the elements of learning outcomes, documentation and evidence, will find the student portfolio to be an effective mechanism for examining student learning and progress. The outcomes achieved can be discussed with students once they have described how the items they have selected are meaningful to them.

The portfolio is never complete. It can be added to as the years go by and is not only used in formal learning situations but as a personal "scrapbook" that can be shared and appreciated by family and friends.



The Learners' Circle was formed as a method of addressing an identified need within the Peterborough Native Learning Program. Many learners, on a regular basis, were spending large amounts of time meeting with the Co-ordinator to discuss issues in their lives that they were reluctant to discuss with anyone else. These issues were common to all of them, and generally related to relationships, money, housing and health. Each of them believed they were alone with their problems and had limited or no supportive people to help them problem solve. It was becoming more and more difficult for the Co-ordinator to get work completed and yet, these individuals needed an opportunity to work on their problem. As the Advisory Council has adopted the holistic approach as one of the guiding principles of the Learning Program, the Co-ordinator was encouraged to suggest an alternative method of resolving problems to these learners. (She was also instructed to request mid year funding to pay for the additional staff time, supplies and other related expenses, as this is an add-on activity that was not built into the business plan for the year.)

5 individuals were selected and approached to see if they would like to meet with other learners to discuss forming a talking circle. The part-time Administrative Assistant offered to be the facilitator. Several individuals who were known to have common interests and concerns attended the first circle last spring. Three of these individuals decided it was a good idea to continue to meet. On their own they got together to set an agenda for the following week.

At that first circle they:

- decided on the topics to be discussed for the next few weeks,
- decided on a time frame for the meeting,
- set some rules,
- determined that each circle would open with a smudge and closing motivational saying,
- decided that refreshments would always be included in circle.

Since that time they have taken a field trip to the Petroglyphs Provincial Park, have shared favourite recipes that are inexpensive and nutritious to make, and have had meaningful discussions about health issues and relationships. They have found that keeping a daily journal works as a method of exploring feelings and recording daily events they wish to share now or in the future. They have developed better methods of expressing themselves orally and have become better listeners. They decided to keep a "minute book" and each of them has taken a turn at recording the minutes, whenever it has been appropriate to write things down.

The facilitator of the circle acts as a time keeper, recorder (when asked) , and gets them back on track when they are straying too far away from their agreed upon agenda. They have budgeted for their trip, have shopped for the refreshments or made them at home and brought them in. They clean up and set up for circle. They call well in advance when they have something else that conflicts with circle time, to see if it can be rescheduled, and try to contact the others so it does not fall back on the staff to do so.

There have been other wonderful outcomes that we have noticed such as a respect and pride of culture, greater confidence, increased belief in self and others, a stronger sense of responsibility. And, we are not dealing with as many "crises" as we used to now that they have Circle. (It's amazing how what used to require immediate attention can wait for circle!)

Their future plans for circle include:

- Inviting one other learner (each) to attend, so Circle grows
- making a fund raiser calendar,
- volunteering at the Food Bank (in the spirit of giving something back),
- having a guest speaker in to discuss traditional ceremonies,
- a baking/cooking session
- viewing a video on a Native specific issue and discussing and writing about it, and making crafts/gifts for Christmas, plus a Christmas baking exchange,
- pen pals via the Internet (connect with other learners),
- inviting other adult learners in Peterborough programs to come together with them occasionally to voice learner concerns to the Ministry.

Wow! Aren't these guys awesome?

We are really pleased with the initiative and gains that the learners have made through the Learners' Circle. This is truly a self-directed activity that requires a small amount of staff time to facilitate. It does not have to cost a lot and there are many, many outcomes. The largest demand on staff time is spent applying the outcomes to the activities they have planned and completed. When the proposal was written for mid year funding, a full description of proposed activities was submitted and learning outcomes were tied to them in consultation with the Learning Outcomes Consultant, Priscilla George. (Meegwetch, Priscilla!) If you would like a copy of this information, please contact me. (Please note: it did not get mid year funding, so we are looking into another way of facilitating and financing it.)

The Learners' Gathering

"We were proud to host the **first ever** Learners' Gathering at Elmhirst Lodge in Keene, from February 10-12/99. The Gathering grew from an idea given to us by learners who enjoyed attending the ONLC events but wanted "more for them". The National Literacy Secretariat provided the Peterborough Native Learning Program with a grant that allowed us to "Measure Learning Readiness". Using some creative thinking, it looked like the NLS project could also provide the opportunity we were looking for to host a learners' conference. Within the objectives of the proposal it was stated that learners would be consulted to look at how they set their goals, stay motivated, and what gets in the way of continuing in a learning program. We also identified the need for students to:

- ❖ communicate their needs in an assertive fashion,
- ❖ think about what motivates them and how they set goals,
- ❖ examine their personal styles,
- ❖ look at how they cope with stress and
- ❖ have opportunities to experience how cultural teachings and activities are an important part of their learning.

We got the word out with preliminary information for all the Native literacy programs in November of 1998 and followed up just before Christmas to see how much support there would be for our idea. We did not have the funding to pay for participants to attend so they would have to be creative with covering their own expenses (\$125.00 per day for everything). The AlphaPlus Centre and the Ontario Native Literacy Coalition provided some funding support behind the Gathering. With their help, 10 learners were sponsored. The Peterborough Native Learning Program covered all the costs for 2 of our students and the planning committee; honoraria, meals and accommodation (where applicable) for a nurse, Elder, Medicine Sky (drum), and all presenters. In all, 52 participants came together for a great time. 28 were students in learning and life skills programs from various parts of Ontario. We learned, laughed, and visited with one another over the 2 days. The agenda was packed with workshops offered all day and after supper. The facilities on beautiful Rice Lake were outstanding and everyone complimented us on the choice of location.

It all started on Wednesday February 10th 1999 with everyone checking in safely by 6:00 p.m. At the registration area, we placed on view the beautiful ONLC 10th Anniversary Literacy Sampler Quilt. Most of the Native Literacy programs submitted a square and they were assembled in Peterborough. We enjoyed a delicious dinner followed by a craft session. We made Medicine Wheels (thank you Linda Jenkins and Christine Joseph from Hamilton) in the main building while Nancy Cooper from AlphaPlus Centre demonstrated the newest in online learning software in Cabin 8.

The next day (Thursday) included a full agenda opening with a traditional ceremony. The prayer was led by Elder Winston Taylor from Curve Lake First Nation and an Honour Song by Medicine Sky Drum was performed to celebrate the accomplishments of students and practitioners-past, present and future. Helen Thundercloud, a long standing advisor and supporter of Native literacy and practitioners, did an awesome job with the rest of the morning in her Assertiveness Workshop where she managed to condense several days of material into a couple of hours.

The afternoon was set aside to look at Goal Setting and Motivation. Dan Haley, the Ontario learner representative who is a member of the Movement for Canadian Literacy, (National Learners' Committee) and many other literacy committees, shared his experiences as a literacy student and lifelong learner and offered encouragement and challenges to all of us to go after our goals. I provided the group with a theoretical overview on Motivation, Goals and Roadblocks followed by group activities that examined these. Our evening workshop on the Sacred Medicines taught by Liz Osawamick and Lily Bourgeois was a wonderful mix of craft and traditional teaching.

The meals were great and the accommodations were lovely. The resort is isolated with the nearest towns being 10-15 minutes away. The recreation facilities include an exercise room, beautiful pool and sauna. The rooms were housed in fully equipped housekeeping cottages so many people could bunk together if they wished. The living rooms with fireplaces were cozy places to get together and visit, play cards, enjoy the getaway.

The final day ended too quickly but we were kept entertained and learned a lot about ourselves and how we deal with others and handle situations with Terry King's workshop on "True Colours" and Roxanne Lepine's "Coping Through Humour". We closed at 4:00 p.m. with our Elder sharing a prayer and congratulatory message for a successful conference.

The opportunity provided us with many learning experiences and Challenges as the host. We observed firsthand, learners at various stages of readiness and a wide range of leadership and presentation styles. We received a great deal of positive feedback and we are pleased to have done it. Feedback forms indicated that the learners enjoyed and appreciated the opportunity and hoped that the Native literacy field would make learners' gatherings a priority. Since that time the ONLC expanded its annual training and AGM format in September of 1999 so it included exclusively learner activities. It is also very encouraging that the NLS has included developing learner conferences in their list of project ideas that they will fund in the year 2000. ©

kodak moments >>>>





Sections

3-7

are for

Students.

Many of the

exercises

are to be

guided.

One to one

or small groups

are recommended. Sections

3-7

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Source: Journey Into Self
Autonomous Learning Publications
And Specialists, Greeley, Colorado

Journey Into Self

This exercise has been adapted from the "Journey Into Self" booklet. The first, which appears here, can be used at the beginning of Training Plan development or student orientation. It can be videotaped, dictated, and scribed or done individually, then shared if the learner is willing. There may be unanswered questions or "I don't knows". This is common to many learners when they are starting. Look at it again after 3 months or once orientation has ended. There should be fewer uncertainties as self-awareness increases.

As I begin I am:

During the next few weeks I want to:

Later I hope to be:

I find these things easy to do:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

I find these things difficult to do:

_____	_____
_____	_____
_____	_____

I want to learn about these things:

_____	_____
_____	_____
_____	_____

During my life, the goals I am going to accomplish are: _____

I deeply value these things:

_____	_____
_____	_____
_____	_____

My life is:

_____	_____
_____	_____
_____	_____

Finish each sentence as honestly as you can. Don't censor your answers.

Today I am _____

Tomorrow I want to be _____

My friends are _____

Love means _____

I am insecure when _____

I hide my ability when _____

I am **really** myself when I _____

My main strength is _____

In ten years I _____

I feel secure when _____

My parents are (or were) _____

When I first meet people I _____

Most people think I _____

When I don't like people I _____

The hardest thing for me to do is _____

When I face a problem I _____

When I am upset with others _____

I like myself most when _____

Take the time to look at yourself and to understand what you are and how you are ...

Qualities I like about myself:

_____	_____
_____	_____
_____	_____

Qualities I want to improve about myself:

_____	_____
_____	_____
_____	_____

Other people see me as:

_____	_____
_____	_____
_____	_____

The past is important because it can help you to understand WHY you are now •..

These people have helped me to be the person I am today. (Include HOW they have helped you.)

Person's Name

How they helped me

_____	_____
_____	_____
_____	_____

My accomplishments:

Challenges that have helped me grow are:

These people are my heroes.

While working on this I have learned:

I need more information about:



Motivation

What is motivation?

Psychology experts say that :

Motivation is the drive that we have to meet our needs.

Some needs must be met to ensure our survival. All members of the animal kingdom have these needs. Some of these are: hunger, warmth, thirst, reproduction. Basically responding to our body functions moves us to act in certain ways. These are called our **primary** drives. Our built in response system to these needs forces us to satisfy these needs so we don't die.

Other drives that we as human have are called the **secondary** drives. Physically we could live without them. These are: ***Achievement, Power, Affiliation, and Love.*** We have control over how much we are driven to meet these needs because they are emotional and spiritual responses. Many factors influence how motivated we are. These are the same things that block us or support us when we are trying to make decisions about our lives.

NEEDS

An Inner Conflict:

Sometimes there's a conflict between what we really are and what we think we ought to be. A conflict between the "I am" and the "I should be", tends to prevent, rather than promote, growth.

Liking who we are motivates us to become more of what we can be. A person's need for self-actualization rest upon his acceptance of the person he is now - a basically satisfied person. Our need to be more than we are is never satisfied. One success stimulates another. .. and another. Our failures and our fear of failures tend to stop us cold. They stop us from doing and being more. It's smart to remember and dwell on our past accomplishments - not on our past failures.

Feelings grow out of needs. The next page summarizes a list of feelings that come from satisfied and unsatisfied needs.

NEEDS The late Dr. Abraham Maslow spent his lifetime understanding human needs. His model of primary human needs is arranged in a pyramid shape. This arrangement demonstrates Maslow's theory that as one need is satisfied, another appears in its place. Only when the basic needs are reasonably satisfied:
 - does a person become motivated
 - does a person strive to satisfy a higher need

WANTS What a person says he/she wants is always related to one of the primary needs. To understand people we must look past what they are saying and see their needs.

MASLOW'S PYRAMID

PRIMARY NEEDS

When these needs are satisfied, we experience (we want to gain):

When these needs are unsatisfied, we experience (we want to avoid):

1. Physiological

food, shelter, warmth, sex

recreation, joy, good health, warmth, strength, pleasure, comfort, fun, excitement, energy

hunger, thirst, fever, weak, hot, cold, in pain, tired, uncomfortable

2. Safety

free from direct threats to our physical well being, doing what is known and comfortable

secure, safe, familiar, peace of mind, in harmony, certain, open

trapped, confused, pushed, worried, in danger, loss, insecure, fearful, anxious, threatened, guarded

3. Love

affection, belonging, to love and be loved

accepted, belong, supported, have good relationships, understood, popular, have good friendships, attended to, intimate, complimented, involved

rejected, lonely, neglected, excluded, isolated, Criticized, misunderstood, disapproved,

4. Self-esteem

the need to feel we are important as individuals

proud, successful, honoured, regarded, confident, respected, recognized, accomplished, heroic, competent

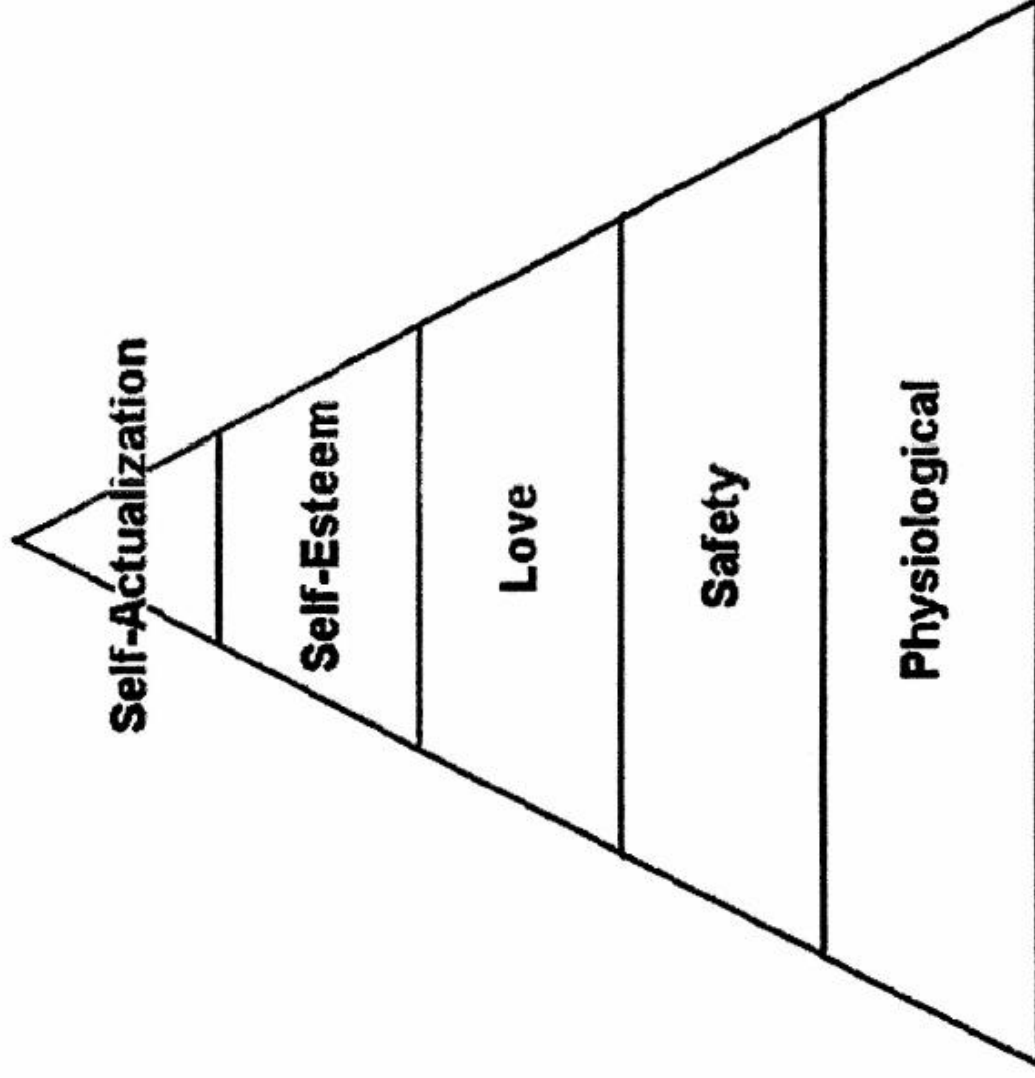
failure, blamed, defeated, ashamed, disrespected, inadequate, humiliated, guilty, dishonoured, scapegoated, depressed, embarrassed

5. Self-actualization

creative, mature,
open, independent,
curious, sensitive,
determined freedom
to choose

bored, selfish, useless,
defensive, inflexible,
immature, held back
others decide for me

Mazlow's Hierarchy of Needs



Self-Actualization

- once all other needs have been satisfied we can fully tap our potential and become everything we can be.

Self-Esteem

- the need to feel we are important as an individual and to have others think so

Love

- affection, belonging, to love and be loved

Safety

- free from direct threats to our physical well-being, doing what is known and comfortable

Physiological

- food, shelter, warmth, sex

More Theories on Needs and Wants

Living and learning are inseparable. You will probably agree that it is impossible to live and not learn. Both are part of an ongoing process. As an active participant in this process, you have a variety of needs and wants that you try to satisfy.

NEEDS

Physiological Needs (physical)

Your physical needs are your most fundamental needs. If you were deprived of food, shelter, or sleep over a sustained period of time, you would eventually die.

Psychological Needs (emotional)

Self-image affects the learning process. Self-image is your assessment of your own worth. Your sense of self-worth depends upon your satisfying certain psychological needs as affection, approval, and achievement.

Intellectual Needs (mental)

As a rational being, you also have intellectual needs. The pursuit of knowledge - whether you want to know the meaning of life or the ingredients of a cake mix - is what makes you different from the animals who have an interdependent relationship with one another by natural instinct.

Spiritual Needs

Your need to see your connectedness to all things in Creation, faith in and thankfulness to the Creator for all things, gives you the deepest sense of love, belonging and unconditional acceptance. It is from this solid grounding that you experience inner growth and sense of worth develops.

How Needs Affect the Learning Process

Your needs influence your learning in obvious ways. For example:

- How effectively can you learn if you are in physical discomfort, for example? Imagine the following scene: You are sitting in a stifling classroom on a sweltering hot day. It is impossible for you to concentrate on the lesson. All you can think of is "How soon can I get out of here?"
- How effectively can you learn if you have doubts about your personal worth?

If you have no sense of identity, don't know or love yourself and feel there is nothing to be thankful for, life is a sad experience.

- How effectively can you learn if your intellectual needs are not being satisfied? The love of learning and thirst to know more, explore, try new things, teach and share our knowledge with others give us so much enjoyment and sense of purpose to each day.

WANTS

Although many people tend to use the words **needs** and **wants** interchangeably, **they are not the same**. Needs are the things that are essential (necessary) for a decent life: food, affection, learning, faith and so on (from the lists above). Wants are the things you desire because you believe they will enrich your life.

VALUES

A value is something that we choose to cherish - something that is very important to us. Values are woven into our way of life and they help to shape our lifestyle.

How are needs tied to values?

Values refer to the concepts of good and bad. We need to eat, but the foods we provide, how we prepare them, and so on, is a matter of evaluation – a matter of perceiving what is good or bad, desirable or undesirable, and accepted or unaccepted by those about us.

The Seven Teachings

Honesty
Humility
Truth
Wisdom
Love
Respect
Bravery



Honesty -

to achieve honesty within yourself
to recognize who and what you are
do this and you can be honest with all others

Humility -

humble yourself and recognize that no matter
how much you think: you know, you know
very little of all the universe.

Truth -

to learn truth, to live with truth and to
walk with truth, to speak truth

Wisdom -

to have wisdom is to know the difference between good
and bad and to know the result of your actions

Love-

Unconditional love to know that when people are weak
they need your love the most, that your love is given freely and you
cannot put conditions on it or your love is not true

Respect -

respect others, their beliefs and respect yourself
If you cannot show respect you cannot expect respect to be given

Bravery -

to be brave is to do something right even if
you know it's going to hurt you.

Source: The Seven Grandfathers
Traditional Teachings
Ojibwe Cultural Foundation
Manitoulin Island, ON 1995



Suggested Activities for The Seven Teachings

1. Discuss one of the teachings and try to relate it to a personal experience or an example from a story or legend.
2. Watch a video. Retell the story in your own words. Prepare a written essay or oral presentation of a teaching that was presented in the video.
3. Research legends that depict a teaching.
4. Tell a story (fiction or nonfiction) which depicts a teaching.
5. Write a poem about one of the teachings.
6. Visit an Elder or other person you respect. Write about that person and why you have respect for them.

Source: Native Perspectives
Calgary Board of Education
Viscount Bennet Centre
Division of Continuing Ed.
Upgrading Program
1995

Quenton Pipestem

What do the words *fancy*, *grass* and *sun* have in common? These are names of Indian dances - an important element in Native culture. Historically, North American Indians held ceremonies to mark important events. A successful hunt or victory over an enemy might have sparked the Grass Dance. Special honors such as name giving, adoptions and coming of age rituals were also commemorated through dancing and feasting.

Today, the Indian community celebrates its heritage through powwows. The intertribal social gatherings encompass many events, with dancing being the primary focus. There are many different styles of dancing - just as there are many different reasons for dancing.

One of the most popular forms of exhibition dancing is the Hoops Dance. It had been attributed to the southwest Pueblo tribes but evidence exists that Northern Plains medicine men danced with circular hoops for medicinal purposes and visionary powers. Its complexity of movement and formations created from the hoops symbolize the difficulties that must be overcome in life. A competent dancer overcomes these successfully.

One such dancer is Quenton Pipestem. This twenty-three year old member of the Tsuu T'ina Nation is an accomplished hoop dancer. He learned the dance from elders and at powwows - winning the national championship twice. Watching Quenton manipulate a host of some twenty unconnected hoops is breathtaking, to say the least. His physical presence commands attention - shrouded in ceremonial dress that he crafted himself. His dance is performed to a fast rhythmic drum beat and can last a gruelling fifteen minutes. During the dance, hoops are picked up by the feet only. Through a series of complicated steps and body movements, they are transformed into intricate shapes that he manoeuvres in and out of. This is the ultimate workout - physically and mentally.

Quenton acknowledges that dancing has helped give him back his identity. It's also helped to rekindle his faith in the Indian way. Although soft-spoken, Quenton never declines an interview or an opportunity to promote Native awareness. He is optimistic about changing attitudes and renewed interest in the Native culture, not just amongst non-natives but his own people as well. He realizes that people like himself can help bridge the cultural gap and welcomes the opportunity to be a model for other youth of his generation. His advice to them: concentrate on the positives of the future, not the negative of the past.

VALUES EXERCISE

You have read about and discussed Aboriginal Values and the short biography of Quenton Pipestem.

1. Look at the list of **Aboriginal Values** again. Which ones does Quenton honour?

2. What does he value most in life?

3. What are his goals?

4. How does he go after his goals?

5. Write a 4 - 5 sentence paragraph about someone you know who is a positive role model. they don't have to be a famous, it could be a relative, or better yet, yourself Be sure to mention their values in your paragraph.

Personal Trait Values

- ◆ Adapted to reflect aboriginal values and traditional teachings of the Seven Grandfathers.

Rank in order the following values from 1 to 18.

- _____ Ambitious (hard-working, aspiring) WISDOM
- _____ Broadminded (open-minded) SHARING, STRENGTH, RESPECT
- _____ Capable (competent, effective) STRENGTH, WISDOM
- _____ Cheerful (lighthearted, joyful) SHARING, LOVE
- _____ Clean (neat, tidy) RESPECT (of self and others)
- _____ Courageous (standing up for your beliefs) BRAVERY
- _____ Forgiving (willing to pardon others) SHARING, KINDNESS
- _____ Helpful (working for the welfare of others) SHARING, KINDNESS
- _____ Honest (sincere, truthful) HONESTY
- _____ Humble (see yourself as part of a greater whole loaned to us by the Creator)
HUMILITY
- _____ Imaginative (daring, creative) BRAVERY
- _____ Independent (self-reliant, self-sufficient) WISDOM
- _____ Intellectual (intelligent, reflective) WISDOM
- _____ Logical (consistent, rational, seek the truth) TRUTH
- _____ Loving (affectionate, tender) LOVE
- _____ Obedient (dutiful, respectful) RESPECT
- _____ Polite (courteous, well-mannered) RESPECT
- _____ Self-controlled (restrained, self-disciplined) RESPECT

- ◆ Complete the following "Career Values"

Career Values

The following is a list of 20 values related to what's important in your work life. Rank them 1 to 20 in order of importance to you.

- _____ Being secure
- _____ Having fun
- _____ Having status
- _____ Designing systems
- _____ Keeping traditions and culture alive
- _____ Helping people
- _____ Being physically active
- _____ Making things
- _____ Creating ideas
- _____ Being independent
- _____ Taking risks
- _____ Observing and caring for the environment
- _____ Creating beauty
- _____ Exploring ideas
- _____ Following directions
- _____ Taking responsibility
- _____ Experiencing variety
- _____ Making money
- _____ Improving society
- _____ Organizing things

Your career values are an expression of personal values. Do you see how the ranking on the personal values list related to this list? If your values are clear, it will be easier to choose courses of study and careers that are in harmony with you. Think of a time when you were out of step with a job or learning situation. Was it because of a difference in values? Discuss this or write about it.

Life Values

Below is a list of 18 values arranged in alphabetical order. Your task is to arrange them in order of their importance to *you* as guiding principles in *your* life. Study the list carefully. Then place a 1 next to the value that is most important for *you*; place a 2 next to the second most important and so on. The value that is least important, relative to the others, should be ranked 18. Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should show how you really feel.

- __ A comfortable life (a prosperous life) **Wisdom**
- __ Equality (brotherhood, equal opportunity for all) **Respect**
- __ An exciting life (a stimulating, active life) **Sharing, Courage, Strength**
- __ Family security (taking care of loved ones) **Love**
- __ Freedom (independence, free choice) **Strength, Courage**
- __ Happiness (contentedness) In harmony with all living things, **Humility**
- __ Inner harmony (freedom from inner conflict) **Living by All 7 Teachings**
- __ Mature love (sexual and spiritual intimacy) **Love**
- __ National security (protection from attack) **Bravery, Courage, Strength**
- __ Pleasure (an enjoyable, leisurely life) **Love (of life and what it has to offer)**
- __ Salvation (deliverance from sin, eternal life) **Love (of the Creator), Faith**
- __ Self-respect (self-esteem) **Love (of oneself)**
- __ A sense of accomplishment (making a lasting contribution) **Humility**
- __ Social recognition (respect, admiration) **Respect**
- __ True friendship (close companionship) **Wisdom**
- __ A world at peace (freedom from war and conflict) **Love (of others)**
- __ A world of beauty (beauty of nature and the arts) **Love (of Mother Earth), Humility, Respect, Sharing**

NEEDS, WANTS, VALUES

Source: Learning and Reading Partners,
ProgramC,
PEI Literacy Alliance, 1997.

CREDO

Each of us is a unique
person
with separate needs.
You have a right
to meet your needs,
and I have a right
to meet mine.
Also,
we have the right
to our own beliefs
and values.
I'll respect
your rights,
and I want you
to respect mine.
When your actions
interfere with my needs,
I'll let you know
so that you can
listen and possibly change.
When either of us
can't change to meet
the other's needs
let's face our conflict
and solve it together.
I don't want to lose
by letting you win,
and I don't want to win
by making you lose.
I want us to find solutions
that are acceptable
to both of us,
so that we both win.

By following this
Credo, we will like
ourselves and each
other better, and our
friendship will grow
stronger.

Goal Setting

What are goals?

Goals have been described as our motives. The things we strive for in life are our goals. Experts in human behaviour state that goals are tied to values.

What are values?

Values are what we live by. We have a set of values based on what is taught to us at an early age by those around us. Our values are based on our sense of what is good for us. Our belief system has a lot to do with our decision making or the setting of goals.

Our goals change over time. We have the power and ability to make decisions based on what we value and there are many influences on our decision making. For instance, life stages. As a teenager we may value our time with friends far more than family, yet as we age, our time with family, especially if they become terminally ill, seems so precious.

How much we are tied to our spiritual side guides our decisions on what we value as well. These decisions are based on a greater picture than just what we believe we need for ourselves right now. Loving and caring for others, and showing respect for all things made by the Creator have high value for people whose values are based in spirituality. The Seven Grandfathers are traditional aboriginal values. These seven are Wisdom, Love, Bravery, Humility, Respect, Truth and Honesty. These values guided the decision making and way of life of our ancestors. If you think about these sacred beliefs, they are very different from what most of us live by these days. We are often caught up with how we look, getting ahead in our job or career, having money for trips and buying expensive stuff for our kids. It's difficult to focus on the Seven Grandfathers in a fast paced world.

The circumstances of our daily lives may cause a shift from what we truly value. We get caught up in the struggle of day to day life because many of us have trouble making ends meet. It appears that our physical needs (finding money for our food, homes, and clothing) have more value to us than anything else. This may not be true, but our survival depends on meeting these needs. And so, to the outside world, we may appear to be driven by a value system that is based on taking care of "number one". Deep inside our values are much broader, we just have to live according to a standard that can pull us away from them from time to time.

What are your values?

Look closely at them. Sometimes what we really wish we had as our values are a long way from what we do. For example, we may say that we really value respect but we treat others badly with put downs, gossip, telling lies about them, and being phony when we are around them. This behaviour does not line up with the value of respect, and usually we are measured by what we do, not by what we say.

How do we set our goals?

Sometimes our goals are set too high or too low. Why do you think this happens? Experts say that people aim low because they have a fear of failure. If the goal is easy to

achieve, then they can succeed. Sometimes we aim high for the same reason. If the goal is really difficult for most people to achieve when we are not successful we can feel okay about it because it was such a hard thing to accomplish, hardly anyone would ever be able to do it.

How can we make sure our goals happen?

- Goals should be manageable.
- Goals should have a time limit so they can be achieved.
- Goals should be supported. Share them with people who believe in your ability to achieve them. Communicate honestly with your "helpers". They are there to assist you so talk to them. They may be able to help you adjust your goals, get back on track, or be more realistic with your goals. These are the kind of people who will encourage you and help you along the way. If it is possible, hang around these people more often than the ones that are negative, or the ones that are fearful that you will succeed and change from the person they are used to having around. They may not be able to control you any longer. You may be a threat to their position of power over you. This is probably one of the biggest barriers to students' goals that I have had described to me.
- Look at who you have in your support system. Many people who achieve their goals give credit to the people that made up their support systems for being there with a helping hand or words of guidance and encouragement. They have a firm belief in their students as having the ability to succeed. Is there a higher power that you look to for the strength to continue when there are setbacks? Often successful people will state that their faith kept them going. They are thankful to a greater power for blessings they did not think were possible for them to enjoy and successes that they thought could never be theirs. Look at where you are with your faith. Perhaps you have gotten away from your beliefs or you've never believed in a higher power. It's never too late to return or to learn how to have a relationship with the Creator. This relationship can be a source of strength and comfort when you need support.
- Goals may need to be adjusted. Be prepared to do so if your original plans are not achievable. Celebrate what you were able to accomplish. Don't beat yourself up for what you failed to complete. Maybe the goal wasn't really your goal in the first place. (Did a caseworker or spouse lean on you?) Maybe the goal was just too broad, and not specific enough, so it would be very difficult or take a long, long time to reach so you couldn't help being discouraged. For example, saying that you have a goal to write better is a lot broader than having a goal to learn to make a list of Christmas gifts you'd like to shop for early this year. You can see how one is much farther out of reach than the other. "Writing better" may take your whole life while learning the words to write a list can happen within a month.

- Goals: setting them and going after them, are your responsibilities. It's your path. The helpers are there to catch you when you're about to fall or have fallen. They are not there to take the walk for you. It is really important to not let yourself down and to follow through. Don't let yourself down. Your teacher or helper will get over it if you slip or quit altogether. You will have to live with the feelings of letdown, not them. If it happens, pick yourself up, brush yourself off and start again. You will not be truly satisfied until you are back on track towards achieving your goals. Adjust them if you need to. Give yourself more time, ask for help. Just get back on the horse and ride. And, if you have children, remember that they are watching your example and will likely approach their goals in the same way you have. Maintaining the Balance (How the Medicine Wheel applies)
- Remember to keep your goals in balance. For example, if you are really centred on getting fit (a physical goal) and ignore all the other parts (emotional, mental, spiritual) you will not likely achieve your fitness goal because you are off balance. Or you may achieve the goal to become physically fit but your school marks have slid so your "mental" needs are not being addressed. Or you haven't had time for friends and family because of spending so much time working out and they are planning Thanksgiving without you. Now you are very stressed because of the bad marks and family stuff. The good health that I hoped to achieve through working out, you ask yourself, "Is this being in shape really worth it?" You may even find that you go off your fitness routine and begin to over eat, drink or smoke to help cope with the school and family stresses. Finding and maintaining balance is difficult, especially when our days are so busy and we have many influences on our lives. The exercise on the next page is a method that helps us to look at ourselves from all four areas - physical, mental, emotional and spiritual. Try it.

MEASURE YOUR LIFE BALANCE

Use the Wheel of Life to measure your overall degree of life satisfaction and to identify areas that might benefit from goal-setting. On a scale of 1 to 10 (where 10 is low and 1 is high), ask yourself how satisfied you are with your: financial situation and career; social and cultural situations; spirituality and ethics; family and home; mental and educational levels; and physical well-being and health. Consider your answers carefully, taking into account the following issues:

FINANCIAL AND CAREER

Do you enjoy your work? Do you feel you are making a contribution to society? Are you living up to your potential? Have you achieved a satisfactory standard of living? Have you planned for your children's education? What about your own retirement?

SOCIAL AND CULTURE

Does your circle of friends enrich your life and contribute to your sense of fulfillment and well-being? Is there at least one other person with whom you can discuss important life experiences? Do you have interests outside of your career and family (e.g. sports, theatre, outdoor events)?

SPIRITUAL AND ETHICAL

Have you ever articulated specific personal values to yourself? Are you living up to those personal values? Is religion important to you? If so, are you happy with the way you are practicing your religion? If not, have you reconciled your relationship with a higher power or with the universe in general?

FAMILY AND HOME

Have you realized your dreams in terms of your home and family relationships? Be sure to use your own personal standards rather than society's standards.

MENTAL AND EDUCATIONAL

Did you accomplish the educational goals that you set for yourself following high school graduation? Are you still growing and learning? Do you invest in your continuing education on a regular basis?

PHYSICAL AND HEALTH

How satisfied are you with your current level of physical health? Are you living up to your own standards in terms of diet and exercise? Are you fit enough to do the things you want to do?

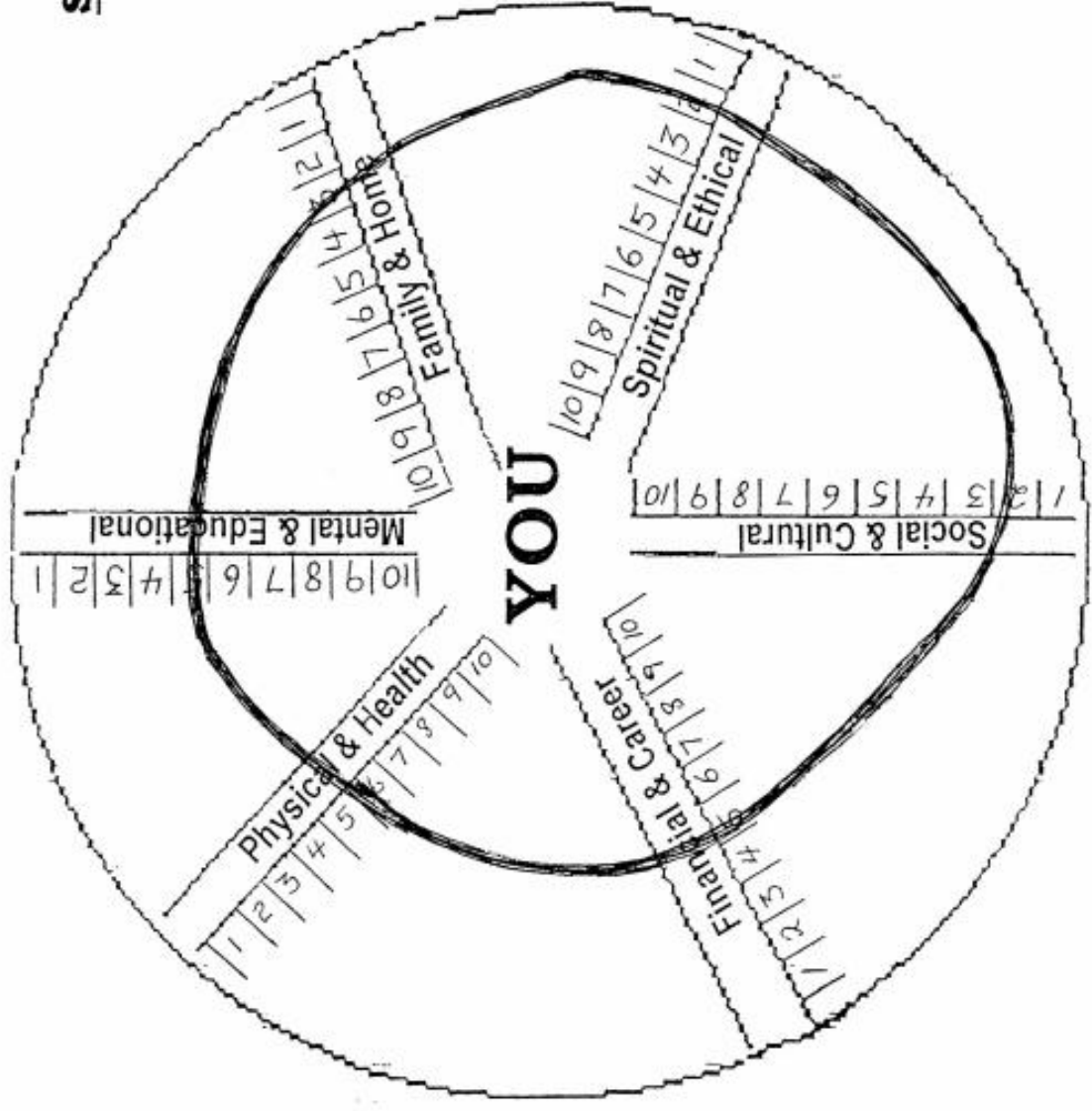
Having quantified your responses on a numerical scale, next record your answers by putting a mark on each spoke under the respective categories. Assign the innermost notch on the wheel a value of 10, and the outer ring the value of 1. After you have marked all of the spokes, connect your marks, creating your own "wheel." Congratulations to those whose wheel is round and hugs the outer edge of the figure. Chances are that you are reasonably happy and are living a fairly balanced life. However, any other shaped/configured wheel suggests room for growth.

For example, if your circle is lopsided, the low score(s) identify the area(s) in which you need to focus your goal-setting efforts. If your wheel is round but small, you need to set goals in all areas of your life in order to expand your wheel and to achieve greater general satisfaction.

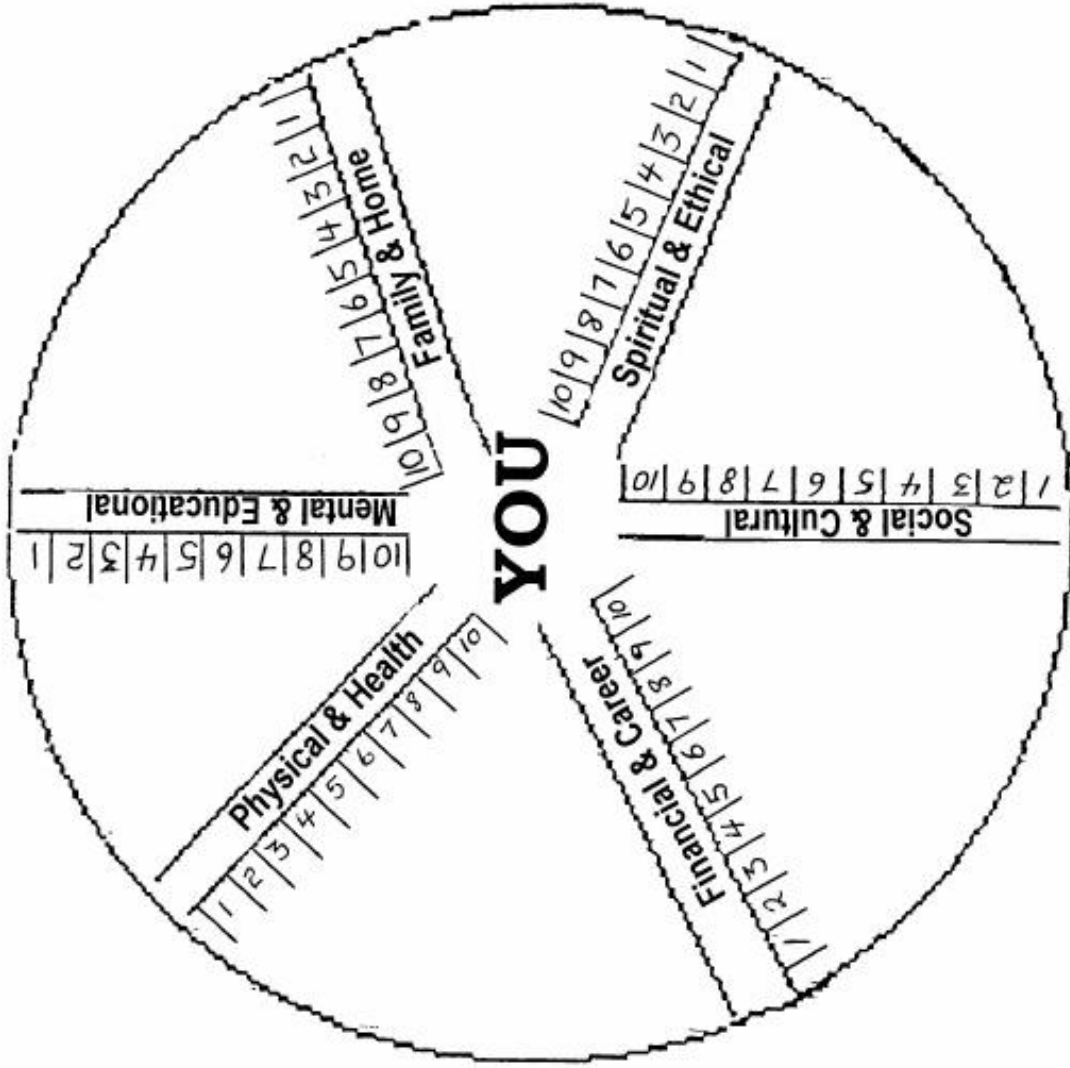
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sample



Wheel of Life



Wheel of Life



Source: Motivational Speech by Dan Haley
Learners' Gathering
Elmhirst Resort
February 1999.

An Amazing Learner's Story About Setting Goals and Lifelong Learning (by Dan Haley)

When I was introducing Pat, I said that I was a literacy student. I walked into Trent Valley Literacy Association 12 years ago, as a scared little kid, a quiet little guy. I know a lot of people have a hard time with that, but it's true. Reading Jack and Jill went up the hill to fetch a pail of water - that's about the level that I was at 12 years ago.

Fear played a big role in my life. There was an awful lot of fear around for me, and I didn't know what to do with it. And then we started talking about setting goals. I didn't know what they were talking about. Setting goals - where do you want to be in five years? I had no idea. I was just worrying about survival, and where I was going to be tomorrow.

I was married. I had kids, and was supposed to have all this responsibility. How do I be this father that I'm supposed to be, with all this other stuff going on in my life? It was really difficult. And I think the hardest part for an adult - I walked in there when I was thirty years old; I was totally embarrassed. I walked in there, this literacy program and I didn't really understand what that meant, all I knew was that I had a problem with reading and writing, and I thought I was the only one in the world that had that problem. And then I found out that one in five people have a problem with reading and writing. And then I started meeting other people just like me.

Twelve years ago was also the first time that I ever walked into a federal prison, as a volunteer. And I walked into that prison and I met a lot more people just like me, that had problems with reading and writing, and they had a *really* hard time fitting into society. I sure felt different in society. I was having a hard time functioning. How was I going to learn to change? How do I go back as an adult and learn to read and write, when you feel *so* embarrassed that you don't even want to look at a book? And to have someone else helping you along, it's like this is supposed to happen to kids.

And why didn't it happen for me as a kid? I blamed everybody. I blamed my mother. I blamed my father. I blamed my teachers. I blamed God. Hated Him for a long time too. *How come me? How come I got this?* So, I had a lot of resentment. Lot of fear.

Going to school as a kid, trying to learn how to read and write. How do you learn to read and write, when you're thinking survival? I was abused as a kid - my father beat me. He beat me everyday, smacked me around all the time. And then I went to school and was supposed to learn to read and write. **No way**, I was sitting by the window looking out. I was in Burlington, looking out on Plains Road, I was just sitting by the window, just kind of wondering, what's going to become of me? Am I going to survive another night? That's what my childhood was like. It was like that until I turned sixteen and I ran away from home. I went out there to conquer the world.

I got a job at the steel company in Hamilton. I was making pretty good money, but I felt *trapped*. I felt really trapped. I wanted something else in life. I didn't know what. Even sometimes today people say, "What's your goals?" "What do you want to be when you grow Up?" I'm just never going to grow up! I want to have some fun!

Today, I do have some goals. It's taken me a long time to be able to sit down and look at them. Set your goals too low or too high ...what's failure? I ran a business for four and a half years. I couldn't read or write. My wife helped me make cue cards and we stuck them into my briefcase. I phoned you, and if you wanted a new roof or windows, or siding, and we agreed, I knew what you wanted before I even got there. So I had help. We made cue cards and my wife would help me fill the contracts. Once I got to your place and we agreed on a price, I was great with a calculator. I could measure it all out, and price it out, just fill in the blanks. Get you to sign here; no problem with numbers, just cut me a cheque. Didn't have a problem, did that for four and a half years. Then we had that great old recession that came along, and I went under. Actually I went bankrupt. Had a hard time with that. I failed. Failure.

But in that four and half years that I ran that business, did I learn anything? Boy did I ever. I learned a lot about people. I learned a lot about business, accounting, I learned a lot of stuff. I look back on it today, and I didn't fail. Was I the only one to go bankrupt back then? No way. There were a lot of people that ended up going bankrupt.

I've done a lot of different things over the course of my life. And I think what I'm doing today with my life is probably the most interesting. I believe that you have to have fun in this world. I believe that you can't take things too seriously. But there's a time to have fun and there's a time to be serious.

As you were doing the workshops, the one thing that really hit the most was the fear. I think a lot of learners go through that. And I struggle with (the term) "learners", because I believe in life-long learning; I believe that we're all life-long learners. Some people have trouble with (the term) "literacy"; some people have trouble with numbers. I believe in gifts. There's all kinds of gifts. My gift and my talent is not reading and writing. There's just no way. So, I find what I'm good at.

I remember hearing a speaker who had cerebral palsy, and he wanted to go to Bible College. This guy had difficulty speaking. You had a really hard time understanding him. The people around him, they said, "You become a Pastor? No one will ever hire you! II Everyone around him just talked down to him. And he said, "I know this is what I'm supposed to do. II So he headed off to Bible College. He took a four-year course, and he squeezed it into 5 years. And today, he is a Pastor, and he does a lot of speaking.

One of the things I remember him saying was, "God doesn't make junk. II Man, that stuck with me. Because there was time when I thought I was junk. I would never amount to anything. I remember my father chasing me around the yard. They were going to the dump. He and his friend were laughing and chasing me around the yard, telling me that I was junk, and they were going to take me to the dump with the rest of the garbage. I remember that like it was yesterday.

"God doesn't make junk. "

Everyone, I don't care what level you're reading at. I don't care what your disability is. Everybody had a gift. Every one of us. I took me a long time to realize that. And, when I had people in my life that didn't encourage me to take the road and go the distance, were they really my friends? Are people really your friends when you have a goal, a dream, and you want to reach something; and the people around you say, "What's the matter with you? You're dumb, you're stupid, you'll never amount to anything. II I hate those words! But people used to say those words to me all the time.

I'm writing a book. So far the title is, "A Stupid Kind of Genius ", I don't believe that I'm a genius, believe me I don't. But, I don't believe that I'm stupid. I have a co-writer, because I have a literacy problem, that's helping me write the book. And when I think back, to where I was ten years ago, and now the things I'm doing today, it blows my mind! An author! Writing a book!

When I leave here, I'm heading off to Ottawa, for the Movement for Canadian Literacy. Next week, I'll be on Parliament Hill, talking with the leaders of our country. The agenda is literacy. Last year I was a speaker on Parliament Hill. I've had a lot of opportunities that totally blow my mind. Yes, I got my grade 12. Yes, I've had to go to see a counsellor, to deal with my childhood issues. Thank God for counsellors! She was a great support for me.

When you were going around the circle, and everyone was saying his or her name, for a moment, I thought I was back in AA I used to go to AA, don't go there anymore. When I went the first time, they handed me the brochures, I handed them back and told them that I didn't read. They handed them to me anyway, and told me to read them when I got home. I said, "You don't *understand*, I don't read! I ended up taking them home and throwing them in the corner, because I couldn't!

But, I memorized how to read the 12 steps. Maybe that's why I'm drawn to prisons. I started in the AA program in provincial prison, doing meetings every Wednesday evening. Every Wednesday, I would IIread II the 12 steps of Alcoholics Anonymous. Two or three months went by, when finally the chairperson realized that I was reading the same thing every week. He said to me, "this week I'm giving you something different to read. II I said, "No, no, no, I just read the steps. II And when he said, "No, you've been reading that for three months now, I'm going to give something new", I broke out in a sweat. I just about started to cry.

There I was, sitting in a prison, there was about 18 guys in the room. That's my weakness, I don't read and write. Here I am, sitting in a prison, with all these big, tough guys, I thought "Don't do this to me!" The guy turned around and looked at me. "You don't read, do you?" I said, "No I don't. II He answered, "That's okay, this week we're going to teach you to read something else. II And those guys, in that prison, helped me to learn to read a poem. And yes, I cried that day, in that prison. But I had some pretty big guys crying right along with me. And I got some hugs from those guys too. Now, I'm drawn to prisons. They were a support group for me. Every week, when those guys learned that I was going back to learn to read and write, and that I had a tutor, (they) would ask "How's it going?" I would get letters from guys in prison wondering how I was doing with my reading and writing!

And what was my first goal? My first goal was to get my GED. That's all I wanted. I thought that if I could get that, who knows? I never thought that I would get it. The people around me had more faith in me than I had in myself. And I remember when I did pass, that blew me away. And then I went to college, taking seven courses. Drove myself crazy, I dropped two. I had to take an extra semester, but I did it.

People say, "How did you do it?" I still struggle. I had a "private secretary"; a teacher's assistant that went with me, took notes for me, read to me. All of my textbooks were on tape. The course that I'm taking right now. I'm going to graduate with a Restorative Justice Diploma, all my books are on tape. And, all the people in my "circle" today, they support me. There's some accountability that I have with a bunch of guys that I'm in Bible study with. I have some friends in Warkworth Prison, we sit at a table, and there's some accountability there too. We support one another. You've got to have people in your life. You must have balance. You'll learn to turn around and be good to yourself. You need to have your family, your kids, your wife or husband (in your "circle"). When you go back to school, especially full-time, it's a big commitment. I needed my wife to support me. If my wife didn't support me, I wouldn't have been able to do what I've done. If you don't have the support of your family, and you come home at the end of the day, and you're fighting, how good are you going to feel about yourself? Support is a big thing.

One of the things that I'm really interested in is learners' support. I hear many different learners from across Canada talk about support. I want to hear what kind of support are they talking about? It bothers me when people drop out. Why? What's happening? What kind of support isn't there? What can we do to help you reach those goals? Because if I can do it, you can do it. I know you can do it. I remember hearing someone say that and thinking, "Yeah right. You don't know how bad I am."

There's some really neat things happening out there for (people with) learning disabilities and technology. I got involved with V.R.S.(Vocational Rehabilitation Services). I went there for assessment. They did all kinds of tests. Then this guy did this evaluation on me. I got this twelve page document that basically told me that I was borderline retarded, that I would never amount to anything. He came right out and said that to me! And I shook his hand, and I said, "Mr., this is your lucky day. Two years ago, I would have punched you in the mouth." Then I asked him, "Do you know how to build a house? Do you know how to swing a hammer?" He said "No." I asked him, "What's that make you?" "Does that make you mentally retarded, because you don't have that skill? Think about it!"

Prior to that Y.R.S. sent me to Toronto. They sat me down at a computer. The guy told me to start typing. I said, "I don't spell!" The man said that didn't matter, just type. So I typed c-a-t. As I typed the word, the computer said the word back to me. I thought "Wow! Pretty neat stuff!" Voice activation! I now have a computer that I can talk to. It scans letters for me too.

I ran for municipal politics. I didn't win. Actually, I did win! I came in third out of seven. Pretty good for some guy from Hamilton that thought he was borderline mentally retarded. I did pretty good. Like I said, I've had a lot of opportunities. I do things today that make me stop and think, "How did I ever get here?" I know that someone walks along with me. I know that. You talk about the Creator, I talk about God. If it wasn't for Him, I wouldn't be where I am today, and I truly believe that. There was a time in my life when I didn't want to live anymore; I wanted to cash out. And He came along beside, and he picked me up and helped put me back together again. I truly believe that.

I love doing the things that I'm doing today. One of the biggest challenges I face, I'm a Chaplain., I go into the prisons and I work with the guys in there. Another was when one of the girls that I'm going to school with, was 48 years old, married, and her husband was dying of leukemia. Before he died, he asked me to do the funeral. I stood there with him in the hospital and we made the funeral arrangements. Inside, I was screaming, *I can't do this!* I'm just some dummy from Hamilton, that will never amount to anything. I still hear my father back there. I can still hear it.

But that day, standing by that casket, I thought, "How'd I get here?" I had a lot of help, not just from God, but from people that I have here on this earth with me that look at me, and believe in me, and encourage me to go after what I want. Because it's really tough as an adult to look at your weaknesses and I don't look at as weakness anymore, because I might be weak in some areas, but I'm strong in others.

AND SO ARE YOU!

Dan did get his Restorative Justice Diploma and he is a Community Chaplain in the Peterborough area, where he works one-to-one with guys who are coming out of prison and need help reintegrating (they need housing, work, school, a doctor, etc.). Later on, they get help from Dan by checking in with him and/or members of their circle of support that Dan has organized within the community. Dan has such a heart for his work. He is an encourager and a challenger for learners. He doesn't want to hear excuses. Been there, done that. But he is a solid supporter for those who are literacy students and others who are trying to make changes in their lives. On the next two pages, read more about Dan and find out how to contact him. If you would like him to talk at your centre, ask your instructor about it. He loves to talk to learners. And, he is a good listener, too. Watch for his book that will soon be available to all literacy networks.

Literacy on the Move

October 1999

The Newsletter of the Ontario Literacy Coalition

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Volunteer Wins Third Annual Frances Lever Memorial Award



Dan Haley

Dan Haley, a dedicated literacy volunteer, has won the third annual Frances Lever Memorial Award.

To be considered for this award, nominees must be a current member of a literacy organization

program in Ontario. Candidates can be any paid staff person, volunteer or learner who personifies tireless dedication to literacy. Dan qualifies in several of these categories.

Dan has been involved in literacy for 12 years. He started as a learner at the Trent Valley Literacy Association and progressed to being on its Board of Directors. He became president of that Board 2 years later and served in that position for 4 years.

Continuing at the community level, Dan has worked to support literacy through his local United Way with their Speakers' Bureau. He has served on the Literacy and Basic Skills Committee of Sir Sandford Fleming College, been the voice of literacy on the Kawartha Lakes/Northumberland/Haliburton Training Board and been a member of the Board of Directors of his local literacy network, Literacy Ontario Central South.

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Volunteer Wins Award

Continued from page 1

At the provincial level, Dan has served on the Job Link Ontario Board and been on both the OLC's Learners' Council and its Board of Directors. At the federal level, Dan has worked on both Movement for Canadian Literacy's Board and their Learners' Advisory Committee. As long as this list may seem, they are only some of the literacy organizations Dan has worked with. As you can see, Dan is well qualified to win this award.

The award was presented by Mary Wiggin, last year's winner, at the OLC Annual General Meeting last June. (The first award was given, posthumously, to Frances herself in 1997.) As a personal admirer of Frances and her work in literacy, Dan was thrilled to win this award. Dan remembers Frances as a sweet , caring, dedicated lady with a wonderful spirit. He says that he knows that he joins many of her colleagues, friends and family in missing her positive voice.

Dan would like to thank the people who nominated him as well as the "Frances Lever Memorial Award" selection committee. Considering the accomplishments of his fellow nominees, he realizes how difficult it must have been to choose a winner.

The Board of Directors of the Ontario Literacy Coalition extends its congratulations and thanks to Dan for all his wonderful work in literacy. _

Goal Setting Exercise
Read and Complete the
"Express Yourself" section
that follows.

Source: Native Perspectives
Calgary Board of Education
Viscount Bennett Centre
Division of Continuing Ed
Upgrading Program, 1995

Doreen Spence

Have you ever met a person so full of life that they made you feel like you were standing still? Someone who not only possessed a physical energy, but a spiritual energy as well. That person could be Doreen Spence. She is an active volunteer who has channelled her energy into a number of organizations. Doreen was nominated twice for the Woman of Distinction Award, in 1989 and 1993, and was the recipient of the Alberta Human rights Award on December 10, 1993.

Doreen was raised by her grandparents but attributes her "grass-roots" values to her great-grandparents. She speaks fondly of her great-granny (KooKum), who taught her that education is more than just academics. Traditional teachings instilled a respect for Mother Earth, spiritual wellness, and an understanding and appreciation of her culture. Doreen acknowledges that education is a life-long learning process. "There's a whole university out there. I have a lot to learn."

By the age of thirteen, Doreen was taken from her home to the Good Fish Lake Reserve where she was to be a teacher's assistant. She was, in fact, left in charge because the teacher was "too old to walk or get out of bed". For the next three years, she taught grades one through nine and continued her education through correspondence courses.

It was at this time that she was approached by a missionary to enter a competition. The winner was to receive a scholarship to a bible school. She looked at this as an opportunity to "get out of the sticks" and further her education. She applied herself and won the scholarship, and after three years of study took one year of practical nurse's training at the Camsell Hospital in Northern Alberta. During this time, she learned that the hospital still performed random sterilization of Native women. She worked diligently to have this practice abolished and was successful.

Canada is a very culturally rich country. Unfortunately, racism still has a place in many people's minds and hearts. Realizing that her own children could be subjected to racism in the school system, Doreen became involved in their education. She felt that she needed to teach them the positive aspects of their heritage, and to be proud to be Native. She joined the P.T.A. and was an active volunteer in the school.

She was also concerned for the other youth in the community. There are very few traditional elders and too many leaders who have not earned the right to be called leaders of their people. She believes they need to have a more holistic approach to life. That means providing an education that deals with a person's spiritual, mental, and physical well being. Hence, the birth of the Plains Indians Cultural Survival School (PICSS) in February of 1979. PICSS is an academic and cultural school which offers such courses as wilderness survival, effective parenting, beading, drumming, and traditional crafts. Language instruction in Cree and Blackfoot is also offered. There are elders on staff at the school who play an important role as counsellors and as well teach some of the cultural courses. They offer the traditional sweet grass and pipe ceremonies to the students and teachers. The students at PICSS feel at home there and often experience great personal and academic development. Many students go on to University or College.

Doreen describes herself as a person who "walks the talk". She takes "time out" from the white man's world to participate in fasting, praying, visioning, and sun-dancing. She feels obligated to learn all she can about her ancestors because she feels her purpose in life is to help her community return to its roots.

PERSONAL ACHIEVEMENT STORY

WHAT IS YOUR GREATEST PERSONAL ACHIEVEMENT? (In point form or short sentences).

Answer the following questions as your guideline. Your achievement can be something you did at school, work, in your family, community, team, anything that you choose that's personally rewarding. There's an example for you, so you can see how another student completed (with help) this exercise. It may be difficult because we tend not to recognize our own accomplishments! You may need to talk it out with someone before writing.

WHAT DID YOU DO?

I overcame my fear of public speaking.

HOW DID YOU DO IT? WHAT MOTIVATED YOU?

I was 15 and there was nothing to do in the winter. Kids were drinking, doing drugs, and fighting. I went to a Council meeting and made a presentation about the need for an outdoor rink.

WHAT WAS THE OUTCOME OR THE RESULT?

They set aside enough money to buy boards and paid for sand and equipment to make the rink. Also, they told the fire chief to flood it with the pumper.

WHAT WAS THE IMPACT? WHAT CHANGED?

It was great fun. My dad donated his time and flooded it. He also set up lights so we could use it at night. All the teenagers kept it cleared off and came every night to skate or play hockey that first winter .

...YOUR ATTITUDE OR FEELING

It felt good. I was surprised that the Council said yes right away. I was nervous at first but it went away when they asked some questions that I could answer. I had a feeling of satisfaction every time I saw people skating out there. It was a powerful feeling to know that I had made a difference. I have gone to Council meetings for many years now and I get asked by other members of the community to present ideas and to be on committees. I'm not afraid to speak up for ideas that can improve our community. I like the challenge of convincing others to accept changes. It sometimes works, sometimes it doesn't. I feel good just trying. Sometimes it takes a while to go through the red tape. I've learned to be patient and I've learned a lot about people, politics, and myself.

(If your example is about a job you had, these points can be used as a guide)

MY IDEAS MEANT A SMOOTHER OPERATION OF THE BUSINESS

MY IDEAS IMPROVED MORALE OF THE STAFF (enthusiasm, willingness to work)

MY IDEAS PROVIDED ASSISTANCE TO CUSTOMERS, CO-WORKERS, OTHERS

PERSONAL ACHIEVEMENT STORY

WHAT IS YOUR GREATEST PERSONAL ACHIEVEMENT? (In point form or short sentences).

Answer the following questions as your guideline. Your achievement can be something you did at school, work, in your family, community, team, anything that you choose that's personally rewarding. There's an example for you, so you can see how another student completed (with help) this exercise. It may be difficult because we tend not to recognize our own accomplishments! You may need to talk it out with someone before writing.

WHAT DID YOU DO?

HOW DID YOU DO IT? WHAT MOTIVATED YOU?

WHAT WAS THE OUTCOME OR THE RESULT?

WHAT WAS THE IMPACT? WHAT CHANGED?

...YOUR ATTITUDE OR FEELING

(If your example is about a job you had, these points can be used as a guide)

MY IDEAS MEANT A SMOOTHER OPERATION OF THE BUSINESS

MY IDEAS IMPROVED MORALE OF THE STAFF (enthusiasm, willingness to work)

MY IDEAS PROVIDED ASSISTANCE TO CUSTOMERS, CO-WORKERS, OTHERS

11 Key Habits of the Mind

Definition of Habits of the Mind

Habits of the mind are "established tendencies or trends of the mind to think in ways that lead to the individual student experiencing emotions and behaviours that either inhibit (hold back) or enhance (add to) student motivation, achievement and happiness."
(Bernard, Linscott & Nicholson, 1995)

Good Habits of the Mind Lead To:

- feelings of confidence
- anger frustration control
- time on task (effort and persistence)
- achievement of high, realistic goals
- self-discipline
- positive feelings about self
- personal responsibility
- effective use of time
- commitment to goals
- reflective problem-solving

achievement and potential happiness!

The following is an exercise that examines these "habits of the mind."
This can be done individually during orientation, with assistance or without, with explanations, if needed, or by the assessor at the student intake.

Have a look at the sets of continuums. Plot yourself somewhere on the line with a mark.
If you are all the way to the right or left, circle those words.

I have no plans for ----- I set and go after goals
the future

I never get things ----- I have good time
done on time management skills

I am forced to ----- My centre of learning
learn or try new things is controlled by me

I am pessimistic ----- I am optimistic

I make decisions ----- I take lots of time to
too quickly make decisions
(impulsive) (reflective)

I hate rules ----- I appreciate rules

I am frustrated----- I am very patient

I don't like me ----- I like myself
(self-condemnation) (warts and all!)

I always rely on the----- I am confident
"okay" of others

I judge others----- I accept others

I like to play it safe ----- I like taking chances

When you are done, discuss it with someone you trust, and make adjustments if they are needed. Check with your instructor or get her/him to complete one for you and compare your responses. Revisit this list occasionally to see if you have made any changes. Hopefully, you will see movement towards the column on the right.



This motivational piece can be used in a discussion - one on one or a group. Each line can be a saying for the week or the day. It can be posted in a classroom, presented as an award or gift to the learner who is going on to further education, or leaving the program. Use it any way you choose.

To Achieve Your Dreams, Remember Your ABC's

Avoid negative sources, people, places, things and habits.

Believe in yourself.

Consider things from every angle.

Don't give up and don't give in.

Enjoy life today, yesterday is gone, tomorrow may never come.

Family and friends are hidden treasures, seek them and enjoy their riches.

Give more than you planned to.

Hang on to your dreams.

Ignore those who try to discourage you.

Just do it

Keep on trying ne matter how hard it seems, it will get easier.

Love yourself first and most.

Make it happen.

Never lie, cheat or steal, always strike a fair deal.

Open your eyes and see things as they really are.

Practice makes perfect.

Quitters never win and winners never quit.

Read, study and learn about everything important in your life.

Stop procrastinating.

Take control of your own destiny.

Understand yourself in order to better understand others.

Visualize it.

Want it more than anything.

Xcellerate your efforts.

You are unique within all Creation, nothing can replace YOU.

Zero in on your target and go for it.

Wanda Hope Carter

EIGHT POSITIVE WAYS TO THINK ABOUT YOURSELF

Here are eight positive ways to think about yourself that can help build your success story.

1. Think about life as an adventure filled with exciting unknowns.
2. Look for the positive in every situation. What's the plus? Where's the opportunity.
3. Know what you want in life and don't go for a quick fix - stay true to your values and beliefs.
4. Know your strengths and think about them every day.
5. Identify your weaknesses and know your limitations.
6. Build on your strengths and find ways to reduce your limitations.
7. Learn from your mistakes. Think what you will do differently the next time.
8. Learn to speak up for yourself and verbalize what you want.

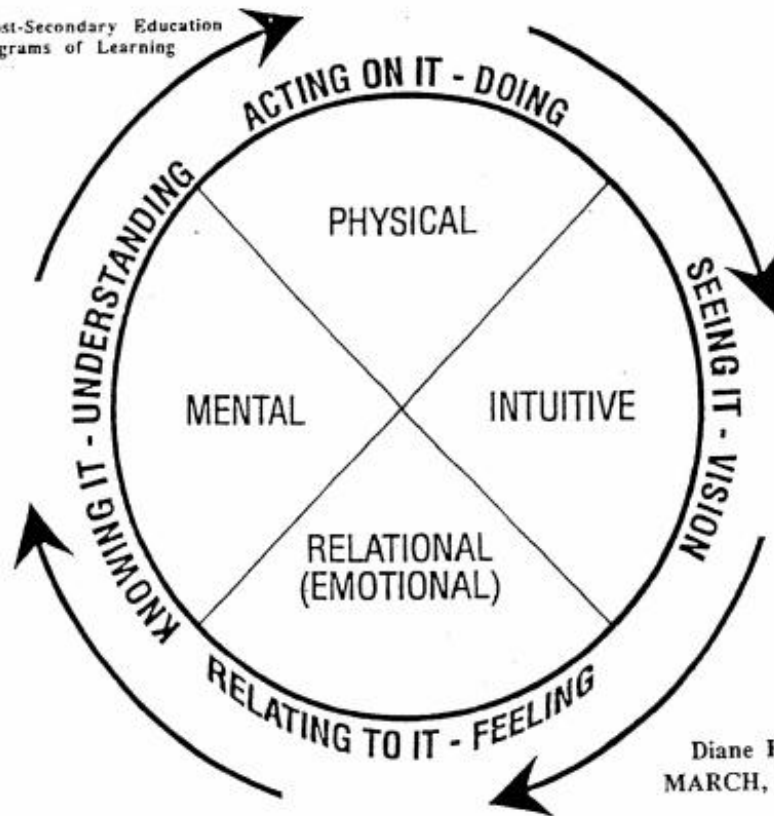
Source: Understanding the Learner,
"Learning and Reading Partners
Instructor's Manual"
LRP Conference
North Bay, 1997

Individuals who come to understand both the learning process and themselves as learners will have a renewed attitude towards learning.

It is a freeing experience when you realize why you approach a task in a certain way as you learn things. It also gives you an appreciation for the ways that others learn and work.

For example: When a person who is a reflective thinker lives or works with a person who is a reactive thinker, sparks often fly. We will see these similarities and differences in everyone including our children. That can explain some of our frustration when trying to help them with homework. When educators and learners look at this from a learning styles angle, guilt, blame, labeling and anger are reduced and a more understanding attitude is taken toward themselves and the other person. We stop looking at them as if they are from another planet!

The attitude of the learner, in large part, determines the success s/he will have in learning. Attitude refers to such things as cooperation, fairness, self-esteem, risk taking, empathy and sympathy.



Diane Hill
MARCH, 1995



Check beside the words that describe you.
Where you have checked most often tells you what learning style you have.

THE ABORIGINAL APPROACH TO LEARNING

PHYSICAL	INTUITIVE	RELATIONAL (EMOTIONAL)	MENTAL
<ul style="list-style-type: none"> - Takes in everything - Learns by observing & doing - Needs time to digest information - Few words (usually) - Down-to-earth - Practical, concrete - Close to group, family, community 	<ul style="list-style-type: none"> - Aware of a purpose or mission in life - Feels connected to world & the universal elements - Takes direction from a higher power - Possesses a sense of knowing what to do - Creative - Sees whole picture; a vision of how every thing fits together - Learns by trusting their inner knowledge 	<ul style="list-style-type: none"> - Aware of feelings - Learns by relating to persons or things - Dialogue - Likes variety - Hearing - Organizes - Creative 	<ul style="list-style-type: none"> - Has strong value system - Learns in accordance with value system - Overview - Objective - Visual, very focused - Solitary, works alone - Likes to direct

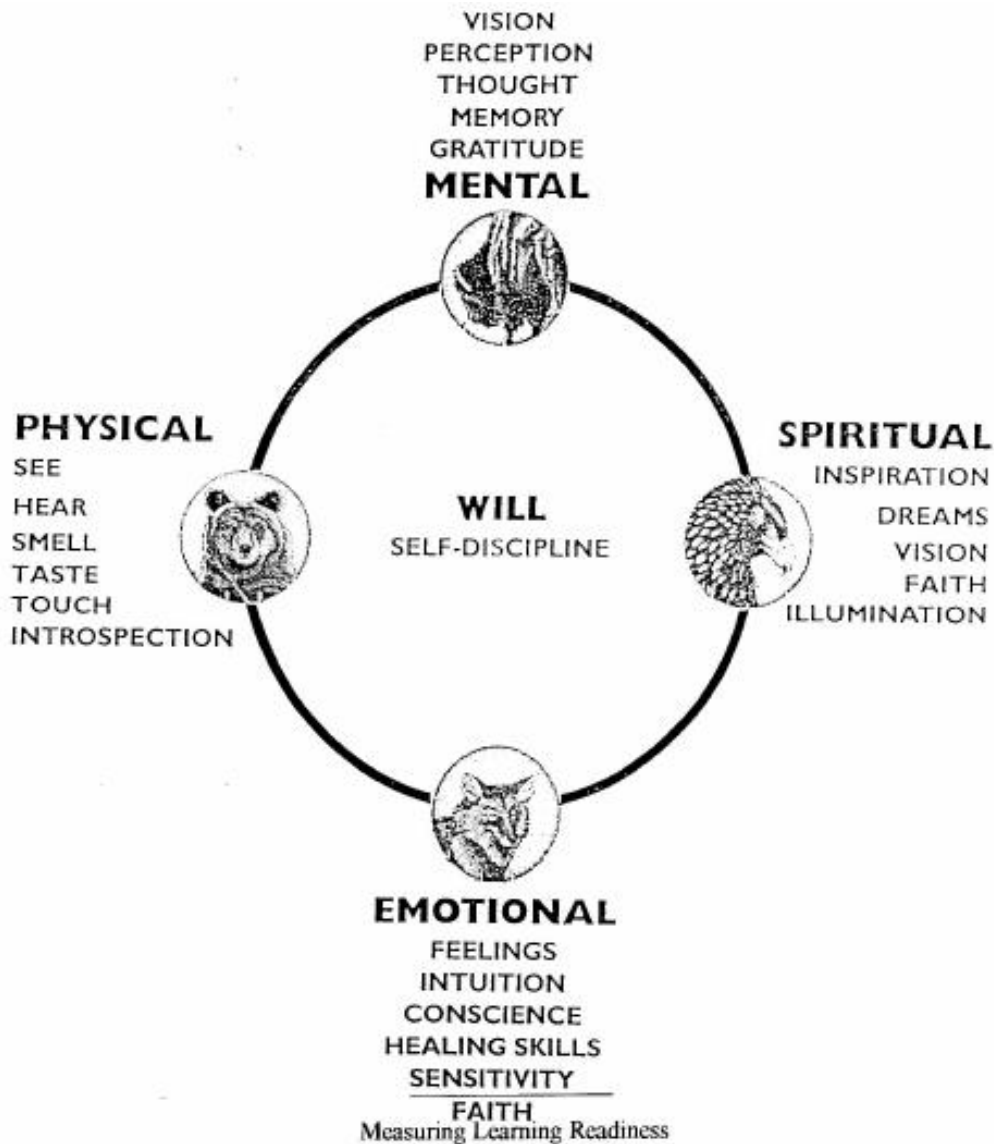
Measuring Learning Readiness



Source: Workshop Handouts
Effective Strategies for Native Education
Winnipeg, 1996 Doreen Spence, Presenter
Canadian Indigenous Women's Resource Inst.

This page shows another application of the Sacred Wheel to our learning styles. It expands on the learning styles to include the gifts that we have been given in each of the four directions. The gifts listed tell you even more about yourself. Have a dictionary nearby so that if you are unsure of what some of the words mean, you can look them up.

The Gifts of the Four Directions



Take note of what is different between The Gifts of the Four Directions circle and "The Aboriginal Approach to Learning" on the preceding page.

What differences did you see?

Give the exercise some further thought. Get someone you trust (or the members of your orientation group) to do the same exercises. Discuss your learning style and gifts with one another. When you are discussing it, look at it from the standpoint of how people are gifted differently and therefore, respond to one another differently. You can really click and work well with some people and with others, there's just no way you can get a job done together without a lot of problems!! Perhaps differing learning styles and gifts are a big part of the reason this is happening. It may have been part of the problem you never learned in traditional learning situations where you had to sit at a desk and listen. (By the way, there are no right or wrong styles, just differing styles, and we must respect them all. We are all gifted in our own unique ways.)

If you are having trouble coming up with a situation where you can look at differing styles, look at the following example of doing a project with someone else:



Assembling A Swing Set

Your friend is a **mental** learner. (Look at the characteristics and gifts of the Mental Learner). You are a **physical** learner. (Re-examine your characteristics and gifts). You are trying to put together a swing set for her kids. There is a set of instructions, lots of small parts, a box with a picture. You begin to work on it.

Knowing what you know about learning styles, answer the following:
How will you get started?

How will she approach it?

What is likely to happen?

How can you make the best of your differences and get the job done successfully?

Now that you have completed this exercise, we hope you have gained some self knowledge In the future, if you are struggling to learn something, take a look at how it is being taught to you. That could have a lot to do with the struggle you are having! If you are in a position to point this out to the person who is teaching you, or if there is another way of learning the task that will be more effective for you, speak up, and in a good way, explain about how you learn and ask for another approach. If it is inappropriate to do so, try to get some additional time or other special accommodations so you have a better opportunity to learn it. (for example, ask if you can use a tape recorder).

There are a few more exercises on learning, skills and interests on the pages that follow. After completing them all, you will have a "profile" of how you learn, and you will gain a better understanding of how you teach as well! It may explain why you clash with someone when you are trying to help, like when your child has homework and you go to help and there's no way you can get them to understand what you mean. This happens in groups too. It's very interesting and can shed all kinds of light on the way you work (or play) on a team or learn from another person, and why you learn some things really easily and others are so hard for you to understand. Hope you enjoy doing them, and learn something useful while you're at it!

It's Not How Smart You Are But How You Are Smart



Information on Multiple Intelligences (MI)

Dr. Howard Gardner has identified and tested seven distinct intelligences - seven explicit ways to learn and know about reality.

An understanding and nurturance of a person's intelligence profile is the key way to that person's success in life.

The seven intelligences are:

1. Verbal Linguistic Intelligence

The ability to use words effectively, either oral or written. Your understanding of and expression of verbal language, especially words, stories, sounds, meaning, spelling, and grammar. Examples of this intelligence include making verbal jokes, playing with language, making speeches, and focusing on conversation.

2. Logical/ Mathematical Intelligence

The capacity to use numbers effectively and the understanding of patterns and relationships of numbers. This knowledge includes calculation, using mathematical thought processes to determine relations and proportions such as measurement, cooking, or figuring out the price of an item on sale.

3. Visual/Spatial Intelligence

This intelligence relies on the sense of sight, and the ability to visualize an object and to create mental images. The ability to perceive the visual-spatial world accurately i.e. see the world in accurate three dimensions and be able to use this picture to do or make things. For example, see a scene and be able to paint it, see a picture of a building and be able to build a similar model. Visual/spatial refers to your orientation toward the physical world of observable "things". This includes paying attention to landscape, maps, photographs, paintings, graphs, movies, video games, fashion, interior design, how machines work, and spatial games, among others.

4. Bodily/Kinesthetic Intelligence

Understanding and expressing with your body e.g. acting, dancing, playing sports or physical games, miming, and working out. People with distinct Bodily/Kinesthetic Intelligence show expertise in using one's whole body to express ideas and feeling and facility in using their hands to produce or transform things. Other skills includes balance, dexterity, strength, coordination, speed.

5. Musical/Rhythmical Intelligence

Your understanding and use of melodic and harmonic sounds, including songs and musical rhythms, styles and themes. The capacity to perceive, discriminate, transform and express musical forms. Is based on recognition of tonal patterns, including environmental sounds and a sensitivity to rhythm and beats.

6. Interpersonal Intelligence

Your understanding of other people's feelings, desires and ideas. Examples of this intelligence includes mediation, diplomacy, collaboration, group process, leading others through facilitation, and friendship. The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of others. Operates primarily through person to person relationships and communication, relies on all the skills listed below in the Intrapersonal Intelligence description.

7. Intrapersonal Intelligence

Self knowledge and the ability to act adaptively on the basis of that knowledge. Your understanding and expression of yourself. Examples include self-reflection, solitude, working alone, leading others through example, following personal convictions, and the pursuit of personal growth. Relates to inner states of being, self-reflection, meta-cognition and awareness of spiritual realities.

Check It Out

Score yourself on the following MI Checklist, or get someone to read it to you and check off the statements that describe you.



MULTIPLE INTELLIGENCES TOOLBOX

VERBAL /LINGUISTIC

Reading
Vocabulary
Formal Speech
Journal/Diary Keeping
Creative Writing
Poetry
Verbal Debate
Impromptu Speaking
Humour/Jokes
Storytelling

VISUAL/SPATIAL

Guided Imagery
Active Imagination
Colour Schemes
Patterns/Designs
Painting
Drawing
Mind-Mapping
Pretending
Sculpture
Pictures

INTERPERSONAL

Giving Feedback
Reading Others' Feelings
Cooperative Learning Strategies
Person-to-Person Communications
Empathizes
Receiving Feedback
Sensing Others' Motives
Group Projects
Teamwork

LOGICAL / MATHEMATICAL

Abstract symbols/formulas
Outlining
Graphic Organizers
Number Sequences
Calculation
Deciphering Codes
Forcing Relationships
Problem Solving
Pattern Games

BODY /KINESTHETIC

Folk/Creative Dance
Role Playing
Physical Gestures
Drama
Martial Arts
Body Language
Physical Exercise
Mime
Inventing
Sports Games

INTRA PERSONAL

Silent Reflection Methods
Thinking Strategies
Emotional Processing
"Know Thyself" Procedures
Mindfulness Practices
Focusing/Concentration Skills
Higher-Order Reasoning
Complex Guided Imagery
"Centering" Practices

MUSICAL /RHYTHMIC

Rhythmic Patterns
Vocal Sounds
Music Composition/Creation
Environmental Sounds
Humming
Instrumental Sounds
Singing
Tonal Patterns
Music Performance

Multiple Intelligence (MI) Checklist

Check those statements that apply in each intelligence category:

Linguistic Intelligence

- Books are important to me.
- I have lots of printed material in my home space, like books, magazines and newspapers.
- I enjoy reading.
- I can hear words in my head before I read, speak, or write them down.
- I can get more out of listening to the radio or a spoken-word cassette than I do from television or films.
- I enjoy listening to people talk about topics that interest me.
- I enjoy word games like Scrabble, Anagrams, or Password.
- I enjoy telling "tall tales", jokes and stories.
- I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.
- English, social studies, and history were easier for me in school than math or science.
- My conversation includes frequent reference to things I've read or heard.
- I like to talk a lot.
- I enjoy writing notes and letters to my relatives and friends.

Other linguistic strengths: _____

Logical-Mathematical Intelligence

- I can double or triple a cooking recipe or carpentry measurement without having to put it all down on paper.
- Math and/or science were among my favourite subjects in school.
- I often beat my friends in chess, checkers, Go, Battleship or other strategy games.
- I like to set up little "what if" experiments (for example, "what if I double the amount of water to my rose bush every week?").
- I've got a mind that sometimes works like a computer.
- I wonder a lot about how certain things work.
- I believe that most things have a rational explanation.
- I sometimes think in clear, abstract, wordless, imageless concepts.
- I like finding logical flaws in things that people say and do at work and home.
- I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.

Other Logical-Mathematical Strengths: _____

Spatial Intelligence

- I often see clear visual images when I close my eyes and think.
- I'm sensitive to colour.
- I have a camera or camcorder that I use to record what I see around me.
- I enjoy solving puzzles, mazes, or other visual puzzles.
- I have vivid dreams at night.
- I can generally find my way around unfamiliar territory.
- I like to draw or doodle.
- Geometry was easier for me than algebra in school.
- I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's eye view.
- I prefer looking at reading material that is heavily illustrated.

Other Spatial Strengths: _____

Bodily-Kinesthetic Intelligence

- I engage in at least one sport or physical activity on a regular basis.
- I find it difficult to sit for long periods of time.
- I like working with my hands at some concrete activity such as sewing, weaving, carving, carpentry, model-building or a similar task.
- My best ideas often come to me when I'm out for a long walk, a jog, or some other kind of physical activity.
- I often like to spend my free time outdoors.
- I frequently use hand gestures or other forms of body language when conversing with someone.
- I need to touch things in order to learn more about them.
- I enjoy dare devil amusement rides, or similar thrilling physical experiences.
- I would describe myself as well-coordinated.
- video that describes it.

Other Bodily-Kinesthetic Strengths: _____

Musical Intelligence

- I have a good singing voice.
- I can tell when a musical note is off-key.
- I frequently listen to musical selections on radio, records, cassettes, or compact discs.
- My life would be poorer if there was no music in it.
- I catch myself sometimes walking down the street with a television jingle or other tune running through my head.
- I can easily keep time to a piece of music with a simple percussion instrument.
- I know the tunes to many different songs or musical pieces.

___ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.

___ I often make tapping sounds or sing little melodies while working, studying, or learning something new.

Other Musical Strengths: _____

Interpersonal Intelligence

___ I'm considered an individual that people come to for advice and counsel.

___ I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.

___ When I've got a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.

___ I have a least three good friends.

___ I prefer social pastimes like Monopoly or bridge to an individual recreation such as video games or solitaire.

___ I enjoy the challenge of teaching another person, or groups of people, what I know how to do.

___ I consider myself a leader (or others have called me that).

___ I feel comfortable in the midst of a crowd.

___ I like to get involved in social activities connected with my work, church, or community.

___ I would rather spend my evenings at a lively party than at home.

Other Interpersonal Strengths: _____

Intrapersonal Intelligence

___ I regularly spend time alone to meditate, reflect, or think about important life questions.

___ I have attended counselling sessions or personal growth sessions to learn more about myself

___ I have unique thoughts about things that others don't seem to understand.

___ I consider myself to be strong-willed or fiercely independent.

___ I see myself as a loner (or others see me that way).

___ I have a special hobby or interest that keeps me pretty much to myself

___ I have some important goals for my life that I think about on a regular basis.

___ I would prefer to spend a weekend alone in a cabin in the woods rather than a fancy resort with lots of people around.

___ I keep a personal diary or journal to record the events of my life.

___ I am self-employed or have at least thought seriously about starting my own business.

Other Intrapersonal Strengths: _____



Logical/Mathematical Intelligence

Often called "scientific thinking," this intelligence deals with inductive and deductive thinking/reasoning, numbers and the recognition of abstract patterns.



Verbal/Linguistic Intelligence

This intelligence, which is related to words and language—written and spoken—dominates most Western educational systems.



Visual/Spatial Intelligence

This intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images/pictures.



Intrapersonal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.



Body/Kinesthetic Intelligence

This intelligence is related to physical movement and the knowings/wisdom of the body, including the brain's motor cortex, which controls bodily motion.



WAYS OF KNOWING
MULTIPLE INTELLIGENCES



Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication.



Musical/Rhythmic Intelligence

This intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beats.

APTITUDE QUIZ

Does the perfect job exist? Can the things you are good at really be used in a career? The following aptitude quiz will help you learn more about yourself and the occupations that best match your abilities.

Aptitudes indicate how easily you would learn particular skills. When answering the questions, keep in mind not only what you can do now but also what you are capable of doing. You will assess yourself on four aptitudes:

G - General learning ability. Ability to learn, understand and reason quickly.

V - Verbal aptitude. Ability to understand, use words and express ideas and information easily.

N - Numerical ability. Ability to work quickly and accurately with numbers.

K - Eye-hand co-ordination. Ability to co-ordinate eye and hand movements easily.

For each question, choose the level that best describes your ability or potential.

1 = Very high 2 = High 3 = Fairly high 4 = Moderately 5 = A little bit 6 = I do not have it

G - General Learning Ability

Can you:

___ 1. Grasp or understand the instructions of a game?

___ 2. Think before you act?

___ 3. Reason through something to the conclusion?

___ 4. Understand explanations?

___ 5. Properly evaluate things and events?

___ 6. Learn educational material?

___ 7. Find good reasons to convince people?

___ 8. Think in order to reach good decisions?

___ 9. Solve mathematical problems?

___ 10. Respond in a discussion? .

___ TOT AL Check the chart to determine your level and fill in your **G** (general learning) score.

... continue on next page

<u>Total</u>	<u>Level</u>	<u>Total</u>	<u>Level</u>
10 – 15	1	41 to 53	4
16 to 28	2	54 to 60	5
29 to 40	3		

My general learning ability (G) is ___

For each question, choose the level that best describes your ability or potential.
1 = Very high 2 = High 3 = Fairly high 4 = Moderately 5 = A little bit 6 = I do not have it

V - Verbal Aptitude

Can you:

- 1. Understand the meaning of words in a text?
- 2. Express yourself properly in front of a group?
- 3. Give clear and precise information?
- 4. Relate something or recite orally?
- 5. Write a composition?
- 6. Communicate opinions or ideas?
- 7. Explain something to others?
- 8. Communicate easily with others?
- 9. Understand the meaning of sentences and paragraphs in a text?
- 10. Read and write?
- 11. Take the main ideas from a text?
- TOTAL Check the chart on the right to determine your level and fill in your **V** (verbal aptitude) score.

<u>Total</u>	<u>Level</u>	<u>Total</u>	<u>Level</u>
11 – 17	1	45 to 58	4
18 to 30	2	59 to 68	5
31 to 44	3		

My verbal aptitude (V) is: ____

N - Numerical Ability

Can you:

- 1. Use numbers?
- 2. Do quick mathematical calculations?
- 3. Do exact mathematical operations such as adding, dividing and so on?
- 4. Give change?
- 5. Take precise measurements (weight, height and so on)?
- 6. Compare mathematical operations such as subtraction, division and so on?
- 7. Calculate the total of certain purchases quickly?
- 8. Calculate how much too much was paid when something is bought?
- 9. Find mistakes in a page full of numbers?
- TOTAL Check the chart on the right to determine your level and fill in your **N** (numerical) score.

<u>Total</u>	<u>Level</u>	<u>Total</u>	<u>Level</u>
9 – 14	1	35 to 45	4
15 to 24	2	46 to 54	5
29 to 40	3		

My numerical ability (N) is: ____

For each question, choose the level that best describes your ability or potential.

1 = Very high 2 = High 3 = Fairly high 4 = Moderately 5 = A little bit 6 = I do not have it

K - Eye-Hand Co-ordination

Can you:

- 1. Thread a wire or string through a hole?
 - 2. Catch objects?
 - 3. Cut out a form or an illustration from paper or cardboard?
 - 4. Throw something - a ball - to a specific place?
 - 5. Put pieces together?
 - 6. Carve and shape a form in clay or plasticine?
 - 7. Move your hands or fingers quickly?
 - 8. Draw straight lines?
 - 9. Fit one object over another?
 - 10. Assemble the pieces of a puzzle?
 - 11. Hit a ball?
 - 12. Ride a bicycle along the white line?
 - 13. Throw a ball?
 - 14. Hammer a nail?
- TOTAL Check Chart on the right to determine your level and fill in your **K** (eye-hand co-ordination) score

<u>Total</u>	<u>Level</u>	<u>Total</u>	<u>Level</u>
14 – 21	1	57 to 74	4
22 to 39	2	40 to 56	5
40 to 58	3		

My level of eye-hand co-ordination (K) is _____

The chart on the next page matches aptitude to occupations that require a high level of ability in the 4 areas (G, V, N and K) that you have just self-tested. Find where you scored highest and look at the jobs on the far right. (Please note that there are many others. This is not a complete list.) It may be of some interest to you to see what this inventory has to say about the matching between skills and jobs. Do you see anything you are interested in? Is it realistic for you to pursue it any further? Did you learn something new about yourself? Any surprises?

The things you are good at can open up a number of employment possibilities. Use your aptitude information to help you decide which jobs are geared to your skills. If they are interesting, available or worth going for in some other way that is important to you, then discuss it with your instructor. You may need to investigate the job requirements such as education, training, and related experience. Ask your instructor to help you with this research or to refer you to someone at the Human Resources Canada office, who can assist you.

WHAT KIND OF A LEARNER ARE YOU?

Aptitude Quiz

YOUR APTITUDE FOR:	MEANS YOU:	YOU MIGHT SUCCESSFULLY BE A:
General Learning (G)	Have an ability to understand and reason quickly	Hospital administrator, purchasing officer, chemist, market research analyst, construction manager
Verbal Learning (V)	Have an ability to understand, use words and express ideas and information easily	Stockbroker, lawyer, pharmacologist, sociologist, editor, advertising manager
Numerical Learning (N)	Have an ability to work quickly and accurately with numbers	Loan officer, draftsman, meteorologist, economist, merchandise buyer, machinist, landscape worker
Eye-hand Coordination (K)	Have an ability to coordinate eye and hand movements easily	Airplane pilot, dentist, veterinarian, artist, bricklayer, electrician, printing press operator, landscape worker

Adapted from:
"Self Assessment-The First Step in Your Job Search"
Lucinda Tiller, Director of Counselling and Placement
Sir Sandford Fleming College, Peterborough, ON

What Are Your Skills?

Skills Identification - some background information.

The skills of flexibility, effectively working on a team, co-operating, time management, and juggling several activities at a time are invaluable in your personal, academic and employment life. Some of the most valuable skills are developed through activities you've done with family or friends; in sports and volunteering, in clubs and organizations. For example, if you have grown up in a large family you probably learned at the dinner table (whether you wanted to or not!) to be co-operative and flexible. The importance of teamwork is often learned from playing sports and whenever you made a friend as a child and had to leave him/her behind, you were learning the skill of adapting to change.

Skills are transferable. Once learned, skills can be applied to other situations. For example, in today's workplace you may be expected to learn several of the jobs and to change your hours or routine at a moment's notice. This calls on a number of skills: flexibility, your ability to juggle several things at once, time management and cooperation. The concept of juggling several things at a time without "losing it" is probably a regular part of your life. This is especially true if you have children - you made plans to do something or go somewhere and they got sick. It also applies to a member of a team sport - you played an important game shorthanded - or a school situation where you are asked to do group activities on a regular basis. Your sense of teamwork is transferred from earlier times spent in a team sport you played or through family and community activities where you were expected to plan and do things with others.

How you deal with these demands relies heavily on your temperament and ability to self-manage. Your self-management skills will reveal how you relate to the following:

- ◆ Time (absent often?, on time always?)
- ◆ Place, size and location of the work setting (like to work indoors? outdoors? factory? In small business?)
- ◆ Noise (My environment must be quiet? busy?)
- ◆ Dress and social style (follow expected dress code, don't know how to act in certain environments, i.e. code of behaviour)
- ◆ Number of people (prefer to work with many people, prefer to work alone)
- ◆ Giving and taking orders (prefer to be in charge, accept/resent authority, prefer to be supervised)
- ◆ Impulse control (express and act out feelings, and let the chips fall?, listen and try to understand the situation before reacting?)

Specific work content skills relate directly to job experiences in a particular field. Examples are: preparing foods, operating a piece of machinery, knowledge of the Internet and computer expertise. Work content skills can be learned once you are on the job if you have the transferable skills that you need to adapt to the demands of that particular job.

Throughout your life you will be called upon to identify your skills, not just for jobs but in other ways. For example, you may want to become a volunteer for an organization in your community. You may be asked, "What skills will you bring to this position?" It is good to have a strong self-awareness. You would then be able to answer this question confidently.

The following charts and exercises are designed to get you started on understanding yourself better - a process which can lead to increased self-confidence and greater self-awareness.

Conference Board's employability skills

Read, comprehend and use written materials, including graphs, charts and displays

Write effectively in the languages in which business is conducted

Understand and solve problems involving mathematics and use the results

Understand and speak the languages in which business is conducted

Listen to understand and learn

Think critically and act logically to evaluate situations, solve problems and make decisions

Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Work with others

Use technology, instruments, tools and information systems effectively

Continue to learn for life

HRDC's essential skills

Reading text

Document use

Writing

Numeracy

Oral communication

Thinking skills

Problem solving

Decision making

Job task planning and organizing

Significant use of memory

Finding information

Working with others

Computer use

Continuous learning

Conference Board's attitudes & behaviours employers look for

Self-esteem and confidence

Honesty, integrity and personal ethics

Initiative, energy and persistence to get the job done

Accountability for actions taken

A positive attitude toward change

Recognition of and respect for people's diversity and individual differences

The ability to identify and suggest new ideas to get the job done — creativity

The ability to set goals and priorities in work and personal life

The ability to plan and manage time, money and other resources to achieve goals

A positive attitude toward learning, growth and personal health

The Top Ten Work Skills

Have You Got the Following Skills? Check It Out!

Use the following quiz to evaluate your work skills. Do these statements describe you?
Put an X in the appropriate box.

I'm good at
this

I need to
improve

Communication Skills - I present information well when writing or speaking.

Teamwork Skills - I'm co-operative, appreciate other people's ideas and know how to work towards achieving the goals of the group. I'm friendly and think positively.

Problem-Solving Skills - I enjoy defining problems and figuring out solutions.

Organizational Skills - I'm an orderly person. I manage my school work and personal life and always plan ahead.

Learning Skills - I'm a curious person, and when I want to know something, I can figure out how to research the information.

Computer Skills - I can work on a computer and use software programs such as word processing, spreadsheets, and databases.

Listening Skills - I follow directions well and understand what other people are saying.

Creativity Skills - I like to think up new ideas and new ways to meet my goals.

Leadership Skills - I'm positive and know how to motivate people to meet goals. I can assign and co-ordinate projects.

AND one additional skill that employers have mentioned to me as being very important:

Social Skills - I'm neat and clean, and understand what kind of behaviour is expected in a work situation; I'm polite, I smile, I'm positive & enthusiastic. I'm not irritating others with rude comments

Adapted from: A Framework For Assessing Skills by Judy Merino, University of Toronto Placement Centre and Lucinda Tiller, Director of Student Placement, Sir Sandford Fleming College, Peterborough

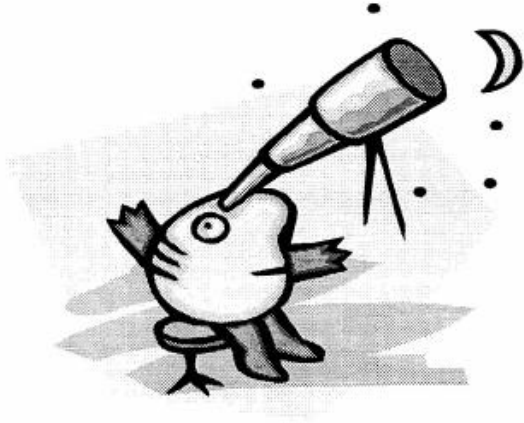
Self Management Skills Exercise

How well do you manage yourself? The nouns in the list below feature skills employers want. These skills also serve us well in our day-to-day interactions with others. Rate yourself by placing an "X" in the column that best describes your performance. Write a sentence or two explaining why you made this choice. For example, if you put an "X" under "Above Average" for "Alertness", your explanation may be: *I respond quickly, especially when I'm driving. I never had a car accident.*

If applicable, you can share this (with your instructor or share with the group). Others can give you valuable feedback.

	Below Average	Average	Above Average
Alertness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm/ optimism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty /integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative / drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Below Average	Average	Above Average
Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loyalty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patience / Persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance under stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability / dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thoroughness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tolerance / Open mindedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



What Do You Like Doing?

Good decisions about the future start with getting to know yourself. Your hobbies, the subjects you like best in school, your favourite books, magazines, and T.V. programs, what you do in your spare time - these are all important clues to what kind of career would suit you best.

Another important clue is how you prefer to do things. Are you innovative - do you prefer to create new things? Are you directive - would you rather lead or follow? Are you objective, a "hands on" person? Are you methodical, preferring to take things one step at a time? Or are you social, a "people" person?

A good way to find out is to answer yes or no to the following questions. At the end of the quiz you will find instructions for scoring your answers and determining the type of interests you prefer.



INTEREST QUIZ

The things you enjoy doing right now and in your spare time could help you plan your career. Check out these questions to find out where your interests are. See if you enjoy being more methodical, social, innovative, objective or directive. Simply answer yes or no to each of the following questions. At the end of the quiz you will find instructions for scoring your answers and determining the types of interests you prefer.

- | | | |
|---|-----|----|
| 1. Do you like to finish one job before you start the next? | Yes | No |
| 2. Do you enjoy hobbies you can do on your own? | Yes | No |
| 3. Do you like to assist others when they need help? | Yes | No |
| 4. Do you like being challenged by the unexpected? | Yes | No |
| 5. Do you like to be a leader of a team? | Yes | No |
| 6. Do you like having your work checked or inspected? | Yes | No |
| 7. Do you enjoy playing chess or other games of problem solving? | Yes | No |
| 8. Do you enjoy looking after people? | Yes | No |
| 9. Do you enjoy trying new ways of doing things? | Yes | No |
| 10. Do you like explaining things to people? | Yes | No |
| 11. Do you enjoy working at a steady pace all day? | Yes | No |
| 12. Do you like working with tools, equipment or technical instruments? | Yes | No |
| 13. Would you like a job where you had to deal with people all day? | Yes | No |
| 14. Do you enjoy working on projects that allow you to discover new facts or ideas? | Yes | No |
| 15. Do you like to direct people in their activities? | Yes | No |
| 16. Do you like to have rules set down to work by? | Yes | No |
| 17. Do you like working with materials such as wood, clay, stone, fabric or metal? | Yes | No |
| 18. Do you like work that is involved with improving society? | Yes | No |
| 19. Are you interested in books and TV shows on scientific topics? | Yes | No |
| 20. Do you like to take charge of things and get them done? | Yes | No |
| 21. Are you content to work at something for a long time? | Yes | No |
| 22. Do you like taking things apart to figure out how they work? | Yes | No |
| 23. Are you interested in finding out other people's opinions? | Yes | No |
| 24. Do you enjoy digging deeply into information to solve problems? | Yes | No |
| 25. Do you enjoy a job where you can take responsibility for decisions? | Yes | No |

26. Are you able to take orders?	Yes	No
27. Do you like to work with machines and things rather than with people?	Yes	No
28. Do you find it easy to work with people and co-operate with them?	Yes	No
29. Do you like to work on research projects?	Yes	No
30. Do you like to be in control of organizing your own work?	Yes	No
31. Do you like a job where you know what is expected of you?	Yes	No
32. Do you enjoy finding out from books and TV programs how things are made or how they work?	Yes	No
33. Do you like work that is involved with making things better for other people?	Yes	No
34. Do you enjoy trying different methods to find answers to problems?	Yes	No
35. Are you competitive?	Yes	No
36. Do you like being prepared for every situation?	Yes	No
37. Do you like to build and repair things?	Yes	No
38. Do you like community service work?	Yes	No
39. Do you like going through evidence to back up your views?	Yes	No
40. Do you like to be responsible for a project or activity and have to look after many different details to complete it?	Yes	No
41. Do you prefer to work according to specific instructions?	Yes	No
42. Do you enjoy working with your hands?	Yes	No
43. Do you enjoy interacting with people?	Yes	No
44. Do you enjoy activities that allow you to measure and check things?	Yes	No
45. Have you ever been the leader of a club, committee, team or organization?	Yes	No
46. Do you like to do a project carefully, one step at a time?	Yes	No
47. Are you able to design, invent or create new things?	Yes	No
48. Are you interested in improving conditions for others?	Yes	No
49. Do you like having a lot of things to think about?	Yes	No
50. Do you enjoy organizing and managing events?	Yes	No

Go to "How to Score Your Interest Quiz" Score sheet

How to Score Your Interest Quiz

1. On the list of numbers below, circle the number of any question that you answered 'YES' to. For example, if you answered 'YES' to questions 1 and 4, then circle 1 and 4 on the chart below. You can ignore all the questions you answered 'NO' to.

1	6	11	16	21	26	31	36	41	46	= _____	METHODICAL
2	7	12	17	22	27	32	37	42	47	= _____	OBJECTIVE
3	8	13	18	23	28	33	38	43	48	= _____	SOCIAL
4	9	14	19	24	29	34	39	44	49	= _____	INNOVATIVE
5	10	15	20	25	30	35	40	45	50	= _____	DIRECTIVE

2. Next, count how many numbers across each line you circled and write the total in the space at the end of each line. Do this for each line.

3. Pick your two highest scores to find indications of the interest types you prefer. This is your **interest profile**. For example, if your score for **METHODICAL** was 8 and your score for **OBJECTIVE** was 7 and the scores for **SOCIAL**, **INNOVATIVE** and **DIRECTIVE** were lower, then your **interest profile** is **MO**. The lowest scores indicate the interests least preferred.

4. Look at the following occupations. Beside each job title is the **interest profile**. Compare your profile with the **interest profiles** listed (see next page) to find an occupation that matches your interest.

IF YOU ARE: YOU LIKE TO SEE YOURSELF AS: YOU MIGHT BE A:

Innovative

Work in unstructured situations, using imagination and

Expressive, idealistic, original, independent, intuitive, imaginative

Biologist, computer programmer, chiropractor, photographer, creativity actor, tool and die maker

Directive

Influence or persuade others to get things done

Adventurous, ambitious, energetic, extroverted, self-confident

Personnel manager, forest technician, ESL teacher, television producer, chef, oil well driller

Objective

Work with objects, tools and machines

Persistent, practical, hard-headed, honest, genuine, handy

Office clerk, air traffic controller, biomedical technologist, video camera- operator, carpenter, electronics assembler

Methodical

Carry out things in detail or follow instructions

Conscientious, careful, efficient, orderly, persistent, practical

Bookkeeper, draftsperson, nurse, paralegal, librarian, insurance agent, forklift operator, furniture assembler

Social

Inform, train, develop Cure or enlighten other people

Convincing, cooperative, friendly, helpful, kind, patient, understanding

Receptionist, land use planner, occupational therapist, probation officer, airline ticket agent, teacher, religious worker



What do you do well? (Your abilities)

Now that you have an idea of what things you like to do (your interests). Of course, there are some things that you like to do more than other things. You probably can do some things. Maybe you can fix a car, but you can't decorate a birthday cake. Maybe you can talk with all kinds of people, but you can't drive a car or truck.

Read this list of skills. If you can do the thing well, make your check under "Can Do Well". If you can do the thing, but you're not that good at it, make your check under "Can Do". If you can't do the thing, make your check under "Can't Do".

Don't sell yourself short. There will be many things you can do well.

Sample	Can Do Well	Can Do	Can't Do
I can speak two languages	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can train dogs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I can sew dresses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Your Turn	Can Do Well	Can Do	Can't Do
I can lift heavy objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can drive a truck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can sell things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can convince people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can organize people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can plan a party or event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can cut hair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can build houses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tidy tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Can Do Well	Can Do	Can't Do
I can build a brick wall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can build furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can style hair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fix car engines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fix small appliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fix plumbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can care for small children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can help people who are upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can file letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can teach children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can speak to a group of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make a painting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can play a sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can rearrange a room to look better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can learn new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can pay bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can buy groceries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can entertain people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can add numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can do tax forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there other things you can do that aren't listed here? Write them down.

Matching your Interests and Abilities

- Look at your list of things that you "Can Do", and "Can Do Well". Take a piece a paper. Write them down.
- Read the next pages. They tell you about places where people work and the kinds of jobs they do at those places.
- Read carefully about the kind of people attracted to those kinds of jobs. Are they like you?
- Most people have many interests and abilities. Chances are, you would do well at, and be happy with, a number of different jobs. You weren't born to do one particular job. You may have between 7 and 10 different jobs over your work life.

When you read the following pages you may find two, or even three job areas that interest you. That's great. You may be suited to some work areas you hadn't considered before. Or you may find you already have a very good idea about the kinds of jobs you would do best at.

Read through all of the work types. You could be surprised to find out how many different kinds of work you could do. You may need more training to get some jobs. But knowing the kind of job you may go after, and knowing what kind of training you'll need to do that job are important pieces of information.



	Yes	No
Do you like to fix or make things?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like working with your hands?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like working with plants or animals?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to see what you have accomplished at the end of the day?	<input type="checkbox"/>	<input type="checkbox"/>
Would you rather work with things than with people?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to work at operating machinery?	<input type="checkbox"/>	<input type="checkbox"/>

People who say yes to most of those questions, work in places like this:

Loading docks	Farms	Fish Farms
Factories	Taxi companies	Carpenter shops
Small appliance repair shops	Airports	Sewing factories
Pet Grooming Businesses	Bottle Depots	Gas Stations
Construction sites	Landscaping companies	Oil rigs
Fishing boats	Fur farms	Post offices
Hotels	Hospitals	Restaurants
Parking lots	Dry cleaning plants	Cleaning companies
Veterinarian offices	Manufacturing companies	Transport companies

These are just some of the jobs that people working at those places could do:

Car or truck mechanic	Small appliance repairer	Construction labourer
Butcher	Assembly line worker	Kitchen helper
Plumber	Carpenter	Loader
Cutter	Taxi driver	Farm worker
Heavy equipment operator	Janitor	Baker
Gas station attendant	Locksmith	Letter carrier
Dressmaker	Sailor	Seamstress
Freight handler	Sewing machine operator	Truck driver
Maid	Ranch hand	Upholsterer
Cook	Optician	Shipping/receiving clerk
Tree surgeon	Letter sorter	Bus driver
Miner	Meter reader	Logger



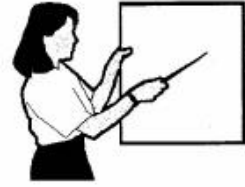
	Yes	No
Do you like to type?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to keep records and keep things organized?	<input type="checkbox"/>	<input type="checkbox"/>
Can you use business machines like copiers or computers?	<input type="checkbox"/>	<input type="checkbox"/>
Are you good at working with numbers?	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to work in an office?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like following a regular routine?	<input type="checkbox"/>	<input type="checkbox"/>

People who say yes to most of those questions, work in places like this:

Airline offices	Business offices	Doctor's offices
Banks	Insurance companies	Government offices
Store offices	Libraries	Travel bureaus
Telephone companies	Rental agencies	Parts departments

These are just some of the jobs that people working at those places could do:

Typist	Payroll clerk
Secretary	Medical secretary
Court reporter	Postal clerk
Auditor	Receptionist
Telephone operator	Library assistant
	Cashier



	Yes	No
Do you like talking to people?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to convince people to do what you would like them to do?	<input type="checkbox"/>	<input type="checkbox"/>
Do you see yourself as a leader?	<input type="checkbox"/>	<input type="checkbox"/>
Are you self confident?	<input type="checkbox"/>	<input type="checkbox"/>
Do you think you could speak in front of a group of people?	<input type="checkbox"/>	<input type="checkbox"/>
Do you see yourself as a real go-getter?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to set goals for yourself and others and then reach them?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to organize people?	<input type="checkbox"/>	<input type="checkbox"/>

People who say yes to most of those questions, work in places like this:

Furniture stores	Clothing stores	Accounting companies
Real estate companies	Radio stations	Grocery stores
Department stores	Insurance companies	Construction companies
Television stations	Personnel offices	Car dealerships

These are just some of the jobs that people working at those places could do:

Auctioneer	Real estate agent	Business manger
Product demonstrator	Gas station manager	Car rental clerk
Store manager	Office manager	Insurance salesperson
Door -to-door salesperson	Banker	Car salesperson
Telephone solicitor	Purchasing officer	Pawnbroker
Production manager	Shoe store manager	Route salesperson



	Yes	No
Do you like to help people?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to work with people rather than with things?	<input type="checkbox"/>	<input type="checkbox"/>
Can you teach people how to do things?	<input type="checkbox"/>	<input type="checkbox"/>
Can you make people feel better physically?	<input type="checkbox"/>	<input type="checkbox"/>
Do you like to help people find out ways they can help themselves?	<input type="checkbox"/>	<input type="checkbox"/>
Do you work well with other people?	<input type="checkbox"/>	<input type="checkbox"/>
Can you plan a party?	<input type="checkbox"/>	<input type="checkbox"/>
Have you worked as a volunteer with a hospital, clinic or church group?	<input type="checkbox"/>	<input type="checkbox"/>
Can you explain things clearly to other people?	<input type="checkbox"/>	<input type="checkbox"/>

People who say yes to most of those questions, work in places like this:

Schools	Restaurants	Personnel departments
Dental offices	Insurance companies	Barber shops
Prisons	Fitness clubs	Hospitals
Movie theatres	Churches	Funeral homes
Beauty salons	Child care centres	Senior citizen's homes

These are just some of the jobs that people working at those places could do:

Ambulance attendant	Fitness teacher	Funeral attendant
School teacher	Claims adjuster	Dental assistant
Homemaker	Counsellor	Practical nurse
Police officer	Crosswalk attendant	Personal support worker
Hospital porter	Child care worker	Youth counsellor
Restaurant hostess	Drug/alcohol counsellor	Nurse
Bartender	Manicurist	Security guard
Occupational therapy aide	Morgue attendant	Hairstylist

Source: Adapted from "The Successful Student" I.I.C, Toronto, Grade 11, Y2 credit course,

General Level, 1999.

ATTITUDE

The Better Half



Each of the three people in the cartoon is responding to the same object in a different way. The person on the left sees the glass as half full. The person in the middle sees the glass as half empty. The person to the right sees the glass as half dirty.

What is Attitude?

The glass is a symbol of the outside world, and the way people perceive the outside world reflects their attitude. By focusing on the positive feature - the glass that's **half full**- the optimist is reflecting a positive attitude; by focusing on the glass that's **half empty** - the pessimist is reflecting a negative attitude. The woman who sees the glass as **half dirty** is simply stating a fact as she see it (dirty dishes, like laundry are always there!).

People have attitudes towards almost everything: politics, religion, education, marriage, and ... the weather.

Get Involved

Ann Meekijuk Hanson is an Inuk living in the Northwest Territories. In the following selection, she anticipates the arrival of spring.

What a wonderful sound: *katap, po ink, rut, rut.*

It has been a long, cold, windy, stormy winter. Even as an Inuk, with deep feelings of destined residency in the Arctic, with gifts from the Supreme Being to survive the harshest climate on earth, sometimes I get selfish and feel "Why me?" Mind you, there are also rewards to our winter. We sleep more hours, spend more time with the family, get to know our mates better. Since we spend a lot of time indoors, we don't wear out our clothes as much. We spend less money on unnecessary things. We get a little bit nutty, but we survive. The humour inside us comes out more often.

The other day I was asking one of my uncles to let me know the next time he was going to go ice fishing so I could go with him. His quick answer was: "I am not going anywhere until a mosquito bites me!" We had a good laugh. He was telling me that even for him, it was too cold to travel.

When we get together with friends or relatives we comfort each other by talking about spring and summer things. Some of the conversation goes something like this: "Oh, it is going to be so nice to go for ptarmigans again. It will be so good to see those little brave birds." "I wonder what the ice fishing will be like in May this year?" "Remember last year? Why, it was so warm that we hardly needed the tent." "Have you made a new tent for the spring?" "Oh, the berries will be showing through the thin, thin ice from the melting snow once again."

One gives a little warm smile with a glitter in the eye and even if one is alone, one says out loud, "*Tahuapikiit,*" meaning "How very nice," with a feeling of welcome back and deep appreciation. We also talk about how even the sound of silence in the spring is different. If one understands the difference between the sounds of silence in the winter and spring, then one has a great appreciation for the new season *or* one has been listening to too much of the sound of silence over the long winter.

When you were cheerfully talking to people across the country about spring a few weeks ago, we were in the middle of a very cold, stormy, windy day. I just couldn't believe that there was a warm sunny spot anywhere on earth! I was close to tears, at a near breaking point as the wind and snow blew outside. I was going to turn the blasted radio off and feel sorry for myself. Our two-year-old daughter Neevee came over and gave me a hug and a kiss. That itself was the sign of our spring and gave me the will to keep the radio on and tell you out loud, "The rest of Canada may be having spring, but just you wait.. We will have our spring and, boy, when it comes, it comes!"

As I write this, two young girls just came in with frostbitten cheeks but they claim it is a lot warmer. Temperatures are in the minus twenty and minus twenty five Fahrenheit range now instead of steady temperatures of minus forty through the months of November, December, January and February. The days are longer and much brighter. People are starting to go for

walks. The husky dogs look lazier. The ravens fly slower and their caws sound friendlier. People say a pleasant hello more often. The pallid complexions from the long winter of indoor living are starting to look half-decent. People are starting to talk about snow-blindness. Teenagers and children are more tolerable. Our tempers are no longer short-fused.

Of all races we may be the most appreciative
to the wonders of spring. As
our elders say, "If I live through the
winter "

Soon we will be comparing this winter with the past winters with a sigh of relief. I am leaving my wintry feelings behind and plunging forward to a new season. Today was the first time that a few drips fell in our house. Very quickly we got our homemade drip cans out of the cupboard- perhaps too quickly, because the drips have since stopped. But I shall keep the cans within reach. When the *katap, po ink, fut, fut*, starts again, I will place those cans under each wonderful drip.

Ann Meekitjuk Hanson
Frobisher Bay,
Northwest Territories2

Is Ann's glass half empty or half full? How about yours? Are you a pessimist or an optimist? Perhaps you are a little of both. Discuss it or write about it below.

What Does Your Attitude Show?

Information about Attitudes:

You never get a second chance to make a good first impression.

People who lose their temper usually lose.

Carrying a chip on your shoulder is the easiest way to get in a fight.

Modern science is still trying to produce a tranquilizer more effective than a few kind words.

When was the last time you personally thanked someone for their kindness to you?

How often do you smile and say hello to people you know - or do you usually say nothing because after all you know each other?

Happiness is not having what you want, but wanting what you have.

The World owes us nothing. It was here first.

"A habit cannot be tossed out the window; it has to be coaxed down the stairs a step at a time." (Mark Twain)

One reason history repeats itself is that so many people weren't listening the first time.

A smile is a gentle curved line that sets a lot of things straight.

Worry is like a rocking chair. It will give you something to do but won't get you anywhere.

To be heard - be interesting.

To change an attitude - be persuasive.

Source: Adapted from: Making a Commitment - Attendance
Life Skills Attitudes on the Job
Margaret M. Brewner, William C. McMahon
Kathleen A Paris and Michael P. Roche
1996, Educational Design

ATTENDANCE

What's Attendance all about?

One of the most important things an instructor, tutor, or employer wants in a student or worker is the development of and commitment to good attendance. If you don't go regularly, you are letting yourself down. It will take you much longer to reach your goals. If you are missing work or an important meeting for your group assignment, everyone else has to work harder to get the job done. And when you come back, chances are you will get a cool reception from the others.

Rules for Attendance:

1. The WHY Rule:

You should always go unless you have a good reason WHY you are absent.

2. The WHEN Rule:

If you have a good reason for being absent, then you should give an explanation. If you are expected to be at work, and you call in with lots of warning, this gives your boss enough time to find someone to take your place. WHEN you call is important. If your tutor is a volunteer, calling with lots of notice is respectful and it allows him/her to make other plans. The same applies to your instructor who has made a commitment to help you reach your goals and has prepared a lesson for you. In addition, our programs are funded according to student attendance. If we show less student activity, our funding can be reduced. If it continues, our programs can be closed. (There's more on the WHEN rule on the next page).

3. The WHO Rule:

When you call in, make sure you talk to the person in charge at work. At school, speak to your instructor or person in charge of student attendance. If you have a tutor, call him/her directly. WHO you talk to is important.

4. The HOW Rule:

When you call in, your reason for missing should be explained clearly and completely and given in a respectful way. HOW you make your explanation is important.

What's Attendance All About?

WHEN should I call in about being away?

There are two types of reasons for being absent:

1. Emergencies
2. Special Occasions

According to the WHEN rule, you should give as much notice as possible if you have to be away.

Emergencies: Call AS.AP. (As Soon As Possible), as soon as you find out you will have to be away. In a work situation, if you can give your boss three hours notice or more, then the boss has a chance to find someone to replace you. In the case of a learning session or class, the tutor/teacher will not be kept waiting and wondering about you. They have planned your lesson and you have agreed to meet at that time. They have a right to know what has happened.

Special Occasions: You almost always know about these long in advance. So it is important to let others know you will be unavailable, why and for how long. In a job situation, the boss expects you to give notice of this kind before she or he makes up the work schedule. This is usually one or two weeks ahead of time, but check to see how much notice your employer needs. At your school there are guidelines for this too. Find out what they are and discuss them with the person in charge of student attendance.

On the following page are some reasons why people are absent. Check one of the boxes to show WHEN you should inform others of your reason for being absent: AS.AP., with as much notice as you can (for an emergency), or 1-2 weeks (for a special occasion).

Note: Whether or not you have much notice to give, it is important to call in. It is showing respect when you let others know what you are planning to do.

I Called In And Said ...

Below are some reasons people give for being away. Are they Good, OK if not done often, or Poor reasons? Check one of the boxes next to each reason to show what you think. Then ask your instructor to check those s/he agrees with in the box marked: Instructor agrees. If you are working in a group, use that column for the group's answer.

Reason	Good Reason	OK, if not done often	Poor Reason	Instructor agrees
I'm sick with the flu				
My family needs me to help out today				
My brother came home last night. I haven't seen him in a year				
I have no way to get there				
The baby has a cold				
I have a big test coming up on Friday and I have to study				
My girlfriend and I had a fight last night				
I have to work tonight. I'll be too tired if I come to school all day				
I don't have any gas money (bus money)				
My cheque came in				
I have to go to the doctor				
I was up late last night and I'm too tired to come in				
My boyfriend said I have to stay home today				
I have a cold				
I slept in				
My babysitter cancelled at the last minute				
I have a lot of homework, I can't come in today				
I was up all night with my sick kid				
There was a death in my family				
I just don't feel good				

NOTES ON TAKING CHARGE OF YOUR ATTENDANCE:

Although many of the reasons above are quite valid, it's important that you don't get into the habit of overusing them. For example, if you are always missing your ride, maybe you should get up earlier. Take action to make sure that whatever stopped you from getting to school or work doesn't keep on happening. If you don't take action, you may find that your instructor or your boss will ask you what is going on or maybe tell you to "shape up or ship out". Don't put yourself in this position. Take charge, communicate openly and honestly and really think about whether you are ready to be in this job or learning situation. You may be able to negotiate some time off or more flexible hours if it is really necessary. It is up to you to take charge of your attendance.

How much notice should I give?

This chart is used to look at the amount of notice that should be given for being absent. Look at the each reason and choose from Give Notice ASAP (As Soon As Possible) or Give 1 – 2 weeks' notice, whichever is the best answer. It can be completed by individuals and discussed afterwards in a group or with the instructor.

Reasons why people are absent	Give notice ASAP	Give 1-2 weeks notice	Instructor agrees
We're going on winter break/vacation with the kids			
I have a doctor's appointment			
I'm sick in bed with the flu			
My son has a parent / teacher interview			
I have to help my brother move			
The baby has a doctor's appointment to get her booster shots			
I broke my leg			
The kids have a school field trip and I'm going as a parent supervisor			
My dad said I have to stay home and help him today			
My brother came home last night. I haven't seen him in a year. He's leaving tomorrow.			
I have to go to my son's graduation			
I have to go to the dentist for a checkup			
There was a death in my family. I have to go to the funeral.			
I have a part in a community play			
We're going to the pow wow			
I have to stay home. My babysitter phoned and cancelled when I was getting ready this morning.			
I have to drum (dance) this weekend.			
I'm going on a Casino Rama bus trip with my friends			
I'm moving			
My dad was just taken to the hospital			
I have to go to my sister's wedding			
We are having a family get-together			
I have to cook for the feast this weekend			
I'm going to be a vendor at the pow wow and I need time off to make more stuff to sell			

How Am I Doing in Attendance?

Missing Persons Checklist

How well are you doing at attendance? Read each sentence and check the one that best shows your attendance:

___ I never miss (4000 points)

___ I hardly ever miss (3000 points)

___ I miss sometimes (2000 points)

___ I miss often (1000 points)

___ I'm hardly ever there (0 points)

___ **Total**

How strong are you in attendance?

Why Am I Absent?

Do you miss a lot?

Check your reasons below.

I miss because:

___ 1. I am sick a lot.

___ 2. I don't like the program/job.

___ 3. I don't like the people in charge.

___ 4. I have to take care of the kids.

___ 5. I feel like I'll never be done (school).

___ 6. I have problems at home

- _____ 7. I am bored with it.
- _____ 8. I'm not very good at it.
- _____ 9. My instructor doesn't like me.
- _____ 10. I have too much catching up to do.
- _____ 11. I have trouble getting to the program.
- _____ 12. I have too many other things to do.
- _____ 13. I don't like the people I have to work with when I'm there. I have trouble with groups.
- _____ 14. I have trouble getting up in the morning.
- _____ 15. My partner/spouse doesn't want me to go.
- _____ 16. I want to be with my friends who are not working or in school.
- _____ 17. I really don't know why I miss so much.
- _____ 18. Other. Write out your reason.

Discuss this with the instructor. Are you being honest?

Are these barriers or excuses?

Cross out the ones that are excuses.

Is it possible to overcome any of the ones that are left? Y ___ N ___

List them followed by the ways you can solve these problems and the supports you may need to assist you. Some are more complicated than others to solve. Recognizing them is a good start. A couple of examples follow. One is easier than the other to solve..

IMPORTANT POINTS IN HUMAN NATURE AND COMMUNICATIONS

1. We learn who we are through how others respond to us.
2. Everybody wants to feel like somebody that is important.
3. It is perfectly normal at first to resist change.
4. A hostile approach brings back a hostile response.
5. Listening is an art; it plays a major role in communications.
6. What people say and what they mean are not always the same.
7. Meanings are in people, not in their words. Listen for the meanings behind the words.
8. Little things make a big difference in how we get along with each other.
9. People do things for people they like, because they enjoy doing things for people they like!
10. We are always communicating whether we intend to or not.
11. The messages we send are not necessarily the messages received by others.
12. All communication is based on our perceptions and assumptions of what was sent. These are unique to us and can never be completely understood by another.
13. Most of our assumptions are based on opinion not fact.

14. Misunderstandings are inevitable; being able to accept differences of opinion is the sign of a wise, mature person.
15. True communication is a two-way process involving the message, the sender, the receiver and feedback. Communications is incomplete until feedback, checking-in, has been given.
16. Our non-verbal messages given by tone of voice and body language account for over 60% of the impact of our message.
17. When our words say one thing and our non-verbals say another, people believe our non-verbals.
18. Our greatest communication skill is learning to listen actively; the thing that will help us most is checking out our assumptions; what will help others appreciate us most is when we show sensitivity and respect for them and their ideas.
19. The greatest communication barrier is dis-engagement - when we stop trying to listen and stop trying to explain what we mean. Dis-engagement is the death of communication.

ARE YOU AWARE OF YOUR BODY LANGUAGE?

This exercise lets you have a look at your at your "signals".

List some non-verbal cues (ways our body talks) that send clear messages, even if words are never spoken. What are they telling us?

These examples can be sending positive or negative messages.

BODY LANGUAGE

THE MESSAGE

P/N?

e.g. slumped in chair gazing

I am bored

N

away from the speaker

I could care less

(out the window, towards

I am avoiding this

the ceiling)

Now that you have completed this exercise, check in with someone you trust to see if they have noticed any of the body language messages you listed. Ask them what reaction they have to body language messages. We hope this was interesting. Now you can observe others in a new way. Hopefully it will help you "communicate" more effectively and make you more self aware of the way your body "talks" to others.

ASSERTIVE LIVING

"Assertion theory is based on the belief that every individual has certain basic human rights, such as:

- the right to refuse requests without feeling guilty or selfish
- the right to have one's own needs to be seen as important as the needs of another
- the right to make mistakes
- the right to express one's self so long as we do not violate the rights of others

Assertion

The act of assertion is standing up for your rights without violating the rights of others.

Non-assertion (passive response)

Non-assertion occurs when we allow our boundaries to be restricted. We allow our personal need to say "no" to be replaced with the need of others to have their way.

Aggression

Aggression takes place when you invade the boundaries of another. People who have this response style violate the rights of others and take more than they should.

Recognizing Response Styles

Emotional response, non-verbal behaviours and verbal language are three ways to help determine if the other person is being **assertive, aggressive, or passive (non-assertive)**.

The chart on the next page is designed to help you to recognize some emotional response styles.

EMOTIONAL RESPONSE STYLES

	Emotions Shown	Non-verbal Behaviour	Verbals
Passive	fear, anxiety, depression, fatigue, nervousness	dependent, move away from situations, downcast eyes, slumped posture, wringing hands, hesitancy, giggling	uses qualifiers, (maybe, I wonder if I could, or this is probably a dumb question, but ...) uses negators (don't bother, you probably won't ...)
Aggressive	turns tension outward, rely on anger as a response to life, feelings expressed by rage, hate, or misplaced hostility	moves toward the situation, glaring, eyes, shaking fingers, leaning forward, loud voice	uses threats (you'd better watch out) put downs, evaluative comments (you should)
Assertive	very much aware of other's feelings, uses emotions in expression of wants and needs	independent, faces up to the situation, helpful manner, establishes good eye contact, stands firmly but comfortably, hands loosely at sides, strong, steady voice	uses "I" statements (I feel, I think), co-operative words (how can we resolve this?), and empathic statements (what do you think?)

Source: Communicating Assertively
Handout received at the
Learners' Gathering February 1999
From Helen Thundercloud

THE WORDS TO SAY IT:

When you want to be assertive, say.

- I agree
- I disagree
- I'd like that
- I don't want to
- I feel uncomfortable about
- I'd like to think about that
- Could you do that?
- I have an issue I want to talk to you about
- I don't appreciate that
- I have a problem with that
- I see it differently
- I guess we see it differently
- I see it differently
- No
- Yes
- I feel. ...
- That's unacceptable
- What alternative would you suggest?
- It is important to me
- I'm not interested
- I'm not able to fit that into my schedule
- No thank you
- Yes. I do mind
- I don't like that
- Let me explain myself

Source: Communicating Assertively
Handout received at the
Learners' Gathering February 1999
from Helen Thundercloud

ASSERTIVENESS INVENTORY
General Assertiveness

Answer the statements attached using the following rating system:

- | | 1 | 2 | 3 | 4 | 5 |
|-----|--|--------|-----------|---------|--------|
| | Never | Rarely | Sometimes | Usually | Always |
| 1. | I can say <i>no</i> to high pressure sales people. | | | | _____ |
| 2. | I can return defective merchandise to the store. | | | | _____ |
| 3. | I can speak out if someone butts in front of me in line. | | | | _____ |
| 4. | I can listen to someone point out a mistake without becoming defensive or upset. | | | | _____ |
| 5. | I can speak in front of a group without undue anxiety. | | | | _____ |
| 6. | I can complain about an unreasonable work load. | | | | _____ |
| 7. | I can maintain my point of view in the face of disagreement from an aggressive, opinionated person. | | | | _____ |
| 8. | I am able to negotiate salary increases, changes in job title or function | | | | _____ |
| 9. | I am able to ask questions and request further information without fear of sounding incompetent or stupid. | | | | _____ |
| 10. | I can object when I feel I am being treated unfairly. | | | | _____ |
| 11. | I can stand up for my rights when someone in authority is rude or unreasonable. | | | | _____ |
| 12. | . I can insist that my landlord (mechanic, repairman, etc.) make repairs, adjustments or replacements which are his responsibility | | | | _____ |
| 13. | I can request the return of borrowed money or items without being apologetic | | | | _____ |

14. When I need help or a favour from a friend, I can ask directly for what I want rather than using indirect means like hinting. _____
15. I can make the first move towards beginning a friendship with someone I am getting to know. _____
16. I can refuse to do something I don't feel like doing without feeling guilty _____
17. I am able to openly express love and affection. _____
18. I can ask my roommate/spouse to take on a fairer share of the household responsibilities. _____
19. I can say *no* to the demands of close friends and relatives that I do things their way. _____
20. When someone does something that bothers me I am able to express my feelings. _____
21. I can accept a compliment graciously without discounting it in my own mind. _____
22. I can accept my own mistakes and imperfections. _____
23. I can make my own decisions and feel good about them. _____
24. I am (or would be) a good model of assertiveness for my child. _____

TOTAL SCORE

Total your scores to assess how assertive you are in each area:

- 95 -120 Assertive**
75-95 Moderately Assertive
50-75 Inconsistently Assertive
under 50 Needs Practice

NINE FUNDAMENTAL RIGHTS

Every person has ... (but doesn't always use)

1. The right to have and express your own feelings and opinions.
2. The right to refuse requests without feeling guilty or selfish.
3. The right to set your own priorities and make your own decisions.
4. The right to ask for what you want (realizing that the other person has the right to say no).
- 5.. The right to maintain your dignity by being properly assertive - even if the other person feels hurt - as long as you do not violate the other person's basic human rights.
6. The right to be treated with respect and dignity.
7. The right to be listened to and taken seriously.
8. The right to choose not to assert yourself.
9. The right to make mistakes.



This section is about some of the obstacles that adult students may identify as keeping them from staying on their learning path. Managing Time, Solving Problems, and Coping with Stress are the top three concerns that learners have shared with us.

Other barriers to staying in school are often connected to physical well being. If you have health problems that can get in the way of your school goals, let your instructor know. Seek medical advice if colds, flu, infections, lack of energy, aches and pains for no good reason, headaches, chest pains, frequent trips to the bathroom, are symptoms you have on a regular basis. If you must take medication on a regular basis and it has side effects that hinder memory, make you feel restless or sleepy, tell your instructor. If you have any medical condition that is life threatening, be sure to tell your instructor all about it and what emergency procedures they should take if you become ill.

If you can't sit still or stay focused for long periods of time, get easily distracted, have trouble writing down your thoughts, hate math, need lots of extra time to do certain tasks, tell your instructor. Being embarrassed about these things in an adult education setting is not necessary. Your instructors are there to help you and the more they know about you, the more help they can offer or help you locate. The next few pages are exercises that help with a few of the roadblocks that can trip you along the way. Remember, they are only mole hills, not mountains, unless you allow them to be. Take control of them, relax and enjoy the challenges of lifelong learning.

Source: Managing Stress, New Readers Press,
Syracuse, ~, 1994

Time Wasters:

Everybody wastes time. Occasionally, however, wasted time can be beneficial. If you are involved in a particularly frustrating task, for example, it's all right to take a short break. You probably need to relax. Wasted time can interfere with progress, however. Take a few minutes now to think about ways you waste time. Check off the ones that apply to you.

You Decide:

In his book *Personal Time Management*, Marion E. Haynes says that time wasters are usually one of two kinds: self-generated or environmental.

Self-Generated Time Wasters

- Disorganization and poor planning
- Inability to say no
- Procrastination (putting things off until tomorrow and tomorrow doesn't come)
- Lack of interest

Did You Know?

Research has found that people procrastinate because they are afraid of producing something that is not perfect. If they avoid doing something, they avoid being judged by others. In other words, procrastination is a relative of perfectionism.

Environmental Time Wasters

- Interruptions (visitors, telephone calls, etc.)
- Distractions
- Being kept waiting
- Crises

How many of the time wasters listed above are part of your experience? Are you frequently interrupted by telephone calls? Do you find it difficult to say no to people? Do you procrastinate? Discuss this with your instructor or group. Come up with some ways you can overcome your tendency to waste your time.

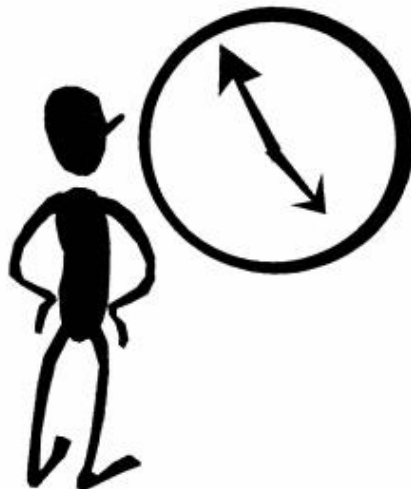
On the following page is a list of suggestions for cutting down on time wasters. Do you see some similarities to your list? Are there some suggestions you hadn't thought of? Will they work for you?

TIME WASTERS

One way to use time wisely is to cut down on time wasters. Time wasters may be tasks that don't really need to be done. Time wasters come from not being organized, never saying no, and putting things off. They come from people who interrupt you or who are always late. Spending free time with people who don't help you relax is another time waster and your stress may go even higher.

Here are some tips to help you cut down on time wasters:

1. Learn to say no to tasks and people who do not help to meet your goals.
2. Nobody can do everything perfectly. Decide which things need to be done with care. Be less careful with the rest.
3. To get things done on time, don't let anyone interrupt you, not even a phone call. When someone interrupts you, stand up. This will help keep the talk short. Make an assertive statement about your need to get your work done.
4. Keep things in their place. Don't waste time looking for keys, tools and other utensils you need to do your job.
5. Make use of waiting time. Carry a notebook and jot down things you need to do or read a magazine while you are waiting.



Managing Your Time

Planning:

Managing your time effectively requires organization and careful planning. The first step of the planning process is setting goals.

Long -Term Goals:

To determine your long-term goals, you have to do more than "string together a whole bunch of short-term goals." Long-term goals involve major objectives in your life. Some long-term goals might concern career plans, personal relationships, or travel. Take a few minutes to record some of your long-term goals in a learning log. Try to set deadlines for meeting these goals. For example, "I hope to complete a course by the end of January".

Short-Term Goals:

Short-term goals represent what you hope to accomplish daily, weekly, or monthly. Short-term goals can, in fact, be steps towards long-term goals. For example, if your long-term goal is to quit smoking, then your short-term goal might be to not have a cigarette until you get home instead of having one at the break. Then tomorrow, skip the lunch time cigarette and then try making a pack of cigarettes last for a week.

Daily Schedules:

One of the most effective ways to have control of your time is to keep a daily "things to do" list. On this list, you record all the things that you need and want to accomplish in a day. As you complete each activity, you cross it off.

Time Management Tools:

Tools to help us manage our time are everywhere. On the next page is a sample day planner followed by a weekly planner example. There are all kinds of these available on the Internet for free. Word processing programs have them too, or why not design your own? Most of us today use a planner because we can't keep everything in our heads. When there is so much to remember, it's easy to forget something or to start into a job that could wait while an important deadline gets missed.

Decision Making

You make decisions every day of your life. Every time you make a decision, you solve a problem. Some problems are of minor importance and so require very little thought:

- Will I have apple pie or carrot cake for dessert?

Others, however, can have far-reaching consequences:

- Will I tell my family, my friends, and my colleagues at work that I am homosexual?

Because some of your decisions may bring about permanent changes in your life, you need to think about it carefully. It is essential that you learn how to make sound decisions in solving problems.

Decision-Making Steps

Just as learning involves a process, making decisions involves a process. The more familiar you are with the process, the better equipped you will be to make sound decisions. There are six steps involved in the decision-making process.

1. Identifying the Problem (Recognizing and Describing the Problem)

To identify the problem, you ask yourself two questions: What do I want? What decision must I make? Your answers to these questions make up the problem.

Sample: I want to get a car. I have to find one I can afford.

2. Developing Alternatives (Define the Problem)

In this step, you think of as many solutions to the problems as you can.

Sample: Look at the money I have coming in. Talk to a bank officer about a loan. Start saving. Take a second job to get the money together.

3. Gathering Information (Generating Ideas)

Before making a wise decision, you may have to gather relevant information.

Sample: Decide what kind of car it has to be (besides cheap! Like enough room for kids, automatic, etc. Ask friends to watch out for cars like this. Ask a mechanic you trust to look for you. Get the newspaper or "auto trader" and see what the prices are like. Visit car dealerships. Call insurance companies for rates.

Note: Sometimes you may need to get more information before developing alternatives. In that case, you would move from Step 1 to Step 3 and then back to Step 2.

4. Weighing the Alternatives (Make a Decision)

When you have developed your alternatives and gathered the necessary information, you must establish criteria, or standards for judging. Factors that affect the criteria are your values, goals, wants and resources. You do this by considering what is important to you and manageable. Then you need to evaluate how well each alternative will meet the criteria, as well as consider the consequences of each alternative. When looking at consequences ask yourself:

- What is the worst thing that could happen?
- How can I avoid this result?
- What is the best thing that could happen?
- How can I increase the chances of getting the best result?

Sample:

(Alternatives)

1. Buy privately.
2. Buy from dealer.
3. Save up to get it.
4. Take out a loan.

(Consequences)

- No warranty, but possibly better price.
Warranty, higher price.
Can't wait. Need the car for work.
My borrowing ability is maxed out.
I'll go for it and hope for the best.

5. Choosing the Best Alternative (Final Decision Made)

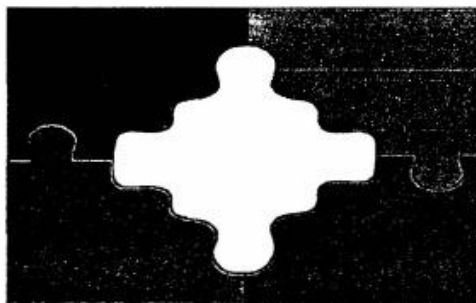
Using the information in Step 4, you must now choose the alternative that, in your opinion, is the best solution to the problem.

Sample: Buy a car by taking out a long-term loan. Get extended warranty. It will be at least 1995 or newer. I will check the price with the loan officer. The mechanic will check it out for me before I decide. Consequences: Locked in to long term loan.

6. Evaluating the Decision

After acting on your decision, you must ask yourself these questions: Did it work? What have I learned from this experience? If it didn't work, is there more information that I could have used? Should I try another alternative?

Sample: After having the car for a few months, I will look at these questions.



Problem Solving Wheel

(Decision Making Steps) Using the Problem Solving Wheel on the next page, work out a problem you have (or had). It can be anything: emotional, physical, mental, spiritual. Get some help with this process if you need it. Sometimes it helps to discuss it with someone else because we are usually too close to our problems to look at them as having solutions. You can ask someone you trust to make some notes for you as you describe the situation. Sometimes when it's on paper, it helps unload a bit and you can get a better look at it.

We hope this is a helpful tool that you will use again. If you have other methods of making decisions that work for you, share them with the group or your instructor.

If everything runs smoothly, you progress from one step to the next.

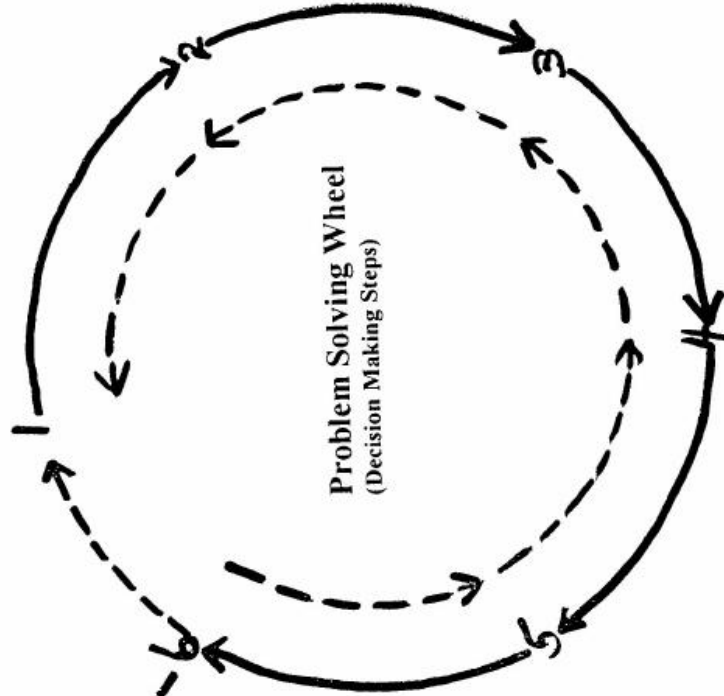
If your decision doesn't work out, you may have to return to a previous step and start again or begin at step number 1.

Start

1. Identify or recognize and describe the problem.

2. Define the problem, or develop alternatives.

3. Generate ideas or gather the information you will need to help you find a possible solution.



6. Evaluate the decision. Did it work? What have I learned? (If it worked, you are at the EXIT point of the circle. If it didn't work, go back through the steps again.)

5. Choose the best alternative. Make your final decision.

4. Weigh all the alternatives and opposite them, list the possible consequences.

If I do ... this could happen.

Problems!

There are always solutions to problems, it just takes a long time to come up with them sometimes. You are capable of solving your problems but it requires stepping outside if you can, and having a look at them as if they didn't belong to you. It makes it so much easier. Then you are able to identify them, come up with ways to solve them, and also name some others that may be able to help you in a supportive way while you are working on the solutions. Below is a simple chart of a set of problems, some solutions and helpers. Try it at the "Your Turn" section of the chart. Name two or three problems, solution, helpers.

PROBLEM	HOW TO SOLVE IT	HELPERS
Getting to the problem on time	Tell instructor what's going on. Go to bed earlier, get up earlier	Get my friend (an early riser) to give me a wake-up call each morning until I get into a routine
I have trouble working in groups	Tell instructor. Request that one to one tutoring be arranged. Discuss reasons why groups and you don't work.	Instructor
	Your Turn	

OBSTACLES EXERCISE

The Failure of Mary Walkem

FACT:

After six months of working with a tutor, Mary Walkem stopped attending her literacy sessions. Test indicated the Mary was reading below grade two level. She and her tutor had tried hard, but both reported frustration and little progress and eventually the relationship broke down completely.

Imagine that you are investigating this case. Your investigation reveals the following:

Mary Walkem is a 45-year-old Native single mother who lives with her five children in a small Native community twelve miles from a larger non-Native community. Her home is a deteriorating plywood house. Two of Mary's sons have alcohol problems, and her oldest daughter is dropping out of school. She is trying to keep the family together with the help of the band, but her meager social assistance money and the lack of employment opportunities, further limited by her inability to read, makes life hard. Still, she is an expert moccasin maker and knows many traditional stories and customs of her people.

The tutorial sessions were held at 8 p.m. at the community school, At her last session, Miss Miller, Mary's tutor, had driven out from town with her literacy materials. As usual, Miss Miller seemed a little put out that Mary was fifteen minutes late. But Mary had been getting her five-year-old to bed, and somehow that seemed more important.

When Mary arrived at the school, Miss Miller had her materials laid out. She began immediately by trying to get Mary to read the sight word list appropriate for Mary's level. Even though they had been drilling for weeks, Mary got only a few right. Feeling exasperated, Miss Miller had Mary trace words in a box of sand that she'd brought. Next she brought out a list of syllables for Mary to read. They all ended in vowels: bly, tre, bri, era. Then she had Mary try some whole words. Next she went to short sentences: The cat sat on the hat. The car was red. Finally, she tried a short story: The man picked up the pan. The pan was hot. He dropped the pan

That night Mary knew she was not learning to read. She felt empty, tired and frustrated. She knew she'd never read. She decided to quit the program. Besides, there was so much work to do at home.

At the next tutor's check-in meeting, Miss Miller brought up Mary's withdrawal. Miss Sandusky, the program co-ordinator, shook her head. Although only three Native students, all of whom lived in town, had ever completed the tutorial program, she still refused to explore alternate approaches. "Our other students seem to be doing fine", she said. "We certainly don't want to single out any group for special treatment. Besides, the real problem is their

cultural background. I mean, Indians don't value education like we do. They aren't interested in achieving and completing. There is no motivation or support in the home or the community. They won't adjust to the fact that things have changed and that they must change. Until they do, we're going to lose a lot more Indian students."

One of the younger tutors, who had studied anthropology in university and now operated the local health food store, scowled in disgust. "That's ridiculous," she said. The *real* culprit is society. Society's past and the present treatment of Indians, the discrimination, poverty, and the insistence that Indians adjust to our ways, that's the problem. We've undermined every aspect of their society and substituted liquor and welfare for pride and self-determination. Of course we're going to encounter failure. These people are demoralized."

"Now look," murmured the local United Church minister, trying to calm things down. "Maybe we shouldn't blame ourselves. I mean it's the *school system* that is really failing these people. I read that seventy-five percent drop out before Grade 12 and forty percent have nine years or less schooling. For the Inuit it's even higher. What can we do after the schools have failed to teach the basic skills? We're trying to solve a problem that began long before we got involved."

"Well sure," commented a retired elementary school teacher. "But that's really passing the buck. I think we need to look at our *teaching* styles. I mean, how many of us know about Native learning styles? Do we establish close personal relations? Do we really dialogue as equals? Do we share responsibility? Do we cater to visual preferences? Do we emphasize cooperative learning or try to accommodate the pace and flow of our students? Not very often. What can we expect?"

A lawyer, longish hair falling fashionably over the collar of his tweed sport coat, laughed. "Come on, you're all refusing to look at the two main problems." Knowing how he could go on, the other tutors sat back resignedly. "First, what about the *program methods and content*? I mean, do we use the words of the students? Most of the material we use has no relevancy to or connection with our students. Instead of finding their interests or strengths, we use workbooks and phonics approaches that are pre-packaged and meaningless. Instead of taking our student's lives, stories, and language as the basis of our study, we use the disconnected words of some literacy expert in New York!

"And the second point," the lawyer went on hurriedly, "is that *our programs aren't community oriented* I read that only four per cent of students with less than a high school education get into adult education programs and forty per cent drop out. Why? Because we're middle class people operating middle class programs. We isolate literacy skills from issues in people's lives like poverty, powerlessness, and discrimination. We aren't providing community services like daycare, and we aren't addressing community issues. Usually we don't even use other community resources. This may work for people who are already separated from their communities and are somewhat successful by our standards, but what about others? We need to create programs where functional literacy is defined in terms of the community's realities, not just in terms of individual success. People have to come to

believe that they can change conditions by cooperative action, but we teach them individually and isolate them from the people that they need to cooperate with. I mean

Miss Miller broke in before he could go on. "Look, the biggest problem for me is the *cultural differences*. I mean, when I worked with Mary she was polite, but I never felt really comfortable. She didn't really seem to want to talk; she avoided direct questions and just didn't open up with me. I always seemed to be interrupting, and I ended up doing all the talking. I didn't know how to work with her. She seemed very passive, but I had the feeling it was because I was doing something wrong." She wrung her hands and seemed on the verge of tears. "I really wanted to help her, but I just didn't seem to connect."

QUESTIONS:

What may have motivated Mary to get into a Native Literacy Program?

Discuss what may have been Mary's goal: _____

Discuss where Mary's motivation came from. List the possibilities.

Was the goal: Realistic? _____

Manageable? _____

Time Limited? _____

Supported? _____

Specific? _____

What got in Mary's way that she fell short of her goal?

The exercise states several opinions. Do you think any of them apply to Mary's reasons for quitting?

Why or why not:

What could have been done differently so that Mary did not drop out?

Mary could have: _____

Others could have: Tutor _____

Coordinator: _____

Community Members: _____

What additional comments would you like to make about Mary's horrible experience in an adult literacy program?

Information About Stress

Stress - the wear and tear on the body caused by a situation or event •- can be very damaging to your health. Many diseases are related to stress. They include high blood pressure, heart disease, diabetes, ulcers, arthritis, alcoholism, mental and emotional illness, colitis and migraine headaches.

Strangely enough, though, some stress is good. On a short-term basis, it helps us to compete better. Our responses to short-term stress can protect us from immediate harm.

It's long-term, or chronic stress, that is bad for us. It causes the body to wear out and become susceptible to diseases and ailments.

Stress Signals

Here are some signals from our minds and bodies that may indicate we are under too much stress:

- High blood pressure
- Heart pounding
- Irritability and aggressiveness
- Pacing back and forth
- Unable to relax
- Acting without thinking
- Frequent mood changes
- Inability to concentrate
- Feelings of confusion
- Depression
- General feeling of anxiety
- On overpowering urge to cry or run and hide
- Boredom
- Lack of interest in life
- Tight muscles, particularly in the shoulders, neck and face
- Loss of appetite or eating too much
- Frequent diarrhea
- Indigestion
- Sleeping problems
- Increased smoking or intake of alcohol
- Use of drugs to cope
- Excessive sweating

All of the above are warning signals. Our minds and bodies are saying: "If you don't do something about it, the machinery is going to break down ... somewhere ... sometime!"

An Exercise to Help You Understand Stress

Barb and Robert have been living together on the family farm for four years. Recently, Barb got a full time job which has her working evenings three times a week. Robert, who is three years younger than Barb, won \$500 last week at bingo. He wants to use his winnings to take a trip. Barb will have none of it. The end of harvesting season is near, and Robert is worried about getting in the needed weeks of work, but he still wants to take his trip.

Step 1. List all the possible stresses that Barb and Robert could be experiencing.

Step 2. Provide possible solutions for each of the stresses listed that would lessen or eliminate them.

Barb's Stresses

Possible Solutions

Sample:

full time, evening work, means no
time or energy for fun

plan a fun weekend or evening
as soon as possible

Robert's Stresses

COPING WITH STRESS/OVERCOMING BARRIERS

PRESSURE POINTS AND HOW TO DEAL WITH THEM

CONFUSED OR OVERWHELMED?

- ◆ **Talk to someone you trust.**
- ◆ **Discuss your concerns with a friend, parent or teacher.**
- ◆ **They may help you find solutions to your problems and worries.**

BEING TOO HARD ON YOURSELF?

- ◆ **Ease up, take a break and do something you enjoy.**
- ◆ **Daydream, read a book, go out with friends - anything that helps you relax.**

PROBLEMS, PROBLEMS, PROBLEMS!

- ◆ **Recognize your limits. It's too stressful to try and deal with all you problems at once.**
- ◆ **Choose what's most urgent and problem-solve around it.**
- ◆ **Set aside the rest of your problems until later.**

TOO MUCH TO DO?

- ◆ **Focus on what you want.**
- ◆ **Set priorities for yourself by deciding what's important and what isn't.**

FIFTEEN WAYS TO START DEALING WITH STRESS

Below are 15 suggestions for dealing with the stresses of the year. Some may be more appropriate for you than others. Try them all, or simply choose a few you think might be helpful.

1. **Laugh a lot.** Research shows that when people laugh, it's often therapeutic. Work on developing your sense of humour.
2. **Try noncompetitive play.** Read, play or colour with the kids.
3. When feeling stressed, inhale deeply through your nose, hold, slowly exhale through your mouth. Repeat 5 to 10 times. This increases your oxygen intake. Oxygen relaxes your body.
4. Accept the things out of your control- an overbearing landlord or a moody friend is unlikely to change, no matter what you do.
5. **Get physical.** Walking and getting in touch with our beautiful surroundings and, gardening can be as therapeutic as exercise.
6. **Take a daily music break** - with eyes closed sit back and listen to 10 minutes of soothing sound.
7. **Be an optimist.** Deal with negative thoughts by strength. Positive thinking helps.
8. **Take a restful lunch break.** Lunch time should be a time to balance out the morning and afternoon.
9. **Avoid chronic hurriedness.** High stress personalities try to do too many things, too fast. Cultivate good judgement and sound decision making, not speed.

10. Instead of drinking alcohol after a long, hard day, try ice water followed by a 10-minute quiet time, relaxing with eyes closed. Remember the peace there is in silence.
11. Work at building a few supportive relationships. Remember friendship takes time. Those with supportive relationships suffer less consequences under stress than the socially isolated.
12. Cut back on caffeine; it's a stimulant. You want to wind down not wind up.
13. If a stressful event is approaching, visualize yourself doing it well and in a relaxed manner.
14. Try to make study and living areas as pleasant as possible with pictures, plants, etc.
15. Take a warm shower or bath to soothe tense muscles and provide a few moments of privacy.

Source: Healthy Lifestyles,
Iowa Dept. of Public Health
LRP Program C, 1997

The Social Readjustment Rating Scale
(count only those events which have occurred in the past 12 months)

1. Death of a spouse	100
2. Divorce	73
3. Marital separation	65
4. Jail term	63
5. Death of a close family member	63
6. Personal injury or illness	53
7. Marriage	50
8. Fired at work	47
9. Marital reconciliation	45
10. Retirement	45
11. Change in health of family member	44
12. Pregnancy	40
13. Sex difficulties	39
14. Gain of new family member	39
15. Business readjustment	39
16. Change in financial state	38
17. Death of a close friend	37
18. Change to a different line of work	36
19. Change in number of arguments with spouse	35
20. Mortgage over \$10,000.	31
21. Foreclosure of mortgage or loan	30
22. Change in responsibilities at work	29
23. Son or daughter leaving home	29
24. Trouble with in-laws	29
25. Outstanding personal achievement	28
26. Spouse begins or stops work	26
27. Begin or end school	26
28. Change in living conditions	25
29. Revision of personal habits	24
30. Trouble with boss	23
31. Change in work hours or conditions	20
32. Change in residence	20
33. Change in schools	20
34. Change in recreation	19

35. Change in church activities	19
36. Change in social activities	18
37. Mortgage or loan less than \$10,000.	17
38. Change in sleeping habits	16
39. Change in number of family get-togethers	15
40. Change in eating habits	15
41. Vacation	15
42. Christmas	13
43. Minor violations of the law	11

Total _____

How Did You Do?

Your Score: If you scored 150 points or less, you are on pretty good ground, with less than one chance in three of developing a serious illness in the next two years.

Scores between 150 and 300 indicate you have a 50 - 50 chance of becoming seriously ill in the next two years. If you score over 300 points, your chances jump to 90 percent.

If your score is unusually high, don't just sit back and wait for illness to strike. Just be aware that you may be facing more stress than usual - and take this opportunity to be especially nice to yourself.

ARE YOU UNDER STRESS?

STRESS SYMPTOMS



I know I'm under stress when I ..

- | | |
|--|---|
| <input type="checkbox"/> Cry more than usual | <input type="checkbox"/> Slept more than usual |
| <input type="checkbox"/> Can't sleep | <input type="checkbox"/> Eat more than usual |
| <input type="checkbox"/> Am irritable | <input type="checkbox"/> Resort to the use of alcohol/drugs |
| <input type="checkbox"/> Have "physical complaints" | <input type="checkbox"/> Don't feel like eating |
| <input type="checkbox"/> Become overly sensitive | <input type="checkbox"/> Don't feel like doing anything |
| <input type="checkbox"/> Am on the move all the time - fidgety | |
| <input type="checkbox"/> Other _____ | |

STRESS REDUCERS

When I see these "symptoms" , I will (" and be specific)

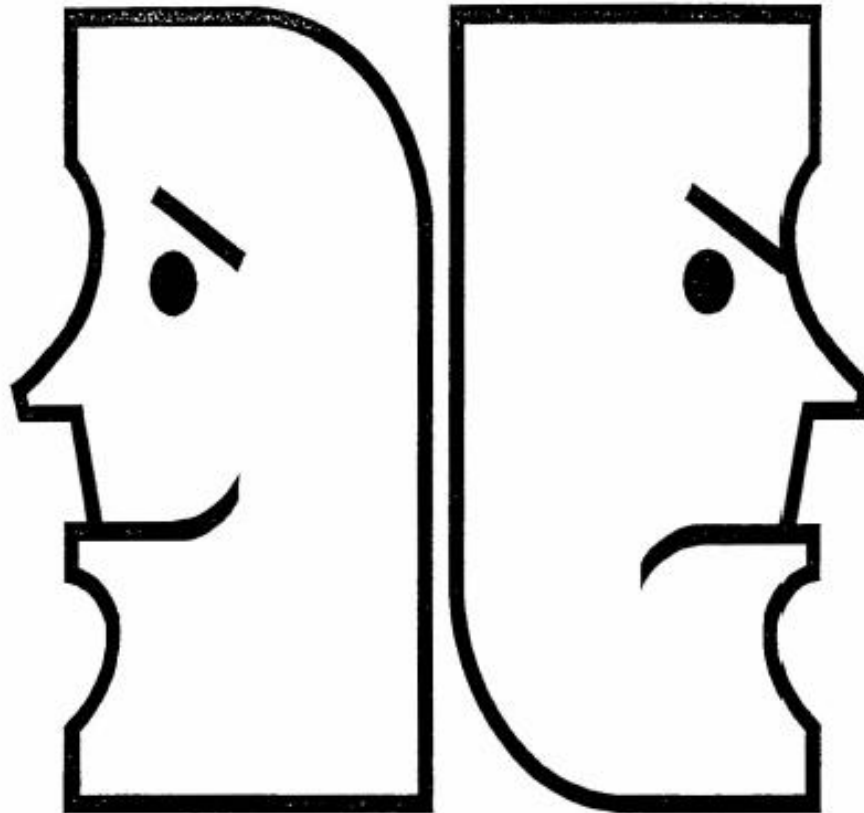
- Go for a walk _____ for _____ mins.
- Read a good book _____ for _____ mins.
- Go shopping at _____ for _____ mins.
- Exercise _____ for _____ mins.
- Listen to music on the _____
- Watch my favourite T.V. program(s) _____
- Use relaxation techniques _____
- Take some time for myself _____
- Do something I'm skilled at _____
- Talk to my friend, therapist, doctor, someone else named _____

- Say "NO" to _____
- Confront the situation by _____
- Limit certain behaviours _____

- Prioritize my responsibilities # 1 _____
#2 _____
#3 _____
- Other _____

This booklet is the handout that accompanied Roxanne Lepine's "Coping Through Humour" workshop she presented at the Learners' Gathering February 10 - 12, 1999.

PERSONAL REFLECTIONS



A DAILY JOURNAL OF JOY!

"Joy is the inner song you play throughout your day. Joy is an attitude; it comes from a sense of love for yourself and others. It comes from inner peace, the ability to give and receive, and the ability to appreciate. It is a feeling of gratitude for the gift of life."

"Focus on things that you're grateful for in your life. We need to recognize the things we have versus the things we think we need. Keeping a Journal will help you to maintain a feeling of elation, the sense that you're soaring with the eagles instead of scratching in the dirt with the turkeys."

JOY JOURNAL

1. Before you go to sleep, write down three kind things that were done for you today. Now write down three kind things you did for someone else. Remember that kindnesses come with no strings. They are done, then let go of.

2. Think of a person or persons who have really made a difference in your life.

3. Think of a way you could surprise and delight someone you love tomorrow.

4. List at least four things that you do well.

5. Write down ten things that you like about yourself.

6. Write-about a time when you had so much love in your heart, you could have burst.

7. Think of your favourite physical activities as a child (biking, swimming, skipping rope). List them, and make plans to do them again.

8. Write down three things that your children have done well lately. Comment on this out loud, preferably in the presence of others.

9. Think of five qualities that you adore in your partner or spouse. Write them down, and tell your significant other about them.

10. Think of three authors, artists, or musicians who've inspired you or whose work you've simply enjoyed. Make a promise to yourself that you'll read, view, or listen to their work again soon.

11. Remember a time when you felt supported and nurtured in an hour of need. Describe this time and how you felt.

12. Remember three times when you felt inner peace and serenity. As you recapture the feeling, write it down.

13. What obstacles have you overcome recently? Thank yourself and whoever helped you.

14. Think of someone you might forgive and how that might change you life.

15. What is your favourite food? What kinds of sensations do you get when you think of it?

16. Whom do you laugh with the most? Remember a time you laughed so hard, you thought you'd collapse.

17. Remember a wonderful place you've been to and how it made you feel.

18. What song or songs make your heart sing?

19. What is your favourite thing to do? How does it make you feel?

20. What is your greatest source of pleasure, and why?

21. When you're in nature, what attracts you the most (plants, animals, trees, mountains, oceans, lakes, etc.)?

22. If you were to leave this planet tomorrow, what would you want people to remember about you?

23. Can you think of one quality that you'd like to work on that could increase your potential for joy (for instance, patience, compassion, kindness, empathy, encouragement)?

24. Is there someone you know who could profit from your understanding and love, and who might need it today?

25. Write down a list of things you're thankful for. Add to it every day. Share the list with others.

Here are some rules for using laughter and humor appropriately.

- 1 Laughing with people is compassionate; laughing at them is immoral and unethical.
- 2 Jokes must be appropriate, tasteful and tactful.
- 3 Racist and sexist jokes are forbidden.
- 4 Appropriate humor NEVER belittles or criticizes.
- 5 Humor is based on caring and empathy.
- 6 Humor builds confidence, brings people closer together, is mutually supportive and invites everyone to laugh.

Here are some ideas for putting more laughter into your life. This may involve taking some risks, but go for it. Remember that nothing ventured, nothing gained.

1. Enjoy your work. Create an atmosphere of fun with posters, pictures, cartoons, jokes and friendly banter with co-workers and clients. Look for the funny side of life.
2. Look for humor in your home life. Our lives provide us with an endless supply of humorous material. Persons such as Bill Cosby and Jerry Seinfeld have become astute observers of the funny side of life and have learned to convey it through speech and the written word.
3. Television, movies, books and songs provide an abundance of laughable material. Check out the comedy section of your local video store or library.
4. Have a joke party. Invite people you know who like to laugh and have everyone come prepared to share their favorite jokes. Provide paper and pencils at your party so people can record the jokes they would like to add to their own joke files.
5. Create a laughter first-aid kit. Include humorous videos, books, cartoons and scrapbooks (a collection of joyous pictures and stories). Items from this kit can be used for gifts or can be loaned to people who need a lift. Use it yourself when you want to feel better.
6. Write a laughter contract with yourself Become a humor scavenger. Make a commitment to laugh at least 100 times a day. Try to find the humor in everyday situations.
7. Change your attitude. People generally handle stress in one of three ways: by hiding under a psychological rock; by blaming everyone around them; or with love, dignity, courage and humor. We are free to choose how we will respond.
8. Make a good impression. One of the first things people notice in others is facial expression. If you want to "dress for success", wear a smile.
9. Be a clown. Take a few risks and liberate your funny bone. Childlike playfulness enhances your ability to enjoy life (wrestle with your significant other or your children).
10. Reminisce about happy memories and funny stories. Photo albums are great reminders. Home movies provide excellent opportunities for fun and creativity.



Now that you have completed the series of exercises that help you to understand more about yourself and give you a better starting point on your learning journey, take another look at the Journey Into Self exercise you did when you first began. Would you change anything about it? Where? Why? Write about or discuss orally, these changes.

We hope that these resources and the experience of self-examination have been useful to you.

May your lifelong learning journey be exciting and Rewarding!

Resources Used for Measuring Learning Readiness

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Native Perspectives. Calgary Board of Education, Division of Continuing Education Upgrading. Viscount Bennet Centre, 1995.

Goal Setting: Strategies for A Balanced Life, Diane Eade, 1995.

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www.edgov/databases/ERIC_Digests/ed299455.html

www.petersons.com/ugrad/selfevaluate.html

www.customlearning.com/coached.html



To those individuals whose articles I have used and not given credit, I humbly apologize. I hope that you, in the spirit of passing it on, will be comforted by the fact that many will benefit.